



First Grade SPRING

Center 1 First Grade: Lettuce Investigation & Planting

Lesson Summary and Goals: Using the schoolyard garden to spark curiosity, students plant lettuce starts that will be harvested by 2nd Grade. During the planting children observe and discuss how the lettuce seedlings resemble their parents. They predict what they will look like as they grow.

([Full lesson plan here](#))

Duration: Approx 30 minutes for Center 1

Location: Outdoor classroom and garden

(Need: laminated images of lettuce plant, lettuce varieties, lifecycle, and offspring parent matching worksheet)

- Begin with discussing different types of lettuce. Can they think of any? Like humans, lettuce comes in many varieties - use image of lettuce varieties. Compare characteristics of different varieties.
- Discuss how Garden to Table started the seeds and gave us tiny lettuce plants. The cold frames act as a greenhouse to keep our lettuce plants warm in cold temperatures.
- Remind students of lettuce seeds they observed in the fall - show lifecycle image. What do they remember? Students can point out the seeds in the picture and guide them to understanding that they are dispersed, or spread, by the wind. Ask students if they know what might happen when the seeds find a good spot to grow. Allow students to share their thoughts.
- Direct students' attention to the [lettuce illustration](#). As a class, discuss parts of a lettuce plant (root, stem, rib, leaf). Head into the garden to show them the actual parts of the lettuce they will be planting.
- Plant lettuce - hooray! Please plant in your designated space with your allotted number of plants. Please ensure the irrigation lines are not punctured or moved (the colorful paper clips are holding the lines down). Please water once all lettuce has been planted. We hope you have fun with this!

- How much do they think their small lettuce plants will grow over Spring Break?
- If this lettuce had seeds that grew, what would offspring look like? Define offspring as a baby plant or animal made by a parent plant or animal. Parent plants and offspring share traits. “People share traits with the parents that created them”
- Finish with the matching activity worksheet (answer key provided) if time allows.
- Finish the entire group lesson with YouTube time lapse seed to flower for lettuce

Center 2 First Grade: Plant Comparison and Herb Investigation

Lesson Summary and Goals: Students compare and contrast plant parts and brainstorm adjectives to describe how they look, feel, taste and smell. Students will create their own booklet of herbs using the descriptive words. Finally, students will plant the herbs in the herb garden. Note: Only the 1st first grade class in the garden for ELF Unit 5 will plant.

[\(Full lesson plan here\)](#)

Duration: Approx 30 minutes for Center 2

Location: Garden

(Need: herbs, image of plant parts, images of herbs, white board markers, example little book of herbs, stapler, scissors and markers or crayons)

- Review plant parts with image
- Lay out the herbs and see if the students can recognize any. Discuss what they notice.
- Looking at those herbs, try to have students name the parts of the plant.
- Are all the parts growing so far? We don't see flowers and seeds yet.
- Look at two herbs. Discuss difference in leaves even though they sometimes don't look anything alike. Plant parts are different from each other in the way they look, feel, taste, and smell.
- We can't just say “leaf”, since they are all so different, so let's add adjectives. You can remind students that adjectives are describing words that tell us more about a noun. In this case, students might describe the leaves as pointy, green, or small. Have students describe 4 of the herbs with different adjectives.
- Allow time for students to smell the herbs. Please only sample a small portion tearing up leaves so all 4 classes can taste. Discuss how herbs are used to flavor foods!

- The 1st first grade class in the garden for Unit 5 of ELF can now plant herbs in designated locations.
- Model how to make the “little book of herbs”.

Indoor or outdoor classroom:

- Students can write and illustrate their “Little Book of Herbs”. For example:
 - I see the *flat parsley*.
 - I smell the *strong thyme*.
 - I taste the *mild chives*.
 - I feel the *soft parsley*.
 - My favorite herb in the garden is *oregano* because it *reminds me of pizza!*
- Finish the entire group lesson with YouTube time lapse seed to flower for lettuce