Review of flower parts

One way to help students learn the parts of the flower is to help them visualize the parts in the room. For instance you can have students imagine one wall in the room is Pink – that stands for girls or female parts of the flower. And on the wall is painted not a shotgun or rifle, but a "Pistol" or PISTIL. The opposite wall is painted Blue – blue for boys, or male parts – and boys grow up to be men, tell them to stay – “STAMEN.” Along the Pink wall you will need three volunteers. Remind students that this is the PISTIL (a pistol is painted on the pink wall) - volunteer 1 has been to the eye doctor, has an astigmatism - eye is goopy, sticky - "sticky astigmatism" (volunteer rubs eyes) – “sticky STIGMA.” Volunteer 2 - is "stylin'" - (volunteer moves hand back through hair) - "stylin'" – STYLUS. Ask Volunteer 3, What did you have for breakfast?” No matter what they say, insist they had eggs.  “Eggs! How do you like them?” – Again, insist they like them Over easy - (volunteer pretends to turn eggs over - easy) - eggs are in the OVARIES. Along the Blue wall (STAMEN) Volunteer 4 (be careful who you have volunteer for this one) has a lisp - when he/she is asked a question he/she gives the "answer" (said with a lisp) – ANTHER.  Volunteer 5 - volunteer 5 - picks up a dish and a bag of mints - the dish is empty, what should the volunteer do - fill it with mints - fill-a-mint – FILAMENT. Volunteer 6 - likes to ride a bike - rides around the PISTIL and STAMEN - as they ride - they "pedal" – PETALS. Volunteer 7 stands in the front of the room and looks at the other volunteers. They are his friends, or his “Pals” and he can “see” them – Sepals.

Follow this up by giving students a blank diagram of a flower to label. You will be amazed at how this engages students in learning the parts of the flower.