AGES 6–8 · TEACHER PAGE

From seed to plant

The class sows seeds in the MAVA germination tray and keeps an observation journal until transplanting.



45 min, then 5 min twice a week for 3 weeks | MAVA : HYDRO SLIM

KEY QUESTION How does a seed become a plant?

OBJECTIVES

1. Sow seeds and observe germination.
2. Describe the stages: seed, sprout, seedling, young plant.
3. Keep a journal with drawings and simple measurements.

MATERIALS

- The kit's germination tray and rockwool cubes
- Fast-growing seeds: radish, lettuce, rocket
- A few dried beans soaked overnight
- Magnifiers, ruler, pupil sheet

CURRICULUM LINKS

NATIONAL CURRICULUM	**Year 2 · Plants**: observe and describe how seeds and bulbs grow into mature plants.
NGSS	**3-LS1-1** (groundwork): organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
IB PYP	**How the world works**

LESSON STEPS

1 **Open a seed** 10 min	Split a soaked bean: inside is a tiny plant and its food store. 'What will happen if we sow it?'
2 **Sow** 20 min	Follow guide BD-06: 2 or 3 seeds per cube, half a glass of water, lid on, label with the date.
3 **Observe** 2 × 5 min / wk	Pupils draw, measure the height and count the leaves on days 1, 4, 8 and 15.
4 **Transplant** 15 min	At 5–7 cm, move the seedlings into the MAVA. Compare species: which one sprouted first?

ASSESS

The pupil puts the four stages in order and describes what changes from one to the next.

VOCABULARY

seed, germination, root, shoot, seed leaf, seedling

EXTENSION

Weigh 10 dry seeds, then 10 soaked seeds: they have taken up water.

AGES 6–8 · PUPIL SHEET

From seed to plant

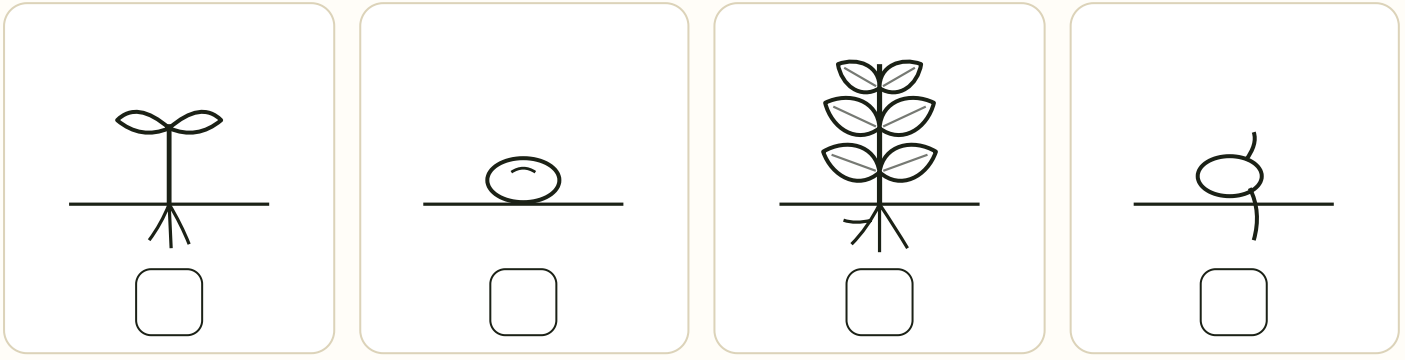
NAME _____ CLASS _____ DATE _____

MY SEED _____ SOWN ON _____

1 Observe your seedling, draw it, measure it and count its leaves.

DAY 1	DAY 4	DAY 8	DAY 15
Height _____ mm	Height _____ mm	Height _____ mm	Height _____ mm
Leaves _____	Leaves _____	Leaves _____	Leaves _____

2 Number the stages in order, from 1 to 4.



3 What comes out of the seed first?

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