

# PLANTS - STEMS

SCIENCE 8 MARCH 2020  
MRS. PLYTER WWW.PLYTER.COM/SCIENCE

Name \_\_\_\_\_

Period \_\_\_\_\_

## Tree 1

Tree 1:  
Cut in 2010

first year growth  
rainy season  
dry season  
scar from forest fire



Tue

3

Wed

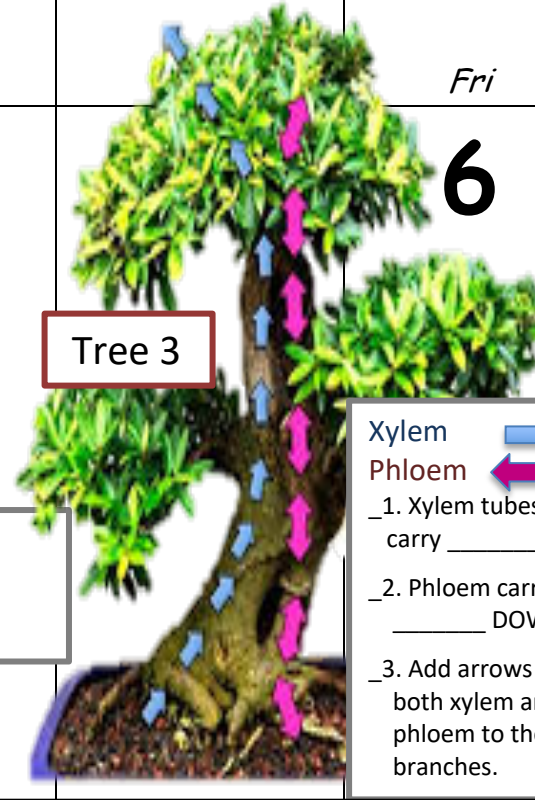
4

Stems  
Lab

Fri

6

## Tree 3



Xylem →  
Phloem ↔  
\_1. Xylem tubes carry \_\_\_\_\_ UP.  
\_2. Phloem carries \_\_\_\_\_ DOWN.  
\_3. Add arrows for both xylem and phloem to the branches.

**Points:**  
From Last Week:  
MacroPhoto

Objective Grade

Highlight  
Labels on Calendar

Calendar

Stems Lab

Dendro-  
chronology

Extra

Quizzes  
Initial in Color

Mon \_\_\_\_\_

Tue \_\_\_\_\_

Wed \_\_\_\_\_

Thu \_\_\_\_\_

Total \_\_\_\_\_

What2Learn  
Initial in Color

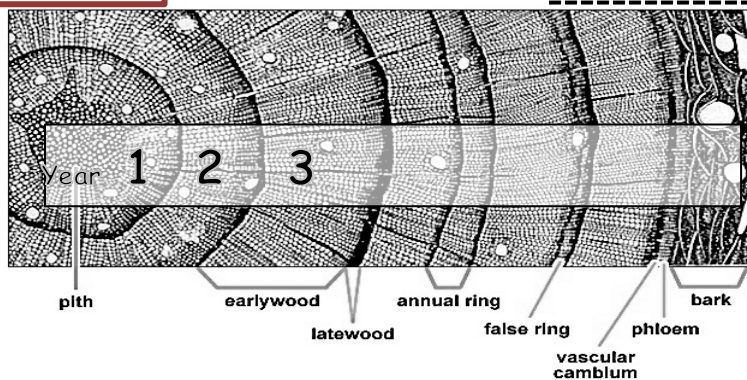
Fri \_\_\_\_\_

- Use a pencil to mark each growth ring (Mark dark or light rings.) on Tree 1 ↖.
- The tree was cut at age \_\_\_\_\_ years, so started growing in the year \_\_\_\_\_
- The fire happened in the year \_\_\_\_\_.

## Tree 2

Cross Section of a CONIFER

Microscopic  
View



- ↑ On Tree 2, continue to number each year's growth ring.
- The tree was \_\_\_\_\_ years old when it was cut.
- Year \_\_\_\_ was its best growing season; year \_\_\_\_, its worst.

## Online Assignments: [www.plyter.com/science](http://www.plyter.com/science)

Have Screen Checked! Or take a screen shot...or photo.

### Science Home Page: →Life→ Plants→

→Tree Rings Simulation Dendrochronology

1) At the bottom →Movie: Ice Cores.... \_\_\_\_\_

2) Tree Ring Virtual Laboratory – Simulation

Do Level 3 or Greater (Both Temperature & Moisture) \_\_\_\_\_

→Tree Rings Climate Timeline – Simulation \_\_\_\_\_

Practice Tests→ Mygradebook.com→ plyter20 Student #

Google Classroom→ Macro Photo Assignment Code: yzbzxn →

Discovery Education 24yearlastf Student #

If Time: Google Classroom – Growth Rings in Animals. \_\_\_\_\_

Any Photosynthesis Link \_\_\_\_\_

List or add a note about what you do.



# OBJECTIVE:

## Figure our Grade!

### Yours/Required

Objective +  
Grade \_\_\_/10  
Highlight \_\_\_/5  
Calendar \_\_\_/15  
Flower Lab \_\_\_/25  
Online \_\_\_/10  
Quizzes \_\_\_/32  
What2Learn \_\_\_/10  
Extra \_\_\_\_\_

Totals \_\_\_\_\_/107

### Divide for your %

\_\_\_\_ / \_\_\_\_ X 100  
= Your % \_\_\_\_\_

### In the Gradebook:

Gradebook % \_\_\_\_\_:

Your Points \_\_\_\_\_

Total Points \_\_\_\_\_

### Extra Points, if you

figure out how many points you would need to get to the next grade.

### Multiply Total Points by

0.9 for an A      0.8 for a B  
0.7 for a C      0.6 for a D

Have an A? Help someone!

\_\_\_\_ X \_\_\_\_ = \_\_\_\_\_

↑ Total Points

Subtract

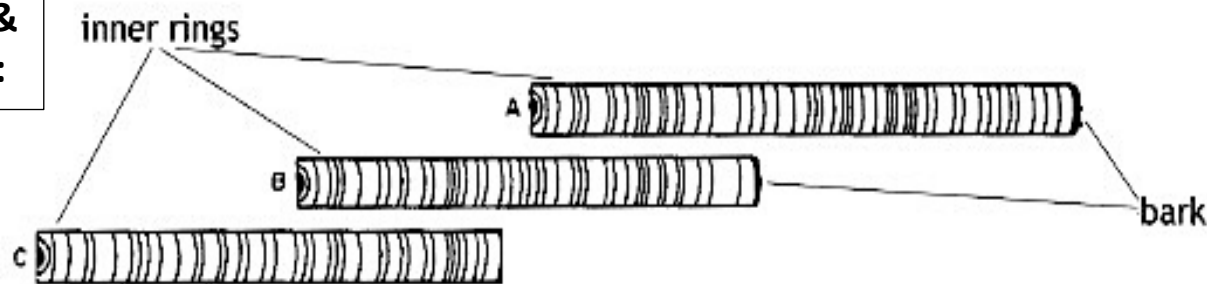
\_\_\_\_ - \_\_\_\_ = \_\_\_\_\_

You need \_\_\_\_\_ points to get to a/an \_\_\_\_\_

## Dendrochronology & Historical Evidence:

Trees A, B & C.

Tree A was Sampled in 2010



- \_\_\_ 1. The 3 tree core samples were taken in the same area and have been lined up according the patterns of growth.
- \_\_\_ 2. At least one sample was taken from a log of a cut tree. ↑ Of the three, **A, B & C**, which lived most recently? \_\_\_\_\_
- \_\_\_ 3. Do this to determine when tree C started growing:
  - \_\_\_ a) ↑ **Starting at the left of Tree C, use a pencil to mark each 10 years of growth.**
  - \_\_\_ b) On a **10**, move directly up ↑ and mark **Tree B**.
  - \_\_\_ c) Continue from your mark. Count & mark 10's on Tree B. On a 10, move directly up ↑ to **Tree A**. Mark.
  - \_\_\_ d) Continue counting and marking.
- \_\_\_ 4. Determine the year that **Tree C** started growing. \_\_\_\_\_ Calculate the years of 3 dry years in a row. \_\_\_\_\_

**If Time:** Ask. **Compare the Density of Woods** from a variety of trees. Make or ask for a chart. List or graph in order of density. If you find a wood type that has a density of greater than 1, ask about a water test! \_\_\_\_\_



To better understand that multicellular organism **cells** are organized onto **tissues**, **organs and systems** that work together for the organism by observing, drawing and organizing data about plant **STEMS** which support leaves and provide for circulation of materials.