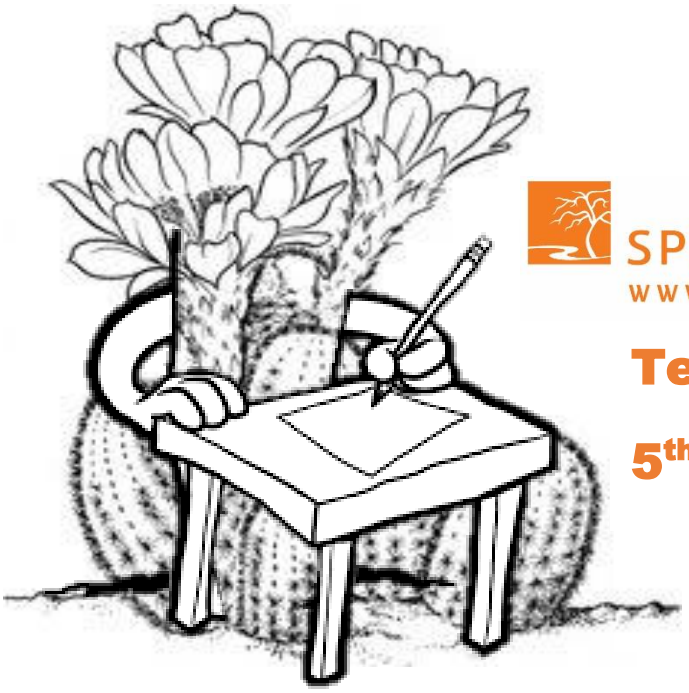


SPRINGS PRESERVE
www.springspreserve.org

Teaching Garden

5th Grade Journal

My Name: _____

My Class: _____

Lesson 1: What Seeds Need

How do you hypothesize the addition of aluminum foil will affect the plants?

Use this chart to record the growth of your plant in centimeters. Be sure to round to the nearest 10th.

Date →									
Plant A									
Plant B									

What conclusions can your draw about your results?

What do you observe about the color of your plants? How could this be related to the experiment?

Lesson 2: All Together Ecosystems

List every component of your dinner last night. Be sure to include condiments, sauces, and side dishes.

Connect as many items as you can to the soil by drawing a connection food web style.

Example: ketchup

Tomatoes→ tomato plants → grown in the soil

Corn syrup → corn plants → grown in the soil

Write a fraction and reduce it describing how much of your meal came from the soil.

Lesson 3: Digging Deep

To calculate the soil bed you must measure 1.) how wide the bed is 2.) how long the soil bed is and 3.) how deep the soil bed is. Multiplying all these numbers together will give you the volume which tells you how much soil is there.

Width:

Length:

Depth:

_____ x _____ x _____=_____

Which bed has the most soil?

Which bed has the least soil?

Why does the type of root matter when planting a plant?

Lesson 4: Garden in Gear

Look at your picture of a machine and do your best to answer the following questions.

1. **What could this machine be called?**

2. **Who might use this machine**

3. **What does this machine do?**

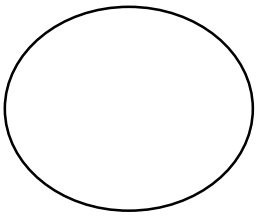
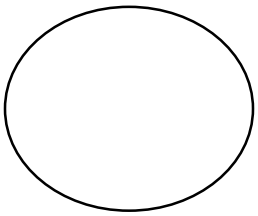
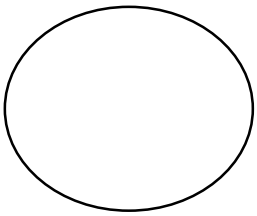
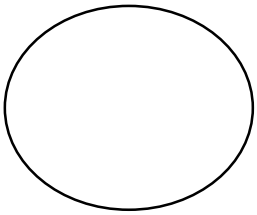
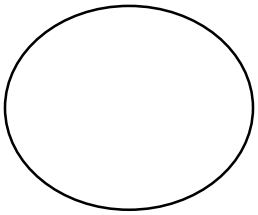
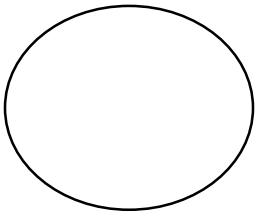
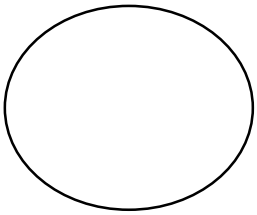
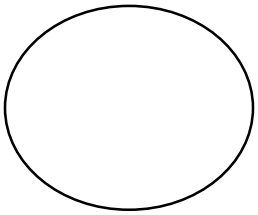
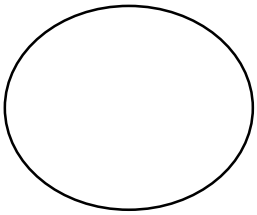
4. **How could that work be done without this machine?**

5. **Is this a simple or complex machine?**

6. **What changes can you think of to improve this machine?**

Lesson 5: Starchy Surprises

Draw where the iodine indicates starch on each vegetable sample. Create your own shape in the blank rows if your samples are not circular.

Vegetable Type	Sample 1	Sample 2	Sample 3
			
			
			
Conclusions:			

Lesson 6: Growing Community

Match each community you have encountered at the Springs Preserve to the type of science it uses by drawing a line. Communities may use more than one type of science. Then circle each resource that is protected through science at the Springs Preserve Teaching Garden.

Community	Science It Uses	Resources It Protects
	Soil Science	
Gardeners		Soil
	Recycling	
Teachers		Oil
Students	Botany	Trees
Zoologists	Ecology	Water
Families	Topology	
	Zoology	