

Flower Identification

Media Type: Microsoft® PowerPoint® Presentation

Duration: 141 Slides

Goal: To gain a better understanding of flower, greenery and foliage classifications and origins.

Description:

Comprehending the correct use of flowers and plants for floral arrangements is vital to the success of a florist and an arrangement. This presentation describes the various plants and flowers used in floral arrangements. Each flower will be classified into one of four categories: line, mass, form and filler. Additional flowers which do not fit into these three categories are classified with plants into the following categories: foliage and greenery, and potted plants. The students will learn both the botanical and common name of the flowers and plants along with their countries of origin. With assistance of pictures, students will be able to classify and identify each flower or plant in the presentation.

Objectives:

1. To identify flowers and other floral materials.
2. To discover the botanical and common names of flowers and other floral materials.
3. To analyze flower characteristics.



Agriculture, Food & Natural Resources Career Cluster (AG)

Cluster	Standard
	Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy.
	Demonstrate stewardship of natural resources in AFNR activities.
	Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
Agribusiness Systems Career Pathway (AG-BIZ)	Apply management planning principles in AFNR businesses.
	Develop a business plan for an AFNR business.
Plant Systems Career Pathway (AG-PL)	Apply the principles of classification, plant anatomy and plant physiology to plant production and management.
	Propagate, culture and harvest plants and plant products based on current industry standards.
	Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).

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College & Career Readiness Anchor Standards for Reading

Reading Standards for Literacy in Science & Technical Subjects	
Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	<i>9-10.1</i> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Craft & Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	<i>9-10.4</i> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
Integration of Knowledge & Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	<i>9-10.7</i> Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.
	<i>11-12.7</i> Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

College & Career Readiness Anchor Standards for Writing

Writing Standards for Literacy in History/Social Studies & Technical Subjects	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	<i>9-10.2</i> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<i>9-10.4</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<i>9-10.7</i> Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	<i>9-10.8</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<i>9-10.9</i> Draw evidence from informational texts to support analysis, reflection, and research.	

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the "Printable Resources" section. If student licenses have been purchased, an interactive version of the Student Notes is available in the "Interactive Activities" section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Distribute the *Flower Identification Vocabulary Handout* to be used during the presentation. Show the *Flower Identification - Line* segment. Distribute the *Identification of Flower Parts Activity* and have students begin filling it out. Hand out the *Plants Used in Floral Design Activity* for homework. If student licenses have been purchased, an interactive version of this Activity is available in the "Interactive Activities" section.



Slides
1-11

Class 2: Show the *Flower Identification - Mass* segment. Students should finish working on the *Identification of Flower Parts Activity*. If student licenses have been purchased, an interactive version of this Activity is available in the "Interactive Activities" section. Assign the *Floral Origins Project* for homework.



Slides
12-35

Class 3: Remind students to use the *Flower Identification Vocabulary Handout* as a reference. Show the *Flower Identification - Form* segment. Complete the *Local Flowers Activity*.



Slides
36-47

Class 4: Show the *Flower Identification - Filler and Flower Identification - Foliage & Greenery* segments. Complete the *Floral Materials ID Game Activity*. Students should begin working on the *Flower Social Networking Page Project*.



Slides
48-66

Class 5: Remind students to use the *Flower Identification Vocabulary Handout* as a reference. Show the first half of the - *Flower Identification - Potted Plants* segment. Allow students to work on the *Flower Social Networking Page Project*.



Slides
67-102

Class 6: Remind students to use the *Flower Identification Vocabulary Handout* as a reference. Finish the *Flower Identification - Potted Plants* segment. Students should finish and turn the *Flower Social Networking Page Project*.



Slides
103-141

Class 7: Complete the *Flower Identification Crossword*. Administer the *Flower Identification Assessment*. Students should turn in the *Floral Origins Project*.



Lesson Links

Oklahoma State Horticulture FFA CDE Identification

- <http://www.okstate.edu/ag/asnr/hortla/needham/extension/ffa/identify.html>

University of Minnesota Extension

- <http://www.extension.umn.edu/ConsumerHort>

Purdue University Consumer Horticulture

- <http://www.hort.purdue.edu/ext>



Career & Technical Student Organizations

FFA

- Floriculture

Skills USA

- Action Skills
- Job Skill Demonstration

FCCLA

- Life Event Planning



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50831, Dennis Haley, President, Lubbock Wholesale Florist
- iCEV50684, Sat Bath, Greenhouse Manager
- iCEV50990, Mark Chamblee, Owner, Chamblee's Rose Nursery
- iCEV51103, Chad Davis, Curator, Desert Botanical Garden
- iCEV51104, Elaine McGinn, Director of Planning & Exhibits, Desert Botanical Garden

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Lab Activities

Plants Used in Floral Design

Directions:

Distribute the *Plants Used in Floral Design Activity*. Students will match the plant names with the correct photos. If student licenses have been purchased, an interactive version of this Activity is available in the “Interactive Activities” section.

Identification of Flower Parts

Directions:

Using the *Identification of Flower Parts Activity*, have students fill in the parts of a flower. *Identification of Flower Parts Activity Answer Key* is included. If student licenses have been purchased, an interactive version of this Activity is available in the “Interactive Activities” section.

Local Flowers

Directions:

When learning to identify plants through characteristics, it is always best to learn through hands on interaction and to learn native plants first. Take students outside and help them see different plants available in their area. This will help them see the different characteristics easily. When viewing the plants discuss the different shapes of leaves and flowers, what time of year the plants grow best, and when they bloom. Have students take notes to help them in the future.

Floral Materials ID Game

Directions:

Divide students into two teams. Alternating teams, have students identify each plant one by one. If a student from team one misses the question, it goes to the contestant from team two and vice versa. Continue until all items have been identified and then determine a winner.



Projects

Floral Origins

Directions:

Students will choose two plants from the presentation to research. Students will then create a flashcard for each flower which includes the botanical and common name of the flower, the origin of the plant, identifying characteristics such as color and leaf pattern, a short history of how the plant was named, and came to be a common plant.

Flower Social Networking Page

Directions:

Each student should choose a plant from the presentation and create a personal page which resembles the profile of a social media site such as Facebook®. The profile page should include the name of the plant, contact information (where the plant grows best or is most commonly found), interests (requirements for growth), friends (florists or landscape designers), groups (what the plant is classified as line or filler flower, potted plant etc.), pictures of different variations of the plant, and any other information to enhance the profile of the plant.