



7th grade Science Project due Friday, April 18th

(select one of the following choices;
both are worth 50 points with a 5 point bonus option)

Plant Project Poster/Journal

Nature Journal

In this project, you will grow and care for a plant as it goes through its life cycle - growth, flowering, and (hopefully not) death. As you care for your plant daily, you will make observations and record growth of the plant. Make your measurements on the same part of the plant (i.e. measure the same leaf each time). When the flowers have formed and opened, you will transfer the pollen from the anther to the stigma. If you have time, you will then collect the seeds that form and may plant some of the seeds you gathered. This will give you the opportunity to observe the life cycle as it starts all over again.

Materials: Gardening supplies, seeds, water, potting soil, potting trays, and cotton swabs for transferring pollen.

Safety Rules: Protect your plant from extreme conditions (heat, cold, too much/too little water, destructive children, pets, make sure it receives adequate light. Do not transport plant across state/country lines. See Bret Harte Lab Safety Rules for additional rules.

The Project Poster or Journal you will turn in is graded based upon:

___ "Data Table" with daily care details, twice weekly (minimum) growth and observation records including:

- metric measurements of plant height,
- leaf shape/color, number of leaves, flowers (if any),
- problems you may have encountered (yellowing of leaves, wilting, insect attack, etc.) and
- solutions you tried to reverse these life threatening problems. Did the solution work?
- alternative solutions to make the plant grow better

___ Labeled diagrams (sketches) of different developments in plant's life;

- minimum of 3 diagrams.
- labels identifying the vocabulary words from ch. 11

(+5 Bonus: ___ Care instructions for a plant sitter.)

Sources for creating the project:
<http://www.life.umd.edu/classroom/bsci124/plants.html> and Prentice Hall Chapter 11 project.

In this project, you will find a number of natural spots to explore (could include a park, your backyard, a beach, forest, slough, ...) and record details about the natural world around you.

Identify and describe the habitats and the organisms using sketches, observations, descriptive notes (include adjectives), leaf or bark rubbings, photographs, etc. You could even include maps identifying the locations you explored, observe the location at different times of the day (sun rise vs. midmorning, vs. early afternoon ...). Use field guide books to help you identify animals and plants.

Materials: Notebook, pens, pencils, crayons/ colored pencils, the natural world around you.

Safety Rules: Make sure a responsible adult (designated by your parents/guardians) is providing supervision. Keep your distance from animals and plants. Only touch plants for leaf/bark rubbings if it is identified as safe/ nonpoisonous. Wash your hand after handling any plants, do not eat any of the organisms found. See Bret Harte Lab Safety Rules for additional rules.

The Journal you will turn in is graded based upon:

___ "Table of Contents" listing 30 or more organisms identified in the journal (list must include common name and scientific name, along with the page of the journal on which it can be found)

___ Date & time of observations for each entry

___ Habitats described, illustrated

___ Labeled sketches, photographs, rubbings of organisms which give additional details about the organism's behavior, appearance, identifiable characteristics, & identifying the vocabulary words from ch. 11

(+5 Bonus: ___ Location(s) identified on map.)

Sources for creating the project:
<http://www.kidsplanet.org/defendit/new/journal.html>
www.tpwd.state.tx.us/publications/pwdpubs/media/pwd_bk_k0700_0186_4up.pdf

Dear Mrs. Fischer,

We have discussed my project choices and have decided that I will do the _____ project.

Sincerely,

student:

parent/guardian:

date: