

This curriculum is funded in part by:



 **King County**  
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**Moutains to Sound Greenway Trust**  
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## Next Generation Stewards Science Journal

This journal belongs to:

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My teacher is:

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My school is:

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# Welcome to the Greenway!

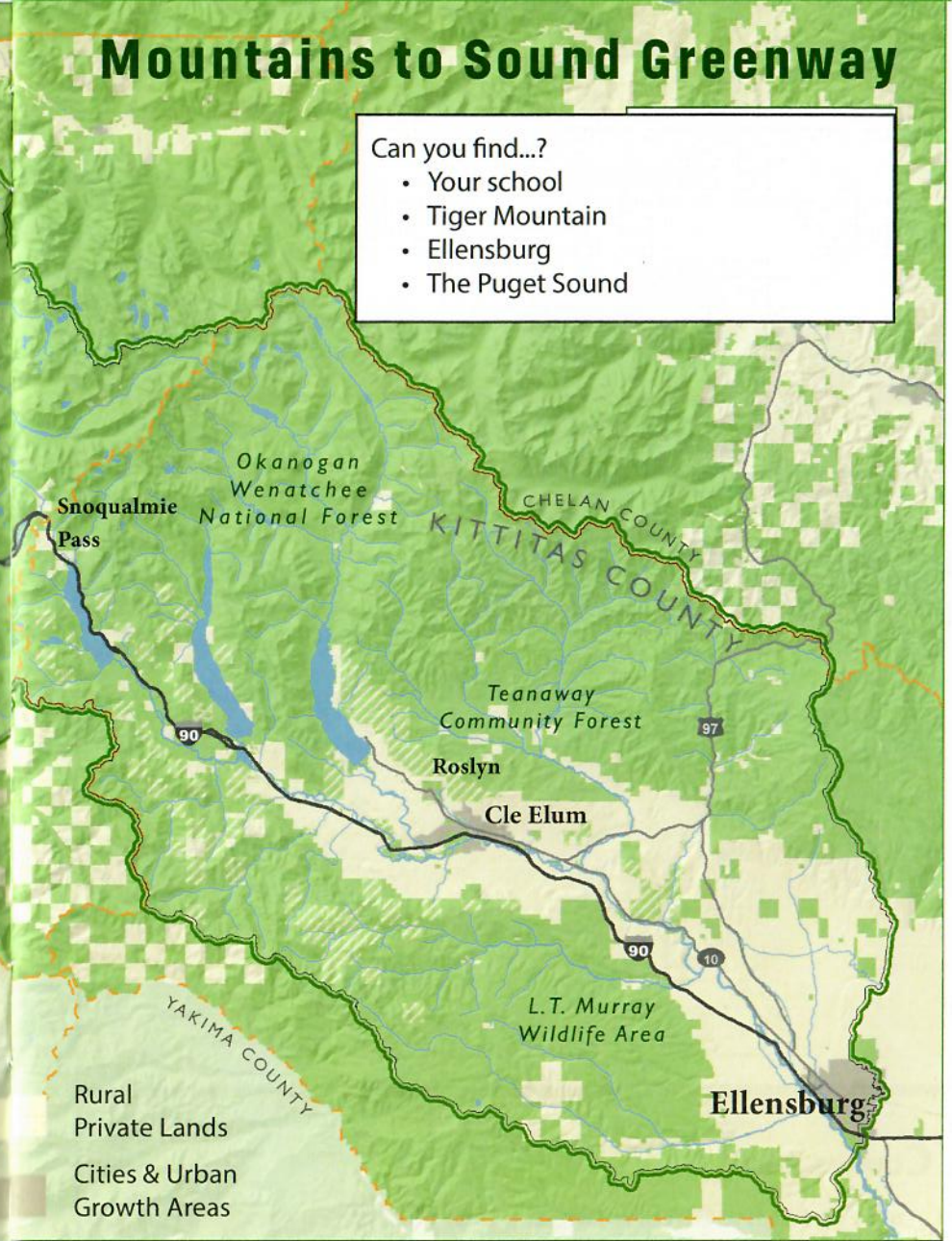
mtsgreenway.org



# Mountains to Sound Greenway

Can you find...?

- Your school
- Tiger Mountain
- Ellensburg
- The Puget Sound



# Nature's ABCs

**Abiotic** means \_\_\_\_\_

L \_\_\_\_\_

A \_\_\_\_\_

W \_\_\_\_\_

S \_\_\_\_\_

**Biotic** means \_\_\_\_\_

P \_\_\_\_\_

Write an example: \_\_\_\_\_

C \_\_\_\_\_

Write an example: \_\_\_\_\_

D \_\_\_\_\_

F \_\_\_\_\_

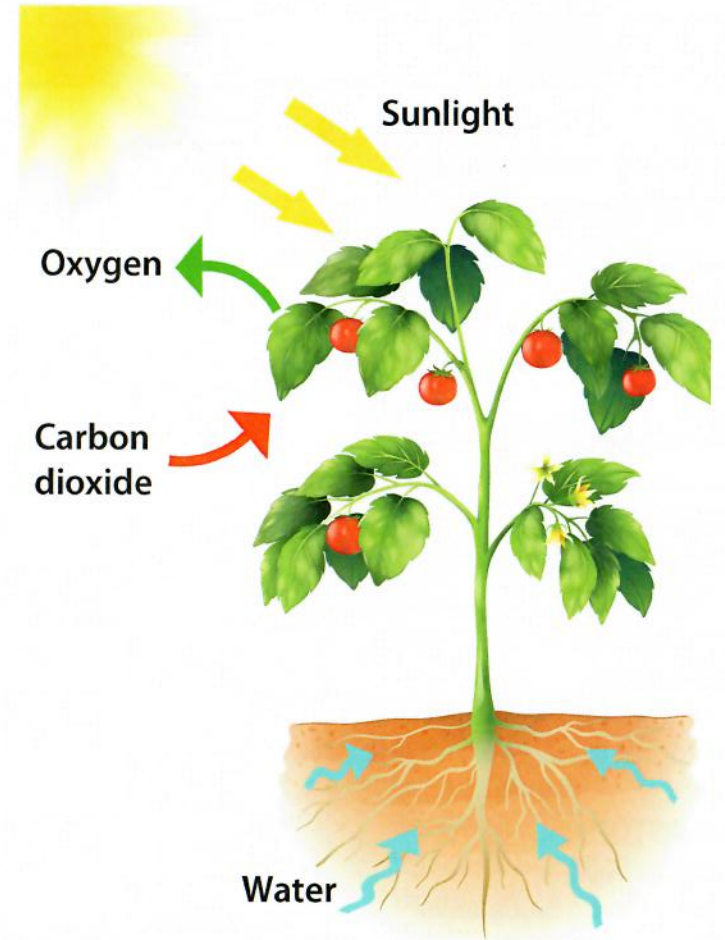
B \_\_\_\_\_

I \_\_\_\_\_

## Connections!

An ecosystem is made up of many connections.

# Photosynthesis (how plants make their energy)



# Welcome to the Tiger

Use these pages to record your abiotic and biotic observations.

Find something not on the list? Write it down!

If you find evidence of an animal, write an "E" next to it.



<p>cloudy sunny partly</p> <p> </p>	<p>cold / cool / warm / hot</p> <p>windy / not windy</p>
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PRODUCERS



\* = introduced species

<p><b>CANOPY:</b></p> <p><input type="checkbox"/> Bigleaf Maple</p> <p><input type="checkbox"/> Cottonwood</p> <p><input type="checkbox"/> Douglas-Fir</p> <p><input type="checkbox"/> Red Alder</p> <p><input type="checkbox"/> Western Hemlock</p> <p><input type="checkbox"/> Western Redcedar</p> <p><b>UNDERSTORY:</b></p> <p><input type="checkbox"/> Devil's Club</p> <p><input type="checkbox"/> *Himalayan Blackberry</p> <p><input type="checkbox"/> Oregon Grape</p> <p><input type="checkbox"/> Osoberry</p> <p><input type="checkbox"/> Red Huckleberry</p> <p><input type="checkbox"/> Salal</p> <p><input type="checkbox"/> Salmonberry</p> <p><input type="checkbox"/> *Scotch Broom</p> <p><input type="checkbox"/> Thimbleberry</p> <p><input type="checkbox"/> Vine Maple</p>	<p><b>FOREST FLOOR:</b></p> <p><input type="checkbox"/> Bracken Fern</p> <p><input type="checkbox"/> Bleeding Heart</p> <p><input type="checkbox"/> *Creeping Buttercup</p> <p><input type="checkbox"/> Horsetail</p> <p><input type="checkbox"/> *Stinky Bob</p> <p><input type="checkbox"/> Stinging Nettle</p> <p><input type="checkbox"/> Sword Fern</p> <p><input type="checkbox"/> Trailing Blackberry</p> <p><b>ALL LAYERS - look from the ground up to the canopy:</b></p> <p><input type="checkbox"/> *Ivy</p> <p><input type="checkbox"/> Lichen</p> <p><input type="checkbox"/> Licorice Fern</p> <p><input type="checkbox"/> Moss</p>
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# Mountain forest ecosystem!

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Season: \_\_\_\_\_



<p>Rain</p> <p>Snow</p> <p>Mist</p>	<p>Stream</p> <p>Lake</p> <p>Swamp</p>	<p>Clay Sand Loam</p> <p>Gravel Rocks</p> <p><i>(Loam is a mix of clay &amp; sand)</i></p>
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CONSUMERS



DECOMPOSERS

<p><b>MAMMALS:</b></p> <p><input type="checkbox"/> Black Bear (<i>very unlikely!</i>)</p> <p><input type="checkbox"/> Black-Tailed Deer</p> <p><input type="checkbox"/> Chipmunk</p> <p><input type="checkbox"/> Douglas' Squirrel</p> <p><input type="checkbox"/> Mouse</p> <p><b>BIRDS:</b></p> <p><input type="checkbox"/> American Robin</p> <p><input type="checkbox"/> Bald Eagle</p> <p><input type="checkbox"/> Hummingbird</p> <p><input type="checkbox"/> Osprey</p> <p><input type="checkbox"/> Pacific Wren</p> <p><input type="checkbox"/> Woodpecker</p> <p><b>REPTILES &amp; AMPHIBIANS:</b></p> <p><input type="checkbox"/> Garter Snake</p> <p><input type="checkbox"/> Pacific Tree Frog</p> <p><input type="checkbox"/> Rough-Skinned Newt</p>	<p><b>FUNGI:</b></p> <p><input type="checkbox"/> Shelf-Type Fungi</p> <p><input type="checkbox"/> Mushroom-Type Fungi</p> <p><input type="checkbox"/> Jelly-Type Fungi</p> <p><b>INVERTEBRATES:</b></p> <p><input type="checkbox"/> Ant</p> <p><input type="checkbox"/> Banana Slug</p> <p><input type="checkbox"/> Beetle</p> <p><input type="checkbox"/> *Black or Brown Slug</p> <p><input type="checkbox"/> Earthworm</p> <p><input type="checkbox"/> Snail</p> <p><input type="checkbox"/> Spider</p> <p><input type="checkbox"/> Yellow-Spotted Millipede</p>
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## Stop #1

1. Where do you see moss growing?

2. What four things does moss need to grow?

\_\_\_\_\_

3. Is moss a producer (plant) or consumer (animal)?

## Stop #2

Write one benefit that streams provides to this forest:

## Stop #3

Write one benefit that fallen trees provide to the forest:

## Stop #4

Draw or write about what you observed:

## Stop #5

Draw an animal that might live in this forest:

Animal name: \_\_\_\_\_

## Stop #6

What are some examples of human activity you have seen today? (Hint: you're standing on one!).

## Stop #7

Choose one native plant to draw:

Plant name: \_\_\_\_\_

## Stop #8

Look back at your checklist on pages 5-6. What introduced plant species have you found? Remember to look for the \* symbol.

How can introduced plants impact forest ecosystems like this one?

## Stop #9

Stop to notice the three layers of the forest. How are they connected to one another? Talk about your ideas.

Forest floor -- on the ground

Understory -- between the forest floor and canopy

Canopy -- the tops of the trees

## Stop #10

***This is a great time to mark off any more producers, consumers, or decomposers you have seen!***

Go back to pages 5-6 in your journal.

If you're still waiting for lunch, discuss:

Who do you think should be responsible for keeping forests like this healthy? (Hint: there is no correct answer!).

## Forest Ecosystem Connections

1) Draw and label *at least* 2 producers, 2 consumers, and 2 abiotic parts of this ecosystem.

2) Draw arrows to show how the energy moves through the ecosystem. (E.g. a plant gives energy to an animal).

# How to Be a Steward

1. How can you learn more about the nature around you?

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2. How can you help others explore nature?

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3. What are some actions you can take to help protect nature?

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**Join us to plant trees, hike, and more!**

[mtsgreenway.org/events](http://mtsgreenway.org/events)

# Become a Steward of Nature

I, \_\_\_\_\_, am proud to become a Steward of Nature in the Mountains to Sound Greenway. I hereby promise to continue to learn about nature and enjoy its many wonders; to share what I know and why I care with my friends and family; and to protect nature in my city and in the forest.

\_\_\_\_\_  
signature

\_\_\_\_\_  
today's date

