

Lesson 49: Botanical Inquiry — The Rose

PLL PART TWO



Classical Inquiry • The Rose

"What is the rose? What is its color? On what does it grow? In what places have you seen the rose growing? Why do we like the rose?"

Botanical Focus: Flowering shrubs • Petals, stem, and thorns • Sensory adjectives • Cause-and-effect reasoning.

1 BOTANICAL OBSERVATION & FACTS

Study the rose illustration. Write complete answers on the guidelines.

1. **Classification:** What is the rose? A beautiful flowering _____
2. **Colors:** What colors can roses be? _____
3. **Plant Type:** On what kind of plant does the rose grow? A thorny _____
4. **Locations:** Where have you seen roses growing? In _____

2 SENSORY LANGUAGE & DEFENSE

Explore the delicate petals and protective thorns of the rose bush.

A. Sensory Words: List three descriptive words that describe a rose's appearance and smell:

1. _____
2. _____
3. _____

B. Plant Armor: What sharp parts protect the stem of the rose from animals?

The stems are covered with sharp _____.

3 WHY WE LOVE THE ROSE

In two complete sentences, explain why people around the world cherish and plant roses. Mention its fragrance and petals.

Reason 1: _____

Reason 2: _____

4 POETIC GARDEN COMPARISON

The rose is often called "The Queen of the Garden." Write one thoughtful sentence explaining why it deserves this royal title.

Queen of Flowers: _____

1 BOTANICAL AESTHETICS & DESCRIPTIVE MASTERY

Seri's Pedagogical Focus: Elevate simple object inquiry into expressive appreciation. Guide students to observe the duality of the rose: its soft, fragrant blossom juxtaposed with its protective thorns. Practice sensory vocabulary and aesthetic reasoning.

Standards Addressed: CCSS.ELA-LITERACY.RI.2.1 (Scientific Observation), L.2.5.A (Sensory Nuances), L.2.1 (Complete Sentence Composition).

✓ COMPLETE ANSWER KEY

Section 1: Botanical Observation & Facts

1. Classification: *plant, shrub, or flower.*
2. Colors: *Red, pink, white, yellow, peach* (any 2-3 accepted).
3. Plant Type: *bush, shrub, or climbing vine.*
4. Locations: *gardens, parks, yard trellises, cottage walls.*

Section 2: Sensory Language & Defense

- A. Sensory Words: Accept: *fragrant, sweet, soft, velvety, bright, red, delicate.*
- B. Defense: *thorns* (prickles).

Section 3: Why We Love the Rose (Sample Response)

We love the rose because its sweet perfume fills the summer air. Its colorful petals are soft and lovely to behold.

Section 4: Poetic Garden Comparison (Sample Response)

The rose is called the Queen of the Garden because its noble fragrance and radiant beauty outshine all other flowers.

! DIAGNOSTIC GUIDE & SENSORY PROMPTS

- **Sensory Vocabulary:** Encourage pupils to use evocative words like *velvety, fragrant, and blooming* rather than just "pretty" or "nice".
- **Thorns as Protection:** Help children understand that thorns protect the plant from grazing animals like deer or goats.

★ SCORING RUBRIC (20 POINTS TOTAL)

Evaluation Metric	Exemplary (5 Pts)	Proficient (3-4 Pts)	Developing (1-2 Pts)
Botanical Accuracy	Demonstrates complete knowledge of flower parts, growth habit, and thorns.	Answers all text fact questions correctly; understands rose anatomy.	Confuses bush type or forgets thorns; answers incomplete.
Sensory Vocabulary	Applies rich sensory adjectives (fragrant, velvety, delicate) with precision.	Uses appropriate descriptive adjectives (sweet, soft, bright).	Uses repetitive or generic words (good, nice).
Sentence Structure	Writes complete, elegant sentences with flawless capitalization and periods.	Writes mostly complete sentences; minor mechanical slips.	Fragmented answers lacking complete predicate.
Aesthetic Reflection	Expresses deep appreciation of natural beauty in own voice.	Explains why people cherish roses in a thoughtful sentence.	Brief or rushed reflection; minimal detail.