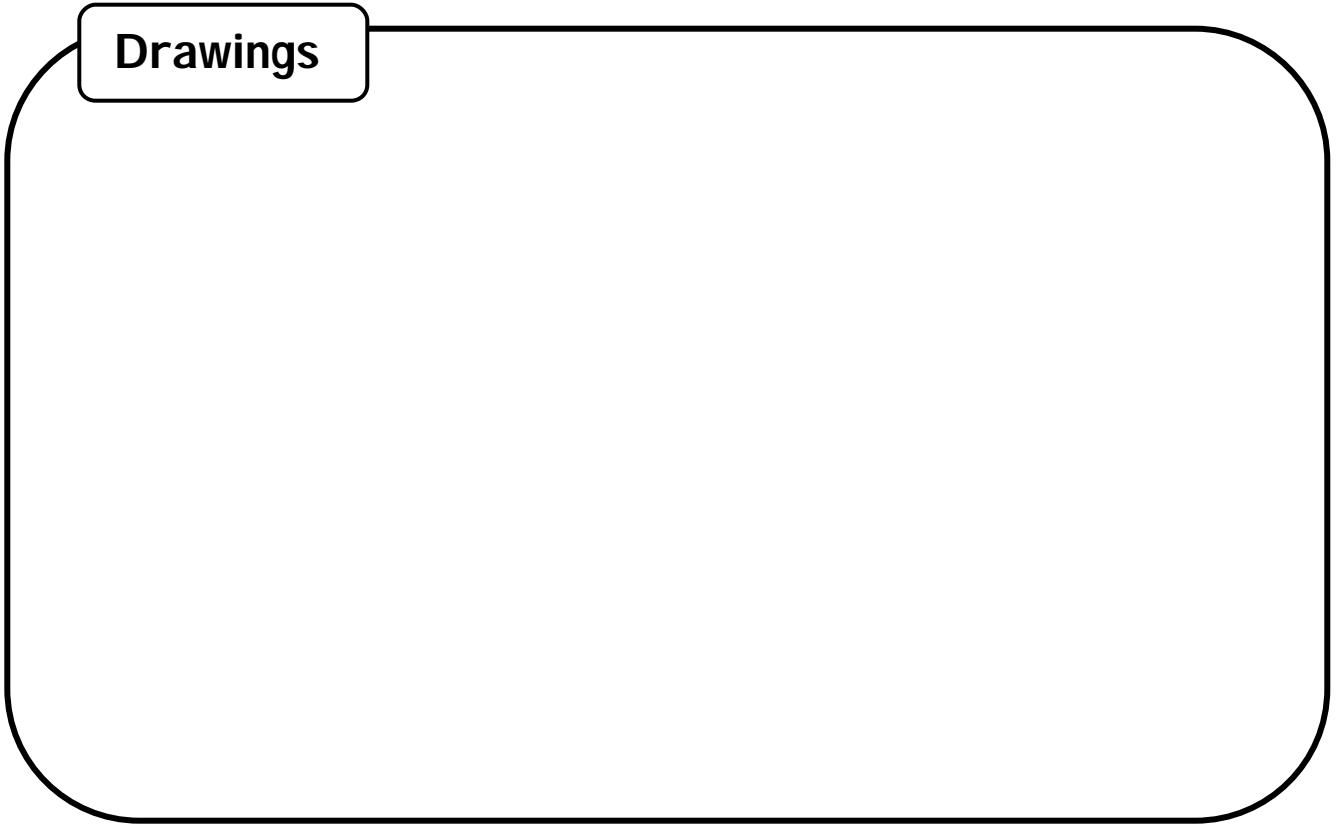


## Drawings



## Reading Notes

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## Definitions

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Date \_\_\_\_\_

Experiment Name \_\_\_\_\_

What have you learned about this subject?  
(observation/research)

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What question are you trying to answer?  
(question)

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What things do you need?  
(materials)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

What will you do to answer the question? (experiment/test)

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What do you think will happen? (hypothesis/prediction)

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What happened? (results)

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Why do you think this happened? (conclusion)

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# NOEO SCIENCE

## BIOLOGY I: SEEDS, SCALES, FEATHERS AND TAILS!

The following is a complete list of items that will be used for the required experiments over the entire 36-week course. This list includes many items that are common in most homes. The list does not include the items that are provided in *The Young Scientists Club* kits.

<b>Master Supply List</b>	
<b>Item needed:</b>	<b>Week(s) used:</b>
½ liter plastic soda bottle (with cap)	2, 32
Food coloring (red)	2, 25, 34
Glass jars	3, 33
2 liter plastic soda bottle	4, 24, 25
3 small plastic cups	6
Flour	6, 27
Salt	6
Milk	6
Butter or margarine	6, 27
Sugar	6, 27
Crayons or colored pencils	17, 18
Plastic wrap	25
Tape	25, 29, 30
Bucket	25
Scissors	25, 26, 27, 29, 30
Apple (+/- banana, pear, other fruit)	27
Bread	27
Vegetable oil	27
Syrup (or vanilla)	27
Newspaper	29
Oil or Vaseline	29
4 round objects (similar in size)	31
Blindfolding cloth	31
Dried beans (e.g. pinto, kidney, or red)	33
Paper towels	33
Celery	34
Blue ink (can substitute food coloring)	34
Clear plastic bag	34
Potted plant	34
Plastic planting pots (or similar containers)	35
Potting soil/compost	35
Tree twigs	36
Onion	36
Carrot tops	36

# NOEO SCIENCE

## BIOLOGY I: SEEDS, SCALES, FEATHERS AND TAILS!

We will begin our year of biology with a 4-week topical study of the weather. Weather is critical to all living things and is important to understand before introducing the study of living things (biology). Your student will appreciate the connection between the weather and living organisms as we study ecosystems and the diversity of life throughout the year.

Week 1				
	Day 1	Day 2	Day 3	Day 4
<b>DK Eye Wonder Weather</b>	Pp. 4-7	Pp. 8-11	Pp. 12-15	
<b>Young Scientists Club Kit</b>				Kit # 4 Weather Station Experiment 1  Teacher pp. 1-2 Student pg. 4-5 (Stop at the end of the first text box)

**Supply List:** *Young Scientists Club Kit #4*

### Assignments:

**Day 1** - draw the Earth in the 4 seasonal positions as it is rotating around the Sun (as shown on pp. 6-7 of *DK Eye Wonder Weather*).

**Day 2 - Day 3** – read the assigned pages and describe and/or sketch what you learned in your science notebook. (Note: Younger students will “narrate” what they have learned. You may need to ask prompting questions to get younger students to begin to concentrate on the important topics in the reading assignments.)

**Day 4** – complete the *Young Scientists Club* project.