			following videos to get a better un nge is affecting vegetation of the tu	derstanding of how scientists study ndra.
https://ww https://ww	/w.youtube. /w.youtube.	com/watch?v=RQIZI21 com/watch?v=VjakRCt	nology-and-vegetation-in-the-warn FQYE&list=PLHcF18Z9lq-NeFnzTT-v fedo&list=PLHcF18Z9lq-NeFnzTT-w RIWA&list=PLHcF18Z9lq-NeFnzTT-v	7B9RdI YDIQj3&index=13&t=109s
-		vity students will colled of their location.	ct data on plants that they raise and	determine if there is a difference in their
one grow i record the	nside the cla date of the	assroom, one outside in	n a garden area, and one in an envi e production of leaves, their first tru o record data.	nt. For example, you might want to have ronmental chamber, if available. You will ue leaves, their first bud, open flower, and
Data Dlant	ad		Phenology Table	
Date Plant Location	ea	Outside	Inside classroom	Environmental Chamber
First eme	_			
First leave				
First true	leaves			
First bud	- flaan			
First open flower				
Flower wilt				
Use the fo	llowing table	e to record the height	Plant Growth of each of the plants twice a week.	
Day	Date	Outside	Inside Classroom	Environmental Chamber
,				
		_		
		_		
L	1		1	

Name _____ Date _____ Period _____

Phenology of Vegetation Inside and Outside the Classroom

Graph your plant height data below. Be sure to label your X and Y axis using whatever scale you determine best. Title your graph.				
Height				
Day				
Post-Lab 1. Describe/Summarize the development of each different set of plants. Be sure to refer to your phenology data table.				
2. Compare the plants. Which ones matured faster? Was there a difference? Describe.				
3. What phenomena could cause changes in the environment that could alter the growth of the vegetation?				
4. What would be the implications for other organisms in the community if the development of the plans is altered?				

Phenology of Vegetation Inside and Outside the Classroom

Teacher Answer Key/Assessment Guide

Tables

Students should have data recorded for every stage of their Phenology Table and they should have measurements recorded twice a week for their plant growth table with proper units

Graphs

Students should properly graph their plant growth, label the x and y axis and title their graph

Post Lab

- 1. Describe/Summarize the development of each different set of plants. Be sure to refer to your phenology data table.
- Accept a variety of answers that accurately describe the development of the plants
- 2. Compare the plants. Which ones matured faster? Was there a difference? Describe.
- Students should mention similarities and differences between the plants in the different locations and describe their observations.
- 3. What phenomena could cause changes in the environment that could alter the growth of the vegetation?
- Answers can include differences in temperature and sunlight.
- 4. What would be the implications for other organisms in the community if the development of the plans is altered?
- Answers should include changes in ergy flow/the food chain due to life cycles being altered.