EP Biology Printables: Levels 5-8

This book belongs to:
Label the skin using the words in the box.

sebaceous gland  dermis  sweat gland
subcutaneous tissue  epidermis  hair
Label the skeleton with the name of each bone.
Label the digestive system. Use the word box to help you.

- esophagus
- liver
- rectum
- appendix
- stomach
- pancreas
- small intestine
- large intestine
- gallbladder
Find the skin words in the word search.

cell
defollicle
dermis
epidermis
hair
melanin
nerves
pore
skin
sweat
subcutaneous
subcutaneous
Label the muscles using the words in the box.

- obliques
- biceps
- rectus abdominus
- pectorals
- quadriceps
- deltoids
- gastrocnemius
- sartorius
Label the Heart

Label the heart using the words in the box.

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________

right ventricle  left ventricle  pulmonary vein
right atrium  left atrium  pulmonary artery
Label the Body

Label as much of the body as you can.
Label the Lungs

Label the lungs using the words in the box.

- alveoli
- bronchioles
- bronchus
- trachea
Label the Nerve

Label the nerve using the words in the box.

axon      axon terminals      cell body
dendrites      nucleus      myelin sheath
Label the brain using the words in the box.

- brain stem
- cerebellum
- frontal lobe
- occipital lobe
- parietal lobe
- temporal lobe
Follow the directions on the site to make a brain hat.
Diagram of brain lobes:
- **Frontal Lobe**
- **Temporal Lobe**
- **Motor Cortex**
- **Sensory Cortex**
- **Parietal Lobe**
- **Occipital Lobe**

Note: Left Side
Use this data chart to complete your experiment. In the “time” box, record how long it took to find all ten matches.

<table>
<thead>
<tr>
<th>Trial number</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial 1</td>
<td></td>
</tr>
<tr>
<td>Trial 2</td>
<td></td>
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<tr>
<td>Trial 3</td>
<td></td>
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<tr>
<td>Trial 4</td>
<td></td>
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<tr>
<td>Trial 5</td>
<td></td>
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<tr>
<td>Trial 6</td>
<td></td>
</tr>
</tbody>
</table>
Experiment Worksheet

Fill out this worksheet as you work through the experiment.

Question: _________________________________

Hypothesis: _______________________________

Materials: _________________________________

Procedure: _________________________________

Observations/data: _________________________

Conclusion: _______________________________
First, color in the circles using the directions on the site. Then use your colored-in sheet to answer the questions on the following page.

Grandfather A  Grandmother A  Grandfather B  Grandmother B

Father  Mother

Iris  Chase  Bristol  Daniel
Use your colored-in sheet to answer the following questions.

1. Do Iris, Chase, Bristol, and Daniel have the exact same traits as their parents, and as each other? In other words, are they identical?

2. Is there variation in the traits the children received?

3. How many of the children at the bottom inherited a trait from each grandparent at the top?

4. Was there any grandparent at the top whose color was not represented in a child at the bottom?
This page is your body bingo board.
Body Bingo

Cut out the pieces and arrange them on your board in a random order. There are more pieces than squares for variation purposes.

stomach  brain  large intestine  trachea

liver  diaphragm  eye  ear

pancreas  nerve  tongue  muscle

lungs  heart  nose  bone

small intestine  kidney  gallbladder  esophagus
Body Bingo

Have someone read out the questions and see if you have the answer on your bingo board. Can you figure it out without the answer being given to you?

1. This part tells your muscles to move. (brain)
2. This is lined with mucus to protect it from its own acid. (stomach)
3. This part uses peristalsis to move food down. (esophagus)
4. This produces insulin. (pancreas)
5. This organ can’t work without light. (eye)
6. Being hit in this muscle knocks the wind out of you. (diaphragm)
7. Uncoiled, this would stretch out over 16 feet. (small intestine)
8. These only contract. (muscles)
9. This body part branches into bronchial tubes. (trachea)
10. This organ includes the vena cava. (heart)
11. The hepatic veins and arteries go in and out of this organ. (liver)
12. The renal veins and arteries go in and out of this organ. (kidney)
13. This connects to both the liver and the stomach. (gall bladder)
14. This body part sits beneath the uvula. (tongue)
15. The alveoli are found here. (lungs)
16. The appendix is attached to this. (large intestine)
17. The brain connects to this part via the auditory nerve. (ear)
18. The space between these is the synapse. (nerves)
19. Blood cells are made inside this. (bone)
20. Tiny hairs allow this organ to filter out dust. (nose)
Use the definitions to find the hidden word in the grid. The letters can go any direction around the grid, but will never cross.

**System responsible for extracting nutrients from food**: D O L M I G P A E S E R V I T S

**System responsible for fighting disease in the body**: T I M S R S M O E N U F A E T L

**System responsible for oxygenation of the body**: S E R P P I R E Y L A N R O T T

**Process by which the body maintains stability**: M E O B O H S T C I S A A S F W

**System that protects and supports the body**: D I M C G K E Y L S L F A T E U

**System responsible for allowing the body to move**: N H V M T C S U E U L G K R A T

**The building blocks of the body**: A H D O R C J E K E L X U N L S

**System responsible for removing waste from the body**: R C I P E X E L T F B S O R Y V

**Send messages throughout the body**: Q M E N C W R A L G V T Y J E S
**Word Find**

Use the definitions to find the hidden word in the grid. The letters can go any direction around the grid, but will never cross.

<table>
<thead>
<tr>
<th>CGAN</th>
<th>INRO</th>
<th>EIRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRCI</td>
<td>SAGD</td>
<td>BNCO</td>
</tr>
<tr>
<td>YBUL</td>
<td>MTIF</td>
<td>REND</td>
</tr>
<tr>
<td>ROTA</td>
<td>COPE</td>
<td>UTILK</td>
</tr>
</tbody>
</table>

System responsible for transporting nutrients and waste

A living thing

Glands that serve to regulate things such as metabolism

<table>
<thead>
<tr>
<th>TPLN</th>
<th>Dclf</th>
<th>CIYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISED</td>
<td>ISJE</td>
<td>ETSN</td>
</tr>
<tr>
<td>YSUC</td>
<td>OANB</td>
<td>MRLO</td>
</tr>
<tr>
<td>ARMJ</td>
<td>RGIR</td>
<td>GADE</td>
</tr>
</tbody>
</table>

Group of cells working Together

Group of tissues working together

Group of organs working together

<table>
<thead>
<tr>
<th>ASUL</th>
<th>NICO</th>
<th>VIBR</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCMI</td>
<td>TEGV</td>
<td>ETCE</td>
</tr>
<tr>
<td>RLEK</td>
<td>RYUM</td>
<td>SUNN</td>
</tr>
<tr>
<td>DPNB</td>
<td>ATNE</td>
<td>LFOC</td>
</tr>
</tbody>
</table>

Contracts to create movement

System responsible for regulating temperature

Tissue that joins things together
Use this sheet to record your observations.

<table>
<thead>
<tr>
<th>Plants</th>
<th>Things that need plants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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[Image of plants and a tree]
Use this sheet to record your findings.

<table>
<thead>
<tr>
<th>Day</th>
<th>Light</th>
<th>Dark</th>
<th>Fan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Experiment Worksheet

Fill out this worksheet as you work through the experiment.

Question: ________________________________

Hypothesis: ______________________________

Materials: ________________________________

Procedure: ________________________________

Observations/data: _________________________

Conclusion: ______________________________
Plant Categories

Write or draw as many examples as you can think of for each category.

<table>
<thead>
<tr>
<th>Roots</th>
<th>Seeds</th>
<th>Leaves</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Flowers</th>
<th>Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Tree Observation

Sit quietly near your tree. Take notes on your observations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw the tree. Use a tape measure to record the measurement around the tree.</td>
<td><strong>Looking</strong>&lt;br&gt;What living things do you see in and near your tree?</td>
</tr>
<tr>
<td>Make a rubbing of the bark.</td>
<td><strong>Listening</strong>&lt;br&gt;Do you hear animals playing or singing in the tree? Do you hear wind moving leaves or branches?</td>
</tr>
<tr>
<td>Make a rubbing or trace a leaf.</td>
<td><strong>Touching</strong>&lt;br&gt;Is the bark smooth or rough? Are the leaves soft or prickly?</td>
</tr>
<tr>
<td>What season is it now?</td>
<td><strong>Smelling</strong>&lt;br&gt;What does the bark smell like? The leaves? Are there flowers on the tree?</td>
</tr>
<tr>
<td>What kind of tree are you observing?</td>
<td>Any other observations? Has the tree changed since the previous season?</td>
</tr>
</tbody>
</table>
Sit quietly near your tree. Take notes on your observations.

<table>
<thead>
<tr>
<th>Looking</th>
</tr>
</thead>
<tbody>
<tr>
<td>What living things do you see in and near your tree?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you hear animals playing or singing in the tree? Do you hear wind moving leaves or branches?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Touching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the bark smooth or rough? Are the leaves soft or prickly?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Smelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the bark smell like? The leaves? Are there flowers on the tree?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What season is it now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of tree are you observing?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Any other observations?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the tree changed since the previous season?</td>
</tr>
</tbody>
</table>

Draw the tree. Use a tape measure to record the measurement around the tree.

Make a rubbing of the bark.

Make a rubbing or trace a leaf.

What kind of tree are you observing?
Scavenger Hunt

Use this page for your scavenger hunt if it is currently fall.

Fall

Look for these:
- A falling leaf
- A crawling insect
- A bird
- 3 different color leaves

Colors found: ______________________

Listen for these:
- Something moved by the wind
- Leaves crunching
- An animal’s call
- An insect

What else do you hear?

Touch these:
- A crunchy, crinkly leaf
- A smooth rock
- Tree bark

What did it feel like?

Smell these:
- Campfire
- Pine cones

What else do you smell?
Scavenger Hunt

Use this page for your scavenger hunt if it is currently spring.

Spring

Look for these:

- Mud
- A bird
- A small wildflower
- Weeds
- A crawling insect
- New leaves on a tree
- A bird’s nest
- A tall wildflower
- A worm
- A flying insect

Listen for these:

- Something moved by the wind
- A bird’s song/call
- An animal’s call
- An insect

What else do you hear?

Touch these:

- A warm, sunny spot
- A shady, cool spot
- Flower petals
- A smooth rock
- Wet mud
- Tree bark

What did it feel like?

Smell these:

- A flower
- Grass

What else do you smell?
Use this page for your scavenger hunt if it is currently summer.

**Summer**

Look for these:

- A bird flying
- Fruit or berries
- A crawling insect
- Something red: __________
- Something green: __________

Listen for these:

- A flying insect
- Something moved by the wind
- An animal’s call
  
  What else do you hear?

Touch these:

- Something hot from the sun
- A smooth rock
- Somewhere cool and shady
- Tree bark
  
  What did it feel like?

Smell these:

- A flower
- Grass
  
  What else do you smell?
Use this page for your scavenger hunt if it is currently winter.

**Winter**

**Look for these:**

- Animal tracks
- An acorn or pinecone
- Berries on a plant
- Trees with no leaves
- A bird
- A feather
- Something with thorns
- Trees with a few leaves

**Listen for these:**

- An animal’s call
- What animal did you hear?
- Something moved by the wind
- What else do you hear?

**Touch these:**

- Something wet
- A smooth rock
- Smooth tree bark
- Rough tree bark
- A pinecone

**Smell these:**

- Hot cocoa!
- A crackling fire
- What else do you smell?
Soil Square Observations

Use the boxes to record your observations.

<p>| | | |</p>
<table>
<thead>
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</table>
### Soil Substitute Observations

Use the boxes to record your observations.

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</tbody>
</table>

1. 
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9. 
What Did You Learn?

Answer the following questions about the overview you read. Fill in the bubble next to the correct answer. Then label the seed parts at the bottom.

Seeds are made inside a plant’s ________.
- fruit  ○ leaves  ○ stem

The protective covering of a seed is called the ________.
- hilum  ○ micropyle  ○ seed coat

The scar that shows where a seed was attached to the plant is the ________.
- micropyle  ○ radicle  ○ hilum

The part of the seed through which pollen enters is the _____.
- cotyledon  ○ micropyle  ○ radicle

This forms a small root inside the seed.
- radicle  ○ hilum  ○ cotyledon

This provides food for the new plant as it grows.
- micropyle  ○ cotyledon  ○ seed coat
Fill out this worksheet as you work through the experiment.

Question: ________________________________

Hypothesis: ________________________________

Materials: ________________________________

Procedure: ________________________________

Observations/data: __________________________

Conclusion: ________________________________
Plant Categories

Write one specific type of plant in each category. You can use the internet to help you if you need to.

Angiosperms

Sphenopsids

Gymnosperms

Ferns

Bryophytes

Algae
Fill in the sections of this chart as you work through the project.

### Topic: ____________________________

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>What I Know</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What I Want to Know</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What I Learned</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Draw the process from pollen to fruit.
Fill in the sections of this chart as you work through the project.

**Topic:**

<table>
<thead>
<tr>
<th>What I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What I Want to Know</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Mold Observations

Draw pictures or write a description of what you think your food will look like on the given days. Then draw or write what it actually looks like when the days arrive.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 4</td>
<td></td>
</tr>
<tr>
<td>Day 6</td>
<td></td>
</tr>
<tr>
<td>Day 9</td>
<td></td>
</tr>
<tr>
<td>Day 12</td>
<td></td>
</tr>
</tbody>
</table>
Use this world map along with your biome lapbook.
Biome Lapbook

Use these lapbook pieces to record information as you learn about biomes.

Cut out circle. Fold on all The lines. Fold in the Middle of each side to tuck Inside. Write in the inside.

Glue this part down.

Rainforest Facts

Grasslands Facts

Cut out diamond and fold on center line.
Glue this down. Fold down the half Circle with title. Write on the inside.

TUNDRA FACTS

Temperate Deciduous Forest

Taiga Facts

Cut outline of flower. Write on petals and Fold in to cover words.
Cut out these two rectangles as one piece. Cut out the gray rectangle on the right.

Cut out the rectangle below with the extra edge as one piece. Write your facts on it. Start under the line.

Place your facts face down so your words will show out the window.

Fold this rectangle over and glue along the side and bottom. Make sure “Desert facts” stick out the top.

Desert Facts

Glue here.
Scientific Method

Make an observation
Pick something that interests you and observe it closely. Is there something about it that makes you wonder?

Ask a question
Be specific in your questions about who, what, where, when, why, which, or how. Make sure the questions can be measured with an experiment.

Research the subject
Gather information that pertains to your observation and your question. Begin preparation for your experiment.

Form a hypothesis
Make an educated guess about what you think will happen in your experiment. Make sure it’s something that can be measured by your experiment and that it answers your question.

Conduct the experiment
Detail your materials and instructions. Repeat the process to be sure of your results. Pay attention to variables and only change one at a time to ensure accuracy.

Organize your data
Make a summary of your experiment’s results. You can utilize graphs or charts if helpful.

Analyze the results
Determine whether your hypothesis is true. If true, report your findings. If false or partly true, you can retry your experiment with a modified hypothesis.

Report your findings
Share your knowledge with others!
Biology
Levels 5-8

Scientific Method

Fill out the steps of the scientific method on the lines.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

6. ________________________________

7. ________________________________

8. ________________________________
Formulate your question and fill it in here. You can cut out the pieces if you’d like to make a lapbook.

My Question

Who?
What?
Where?
When?
Why?
Which?
How?
Use these pages to make notes on your topic.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Resource 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info:</td>
<td>Info:</td>
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<tr>
<td>Info:</td>
<td>Info:</td>
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<td>Info:</td>
<td>Info:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info:</td>
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<tr>
<td>Info:</td>
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<td>Info:</td>
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<td>Info:</td>
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</table>

<table>
<thead>
<tr>
<th>Resource 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info:</td>
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<td>Info:</td>
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<td>Info:</td>
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<td>Info:</td>
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</table>

<table>
<thead>
<tr>
<th>Resource 4:</th>
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<tbody>
<tr>
<td>Info:</td>
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<td>Info:</td>
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</tbody>
</table>
Resource 5: __________________________
Info: __________________________
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Resource 6: __________________________
Info: __________________________
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Resource 7: __________________________
Info: __________________________
Info: __________________________
Info: __________________________

Resource 8: __________________________
Info: __________________________
Info: __________________________
Info: __________________________

Resource 9: __________________________
Info: __________________________
Info: __________________________
Info: __________________________
Hypothesis and Variables

Use this page to record your hypothesis and variables. You can cut the pieces out if you’re making a lapbook.

My Hypothesis: ______________________

______________________________

______________________________

My independent variable(s):

______________________________

______________________________

My controlled variable(s):

______________________________

______________________________

Variables

Independent:
What I will change

Dependent:
What I will be measuring and observing

Controlled:
What I will keep the same
My Experiment

Use these pages to record your materials and the steps in your experiment. It’s okay if you don’t fill up all of the space.

My Materials: ___________________________
Steps in My Experiment

- Step 1
- Step 2
- Step 3
- Step 4
- Step 5
- Step 6
- Step 7
- Step 8
- Step 9
- Step 10
- Step 11
- Step 12
- Step 13
- Step 14
- Step 15
- Step 16
- Step 17
- Step 18
- Step 19
- Step 20
- Step 21
- Step 22
- Step 23
- Step 24
Formulate your question and fill it in here. You can cut out the pieces if you’d like to make a lapbook.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td></td>
</tr>
<tr>
<td>What?</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>Which?</td>
<td></td>
</tr>
<tr>
<td>How?</td>
<td></td>
</tr>
</tbody>
</table>

My Question _____________________________
Research Notes

Use these pages to make notes on your topic.

Topic: ________________________________

Resource 1: ________________________________

Info: ____________  Info: ____________

Info: ____________  Info: ____________

Info: ____________  Info: ____________

Resource 2: ________________________________

Info: ____________  Info: ____________

Info: ____________  Info: ____________

Info: ____________  Info: ____________

Resource 3: ________________________________

Info: ____________  Info: ____________

Info: ____________  Info: ____________

Info: ____________  Info: ____________

Resource 4: ________________________________

Info: ____________  Info: ____________

Info: ____________  Info: ____________

Info: ____________  Info: ____________
Hypothesis and Variables

Use this page to record your hypothesis and variables. You can cut the pieces out if you’re making a lapbook.

My Hypothesis: ____________________________

My independent variable(s):

My controlled variable(s):

Variables

Independent:
What I will change

Dependent:
What I will be measuring and observing

Controlled:
What I will keep the same
My Experiment

Use these pages to record your materials and the steps in your experiment. It’s okay if you don’t fill up all of the space.

**My Materials:**

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________
Steps in My Experiment

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
**Tree Observation**

Sit quietly near your tree. Take notes on your observations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw the tree. Use a tape measure to</td>
<td><strong>Looking</strong></td>
</tr>
<tr>
<td>record the measurement around the tree.</td>
<td>What living things do you see in and near your tree?</td>
</tr>
<tr>
<td>Make a rubbing of the bark.</td>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>Make a rubbing or trace a leaf.</td>
<td>Do you hear animals playing or singing in the tree? Do you hear wind moving leaves or branches?</td>
</tr>
<tr>
<td>What season is it now?</td>
<td><strong>Touching</strong></td>
</tr>
<tr>
<td>What kind of tree are you observing?</td>
<td>Is the bark smooth or rough? Are the leaves soft or prickly?</td>
</tr>
<tr>
<td>Any other observations?</td>
<td><strong>Smelling</strong></td>
</tr>
<tr>
<td></td>
<td>What does the bark smell like? The leaves? Are there flowers on the tree?</td>
</tr>
<tr>
<td></td>
<td><strong>Any other observations?</strong></td>
</tr>
<tr>
<td></td>
<td>Has the tree changed since the previous season?</td>
</tr>
</tbody>
</table>