

# DAFFODIL DISSECTION

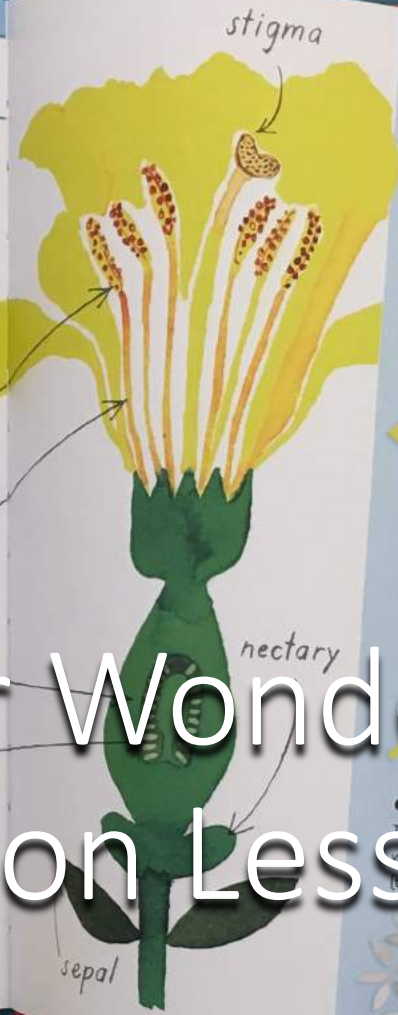


Flowers are among the most beautiful living things in nature, and they produce seeds and fruit that many animals rely upon for food. Both these things are related to the role a flower has in the life of a plant - to help it reproduce. We usually look at the outside of flowers, but this activity involves looking inside them because sometimes, to learn about how something works, we need to open it up to look more closely.

## INGREDIENTS

1. Take a look at the main picture - Emily has made a diagram of a flower that she has drawn. This is a simplified drawing showing the main features that most flowers have.
  2. How do you choose your own flower and, using your fingers, carefully take the petals and sepals off underneath the flower.
  3. Try to draw your flower and label any features you recognise from Emily's diagram.
  4. Next, see if you can separate out each part of the flower and draw one. You can label any parts you see. Write the name of each part in the space provided.
- In which ways is your flower similar to Emily's flower?  
How is it different?

petal  
anther  
stamen  
filament  
ovary  
ovule



## MR SHAHA says...

There are countless varieties of flowers out there, in all sorts of shapes and sizes, but most of them have the structures shown in the diagram. Each part has a different role to play in helping the plant to reproduce.

**Sepals** These protect the flower before it has opened.



**Petals** These protect the inside of the flower and may be brightly coloured to attract insects and other animals.

**Stamens** These are made up of a filament holding up an anther, where the pollen grains (male sex cells) are made.



### Stigma

This is where pollen grains are collected by the female part of the flower. These are usually attached to the ovary.

### Ovary

This contains ovules which contain egg cells. The female sex cells.

# Recipes for Wonder: Daffodil Dissection Lesson Plan

FLOWER 1	FLOWER 2

## **Lesson objective:**

Students dissect daffodils to observe the internal and external parts of the plant, in order to better understand how they survive and reproduce.

## **Time:**

Roughly 45 minutes.

## **Resources needed:**

Daffodils, a copy of *Mr Shaha's Recipes For Wonder* by Alom Shaha, paper and colouring pencils.

# Curriculum Links

Year 1 pupils should be taught to:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

# Curriculum Links

Year 3 pupils should be taught to:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## Cross-curricular links:

Art and design - drawing an accurate representation of the inside of a flower.

Literacy – learn new words for the different parts of a flowers and verbally explain what they do.

# Introduction (10 minutes)

Show the daffodils to the class and question them to see how much they know about plants already. Example questions:

Why do plants have flowers?

What's inside a flower?

Do all flowers have the same things inside them?

How can we find out?

# Main activity: Daffodil Dissection (20-25 minutes)

Use the double spread page from *Mr Shaha's Recipes for Wonder* (p56) on Daffodil Dissection to get children dissecting daffodils or any other flower, and making their own labelled drawing of the parts of their flower.

As the children do this, go round the class to make sure that students are able to use the drawing from the book to correctly identify the parts in their own flower.

# Plenary (10 minutes)

Ask students which parts of the flower they are confident they discovered when they dissected their flower.

Use the “Mr Shaha says” section of the relevant spread in the book (p57) to teach children about the function of the different parts of a flower.