

LESSON PLAN

FLOWERS

written and illustrated by Gail Gibbons

Flowers are pretty, but did you know that we actually depend on them?

Learning Objectives: Students will read nonfiction texts for purpose and understanding and understand the life cycle, parts, varieties, and how we depend on flowers for things we need.

Guided Reading Level: M

Grade Level Equivalent: Grade 2

Interest Level: 1–3

Instructional Standards

Reading Literature: RL.2-3.1,2,3,4,5,6,7,8,10

Reading Foundation Skills: RF.2-3.3,4,4a,4

Writing: W.2-3.2,7,8,10

Speaking and Listening: SL.2-3.1,1b,1c,2,3,4,6

Language: L.2-3.1,2,3,4,5,5b,6

Next Generation Science Standards

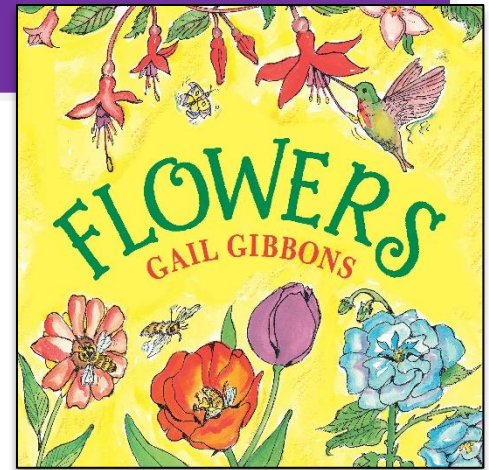
2-LS2 Ecosystems: Interactions, Energy, and Dynamics

2-LS4 Biological Evolution: Unity and Diversity

3-LS1 From Molecules to Organisms: Structures & Processes

3-LS2 Ecosystems: Interactions, Energy, and Dynamics

3-LS3 Heredity: Inheritance and Variation of Traits



9780823437870 • Ages 4–8 • E-book available

BEFORE READING

1. Introduce the book *Flowers* by Gail Gibbons to the class.
2. Discuss the cover illustration and title. Ask students to predict the central/main idea of the book.
3. Discuss the author/illustrator, Gail Gibbons. Showcase other books by Gail Gibbons. Ask students to tell about the structure and text features of Gail Gibbons's titles (**headings, diagrams, labels, and side text**).
4. Invite students to look at the main text at the bottom of the page. Explain that this is the narrative. This is where we begin to read.
5. Take a picture walk through the book.
6. Discuss the "text type" (nonfiction), using reasons and evidence from the book.
7. Write "flowers" on the board. Ask students to tell what they know about flowers. Chart responses.
8. Ask students to read the "Essential Questions." These big questions will be answered in the book.

Essential Questions

1. What is a flower?
2. What are the parts of a flower?
3. How do flowers grow?
4. Where do flowers grow?
5. What are the basic needs of flowers?
6. What are the basic functions of flowers?
7. How are flowers different yet alike?
8. How do flowers change as they go through their life cycles?



9. Why do flowers change over time?
10. What patterns of change can be seen among flowers?
11. Why are flowers important? How do we depend on them?

DURING READING

First Reading: Read/listen to the narrative uninterrupted. Invite students to go back through the text to look at the headings, diagrams, labels, and side text.

Second Reading: Reread the book *Flowers* independently or in pairs to answer the questions below.

Pages 4–5

- Where do flowers grow?
- What is the difference between temperate and tropical climates? Find examples of flowers that thrive in each climate.

Pages 6–7

- What are the different ways that flowers grow? Give examples for each.
- What is a botanist?

Pages 10–11

- What do flowers need to grow?
- What are the different environments that flowers live in?
- In what ways do flowers look different?

Pages 12–13

- Compare and contrast annuals and perennials. Give examples of each.

Page 14–15

- What are the parts of a flower?
- Explain which parts of the flower are needed for pollination.

Pages 16–17

- How are flowers pollinated?
- Give examples of pollinators.
- Why are flowers so colorful and have a strong scent?

Pages 18–21

- Describe the process of pollination in the correct sequence of events.
- Why are flowers important and how do we depend on them?

Pages 22–23

- How does the life cycle of a flower begin?

Pages 24–25

- In what season do flowers from bulbs appear?
- How do you prepare a flower bed?
- Where can you get seeds and starter plants to grow flowers at home?

Pages 26–27

- Name some flowers that blossom in summer.
- Name some flowers that blossom in fall.
- Describe things you need to do in your garden in the fall. Why?

Pages 30–31

- How are flowers used by people?

FLOWER FACTS



True or false?

- The two largest flowers have the most beautiful smell.
- Many people eat flowers.
- Flower scents are used to make soaps, candles, and perfumes.
- Some flowers eat meat.
- Flowers move away from the hot sun.

AFTER READING

1. Identify the main topic.
2. What is the focus of specific paragraphs within the text?
3. Describe the connection between a series of scientific ideas or concepts in the book.
4. Determine the meaning of words and phrases in the book. Infer the word meanings as you read them in context. Look words up in the dictionary to check the meanings.
5. Describe how you used various text features to locate key facts or information.
6. Identify the main purpose of the book *Flowers*. What does Gail Gibbons want to answer, explain, or describe?
7. How do specific images contribute to and clarify your understanding of the topic?
8. Describe how Gail Gibbons uses reasons and evidence to support specific points she makes in the book.

Making Connections

Use the text as a basis for your answers.

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3. How do flowers grow?
4. Where do flowers grow?
5. Why are flowers important? How do we depend on them?
6. What are the basic needs of flowers?
7. What are the basic functions of flowers?
8. How do flowers change as they go through their life cycles?
9. Why do flowers change over time?
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What is your favorite flower? Research your flower and create a PowerPoint presentation.

Plant a flower seed. Keep a journal using words and illustrations to document the process and growth.

Write a narrative from the point of view of a flower. Use information that you learned from the book *Flowers* by Gail Gibbons.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

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