Unit 25

Unit Instructional Plans
The Heart of Texas Wildflowers and The Legend of the Bluebonnet

Getting Started
(student pages 245–254)

Introduction
This unit contains paired selections. “The Heart of Texas Wildflowers” is an informational selection about Texas wildflowers. “The Legend of the Bluebonnet” is a literary selection that shares the legend of the Texas bluebonnet. A cross-curricular connection for this unit might focus on the origins of symbols of Texas.

Building Background Knowledge
Display photographs of Texas wildflowers. Allow students to provide creative names for the flowers based on their appearances. Then share the actual names of the flowers. Explain to students the significance of wildflowers as symbols of Texas and as conservation features of the landscape. Encourage students to brainstorm additional symbols of Texas.

(TEKS: 4.8, 4.14, 4.16, Figure 19(A), Figure 19(C), DOK: 2, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)5.G)

Suggested Formative Assessment
Ask students to create, sketch, and name a new Texas wildflower. Ask students to write an explanation of the reason the original wildflower represents Texas. Use the evidence to determine individual student understanding of the importance of Texas wildflowers as symbols of Texas.

(TEKS: 4.8, 4.14, 4.16, 4.18(A), DOK: 3, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)5.G)

Suggested Unit Content Literature
Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

Bloomin’ Tales: Legends of Seven Favorite Texas Wildflowers – Cherie Foster Colburn
Texas Wildflowers: A Beginner’s Field Guide to the State’s Most Common Flowers – Beverly Magley
The ABC’s of Texas Wildflowers – Glenna Gardiner Grimmer
Miss Lady Bird’s Wildflowers: How a First Lady Changed America – Kathi Appelt
Texas in Bloom: A Wildflower Guide for Children – Jane Scoggins Bauld
Legends & Lore of Texas Wildflowers – Elizabeth Silverthorne
Wildflowers of Texas – Geyata Ajilvsgi
Texas Wildflowers: A Field Guide – Campbell and Lynn Loughmiller
Texas Wildflowers – Richard Reynolds
Lone Star Wildflowers: A Guide to Texas Flowering Plants – LaShara J. Nieland and Willa F. Finley
Wildflowers of Texas Field Guide – Nora and Rick Bowers and Stan Tekiela
Texas Facts and Symbols – Emily McAuliffe
Celebrating Texas: Patriotic Symbols and Landmarks – Trisha James
Texas in Historic Sites and Symbols – Betsy Warren

(TEKS: 4.1, 4.9, 4.27, Figure 19(C), DOK: 1, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K)
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Vocabulary Focus

* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary**
- spectacle
- ablaze
- abundance
- diverse
- drought
- extinction
- Great Spirit
- hues
- landscape
- medians
- miracle
- mission
- native
- palette
- sacred
- sacrifice
- seeding
- shaman
- species
- splendor
- varieties

**TEKS Vocabulary**
- analyze
- author
- conclusion
- evidence
- imagery
- inference
- literary text
- metaphor
- sensory language
- simile
- understanding

Vocabulary Activities

*Playing with Words*
Provide students with sentence strips containing descriptive phrases. Have students rewrite the phrases using figurative language.

(TEKS: 4.2(B), 4.8, 4.16, DOK: 2, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.K, (c)5.G)

*Concept Web Vocabulary*
Using the Concept Web graphic organizer, guide students to write **Figurative Language** in the box at the top of the web. Have students select three forms of figurative language to write in the small ovals labeled **word**. Instruct students to write definitions of those words in the larger ovals labeled **definition**. Ask students to draw or record examples of the words in the boxes labeled **example**.

(TEKS: 4.2(B), 4.8, 4.14, DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

*Suggested Formative Assessment*
Gather and evaluate evidence of learning as demonstrated by student responses on the Concept Web. Use student responses to correct comprehension errors and to plan further instruction or interventions.

(TEKS: 4.2(B), 4.8, 4.14, DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)
Unpacking the TEKS

TEKS Focus 4.8(A)

Reporting Category 2 - Supporting

Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

(A) identify the author’s use of similes and metaphors to produce imagery.

**Imagery** is the use of language to create mental images, pictures, or sensory impressions in the mind of the reader. **Figurative language** is words and phrases that create interesting images using language that has a deeper meaning than the literal meaning of the words.

Common forms of figurative language include the following:

- **Simile** – a figure of speech in which two things are compared using the words like or as
- **Metaphor** – a figure of speech in which two things are compared with words that are not intended to be understood literally, without using the words like or as
- **Hyperbole** – an extreme exaggeration for emphasis or effect
- **Personification** – figurative language in which nonhuman things are represented as having human qualities
- **Alliteration** – the repetition of the same sounds at the beginning of two or more adjacent words
- **Onomatopoeia** – words that provide the name of a sound
- **Idiom** – an expression with a meaning that cannot be understood from the meanings of the individual words

**Instructional Activities**

**Go Figure!**

Provide students with fiction stories, dramas, or poetry that contain figurative language. Have students highlight the figurative language and then rewrite the stories using alternate forms of figurative language. Direct students to work with partners to compare original stories.

(TEKS: 4.8(A), 4.16(A), 4.16(B), DOK: 2, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.K, (c)5.G)

**Imagery Illustrations**

Ask students to close their eyes as poetry is read. Have students draw illustrations showing what they visualized as they listened to the poems. Have students share and discuss their illustrations.

(TEKS: 4.8(A), 4.14, 4.27, 4.29(A), DOK: 2, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)2.D, (c)2.E, (c)2.G, (c)2.H, (c)2.I, (c)5.G)

**Suggested Formative Assessment**

Provide students with lists of similes and metaphors. Have students identify the phrases as similes or metaphors and then rewrite the similes to be metaphors and the metaphors to be similes. Use student responses to correct comprehension errors and to plan further instruction or interventions.

(TEKS: 4.8(A), DOK: 2, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.K, (c)5.G)
The Heart of Texas Wildflowers and The Legend of the Bluebonnet

Assessment of TEKS
(student pages 248–250)

TEKS addressed in the selection
4.2(B), 4.6(A), 4.6(B), 4.8(A), 4.11(A), 4.11(B), 4.11(C), 4.11(D), 4.14, 4.19(F)

Selected-Response Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>TEKS</th>
<th>Reporting Category</th>
<th>DOK Level</th>
<th>Bloom's Original/Revised</th>
<th>ELPS</th>
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<td>Comprehension/Understand</td>
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<td>Analysis/Analyze</td>
<td>(c)4.K</td>
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</tbody>
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Interventions

TEKS Focus 4.8(A)

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities**

**Ad Interest**
Have students read digital or print advertisements and identify figurative language used in the ads.  
(TEKS: 4.8(A), 4.14, DOK: 2, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.K)

**List It**
Have students maintain lists of figurative language when encountered in independent reading. Encourage students to record the words and phrases in reading logs and to use the figurative language to add interest to their own writing.  
(TEKS: 4.8(A), DOK: 2, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.K, (c)5.G)

**It’s Figurative Language**
Guide students to locate examples of similes and metaphors in provided selections. Allow students to perform the examples in pairs or small groups.  
(TEKS: 4.8(A), 4.27, 4.28, DOK: 2, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.K)
Unit 25

The Heart of Texas Wildflowers and The Legend of the Bluebonnet

Unit Instructional Plans

Constructive-Response Formative Assessments

(student pages 251–252)

Knowledge/Remember
her doll
(TEKS: 4.6(A), DOK: 1, Bloom’s/RBT: Knowledge/Remember, ELPS: (c)5.G)

Comprehension/Understand
Answers may vary. Student responses might include the purpose of the Lady Bird Johnson Wildflower Center is to promote the use and survival of Texas native plants.
(TEKS: 4.11(A), DOK: 2, Bloom’s/RBT: Comprehension/Understand, ELPS: (c)5.G)

Application/Apply
Answers may vary. Student responses should include a description of something considered to be beautiful.
(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom’s/RBT: Application/Apply, ELPS: (c)5.G)

Analysis/Analyze
Answers may vary. Student responses might include Lady Bird Johnson cared for the environment because she knew that planting wildflowers protects natural habitats, guards against erosion, and conserves water. She cared about people because she wanted people to enjoy and appreciate the world around them. She was willing to give so others would benefit.
(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom’s/RBT: Analysis/Analyze, ELPS: (c)5.G)

Evaluation/Evaluate
Answers may vary. Students answer the question and provide a reasonable explanation.
(TEKS: 4.18(C), 4.19(A), DOK: 3, Bloom’s/RBT: Evaluation/Evaluate, ELPS: (c)5.G)

Synthesis/Create
Answers may vary. Student responses should include an additional paragraph for “The Legend of the Bluebonnet.”
(TEKS: 4.16(A), 4.18(C), DOK: 3, Bloom’s/RBT: Synthesis/Create, ELPS: (c)5.G)

Creative Thinking

(student page 253)

Motivation Station
Answers may vary. Student responses should include words that follow the pattern of a cinquain on the topic of wildflowers.
(TEKS: 4.16(B), DOK: 3, Bloom’s/RBT: Synthesis/Create, ELPS: (c)1.A, (c)1.C, (c)1.E, (c)1.F, (c)1.H, (c)4.F, (c)5.G)

Journal
Answers may vary. Student responses should include a description of a personal possession that would be difficult to sacrifice.
(TEKS: 4.18(A), 4.18(C), DOK: 3, Bloom’s/RBT: Application/Apply, ELPS: (c)1.A, (c)5.G)
Homework Assessment
(student page 254)

The Homework contains an informational selection and map of the areas in Texas where wildflowers can be enjoyed. A cross-curricular connection for this unit might focus on the varieties of wildflowers found in Texas.

TEKS addressed in the Homework
4.11(A), 4.11(D)

Homework Assessment

<table>
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<tr>
<th>Question</th>
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<th>TEKS</th>
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Performance Task Assessment

TEKS Focus 4.15, 4.16(A), 4.21, 4.22, 4.24, 4.25, 4.26

Performance Task
Create and write a legend that shares a story of the origin of a Texas symbol (e.g., chili, mockingbird, Mexican free-tailed bat, longhorn, Texas horned lizard, armadillo, Monarch butterfly, rodeo, pecan tree, railroad, sweet onion, prairie grass, Guadalupe bass, friendship, guitar, crepe myrtle, or symbol of your choice).

(DOK: 4, Bloom's/RBT: All, ELPS: (c)1.A, (c)1.E, (c)1.F, (c)1.H, (c)4.G, (c)4.H, (c)4.I, (c)4.J, (c)4.K, (c)5.G)

Performance Task Steps
1. Read “The Legend of the Bluebonnet.”
2. Choose a topic for your legend and research information about that topic.
3. Answer questions about your task.
   • How does the author of “The Legend of the Bluebonnet” share the origin of the wildflower?
   • How will you share the origin of your selected topic?
   • What characters, setting, and plot events are used in “The Legend of the Bluebonnet” that cause the story to be interesting and appealing to readers?
   • What characters, setting, and plot events will you use to make your legend interesting and appealing to readers?
4. Use a graphic organizer such as a web or story map to plan your legend.
5. Write your legend.

Scoring Criteria
Use a scoring guide with the following criteria for student self-assessment and teacher scoring:
Evidence of Planning, Inclusion of Story Elements, Organization, Language and Conventions, Creativity.