



Dear parents and students,
Welcome to Connecticut Audubon Society's ***Science in Nature*** distance-learning curriculum!

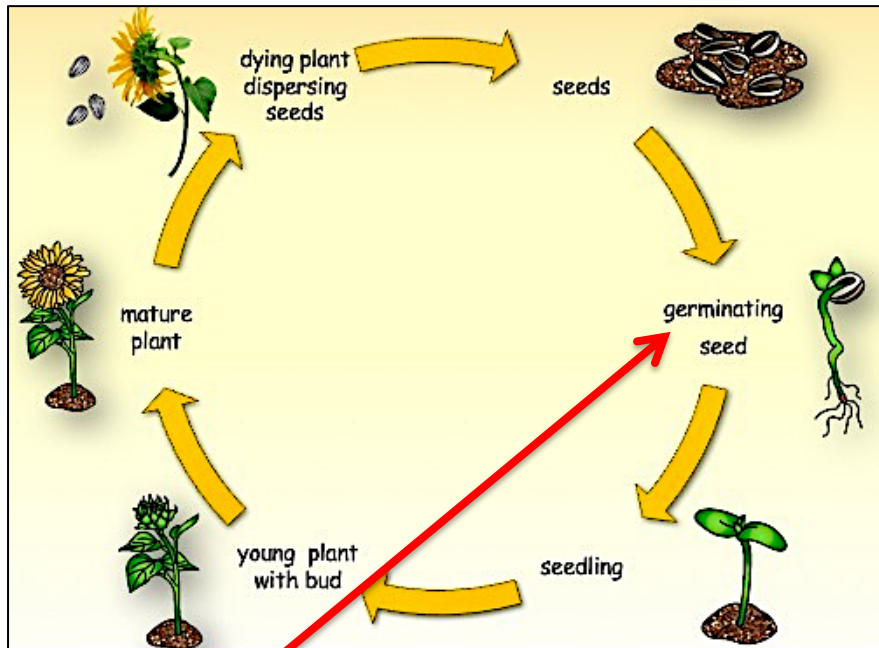
Our collection of at-home science activities are designed to:

- Be fun with lots of questioning and investigating
- Incorporate reading, writing, and math
- Match the state standards for grades 2-4
- Be broken into manageable 20 min. sections for children

Please encourage your child to explore all of the activities. We understand that, in this new world of “*stay safe, stay home*” education materials (such as computers, printers, and paper) may be limited in many households.

Children should try to complete as much of each lesson as they are able with the current constraints.
Most of all, encourage them to enjoy learning about nature at home!

Plants are living things! Let's review: In your journal, or on a piece of paper, write about something *you* have now observed and learned about plants. What do you think this means about plants?



Example: I **observed** a maple seed from last autumn. The baby plant had begun to grow.
I **learned** that the root came out of the seed first.
I **think this means** that a plant needs water right away.



I observed:

I learned that:

I think this means:

Plants are living things: Connections

Scan this QR code to watch a short “Dr. Binocs” cartoon about plant parts.



Google search: “dr binocs plant video” or type this URL <https://bit.ly/3bGdieE>

Check off ✓ each plant part as soon as you hear about it in the video:

- ___ leaf
- ___ bud
- ___ flower
- ___ stem
- ___ fruit
- ___ root

I think the most awesome plant part is the

because

Plants and “Nature’s Calendar”

To watch this important video about plant “phenology” scan the QR code,



or visit this web address: <https://bit.ly/2RTbXcO>

After you set up a plant buds “phenology” investigation, what data or evidence will you be collecting?



Three-week Phenology Investigation Challenge:

1. With an adult's help, find a shrub or tree in your yard that you can watch over time.
2. Select one that still has very small (not puffy) buds.
3. Tie a small string or ribbon on the branch you have selected.
4. Draw a simple sketch of the buds on your twig. If you think it will be helpful, take a photo of your twig. Add labels and measure length and width if possible.
5. Record the date, and label plant parts such as the buds and stem.
6. Copy the chart on the next page to keep track of your buds over time.





Conserving Connecticut's environment through science-based education and advocacy

Three-week (Or Three-day indoor) Phenology Investigation Challenge

In your science journal, or on a separate sheet of paper, describe the plan for your investigation:

- List the steps of your plan.
- Draw a simple sketch to help you explain how you will do it.
- Describe how and what you will measure
- Make a prediction of what you think will happen to the buds.

Date _____ Temperature: _____ °F	Date _____ Temperature: _____ °F	Date _____ Temperature: _____ °F
<i>Sketch of my twig:</i>	<i>Sketch of my twig:</i>	<i>Sketch of my twig:</i>
<i>What I noticed happening:</i>	<i>What I noticed happening:</i>	<i>What I noticed happening:</i>