



Student Name:

Discovering Flowers

Summary: Ever wonder why a flower looks the way it does? Or what the different parts of a flower are for? In this lesson, you will explore the structure of flowers and learn about flower parts and what they do. You will examine a flower and draw and label different parts of your flower.

Before you get started:

- In this lesson, you will be asked to find a flower to draw and label. If you don't have access to a physical flower, use the images of flowers described in the EXAMINE part of the lesson.

Materials:

- Two different flowers (if doing a comparison)
- Images of flowers if you cannot access flowers.
- Paper and pen
- Fillable worksheet

Vocabulary:

- **Peduncle:** The stalk of a flower
- **Receptacle:** The central part of a flower stalk where the parts of the flower are attached
- **Sepal:** The outer parts of the flower (often green and leaf-like) that enclose a developing bud
- **Petal:** The parts of a flower that are often conspicuously colored
- **Structure and Function:** How things are shaped and put together determine what they

DO: Sketching and recording information is an important scientific process. Scientists draw what they see, write out their observations, label their drawings, and ask questions based on their observations. Today you will be drawing a flower and labeling various parts of your flower.

EXAMINE: Find a flower to examine. If you don't have access to a flower, you can use the images provided below. Look at the flower very closely, making sure not to damage the flower as you look. Using the sentence prompts "I notice," "I wonder," and "It reminds me of," write your observations.

- Marigold Flower
 - [Marigold front view](#)
 - [Marigold leaves](#)
 - [Marigold petals](#)
- Violet Flower
 - [Violet front view](#)
 - [Violet Leaves](#)

- [Violet side view](#)

I noticed...

I wonder...

It reminds me of...

WRITE/DRAW: Fill out the [Flower Labeling Worksheet](#).

Student Notes:

- Draw your entire flower. See the [Flower Labeling Worksheet](#).
- Try drawing a different flower! Compare the flower with one another. What do you notice?
- Take a picture, draw, and label the area around your flower. Where is it growing? Describe what you see.

References:

Biodiversity Counts Curriculum. (n.d). *American Museum of Natural History*. Retrieved from: <https://www.amnh.org/learn-teach/curriculum-collections/biodiversity-counts/plant-identification>

Plant Identification Information. (n.d). *American Museum of Natural History*. Retrieved from: <https://www.amnh.org/learn-teach/curriculum-collections/biodiversity-counts/plant-identification/plant-morphology/parts-of-a-flower>

Science a-z quick read: Observations vs. Inferences (n.d). Learning A-Z, Inc. Retrieved from: <https://www.chatham-nj.org/cms/lib/NJ01000518/Centricity/Domain/670/Observations%20vs.%20Inferences%20Mid.pdf>

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Notes for Teachers/Parents

- This activity focuses on connecting food and gardening to what students are learning in the classroom.
- Students will be able to...
 - Identify four flower parts; the peduncle, receptacle, sepal, and petal.
 - Use their senses to make observations.
 - Begin understanding how function informs structure in flowers.
- This lesson is adapted from our [Flower Discovery Lesson](#) and amended for the home classroom. We encourage you to extend using our original lesson.

- In the lesson, we ask students to label four of the nine common flower parts. To extend the lesson, have students label all nine parts. Check out our references section for links to plant identification resources.
- This lesson can be extended to a science lab with an emphasis on students making inferences and observations of the plant parts.
 - **Observation:** a gathering of information through the five senses. Scientists use sight, smell, hearing, states, and touch to learn about the world.
 - **Inferences:** explanations of observations you make. Inferences are based on your experiences and what you know.