

<b>Lesson Title:</b>	What kind of flower is it?
<b>Grade(s):</b>	8
<b>Prepared by:</b>	Becky Burch
<b>Appropriate Science Areas:</b>	Life Science
<b>Science Concept(s):</b>	Plant Identification
<b>Lesson Objective:</b>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. utilize reference materials to gather information;</li> <li>2. expand reading and writing vocabularies;</li> <li>3. use a writing process that includes pre-writing, drafting, revising, editing, proofreading, and publishing;</li> <li>4. use adjectives to write a description; and</li> <li>5. document sources with reference citations.</li> </ol>
<b>Georgia QCC Standards:</b>	<p><b>Grades 6, 7 &amp; 8</b></p> <ul style="list-style-type: none"> <li>• Scientific Inquiry Process: Uses process skills of observing, classifying, communicating, measuring, predicting, inferring, identifying, and manipulating variables. Also uses recording, analyzing, and operationally defining, formulating models, experimenting, constructing hypotheses and drawing conclusions.</li> <li>• Reference Skills: Selects and uses multiple types of print and nonprint sources for information on science concepts.</li> </ul> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>• Living Things/ Plants Standard 16: Identifies the characteristics and structure of nonvascular, plants, (e.g., mosses, liverworts, and hornworts). Standard 16.1: Identifies the characteristics and structure of vascular plants, e.g., ferns and seed plants (gymnosperm vs. angiosperms).</li> </ul>
<b>Background:</b>	<p>From the beginning of humankind, man has sought to create a sense of order in the world around him by assigning a unique name to each living organism. In order to continue as a learned and intelligent species, it is necessary for these names to be used and understood in a consistent manner. One way to accomplish this is to teach the successive generations the skills needed to identify those things that surround them.</p> <p>Wildflowers and cultivated flowers grow in abundance throughout Georgia. They provide not only an aesthetically pleasing contrast to the landscape, but also attract wildlife and birds. Additionally, they lend themselves well to both study (science) and inspiration (poetry). The identification of wildflowers can be enjoyed by scientists and romantics alike.</p>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• flower field guides</li> </ul>

	<ul style="list-style-type: none"> <li>• rulers</li> <li>• pencils</li> <li>• paper</li> <li>• colored pencils</li> <li>• parchment paper</li> <li>• thesaurus</li> <li>• 1/8" ribbon</li> </ul>
<b>Preparation Time:</b>	One hour to gather materials and locate a site.
<b>Teaching Time:</b>	5 class periods (one week)
<b>Procedures:</b>	Students will go to a flower garden and choose one flower to identify and research. (Each student will choose a different flower). Students will write a detailed description of the flower, including physical characteristics (color, size, leaf shape, etc.), scent, and location. The student will also draw a sketch of the flower. After compiling this initial information, the student will compare the information they have with the information found in the field guides to identify the flower. Students will supplement their initial observations with the additional information to be found in the field guides. Their notes and observations will then be combined to write a grammatically correct paragraph about the flower. The paragraph will be revised, edited, and proofread. Students will then write a final copy of their paragraph on parchment paper. They will include a detailed and appropriately colored picture of the flower to accompany the paragraph. Students will list all references in correct bibliographical format. Finally, all the student pages will be bound together to create an original field guide for the flower garden.
<b>Key Questions:</b>	<ol style="list-style-type: none"> <li>1. What are the characteristics of the flower selected?</li> <li>2. What kind of flower is it? How do you know?</li> <li>3. Why is it important to revise your paragraph?</li> </ol>
<b>Student Evaluation:</b>	Completion of a 1-page description for inclusion in student field guide. (Description of flower and plant)
<b>Helpful Hints:</b>	When doing the initial observation and description of flowers, provide a detailed worksheet that asks for very specific information. Also, provide a space on the worksheet for the initial sketch. Help the students make their descriptions more interesting by using a Thesaurus.
<b>Related Activities:</b>	<ul style="list-style-type: none"> <li>• Tree exam</li> </ul>

**Suggested  
Extensions  
into  
Other  
Curriculum  
Areas:**

Math: Determine the ratio of available stems to actual blooms.  
Science: Study the effect of sun exposure to different flowers.  
Study the effects of soil conditions.  
Art: Make wildflower T-shirts using student drawings. Press flowers and use to make bookmarks, note cards, or pictures.