



SCHOOLYARD TO FOREST

LEARNING LOG 5

NAME _____

DATE _____

LET’S FIND OUT ABOUT NATIVE HAWAIIAN PLANTS

INSTRUCTIONS

1. **Research** a native Hawaiian plant on the Internet or in books.
2. Enter the name of your plant in **search engines** on the computer (e.g. Safari or Firefox), or look for the name of your plant in **table of contents** or the **index** of books.
3. Pay attention to how information is organized, look for the information you need, and record it in the boxes below!

Name of Plant (Hawaiian name and common name):		
<p><u>Write words</u> that identify the plant’s habitat here:</p>	<p><u>Draw and label a picture</u> that describes the plant here. Use color if you can!</p>	
<p>Write more information in the boxes below if you can find it! (Extra credit: Create a small poster, pamphlet or diorama/display that gives information about your plant!)</p>		
Cultural Connections	Conservation	Other Interesting Facts

Write your sources of information on the back (book titles and authors, website addresses etc.)



SCHOOLYARD TO FOREST

LEARNING LOG 6

NAME _____

DATE _____

SHARE INFORMATION ABOUT NATIVE HAWAIIAN PLANTS

INSTRUCTIONS

1. Gather information about four native Hawaiian plants from your classmates.
2. Write or illustrate the information in the boxes below.
3. Summarize: What environmental conditions do these plants need to grow?

Plant Name: _____	Plant Name: _____
Plant Name: _____	Plant Name: _____



SCHOOLYARD TO FOREST

HERBARIUM DISPLAY INSTRUCTIONS

WHAT IS AN HERBARIUM?

An herbarium is a collection of dried, pressed and preserved plant species. Scientists use herbariums for research. Herbariums help people to understand the plant world. An herbarium specimen is most useful when it is prepared and mounted well. It is also important to label each plant specimen properly.

COLLECTING PLANT SPECIMENS

Scientists collect all parts of a plant for an herbarium display. If possible, collect everything including roots, stems, leaves and flowers or seeds. You may need a digging tool to get the roots, since some weeds are deep-rooted. Hold each plant specimen between the pages of an old newspaper. Follow your teacher's instructions. Work together with your team.

SHARING RESPONSIBILITIES IN YOUR TEAM: JOBS

Your weed collecting will be more fun if everyone on your team has a job:

- Hold the newspapers and place each specimen between the pages. (1 - 2 people)
- Pull the weeds out of the ground.
- Record information about each species on a post-it and put that information with each specimen. Information to record: habitat and growth habit (example: growing in the middle of an open, sunny lawn; grows upright or creeping; has many seeds).
- Take turns!

PRESSING PLANTS

- When you get back to the classroom, spread out your plant specimens.
- Remove all loose soil.
- Try to mount each plant as it appeared in nature, and have examples of both tops and bottoms of leaves facing up.
- Flatten your weeds between dry sheets of newspaper or magazine.
- Place heavy books or boxes on top of your specimens in an out-of-the-way corner of your classroom and leave it for one or two weeks.
- When the plants are dry and flat it is time to mount them.

MOUNTING PLANTS

- Arrange each dried and flattened weed on a large sheet of black construction paper.
- Attach the weed to the construction paper with Elmer's glue (the liquid kind that comes in a bottle). You only need to use the glue in a few key locations.
- Let the glue dry for a day without moving the sheet! (Avoid using glue stick or rubber cement.)
- Create an identification label for each specimen and glue it to the construction paper. Labels should include: Name of weed (you can make up a name), date of collection, location of collection (example: Moanalua Elementary School, O'ahu), habitat and growth habit (example: growing in the middle of an open, sunny lawn; grows upright or creeping).

**SCHOOLYARD TO FOREST****LEARNING LOG 7**

NAME _____

DATE _____

WEED SAMPLING USING A LINE TRANSECT**INSTRUCTIONS**

1. Look carefully at the weed species growing in your study area. Be able to recognize each weed visually. You do not need to know specific names for now.
2. Record the names of three different weeds to investigate at the top of the columns on the data table below. (All groups in class will investigate the same three weeds.)
3. Lay your meter stick or meter tape on the ground extending away from the transect line your teacher has set up.
4. Look to see if the weeds you are sampling are touching the meter stick at each 10 cm mark.
5. On the data table, record "YES" if a plant intercepts the tape, or "NO" if the plant does not.

DATA TABLE

Intercept Point	Weed #1	Weed #2	Weed #3
10 cm			
20 cm			
30 cm			
40 cm			
50 cm			
60 cm			
70 cm			
80 cm			
90 cm			
100 cm			
Total Intercepts	_____	_____	_____
	10	10	10
Decimal notation			



SCHOOLYARD TO FOREST

LEARNING LOG 8

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REPRESENT AND INTERPRET DATA: LINE PLOTS

INSTRUCTIONS

1. Create a line plot for each of the three weed species your class surveyed.
2. Copy the class data from the line plots displayed in your classroom.
3. Interpret the data from your class weed survey by writing a list of your observations, and then participate in class discussion to come to conclusions about this investigation.

Weed #1: _____

intercepts= 1/10 (10%)	intercepts= 2/10 (20%)	intercepts= 3/10 (30%)	intercepts= 4/10 (40%)	intercepts= 5/10 (50%)	intercepts= 6/10 (60%)	intercepts= 7/10 (70%)	intercepts= 8/10 (80%)	intercepts= 9/10 (90%)	intercepts= 10/10 (100%)

Weed #2: _____

intercepts= 1/10 (10%)	intercepts= 2/10 (20%)	intercepts= 3/10 (30%)	intercepts= 4/10 (40%)	intercepts= 5/10 (50%)	intercepts= 6/10 (60%)	intercepts= 7/10 (70%)	intercepts= 8/10 (80%)	intercepts= 9/10 (90%)	intercepts= 10/10 (100%)

Weed #3: _____

intercepts= 1/10 (10%)	intercepts= 2/10 (20%)	intercepts= 3/10 (30%)	intercepts= 4/10 (40%)	intercepts= 5/10 (50%)	intercepts= 6/10 (60%)	intercepts= 7/10 (70%)	intercepts= 8/10 (80%)	intercepts= 9/10 (90%)	intercepts= 10/10 (100%)