



Life Science 7
Mrs. Duddles

Q2 – Ecosystems
Cells & Heredity

Friday 01/25

Objectives:

- o Students will explain the flow of energy and the cycles of matter in ecosystems
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

List three things that you need to accomplish for your SF Project today.

Agenda:

- o Work on SF Project with partners to complete remaining components of project: abstract, conclusion, project display board, log notebook check #2
- o SF Project Log Notebook check #2 is **due today**
- o SF Project Display Board is **due Tuesday 01/29**

Thursday 01/24

Objectives:

- Students will explain the flow of energy and the cycles of matter in ecosystems
- Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

List three things that you need to accomplish for your SF Project today.

Agenda:

- Work on SF Project with partners to complete remaining components of project: abstract, conclusion, project display board, log notebook check #2
- Turn in SF Project Log Notebook check #2 **today or Friday 01/25**
- SF Project Display Board is **due Tuesday 01/29**

Wednesday 01/23

WCS District – Closed

Due to inclement weather

Tuesday 01/22

Objectives:

- o Students will explain the flow of energy and the cycles of matter in ecosystems
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

What are some causes for a population crash?

Agenda:

- o SF Project check with partners to plan for completion of project; turn in Abstract if you have not done so (10 mins)
- o Start Activity 6 Energy and Matter in Ecosystems
 - o Complete Procedures steps 1 & 2 today

Monday 01/21

**WCS District – No School
MLK Holiday**

Friday 01/18 Half Day PM Session Only

Objectives:

- o Students will explain the flow of energy and the cycles of matter in ecosystems
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

What are three things that we need to do to reduce pollution of our watershed from storm-water run-off?

Agenda:

- o SF Project check with partners to plan for completion of project; turn in Abstract if you have not done so (15 mins)
- o Continue our study of the global biomes
 - o Watch BBC Planet Earth documentary series, Jungles episode

Thursday 01/17

Objectives:

- o Students will explain the flow of energy and the cycles of matter in ecosystems
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

How does energy flow from the sun through a food web?

Agenda:

- o SF Project check with partners
- o Review SF Project Display Board guidelines and rubric; display board **due Tuesday 01/29**
- o Abstract Writing Lesson for SF Project
 - o Listen and follow along to learn how to write an abstract for your SF research experiment

Wednesday 01/16

Objectives:

- Students will predict the effects of different interactions in communities
- Students will explain how population size changes in response to environmental factors and interactions between organisms
- Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

How do consumers get energy to function?

Agenda:

- Turn in Ecology Unit 1 Review WS for grading
- Complete Ecology Unit 1 Test
- Turn in test with your sheet of handwritten notes when complete
- Read silently for remainder of class

Tuesday 01/15

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

What is the type of symbiosis where both organisms benefit? Give an example.

Agenda:

- o Discuss & review Ecology Unit 1 Review WS to prepare for Unit Test
- o Continue work on Ecology Unit 1 Study Guide
 - o You may have 1 lined sheet of handwritten notes to use during the test
- o Study for Unit Test; **Unit Test is Wednesday 01/16**

Monday 01/14

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

What is the main difference between a community and an ecosystem?

Agenda:

- o Finish Ecology Unit 1 Review WS to prepare for Unit Test
- o Work on Ecology Unit 1 Study Guide
 - o You may have **1 lined sheet of handwritten notes** to use during the test

Reminder: Ecology Unit Test is Wednesday 01/16; this will be your Mid-Term exam

Friday 01/11

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

Carnivores and herbivores are both consumers, how do they differ from one another?

Agenda:

- o 10 mins for SF Project work issues – Use this time to discuss project with your group, update log notebook, complete any work needed
- o Watershed Investigation Design Project reflection
- o Work on Ecology Unit 1 Review WS to prepare for **Unit Test next Wednesday 01/16**

Thursday 01/10

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

What do the arrows in a food chain/ food web represent?

Agenda:

- o Continue Watershed Investigation Design Project work with Cranbrook Institute of Science outreach program instructors

Thursday 01/10

**Watershed Investigation Design
Project Challenge:**

**Create a solution for your
community's storm water problem**

Wednesday 01/09

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

How is an organism's niche different from its habitat?

Agenda:

- o SF Log Notebook check 1 is due today; turn in log notebook
- o Discuss and review Activity 5 Interactions in Communities directed reading
- o Discuss and review Activity 3 & 4 quiz answers

Tuesday 01/08

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

Identify adaptations of predators and prey.

Agenda:

- o Reminder: SF Log Notebook check 1 is due tomorrow **Wednesday 01/09**
- o Special presentation on Watersheds and Storm-water runoff with Cranbrook Institute of Science outreach program

Monday 01/07

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

Define mutualism.

Agenda:

- o SF Project check: have you started your project experiment? SF Log Notebook check 1 is **Wednesday 01/09**
- o Start work on Lab Activity 5A: Identifying Predators and Prey
 - o Read and follow directions in student lab handout

Reminder: Finish Activity 5 Interactions in Communities directed reading; due Wednesday 01/09

Monday 12/24 – Friday 01/04

WCS District – No School

Winter Holiday Break

Have a happy and safe break!

Friday 12/21 – Half Day AM Session Only

Objectives:

- Students will predict the effects of different interactions in communities
- Students will explain how population size changes in response to environmental factors and interactions between organisms
- Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

What are types of symbiotic relationships?

Agenda:

- Continue our study of the global biomes
 - Watch BBC Planet Earth documentary series, Jungles episode

Reminder: Take home your soil samples (ask Mrs. Duddles for a container), log notebooks, and experiment for SF

Thursday 12/20

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

A long-term relationship between the different species within a community is called _____.

Agenda: (Shorten class period for School Site Project presentation)

- o Finish Activity 5 Interactions in Communities directed reading
- o Work on SF Project planning within your groups: update log notebook, make schedule to meet during break to set up experiment, etc.

Reminder: Take home your soil samples (ask Mrs. Duddles for container if you do not have one), log notebooks, & experiment for SF

Wednesday 12/19

Objectives:

- Students will predict the effects of different interactions in communities
- Students will explain how population size changes in response to environmental factors and interactions between organisms
- Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

Give an example of a predator-prey relationship that happens in your backyard.

Agenda: Shorten class period for School Site Project presentation

- Work on Activity 5 Interactions in Communities directed reading
 - Complete Procedure steps 1, 2, 3 & 4
- Set up SF Project experiment if you have your materials

Tuesday 12/18

Objectives:

- Students will predict the effects of different interactions in communities
- Students will explain how population size changes in response to environmental factors and interactions between organisms
- Students will relate the roles of organisms to the transfer of energy in food chains and food webs

White Space Question:

What are some ways that different animals interact with each other?

Agenda:

- Start work on Activity 5 Interactions in Communities directed reading
 - Complete Procedure Step 1 & 2
- Set up SF project experiment if you have your materials ready

Monday 12/17

Objectives:

- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

Give examples of organisms that are decomposers.

Agenda:

- o Take quiz on Activity 3 Roles in Energy Transfer & Activity 4 Population Dynamics
- o Turn in Activity 4 student handout for grading with quiz when done
- o Read silently for remainder of hour or Set up SF project experiment if you have your materials ready or Continue background research for SF

Friday 12/14

Objectives:

- Students will explain how population size changes in response to environmental factors and interactions between organisms
- Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

Explain the difference between immigration and emigration.

Agenda:

- Discuss and Review Activity 4 Population Dynamics directed reading
- Turn in Activity 4 student handout for grading on Monday with quiz

Reminder: Have SF materials ready to set up experiment next week.

Quiz on Activity 3 & 4 next Monday 12/17

Thursday 12/13

Objectives:

- Students will explain how population size changes in response to environmental factors and interactions between organisms
- Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

What are some living (biotic) things that affect an animal's ability to survive?

Agenda:

- Finish Activity 4 Population Dynamics directed reading; Complete Procedures steps 3 & 4
- Continue work on SF Project: Obtain materials & make a schedule for SF project work; Conduct background research on plant species, soil nutrients, and any other information that you need to help you set up your SF experiment; Update SF log notebook

Notice: Quiz on Activity 3 & 4 next Monday 12/17

Wednesday 12/12

Objectives:

- o Students will explain how population size changes in response to environmental factors and interactions between organisms
- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

What are some nonliving things that affect an animal's ability to survive? Are these things biotic or abiotic?

Agenda:

- o Turn in School Site Project Action Plan poster due today
- o Start work on Activity 4 Population Dynamics directed reading
 - o Complete Procedures steps 1 & 2

Notice: Quiz on Activity 3 & 4 next Monday 12/17

Tuesday 12/11

Objectives:

- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

What are some names for consumers that feed on plants?

Agenda:

- o Work on School Site Project Action Plan poster (**due Wednesday 12/12**)
- o Make a plan within your groups to obtain materials & make a schedule for SF project work
- o Continue to conduct background research on plant species, soil nutrients, and any other information that you need to have successful Science Fair & School Site projects

Monday 12/10

Objectives:

- Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- Students will develop plans for improving the school site based on data & observations gathered from the school site
- Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

What is the lowest possible feeding level that can be occupied by a carnivore in a food chain?

Agenda:

- Work on School Site Project Action Plan poster (**due Wednesday 12/12**)
- Make a plan within your groups to obtain materials & make a schedule for SF project work
- Continue to conduct background research on plant species, soil nutrients, and any other information that you need to have successful Science Fair & School Site projects

Friday 12/07

Objectives:

- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

Scavengers and decomposers both feed on dead animals. How do the two types of organisms differ?

Agenda:

- o Turn in School Site Project Action Plan write up due today
- o Work on School Site Project Action Plan poster (**due Wednesday 12/12**)
- o Make a plan within your groups to obtain materials & make a schedule for SF project work

Thursday 12/06

Objectives:

- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

What group of organism is sometimes not shown in a food chain?

Agenda: Shortened class period for MSVPA Peter Pan Jr. show (**PM only**)

- o Make a plan within your groups to start obtaining materials & making a schedule for SF project work
- o Work on School Site Project Action Plan write up (**due tomorrow Friday 12/07**) and poster (**due next Wednesday 12/12**)

Wednesday 12/05

Objectives:

- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

What do the arrows in a food chain show?

Agenda:

- o Discuss and Review Activity 3 Roles in Energy Transfer directed reading
 - o Please check your own work
 - o Write Conclusion; Turn in Activity 3 student handout for grading

Tuesday 12/04

Objectives:

- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

What type of plant will you experiment with for your SF Project?

Agenda: Shortened class period for MSVPA Peter Pan Jr. show (**AM only**)

- o Review SF Project Proposal Final Draft with comments from Mrs. Duddles
- o Make a plan within your groups to start obtaining materials & making a schedule for SF project work
- o Work on School Site Project Action Plan write up (**due Friday 12/07**) and poster (**due Wednesday 12/12**)

Monday 12/03

Objectives:

- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

Give an example of a producer in a food web.

Agenda: Shortened class period for Science Spectacular

- o Turn in SF Project Proposal Final Draft **due today**
- o Finish Activity 3 Roles in Energy Transfer directed reading
 - o Complete Procedures steps 3 and 4 from student handout

Friday 11/30

Objectives:

- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

How do animals get the food they need for energy? Where do plants get their food?

Agenda:

- o Discuss and Review Science Fair (SF) Log Notebook guidelines and rubric
- o Review SF Project Proposal Initial Draft with remarks by Mrs. Duddles to help you complete the Proposal Final Draft **due Monday 12/03**
- o Work on finalizing SF Project Proposal; make a plan to get materials and start experiment before, during, or right after Holiday Break

Thursday 11/29

Objectives:

- o Students will relate the roles of organisms to the transfer of energy in food chains and food webs
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

What variable will you be testing in your Science Fair project experiment?

Agenda:

- o Turn in Science Fair Project Proposal Initial Draft due today
- o Start work on Ecology Unit Activity 3 Roles in Energy Transfer directed reading
 - o Complete Procedures steps 1 & 2 in student handout

Wednesday 11/28

Objectives:

- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

List two reasons why native plants are good for the local environment.

Agenda:

- o Work on School Site Investigation project Action Plan write up and poster
 - o Follow the Action Plan format and grading rubric shown in student handout
- o Work on Science Fair Project Initial Proposal due Thursday
- o Reminder: These are new laptops, please treat with care

HW: Science Fair Project Initial Proposal due Thursday

Tuesday 11/27

Objectives:

- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

What factors determine how long it takes for soils to form?

Agenda:

- o Science Fair Project work: (15 mins)
 - o Share your experiment ideas with your group
 - o Work on completing Project Proposal Initial Draft; Initial Draft is due this **Thursday**
- o Work on School Site Investigation Project work:
 - o Work on Action Plan write up
 - o Start work on Action Plan poster

Monday 11/26

Objectives:

- o Students will learn to reduce, reuse, and recycle materials
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

Where do the macronutrients in soil such as N, P, and K come from?

Agenda:

- o Finish work on Soil Unit Lab Activity E: Macronutrients in Soil:
 - o Compile class data for data analysis
 - o Make observations of soil sample collected from school yard
- o Review and discuss Science Fair Project student info packet

HW: Make a list of possible experiments using the soil sample collected from the school yard for your group Science Fair Project (2 per group member)

Wednesday 11/21 – Friday 11/23

WCS District – No School

Thanksgiving Break

Have a happy and safe Thanksgiving!

Tuesday 11/20 - Half Day PM Session Only

Objectives:

- o Students will learn to reduce, reuse, and recycle materials
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

Why should you use native plants for your School Site Project?

Agenda:

- o Work on School Site Project Action Plan
 - o Determine which of your action plan ideas your team will develop
 - o Create Action Plan write up; use School Site Action Plan student handout with grading rubric to help you

Monday 11/19

Objectives:

- o Students will learn to reduce, reuse, and recycle materials
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will investigate the relationship between plants, soil, and nutrients

White Space Question:

List two daily activities that you do that could contribute to polluting the Earth.

Agenda:

- o Recycling presentation with special guest speaker, Ms. Czapski, from GFL
- o Listen, take notes, participate

HW: Organize Science notebook for notebook check after Thanksgiving

Friday 11/16

Objectives:

- o Students will investigate the relationship between plants, soil, and nutrients
- o Students will develop plans for improving the school site based on data & observations gathered from the school site

Agenda: **Please Read**

- o Take Soil Unit Test -
 - o Get a Soil Unit Test from Mrs. Duddles
 - o You may use your Science notebook and all student handouts from Soil Unit
 - o No talking during testing
 - o Turn in test to Mrs. Duddles when complete
 - o Turn in Soil Formation directed reading handout to turn-in basket
- o Select from menu of 7th grade activities to complete including School Site Action Plan work

Thursday 11/15

Objectives:

- o Students will investigate the relationship between plants, soil, and nutrients
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will practice observation and field study skills

White Space Question:

What is humus?

Agenda:

- o Discuss and review Soil Formation directed reading due today
- o Review for Soil Unit Test
 - o Review all of the Soil Unit Lab Activities A, B, C, D & Soil Formation directed reading

HW: Study for Soil Unit Test tomorrow Friday 11/16

Wednesday 11/14

Objectives:

- o Students will investigate the relationship between plants, soil, and nutrients
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will practice observation and field study skills

White Space Question:

What are the 4 broad categories of soils found in the United States?

Agenda:

- o Start Soil Lab Activity E: Macronutrients in Soil
 - o Test the soil samples collected from school yard using a soil test kit
- o Work on Soil Formation directed reading (pink lab packet); **due Thursday**

Reminder: Soil Unit Test Friday 11/16

Tuesday 11/13

Objectives:

- o Students will investigate the relationship between plants, soil, and nutrients
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will practice observation and field study skills

White Space Question:

Describe the soil found in the eastern United States.

Agenda:

- o Finish Soil Unit Lab Activity D: Mapping Soils
 - o Answer Analysis Questions & Complete Vocabulary (15 mins)
 - o Discuss and review; Write Conclusion
- o Start work on Soil Formation directed reading; **due Thursday**

Notice: Soil Unit Test Friday 11/16

Monday 11/12

Objectives:

- o Students will investigate the relationship between plants, soil, and nutrients
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will practice observation and field study skills

White Space Question:

What does the consistence of soil measure?

Agenda:

- o Turn in Soil Unit Lab Activity C: Nutrients in Soil student handout & data sheet for grading (if you did not do so last Wednesday)
- o Start Soil Unit Lab Activity D: Mapping Soils
 - o Read and follow directions in the green lab packet

Friday 11/09 – Half Day AM Session Only

Objectives:

- Students will investigate the relationship between plants, soil, and nutrients
- Students will develop plans for improving the school site based on data & observations gathered from the school site
- Students will practice observation and field study skills

White Space Question:

Can plants be grown without soil? Explain.

Agenda:

- Turn in Soil Unit Lab Activity C: Nutrients in Soil student handout & data sheet for grading if you have not done so
- Learn more about the Desert biome. Watch BBC Planet Earth series

Thursday 11/08

Objectives:

- o Students will investigate the relationship between plants, soil, and nutrients
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will practice observation and field study skills

White Space Question:

Explain the use of fertilizer.

Agenda: Cranbrook Field Trip today

- o Turn in Soil Unit Lab Activity C: Nutrients in Soil student handout & data sheet for grading (if you did not do so yesterday)
- o Work on School Site project; continue to develop & finalize plan
 - o Has your group decided on action plan?
 - o Make a list of questions and tasks that you would need to research and/or do to start your action plan

Wednesday 11/07

Objectives:

- Students will investigate the relationship between plants, soil, and nutrients
- Students will develop plans for improving the school site based on data & observations gathered from the school site
- Students will practice observation and field study skills

White Space Question:

List the three nutrients commonly found in soil that are helpful to plant growth.

Agenda:

- Finish Soil Unit Lab Activity C: Nutrients in Soil
 - Finish Part B; Answer Analysis Questions; Complete Vocabulary
 - Discuss & review
 - Write Conclusion for HW; due Thursday

Reminder: Cranbrook F/T Thursday – Bring lunch & money for gift shop

Tuesday 11/06 – Election Day

WCS District – No school for students

Teachers meet for Professional Development

Monday 11/05

Objectives:

- o Students will investigate the relationship between plants, soil, and nutrients
- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will practice observation and field study skills

White Space Question:

The consistence of soil can be described as _____, _____, _____.

Agenda:

- o Work on Soil Unit Lab Activity C: Nutrients in Soil
 - o Read & follow directions in lab packet

Friday 11/02

Objectives:

- o Students will develop plans for improving the school site based on data & observations gathered from the school site
- o Students will practice observation and field study skills
- o Students will conduct an outdoor space assessment of the school grounds including identifying the different bird, mammals, and tree species

White Space Question:

The texture of soil can be described as _____, _____, _____.

Agenda:

- o Review School Site Project Action Plan directions and rubric (15 min)
- o Brainstorm possible ideas for School Site Project using the data and observations you have made so far (40 min)

Thursday 11/01

Objectives:

- o Students will make observations of the color, consistence, and texture of soil
- o Students will practice observation and field study skills
- o Students will conduct an outdoor space assessment of the school grounds including identifying the different bird, mammals, and tree species

White Space Question:

What are the three characteristics that scientists use to describe soil?

Agenda:

- o Finish Soil Unit Lab Activity B: Describing Soil Scientifically
 - o Answer Analysis Questions (15 mins)
 - o Discuss & Review
 - o Write Conclusion

Wednesday 10/31

Objectives:

- o Students will make observations of the color, consistence, and texture of soil
- o Students will practice observation and field study skills
- o Students will conduct an outdoor space assessment of the school grounds including identifying the different bird, mammals, and tree species

White Space Question:

What is soil?

Agenda:

- o Work on Soil Unit Lab Activity B: Describing Soil Scientifically
 - o Read & follow directions in lab packet

Tuesday 10/30

Objectives:

- o Students will practice observation and field study skills
- o Students will conduct an outdoor space assessment of the school grounds including identifying the different bird, mammals, and tree species
- o Students will determine the health of the trees on the school grounds

White Space Question:

As scientists, how should we make observations?

Agenda:

- o New Seats Q2
- o Finish work on Tree Assessment activity for School Site project
 - o Discuss & review the tree assessment chart data to determine the health of the trees on the school grounds
 - o Use your leaf sample & detailed drawing to identify the tree species using a guidebook
 - o Turn in detailed drawing of your leaf sample (include common & scientific name of species & info)

Monday 10/29

Objectives:

- o Students will practice observation and field study skills
- o Students will conduct an outdoor space assessment of the school grounds including identifying the different bird, mammals, and tree species
- o Students will determine the health of the trees on the school grounds

White Space Question:

Describe the relationship between a tree and the soil it grows in.

Agenda:

- o Continue work on Tree Assessment activity for School Site project
 - o Determine the health of the trees on the school grounds
 - o Collect a leaf sample from your group's assigned tree
 - o Make a detailed drawing of your leaf sample (this will be collected for an assessment grade to assess your observational skills)
 - o Use your leaf sample & drawing to identify the tree species using a guidebook