

Queen of the Flowers

Teacher Sarahbeth Belvado	Topic & Title: Queen of the Flowers: Roses	Grade Level: K-2
Arizona College and Career Readiness Standards: <ul style="list-style-type: none"> • Learning Standards (Kindergarten): K.RI.1 – With prompting and support, ask and answer questions about key details in a text. K.RI.2 – With prompting and support, identify the main topic and retell key details of a text. K.L1U1.6- Obtain, evaluate, and communicate information about how organisms use different body parts for survival. K.L1U1.7- Observe, ask questions, and explain how specialized structures found on a variety of plants help them sense and respond to their environment. • Learning Standards (1st Grade): 1.RI.1 – Ask and answer questions such as who, what, where, why, and how about key details in a text. 1.RI.2 – Identify the main topic and retell key details of a text. 1.L2U2.7- Develop and use models about how living things use resources to grow and survive. • Learning Standards (2nd Grade): 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.L2U1.9- Obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive. 		
Objective (Explicit & Measurable): Students will be able to list the parts of a plant and 4 things they need to survive. Students will be able to explain how roses are grown.		
Evidence of Mastery (Measurable): Comprehension questions Parts of a Plant Brace Map Worksheet/ Google Slide		
Background Knowledge: None		
Misconceptions (Possible misleading thoughts students might have): Flowers come from the store.		
Management Technique: Use general classroom management techniques already in place.		
Inquiry Questions: <ol style="list-style-type: none"> 1. Where do flowers grow? (trees, bushes, vines, backyards, gardens, farms, desert, rainforests ect.) 2. What are the 2 categories botanists place plants into based upon how they react to their environment? (annual, perennial) 3. What do plants need to survive? (light, water, air, and nutrients) 4. How does the stem and roots provide nutrients to the rest of the plant? (They transport water and minerals through the vascular system to the leaves) 5. Can you change the color of a white flower by simply changing the color of water you give the plant? (yes!) 		

6. How are roses grown? (Farmers plant root stock stems that are used to grow new varieties of roses)
7. How are new species/subspecies of plants created? (Botanists alter the plant to create flowers with specific fragrance, color, petal size, and plant style; bush, tree, climbing.)

Key vocabulary:

Botanist- an expert in the scientific study of plants.

Annual- Plants that only grow during warm seasons.

Perennial- Flowers grow year after year. Roots and bulbs go dormant during winter months.

Dormant- Alive but not growing.

Pollination- transfer of pollen grains from the male anther of a flower to the female stigma.

Stem- supports leaves, flowers, and fruits, transports fluids between the root and the shoots, stores nutrients, and produces new living tissue.

Leaf- primary site of photosynthesis, manufactures food for plants.

Petal- one of the often colored segments of the corolla of a flower.

Photosynthesis- process by which green plants use sunlight to synthesise food from carbon dioxide and water.

Materials:

Computer with internet connection that is connected to a projector

Access to google slides [Queen of the Flowers](#)

Crayons, markers, or colored pencils

Construction paper (variety of colors)

Scissors

Glue

Copies of the “Parts of a Plant” brace map worksheet (one per student) [Download here](#)

Engage

Teacher Will: Have all students put away their belongings and use an attention getter to get the attention of the class.

Show “Flowers” by Gail Gibbons on the screen. (Google slide)

Introduce the book by asking leading questions to the class, such as: 1. What do you think this story will be about?

Student Will: Put away their belongings and get ready for the lesson.

Students will listen to “Flowers” and answer comprehension questions.

<p>2.How many of you have picked a flower? How many of you have planted a flower? 3. Where do we find flowers in Arizona?</p> <p>Complete the KWL as a class within Google Slides or on the board.</p> <p>As we read I want you to listen closely for what plants need to survive as well as parts of a plant.</p> <p>Begin reading the digital book, “Flower” By Gail Gibbons. (You may also ask students in your class to read different parts while reading)</p> <p>As you read through the story, it may be beneficial to prompt your class whenever there is a visual or narrative that depicts one of the needs of a plant (water, nutrients, light,air).</p> <p>End the story by asking closure questions to the class and completing the KWL chart. You may ask closure questions such as: 1. Why did the author use illustrations in the story? 2. What were some of the areas flowers grow in? 3. What things did the story say plants need to survive? 4. What part of the plant attracts pollinators? 5. What part of the plant carries nutrients to the leaves? 6.Why do you think flowers are so colorful?</p>	
<p>Evaluate</p>	
<p>Teacher Will: Hand out the “Parts of a Plant” worksheet (optional –complete as a class using Google Slide). Walk students through drawing the parts of the flower brace map.</p> <p>Go over the “Parts of a Plant” worksheet answers with the class (Using Google Slide).</p> <p>Go over the 4 things plants need to survive with the class (Using Google Slide).</p>	<p>Student Will: Complete the “Parts of a Plant” brace map worksheet. They will also list the 4 things plants need to survive on the back.</p>

Explore	
<p>Teacher Will: Have all students put away their belongings and use an attention getter to get the attention of the class.</p> <p>Using the google slides discuss the history of roses and how they are grown in Arizona.</p>	<p>Student Will: Put away their belongings and get ready for the lesson.</p> <p>Students will listen to the history of roses and answer comprehension questions.</p>
Closure	
<p>Teacher Will: After finishing discussing how roses are grown match the students up into small groups or pairs.</p> <p>Using genetics and your creativity create your own unique rose plant! What color will it be? What will the petals look like? What will it smell like? Will it be a bush, tree, or climbing variety?</p> <p>Students may complete their own research or you can display this on the board for them to view a variety of roses. types of roses</p> <p>Extension activities:</p> <p>Rainbow Roses Make your own! Fabulous Flowers Discover edible flowers! Growing plants more than an empty pot Grow your own! How does your garden grow Seed germination and dissection !</p>	<p>Student Will: Work with their group to research different types of roses. They will then work together to create their own unique rose plant. They will determine which variety of plant it will be (climbing, bush, tree), what color flower it will produce, what the petals look like, as well as what fragrance it will produce. Students will draw, paint, or build a model of their rose and present it to the class.</p>