Science

Nature Walks & Scouting
General Science
Labs
Natural History
Nature Notebook

Alveary

About the Course

In level 6, learners expand their knowledge of science in their world and continue building personal connections as they discover a variety of topics from oceanography, architecture, and more. Reading level, historical context, and time required are transitional as we gently prepare for the middle grades.

This course includes the following topic(s): General Science: Grade 6, Natural History: Grade 6, Labs: Grade 6, Nature Notebook: Grade 6, Nature Walks & Scouting: Grades 1-8

About Nature Walks & Scouting: Grades 1-8
Students spend time once each week on a longer excursion. Prompts can be found in Outdoor Work, if desired. This digital resource is provided with all science lessons.

About General Science: Grade 6
Learners are introduced to scientific activities and technology with a nod toward historical context. Specifically, students learn about plate tectonics, anatomy and medicine, and architectural engineering. The lab component is required for this course. Coordinating afternoon activities are provided in Outdoor Work.

About Labs: Grade 6
This is the required lab component for level 6 General Science. This course includes our custom laboratory book which will build foundational and progressive skills and habits.

About Natural History: Grade 6
Students learn about oceanography, predator-prey relationships, and the impact of pollution as they consider man's stewardship of the natural world. Coordinating afternoon activities are provided in Outdoor Work.

About Nature Notebook: Grade 6
Students spend time at least once each week recording their observations. Prompts that coordinate with curricular content can be found in Outdoor Work, if desired. This digital resource is provided with all science lessons.

Science: Grade 6
The Big Picture:
To accomplish the goal of supporting a relationship with the Things of the Universe, a Mason science program consists of nature lore, natural history, and general science. Nature immersion, inquiry, community connection, and supportive literature are woven into each of these three parts. Building on the familiarity and foundational knowledge of Form 1, Form 2 learners in grades 4-6 extend the scope of the Things they encounter and begin to notice that science is active in their world. Growing in their self-knowledge at this age, they may notice that they gravitate toward some of these Things more than others. This is a bit like noticing that you have a natural rapport with a particular friend because they seem to understand the way you think and share the same interests. This is wonderful and very typical, but we still want them to get to know more "friends" in science and try different Things, even though one might be their particular interest. Their sense of community is expanding, as well: who are the scientists in their world, and what are they doing? Special care has been taken to build vocabulary and conceptual knowledge "by the way" and to maintain the connection between scientific endeavors and the human experience. In Form 3, students will continue to build on this knowledge of what science is doing in the world when they examine science in its historical context.

Nature lore is timeless knowledge that is passed through a community, much like a grandmother passes on how to make that special bread when the dough just "feels right." Like Mason, we strive to pass on this knowledge primarily through outdoor work. Group nature walks, seasonal readings, and topics in scouting are provided as an Outdoor Work resource in

the Quick Links. If desired, literature suggestions to support lore can be found in the Community Read Alouds resource (in Citizenship Grades 4+).

Placement & Combining Tips

Science: Grade 6
For sixth-grade students or possibly hungry fifth-graders or seventh-graders taking their time. If combining grades is desirable: the combined grades may begin at the appropriate level and move forward together, learners may stay at their appropriate level for General Science while combining Natural History and Outdoor Work, or teachers can adapt the laboratory content and reading level to meet their needs.

Nature Walks & Scouting: Grades 1-8
Learners may be combined and share prompts or follow the plan of their local scouting troop or natural history club. Support accessibility and sensory development as appropriate.

General Science: Grade 6
For sixth-grade students or possibly hungry fifth-graders or seventh-graders taking their time. If combining grades is desirable: the combined grades may begin at the appropriate level and move forward together, or teachers can adapt the reading level and laboratory content to meet their needs.

Labs: Grade 6
The ideas and skills in this component are progressive, like math or grammar. Teachers should read the lab book thoroughly to understand what concepts might need to be supplemented should they choose a different sequence or a substitution.

Natural History: Grade 6
For approximately sixth-grade students based on a balance of complexity and reading level. However, learners may be freely combined, or sequence reordered based on needs and preferences.

Nature Notebook: Grade 6
Learners may be combined and share prompts or follow their own interests. Support through varied media, scribing observations, or notebooking in tandem.

Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1-8	Nature Walks & Scouting: Grades 1-8 1 time/week 30 min+	
6	General Science: Grade 6 2 times/week 30 min	Plate Tectonics The Art of Construction Phineas Gage
6	Labs: Grade 6 1 time/week 30 min	Science: Grade 6 Lab Book
6	Natural History: Grade 6 1 time/week 15 min	The Frog Scientist The Wolves and Moose of Isle Royale: Restoring an Island Ecosystem Tracking Trash
6	Nature Notebook: Grade 6 1+ time/week 15 min+	

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Science: Grade 6				
Natural History: Grade 6		General Science: Grade 6 Nature Walks & Scouting: Grades 1-8	General Science: Grade 6 Nature Notebook: Grade 6	Labs: Grade 6

Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Science: Grade 6
☐ Obtain any supplies indicated on the science or grade-level supply lists.
☐ Download any apps and shortcut any desired links.

Nature Lore:
☐ Bookmark your Outdoor Work Quick Link, so that you have it available on your weekly outing. Outdoor Work is generally flexible for your location and season and can be moved around in the schedule to incorporate or substitute Natural History Club outings.
☐ Print or bookmark grade-specific nature notebook suggestions to support natural history and general science. Notebooking can be done on a walk, during occupations, or as a field trip, as appropriate.

Labs: Grade 6
☐ Preview science labs and purchase materials, or have students gather them. Print or shortcut any links, as desired. While it does not usually matter when the week's lab is done in reference to the week's readings, this is not the case for Art of Construction in Term 3. The lab instructions for this book are embedded in the text, and the text is most living when they are completed alongside the reading. Therefore, it is best for lab day to fall on the third lesson of the week. If students' lab day is earlier in the week, teachers may want to delay the start of week 1, so that the third lesson is lab day. For example, if students have M/Th lesson days and T lab day, then students could begin lessons on Th of week 1. Alternatively, teachers may look ahead and adjust according to their preference.

Special Topics & Field Trips

Science: Grade 6
Encourage students to begin choosing their own special topic to observe, study, and research in their field guides. What or who are they curious about or interested in getting to know better? Teachers can choose their own special study, too! Suggested field trips include:

General Science: Grade 6
☐ Term 1: any local geology site (e.g. a quarry or certain parks)
☐ Term 2: hospital open house
☐ Term 3: any buildings or bridges

Natural History: Grade 6
☐ Term 1: shore, stream, or reservoir, a marine animal rescue
☐ Term 2: wildlife conservationist
☐ Term 3: a pond (hopefully one where tadpoles may be collected)

Term Prep & Teacher Tips

Science: Grade 6
Object lesson prompts are woven into the lessons, as appropriate, but teachers are encouraged to read corresponding Handbook of Nature Study (HoNS) selections each term and/or any that support special topics chosen by students:

General Science: Grade 6
☐ Term 1: specific rock types p.748-759
☐ Gather household items, typically easy for students to scavenge or teachers to obtain locally:
- less than 1/2 c white vinegar
- recycled cardboard, roughly 3' x 3'
- books or wood blocks to adjust height
- 3 colored markers
- 2 or more apples (Term 2)

- plate
- knife
- cutting board
- plastic wrap
- roughly 2' x 2' piece of substrate (recycled cardboard, wood scrap, foam core)
- 15 sheets of multipurpose paper
- any weights for testing bridge
- various supplies by student design
- printables
- computer
- optional: camera, such as found on most electronic devices
- optional: antiseptic treatments
- optional: plastic ruler
- optional: fabric scrap
- optional: wax paper
- optional: fan/hair dryer
- optional: needle and thread
- optional: cereal box to model a building
- optional: rocks
- optional: sand paper
- optional: 3-7 weights with a hole, e.g. washers or spools
- optional: string or strong thread
- optional: hammer and nail
- optional: block of scrap wood
- optional: rope
- optional: nutcracker
- optional: 4 raw eggs (Term 3)
- optional: 8 sturdy egg cups
- optional: 8 cotton balls
- optional: scrap plywood (might be the same substrate as above)
- optional: cylindrical balloon
- optional: cup that fits the top of balloon
- optional: books of various sizes

Natural History: Grade 6
☐ Term 1: -
☐ Term 2: -
☐ Term 3: amphibians p.170-187

Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.
∞ View Book List Details

Science: Grade 6

General Science: Grade 6


Plate Tectonics


The Art of Construction


Phineas Gage

Labs: Grade 6

Science: Grade 6 Lab Book

Natural History: Grade 6


The Frog Scientist


The Wolves and Moose of Isle Royale: Restoring an Island Ecosystem

 Tracking Trash

Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

- View Basic Supplies
- View Supply List Details

Nature Walks & Scouting: Grades 1-8

 Wild Bird Seed

 Bird Feeder

 Hand Lens

 Small Collection Containers

 Small Basin

 Dip Net

 Student Microscope

General Science: Grade 6

 Alveary Grade 6 Science Kit

 Household Items - General Science: Grade 6

 Student Microscope

 Prepared Microscope Slides

Labs: Grade 6

 Hand Lens

 Scale/Balance

 Classroom Collection of Rocks and Minerals

 General Fossil Collection

Quick Links

Click THIS text or scan the QR code for links.

Science: Grade 6

- Extra Helpings
- Outdoor Work
- Seek app from iNaturalist
- SkyView Lite for iOS
- SkyView Lite for Android
- Foundations (See Section 13: Science)

Labs: Grade 6

- Grade 6 Lab Book
- Lab Notebook Examples

Science: Grade 6

How To Teach

Introduce

• Begin each lesson with learners' existing knowledge. If the book or activity is new or unfamiliar, then look at the title, a picture, or guidance in the lesson plan to help discuss what students think, drawing on previous experience. If continuing or revisiting a topic or activity, then recap.

• Often, the introduction in the lesson plans or the title of the book's section can help learners to draw out the main idea. Use this to support learners, as appropriate.

• Some learners may benefit from using pictures or looking back briefly.

• Allow them time to share any concerns and come alongside, as needed.

Read

• Read or do, as instructed in the lessons, noting any Teacher Tips provided. Learners should always have their journal, notebook, or other paper available in case they need to draw or diagram during the lesson.

• Use supportive strategies and educational tools to reduce frustration and better engage the mind, as appropriate. These could include, but are not limited to, the use of eBooks, pictures, audio, read-aloud, buddy reading, colored reading strips, etc.

• If learners do not understand a word or concept, do not worry. Try to show them with a picture or connect the idea to something they have seen in real life. They are learning much by the way and will likely build understanding over the term, the year, and beyond.

Narrate

• Process the ideas of the lesson by retelling events, describing, explaining a concept, etc. Tips about helping learners deal with various types of passages are provided, but teachers can learn more in Charlotte Mason's School Education Chapter 16, especially p.180.

• Learners may use words, pictures, Legos, PowerPoint, etc, to process and convey ideas in their own way.

• Teachers may take turns to model.

Discuss

• Consider together any thoughts, confusion, or concerns about the passage, keeping in mind that oftentimes new concepts are not going to be 'mastered' on the first or even second introduction. Mastery is not necessarily the goal, but curiosity and thinking.

• Questions/topics for further discussion are often provided in the lesson plans (or even lab books) to help. There are no right or wrong answers to these. Alternatively, many of these can be used for composition, depending on the needs of the learner and the instructional goals of the teacher. If teachers want to keep ideas active in the mind, these can also be used at other times to keep the ideas in the working memory.

• Note that learners may need to spend more than the allotted time engaging with or even repeating a lesson before moving on or as reinforcement at a later time. Adjust the pace as needed to feed the learner.

• Notice if there were any dates that they want to keep for their Book of Centuries.

Connect

- Follow any extra links, examine any sidebars in the text, look at pictures, etc., depending on learner needs and interest.

- These can be viewed as alternative ways to engage.

Science: Grade 6

How To Teach Labs

Introduce

Regardless of how many days are required to complete a particular activity, every science lab has the same flow, which follows the scientific method and is guided by the lab book.

• On day 1, learners read an introduction in their lab book. How does this lab activity relate to what they have learned so far, as well as any previous experience? What will they learn from the lab? This is analogous to the conversation we might have when we begin something new in any subject, but they may need to dialogue as they learn to extend these skills to the laboratory.

• Once they have had a chance to think, they will compose a prelab narration to put these introductory ideas into their notebooks. The prompt in the lab is generalized and consistent, so they learn the habit. Eventually, they will learn to formulate this as a hypothesis. For example, a learner preparing for a lab about the use of insect repellent might write:

"I have read about some diseases that are spread by insects, like Lyme disease. I also know that my sister is allergic to some insect bites. Insect repellent contains pesticides to keep insects away. Some scientists worry about how pesticides affect wildlife. I am going to compare some different insect repellants in this lab to see if they really work."

• Written narration and composition are skills that they will build over time. These prelab narrations may seem short and even incomplete at first, but that is okay. If learners have difficulty or are easily frustrated, then provide them with support. Teachers may act as scribes or allow students to keep a digital notebook to type or use assistive technology, as appropriate.

• After they complete their prelab narration, the listed materials are collected. This gives the learner some responsibility to let the teacher know if something is missing or to remind the teacher if something needs to be purchased at the store.

• If these activities on day 1 do not fill the scheduled time, that is fine. They might use the additional time to familiarize themselves with the procedure, draw a picture from their book, or catch up on any other work. Some labs may instruct the student to begin on the same day.

Lab Procedure

• Then, students begin and follow the procedure (whenever prompted by the lab book). Note that the lesson plans guide teachers as to which sections are completed each week, and the lab book instructs learners when to take a break.

• The lab gives instructions for using their notebooks to create tables and figures, as needed. Do not allow this to become an obstacle. Do it with them, first having them watch and then having them copy or help when ready.

• If teachers choose to have learners record directly in the lab book or on a photocopy, then cut out and tape these into their lab books, so that they can see how the record is built.

• Learners may feel unsatisfied with their results. This is often part of the process. Come alongside, help them learn to be okay with uncertainty and questions, and teach them what to do with it in the next step.

Analysis & Conclusions

• The last step in the lab is to analyze the data and observations and draw conclusions from them. For some simpler labs, learners will complete their analysis and concluding (or postlab) narration on the last day of the lab procedure. For labs that are more involved, a separate day has been built in to allow adequate time for this.

• Similar to the prelab narration, the concluding narration is a chance to think about and put into

words (or questions). This time, they are considering what they learned from the lab, what they could learn more about if they were to continue, and possibly how they would pursue that learning. Again, they might need support in the form of dialogue, a scribe, etc. For example, the above learner might write:

“It was clear that the Off and black pepper essential oil worked against ants because they would not even touch the line of repellent, but I wasn’t sure about the Skin So Soft because it ran all over the place. I could test this one again with different insects or on a different surface.”

• Depending on the interest of the learner and the priorities of the teacher, the student might be encouraged to spend more time on those ideas of what more they could learn, or it might be time to move on. Either way, it is an important part of the scientific method to reflect on what we could or would do next - our practice should help to clarify our thinking and teach that there is always more to be learned.

• Teachers should engage learners with this reflection by reviewing their lab notebooks with them, discussing the science used in the lab, and demonstrating curiosity about the lab themselves.

Science: Grade 6

Click THIS text or scan the QR code for links.

Term 1

WEEK 1

⬚ **15m Natural History: Grade 6 - Lesson 1**

Ocean Currents

Materials: Tracking Trash

PREP: Read Teacher Tip.

→ INTRO

Look at the picture on the cover and the title. Have you ever noticed trash on the beach or in a stream? This book is about how one scientist uses that trash as an opportunity to learn more about the ocean and the creatures that live within it. Examine the map opposite p.1 and notice the current. Why do you suppose the mapmaker was interested in that current, and what does that have to do with our story?

→ READ, NARRATE, & DISCUSS

p.1-4 "Benjamin Franklin" - "learn from it."

- How do these ocean currents affect the climate? You can study the map on p.20-21 of your NatGeo World Atlas.
- Explain weather versus climate.

★ TEACHER TIP

If students read Tornado Scientist, they might recall that air masses are warmed by the Earth or water beneath them. Movement occurs based on their temperature and density, and this is a driving force behind weather patterns.

• **OUTDOOR WORK**

Weekly walks and daily outdoor time are vital! Resources in Quick Links.

WEEK 1

⬚ **30m General Science: Grade 6 - Lesson 1**

God Created

Materials: The Holy Bible

→ INTRO

You have been learning about scientific activities in our modern world. Like all knowledge, our culture affects these activities, and in return, what we learn affects our culture. This has been going on throughout human history. Early scientists primarily studied the Things they could see and assumed that they were always this way, but eventually, they began to make some curious observations that suggested that maybe Things hadn't always been this way. These observations were shocking and confusing to these men and women. This was a major discovery that led many naturalists to question all they thought they knew and understood. It led some to reject science; others to reject their faith in God; and still others to be awestruck at the elegance and majesty of the Creator. What were these discoveries all about, and how did they change the direction of science? These are some very big ideas that require a lot of time to think about. Before getting started with the science, let's spend some time with our Bibles.

→ READ, NARRATE, & DISCUSS

Genesis 1-2

- What is the same in Genesis 1 and 2, and what is different? How do these two chapters work together to tell us about God?

★ TEACHER NOTE

This lesson consists of reflection on the Christian story of creation. Teachers might choose to allow students to do/review this independently, to engage in the reading/discussion, or to skip this one.

WEEK 1

⬚ **30m General Science: Grade 6 - Lesson 2**

Making Sense of What We See

Materials: Plate Tectonics

→ INTRO

Some of the discoveries that made scientists think that maybe Things changed over time came from studying rocks. Look at the title and cover. Do you have ideas about plate tectonics? We'll begin the story today with some of those early scientists.

Notice the sidebars in the text, like the one on p.14-15. As you become

Term 1

more independent with your reading, it can be helpful to think about how to deal with these kinds of "rabbit trails," which can enhance the reading. Because it interrupts the main line of thought, it is usually best to finish the section and then come back to the sidebar.

→ READ & NARRATE
Ch.1 p.11-13, 16-17 "From some" - "to be connected."

→ READ, NARRATE, & DISCUSS
p.14-15 "Around the" - "region's geology."

WEEK 1

30m Labs: Grade 6 - Lesson 1
Lab: Reading Rocks

Materials: Grade 6 Lab Book and materials listed within

PREP: Read Teacher Tip

→ LAB DAY
Complete day 1 of Reading Rocks, as directed in the Lab Book.

Suggested day 1: Students read the Introduction and then compose the prelab narration in the lab notebook. These need not be more than 1-3 sentences at first, and teachers should feel free to scribe for students, as necessary. Spend remaining time gathering materials for next week.

★ TEACHER TIP
Pacing is only a suggestion. Students should engage with the lab at a pace that is appropriate for their abilities and interests.

WEEK 2

15m Natural History: Grade 6 - Lesson 2
An Opportunity

Materials: Tracking Trash

PREP: Read Teacher Tip.

→ RECAP
Recall what this scientist is studying and why. Let's find out how he started tracking trash.

→ READ & NARRATE
p.4-7 "Curt didn't" - "Pacific Ocean."

→ READ, NARRATE, & DISCUSS
p.8-9 "Finding a certain" - "of the spill."

★ TEACHER TIP
This passage has two parts with two different purposes. The first part tells how this experiment began and is more likely to be narrated as a series of events. The second explains latitude and longitude (and why they are important) and is more likely to be narrated as points that describe these concepts. It can be helpful to teach students to identify the purpose of different passages as they prepare to narrate.

• OUTDOOR WORK
Weekly walks and daily outdoor time are vital! Resources in Quick Links.

WEEK 2

30m General Science: Grade 6 - Lesson 3
Seismic Disasters

Materials: Plate Tectonics

→ RECAP
Recall what we read in the last passage. Today we'll read about seismic activity in Italy and Japan.

→ READ & NARRATE
∞ Article Link: The Destruction of Pompeii

→ READ, NARRATE, & DISCUSS
p.17-20 “Pompeii” - “with the natural world.”

Science: Grade 6

Click THIS text or scan the QR code for links.

Term 1

WEEK 2 ⬚ **30m General Science: Grade 6 - Lesson 4**

Renaissance Ideas

Materials: Plate Tectonics

PREP: Read Teacher Tip

→ RECAP
Tell me about the occurrences in Italy and Japan. Naturalists continued to observe for a long time, but then our story leaps forward during the Renaissance.

→ READ, NARRATE, & DISCUSS
p.20-27 "After the decline" - "centuries earlier."

• Nicolaus Steno's work presented, for the first time, the idea that the Earth and even life itself were dynamic. Have you ever learned something so new and surprising that it seemed to change everything? What did you do with this new information?
• While Steno did abandon his scientific pursuits when he entered religious life, many others then and now pursue scientific endeavors and religious vocations hand-in-hand. Daniello Bartoli, Paolo Casati, and Maria Gaetana Agnesi are just a few from Steno's time period. How many can you find?

→ SUPPLEMENTAL
The author notes that ideas often inspire people who come later. One scientist you should know who is not mentioned in our book is Mary Anning:
∞ Video Link: Mary Anning (3:40)

★ TEACHER NOTE
Conflict between religion and Steno's work is alluded to on p.25: "Like many of" - "remainder of his life." Teachers might choose to allow it to pass by the way for now (this idea is a major theme in Grade 7-8), to engage in discussion, or to check out the book about Steno in Extra Helpings. The same conflict is mentioned in the supplemental video (1:16-1:31).

★ TEACHER TIP
Supplemental links for optional support are provided at the END of the lesson. They can be used at any point to help generate interest during the introduction, to enliven the lesson itself, or to add to the discussion later. They are NOT required and should NOT take away from the narration and discussion. Experiment and see what works best for your student(s).

WEEK 2 ⬚ **30m Labs: Grade 6 - Lesson 2**

Lab: Reading Rocks

Materials: Grade 6 Lab Book and materials listed within

→ LAB DAY
Complete day 2 of Reading Rocks, as directed in the Lab Book.

Suggested day 2: Students complete roughly steps 1-3 of the Procedure today. There is some flexibility to complete more or less, depending on the student.

WEEK 3 ⬚ **15m Natural History: Grade 6 - Lesson 3**

Drift Experiments

Materials: Tracking Trash

→ RECAP
Remind me how Curt started tracking trash. Scientists have known for a long time that ocean motion isn't random. How do you think scientists typically study ocean currents?

→ READ, NARRATE, & DISCUSS
p.11-15 "Throughout this" - "floating sneakers."

• **OUTDOOR WORK**
Weekly walks and daily outdoor time are vital! Resources in Quick Links.

Science: Grade 6

Click THIS text or scan the QR code for links.

Term 1

WEEK 3

30m General Science: Grade 6 - Lesson 5

Rocks and Hutton's Theory

Materials: Plate Tectonics

→ RECAP
Tell me about what Renaissance thinkers brought to the story. Before we read about the theory of plate tectonics, look at the figure on p.28. You may continue to look back at it during the passage.

→ READ, NARRATE, & DISCUSS
p.29-35 "We now know" - "parts of the puzzle?"

• Discuss the main points of James Hutton's theory. Use words, pictures, or diagrams.

★ TEACHER NOTE
The age of the Earth is mentioned along with Hutton's Theory of the Earth on p.33-34: "He also claimed" - "wind or rain." Teachers might engage in discussion, present alternative theories, or check one of the books in Extra Helpings for additional discussion.

• NATURE NOTEBOOK
Prompt for General Science in Outdoor Work Quick Link.

WEEK 3

30m General Science: Grade 6 - Lesson 6

Oceanography and Seismology

Materials: Plate Tectonics

→ RECAP
Recall the last reading. We've read about paleontology and geology. Today we have two more types of study that will reveal more puzzle pieces: oceanography and seismology.

→ READ & NARRATE
p.35-36 "Exploring the Oceans" - "sea level."

→ READ, NARRATE, & DISCUSS
p.36-41 "Finding ways" - "accurate measurement."

WEEK 3

30m Labs: Grade 6 - Lesson 3

Lab: Reading Rocks

Materials: Grade 6 Lab Book and materials listed within

→ LAB DAY
Complete day 3 of Reading Rocks, as directed in the Lab Book.

Suggested day 3: Students complete steps 4-8 of the Procedure today.

• NATURE NOTEBOOK
Note that step 8 of lab directs students to conduct outdoor work before the next lab period: see prompt in Outdoor Work Quick Link.