



Pollination Department

Lesson 2 - The Amazing Life of a Flower

Essential Questions:

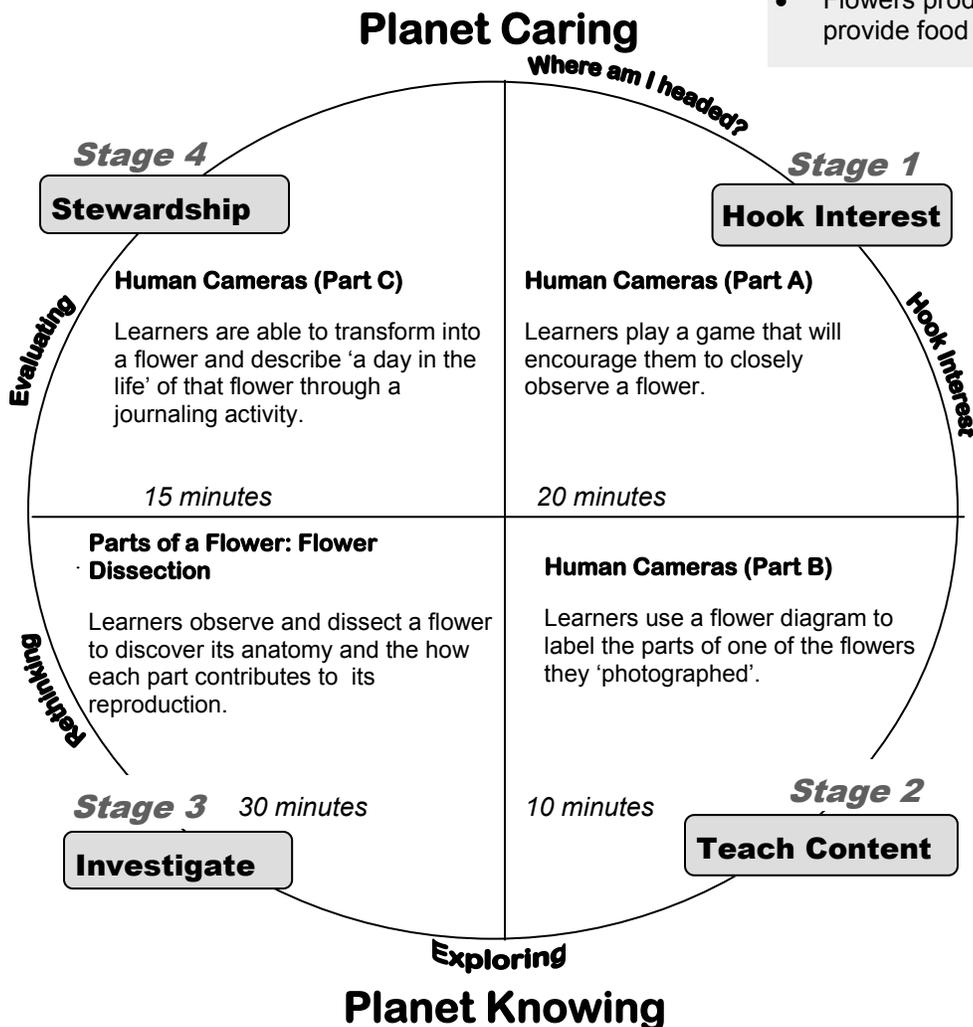
*How are flowers adapted to attract and interact with animal pollinators to reproduce?
What are the parts of a flower and what are their functions?*

At a Glance:

Learners recall information from PD Lesson 1 and are motivated to learn more about flowers and their interrelationship with pollinators. They role play 'human cameras' photographing flowers on their site; discover flower anatomy and how each floral part contributes to reproduction and finally reflect on the importance of flowers for human survival on Earth.

Concepts:

- Pollination is an important eco-service that is provided by my school site ecosystem.
- A number of different pollinators live on my site.
- The main parts of a flower are the petals, sepals, stamens and pistil.
- Stamens contain pollen, the male cells of a flower.
- The pistil is the female part of the flower.
- Flowers produce seeds and fruits that provide food for most creatures.



Objectives

Learners ...

- 1) become 'human cameras' and photograph three flowers.
- 2) examine flower parts with hand lenses.
- 3) draw one of their flowers and label its parts.
- 4) identify the different parts of a flower and understand their function.
- 5) understand the importance of pollen for plant reproduction.

PROCEDURES IN BRIEF: Pollination Lesson 2—The Amazing Life of a Flower!

Stage 1. Human Cameras, Part A

Procedure:

Go to an outside area with flowers.

1. Ask learners to choose a partner for the next activity. One partner will be the “camera” and the other will be the “photographer”.
2. Ask for a volunteer to demonstrate the activity. Show how the camera head can be tilted to focus on a subject. Explain that the subject for all photographers is flowers from Suga Magnolia's Pollination Department.
3. The learners' eyes will be the 'shutter'. The 'camera' starts with their eyes closed. The photographer will lead the 'camera' over to a flower. The photographer says “click” and the camera opens the “shutter” for 3 seconds, then closes their eyes again.
4. Each human camera should take three photos. When all three pictures are taken, learners should change roles, with the photographer becoming the camera and vice versa. Tell learners to be very careful with their human cameras and guide their camera slowly from one photo shot to another. Tell learners to make sure their cameras don't step on any flowers.

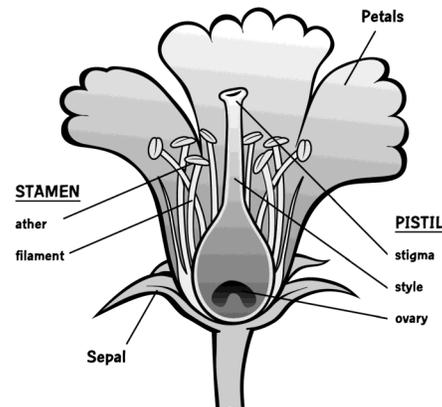
NOTE: You don't need a flower garden to do this activity.

Many times there are small flowers, often called weeds., such as clover in the grass. Small flowers may be growing near the edge of the school yard also.

Stage 2. Human Cameras, Part B

Procedure:

1. After all learners have completed the activity, have learners return to one of the flowers that they photographed and draw and label the flower parts using the flower anatomy diagram on their worksheet. Provide hand lenses.
2. Help students by pointing out the main flower parts: petals, sepals, pistil, stamen, and ovary (see diagram).



Supplies

- hand lenses
- paper
- pencil or crayons
- Human Cameras worksheets
- clipboards (optional)

Stage 3. Parts of a Flower! *Flower Dissection*

Procedure:

1. Divide the class into small groups. Each group has a plate or cup with three or more different flowers.
2. Learners begin by simply looking at the flowers and completing the 'I Observe' section on their worksheet.
3. Introduce flower structure. Refer children to the flower diagram chart. Explain that each flower is unique with its own special beauty. While flowers are composed of the same parts, the flowers are arranged differently on different species. (Actually, some plant species have male and female flowers and an individual flower can be missing some parts.) Tell children that although all of them have the same parts--nose, eyes, arms, legs, hair etc.--they, too, are all unique.
4. Have learners choose a flower and sketch it on their Parts of a Flower! worksheet.
5. Next, learners take apart (dissect) their flower and record additional observations. Have learners identify the parts of the flower and label them on their sketch.
6. Finally, have learners develop a series of 'I wonder' questions. These questions can be used as the basis for developing inquiry investigations and science fair projects.

Supplies

- 3 or more different types of flowers
- cups with water to hold the flowers
- hand lenses
- ruler
- toothpicks to use as probes
- worksheet

Stage 4. Human Cameras, Part C

Procedure:

1. Using the back page of the Human Camera's worksheet, allow children to write a journal story about the 'Day in the life' of one of the flowers they saw.
2. Tell students that they are to pretend they are the flower that they drew on the opposite side of their worksheet. Ask them to describe:
 - what type of flower they are
 - weather and seasonal changes and how they affect them
 - what they are surrounded by (i.e. trees, other flowers, animals)
 - what type of pollinators visit them
 - what it feels like to be pollinated
 - anything else about their life – be creative and have fun!

Supplies

- Human Cameras/My Life as a Flower worksheet
- pencil or pen