

Welcome to Your Greenway Field Trip at Tiger Mountain



Thank you so much for being part of this Greenway field trip! You will play an important role: helping the students stay safe while participating in the field trip activities. If you have any questions, don't hesitate to ask your Greenway Educator.

Greenway Educator Cell Phone Numbers:

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What's in This Packet?

- ★ Overview of the Day
- ★ In Case of Emergency
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- ★ Investigation
- ★ Map
- ★ Key Terms



SCAN ME
to provide feedback

★ Overview of the Day

- Your Greenway Educator will get your class ready for the field trip, including:
 - Introduction to the forest and Mountains to Sound Greenway Trust
 - Overview of the day and materials
 - Behavior expectations
 - Use the bathrooms
- Hike with your small group of students, following the Greenway signs along the trail. Help them use their journals to explore the forest along the way.
- Eat lunch (Stop #10)
- Activity – varies depending on timing and the weather.
- Hike back to the trailhead.
- Whole-class discussion and gather materials.
- Use the bathrooms and get on the bus.

★ In Case of Emergency

Greenway Educators carry a first aid kit and are trained in Wilderness First Aid and CPR.

The nearest medical facility:

Swedish Medical Center
751 Northeast Blakely Drive
Issaquah, WA 98029
425-313-4000

★ Chaperone Responsibilities

We are so grateful for our adult chaperones! We ask that you:

- Help keep kids **safe** and **engaged**.
- Use your cell phone only when necessary.
- **Help guide your students** to use their science journals – there are clipboards, pencils, and identification materials in the Greenway backpack.
- Encourage students to take turns using materials.
- Help get everything back into the Greenway backpack by the end of the day
- **Ask us if you have questions or concerns!**
- **Give us any feedback** on the evaluation form by scanning the QR code.

★ Student Expectations

While we're in this outdoor classroom, we expect students to be **respectful** of others and of nature, to be **curious**, and to **try their best**. This means we:

- Listen to the speaker
- Use an “indoor voice”
- Stay on the trail
- Walk, don't run
- Be considerate of other hikers – let them pass you on the trail
- Treat living plants with respect – don't tear or pick plants
- Stay with your group
- Observe wildlife – don't touch animals, including any dogs on the trail



★ Investigation

The students will work in their groups to study parts of the forest ecosystem at Tiger Mountain. To guide them, Greenway Educators have placed 10 signs along the trail that provide prompts for the students to discuss and answer in their journals. Plan to spend a few minutes at each. In between stops, encourage the students to continue making observations and record on pages 5-6 (next page). At Stop #10, we will eat lunch together as a class.

Follow our trail signs that look like this:



Stop #1

Open your science journal to pages 9-10.
Record your observations about the light, air,
water, and soil.

Then, find some moss. Go to page 11 in your
journal.

Students should record their observations along the hike and place a ✓ next to the living and non-living things they see.

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.



cloudy sunny partly



cold / cool / warm / hot
windy / not windy

PRODUCERS



* = introduced species

CANOPY:

- ___ Bigleaf Maple
- ___ Cottonwood
- ___ Douglas-Fir
- ___ Red Alder
- ___ Western Hemlock
- ___ Western Redcedar

UNDERSTORY:

- ___ Devil's Club
- ___ *Himalayan Blackberry
- ___ Oregon Grape
- ___ Osoberry
- ___ Red Huckleberry
- ___ Salal
- ___ Salmonberry
- ___ *Scotch Broom
- ___ Thimbleberry
- ___ Vine Maple

FOREST FLOOR:

- ___ Bracken Fern
- ___ Bleeding Heart
- ___ *Creeping Buttercup
- ___ Horsetail
- ___ *Stinky Bob
- ___ Stinging Nettle
- ___ Sword Fern
- ___ Trailing Blackberry

ALL LAYERS - look from the ground up to the canopy:

- ___ *Ivy
- ___ Lichen
- ___ Licorice Fern
- ___ Moss

Mountain forest ecosystem!

Date: _____ Time: _____ Season: _____



Rain

Stream

Snow

Lake

Mist

Swamp

Clay

Sand

Loam

Gravel

Rocks

(Loam is a mix of clay & sand)

CONSUMERS



DECOMPOSERS

MAMMALS:

- ___ Black Bear (*very unlikely!*)
- ___ Black-Tailed Deer
- ___ Chipmunk
- ___ Douglas' Squirrel
- ___ Mouse

BIRDS:

- ___ American Robin
- ___ Bald Eagle
- ___ Hummingbird
- ___ Osprey
- ___ Pacific Wren
- ___ Woodpecker

REPTILES & AMPHIBIANS:

- ___ Garter Snake
- ___ Pacific Tree Frog
- ___ Rough-Skinned Newt

FUNGI:

- ___ Shelf-Type Fungi
- ___ Mushroom-Type Fungi
- ___ Jelly-Type Fungi

INVERTEBRATES:

- ___ Ant
- ___ Banana Slug
- ___ Beetle
- ___ *Black or Brown Slug
- ___ Earthworm
- ___ Snail
- ___ Spider
- ___ Yellow-Spotted Millipede

★ Map



★ Key Terms

Abiotic things are non-living and have never been alive. Light, air, water, and soil are abiotic elements in a forest ecosystem.

Biotic things that are alive! Plants and animals are biotic.

Consumers are organisms that get their energy from eating (consuming) plants and/or other animals. Deer, coyotes, snakes, and birds are examples of consumers.

Decomposers are organisms that get their energy from breaking down (decomposing) dead plants and animals. Fungi, bacteria, and invertebrates are examples of decomposers. (We refer to these three categories as the FBI.

Erosion carries sediment down into streams and lakes, which can have a negative impact on habitat for fish and other wildlife.

A **forest ecosystem** is a collection of living and non-living things that interact and depend on each other.

Invertebrates are organisms that don't have a backbone. Slugs, snails, worms, and insects are examples of invertebrates.

Native plants are plants that have grown in their ecosystem for a long, long time.

Introduced plants are native to other parts of the world and were brought to this region by people – by accident or on purpose. **Noxious weeds** are a type of introduced plant that significantly impact and degrade native plant and animal habitat. **Weeds of concern** are another type of introduced plant that can also impact and degrade an ecosystem but less compared with noxious weeds.

Photosynthesis is the amazing process by which plants use sunlight, air, and water to make their own energy. All green plants do this... even moss!

Producers are plants. They are called 'producers' because they make (produce) their own energy using light from the sun, carbon dioxide from the air, and water. This amazing process is called photosynthesis.

Stewards are people who care about nature and work hard to protect it.