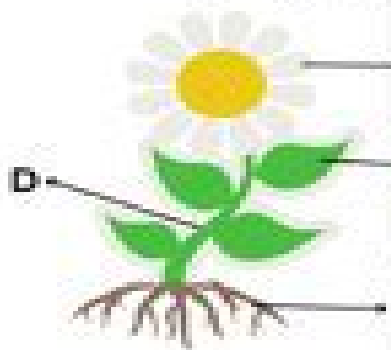


My Plant Observation Journal

Parts of my plant



A _____
B _____

C _____
D _____

Questions about plants

1. What is the name of the plant?
 a. Daisy
 b. Sunflower
 c. Rose
 d. Tulip
2. Where does the plant grow?
 a. In the ground
 b. In a pot
 c. In a field
 d. In a garden
3. How long has the plant been growing?
 a. 1 day
 b. 1 week
 c. 1 month
 d. 1 year
4. What is the color of the plant?
 a. Yellow
 b. Red
 c. Green
 d. Blue
5. What is the shape of the plant?
 a. Round
 b. Square
 c. Triangular
 d. Oval
6. What is the texture of the plant?
 a. Smooth
 b. Rough
 c. Bumpy
 d. Soft
7. What is the smell of the plant?
 a. Sweet
 b. Sour
 c. Bitter
 d. Salty
8. What is the taste of the plant?
 a. Sweet
 b. Sour
 c. Bitter
 d. Salty
9. What is the color of the soil?
 a. Brown
 b. Black
 c. Grey
 d. White
10. What is the texture of the soil?
 a. Smooth
 b. Rough
 c. Bumpy
 d. Soft
11. What is the smell of the soil?
 a. Sweet
 b. Sour
 c. Bitter
 d. Salty
12. What is the taste of the soil?
 a. Sweet
 b. Sour
 c. Bitter
 d. Salty

Planting Day Observation 1

Date: _____

1. What type of plant I'm I planting?

2. What is the color of the seed?

Picture

3. Today the weather is?

Plant Growth Observation 3

Date: _____

Plant is:

_____ tall

_____ in color

_____ of my plant

Picture

Plant Growth Observation 6

Date: _____

Write what you see

I see _____

Plant Observation Journal

Amanda Thomas (Math professor)



Plant Observation Journal:

Plant Observation Danielle Johnson,2019-03-24 Observe and Note what makes Your Garden Grow **Houseplant Care and Observation Journal** Amine BTL,2021-10-23 Plant Lover House Plant Care and Observation Journal Do you have a plant garden that is overflowing Do you need a small pocket assistant to help you keep track You now have the Plant Lover House Plant Care and Observation Journal the perfect addition to your indoor plant inventory You are now able to log and track your plant s needs daily to make sure your plants are given the right condition to SURVIVE and THRIVE **Hands-On Science and Technology, Grade 1** Jennifer Lawson,2008-08-08 This teacher resource offers a detailed introduction to the Hands On Science and Technology program guiding principles implementation guidelines an overview of the science skills that grade 1 students use and develop and a classroom assessment plan complete with record keeping templates It also includes connections to the Achievement Levels as outlined in The Ontario Curriculum Grades 1 8 Science and Technology 2007 This resource has four instructional units Unit 1 Needs and Characteristics of Living Things Unit 2 Materials Objects and Everyday Structures Unit 3 Energy in Our Lives Unit 4 Understanding Earth and Space Systems Each unit is divided into lessons that focus on specific curricular expectations Each lesson has the curriculum expectation s listed materials lists activity descriptions assessment suggestions activity sheet s and graphic organizer s *Big Projects for Little Learners* Mikaela Martinez,2025-11-11 The complete guide to implement project based learning in the home and classroom *Big Projects for Little Learners* A PBL Guide for the Home and Classroom is a comprehensive step by step guide that explores the transformative power of project based learning PBL not just within the four walls of a classroom but also in alternative learning spaces such as homeschooling or micro schools The book is jam packed full of real world PBL examples and success stories 52 complete project units you can immediately implement in your classroom setting planning guides and resources tips for implementation and facilitation and guidance for assessing student learning throughout the unit and addressing common challenges and obstacles This book shows readers how to Create a PBL unit to meet your state learning standards Design a driving question and connect it to the end product Make your home or classroom learning dynamic and engaging Develop ready to use resources to walk educators through the process Connect learning to the community and real life scenarios *Big Projects for Little Learners* A PBL Guide for the Home and Classroom is a must have resource for parents and educators seeking strategies to create a more engaging student centered and future ready educational experience Hands-On Science, Level 1 Jennifer E. Lawson,Jennifer Lawson,1999 This teacher resource offers a detailed introduction to the Hands On Science program which includes its guiding principles implementation guidelines an overview of the science skills that grade 1 students use and develop and a classroom assessment plan complete with record keeping templates This resource has four instructional units Unit 1 Characteristics and Needs of Living Things Unit 2 The Senses Unit 3 Characteristics of Objects and Properties of Materials Unit 4 Daily and Seasonal Changes Each unit is divided into lessons

that focus on specific curricular outcomes Each lesson has materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals

Teaching STEM in the Early Years, 2nd edition Sally Moomaw, 2024-05-14 Stimulate and engage children's thinking as you integrate STEM experiences throughout your early childhood program More than 85 engaging developmentally appropriate activities maximize children's learning in science technology engineering and mathematics Each experience combines at least two STEM disciplines and incorporates materials and situations that are interesting and meaningful to children As researchers and educators increasingly recognize how critical early childhood mathematics and science learning is in laying the foundation for children's later STEM education this second edition of Teaching STEM in the Early Years is a much needed resource for every early childhood classroom It will encourage you to think differently about STEM education and you will see how easy it is to accommodate curriculum goals and learning standards in math and science activities This edition provides updated research and references and adds Ideas for incorporating literacy with STEM activities including children's book recommendations STREAM It segments that incorporate reading and art into STEM with art and music extension to activities Suggestions for varying the difficulty of activities for a variety of learners

Hands-On Science and Technology for Ontario, Grade 3 Jennifer E.

Lawson, 2020-09-07 Experienced educators share their best classroom tested ideas in this teacher friendly activity based resource The grade 3 book is divided into four units Growth and Changes in Plants Strong and Stable Structures Forces Causing Movement Soils in the Environment STAND OUT COMPONENTS custom written for the Ontario curriculum uses an inquiry based scientific and technological approach builds understanding of Indigenous knowledge and perspectives TIME SAVING COST EFFECTIVE FEATURES includes resources for both teachers and students a four part instructional process activate action consolidate and debrief enhance an emphasis on technology sustainability and personalized learning a fully developed assessment plan for assessment for as and of learning a focus on real life technological problem solving learning centres that focus on multiple intelligences and universal design for learning UDL land based learning activities and Makerspace centres access to digital image banks and digital reproducibles Find download instructions in the Appendix of the book

Characteristics and Needs of Living Things Jennifer Lawson, 2001 The three lessons in this module introduce students to the characteristics and needs of humans other animals and plants Also included Materials lists Activity descriptions Questioning techniques Activity centre and extension ideas Assessment suggestions and Activity sheets and visuals The module offers a detailed introduction to the Hands On Science program guiding principles implementation guidelines an overview of the skills that young students use and develop during scientific inquiry a list of children's books and websites related to the science topics introduced and a classroom assessment plan with record keeping templates

Distance Learning for Elementary STEM Amanda Thomas (Math professor), 2020 This practical guide outlines a vision for online and distance STEM learning at the elementary level with creative activities based on eight STEM themes Online

and distance learning may sound fairly straightforward. Instead of learning in a classroom setting, students learn at home with the assistance of online resources. But classroom learning does not always translate easily to online settings, particularly at the elementary level where children should be actively engaging in activities, exploration, and discussion. For STEM subjects, integration across subjects, settings, and play-based versus traditional learning present opportunities for young learners to engage in age-appropriate online and distance learning. This book features eight creative integrated STEM lessons, including ideas for designing a zoo, learning to garden, exploring the night sky, and more. Each lesson offers online, traditional, and hands-on components with connections to the ISTE Standards and STEM standards across elementary grades. Concluding with a model for designing online and distance STEM learning for elementary-aged children, this book will support teachers and parents in designing the types of resources and learning experiences they need for elementary students' distance learning.

A Year of Themes Sarah Clark, 2003. Familiar stories and rhymes immerse children in written and spoken language while building content area skills. Complete lesson plans are provided for centers, journals, games, art, and drama activities, literature, and more.

How to Plan Rigorous Instruction (Mastering the Principles of Great Teaching series) Robyn R. Jackson, 2011-01-15. If we want all our students to become better thinkers and learners, we must design rigorous learning experiences that go beyond helping them simply master standards. In this guide, Robyn R. Jackson takes you step by step through the process of planning rigorous instruction: what great teachers do to ensure students have a learning destination that's worth working toward and that the path they take to get there will help them pass the big tests and become engaged learners, effective problem solvers, and critical thinkers. Here you'll learn how to create a rigorous unit assessment to guide your instruction and ensure standards mastery. Select rigorous learning materials by examining the type of thinking you want students to engage in and the type of understanding you want them to acquire. Choose rigorous instructional strategies by looking at ways to help students grasp new content and acquire new skills; apply what they are learning in a meaningful way; use thinking processes to synthesize new understandings and adapt these understandings to new contexts across disciplines. Create a rigorous learning unit tailored to your standards and classroom content and to the students you teach.

Hands-On Science and Technology, Grade 3 Jennifer Lawson, 2008-08-08. This teacher resource offers a detailed introduction to the Hands On Science and Technology program, guiding principles, implementation guidelines, an overview of the science skills that grade 3 students use and develop, and a classroom assessment plan complete with record-keeping templates. It also includes connections to the Achievement Levels as outlined in *The Ontario Curriculum Grades 1-8 Science and Technology 2007*. This resource has four instructional units: Unit 1 Growth and Changes in Plants; Unit 2 Strong and Stable Structures; Unit 3 Forces Causing Movement; Unit 4 Soils in the Environment. Each unit is divided into lessons that focus on specific curricular expectations. Each lesson has curriculum expectations, lists materials, lists activity descriptions, assessment suggestions, activity sheets, and graphic organizers.

Earth Observation for Water Resources Management Luis

García,Diego Rodríguez,Marcus Wijnen,Inge Pakulski,2016-04-14 Water systems are building blocks for poverty alleviation shared growth sustainable development and green growth strategies They require data from in situ observation networks Budgetary and other constraints have taken a toll on their operation and there are many regions in the world where the data are scarce or unreliable Increasingly remote sensing satellite based earth observation is becoming an alternative This book briefly describes some key global water challenges perspectives for remote sensing approaches and their importance for water resources related activities It describes eight key types of water resources management variables a list of sensors that can produce such information and a description of existing data products with examples Earth Observation for Water Resources Management provides a series of practical guidelines that can be used by project leaders to decide whether remote sensing may be useful for the problem at hand and suitable data sources to consider if so The book concludes with a review of the literature on reliability statistics of remote sensed estimations **Feelings Forecasters** Maria Mercè

Conangla,Jaume Soler,2023-06-22 Emotional ecology is the art of sustainably managing our emotional world so that our affective energy serves us to grow as individuals enhance the quality of our personal relationships and improve the world we live in Emotional ecology offers a new creative and revolutionary approach in emotional education that simultaneously addresses emotional and environmental educational aspects aiming to shape a new model of person the emotionally ecological person In this volume we will discuss emotional meteorology We will learn that the emotional climate is the result of the emotions we each emit These emotions can combine interfere accumulate or quickly spread and they can improve or worsen the emotional climate of our ecosystem be it familial educational or social Are you interested in learning strategies to prevent emotional pollution avoid tsunamis and protect yourselves from emotional acid rain **Teach for Authentic**

Engagement Lauren Porosoff,2023-07-24 Finding meaning vitality and community is the purpose of engagement and school itself Authentic engagement is a choice students make every day to bring themselves to their learning work and relationships rather than simply go through the motions of school It means sharing experiences asking questions trying new things making mistakes and allowing themselves to be seen heard and cared for It s an active choice that can lead to tremendous growth and satisfaction In Teach for Authentic Engagement Lauren Porosoff shows how to design instruction that lets students with diverse interests strengths needs identities and values connect to their learning Included are strategies tools and classroom anecdotes that help students Engage with the content so it becomes a source of meaning in their lives Engage with their work so it becomes a source of vitality Engage with each other so the class becomes a source of community It takes intellectual and emotional effort to teach in a way that fosters authentic engagement But when students feel connected to the content they engage with their work And when they feel like their learning matters they use that learning to understand and respect each other **Journal of the Jamaica Agricultural Society** ,1923 **Powerful Practices for Supporting**

English Learners Fern Westernoff,Stephaney Jones-Vo,Paula Markus,2021-02-23 Highlight the assets of English Learners in

your classroom Students do better in school when their voices are heard For English Learners that means not only supporting their growing language proficiency but also empowering them to share their linguistic and cultural identities This practical guide grounded in compelling research and organized around essential questions and answers is designed to help all educators build on their current competencies to authentically harmonize home languages and cultures in the classroom Inside you ll find The emotional social linguistic cognitive and academic rationale for incorporating cultural and linguistic assets Creatively illustrated powerful practices with concrete examples of successful implementation Myth busting reflections to spark critical thinking about diversity inclusive education and family engagement Curriculum connections tied to American and Canadian standards By recognizing and validating every student s linguistic and cultural assets you create a supportive environment for academic success

Fundamentals, Sensor Systems, Spectral Libraries, and Data Mining for Vegetation

Prasad S. Thenkabail, John G. Lyon, Alfredo Huete, 2018-12-07 Written by leading global experts including pioneers in the field the four volume set on Hyperspectral Remote Sensing of Vegetation Second Edition reviews existing state of the art knowledge highlights advances made in different areas and provides guidance for the appropriate use of hyperspectral data in the study and management of agricultural crops and natural vegetation Volume I Fundamentals Sensor Systems Spectral Libraries and Data Mining for Vegetation introduces the fundamentals of hyperspectral or imaging spectroscopy data including hyperspectral data processes sensor systems spectral libraries and data mining and analysis covering both the strengths and limitations of these topics This book also presents and discusses hyperspectral narrowband data acquired in numerous unique spectral bands in the entire length of the spectrum from various ground based airborne and spaceborne platforms The concluding chapter provides readers with useful guidance on the highlights and essence of Volume I through the editors perspective Key Features of Volume I Provides the fundamentals of hyperspectral remote sensing used in agricultural crops and vegetation studies Discusses the latest advances in hyperspectral remote sensing of ecosystems and croplands Develops online hyperspectral libraries proximal sensing and phenotyping for understanding modeling mapping and monitoring crop and vegetation traits Implements reflectance spectroscopy of soils and vegetation Enumerates hyperspectral data mining and data processing methods approaches and machine learning algorithms Explores methods and approaches for data mining and overcoming data redundancy Highlights the advanced methods for hyperspectral data processing steps by developing or implementing appropriate algorithms and coding the same for processing on a cloud computing platform like the Google Earth Engine Integrates hyperspectral with other data such as the LiDAR data in the study of vegetation Includes best global expertise on hyperspectral remote sensing of agriculture crop water use plant species detection crop productivity and water productivity mapping and modeling

Rhizosphere Dynamics Luther Hammond, James E Box Jr, 2019-06-04 The AAAS Selected Symposia Series was begun in 1977 to provide a means of more permanently recording and more widely disseminating some of the valuable material which is discussed at the

AAAS Annual National Meetings The volumes in the Series are based on symposia held at the Meetings which address topics of current and continuing significance both within and among the sciences and in the areas in which science and technology have an impact on public policy The Series format is designed to provide for rapid dissemination of information so the papers are reproduced directly from camera ready copy The papers are organized and edited by the symposium arrangers who then become the editors of the various volumes Most papers published in the Series are original contributions which have not been previously published although in some cases additional papers from other sources have been added by an editor to provide a more comprehensive view of a particular topic Symposia may be reports of new research or reviews of established work particularly work of an interdisciplinary nature since the AAAS Annual Meetings typically embrace the full range of the sciences and their societal implications

Handbook of Invasive Plant-Parasitic Nematodes Ziaul Haque, Mujeibur Rahman Khan, 2021-09-01 Plant parasitic nematodes are major pests of agricultural crops and cause huge monetary losses There is a very high risk of spread of plant parasitic nematodes from one country to another with the movement of plants and planting materials such as seeds bulbs corms suckers tubers rhizomes rooted plants nursery stock and cut flowers In view of the large quantities and the wide variety of materials being imported and exported it is important to assess the status of invasive nematodes and their quarantine importance in relation to agricultural trade This book contains information on around 100 invasive nematodes and their potential threat in different countries Each nematode entry includes information on authentic identification geographical distribution risk of introduction host ranges symptoms biology ecology planting material liable to carry the nematode s nematode vectors chance of establishment likely impact and phytosanitary measures There are detailed accounts of diagnosis procedures including sampling isolation detection and identification of nematodes based on morphological and molecular characters The book offers a global perspective on invasive plant parasitic nematodes and useful for practitioners professionals scientists researchers students and government officials working in plant quarantine and biosecurity

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