

Name _____ Date _____



Seeds in Fall...Collect Them All! *Thinksheet*



Begin with a Question: *How much tree biodiversity is in your community?*

Think It Through: Record information learned from your seed collecting hike at school. Focus on facts that will help you to answer the question above. When finished, study the biodiversity key below.

Biodiversity Key (simplified)

number of different seeds found (per class)	level of tree biodiversity in the area
0 - 10	poor
11-20	moderate
21 or more	rich

Hypothesis: The tree biodiversity in our area is poor/moderate/rich (circle one)

because _____

Name _____

Date _____



Seeds in Fall...Collect Them All!
Thinksheet
(continued)



Design a Test: Collect seeds around your home throughout the next week. Use your Data Sheet to label each seed. Try to find at least eight different varieties of tree seeds. Bring your seeds to school within the next week. **Tip:** Press your leaves inside a book to keep them flat.

Do an Activity: Your teacher will guide you in the identification and sorting of your seeds.

Make Some Sense of It:

- 1) Review your Thinksheet and Data Sheet(s).
- 2) Explain what you learned about trees and seeds below. Include three or more of the following words in your response: attribute, dichotomous, biodiversity, seed bank, key.

3) Complete this sentence: I accept/reject (circle one) my original hypothesis because _____

(Use your data sheet for support.)

4) Write a new hypothesis. (Use the space below.)



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Data Sheet #1



Seed and Leaf Collecting Tips: Number matching seeds and leaf samples with a fine tip marker and/or tape so they can be matched up during identification. Attach seeds to their labels. Press leaves in a large book or paper grocery bag within one hour of collection. This will allow them to dry flat and not curl up. Avoid keeping leaves in plastic bags as they will decay. Collect seeds in a paper bag so they may air dry and won't decay. Wait to collect fleshy seeds (i.e., apple, crabapple) until just prior to the due date to minimize rotting and/or dehydration.

Question: *How much tree biodiversity is in your area?*

Student _____ Date _____	Student _____ Date _____
Location _____	Location _____
Seed description _____ _____	Seed description _____ _____
Name of tree _____	Name of tree _____
Student _____ Date _____	Student _____ Date _____
Location _____	Location _____
Seed description _____ _____	Seed description _____ _____
Name of tree _____	Name of tree _____
Student _____ Date _____	Student _____ Date _____
Location _____	Location _____
Seed description _____ _____	Seed description _____ _____
Name of tree _____	Name of tree _____
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