

Lesson Plan Title

Parts of A Flower

Grade Level

1st

Subject Area

Science

MSCCRS

L.1.1.4 Create a model which explains the function of each plant structure (roots, stem, leaves, petals, flowers, seeds).

Art Form

Visual Art

MSCCR Creative Arts Standards

VA: Cr2.1.1 Organize and develop artistic ideas and work.

- a. Explore uses of materials and tools to create works of art or design.

VA: Cr1.2.1 Generate and conceptualize artistic ideas and work.

VA: Cr2.3.1 Organize and develop artistic ideas and work.

- a. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Duration

1 hour

Materials

Construction paper

Pipe cleaners

Scissors

Glue

Paper/marker to label parts of the flower

Anchor chart paper

Index cards

Tape

Color Wheel (to identify warm/cool colors)

Objectives

TSW identify the parts of a flower

TSW demonstrate understanding of how each part of the flower functions to help the flower grow.

TSW demonstrate understanding of color, shape and texture in artwork.

Vocabulary

Flower

Root
Seed
Petal
Stem
Leaves
Colors (warm and cool)
Shape (4 basic geometric shapes: circle/oval, rectangle, square, triangle)
Texture (rough, smooth, prickly, stubby, etc.)

Lesson Description

TTW read “Parts of a Flower” by Candice Ransom. TTW have the students identify the different parts of a flower on each page of the book. After reading, TTW identify each part of the flower and their purpose. TTW have an anchor chart with a big picture of a flower. TTW give a few students an index card with different words/ parts of a flower on each card. (ex. Seed, stem, leaves). TSW place his/her card on the anchor chart in the appropriate place on the flower. TTW ask students “Why is each part of the flower important AND what does each part of the flower do to help it grow” as they go through the anchor chart activity. TTW review the parts of the flower using the anchor chart. TTW have students view the color wheel and discuss warm (red, yellow, orange) and cool (blue, green, purple) colors. TTW allow the students to choose a warm or cool color for his/her flower during the art lesson. TTW have students go to their seat for the art activity (or in an art center throughout the week). TTW have materials prepared on the table and TSW use the art materials to create a flower. TTW give instruction on safe handling/use of all art materials. TTW direct the students step by step in creating the flower.

1. TTW ask the students to use brown pipe cleaners to model roots on their paper. (TSW glue the pipe cleaners on the bottom of the paper) *You can also use brown paper or paint for the roots if you do not have pipe cleaners.
2. TTW ask the students to find the green construction paper. TTW review with students how to appropriately use scissors and guide the students in how to cut a stem. TTW ask students “What does a stem look like”? “What is the SHAPE of a stem?” What shape is a stem? What size would a stem be for our flower on the paper?” TTW allow students to explore with scissors and cut a stem. *You may want to provide white crayons or a pencil for students to draw a stem, leaves, petals, etc for the lesson if they are not comfortable with cutting it out of paper before drawing first.
3. TTW ask students “What would we see on the sides of a stem?” and TSW answer “leaves”. TTW ask “what is the SHAPE of a leaf?” TTW ask the students to use the green paper (leftover from cutting out the stem) to draw/cut two or more leaves for the stem.
4. TTW ask students “What part of the flower are we missing?” and TSW respond with “The flower OR the petals”. TTW then allow students to choose a color of construction paper or and type of colored art paper. (I have used paper samples from a scrapbook, painted paper, or textured paper) TTW allow students to model TEXTURE when creating his/her flower by using different types of art paper or overlapping paper. TTW model different types and sizes of flowers/petals for the students. TTW ask the students “What SHAPE are flower petals? What size can a flower petal be?” TTW then allow the students to cut out a flower or petals to make a flower using scissors, construction paper

and glue. (this is where students can get creative and have all different colors, sizes, shapes, and textures of flowers)

5. OPTIONAL... TTW provide each student with a few sunflower seeds (or students can cut seeds out of construction paper). TSW place/glue the seeds on his/her picture as seen in the book.
6. TTW have students label each part of his/her flower using a marker. TTW have the anchor chart visible for students to view for help with spelling or labeling. TTW have students work with a partner and point/explain each part of his/her artwork and why it is important or what each part does to help the flower grow. For example, "this is the stem, and it helps get food and water to the flower."

Recommended Resources

"Parts of A Flower" book by Candice Ransom OR National Geographic Kids "Seed to Plant" book by Kristin Baird Rattini

Extended Learning Activities

VA: Re8.1.1 Interpret intent and meaning in artistic work.

- a. Interpret art by categorizing subject matter and identifying the characteristics of form.

Students could use his/her artwork to write a narrative, expository, or informational text, identifying the characteristic of the parts of a flower. Ex. "First... Next... Last" writing/telling about each part he/she created of the flower through the artwork. The teacher could also go more in depth as to what each part of the flower does/is responsible for in order to help the flower grow. Students could write about the parts of a flower. Ex. "My flower has roots and a stem. The stem helps the flower to stand up and get water and food. My flower has pink petals." or an informative text with more information learned about parts of a flower.

Sources

Tips

Author

Heather Hodges