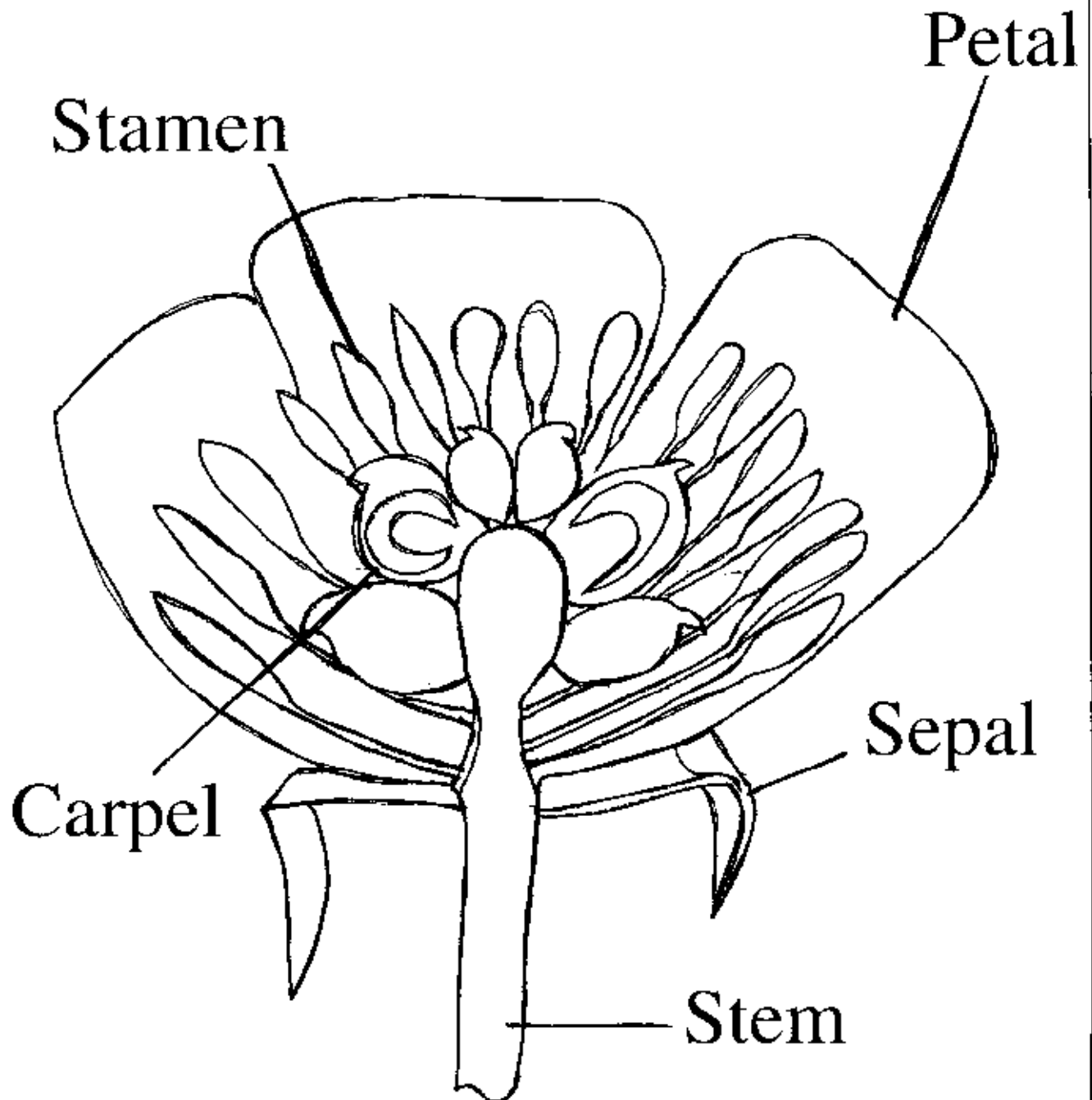


# Day 3

## Topic 3 - Living Things Wild Flowers

Handouts

## Parts of a Flower



# ACTIVITY SHEET NO. 1

Look at the buttercup. Carefully examine the flower using the magnifying glass.

What different parts can you recognise? \_\_\_\_\_

After examining the flower fully make a detailed drawing of it in the space below.

## Dissecting a Buttercup

Use the tweezers to carefully dissect the flower.

1. Remove the sepals.
2. Remove the petals.
3. Remove the stamens. (Male part)
4. Remove the carpels. (Female part)
5. Did you notice anything on your fingertips? (Pollen perhaps)
6. How many petals were there? \_\_\_\_\_
7. How many sepals were there? \_\_\_\_\_
8. Estimate how many carpels were there. \_\_\_\_\_

Place the parts of the flower here and stick them down

# CLASSIFYING FLOWERS

Colour code for wild flower pictures as follows;

- ❖ Oxeye daisy      Petals-white, centre-yellow,.
- ❖ Primrose        Petals-yellow with orange near centre, centre-green.
- ❖ Harebell         Petals-blue, sepals-green.
- ❖ Yellow flag/iris   Petals-yellow, stem-green.
- ❖ Spear thistle    Petals-purple, leaves and stem-green.
- ❖ Fuchsia         Petals-purple/red, sepals-pink/red, stem-green.
- ❖ Forget-me-not   Petals-blue, centre-yellow, leaves and stem-green.
- ❖ Dandelion        Petals-yellow, leaves and stem-green.
- ❖ Hogweed         Petals-white, stem-brownish, leaves-green.
- ❖ Buttercup        Petals-yellow, centre-green, stem and leaves-green.
- ❖ Cowslip         Petals-yellow, sepals-green, stem-green.
- ❖ Clover            Petals-white, leaves and stem-green.
- ❖ Speedwell        Leaves-blue, centre-white, leaves and stem-green.
- ❖ Nettle            Leaves-green, flowers-white.
- ❖ Ragwort         Petals-yellow, centre-orange/yellow, leaves and stem-green.
- ❖ Plantain         Flowering heads-green, stem and leaves-green.

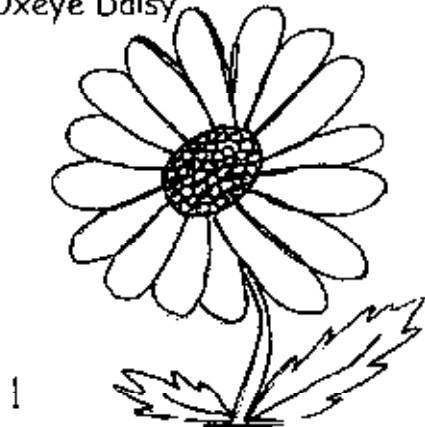
**ACTIVITY ON CLASSIFYING FLOWERS.****Activity Sheet No 2****Pictures no. 1-8**

- ❖ State one difference and one similarity between 3 and 4.
- ❖ State one difference between 2 and 3.
- ❖ State one difference and one similarity between 1 and 2.
- ❖ State one similarity between 5 and 8.
- ❖ State two differences between 5 and 6.
- ❖ State two differences between 1 and 3.
- ❖ State one similarity and one difference between 3 and 6.
- ❖ What other similarities and differences can you notice?
- ❖ Can you pick out some flowers with more than one feature in common and group them into sets? e.g. no. 2 and 7 have five petals, stand upright and are regular. This dividing process is known as classifying.
- ❖ How many groups did you end up with?

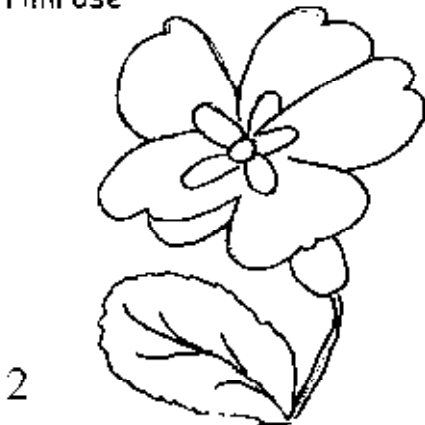
**Pictures no. 9-16**

- ❖ State two differences between 9 and 10.
- ❖ State one similarity and one difference between 10 and 11.
- ❖ State two differences between 11 and 12.
- ❖ State two similarities between 10 and 13.
- ❖ State two differences between 14 and 15.
- ❖ State two differences between 15 and 16.
- ❖ What other similarities and differences can you notice?
- ❖ Do you notice some flower with more than one feature in common?
- ❖ Choose the flowers with the most in common and group them into sets.

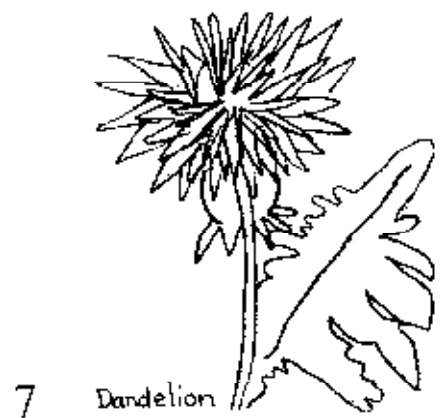
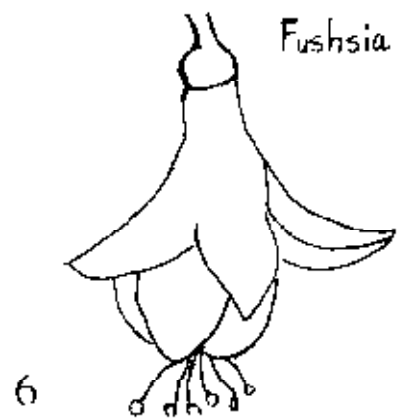
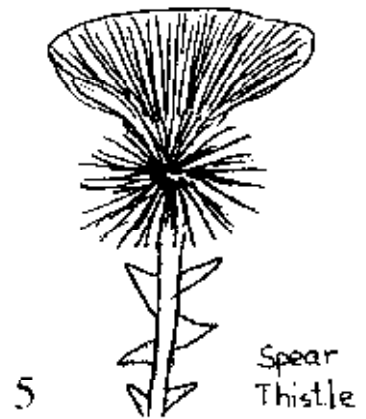
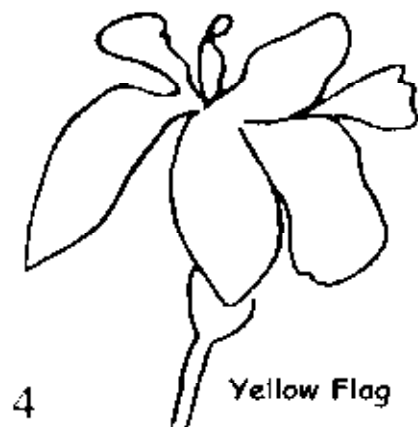
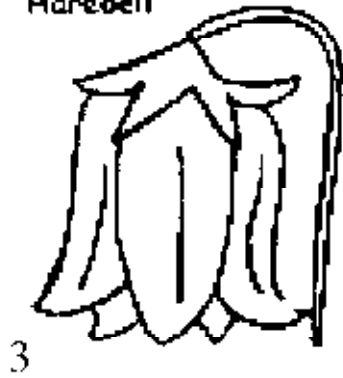
Oxeye Daisy

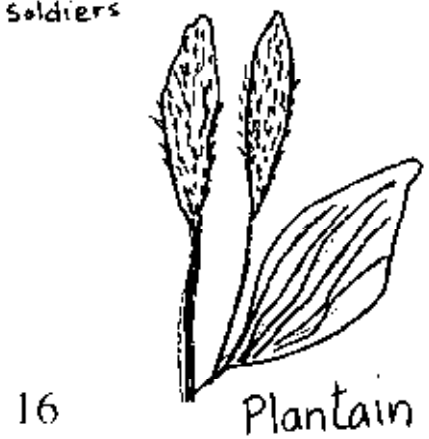
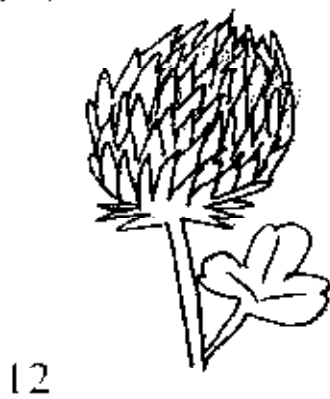
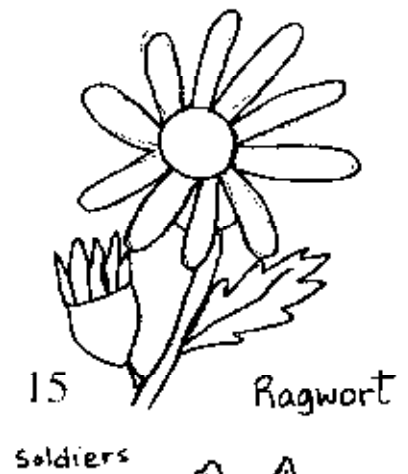
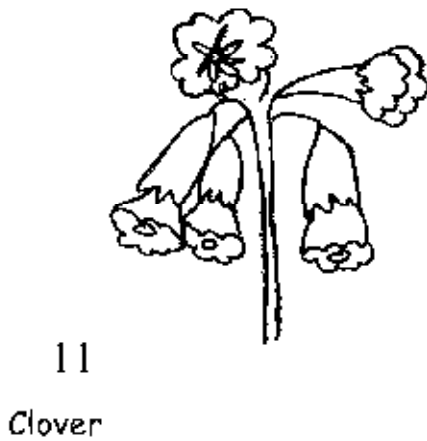
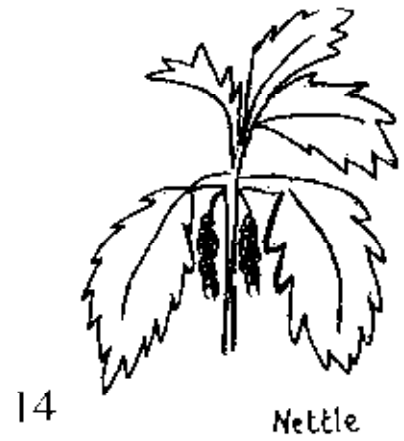
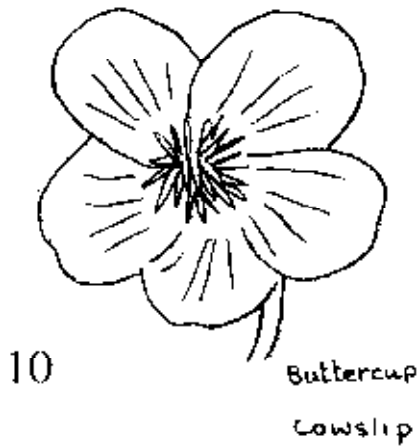
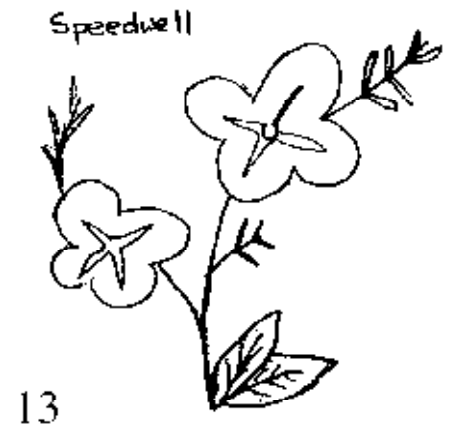


Primrose



Harebell

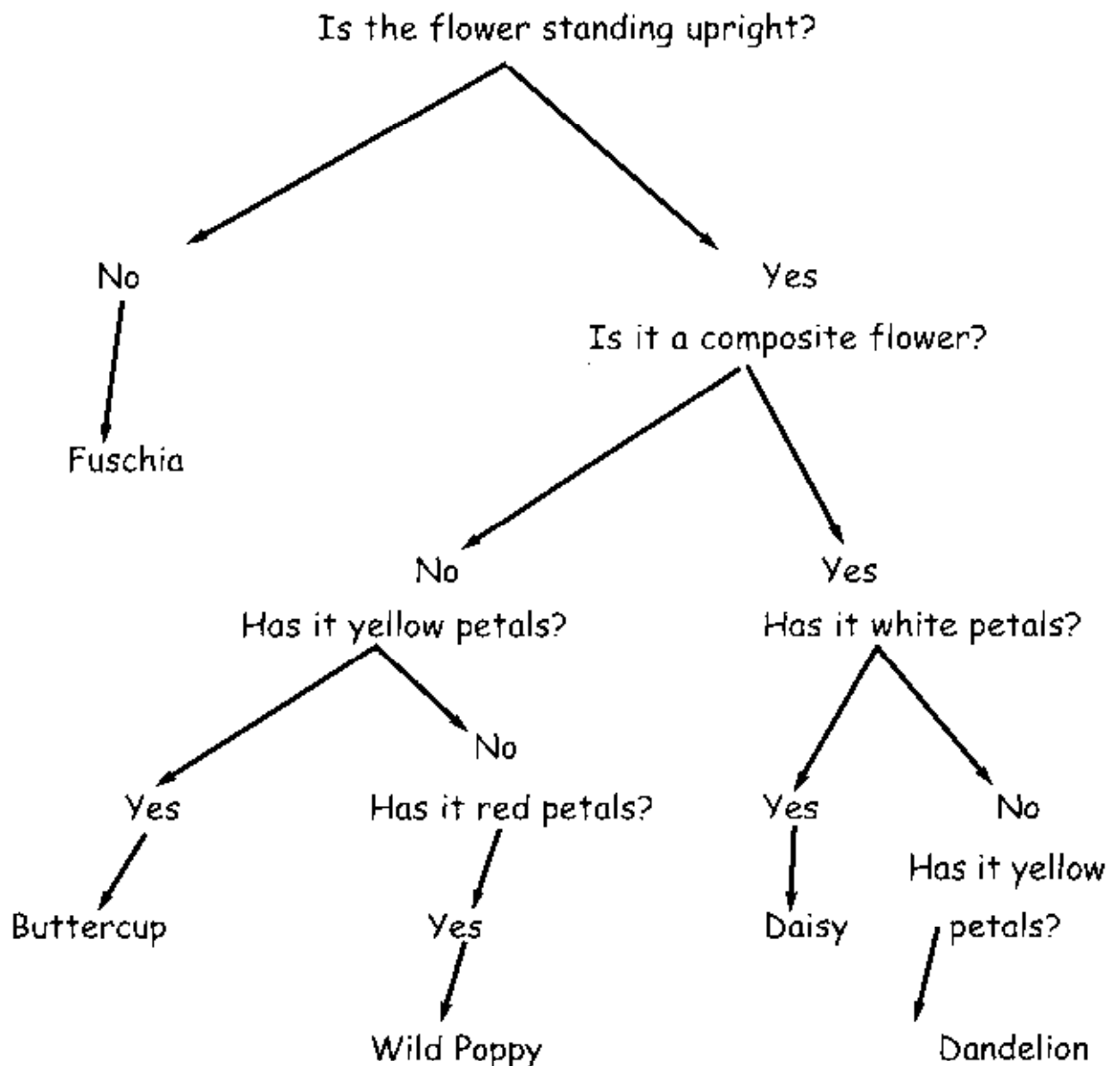




# USING KEYS

## Activity sheet no.3

This key can be used to identify certain wild flowers. Answer the questions to identify the flowers.



A sample key for winter twigs is found on Page 72 Science Teacher Guidelines.



## Strand / Strand Units:

**Strand: Living things**

**Strand unit: Plants and animals**

### Infants

The child should be enabled to

- ❖ observe, discuss and identify a variety of plants in different habitats in the immediate environment.
- ❖ become aware of plants in wider environment
- ❖ sort / group living things into sets
- ❖ recognise / identify the external parts of living things.

### 1st / 2nd

As above and

- ❖ recognise and describe parts of some living things
- ❖ recognise that trees are plants
- ❖ group and sort living things into sets according to certain characteristics

### 3rd / 4th

As above and

- ❖ observe and explore some ways in which plant behaviour is influenced by or adapted to environmental conditions.
- ❖ use simple keys to identify common species of plants.
- ❖ understand that plants use light energy from the sun.
- ❖ come to appreciate that animals depend on plants and indirectly on the sun for food
- ❖ discuss simple food chains.

### 5th / 6th Class

As above and

- ❖ become aware of the sun as a source of energy for plants through photosynthesis.
- ❖ observe and explore some ways in which plant behaviour is influenced by or adapted to environmental conditions.
- ❖ recognise that there is a great diversity of plants in different regions and environments
- ❖ group and compare living things into sets according to similarities and differences
- ❖ become familiar with the characteristics of some of the major groups of living things.
- ❖ construct and use simple keys to identify locally occurring species of plants and animals

## Activities with wild flowers

### Make a flower map:

Walk around a small local area. Bring a pencil and crayons. Draw all the paths, buildings and roads around your local area. Mark in any special features e.g. bridges etc. When you find wild flowers mark it in your map with a flower symbol.

### Flower Record Book:

Keep a record book of everything you discover about wild flowers. You can keep flower maps, drawings or photographs in this book.

If you spot an interesting flower-sketch it, colour it in and stick it into your book. Look it up in a flower identification book and label it.

### Flower Calendar

You can see the different flowers blooming in each season. Make a calendar so you can remember them. eg. Draw the pictures of wild flowers in March and paste them into your calendar book under March etc.

### Press some wild flowers (only pick flowers that are common)

Materials: Blotting paper or newspaper, some wild flowers, heavy books

Put the wild flowers onto a sheet of blotting paper. Put another sheet on top and cover with a heavy book for a few days. When dry, arrange the flowers nicely, glue them onto the page and frame.

### Safety:

Children should not taste or eat and wild flowers/plants.

Be careful of allergic reactions to pollen.

If a child has a cut/open skin-do not handle flowers.

Some umbrella type plants eg Giant hogweed are poisonous so do not handle if possible.

### Materials

Magnifying glasses, tweezers, wildflowers.

### Reference books/Resources

- ❖ Wild flowers by colour( DK) by Marjorie Blamey
- ❖ Eyewitness explorers-Flowers (DK)
- ❖ Irish wild flowers (Folens)
- ❖ Pocket guide to Irish wild flowers( Ruth Isabel Ross)
- ❖ Out and about by Eamon de Buitlear
- ❖ Wild flowers Usborne Spotters Guide
- ❖ The Usborne Naturetrail Omnibus
- ❖ Prim-Ed Plants
- ❖ Wild Flowers by Paula Joyce

# WILD FLOWERS:

## Scientific Background and Understanding

### Background information:

The flower head contains the reproductive organs

- ❖ the **stamen** is the male organ-made up of the **anther** and the **filament**
- ❖ the **carpel** is the female organ-made up of the **stigma**, **style** and **ovary**

The flower is the part of the plant where the fruit is produced. Seeds are produced and new plants will grow.

### A typical flower has four parts:

In the middle is the female sexual organ - the **carpel** consisting of the stigma, style and ovary. Some flowers have several carpels called a pistil.

Surrounding the carpels are the **stamens** - the male organs. Their numbers vary from one or two to hundreds.

Around the stamens are the **petals** - which are often brightly coloured to attract insects

The fourth part of the flower is the calyx composed of **sepals** which surrounds/protects the flower in bud.

Children should be encouraged to recognise that the four main parts of the flower are the sepals, petals, stamens and carpels. These names should be introduced gradually to children to avoid confusion. For younger children stem, roots, petals and leaves are adequate terms to use.

Wildflowers are flowers that grow naturally in a place without any help from man. When they grow where they are not wanted, they are often called weeds. Wild flowers are usually much smaller than the cultivated ones but all cultivated flowers have wild species as ancestors (e.g. pansies, dog rose, wild wallflowers etc.) Only pick wild flowers if they are common and you have permission.