



## Wildflowers 1

Flowers come in a variety of colours. Count how many of each colour you can see in your patch of meadow and write in your numbers below.

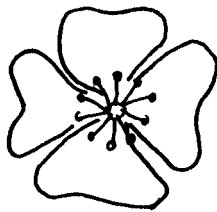
White  Pink  Red  Purple   
Blue  Orange  Yellow

Flower shapes can help you to identify them.

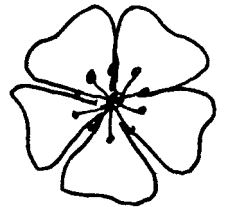
Look at the shapes below.

How many of each shape can you see in your patch of meadow?

✿ 4 Petal



✿ 5 Petal



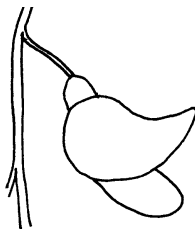
✿ Umbrella



✿ 6 Petals or more



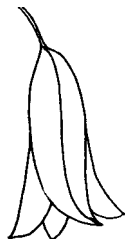
✿ Pea



✿ Tube



✿ Bell





## Wildflowers 2

Make tally marks in the table below to record the shape and colour of all the flowers in your patch of meadow.

	White	Pink	Red	Purple	Blue	Orange	Yellow
4 petal							
5 petal							
umbrella							
6 petals or more							
pea							
tube							
bell							



## Wildflowers

**Science: Scientific Enquiry 2i, j**

**Life processes and living things 3d, 4a, b, c, 5b**

**Aims: To sort flowers into groups using colour and shape.**

**To compare two different grasslands.**

**Visit a meadow in summer or a woodland in spring to find a variety of colourful wildflowers.**

Identifying wildflowers need not be as difficult as you think and you can do much constructive identification and recording work without even giving each flower a name. Use colour and shape to begin sorting the flowers in your meadow. It is likely that the meadow you visit will be too large to investigate closely as a whole. If this is so, use sticks and string to mark out a square of a size you can manage (maybe 1 metre square) or even use quadrants.

Ask the children to look at all the different colours of flower - there may be white, pink, red, purple, blue, orange or yellow flowers. Ask the class to count how many of each colour flower there are. (It doesn't matter if you think there may be more than one species which is yellow etc.). What is the most common colour? Wildflowers use colour and also scent and nectar to attract insects. When an insect visits a flower it picks up pollen on its body and transfers this to another plant. This is pollination.

Next look at the shapes on the worksheet. Most wildflowers will be one of seven shapes, 4 petal such as speedwell, 5 petal like herb robert, umbrella shaped like cow parsley, 6 petals or more - daisy, pea, like vetch, tube like a foxglove or bell shaped like the harebell. Ask the children to count how many of each different shape there are and to write the numbers by the shapes on the worksheet. These collected numbers could be used to produce bar charts.

Finally ask the children to use Wildflowers 2 to classify and record the colour AND the shape of the flowers. If you choose to go a step further and identify the flowers fully, colour and shape will be useful but you will also need to note plant size and leaf shape. Field sketches and notes could be taken. Bring the group together to discuss the information they have gathered. What colour/shape is the most common? How many different kinds of flower are there in the patch of meadow? Which is the least abundant? Can anyone name any of the flowers? You may be surprised at how many flowers you can identify.

It is interesting to compare the wildflowers and other wildlife of a meadow to that of an improved grassland such as school playing field or football pitch. Do this by using quadrants or marking out a square of similar size to the one you used in the meadow and looking at the different flowers. It is most likely you will find one or two more dominant species such as common daisy, buttercup and clover. A meadow is a grassland to which no weedkillers or fertilisers are added and is grazed or mown once a year. Grasslands which are mown regularly and/or have chemicals added will only have very strong species present. Smaller, less competitive species are unable to compete. Compare the number of insects and bugs living in a meadow and improved grassland by putting a large piece of white paper on the grass. Use a watch and count how many insects and bugs jump on the paper in five minutes. You should see many more in the meadow.