

Spring Wildflower Gala

GENERAL INFORMATION

THEME

Spring is like a fancy party for wildflowers.

SUB THEMES

1. Flowers are not just pretty, they also have an important job for the plant.
2. The flower is made up of hidden parts that help the whole plant.
3. To reproduce, flowers develop bright colors in the spring to attract insects.

VOCABULARY

Flower, leaves, seeds, petals, stamens, pistil, stigma, pollinators

ACTIVITY MATERIALS

Flower model, seeds, clipboards, pencils, “Scavenger Hunt” sheets, eye loupes

METHODS

INTRODUCTION

Introduce yourself and state the title of the activity. Preview the main points of the activity and give students an idea of what they will be doing. Conversationally state the theme and sub themes.

Ask: **What does the flower part of a plant do for the plant?**

Explain that the flower makes fruit and the seeds are found inside of the fruit. Seeds are important because most plants grow from a seed. Ask: **Can you think of some fruits that you eat that contain seeds** (apples, oranges, strawberries, pears, etc.)? Pass around seeds for the students to see and touch.

Explain that before the flower makes fruit, it has a very important job to do for the plant. The flower is made up of smaller parts, each with its own job. Show students the flower model and ask them to identify some of the parts. Walk them through the identification and explain the function of each part.

- Petals: Attract pollinators (insects);
- Stamens: Male parts of the flower, contains pollen for the pollinators (insects) to collect and transfer to other flowers;
- Pistil: Female part of the flower, seeds form in the center part when pollen from another flower is carried by a pollinator to the top of the pistil.
- Stigma: The top of the pistil collects pollen from the

Teacher’s Corner

Grade Level(s)

1st, 2nd, and 3rd

Grade Level Expectations

GLE 0107

-Inq.1: Observe the world of familiar objects using the senses and tools.

-1.1: Recognize that living things have parts that work together.

-1.2: Use tools to examine major body parts and plant structures.

-3.1: Recognize that plants and animals are living things that grow and change over time.

GLE 0207

-Inq.1: Observe the world of familiar objects using the senses and tools.

-1.1: Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.

-2.3: Identify basic ways that plants and animals depend on each other.

State Performance Indicators

SPI 0307

-1.1: Identify specific parts of a plant and describe their functions.

-2.2: Determine how plants and animals compete for resources such as food, space, water, air, and shelter.

-3.1: Identify the basic needs of plants and animals.

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INTRODUCTION (cont.)

pollinator so that seeds can form.

Once the students have learned about the main parts of the flower, remove one or two of the parts and see if they can identify which part and function is missing (note: it is not possible to remove all parts easily, so use your own discretion). Explain that without all of these small parts, the flower could not do its job properly....make seeds!

ACTIVITY

Review the importance of pollinators like bees for the flower. Ask: **Why do you think the petals of flowers have such bright, pretty colors** (to attract pollinators to the flower)? While the pollinator is drinking the sweet nectar (liquid sugar) from the flower, pollen from the stamen collects on the legs of the pollinator. When the insect travels to another flower, the pollen is then deposited on the stigma of the flower.

Break the students up into teams of two or three. Explain that they are going to do a scavenger hunt about wildflowers. Stress the importance of leaving flowers intact so that they can make seeds. Pass out eye loupes, clipboards, pencils, and "Scavenger Hunt" sheets to each group. Go through the sheet as a large group before sending the smaller groups out to search. Encourage the students to look for the smaller parts of the flower with the eye loupes. Allow 10-15 minutes for the students to go through their sheets.

Bring the group back together for the discussion.

DISCUSSION

If there is time, begin a discussion with the students about what they have found. Have some of the students show their findings to the rest of the group.

WRAP-UP

Let the group know that the activity is coming to an end. Conversationally review the theme and sub themes. Give the teachers any of the materials that students are able to take home with them.

ACKNOWLEDGEMENTS

- Copyright © 2008 Healing Stones Foundation. All rights reserved.
- Activity developed by Melissa Squirlock; March 2008.
Science, Grade 3. (2003). Unit A: Plants and Animals. Harcourt: Orlando, pp. A23.
Science, Grade 1. (2003). Unit A: Plants and Animals All Around. Harcourt: Orlando, pp. A29.