

Focus on: Flowers, Bees and Butterflies

This lesson is meant to support the unit on Plants on Earth. It can be done to generate background knowledge prior to teaching the unit, during the unit to reinforce lessons, or as a follow up to the unit to increase the retention of information. How you guide your students will depend on the information you have already taught and the information you want to introduce.

Clarifying Objectives:

3.L.2.1 Remember the function of the following plant structures as it relates to the survival of plants in their environment:

- Roots –absorb nutrients
- Stems –provide support
- Leaves – synthesize food
- Flowers – attract pollinators and produce seed for reproduction

3.L.2.3 Summarize the distinct stages of the life cycle of seed plants.

Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

-Function
-Plant Structures
-Survival
-Environment
-Roots
-Absorb
-Nutrients
-Stems
-Support
-Leaves
-Synthesize
-Flowers
-Pollinators
-Produce
-Reproduction
-Summarize
-Stages
-Life Cycle
-Seed Plants

Focus Question(s):

What do you notice when observing the flowers in our school garden?

Materials:

School Garden
Science Notebooks

Activities:

- Watch “Plants with Flowers”
<http://app.discoveryeducation.com/player/view/assetGuid/F8954C17-0C00-40BB-8259-97DB95450F9D>
- Discuss. (Be sure to include the parts of the flower.)
- Tell students they are going on a “Flower Safari” to hunt for pollinators and observe the flowers in our school garden.
- Review safety rules such as reminding students we will be observing and not touching. We want to leave the flowers in the garden to produce fruit and or seeds and we want to leave the busy bees and butterflies to their important work as pollinators. Remind students that bees can sting and should be left to do their work. However, busy bees are not interested in people. (If you have a student who is allergic to bees, discuss this lesson with his or her parent and consult the health plan and/or school nurse.)
- Visit the garden. Encourage students to record their finding in their science notebooks. Include sketches and written observations and questions.
- Discuss the students’ findings.

Guiding Questions:

- What do you notice?
- What are the parts of a flower?
- Can you see those parts on the flowers in the garden?
- Do they look the same in all of the flowers or different?
- How are the flowers the same?
- How are the flowers different?
- Do you see any animals visiting the flowers?
- Which animals?
- Are there any animals besides butterflies and bees?
- What do you notice about the animals?
- How do they look?
- What are they doing?