

TREES AND FORESTS IN KANANASKIS COUNTRY

STUDENT DATA SHEET

Date: _____

Time: _____

Weather Observations: _____

Group Members: _____



STATION ACTIVITY: “Taking a Closer Look at Tree Parts”

STATION #1: LEAF SHAPES

Use the “Basic Leaf Shapes” display case to help identify the 7 samples.

	<u>Leaf Shape</u>
Sample #1	
Sample #2	
Sample #3	
Sample #4	
Sample #5	
Sample #6	
Sample #7	

STATION #2: TREE COOKIE (age)

Using the magnifying glass, count the number of rings (age of the tree) on the tree cookie.

	<u>Age in Years</u>
Age of Tree	

A “whorl” is a circular pattern of branches around a tree trunk. Each whorl on a coniferous tree generally represents one year of growth. Try to find a tree which is approximately the same age as your tree cookie – than draw it below

STATION #3: TREE CONES

Look at the 4 different types of cones. Note the significant features (size, scales, uniqueness) and, if possible, identify it.

	<u>Significant Feature</u>	<u>Cone ID</u>
Cone 1		
Cone 2		
Cone 3		
Cone 4		

STATION #4: TREE COOKIE (uniqueness)

Look at the 4 tree cookies. Describe one unique thing about the quality of the rings. Based on this unique feature, try to tell the tree's "story" (i.e. what happened to the tree or why are the rings as they are?)

	<u>Unique Feature of rings</u>	<u>Tree Cookie "story"</u>
Cookie #1		
Cookie #2		
Cookie #3		
Cookie #4		

STATION #5: TREE DECAY

Using the information given, put the facts in a logical order telling a “story” or relationship between conks, woodpeckers and trees. Write the information down below.

TREE IDENTIFICATION: “Who’s who and What’s what”

Using your dichotomous key, identify 2 coniferous and 2 deciduous trees (or shrubs).	
	<u>Common Name</u>
Coniferous Tree (#1)	
Coniferous Tree (#2)	
Deciduous Tree (#1)	
Deciduous Tree (#2)	
Shrub (deciduous or coniferous)	

SCAVENGER HUNT: “Looking beyond the TREES”

Check off all evidence of living things living on or around trees that you can find.	
	<u>Evidence Found</u>
Evidence of Insects (and their relatives)	<input type="checkbox"/> Insect specimen <input type="checkbox"/> Spider web <input type="checkbox"/> Spider specimen <input type="checkbox"/> Other signs (specify: _____)
Evidence of Birds	<input type="checkbox"/> Bird home <input type="checkbox"/> # of birds seen or heard _____ <input type="checkbox"/> Feather <input type="checkbox"/> Woodpecker feeding activity (holes or flakes) <input type="checkbox"/> Pellet (owl)
Evidence of Mammals	<input type="checkbox"/> Sighting <input type="checkbox"/> Activity (diggings, bedding down areas, etc) <input type="checkbox"/> Track <input type="checkbox"/> Browse <input type="checkbox"/> Scat
Describe plants (or moss, or fungus) that are growing on or around the trees	<input type="checkbox"/> Grass <input type="checkbox"/> Moss <input type="checkbox"/> Flowering Plant <input type="checkbox"/> Fungus <input type="checkbox"/> Shrub <input type="checkbox"/> Lichen
Based on the evidence of living things you found, tell a “story” of how they could be connected:	

