Session 1 Flower parts

Equipment

FOR THE CLASS

- class science journal
- team skills chart
- team roles chart
- TWLH chart
- word wall
- 1 enlarged copy of 'Flower parts' (Resource sheet 3)
- video of eucalypt flowers opening (see 'Preparation')
- *optional:* images of eucalypt flowers
- *optional*: images of, or a variety of cut flowers

FOR EACH TEAM

- each team member's science journal
- role wristbands or badges for Director, Manager and Speaker
- 1 copy of 'Flower parts' (Resource sheet 3) per team member
- eucalypt flowers (see 'Preparation')
- 1 magnifying glass

EXPLORE

Preparation

- Prepare an enlarged copy of 'Flower parts' (Resource sheet 3).
- Collect eucalypt flowers for each team. If flowers are not available show images instead.
- Source a video showing a eucalypt flower bursting open, for example:
  - 'Cluster of red eucalypt flowers burst open'
    See: **www.gettyimages.com.au/detail/video/cluster-of-red-eucalyptus-flowers-burst-open-stock-video-footage/1B06650_0001** and
  - 'Pink eucalypt flower bursts open, Victoria'
    See: **www.gettyimages.com.au/detail/video/pink-eucalyptus-flower-bursts-open-victoria-stock-video-footage/1B06648_0005**
- *Optional:* Display 'Flower parts' (Resource sheet 3) on an interactive whiteboard. Check the Primary**Connections** website to see if an accompanying Interactive Teaching Resource (ITR) has been developed (**www.primaryconnections.org.au**).

Lesson steps

1 Ask three students to observe and record animals in and on a eucalypt identified in Lesson 1 and report back to class. Add observations to the page in the class science journal set up in Lesson 1.

2 Review the previous lesson and the conditions needed for the germination of seeds. Allow time for teams to make recordings of germinated seeds.

3 Ask students what they know about the parts of a flower. Ask questions, such as:
- What parts of a flower can you identify?
- Why are flowers important to plants?
- Why do plants produce flowers?

Record students' ideas in the class science journal.

4 Introduce an enlarged copy of 'Flower parts' (Resource sheet 3). Discuss the purpose and features of a factual text.

Literacy focus

Why do we use a factual text?

We use a **factual text** to inform, teach or persuade someone reading it. We can read a **factual text** to collect information.

What does a factual text include?

A **factual text** includes a title, text and pictures. It might include labels, diagrams, maps and photographs.

EXPLORE

5 Read through and discuss how the text is about a generic flower with all the different parts clearly shown. Explain that students will complete the labels on their copy of 'Flower parts' (Resource sheet 3) and then use this information to help them identify similar parts in their eucalypt flowers. Highlight new vocabulary and add words to the word wall.

6 Ask students to complete their copy of 'Flower parts' (Resource sheet 3).

Optional: Provide opportunities for students to identify and labels the features of a variety of different flowers, by providing images or cut flowers.

7 Show students the prepared video 'Cluster of red eucalypt flowers burst open' (see 'Preparation'). Highlight that the flower buds are covered with a little cap that comes off, allowing the stamens to unfurl around the central pistil. Explain that the cap is unique to eucalypts.

8 Explain that students will work in collaborative learning teams using a magnifying glass to explore the parts of a eucalypt flower and draw a labelled diagram. Remind students to use their completed copies of 'Flower parts' (Resource sheet 3) to help identify the different parts of the eucalypt flower. Discuss the purpose and features of a labelled diagram.

Literacy focus

Why do we use a labelled diagram?

We use a **labelled** diagram to show the shape, size and features of an object.

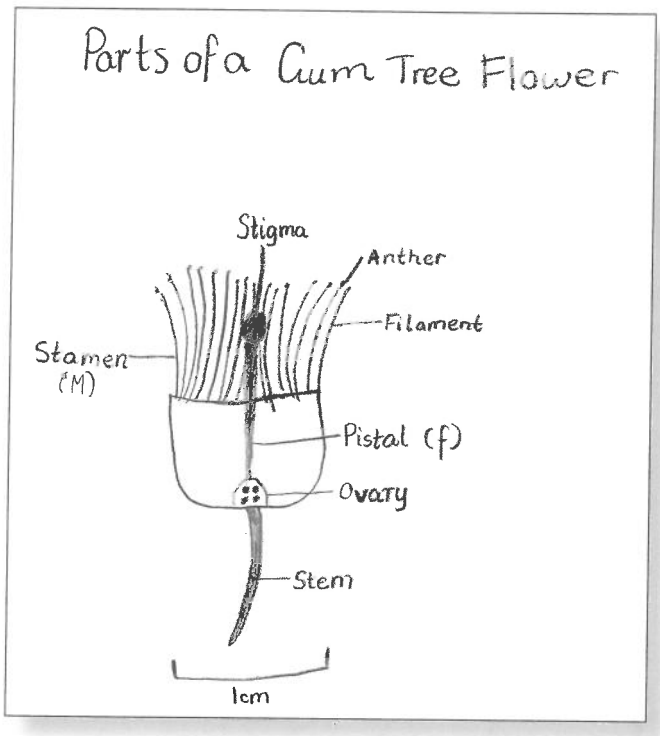
What does a labelled diagram include?

A **labelled diagram** might include a title, an accurate drawing, a scale to show the object's size-and labels showing the main features. A line or arrow connects the label to the feature.

Re-form teams and allocate roles. Ask Managers to collect team equipment.

Allow time for teams to complete their labelled diagrams.

9 Ask some Speakers to present their labelled diagrams and point out the parts of the eucalypt flower and their scientific names.



Work sample of a labelled diagram of a eucalypt flower

10 Review the enlarged copy of 'Flower parts' (Resource sheet 3). Ask students if they have heard of the term 'pollination' and what they think it means. Record students' responses in the class science journal.

11 Explain that pollination is when pollen is transferred from the male parts of the flower, the anther, to the female parts of the flower, the stigma. Ask students to locate the anther and the stigma on the resource sheet. Discuss how once this happens fertilisation occurs and a seed will grow.

12 Review the TWLH chart and add what students have learned to the chart.

13 Update the word wall with words and images.

Curriculum links

Science

- View *The private life of plants*, Episode 3: Flowering, David Attenborough (2003), BBC Worldwide Ltd.
- Read 'Top Draw – Drawing Aussie Flora'. See: http://www.parksaustralia.gov.au/botanic-gardens/pub/topdraw.pdf

Indigenous perspectives

- Read 'Aboriginal Trail – information on plants used by Australian Aboriginals'. See: http://www.anbg.gov.au/gardens/visiting/exploring/aboriginal-trail/
- Primary**Connections** recommends working with Aboriginal and Torres Strait Islander community members to access local and relevant cultural perspectives. Protocols for engaging with Aboriginal and Torres Strait Islander community members are provided in state and territory education guidelines. Links to these are provided on the Primary**Connections** website (www.primaryconnections.org.au).