

## Photo Description



This image shows a close-up view of a hibiscus flower's reproductive structures. The pink petals surround a pale yellow stamen (the male part) with distinctive orange pollen-producing anthers at the tip and smaller structures branching off. The dramatic magnification reveals how plants package their pollen and prepare for reproduction.

## Scientific Phenomena

**Anchoring Phenomenon:** Why do flowers have different colored, delicate structures inside them?

Flowers have specialized parts because they need to reproduce and make new plants. The stamen (shown prominently in this image) produces pollen, which is like a plant's "sperm." The pollen must travel to other flowers so that new seeds can form. The bright colors and sweet nectar attract pollinators (bees, butterflies, hummingbirds) that help move pollen from flower to flower. This is a win-win: the insect gets food, and the plant gets help reproducing. Without these carefully designed flower parts working together, plants couldn't make seeds and spread to new areas.

## Core Science Concepts

- 1. Flower Structure & Function:** Flowers contain male parts (stamens with anthers that make pollen) and female parts (pistils) that work together for reproduction. Each part has a specific job.
- 2. Plant Reproduction:** Plants reproduce sexually by combining pollen from one flower with the ovule of another. This process requires a pollinator or wind to transfer pollen between flowers.
- 3. Pollination & Pollinator Adaptation:** Bright colors, sweet smells, and nectar are plant traits that evolved to attract specific pollinators. Pollinators have adapted to visit flowers based on these signals.
- 4. Pollen Structure & Function:** Pollen grains (visible as the yellow dusty substance in the anthers) carry the plant's genetic material. Each grain is specially designed to stick to pollinators or travel on wind.

### Pedagogical Tip:

When teaching flower parts, avoid relying solely on diagram labels. Have students physically dissect real flowers (carnations work well) so they can see, touch, and handle actual anthers, filaments, and pistils. This tactile, inquiry-based approach deepens understanding far more than worksheets alone. Students are more likely to remember that pollen is "the yellow powder" when they've held it in their hands.

### UDL Suggestions:

**Multiple Means of Representation:** Provide both the macro image (whole flower) and close-up images like this one. Some students need to see the big picture before zooming in. Also provide labeled diagrams, video dissections, and physical flower specimens.

**Multiple Means of Action/Expression:** Allow students to document their learning through drawings, diagrams, written descriptions, or oral explanations. Some students may prefer to build a 3D flower model using craft materials rather than complete a written worksheet.

**Multiple Means of Engagement:** Connect flowers to student interests: Why do some flowers smell bad? Why do bees prefer certain flowers? Why do we give flowers as gifts? **Relevance increases engagement.**

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### Discussion Questions

1. Looking at the stamen in this close-up, what do you think the orange powder (pollen) is supposed to do? (Bloom's: Analyze | DOK: 2)
2. Why do you think flowers evolved to be so colorful and fragrant when they could just rely on the wind to spread pollen? (Bloom's: Evaluate | DOK: 3)
3. If all the bees and butterflies disappeared from your area, what would happen to flowers and the plants that depend on them? (Bloom's: Synthesize | DOK: 3)
4. How is the way flowers reproduce similar to or different from the way animals reproduce? (Bloom's: Compare | DOK: 2)

### Extension Activities

1. Flower Dissection Lab: Provide students with fresh flowers (carnations, tulips, or hibiscus work well). Using hand lenses and tweezers, have them carefully separate the petals, sepals, stamens, and pistil. Ask them to sketch and label each part, note the color and texture of pollen, and measure the flower parts. This builds observational skills and deepens understanding of flower anatomy.
2. Pollinator Observation & Data Collection: Set up a "pollinator watch" station near flowering plants in your school garden or local park. Over 2-3 weeks, have students record which pollinators visit which flowers, how long they stay, and what parts they touch. Create a class chart or graph showing which flowers are most popular. This connects flower structure to real-world ecological relationships.
3. Design a Flower Challenge: Provide students with craft materials (tissue paper, pipe cleaners, markers, beads, scented oils) and challenge them to design a flower that would attract a specific pollinator (bees prefer purple/blue and patterns; hummingbirds prefer red; moths prefer white and fragrant flowers). Students must justify their design choices based on pollinator preferences and flower function. This integrates engineering, design thinking, and biological knowledge.

### NGSS Connections

Performance Expectation:

5-LS1-1: Support an argument that plants get the materials they need for growth chiefly from air and water.

Disciplinary Core Ideas:

- 5-LS1.A (Structure and Function): Flowers are structures that serve the function of plant reproduction.
- 5-LS1.B (Growth and Development of Organisms): Plants require certain resources for growth; reproduction is part of their life cycle.
- 3-LS1.B (Growth and Development): Plants have structures that help them survive, grow, and produce new plants.

Crosscutting Concepts:

- Structure and Function: Each flower part has a specific structure designed to perform a particular function in reproduction.
- Cause and Effect: Pollen transfer (cause) leads to seed development and new plants (effect).

### Science Vocabulary

- \* Stamen: The male part of a flower that makes pollen.
- \* Anther: The tip of the stamen where pollen is produced and stored.
- \* Pollen: A fine, powder-like substance made by flowers that contains genetic material needed to make seeds.

- \* Pollinator: An animal (like a bee, butterfly, or hummingbird) that moves pollen from one flower to another.
- \* Pistil: The female part of a flower that receives pollen and develops into seeds.
- \* Pollination: The process of moving pollen from the male part of a flower to the female part so seeds can form.

## External Resources

Children's Books:

- The Reason for a Flower by Ruth Heller (beautifully illustrated exploration of flower parts and pollination)
- From Flower to Fruit by Gail Gibbons (clear diagrams and simple explanations of plant reproduction)
- Up in the Garden and Down in the Dirt by Kate Messner (shows flowers in their ecosystem context)

YouTube Videos:

- "How Do Flowers Reproduce? | Pollination Explained for Kids" – Amoeba Sisters (4:30 min) – Animated explanation of flower parts and pollination with engaging visuals. [https://www.youtube.com/watch?v=tSf\\_-nZTfL0](https://www.youtube.com/watch?v=tSf_-nZTfL0)
- "Time Lapse: Bee Pollinating Hibiscus Flowers" – Nat Geo Wild (3:15 min) – Real footage showing a bee visiting hibiscus flowers (similar to the image) and transferring pollen. <https://www.youtube.com/watch?v=N8kSP0qYXZc>

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Teacher Tip: This lesson works best when paired with direct observation of real flowers. The image provides the "wow factor" that hooks students' curiosity, but hands-on exploration solidifies their understanding. Consider timing this lesson when local flowers are blooming so students can see pollination in action!