



Teacher's Notes: Texas State Flower

Science Standard:

Strand 1: Concept 1: Students will know the parts of a plant.

Learning Objectives:

The students will be able to match pictures with pictures

The students will be able to identify parts of a flower

The students will identify the bluebonnet as special to Texas.

The students will be able to write, explain, point to bluebonnet flowers.

Activities

1. Art: Paint a stem and leaves and have students use finger paint to make petals for the bluebonnet using thumb print. (creating the stem and leaves so all that student does is add petals is an example of a way to modify this activity)
2. Paint a bluebonnet on a rock for another version of the idea above. .
3. Some people like to listen to birds. It is relaxing. You can talk about that and play There is 1 **presentation** for this book located in materials.
4. If in Texas and doing this unit in the spring, go on a field trip and let students take pictures of bluebonnets with a phone camera. Upload them to a SmartBoard and talk about the field trip and photographing the flowers, etc.
5. Get a canvas and paint and upload a beautiful field of bluebonnets on a white board. Have students paint a field of bluebonnets like the artist in the book.
6. Students do an image search for bluebonnets. Have the students save the pictures and insert them into a Word document or PowerPoint. Students can write 'flower', 'bluebonnet', or a sentence about them.
7. Plant bluebonnet flowers. If potted bluebonnets are something that can be purchased, have a field trip to go buy one for each student. Talk about how much they are, etc. to incorporate money skills. Re-pot them in a terracotta pot that you have them paint bluebonnets on.

General Tips: The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on can be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that

as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students working on those skills. There is something for everyone.

Page 1: Every state has a special flower. The special flower for Texas is a flower called the bluebonnet.

Point: Texas, your state (if different) and then show distance. Flowers, leaves. **WH Questions:** What is the name of this flower? What color is it? What is a bluebonnet? Which state is this the state flower?

Yes/No: Is this a rose? Is it yellow? Purple? Is it a flower? Is this flower called bluebonnet? Is it a blue flower? Does it grow in Texas?

Opinions/Experiences: What other flowers can you think of? Have you seen bluebonnets? **Peer to Peer Interaction:** After you read Page 1, ask students, have students get their main idea card 'bluebonnet' and ask each other questions about what was learned on that page.

Page 2: Bluebonnets have blue petals. The petals are the part of the flower that is blue. It is a pretty flower. The petal is part of the flower. **WH Questions:** What color are the petals on a bluebonnet?

Yes/No: Are bluebonnets pink? Yellow? Red? Blue? **Opinion/Experiences:** What colors are flowers you have seen? **Peer to Peer Interaction:** After you read Page 2, ask students, to take out their "petals" main idea card and ask each other questions about the petals of flowers.

Page 3: The bluebonnet is a flower. Flowers all have a stem. A stem is part of a plant. The stem is green. It holds the flower up. The stem is where the water goes up into the flower. **Point:** stem, leaves, petals

WH Questions: What part of the bluebonnet holds it up? What color is the stem? **Yes/No:** Do flowers have stems? Does the bluebonnet have a stem? Is a stem part of a plant? What color is the stem?

Opinion/Experiences: have you ever picked a flower by the stem? **Peer to Peer Interaction:** After you read Page 3, ask students to get their main idea card "stem". Have them ask questions about the stem to one another.

Page 4: Bluebonnets are a plant. They have leaves. The leaves are green. There are a lot of leaves on the bluebonnet plant. The leaves are on the stem of the plant. **Point:** leaves, petals

Yes/No: Do leaves grow on a bluebonnet plant? **Sharing Opinion/Experiences:** Plants have leaves. Can you think of some other plants that have leaves? **Peer to Peer Interaction:** After you read Page 4, ask students to get their main idea card "leaves" and ask questions about leaves.

Page 5: Bluebonnets are flowers that bloom in the spring. Bloom is when the flower petals open up and you can see the blue flowers. There are two months in the spring when these flower bloom. March and April. You cannot find bluebonnets in the winter. It is too cold. **WH Questions:** When do bluebonnets bloom? What does 'bloom' mean?

Yes/No: Do bluebonnets bloom in October? November? December? January? February? March? April?

Sharing Opinion/Experiences: What is the weather like in the spring? When does school get out? Do you like the spring? **Peer to Peer Interaction:** After you read Page 5, ask students to get out their main idea card "spring" and ask each other questions about the spring.

Page 6: Bluebonnets can grow in big fields. A field is a big place where there are not too many trees.

Sometimes there is a field of corn or other plants. People do not plant those flowers in the field, they are wildflowers. They grow without people planting seeds for them. They are beautiful to look at. **Point:**

field, trees, bluebonnet petals, leaves. **WH Questions:** When do these bloom? What color are they? What is this big area they are growing in? What type of flowers are those? **Yes/No:** Is this a field? Is a field a big piece of land with not too many trees? **Opinion/Experiences:** Have you seen a field before (show powerpoint) **Peer to Peer Interaction:** After you read Page 6, ask students, to take out their main idea card “fields” and ask each other about the picture of a field.

Page 7: Bees are good for flowers. They land on them and drink their nectar. When they do that, the flower gets pollinated. Bees love bluebonnet flowers. **Point:** bee wings petals, stem **WH Questions:** What insect is this? What is it doing? Why is it good for flowers? **Yes/No:** do bees land on bluebonnet flowers? Do they pollinate the flower? **Opinion/Experiences:** Have you seen bees near flowers? Have you been stung by a bee? **Peer to Peer Interaction:** After you read Page 7, ask students to take out their “bees” main idea card and to ask each other questions about bees.

Page 8: Bluebonnets are so pretty. A lot of people like to paint pictures of them when they bloom. In March and April artists who paint can paint fields of bluebonnets. They can go outside and look at the bluebonnets and paint them. This man is an artist. He is painting on a canvas. The top picture is a painting. **Point:** painting of bluebonnet field, artist, canvas, shirt, pants **WH Questions:** What is the man doing? Why is he doing that? Where are the bluebonnets? **Yes/No:** Is this artist a painter? Is he painting a field of bluebonnets? Is he outside? **Opinion/Experiences:** Do you like the painting? Do you paint? Would you like to? **Peer to Peer Interaction:** After you read Page 8, ask students to get out their main idea card and ask each other questions about artists painting bluebonnets.

Page 9: Another type of artist who likes bluebonnets is photographers. Photographers take pictures of things. Some photographers like to take pictures of bluebonnet fields because they are so beautiful. **Point:** photographer, camera, bluebonnets **WH Questions:** What is the man doing? Why is he taking pictures of the flowers? What kind of flowers are those? **Yes/No:** Is this artist a photographer? Is he taking pictures? Is he painting? Does he like the flowers? **Opinion/Experiences:** Can you take pictures? Would you like to take pictures of bluebonnets? What plants could you take a picture of? Would that be fun? **Peer to Peer Interaction:** After you read Page 9, ask students to get their main idea card “photographers” and ask questions about taking pictures of bluebonnets.