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# 6: Parts of a Flower

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## Based on the Northern Mariana Islands quarter

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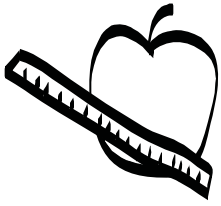
### OBJECTIVE

Students will identify and label the parts of a flower.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
  - “Northern Mariana Islands Quarter Reverse” page
  - “Parts of a Flower” worksheet
  - “Make Your Own Flower Directions” page
- 1 copy of “Parts of a Flower” worksheet
- 1 class map of the world that includes the Northern Mariana Islands
- 1 copy of a text that gives information about the parts of a flower, such as:
  - *The Reason for a Flower* by Ruth Heller
  - *Pick, Pull, Snap! Where Once a Flower Bloomed* by Lola M. Schaefer
  - *How Flowers Grow* by Emma Helbrough
  - *Zinnia’s Flower Garden* by Monica Wellington
  - *A Flower Grows* by Ken Robbins
  - *From Seed to Plant* by Gail Gibbons
- An image of each of the following plants:
  - Mwar (head lei)
  - Teibwo (pacific basil) plant
  - Langilang (ylang ylang) flower
  - Plumeria flower
  - Angagha (peacock) flower
- Chart paper
- Markers
- Pencils
- Scissors
- Crayons
- Small paper bathroom cups (3 oz)
- Clear drinking straws
- Cotton swabs
- Coffee stirrers



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# Parts of a Flower

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- Green pipe cleaners
- Green construction paper
- Tape



## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Northern Mariana Islands Quarter Reverse”
  - “Parts of a Flower” worksheet
  - “Make Your Own Flower Directions” page
- Make copies of “Parts of a Flower” worksheet (1 per student)
- Locate an image of each of the following plants:
  - Mwar (head lei)
  - Teibwo (pacific basil) plant
  - Langilang (ylang ylang) flower
  - Plumeria flower
  - Angagha (peacock) flower
- Prepare a diagram of the parts of a flower on chart paper for Session 1
- Cut cotton swabs in half (4 halves per student)
- Cut coffee stirrers in half (1 half per student)
- Poke a small hole in the bottom of each paper cup
- Place groups of materials into paper cups like kits (1 per student)



## GROUPINGS

- Whole group
- Individual work



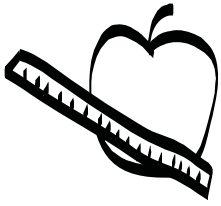
## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Science
- Language Arts
- Art



# Parts of a Flower



## TERMS AND CONCEPTS

- Quarter
- Territory
- Stem
- Stamen
- Obverse (front)
- Island
- Leaves
- Pistil
- Reverse (back)
- Petal
- Roots
- Mwar (head lei)



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

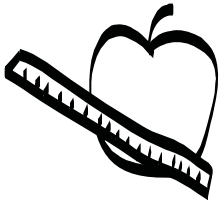
- Plants
- Flowers
- Following multi-step directions



## STEPS

### Session 1

1. Describe the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of your own state's or territory's quarter. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at [www.doi.gov/oia/Islandpages/political\\_types.htm](http://www.doi.gov/oia/Islandpages/political_types.htm). Locate the Northern Mariana Islands on a classroom map. Note its position in relation to your school's location.
2. Display the "Northern Mariana Islands Quarter Reverse" overhead transparency. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. With the students, examine the coin design. Tell the students the images on the coin display items that are special to the people of the Northern Mariana Islands. Identify the Latte (pronounced "LAT-tee") as a sacred stone marker or monument. Tell the students the boat is called a Carolinian canoe. Tell the students that long ago people traveled from one place to another on Carolinian canoes. The two birds are called white fairy terns.
3. Display the image of a mwar. Ask the students if they know what a mwar is. Ask the students if they know what a head lei is. Tell the students a head lei is a ring of flowers worn on the head. Tell the students the people of the Northern Mariana Islands call the head lei a mwar. Record the word "mwar" and the definition on the chart paper.
4. Ask the students what they notice about the mwar flowers on the back of the coin. Tell the students the mwar on the coin is made from four different types of plants



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# Parts of a Flower

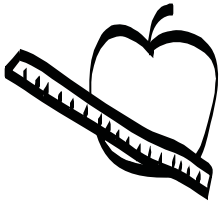
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that grow in the Northern Mariana Islands.

5. Display the image of the teibwo (pacific basil) plant. Identify the plant for the students and tell the students the pacific basil plant provides the green leaves in the mwar.
6. Display the image of the ylang ylang flower and identify the flower as one that grows in the Northern Mariana Islands. Ask the students what they know about the flowers. Guide the students to identify the flower as part of a plant. Write the word "flower" on the chart paper. Tell the students they will be learning about the different parts of a flower.
7. Display the images of the flowers one at a time and identify their names for the students. Discuss and identify the different parts of a flower.
8. Introduce the students to the selected text about flowers. As a group, preview the text and illustrations to generate observations about flowers. Read the selected text to the class and attend to any unfamiliar vocabulary. While reading the selected text, draw a simple diagram of a flower, adding each part as you read it in the text. Title the diagram "Parts of a Flower." Label the parts of the flower. The diagram should include:
  - Roots (which soak up water and nutrients from the ground and holds the flower in place).
  - Stem (which keeps the flower standing up).
  - Leaves (which collect sun light, air and water to produce food for the flower).
  - Petals (which attract insects and animals to the flower and protect the inside of the flower).
  - Stamen (which are tubes that have a powdery substance called pollen on the ends. Flowers need the pollen from other flowers to make seeds).
  - Pistil (which is the part of the flower that collects pollen to make a seed).
9. Display the image of the peacock flower. Review with the students the different parts of the flower.
10. Display the "Parts of a Flower" overhead transparency. Read the directions to the students. Distribute the "Parts of a Flower" worksheets to the students.
11. Allow an appropriate amount of time for the students to complete the worksheet.
12. Review the parts of a flower and display the worksheets in the classroom.

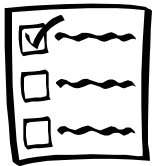
## Session 2

1. Review the information from the previous lesson about flowers. Review the selected text about flowers with the students.
2. Display the chart paper titled "Parts of a Flower" and review the different jobs each part does for the flower.



# Parts of a Flower

3. Tell the students they will create their own flower model today.
4. Display the "Make Your Own Flower Directions" overhead transparency. Model for the students how to create their own flower. Discuss with the students the different parts of a flower as you model how to make the flower.
  - Cut six or seven slits into the top rim of the paper cup, between one half and one inch long.
  - Fold back the cut sections of the paper cup. These are the petals of the flower.
  - Color the petals of the flower.
  - Insert the clear drinking straw into the hole at the bottom of the paper cup.
  - Color the four cotton swab tips with a yellow marker to make pollen on the tops of the stamens.
  - Insert the four cotton swab tips into the top of the straw.
  - Insert the coffee stirrer in the middle of the four cotton swabs. This is the pistil of the flower.
  - Insert the green pipe cleaner into the bottom of the drinking straw. This is the stem.
  - Some of the pipe cleaner will be sticking out of the drinking straw. Bunch the end up to make the roots of the flower.
  - Cut out some leaves from the green construction paper. Tape the leaves to the side of the drinking straw.
5. Distribute the materials for the flower model to the students.
6. Allow an appropriate amount of time for the students to complete the flower model.
7. Display the completed flowers in the classroom.



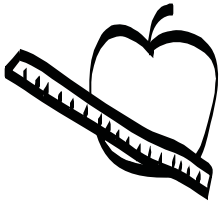
## ASSESSMENT

Use the students' class participation, worksheet, and flower model to evaluate whether they have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students observe a flowering plant and record their observations.
- Have students create a head mwar using plastic straws, paper bathroom cups, and string.
- Have students label the parts of a flower on images of different types of flowers.
- Have students plant and observe a flower garden on the school grounds.
- Have students create a class science fair project about parts of a flower.



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# Parts of a Flower

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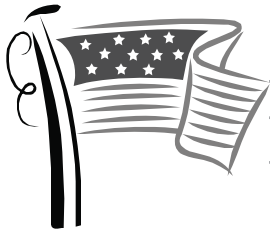
## DIFFERENTIATED LEARNING OPTIONS

- Provide pre-cut labels for the students to attach to the “Parts of a Flower” worksheet.
- Allow students to work with a partner.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about desert plants by using the Arizona quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/\\_k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/_k01-3.pdf).
- Have students learn more about plants through the Kansas quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/\\_k01-4.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/_k01-4.pdf).
- Have students learn more about a famous American flower by visiting the Coin of the Month page at <http://www.usmint.gov/kids/coinNews/coinOfTheMonth/2002/11.cfm>.

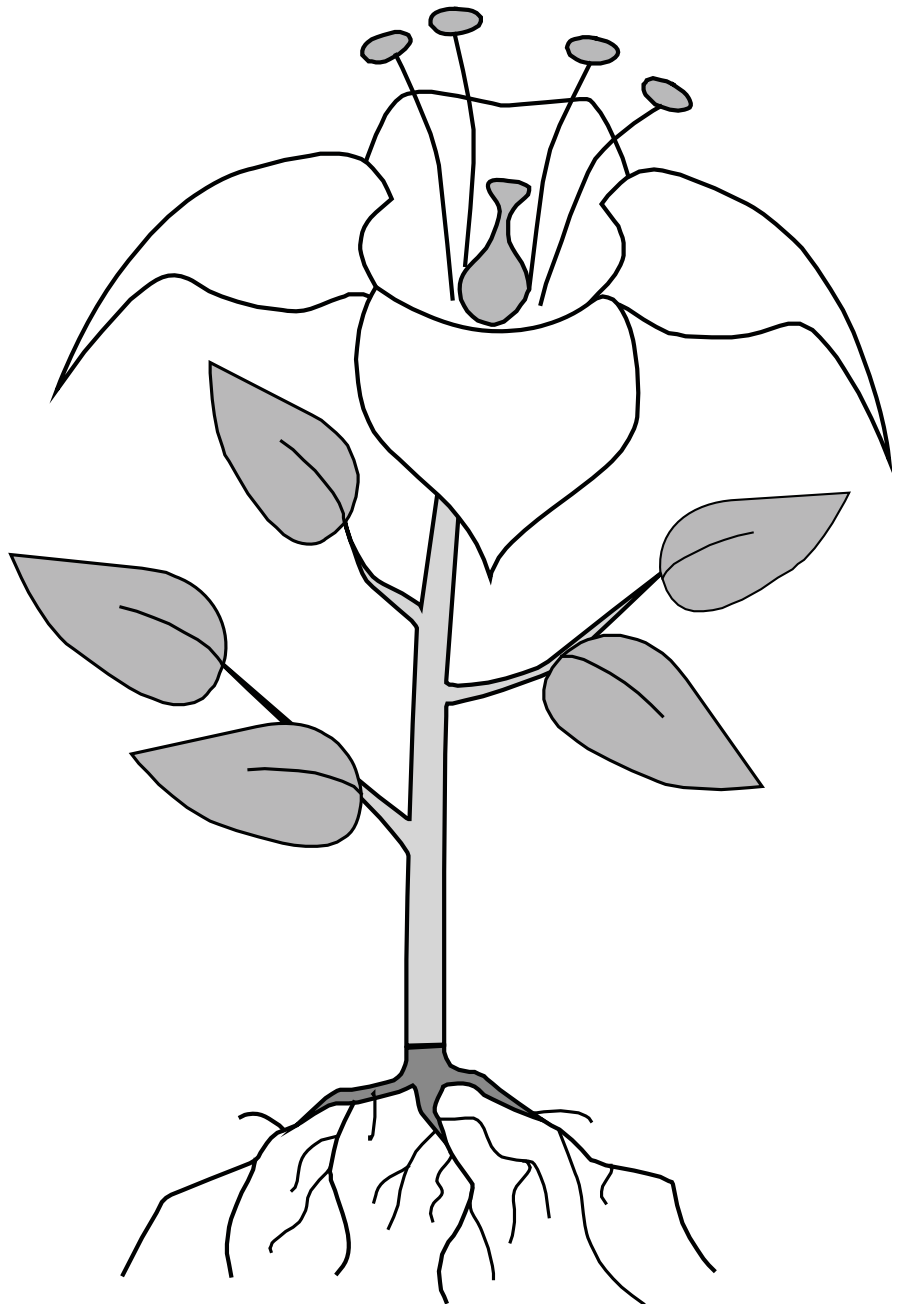


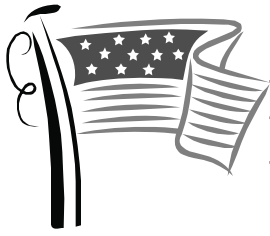
Name \_\_\_\_\_

# Parts of a Flower

**Directions:** Trace the words on the left. Label the parts of the flower by drawing a line to connect each word with its part. Color in the picture of the flower.

stem  
petal  
leaf  
root  
seed  
stamen  
pistil  
flower

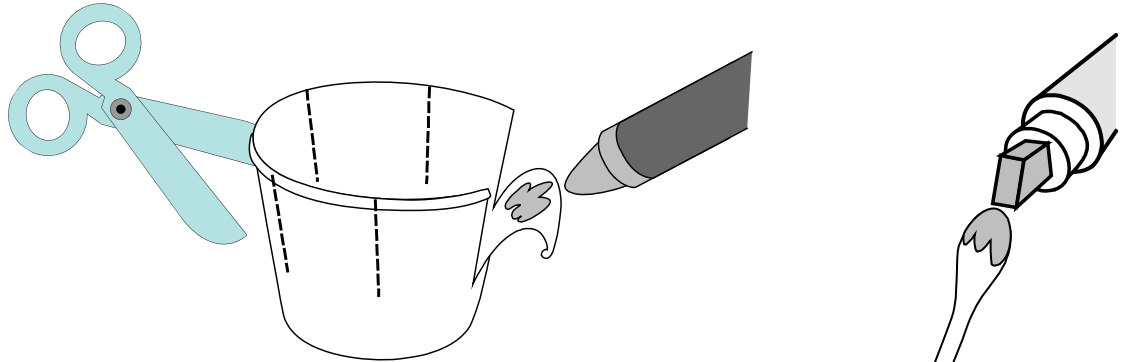




Name \_\_\_\_\_

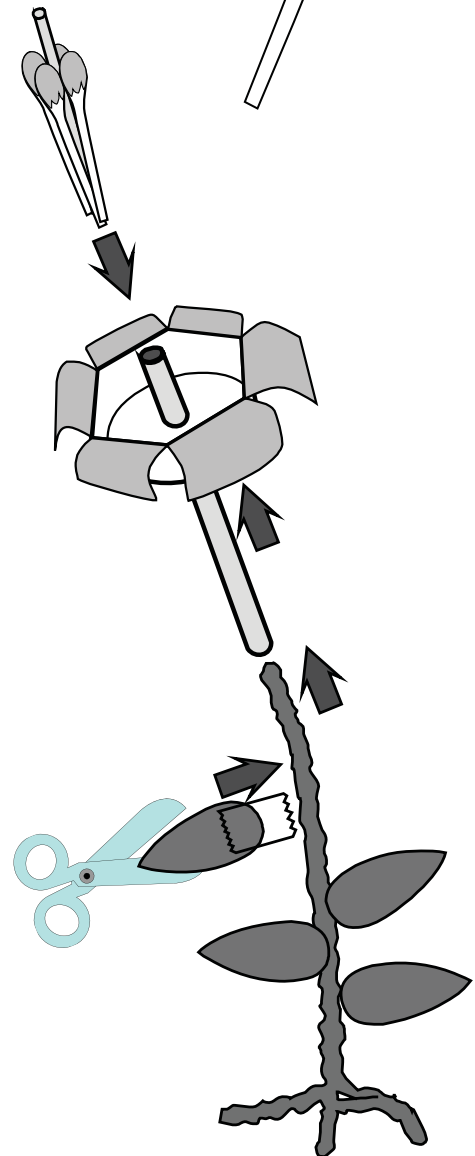
# Make Your Own Flower

## Directions



### Directions:

1. Cut 6 lines into the rim of the cup.
2. Fold back the petals.
3. Color the petals.
4. Push the straw through the hole in the cup.
5. Color the cotton swabs yellow.
6. Push the cotton swabs into the end of the straw.
7. Put the stirrer in the middle of the swabs.
8. Push the pipe cleaner into the other end of the straw.
9. Fold the bottom of the pipe cleaner like roots.
10. Cut out leaves from construction paper.
11. Tape the leaves onto the pipe cleaner stem.







# Northern Mariana Islands Quarter

