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

- obliques
- biceps
- rectus abdominus
- pectorals
- quadriceps
- deltoids
- gastrocnemius
- sartorius
Label the heart using the words in the box.

- right ventricle
- left ventricle
- pulmonary vein
- right atrium
- left atrium
- pulmonary artery

1. _______________________
2. ____________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
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 using the words in the box.

axon    axon terminals    cell body

dendrites    nucleus    myelin sheath
Label the Brain

Label the brain using the words in the box.

- brain stem
- cerebellum
- frontal lobe
- occipital lobe
- parietal lobe
- temporal lobe
Brain Hat

Follow the directions on the site to make a brain hat.
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>
</tr>
<tr>
<td>Trial 3</td>
<td></td>
</tr>
<tr>
<td>Trial 4</td>
<td></td>
</tr>
<tr>
<td>Trial 5</td>
<td></td>
</tr>
<tr>
<td>Trial 6</td>
<td></td>
</tr>
</tbody>
</table>
Fill out this worksheet as you work through the experiment.

Question: ________________________________

Hypothesis: ______________________________

________________________________________________________________________

Materials: ______________________________________

________________________________________________________________________

Procedure: ______________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Observations/data: ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Conclusion: ______________________________________

________________________________________________________________________
Genetics Activity

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.
Genetics Activity cont.

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?
Body Bingo

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.

<table>
<thead>
<tr>
<th>D O L M</th>
<th>T I M S</th>
<th>S E R P</th>
</tr>
</thead>
<tbody>
<tr>
<td>I G P A</td>
<td>R S M O</td>
<td>P I R E</td>
</tr>
<tr>
<td>E S E R</td>
<td>E N U F</td>
<td>Y L A N</td>
</tr>
<tr>
<td>V I T S</td>
<td>A E T L</td>
<td>R O T T</td>
</tr>
</tbody>
</table>

**System responsible for extracting nutrients from food**

<table>
<thead>
<tr>
<th>M E O B</th>
<th>D I M C</th>
<th>N H V M</th>
</tr>
</thead>
<tbody>
<tr>
<td>O H S T</td>
<td>G K E Y</td>
<td>T C S U</td>
</tr>
<tr>
<td>C I S A</td>
<td>L S L F</td>
<td>E U L G</td>
</tr>
<tr>
<td>A S F W</td>
<td>A T E U</td>
<td>K R A T</td>
</tr>
</tbody>
</table>

**System responsible for fighting disease in the body**

<table>
<thead>
<tr>
<th>A H D O</th>
<th>R C I P</th>
<th>Q M E N</th>
</tr>
</thead>
<tbody>
<tr>
<td>R C J E</td>
<td>E X E L</td>
<td>C W R A</td>
</tr>
<tr>
<td>K E L X</td>
<td>T F B S</td>
<td>L G V T</td>
</tr>
<tr>
<td>U N L S</td>
<td>O R Y V</td>
<td>Y J E S</td>
</tr>
</tbody>
</table>

**System responsible for oxygenation of the body**

**Process by which the body maintains stability**

**System that protects and supports the body**

**System responsible for allowing the body to move**

**The building blocks of the body**

**System responsible for removing waste from the body**

**Send messages throughout the body**
# 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>C G A N</th>
<th>I N R O</th>
<th>E I R S</th>
</tr>
</thead>
<tbody>
<tr>
<td>I R C I</td>
<td>S A G D</td>
<td>B N C O</td>
</tr>
<tr>
<td>Y B U L</td>
<td>M T I F</td>
<td>R E N D</td>
</tr>
<tr>
<td>R O T A</td>
<td>C O P E</td>
<td>U T I K</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>T P L N</th>
<th>D C L F</th>
<th>C I Y S</th>
</tr>
</thead>
<tbody>
<tr>
<td>I S E D</td>
<td>I S J E</td>
<td>E T S N</td>
</tr>
<tr>
<td>Y S U C</td>
<td>O A N B</td>
<td>M R L O</td>
</tr>
<tr>
<td>A R M I</td>
<td>R G I R</td>
<td>G A D E</td>
</tr>
</tbody>
</table>

Group of cells working together

Group of tissues working together

Group of organs working together

<table>
<thead>
<tr>
<th>A S U L</th>
<th>N I C O</th>
<th>V I B R</th>
</tr>
</thead>
<tbody>
<tr>
<td>T C M I</td>
<td>T E G V</td>
<td>E T C E</td>
</tr>
<tr>
<td>R L E K</td>
<td>R Y U M</td>
<td>S U N N</td>
</tr>
<tr>
<td>D P N B</td>
<td>A T N E</td>
<td>L F O C</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>

[Simple drawing of a tree and flowers.]
# Compare Elements of Growth

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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<td>9</td>
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<td></td>
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<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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

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

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?

Smell these:

- A flower
- Grass

What else do you smell?

Touch these:

- Something hot from the sun
- A smooth rock
- Somewhere cool and shady
- Tree bark

What did it feel like?
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
- Something moved by the wind
- What animal did you hear?
- 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?
Use the boxes to record your observations.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Day 107
Use the boxes to record your observations.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
</tbody>
</table>

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
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
Experiment Worksheet

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 ________________________________

[Images of plant categories]
Fill in the sections of this chart as you work through the project.

<table>
<thead>
<tr>
<th>Topic:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I Know</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What I Want to Know</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What I Learned</strong></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>
</tr>
</tbody>
</table>

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

Use this world map along with your biome lapbook.

http://www.freeworldmaps.net/outline/maps/world-map-outline.gif
Biome Lapbook

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

Rainforest Facts

Grasslands Facts

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

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
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!
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.

**Topic:**

**Resource 1:**

- Info: __________________
- Info: __________________
- Info: __________________

**Resource 2:**

- Info: __________________
- Info: __________________
- Info: __________________

**Resource 3:**

- Info: __________________
- Info: __________________
- Info: __________________

**Resource 4:**

- Info: __________________
- Info: __________________
- Info: __________________
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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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.

**Topic:**

**Resource 1:**

**Info:**

**Info:**

**Info:**

**Info:**

**Resource 2:**

**Info:**

**Info:**

**Info:**

**Info:**

**Resource 3:**

**Info:**

**Info:**

**Info:**

**Info:**

**Resource 4:**

**Info:**

**Info:**

**Info:**

**Info:**
Resource 5: __________________________
Info: ____________________________
Info: ____________________________
Info: ____________________________
Info: ____________________________

Resource 6: __________________________
Info: ____________________________
Info: ____________________________
Info: ____________________________
Info: ____________________________

Resource 7: __________________________
Info: ____________________________
Info: ____________________________
Info: ____________________________
Info: ____________________________

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

Resource 9: __________________________
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

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--------------------------------------------------------------------------------------------------

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

<table>
<thead>
<tr>
<th>Looking</th>
<th>Listening</th>
<th>Touching</th>
<th>Smelling</th>
<th>Any other observations?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What living things do you see in and near your tree?</td>
<td>Do you hear animals playing or singing in the tree? Do you hear wind moving leaves or branches?</td>
<td>Is the bark smooth or rough? Are the leaves soft or prickly?</td>
<td>What does the bark smell like? The leaves? Are there flowers on the tree?</td>
<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 season is it now?

What kind of tree are you observing?