




Activity 7:
Monster Flowers



Objective: Build models to accurately represent the parts of a flower and to understand the functions they serve



Time: 50 minutes



Materials: Umbrellas (one for every two students), small balloons, different colors of bulletin board paper, construction paper and other craft materials, *Monster Flower Diagram*



NOTE: A few days before this activity, send a note to students' families requesting that the students bring in umbrellas that can be borrowed for a few days.

*"Dear Mr. Lester, the best thing happened.
Plantzilla bloomed."*

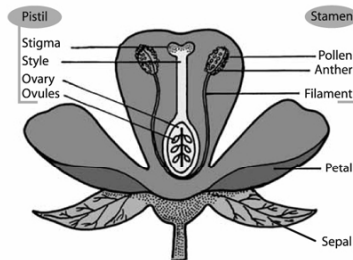
Quote from *Plantzilla*, by Jerdine Nolen

After reading *Plantzilla*, ask the students to imagine that they have that same plant growing in the room around them. Tell the group that the monstrous plant has just bloomed monstrous flowers and the room is filled with blooms that are 2 and 3 feet across! Ask the students to create a picture in their minds of what that would look like.

Next, tell the students that their job is to create what they have imagined. Divide the JMgers into groups of two or three to each umbrella. Open the umbrella and place it upside down on the floor. Explain

that these umbrellas are what their monster flowers will be built around.

Ask a student to volunteer to make a quick sketch of a big flower on a chalkboard or chart paper. Ask the group if the sketch is fairly accurate. With a darker color of chalk or a marker, label the parts of the flower as you have the students identify the parts of the flower.



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Monster Flowers

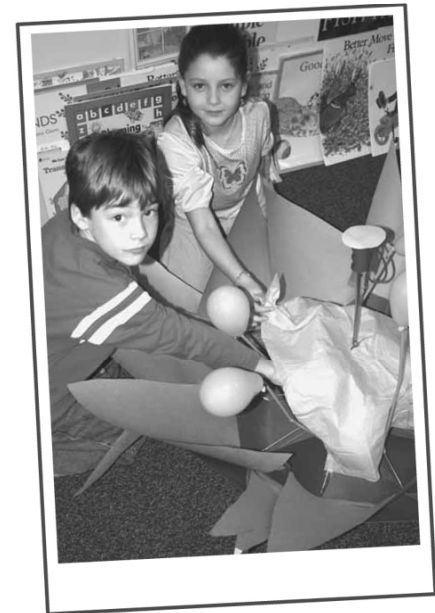
JMG Level One

Literature from the Garden, p23-26

As each flower part is labeled, point out the function that the part serves for the flower.

- Sepals** Protect the flower
- Petals** Help attract pollinator to the flower
- Pistil** The part that makes the seeds (it is made up of the four parts below)
 - Stigma** The sticky top part of the pistil for pollen to land on
 - Style** The tube that carries pollen from the top of the pistil to the bottom
 - Ovules** Become the seeds of the plant
 - Ovary** Becomes the fruit of the plant
- Stamen** The part of the flower that produces pollen (it is made up of the three parts below)
 - Pollen** Combines with an ovule to make a new seed
 - Anther** Holds the pollen
 - Filament** Holds the anther and pollen up high in the flower so the pollinator will touch it

If possible, use real flowers that students can dissect to better learn the parts of the flower. Show the students the *Monster Flower Diagram*. Tell them that as you go over each part, you want them to carefully remove the part and neatly tape it to a sheet of construction paper. Have them label each part.



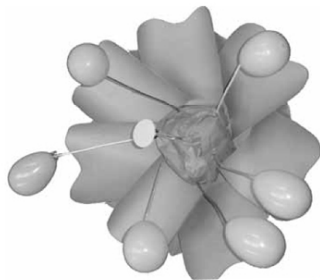
If possible, allow the students to investigate real flowers. Many florists are great sources for free wilted flowers. Ask for lilies or tulips, as they are single-bloom flowers with parts that are easy to identify. Ideally, each group or even each student could have a flower.



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Distribute a copy of the *Monster Flower Diagram* page to each set of partners. Tell the students that their task is to use art supplies or anything else they can find to transform the umbrella into their Monster Flower. Allow a few minutes for the groups to plan how to build the flowers. A very successful combination of supplies includes:

Sepals	The canopy of the umbrella
Petals	Large ovals cut from bulletin board paper or even newspaper
Pistil	The handle of the umbrella
Stigma	Construction paper circle
Style	The rod of the umbrella handle
Ovules	Small balloons
Ovary	Cover the balloons with tissue paper
Stamen	Pipe cleaners and balloons attached to "spokes" of umbrella
Pollen	Dots on the balloon
Anther	Balloon
Filament	Pipe cleaners or string



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Once their flowers are complete, have the partners use small slips of paper to label each part.

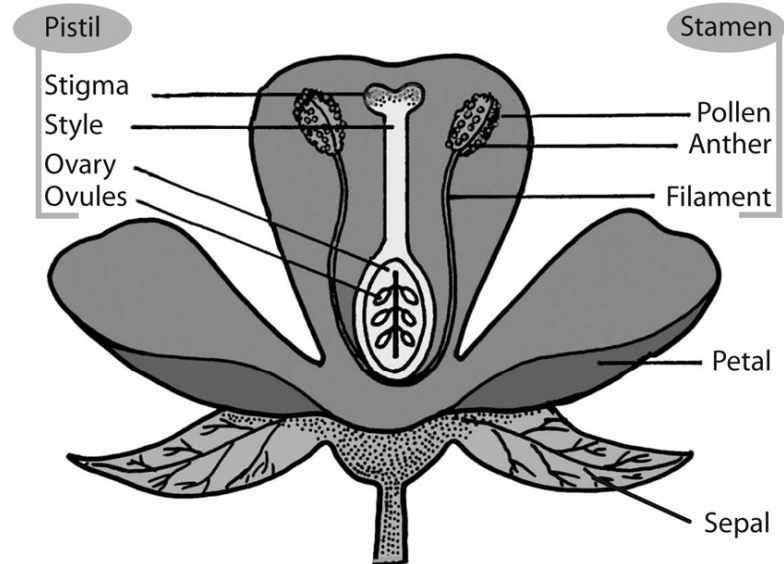
Arrange all the Monster Flowers around the room—on tables, hanging from the ceiling, etc. If possible, use green bulletin board paper to create vines connecting the blooms, and add leaves to complete the transformation.

Conclude the lesson by having each set of partners stand beside their blooms and point out each of the created flower parts to the group.

As an option, award each bloom a special designation. Below are several that might be useful!

- Most attractive
- Most accurate
- Most lifelike
- Most colorful
- Most creative
- Most monstrous
- Largest
- Most friendly

Monster Flower Diagram



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