



**CREATES Literacy Project**  
**Lesson Title: Parts of a Flower**

Teacher Names: Amy Flores & Lizbeth Perez

Grade Levels: 3-5

Duration of Lessons: 90 minutes

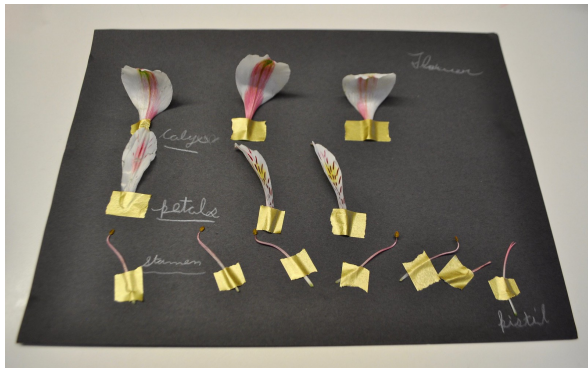
Learning Objective	
Students will be able to name the parts of a flower and describe the functions of each part of a flower.	
Vocabulary	Materials
<ul style="list-style-type: none"> <li>• Sepal</li> <li>• Calyx</li> <li>• Corolla</li> <li>• Stamen</li> <li>• Pistil</li> </ul>	<ul style="list-style-type: none"> <li>• Flowers (2 per student). Recommend Carnations and Astrazenecas.</li> <li>• Printed teacher set of “<a href="#">Parts of a Flower</a>” cards (cardstock with optional colored parts)</li> <li>• Printed student copies of “<a href="#">Parts of a Flower</a>” card set</li> <li>• Black cardstock page (1 per student)</li> <li>• Chalk/white crayons</li> <li>• Colored pencils</li> </ul>

<b>Creative Communication Strategy Implemented</b>	Students will communicate what they learn about flowers through environmental storytelling.
<b>Literacy Strategy Implemented</b>	<input checked="" type="checkbox"/> <a href="#">Paraphrasing</a> <input checked="" type="checkbox"/> <a href="#">Summarizing in Science</a> <input checked="" type="checkbox"/> <a href="#">Interactive Read-Alouds</a> <input type="checkbox"/> Interactive Reading Guides <input type="checkbox"/> Strategies for Vocabulary Instruction <input type="checkbox"/> Writing a Scientific Explanation Using the Explanation Tool







### Order of Activity

- Introduce the model that students will study today (use [ELMO](#) if available).
- Generate interest by asking students questions such as: Why is it important to study flowers? Do all flowers look the same? Why are they so different? What do each of these parts of a flower do?
- Explain that today we will look at each part of the flower together with a dissection activity as well as with the help of a set of cards.
- Pass out black sheets of cardstock paper and white chalk to students along with 2-3 flowers per student.
- Introduce one part of the flower along with the [card](#) that explains its function. Show how the representation of the flower on print varies from the real life flowers, but still follows a general position and shape (use [ELMO](#) if available).
- Instruct students to dissect that particular part and place it on their black sheet of cardstock along with a label. See the image below for an example of student work.
- Repeat for each part of the flower. Students may need to use multiple flowers to fully dissect and label each part of the flower.



### Evaluation/Assessment

	
flower	corolla
	
pistil	stamen

- Create a lasting representation of the knowledge learned via the “Parts of a Flower” card set.
- Instruct each student to color their set of cards and to only color in the specific part that goes with the labeled part. For example, for the ‘pistil’ card, only color in the pistil.
  - Repeat for each card until they all have their respective part colored in.
  - Use these sets of colored cards as a reference booklet, or challenge students to cut the card sets in order to test their ability to match pictures to names/functions.

