

## LET'S GROW A MONSTER!

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1. Supply each student with a cup/container, potting soil, and a seed.  
(Summer squash and basil are provided—you may choose one or have a mixture of plants grown in your class.)
2. Instruct the students to plant each seed about 1/2" below the surface.
3. Assist the students with watering their seeds. The soil should be kept moist for germination to occur. A spray bottle is included in your box to help keep soil damp after initial planting.
4. Instruct them to write their names on their own cup.
5. Plant three classroom seeds. These seeds will have their growing environments altered.
6. Explain to the students that their personal seeds will be placed in a warm area and will receive the correct amount of moisture in order to germinate or sprout. Explain that they are called the "control group" of the science experiment—they will be used as a comparison for the other three plants.
7. Tell the students that they will change the environment of the three classroom seeds.
  - **Classroom Seed #2:** Water the seed and keep the soil moist. Place in a dark room or put a dark/black box over the cup. Ask the students to hypothesize what will happen if the seed is in the dark. (*Students may observe that seeds will germinate in the dark but will eventually need light to turn green and photosynthesize.*)
  - **Classroom Seed #3:** Place the seed in dry soil and do not water. Ask the students to hypothesize what will happen if a seed is in dry soil.
  - **Classroom Seed #4:** Water the seed and keep the soil moist. Place the seed in a cold environment such as a refrigerator. Ask the students to hypothesize what will happen to the seed in a cold environment.
8. List the students' hypotheses together.

OPTIONAL: Keep track of growth using My Seed Journal worksheet. Alternative—check out the plants weekly and discuss in class without using the journal page.

9. On the first page of their My Seed Journal instruct the students to describe the environment of each seed.
10. Determine how often students should make observations in their journals—every day, every other day, twice a week, etc. Students should describe what they see and illustrate what they see in each cup.
11. Over the next few weeks, allow the students to track the growth and progress of each plant. Allow students to take their plants home and transplant to an area outside, weather permitting. See if your students can grow a monster!