

Tarlatt Slough Expedition Inference Notes for Instructors

1. I will find evidence of macro invertebrates (worms, insects, crustaceans) in estuary soil.

Equipment

- Tide chart
- Hand shovel
- Sieve
- Bucket or container
- Clear container & lid
- Magnifiers

- Ruler
- Photos/illustrations
- Laminated Habitat Map

Location

Estuary: Salt marsh and mud flats

Safety Notes

- Note tide location – incoming or outgoing? Do not enter the water
- Be aware of drop-offs, steep slopes and hidden holes
- Mud flats can be squishy and slippery – walk on them with caution
- Be aware of dangerous debris (sharp objects, hazardous trash, etc)
- Shovels have sharp edges – be aware of hands, feet and eyes
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Spiders and non-poisonous snakes may be present

Experiment

- 1) Help the group use the habitat map to find estuary habitat in general, and specific areas to access estuary soil.
- 2) Have the students choose one location and travel to it. If this location is safe to explore (slope, tide, drop offs) and has access to estuary soil, conduct the experiment in this location. If it is unsafe travel to a new location.
- 3) Split the student group into pairs or groups of three. Have each sub-group pick a location within arm's length of other sub-groups.
- 4) Each group will dig into the soil in search of macro-invertebrates. Direct the students to search the hole, as well as sieve the soil for organisms. Students should make careful notes about the depth of the hole dug and what depth organisms were found.
- 5) Students make and record observations about habitat, L.A.W.S., adaptations, location, animal behavior, and length of time spent looking.
- 6) Facilitate a discussion about the habitat they saw within the group. For example: Is this good habitat for macro-invertebrates? Why or why not? Why would they possibly find no evidence of macro-invertebrates even if they are here? Is one type more abundant than another? Why or why not? Be sure that all students have an opportunity to share their thoughts.
- 7) Encourage students to make a few notes about this discussion in their notebooks.



2. Estuary soils are smelly and dark colored.

Equipment

- Tide chart
- Hand shovel
- Ruler

- Laminated Habitat Map

Location

Estuary: Salt marsh and mud flats

Safety Notes

- Note tide location – incoming or outgoing?
- Be aware of drop-offs, steep slopes and hidden holes
- Mud flats can be squishy and slippery – walk on them with caution
- Be aware of dangerous debris (sharp objects, hazardous trash, etc)
- Shovels have sharp edges – be aware of hands, feet and eyes
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Do not enter the water
- Spiders and non-poisonous snakes may be present

Experiment

- 1) Help the group use the habitat map to find estuary habitat in general, and specific areas to access estuary soil.
- 2) Have the students choose one location and travel to it. If this location is safe to explore (slope, tide, drop offs) and has access to estuary soil, conduct the experiment in this location. If it is unsafe travel to a new location.
- 3) Split the student group into pairs or groups of three. Have each sub-group pick a location within arm's length of other sub-groups.
- 4) Each group will dig into the soil. Students should make careful notes about the depth of the hole, changes in the soil texture or color, and what it smells like.
- 5) Students make observations and record notes about habitat, L.A.W.S., adaptations, location, animal behavior, and length of time spent looking.
- 6) Each student must record at least one observation.
- 7) Investigate each digging area for at least 3 minutes.
- 8) If time allows repeat experiment in both the salt marsh and mudflat habitats.
- 9) Facilitate a discussion about the habitat they saw within the group. For example: How was the soil different, or not, in the sample areas? What could have caused the difference? What do they think the soil will look like in a different habitat? Be sure that all students have an opportunity to share their thoughts.
- 10) Encourage students to make a few notes about this discussion in their notebooks.



3. The salinity is higher closer to the open water of the bay.

Equipment

- Bucket on a pole
- Salinity test kit
- Laminated Habitat Map
- Clear Containers

- Magnifiers

Location

Estuary

Safety Notes

- Mud flats can be squishy – walk on them gently
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Water may be deep, with drop offs, soggy soils and undercuts along edges
- Spiders and non-poisonous snakes may be present
- Be aware of pole length and location to avoid injuring others

Experiment

- 1) Help the group use the habitat map to determine one location far from and one location near to the open water of the estuary.
- 2) Travel to the first location. Direct the use of the bucket on the pole to acquire a water sample. Have students transfer water sample to clear containers and encourage them to search the sample for wildlife. Use magnifiers as needed. Be sure all individuals get a chance to use the equipment.
- 3) Direct students to follow directions on kit to test salinity of the water sample.
- 4) Each student will observe and record notes about salinity, habitat, L.A.W.S., adaptations, location and length of time spent looking.
- 5) Have the group repeat steps 1-4 in this location. Change locations and repeat steps 1-4 twice in the new location.
- 6) Facilitate a discussion about the observations the group made. For example: Why perform two salinity tests in the same location? Were the results the same on both tests performed in the same location? Did they determine a difference in salinity? Why do they believe they got the results they did? What variables could be influencing the results? Are there locations that would give different results? Be sure that all students have an opportunity to share their thoughts.
- 7) Encourage students to make a few notes about this discussion in their notebooks.



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4. There is more estuary habitat available for wildlife on the restored side of the slough than the diked side.

Equipment

- Tide chart
- Binoculars

- Laminated Habitat Map

Location

Estuary

Safety Notes

- Mud flats can be squishy – walk on them gently
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Water may be deep, with drop offs, soggy soils and undercuts along edges
- Spiders and non-poisonous snakes may be present

Experiment

- 1) Help the students use the habitat map to determine two locations to observe habitat along the slough.
- 2) Travel to the first location.
- 3) Have students spend at least 3 minutes observing and recording notes about habitat, L.A.W.S., and organisms found on each side of the slough. Be sure to note the location from which the observations are made. Each student must make at least one observation.
- 4) Repeat steps 1-3 in the second location.
- 5) Facilitate a discussion about the habitat they saw within the group. For example: What observations did they make that indicate “good” habitat? Why do they believe there is “more” habitat on one side than the other? Be sure that all students have an opportunity to share their thoughts.
- 6) Encourage students to make a few notes about this discussion in their notebooks.



5. I will find at least 3 types of fungi in the forest.

Equipment

- Magnifiers
- Binoculars
- Field guide?

- Laminated Habitat Map

Location

Forest – check logs, trees, soil (be sure to look up, down and under)

Safety Notes

- Uneven and potentially steep and slippery surfaces
- Roots and vines across path may cause tripping hazards
- Do not eat fungus – don't touch as they can be poisonous
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Spiders and centipedes may be in rotting vegetation

Experiment

- 1) Help the students use the habitat map to determine where to observe fungus in the forest. Fungus can grow nearly anywhere. Have the students choose at least two locations on the map to search.
- 2) Travel to the first location.
- 3) Have the students spend at least 3 minutes searching the area for fungus (use binoculars to scan far away and up high). Encourage the students to make notes about where do they find them? Where they do not find them? Note: If they turn over any rocks, logs or soil – have the student return it to the original location (this is a home for wildlife).
- 4) Students are encouraged to also observe and record notes about habitat, L.A.W.S., adaptations, location and length of time spent looking.
- 5) Have the group repeat steps 2 -4 in at least two locations.
- 6) Facilitate a discussion about the habitat they saw within the group. For example: Is this good habitat for fungus? Why or why not? Why would they possibly find no evidence of fungus even if it is here? Be sure that all students have an opportunity to share their thoughts.
- 7) Encourage students to make a few notes about this discussion in their notebooks.



6. I will find evidence of scavengers and detritivores in the forest.

Equipment

- Magnifiers
- Binoculars
- Hand shovel
- Wet towel(s)

- Basin or container
- Field guide/photos

Location

Forest

Safety Notes

- Uneven and potentially steep and slippery surfaces
- Roots and vines across path may cause tripping hazards
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Spiders and centipedes may be in rotting vegetation
- Shovels have sharp edges – be aware of hands, feet and eyes

Experiment

- 1) Have the group use the habitat map to determine where to observe scavengers and detritivores in the forest. Help the group choose at least two locations to search. Note: Often smaller organisms need to stay cool and moist. Scavengers and detritivores eat dead organisms, decaying matter, scat and sometimes live plants.
- 2) Travel to the first location.
- 3) Have the group spend at least three minutes searching the location for scavengers and detritivores. Ask them to note the following in their notebooks: what do they find? Where do they find them? Where do they not find them? What are they doing? Is there evidence that a scavenger or detritivore has been there, such as chewed bones, scattered fur, slime trail, etc.? Note: If the students turn over any rocks, logs or soil – have them return it to the original location (this is a home for wildlife).
- 4) Students should also observe and record notes about habitat, L.A.W.S., adaptations, location and length of time spent looking.
- 5) If you find a slug - wet hands and move a slug onto a clear/transparent container and have the students watch it. Have them record their observations.
- 6) Have the students repeat steps 3-4 in a second location.
- 7) Facilitate a discussion about the habitat they saw within the group. For example: Do they believe that scavengers or detritivores use this area? Why or why not? Why would they possibly find no evidence? Be sure that all students have an opportunity to share their thoughts.
- 8) Encourage students to make a few notes about this discussion in their notebooks.



7. I will find marbled murrelet and/or salamander habitat in the forest.

Equipment

- Binoculars
- Photos
- Laminated Habitat Map
- Ruler

- Measuring tape
- Magnifiers

Location

Forest

Safety Notes

- Uneven and potentially steep and slippery surfaces
- Roots and vines across path may cause tripping hazards
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Spiders and centipedes may be in rotting vegetation

Experiment

- 1) Facilitate a review of habitat elements needed by the marbled murrelet or northwestern salamander (big trees, multilayer canopy, snags, large dead wood).
- 2) Help the group use the habitat map to choose at least 2 locations in the forest to survey for the habitat elements mentioned in the discussion.
- 3) Travel to the first location and have students spend at least 3 minutes looking for habitat elements. Encourage them to measure tree size, count the number of snags and dead logs, and record this information in their notebooks. Have them describe the habitat and/or sketch it. Note: If the students turn over any rocks, logs or soil – have them return it to the original location (this is a home for wildlife).
- 4) Students should also observe and record notes about habitat, L.A.W.S., adaptations, location and length of time spent looking. Each student must record at least one observation in their notebook.
- 5) Have the students repeat steps 3-4 in a second location.
- 6) Facilitate a discussion about the habitat they saw within the group. For example: What observations did they make that indicate “possible” habitat? Do they believe that salamanders or murrelets use this area? Why or why not? How could this habitat be enhanced to encourage use by these species? Be sure that all students have an opportunity to share their thoughts.
- 7) Encourage students to make a few notes about this discussion in their notebooks.



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8. There is a higher diversity of plants in the forest where the trees are different ages than where the trees are mostly the same age.

Equipment

- Magnifiers
- Binoculars
- Sample circle/hula hoop

- Laminated Habitat Map

Location

Forest

Safety Notes

- Uneven and potentially steep and slippery surfaces
- Roots and vines across path may cause tripping hazards
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Spiders and centipedes may be in rotting vegetation

Experiment

- 1) Help the group use the habitat map to determine how to access the forest habitat.
- 2) Travel to the first location and facilitate a discussion on the age of the trees. Ask the students if the trees are all the same age or different ages? How do they know?
- 3) Have the students place the sample circle on the ground at the location. Direct them to count the number of different types of plants inside the sample circle (at least 3 minutes of observation). Encourage them to imagine the circle stretching up into the canopy and to count all the different plants they see there too. Students record the number of different plants in their notebook.
- 4) Have students make and record observations about habitat, L.A.W.S., adaptations, location and length of time spent looking in their notebooks. Each student must make at least one observation.
- 5) Have the group seek out a different forest location that is opposite the first location (if the first location had trees of all the same age, find a new location where the tree ages are varied or vice versa) and repeat steps 2 -4.
- 6) Facilitate a discussion about the habitat they saw within the group. For example: Which forest type had the highest diversity of plants? Why do they think that is? Is a certain type of plant(s) more common than others? Why or why not? Does one area have more evidence of animals? Why or why not? Be sure that all students have an opportunity to share their thoughts.
- 7) Encourage students to make a few notes about this discussion in their notebooks.



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9. I will find more types of plants in the freshwater wetland than the salt marsh.

Equipment

- Magnifiers
- Binoculars
- Field guide?
- Sample circle/hula hoop

- Laminated Habitat Map

Location

Freshwater wetland and salt marsh

Safety Notes

- Mud flats and wetlands can be squishy – walk on them gently
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Water may be deep with drop offs, soggy soils and undercuts along edges
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Spiders and non-poisonous snakes may be present

Experiment

- 1) Help the group use the habitat map to choose a location in the salt marsh and a location in the freshwater wetland habitat to survey. Choose which habitat to survey first.
- 2) Travel to the first location. Have the students place the sample circle on the ground at the location. Direct them to count the number of different types of plants inside the sample circle (at least 3 minutes of observation). Encourage them to imagine the circle stretching up into the canopy and to count all the different plants they see there, too. Students record the number of different plants in their notebook.
- 3) Have students observe and record notes about habitat, L.A.W.S., adaptations, location and length of time spent looking in their notebooks. Each student must record at least one observation.
- 4) Travel to the other habitat and repeat steps 2 -3.
- 5) Facilitate a discussion about the habitat they saw within the group. For example: Which habitat had the highest diversity of plants? Why do they think that is? Is a certain type of plant(s) more common than others? Why or why not? Does one area have more evidence of animals? Why or why not? Be sure that all students have an opportunity to share their thoughts.
- 6) Encourage students to make a few notes about this discussion in their notebooks.



10. I will find evidence of micro-invertebrates (copepods, plankton, mites) in the wetland.

Equipment

- Bucket on a pole
- Magnifier
- Identification sheet/photos
- Laminated Habitat Map

- Clear container with lid
- Microscope

Location

Wetland

Safety Notes

- Wetlands can be squishy – walk on them gently
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Water may be deep, with drop offs, soggy soils and undercuts along edges
- Spiders and non-poisonous snakes may be present
- Clear area surrounding where bucket is being tossed (or handle length) to avoid injuring others

Experiment

- 1) Help the group use the habitat map to find freshwater wetland habitat in general, and specific areas to access fresh water.
- 2) Have the students choose one location and travel to it. If this location is safe to explore (slope, drop offs) and has access to fresh water conduct the experiment in this location. If it is unsafe, or does not have enough water to sample, travel to a new location.
- 3) Direct the use of the bucket on the pole to acquire a water sample. Have students transfer water sample to clear containers and encourage them to search the sample for wildlife. Use magnifiers as needed. Be sure all individuals get a chance to use the equipment and view the sample. Spend at least 3 minutes observing the sample.
- 4) Students make observations and record notes about habitat, L.A.W.S., adaptations, location, animal behavior, and length of time spent looking.
- 5) Each student must record at least one observation.
- 6) Facilitate a discussion about the habitat they saw within the group. For example: Is this good habitat for micro-invertebrates? Why or why not? Why would they possibly find no evidence of micro-invertebrates even if they are here? Is one type more abundant than another? Why or why not? Be sure that all students have an opportunity to share their thoughts.
- 7) Encourage students to make a few notes about this discussion in their notebooks.



11. I will find evidence of predation in the wetland habitat.

Equipment

- Binoculars
- Magnifier
- Laminated Habitat Map

Location

Wetland

Safety Notes

- Wetlands can be squishy – walk on them gently
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Water may be deep, with drop offs, soggy soils and undercuts along edges
- Spiders and non-poisonous snakes may be present

Experiment

- 1) Help the group use the habitat map to find freshwater wetland habitat. Help the group choose at least two wetland locations to search for evidence of predation.
- 2) Travel to the first location.
- 3) Facilitate a brainstorm in which individuals share different types of predation evidence the group can search for. Then have the group spend at least three minutes searching the location for that evidence. Ask them to note the following in their notebooks: what do they find? Where do they find it? Where do they not find them? Note: If the students turn over any rocks, logs or soil – have them return it to the original location (this is a home for wildlife).
- 4) Students should also observe and record notes about habitat, L.A.W.S., adaptations, location and length of time spent looking.
- 5) Have the students repeat steps 3-4 in the second wetland location.
- 6) Facilitate a discussion about the habitat they saw within the group. For example: Do they believe that predators use this area? Why or why not? Why would they possibly find no evidence? Be sure that all students have an opportunity to share their thoughts.
- 7) Encourage students to make a few notes about this discussion in their notebooks.



12. I will find barriers to stream flow (dikes, roads or small culverts).

Equipment

- Binoculars
- Laminated Habitat Map

Location

Wetlands and streams

Safety Notes

- Wetlands can be squishy – walk on them gently
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Water may be deep, with drop offs, soggy soils and undercuts along edges
- Spiders and non-poisonous snakes may be present

Experiment

- 1) Facilitate a brainstorm in which individuals share different types of barriers to stream flow and how to identify them.
- 2) Help the group use the habitat map to find freshwater wetland and stream habitat. Help the group choose a walking tour to look for barriers to stream flow.
- 3) Travel along the selected route searching for evidence of barriers. Ask them to note the following in their notebooks: What do they find? Where do they find it? How might the barrier, or lack of barriers, affect wildlife in the area? Be sure that all students have an opportunity to share their thoughts. Encourage students to make a few notes about this discussion in their notebooks.
- 4) Students should also make and record observations about habitat, L.A.W.S., adaptations, location and length of time spent looking.



13. I will find evidence of feeding birds in each habitat (grassland, estuary and forest).

Equipment

- Magnifiers
- Binoculars
- Field guide?

- Laminated Habitat Map

Location

Grassland, estuary and forest

Safety Notes

- Mud flats and wetlands can be squishy – walk on them gently
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Water may be deep with drop offs, soggy soils and undercuts along edges
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Spiders, centipedes and non-poisonous snakes may be present

Experiment

- 1) Facilitate a brainstorm in which individuals share different ways birds feed and what evidence the group can search for (both the actual birds and evidence a bird has fed there).
- 2) Help the group use the habitat map to find freshwater wetland, grassland and forest habitat. Have the group choose one location in each habitat to survey for evidence of feeding birds.
- 3) Travel to the first location. Then have the group spend at least three minutes searching the location for evidence. Students can use binoculars and magnifiers to search for evidence (holes in trees or soil, scratched soil, birds actually eating or exhibiting foraging behavior). Don't forget to look up, down and all around from this location.
- 4) Ask them to note the following in their notebooks: What do they find? Where do they find it? Where do they not find evidence of feeding birds?
- 5) Students should also make and record observations about habitat, L.A.W.S., adaptations, location and length of time spent looking.
- 6) Have the students repeat steps 3-4 in the two other habitat locations selected in step 2.
- 7) Facilitate a discussion about the habitat they saw within the group. For example: Do they believe that birds use this area? Why or why not? Why would they possibly find no evidence? Is there evidence of one type of bird/or adaptation being more common than others? Why do they think this is? Be sure that all students have an opportunity to share their thoughts.
- 8) Encourage students to make a few notes about this discussion in their notebooks.



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14. I will find bees, beetles, flies and/or butterflies pollinating flowers.

Equipment

- Net (s)
- Clear container
- Magnifiers
- Binoculars

- Field guide/photos
- Laminated Habitat Map

Location

Grassland

Safety Notes

- Wetlands can be squishy and hidden
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Water may be deep with drop offs, soggy soils and undercuts along edges
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Spiders and non-poisonous snakes may be present
- Some pollinators can sting (bees, wasps)

Experiment

- 1) Facilitate a brainstorm in which individuals share their knowledge about pollinators. For example: What animals pollinate? Where is a good place to look for them?
- 2) Help the group use the habitat map to find grassland habitat. Have the group choose two locations to survey for pollinators.
- 3) Travel to the first location. Have the group spend at least three minutes searching the location for pollinators. Students can use binoculars and magnifiers to search for pollinators. Don't forget to look up, down and all around from this location. Students can also do a walking survey and/or try their hand at catching some pollinators. Discuss what and how to catch (for example – don't try to catch bees, gently transfer from net to container for viewing...).
- 4) Ask them to note the following in their notebooks: What do they find? Where do they find it? Where do they not find pollinators?
- 5) Students should also make and record observations about habitat, L.A.W.S., adaptations, location and length of time spent looking.
- 6) Have the students repeat steps 3-4 in the other location selected in step 2.
- 7) Facilitate a discussion about the habitat they saw within the group. For example: Do they believe that pollinators use this area? Why or why not? Why would they possibly find no evidence? Is there evidence of one type of pollinator being more common than others? Why do they think this is? Be sure that all students have an opportunity to share their thoughts.
- 8) Encourage students to make a few notes about this discussion in their notebooks.



15. I will find evidence of herbivory in the grassland habitat.

Equipment

- Binoculars
- Magnifier
- Laminated Habitat Map

Location

Grassland

Safety Notes

- Wetlands can be squishy and hidden
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Water may be deep with drop offs, soggy soils and undercuts along edges
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Spiders and non-poisonous snakes may be present

Experiment

- 1) Facilitate a brainstorm in which individuals share different types of herbivory evidence the group can search for (clipped leaves or stems, scat, etc.).
- 2) Help the group use the habitat map to find grassland habitat. Have the group choose at least two grassland locations to search for evidence of herbivory.
- 3) Travel to the first location. Check to see that the access is safe and feasible. The group may need to use binoculars from the dike road or wetland edge.
- 4) Have the group spend at least three minutes searching the location for evidence of herbivory. Ask them to note the following in their notebooks: What do they find? Where do they find it? Where do they not find evidence of herbivory?
- 5) Students should also make and record observations about habitat, L.A.W.S., adaptations, location and length of time spent looking.
- 6) Have the students repeat steps 3-4 in the second grassland location.
- 7) Facilitate a discussion about the habitat they saw within the group. For example: Do they believe that herbivores use this area? Why or why not? Why would they possibly find no evidence? Be sure that all students have an opportunity to share their thoughts.
- 8) Encourage students to make a few notes about this discussion in their notebooks.



16. Plants grow taller in the forest than in the grassland.

Equipment

- Ruler/measuring tape
- Sample circle/hula hoop
- Laminated Habitat Map

- Pin flags (three per student)

Location

Grassland and Forest

Safety Notes

- Wetlands can be squishy and hidden
- Uneven and potentially steep and slippery surfaces
- Roots and vines may cause tripping hazards
- Water may be deep with drop offs, soggy soils and undercuts along edges
- Low-hanging branches can be poking hazards, stay alert for things at eye-level
- Spiders and centipedes may be in rotting vegetation

Experiment

- 1) Help the group use the habitat map to determine how to access the forest and grassland habitat.
- 2) Travel to the first location.
- 3) Have each student in turn place the sample circle on the ground at the location (each student should pick a location within ~15 feet from where you are standing). Direct the student to mark the three tallest plants in the circle with a pin flag. Once the plants are marked they can begin taking data and pass the sample circle to a different student.
- 4) Have students measure the three plants they marked with flags. Students record the heights in their notebook, as well as a sketch and description of the each marked plant.
- 5) Have students observe the area for at least 3 minutes and record notes about habitat, L.A.W.S., adaptations, location and length of time spent looking in their notebooks. Each student must make at least one observation.
- 6) The group will move to the other habitat location and repeat steps 3 -4.
- 7) Facilitate a discussion about the habitat they saw and data collected within the group. For example: Which habitat had the tallest plants? Why do they think that is? Describe the tallest plants recorded; are they that same, or similar, type of plant? Does one area have more evidence of animals? What variables are affecting the amount of animal evidence? Be sure that all students have an opportunity to share their thoughts.
- 8) Encourage students to make a few notes about this discussion in their notebooks.

