

# Wild About *Wildflowers*

a classroom activity guide



FLORIDA  
Wildflower  
FOUNDATION

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Some activities have been adapted in part from *Exploring the Native Plant World*, developed by the Lady Bird Johnson Wildflower Center.

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Photos by Emily Bell.

Cover (clockwise from upper left): Zebra swallowtail on Goldenrod (*Solidago* sp.); Woodland poppymallow (*Callirhoe papaver*), beetle on Swamp tickseed (*Coreopsis nudata*), Black-eyed Susan (*Rudbeckia hirta*), Monarch on Butterfly milkweed (*Asclepias tuberosa*), Hairy chaffhead (*Carphophorus paniculatus*), Sweat bee on Elliott's aster (*Symphotrichum elliotii*), Pink aquatic milkweed (*Asclepias incarnata*)

Page ii (left to right): Spicebush swallowtail on aster (*Symphotrichum* sp.); hummingbird on Dotted horsemint (*Monarda punctata*)

Page iii (top to bottom): Black swallowtail caterpillar on Spotted water hemlock (*Cicuta maculata*); Pine lily (*Lilium catesbaei*); Flat-collared bee wolf on Leavenworth's tickseed (*Coreopsis leavenworthii*)

Page xiii (collage, left to right, top to bottom): Monarch on Snow squarestem (*Melanthera nivea*); Sunshine mimosa (*Mimosa strigillosa*); Frogfruit (*Phyla nodiflora*), Purple passionflower (*Passiflora incarnata*); Bumble bee on Dotted horsemint (*Monarda punctata*); Forked bluecurls (*Trichostema dichotomum*); Scarlet hibiscus (*Hibiscus coccineus*); Sulphur butterfly on Firebush (*Hamelia patens*); Coral honeysuckle (*Lonicera sempervirens*)

# Table of Contents

Overview ..... ii  
Introduction  
    What is a native plant?.....iii  
    Native plants are in crisis .....iii  
    The importance of  
    native plants ..... iv  
    Why wildflowers? ..... iv  
    Where do wildflowers  
    grow? ..... iv  
Concepts and Objectives .....v  
Florida State Standards  
    Grade 3 ..... vi  
    Grade 4.....viii  
Materials .....x  
    Reproducible Student  
    Worksheets .....xi  
    Visual Presentations .....xiii

## Unit 1: Parts of a Wildflower

Unit Opener  
Unit Introduction  
1.1 Parts of a Wildflower  
1.2 Operation Dissection  
1.3 Compound Flower  
    Investigation  
Glossary  
Vocabulary Crossword Puzzle  
Resources

## Unit 2: Life Cycle of a Wildflower

Unit Opener  
Unit Introduction  
2.1 Wildflower Life Cycle  
2.2 Let's Do Surgery on a Seed  
2.3 Germination Lab  
    Experiment  
2.4 My Life Began as a Seed  
Glossary  
Vocabulary Crossword Puzzle  
Resources

## Unit 3: Pollination

Unit Opener  
Unit Introduction  
3.1 Pollination Game  
3.2 Flower Dust  
3.3 Wandering Pollen  
3.4 Why Wind?  
3.5 The Perfect Fit  
Glossary  
Vocabulary Definition Match  
Resources

## Unit 4: Seed Discovery

Unit Opener  
Unit Introduction  
4.1 Wildflower Seed Investigation  
4.2 Seed Sort  
4.3 Traveling Wildflower Seed  
4.5 Make Herbarium Chart  
4.6 Start a Seed Library  
4.7 Wake Up, Seeds!  
4.8 Seed Germination Poem  
Glossary  
Vocabulary Definition Match  
Resources

## Unit 5: Wildflower Adaptations

Unit Opener  
Unit Introduction  
5.1 Wildflower Adaptations  
5.2 Wildflower Adaptation Game  
5.3 Adaptation Scavenger Hunt  
5.4 Plant Warriors  
5.5 Ecosystem Adaptations  
5.6 Wildflower Adaptations  
    Web Quest  
5.7 Adaptations Writing  
    Extension  
Glossary  
Vocabulary Crossword Puzzle  
Resources

## Unit 6: Plant and Animal Interactions

Unit Opener  
Unit Introduction  
6.1 Cohort Combos  
6.2 Insect Evidence Survey  
6.3 Food Web Connections  
6.4 Habitat Highway  
Glossary  
Vocabulary Definition Match  
Resources

## Unit 7: Wildflowers are Important

Unit Opener  
Unit Introduction  
7.1 Pass the Wildflowers  
activity  
7.2 Dr. Wildflower's Remedies  
7.3 Why Wildflowers are  
    Important to Me  
7.4 Get to Know a Wildflower  
    Web Quest  
7.5 Wildflower Walkabout  
Glossary  
Vocabulary Crossword Puzzle  
Resources

## Unit 8: Wildflower Identification

Unit Opener  
Unit Introduction  
8.1 Identifying Flower Shapes  
8.2 Identifying Leaf Shapes  
8.3 Which Yellow Flower Are  
    You?  
8.4 Wildflower Hunt  
Glossary  
Vocabulary Definition Match  
Resources

## Unit 9: Wildflower Names

Unit Opener  
Unit Introduction  
9.1 What's In a Name  
9.2 Common Names Around  
    the World  
9.3 Wildflowers Named After  
    People  
9.4 Name Your Own Wildflower  
Glossary  
Vocabulary Definition Match  
Resources

## Additional Resources

Wildflower Profiles Web Quest  
Nature Scavenger Hunt  
    Outdoor Exploration  
Additional Resources

# Overview

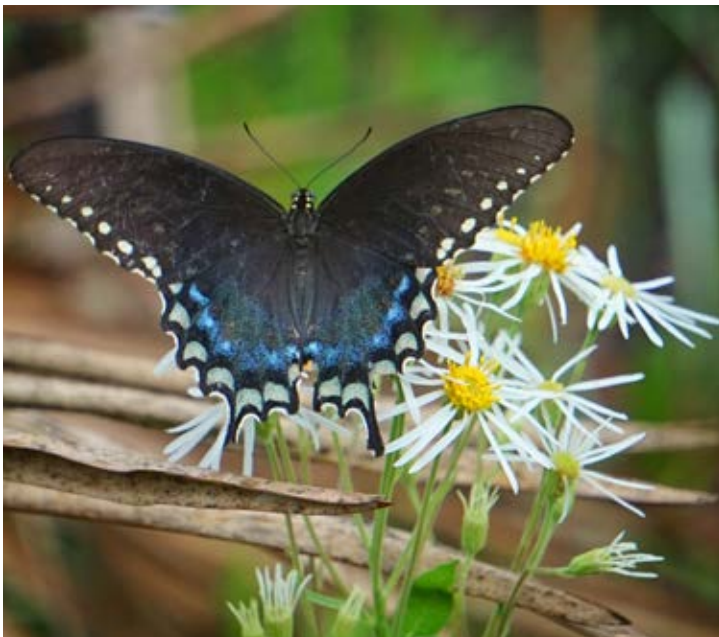
The purpose of the Florida Wildflower Foundation’s *Wild About Wildflowers!* activity guide is to increase students’ knowledge about Florida’s wildflowers. The activities in this edition have been designed to meet specific third- and fourth-grade standards; however, many may be adapted to other grade levels and audiences.

For this guide, wildflowers are defined as flowers that grow in the wild or on their own, without cultivation. Florida wildflowers have adapted to the state’s conditions and pests; typically require less water, fertilizer and pesticides than other flowers; and support a myriad of native wildlife, including bees, butterflies, hummingbirds and more.

This guide is organized into nine units that build on one another, moving from the structure of a single flower to the broader ecological and cultural roles wildflowers play. Units and activities may also be used individually and independently. Each unit contains a glossary of vocabulary terms that can be printed and provided to students, as well as a resources page with books and websites to help expand and enhance the activities.

In this guide, students will learn that, like animals, plants reproduce and have male and female parts. They will discover how reproduction works in flowering plants and the critical role each flower part plays in that process. Students will learn how wildflowers and other plants adapt to their environments, how those environments shape the way the organism looks and function, and how wildflowers interact with the animals and ecosystems around them. They will also explore the many benefits of wildflowers to humans – past and present– and develop practical skills for identifying and naming the wildflowers in their own communities.

In order to teach scientific concepts to students, other plants may be used for observation, experiments and investigations. Wildflowers have the same parts and processes as other flowering plants but are often smaller in size or more delicate to study. Students should be made aware that any substitute plants are models – similar in most characteristics to wildflowers but possibly varying in size, color, shape and other features. This guide is designed to help students learn about flowering plants, specifically Florida native wildflowers, and does not address the characteristics and habits of non-flowering plants.



# Introduction

## What is a native plant?

A native plant is a plant species that occurs naturally in a particular region, state, ecosystem and habitat without direct or indirect human introduction. Florida native plants were first recorded by botanists and explorers in the 1560s, but they existed here long before that, growing and adapting throughout Florida's long geological history.

Native plants are a part of the natural neighborhood – living components of local ecosystems that function alongside other organisms. They are a critical part of nature's web, having evolved over time to respond to local climate, soils and environmental conditions without human assistance.

Native plants provide food and shelter for many kinds of animals, including humans. They help filter the air, reduce soil erosion, and support healthy soils and waterways. Because native plants fill specific ecological roles, or niches, within their ecosystem, they generally grow in balance with the surrounding environment. The interactions and interdependence of plants, animals and other organisms together form a biological community.

## Native plants are in crisis.

Across the globe, native plant communities have been reduced or degraded by farming, ranching, urban development and the widespread use of chemicals. As habitats are lost or altered, many native plant species have become endangered, threatened or extinct. When plant diversity declines, soil erosion increases, ecosystems become less resilient, and the genetic diversity needed for healthy, balanced ecosystems is diminished.

The loss of native plants affects far more than plants alone. Animals that depend on them for food, shelter or reproduction may also decline when those plants disappear.

In many places, well-meaning landowners have replaced native plants with non-native species in yards and landscapes. Some non-native plants escape cultivation and become invasive, spreading aggressively and displacing native plants and the wildlife that depends on them.



## The importance of native plants

There are many important reasons to use native plants in gardens and landscapes. Native plants are adapted to their region's soils, temperatures, rainfall patterns and natural disturbances. Once established, they typically require little supplemental water, fertilizer, pesticides or other chemicals.

In landscapes around schools, homes, businesses or roadsides, native plants can reduce maintenance needs while supporting local ecosystems. Beyond these practical benefits, native plants provide essential habitat for birds, butterflies, bees and many other animals. Planting native species offers ecological, economic and aesthetic benefits – a win for both people and nature.

One of the best ways to protect native plants is to learn about the species that belong in your region and how they support local ecosystems.

## Why wildflowers?

Wildflowers do much more than give *La Florida* – the “land of flowers” – its unique sense of place. Because they have evolved alongside Florida's native insects, soils and climate over thousands of years, native wildflowers are uniquely suited to support the state's ecosystems in ways that other ornamental plants cannot.

Florida wildflowers support a myriad of native wildlife and provide essential habitat for bees and other pollinators. These pollinators play a vital role in food production – roughly one-third of the food we eat depends on animal pollination. Wildflowers also provide food and shelter for insects, birds, small mammals and other invertebrates, helping maintain the biodiversity needed to keep ecosystems healthy and in balance.

Wildflowers are also important to Florida's agricultural systems. Many crops rely on insects for pollination, and those insects depend on native wildflowers for nectar, pollen and habitat.

By creating wildflower habitats in neighborhoods, schools, parks and along roadsides, we can help support pollinators and other wildlife. When gardens and natural areas are connected, they can form “habitat highways” that give animals places to feed, rest, reproduce and move safely through the landscape – benefiting both nature and people.

## Where do wildflowers grow?

Some wildflower species grow throughout Florida and neighboring states, while others occur only in specific regions due to differences in climate, soils or moisture. The area where a plant naturally occurs is called its growing range.

Some wildflowers grow only in Florida and nowhere else in the world. These are known as endemic species. Florida is home to many endemic wildflowers, and some are protected by law so they can grow undisturbed in their natural habitats.

Unfortunately, many Florida wildflowers are rare or endangered because their natural habitats have been lost or altered. Wildflowers should never be picked or dug up from the wild. Instead, enjoy them where they grow – or take a photo or make a drawing to remember your favorites.



# Concepts and Objectives

Interdisciplinary connections bridge student knowledge and prevent artificial boundaries from developing. Science and math lessons go hand-in-hand when students are quantifying data and results. Science and language arts pair up naturally as children observe the natural world around them and begin the monumental task of describing and explaining their observations. Social studies connections bring the past with the present, making real the connections between people and their environment. Through these connections, students learn the necessary skills to interpret their observations of the natural world.

The activities in this guide are designed to build good observation skills, develop systems to collect, organize, display and explain data, and furnish a strong basis for future learning. Before we can understand anything, we must first see it clearly.

Students will learn the following concepts through the activities and lessons found in this guide:

## **Unit 1: Parts of a Wildflower**

Students will learn the different parts of a flower and be able to identify them by name and function in both simple and compound flowers.

## **Unit 2: Wildflower Life Cycle**

Students will learn about and observe the different phases of a wildflower's life cycle: seed germination, seedling growth, flower production, fruit and seed production, and seed release and distribution. They will also examine the parts of a seed.

## **Unit 3: Pollination**

Students will learn about the process and necessity of pollination. They will investigate how different pollinators interact with different wildflowers, compare different forms of pollen, and examine methods by which pollen is transferred.

## **Unit 4: Seed Discovery**

Students will investigate seed structure and diversity, explore how seeds travel from parent plants to new locations, and discover the strategies plants use to ensure their seeds land in favorable growing conditions.

## **Unit 5: Wildflower Adaptations**

Students will learn what adaptation means, why and how wildflowers and other plants adapt, and what adaptations have been made by Florida wildflowers in different ecosystems.

## **Unit 6: Plant and Animal Interactions**

Students will learn about symbiosis and investigate how wildflowers and animals interact through pollination, seed dispersal, food webs, and habitat sharing.

## **Unit 7: Wildflowers are Important**

Students will learn how wildflowers are used by humans for food, medicine and other products, and will explore other benefits and ecosystem services that wildflowers provide.

## **Unit 8: Wildflower Identification**

Students will learn to identify wildflowers by observing flower shapes, leaf patterns, and other distinctive features, developing skills they can use to recognize and name the wildflowers in their communities.

## **Unit 9: Learning Wildflower Names**

Students will explore the origins of wildflower names, discover how the same plant can have different common names in different places, and learn why scientific naming matters.

# Florida State Standards

The following **Grade 3 Florida State Standards** are addressed in the following activities:

Grade 3 English Language		Activity
<b>ELA.3.C.1.3</b>	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.	<b>6.4</b>
<b>ELA.3.C.1.4</b>	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.	<b>4.8, 7.4, 9.3</b>
<b>ELA.3.C.2.1</b>	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	<b>2.4, 5.5, 5.6, 5.7, 6.4, 7.4</b>
<b>ELA.3.C.3.1</b>	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<b>4.8, 5.6, 5.7, 7.3, 7.4, 9.3</b>
<b>ELA.3.C.4.1</b>	Conduct research to answer a question, organizing information about the topic from multiple sources.	<b>4.8, 5.6, 5.7, 6.4, 7.1, 7.4, 9.3</b>
<b>ELA.3.C.5.2</b>	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	<b>5.5, 5.6, 5.7, 7.1, 7.4</b>
<b>ELA.3.R.3.3</b>	Compare and contrast how two authors present information on the same topic or theme.	<b>4.8</b>
<b>ELA.3.V.1.1</b>	Use grade-level academic vocabulary appropriately in speaking and writing.	<b>4.8</b>
Grade 3 Math		Activity
<b>MA.3.DP.1.1</b>	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	<b>2.3, 4.4</b>
<b>MA.3.DP.1.2</b>	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	<b>2.3</b>
<b>MA.3.M.1.1</b>	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	<b>2.3, 4.4</b>
<b>MA.3.M.1.2</b>	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	<b>2.3</b>
<b>MA.K12.MTR.1.1</b>	Actively participate in effortful learning both individually and collectively.	<b>4.4</b>

*(Continued on the following page.)*

Grade 3 Science		Activity
<b>SC.3.L.14.1</b>	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.	<b>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.5, 4.8, 8.1, 8.2, 8.3, 8.4, 9.4</b>
<b>SC.3.L.14.2</b>	Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.	<b>5.4, 6.1</b>
<b>SC.3.N.1.1</b>	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.	<b>3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 7.1, 7.4, 7.5, 8.1, 8.2, 8.4, 9.1, 9.2</b>
<b>SC.3.N.1.2</b>	Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.	<b>3.5, 4.2, 4.3, 4.4, 5.3, 5.4, 6.2, 7.5, 8.3, 9.2</b>
<b>SC.3.N.1.3</b>	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.	<b>2.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.3, 6.2, 7.5, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4</b>
<b>SC.3.N.1.5</b>	Recognize that scientists question, discuss, and check each other's evidence and explanations.	<b>4.2, 4.3, 5.4, 8.3, 9.4</b>
<b>SC.3.N.1.6</b>	Infer based on observation.	<b>3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.3, 6.1, 6.2, 6.3, 6.4, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.4</b>
<b>SC.3.N.1.7</b>	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.	<b>2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.4, 5.3, 5.5, 6.1</b>
<b>SC.3.N.3.2</b>	Recognize that scientists use models to help understand and explain how things work.	<b>3.1, 3.3, 3.4, 4.4, 5.1, 5.4, 6.3, 6.4, 9.4</b>
<b>SC.3.N.3.3</b>	Recognize that all models are approximations of natural phenomena as such, they do not perfectly account for all observations.	<b>3.1, 3.3, 3.4, 4.4, 6.4</b>

*(Continued on the following page.)*

The following **Grade 4 Florida State Standards** are addressed in the following activities:

<b>Grade 4 English Language</b>		<b>Activity</b>
<b>ELA.4.C.1.3</b>	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.	<b>6.4</b>
<b>ELA.4.C.1.4</b>	Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	<b>7.4</b>
<b>ELA.4.C.2.1</b>	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	<b>2.4, 5.5, 5.6, 6.4, 7.4</b>
<b>ELA.4.C.3.1</b>	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<b>4.8, 5.5, 5.6, 7.3, 7.4, 9.3</b>
<b>ELA.4.C.4.1</b>	Conduct research to answer a question, organizing information about the topic, using multiple valid sources.	<b>4.8, 5.5, 5.6, 6.4, 7.1, 7.4, 9.3</b>
<b>ELA.4.C.5.2</b>	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	<b>5.5, 5.6, 7.1, 7.4</b>
<b>ELA.4.V.1.1</b>	Use grade-level academic vocabulary appropriately in speaking and writing.	<b>4.8</b>
<b>Grade 4 Math</b>		<b>Activity</b>
<b>MA.4.DP.1.1</b>	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	<b>2.3, 4.4</b>
<b>MA.4.DP.1.3</b>	Solve real-world problems involving numerical data.	<b>2.3</b>
<b>MA.K12.MTR.1.1</b>	Actively participate in effortful learning both individually and collectively.	<b>4.4</b>
<b>Grade 4 Science</b>		<b>Activity</b>
<b>SC.4.E.6.3</b>	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.	<b>7.2</b>
<b>SC.4.E.6.5</b>	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.	<b>1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 4.4, 5.3, 6.2,</b>
<b>SC.4.L.16.1</b>	Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.	<b>1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.8</b>
<b>SC.4.L.16.2</b>	Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.	<b>1.3, 5.1, 5.2, 5.4, 6.1, 6.4, 8.1, 8.2, 9.4</b>
<b>SC.4.L.16.4</b>	Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.	<b>2.1, 2.3, 2.4, 8.4</b>
<b>SC.4.L.17.2</b>	Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.	<b>6.3</b>

*(Continued on the following page.)*

<b>Grade 4 Science (continued)</b>		<b>Activity</b>
<b>SC.4.L.17.3</b>	Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.	<b>6.3</b>
<b>SC.4.L.17.4</b>	Recognize ways plants and animals, including humans, can impact the environment.	<b>4.1, 4.2, 4.8, 5.1, 5.4, 6.1, 6.3, 6.4, 7.3, 8.1, 8.2</b>
<b>SC.4.N.1.1</b>	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.	<b>3.1, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 7.1, 7.4, 7.5, 8.1, 8.2, 8.4, 9.1, 9.2</b>
<b>SC.4.N.1.2</b>	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.	<b>3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.3, 6.2, 7.5, 8.3, 9.2</b>
<b>SC.4.N.1.3</b>	Explain that science does not always follow a rigidly defined method (“the scientific method”) but that science does involve the use of observations and empirical evidence.	<b>8.4</b>
<b>SC.4.N.1.4</b>	Attempt reasonable answers to scientific questions and cite evidence in support.	<b>3.1, 3.2, 3.5, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 7.2, 7.5, 8.3, 8.4, 9.4</b>
<b>SC.4.N.1.5</b>	Compare the methods and results of investigations done by other classmates.	<b>3.2, 4.2, 4.3, 4.4, 5.3, 7.5, 8.3</b>
<b>SC.4.N.1.6</b>	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.	<b>4.4, 4.5, 4.6, 4.7, 4.8, 5.3, 6.2, 7.5, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4</b>
<b>SC.4.N.1.7</b>	Recognize and explain that scientists base their explanations on evidence.	<b>3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.3, 5.5, 5.6, 5.7, 6.1, 8.4, 9.1, 9.2, 9.4</b>
<b>SC.4.N.1.8</b>	Recognize that science involves creativity in designing experiments.	<b>3.1, 4.4, 5.1</b>
<b>SC.4.N.3.1</b>	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.	<b>2.2, 3.1, 3.3, 3.4, 4.4, 5.1, 5.4, 6.3, 6.4, 9.4</b>

# Materials

The following materials are needed to complete the activities in this activity guide. See individual activities for quantities and instructions.

Item	Activity
antenna headbands (optional)	1.1
beans, dried (or other fast-sprouting seeds)	
boxes (or tubs)	3.1
camera (or tablet) (optional)	6.4
chart paper (or whiteboard)	4.8, 6.3
clipboards	6.4, 8.4
construction paper	1.2
craft sticks	4.4
crayons, colored pencils or markers	4.5, 4.6, 9.3, 9.4
cups	2.3, 3.3, 3.4, 6.3
flowers (composite)	1.3
flowers (simple)	1.2
hand lens	1.2, 1.3, 2.2, 3.2, 4.1, 5.3, 6.2
marbles	3.3, 3.4
masking tape	4.2
measuring tapes	4.4, 7.5
newspaper	2.3
paper clips	4.4
paper envelopes (or small paper bags)	4.5, 4.6
paper towels	2.2, 2.3
paper, graph	4.4, 4.6
paper, white/drawing	2.2, 3.2, 4.1, 4.4, 4.5, 4.8, 6.4, 9.2
photos of hard-coated seeds	4.7
plasti-bands	4.4
plastic knives	2.2
plastic sandwich bags	2.3

Item	Activity
plastic spoons	4.4
pom-poms, 1/2"	4.4
pom-poms, 5mm	3.3
Post-it notes	3.1
sandpaper	4.7
scissors	4.4
Scotch tape	2.2, 4.6, 6.3
seed-sorting dishes	4.2
seedheads (dried, mature)	4.1, 4.5, 4.6
soil	2.3
"sun mat"	6.3
teaspoon	4.6
toothpicks	2.2
tweezers	1.2
Velcro "wands"	3.3
water	2.3, 4.7
white cloth or sheet	6.2
wildflower seeds	2.2, 2.3
wildflower seeds (Mimosa or similar hard-coated seeds)	4.7
miscellaneous craft supplies including construction paper, glue, yarn, paints, crayons, scissors, etc.	5.4

NOTE: Sunshine mimosa seeds, which are large enough for students to work with, are generally available from the Florida Wildflower Growers Cooperative. Visit [www.FloridaWildflowers.com](http://www.FloridaWildflowers.com) or call 352-988-8117 to check availability.

The following reproducible student worksheets and reference pages are included:

Item	Activity/Unit
Parts of a Wildflower worksheet	1.1
Parts of a Wildflower Definition Match worksheet	1.1
Parts of a Simple Wildflower reference page	1.2
Compound Flower Investigation reference page	1.3
Parts of a Wildflower Crossword Puzzle worksheet	Unit 1 Vocabulary Activity
Wildflower Life Cycle worksheet	2.1
Parts of a Seed worksheet	2.2
Germination Lab Experiment worksheet	2.3
My Life Began as a Seed worksheet	2.4
Wildflower Life Cycle Crossword Puzzle worksheet	Unit 2 Vocabulary Activity
Pollination Specialties reference page	Unit 3
Pollinator Observations worksheet	3.5
Pollination Definition Match worksheet	Unit 3 Vocabulary Activity
Wildflower Seed Structures reference page	4.1
Wildflower Seed Investigation worksheet	4.1
Wildflower Seed Dispersal Adaptations worksheet	4.3
Wildflower Seed Dispersal Adaptation Cards worksheet	4.3
I'm a Traveling Wildflower Seed worksheet	4.3
Flung, Flown or Ferried worksheet	4.4
Herbarium Seed Chart worksheet	4.5
Make Your Own Seed Packet template worksheet	4.6
Seed Discovery Definition Match worksheet	Unit 4 Vocabulary Activity
Wildflower Adaptations reference page	Unit 5
Wildflower Adaptations worksheet	5.1
Wildflower Adaptations Scoring Rubric teacher reference page	5.1
Wildflower Adaptations Clue Cards	5.2
Wildflower Adaptations Plant Cards	5.2
Adaptation Scavenger Hunt worksheets	5.3
Ecosystem Adaptations reference pages	5.5

*(Continued on the following page.)*

Item ( <i>continued</i> )	Activity/Unit
Wildflower Adaptations — Web Quest worksheet	5.6 Writing Extension
Adaptations worksheets	5.7 Web Quest
Wildflower Adaptations Crossword Puzzle worksheet	Unit 5 Vocabulary Activity
Cohort Combo Information Sheets worksheet	6.1
Cohort Combo Matching Cards	6.1
Insect Evidence Survey worksheet	6.2
Food Web Organisms picture cards	6.3
Plant and Animal Interactions Definition Match worksheet	Unit 6 Vocabulary Activity
The Importance of Wildflowers reference page	Unit 7
Pass the Wildflowers, Please! worksheet	7.1
Wildflower Menu Selection worksheet	7.1
Dr. Wildflower's Natural Remedies worksheet	7.2
Why Wildflowers are Important to Me worksheet	7.3
Wildflower Walkabout reference pages	7.5
Wildflower Walkabout Observation Sheet worksheets	7.5
The Importance of Wildflowers Crossword Puzzle worksheet	Unit 7 Vocabulary Activity
Wildflower Identification Resources reference page	Unit 8
Identifying Flower Shapes worksheet	8.1
Identifying Leaf Shapes worksheet	8.2
Which Yellow Flower Are You? picture cards	8.3
Which Yellow Flower Are You? worksheet	8.3
Wildflower Hunt worksheet	8.4
Wildflower and Leaf Forms reference page	8.4
Wildflower Identification Definition Match worksheet	Unit 8 Vocabulary Activity
What's In a Name? worksheet	9.1
Namesake Profile worksheet	9.3
Wildflower Namesakes teacher reference	9.3
Name Your Own Wildflower worksheet	9.4
Wildflower Names Definition Match worksheet	Unit 9 Vocabulary Activity
Wildflower Profile worksheet	Web Quest
Nature Scavenger Hunt worksheet	Outdoor Exploration

See specific activities for quantites and instructions.

The following visual presentations may be downloaded using the links provided:

Item	Activity	Link
Parts of a Wildflower	1.1	<a href="http://www.FlaWildflowers.org/wp-content/uploads/2026/03/1.1_PartsOfAWildflower.pdf">www.FlaWildflowers.org/wp-content/uploads/2026/03/1.1_PartsOfAWildflower.pdf</a>
Wildflower Life Cycle	2.1	<a href="http://www.FlaWildflowers.org/wp-content/uploads/2026/03/2.1_WildflowerLifeCycle.pdf">www.FlaWildflowers.org/wp-content/uploads/2026/03/2.1_WildflowerLifeCycle.pdf</a>
Parts of a Seed	2.2	<a href="http://www.FlaWildflowers.org/wp-content/uploads/2026/03/2.2_PartsOfASeed.pdf">www.FlaWildflowers.org/wp-content/uploads/2026/03/2.2_PartsOfASeed.pdf</a>
Which Yellow Flower Are You?	8.3	<a href="http://www.FlaWildflowers.org/wp-content/uploads/2026/03/8.3_WhichYellowFlowerAreYou.pdf">www.FlaWildflowers.org/wp-content/uploads/2026/03/8.3_WhichYellowFlowerAreYou.pdf</a>

