**Unit Title: Phenology of California poppy Grade level: 3-5**

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| **Lesson #2 Title: The reason for a flower** | **Number of Minutes: 30-60** |
| Mathematical purpose (if applicable): | Scientific Purpose: To better understand the purpose of flowers and what they contribute to our world. Sets the stage for phenology, helps kids realize flowers are more than just a pretty thing to look at. |
| Materials needed:  Suggested reading: “The reason for a flower” by Ruth Keller. Other suggested materials: loaf of bread, cotton ball, cotton tee shirt, beans, various fruits & flowers (tomato, apple, banana, rose hip, avocado etc.) | Academic vocabulary:  Native plants, ecosystem, habitat, pollination, seed |
| Common Core Standards (copy and paste): Michael will do | Next Generation Science Standards (copy and paste): Michael will do |
| When students are finished they will understand:   * Many of the things we eat and wear come from flowers! * Flowering plants are super important for humans. * Just as plants are important for humans, native plants (the plants that form ecosystems like forests, grasslands and deserts) are super important for animals which depend on them for food and shelter | What are teacher questions or prompts?  Why do we care about plants? What part of plants do we use? Are all plants the same? What is the difference between a crop and a native plant? Can you name 3 things that come from plants? What part of a plant is this? |
| What are questions you anticipate students will have? Ashley | What are misconceptions students might have?  Tomatoes, avocados and cucumbers are vegetables. It is fun to explore the botanical definition of fruit as being the part of the plant that has seeds inside. Culinary terms for what we eat are different than botanical terms. Does it have a seed inside? Then it is really a fruit, which came from a flower. |
| General outline of the lesson: Ashley, the suggested vocabulary and reading “The reason for a flower” will help you develop a good outline. There is a copy of this book in Angela’s classroom at Fuente, in the box with all the clipboards. You are welcome to borrow all the books in the box; they all belong to me. The book does a great job showing how many different kinds of plants there are and how many different things that we use come from them. The book DOES NOT paint the picture of how important native plants are for creating habitat around the world; that all the rest of life depends on them, the way humans depend on crops. Your lesson plan will need to spell that out for teachers. Maybe links to photos of different ecosystems would be helpful? | |

Supplemental files/resources will follow