



TAKE CARE OF TEXAS: EDUCATOR MATERIALS

LESSON PLAN

Being Wild(flowers) in Texas

Objectives:

Students will understand the concept of plant adaptations. They will also learn how to identify the different types of adaptations in Texas wildflowers, and how these adaptations help wildflowers survive in their environment.

Prerequisites:

Students should know the parts of a plant and how the process of photosynthesis works.

Duration:

45 minutes

Materials:

Wildflower Cards Worksheet
Seed Cards Worksheet
Being Wild(flowers) Worksheet
Journal
Chart paper
Marker

Preparation:

Print out the Wildflower Cards (either a single set or a set for each group) and cut apart

Introduction:

Begin by asking students what they know about plants and why they are important. Introduce the topic of plant adaptations by explaining that they are features or characteristics that help an organism survive in its environment. Write this explanation on a piece of chart paper and hang where students can see, or have students write it in their journal. Group students together by tables or counting off then have them discuss some common plant adaptations, such as thorns, sticky leaves, and long roots, and how these features help plants survive. Give students about five minutes to come up with at least two adaptations they can share with the larger group. As each group shares, have the rest of the class note these features in their journal and write down how they help. After everyone has shared, instruct students to draw what these adaptations may look like.



LP25 (11/23)

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Procedure:

1. Show the Wildflower and Seed cards to students with the following list of wildflowers:
 - a. Black Eyed Susan
 - b. Indian Blanket
 - c. Lemon Mint
 - d. Mexican Hat
 - e. Plains Coreopsis
 - f. Texas Bluebonnet
2. Explain that each flower and seed have unique adaptations that help it survive in its specific environment. Groups will first do research to identify the flower, then highlight its adaptation features, and finally explain how those adaptations help the flower survive.
3. Students can use the [Lady Bird Johnson Wildflower Center website](https://www.wildflower.org/texas) to research and source their information. (<https://www.wildflower.org/texas>)
4. Distribute the Being Wild(flowers) worksheet and tell students to work together to fill out the information about the wildflower, including a colored drawing of the wildflower and seeds, adaptations, and how they survive. You can decide if students should do this in groups, pairs, or individually.
5. Bring students together and have each group share their wildflower information with the class. As each group presents, add the names of the wildflowers discussed and their adaptations to a table on a large piece of chart paper for the class to reference during future activities.
6. Once everyone has discussed their flowers and the adaptations have been noted, post their flower drawings together in the classroom. Have students compare and contrast the adaptations of each flower and how their environment shapes them, using what has been posted.
7. Ask students to share what they learned about Texas wildflower adaptations and why they are important. As an exit ticket, have students summarize the concept of plant adaptations and explain how they help plants survive in their environment in their journal.

Assessment:

Students' Being Wild(flowers) worksheets will be assessed for accuracy and completeness. Classroom participation and engagement in the lesson will also be evaluated. Exit ticket will provide insight into students' learning.

Glossary:

- **Adaptations** - features or characteristics that help an organism survive in its environment

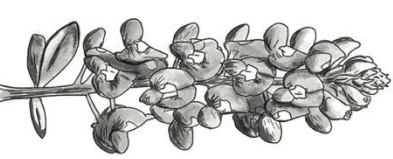
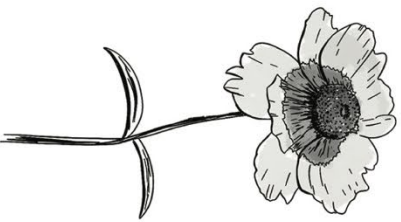
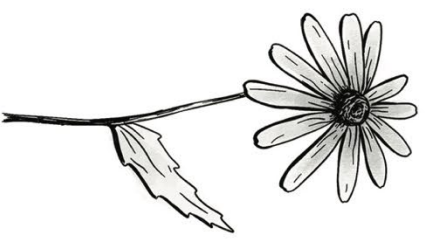
Applicable TEKS:

- **2nd Grade** – §112.13.b.10.B
- **3rd Grade** – §112.14.b.10.A
- **4th Grade** – §112.15.b.10.A
- **5th Grade** – §112.16.b.10.A



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WORKSHEET





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