



pLatform for INnovation in Natural science onlinE education

Unità Didattica (UD)/Lesson plan

Le piante dei prati

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Authors	Gedimino miesto mokykla (LT)



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DESCRIZIONE GENERALE

Sezioni	Descrizione
1. Argomento/titolo dell'UD	Le piante dei prati
2. Breve descrizione dell'UD	<p>In questa UD, gli alunni/le alunne impareranno a distinguere tra prati e tappeti erbosi, a identificare le piante che crescono nei prati, a creare un erbario e a conoscere gli ecosistemi aperti e chiusi.</p> <p>Questa UD è suddivisa in tre fasi, ciascuna per ogni argomento:</p> <ol style="list-style-type: none"> 1. Cosa è un prato? 2. Le piante dei prati, le loro specie e le loro caratteristiche 3. Costruire un ecosistema
3. Beneficiari	Alunni e alunne di età compresa tra gli 8 e i 10 anni.
4. ore totali	4 ore e 30 minuti, oltre a 3 mesi di osservazione. Le attività dovrebbero essere svolte in maniera coerente rispetto alla stagione.
5. Situazione/problema	Quali piante possono crescere in un prato? Quali sono le diverse caratteristiche di un prato e di un tappeto erboso? Quali sono le differenze tra ecosistemi aperti ed ecosistemi chiusi?
6. Obiettivi	L'obiettivo principale di questa UD è far apprendere ad alunni e alunne: le differenze tra ecosistemi aperti e chiusi; le modalità di crescita delle piante; come identificare le piante di un prato.
7. Materie	Scienze, tecnologie, lingue.
8. Risultati attesi	Ecosistemi aperti e chiusi; un erbario.

PIANO DI LAVORO

Fase/titolo/lezioni	Breve descrizione	Materie	Obiettivi	Conoscenze e competenze	Strategie educative	Strumenti e risorse	Setting*	Valutazione	Durata
Lezione 1 Cosa è un prato?	L'insegnante mostra agli alunni e alle alunne un video che desta il loro interesse, e chiede loro di spiegare su cosa verterà la lezione. Video 1 Gli alunni e le alunne formano delle coppie e creano diagrammi che riassumono le loro conoscenze sui prati. L'insegnante mostra il Video 2 Dopo aver guardato il video, le coppie completano il	Scienze, lingue.	Imparare le informazioni rilevanti sui prati e creare un diagramma. Aggiornare il proprio diagramma man mano che si apprendono nuove informazioni. Descrivere, in sintesi, i prati. Saper identificare le somiglianze e le differenze tra prati e tappeti erbosi. Saper distinguere tra informazioni vere e	Saper usare informazioni acquisite. Saper selezionare informazioni chiave. Essere in grado di valutare le informazioni in modo critico. Saper distinguere tra informazioni vere e false sui prati e sui tappeti erbosi.	Apprendimento attivo e collaborativo. A coppie, gli/le alunni/e creano un diagramma sui prati e sui tappeti erbosi. A turno, presentano le informazioni apprese. A coppie, completano il diagramma di Venn e lo analizzano insieme al resto della classe.	Video 1 (YouTube) da Discover Planet Earth Channel. What is Happening in the Meadow Bubble Thinking Map Video 2 (YouTube) da GardensFor Wildlife Channel What Is A Meadow Video dal Progetto LINNEO (Inglese) Natural meadow and lawn (Italiano)	Aula, lavagna interattiva	Valutazione dell'accuratezza del compito. Saper distinguere tra prati e tappeti erbosi sulla base di somiglianze e differenze Scheda 1 (Venn diagram) e Scheda 2	1 ora e 30 minuti

	<p>loro diagramma aggiungendo, con altri colori, le informazioni appena acquisite.</p> <p>Le coppie leggono alla classe una delle frasi che hanno riportato sul diagramma e ne discutono con il resto della classe.</p> <p>Con l'aiuto dell'insegnante, che legge loro le descrizioni dei prati e dei tappeti erbosi (da un'enciclopedia o da un libro di testo)</p> <p>A3.1</p> <p>Le coppie completano il diagramma di Venn che mostra somiglianze e differenze tra</p>		<p>informazioni false su prati e tappeti erbosi.</p>			<p><u>Prati naturali e tappeti erbosi</u></p> <p>Scheda 1 “Diagramma di Venn” (in allegato, in italiano e inglese)</p> <p>Scheda 2 “Vero o falso” (in allegato, in italiano e inglese)</p>			
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	<p>prati e tappeti erbosi.</p> <p>Scheda 1</p> <p>Le diverse coppie si confrontano sui dati che hanno inserito nei loro diagrammi di Venn.</p> <p>Gli alunni e le alunne valutano quanto appreso durante la lezione rispondendo alle domande dell'insegnante.</p> <p>Scheda 2</p>								
<p>Lezione 2.</p> <p>Le piante dei prati, le loro specie e le loro caratteristiche.</p> <p>Una lezione in un prato</p>	<p>L'insegnante mostra un video sulle piante dei prati</p> <p>Video 3 A3.3</p> <p>Alunni e alunne creano le carte con i nomi delle varie piante.</p>	<p>Tecnologie, scienze, lingue.</p>	<p>Reperire informazioni delle piante sui libri di testo o su internet.</p> <p>Riconoscere e fare foto alle piante selezionate.</p> <p>Analizzare le varie</p>	<p>Essere in grado di identificare le varie piante.</p> <p>Preparare la pianta per l'erbario.</p>	<p>Lavoro individuale.</p> <p>Gli alunni/le alunne pescano delle carte che contengono i nomi delle varie piante.</p>	<p>Video 3 (YouTube) da Love2Learn with Miss Ellis</p> <p>Wild Plants</p> <p>Video dal Progetto LINNEO</p>	<p>Prato</p>	<p>Identificare le piante e prepararle per l'erbario.</p>	

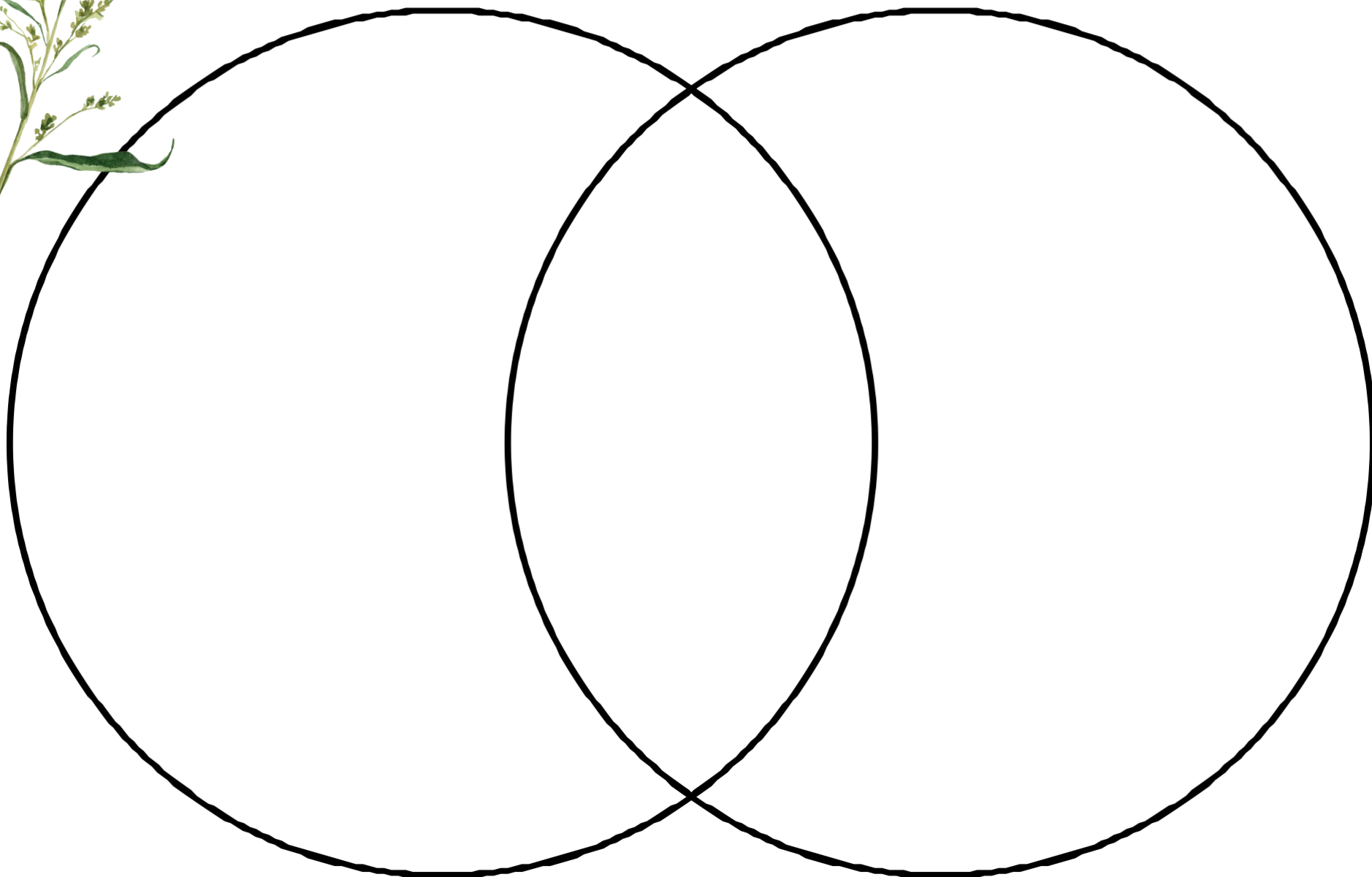
(per l'erbario)	<p>Scheda 3</p> <p>Alunni e alunne usano i loro dispositivi per confrontare le piante con le fotografie online.</p> <p>Esplorando il prato, identificano e localizzano la pianta che hanno scelto. Esaminano la pianta con una lente di ingrandimento. La fotografano e la prelevano per l'erbario.</p> <p>L'insegnante mostra il video su come creare l'erbario.</p> <p>Video 4</p> <p>Gli alunni e le alunne seguono le istruzioni e preparano l'erbario.</p>		<p>parti delle piante con una lente di ingrandimento.</p> <p>Seguire le istruzioni del video per preparare l'erbario.</p>		<p>Gli alunni e le alunne cercano la foto della pianta corrispondente su internet.</p> <p>Gli alunni e le alunne fotografano la pianta corrispondente e poi la prelevano dal terreno.</p>	<p>(Inglese) Meadow plants</p> <p>(Italiano) Le piante delle praterie</p> <p>Carte con i nomi delle varie piante</p> <p>Scheda 3 "I nomi delle piante dei prati" (in allegato, in italiano e inglese)</p> <p>Lente di ingrandimento, tablet, cartellina, libro di testo.</p> <p>Video 4 (YouTube) da ThinkTac Science Experiment</p>			1 ora e 30 minuti.
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Lezione 3. Creare un ecosistema	<p>In gruppo, gli alunni e le alunne acquisiscono informazioni sugli ecosistemi aperti e chiusi.</p> <p>I gruppi condividono e riassumono le conoscenze apprese.</p> <p>L'insegnante mostra un video su un ecosistema semplice.</p> <p>Video 5 In gruppo, gli alunni e le alunne creano 4 diversi ecosistemi (2 aperti e 2 chiusi).</p> <p>Dopo aver creato gli ecosistemi, gli alunni e le alunne se ne prendono cura, ne documentano i cambiamenti e</p>	Tecnologie, lingue, scienze.	<p>Saper definire un ecosistema aperto e uno chiuso.</p> <p>Gli alunni e le alunne si accordano su come dividersi i compiti.</p> <p>Osservare e documentare cosa accade all'interno dell'ecosistema. Osservare i cambiamenti, curare gli ecosistemi, paragonarli e trarre conclusioni.</p>	<p>Essere in grado di valutare le informazioni acquisite.</p> <p>Saper collaborare, dividersi compiti e responsabilità.</p> <p>Essere in grado di curare e di monitorare gli ecosistemi, di riportare i cambiamenti osservati sulle schede.</p>	<p>A gruppi, alunni e alunne prendono appunti sulle varie informazioni che riguardano gli ecosistemi aperti e chiusi.</p> <p>A gruppi, gli alunni e le alunne creano ecosistemi aperti e chiusi.</p> <p>Con un approccio collaborativo, alunni e alunne compilano le schede relative all'osservazione dei loro ecosistemi.</p>	<p>Video 5 (YouTube) da ThinkTac Creating a SIMPLE But BEAUTIFUL Ecosystem: Step-by-Step Terrarium Guide</p> <p>4 grandi contenitori trasparenti, 2 dei quali devono avere un coperchio a chiusura ermetica. Per chiudere i contenitori è possibile utilizzare della pellicola di plastica o del nastro adesivo.</p> <p>Piante dei prati, terriccio,</p>	Aula, tablet e computer.	<p>Creare ecosistemi aperti e chiusi. Compilare la scheda relativa al monitoraggio.</p>	<p>1 ora e 30 minuti</p> <p>Tre mesi di osservazione.</p>
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	li osservano per tre mesi. Per questa attività, utilizzano le schede apposite. Scheda 4					semi delle piante selezionate. Sabbia o argilla. . Scheda 4 “Monitoraggi o della ricerca” (in allegato, in italiano e inglese).			
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* Setting: organizzazione dell’aula (fisica o virtuale) secondo l’attività da svolgere; risorse utilizzate (tecnologiche o di altro tipo), e gestione di tali risorse.

PRATI & TAPPETI ERBOSI



Prati e tappeti erbosi

Vero o falso

1 – Un tappeto erboso è un'area utilizzata per scopi decorativi o funzionali.

V

F

2 – Un prato naturale è abitato da piante perenni che crescono spontaneamente.

V

F

3– Nei tappeti erbosi, le piante si riproducono e crescono autonomamente.

V

F

4 – Nei tappeti erbosi sono presenti una o più specie di piante che crescono rapidamente, producono uno strato piuttosto folto, sopravvivono al calpestio e alla tosatura, e costituiscono una superficie erbosa densa.

V

F

5–Nei prati naturali, le piante perenni crescono spontaneamente.

V

F

6 – I tappeti erbosi si trovano spesso nei parchi, nelle piazze, vicino alle fattorie.

V

F

7 – I tappeti erbosi non necessitano di cure, perché crescono naturalmente.

V

F

8 – Con la crescita dell'agricoltura, i prati vengono spesso trasformati in aree da fattoria, il che porta alla diminuzione dei prati naturali.

V

F

A rectangular frame containing a stylized, black-and-white line drawing of a leafy branch, resembling a lion's mane or a decorative border. The leaves are pointed and arranged in a circular, symmetrical pattern.

DENTE DI LEONE

A rectangular frame containing a stylized, black-and-white line drawing of a leafy branch, resembling a lion's mane or a decorative border. The leaves are pointed and arranged in a circular, symmetrical pattern.

ASSENZIO

A rectangular frame containing a stylized, black-and-white line drawing of a leafy plant, possibly a dandelion or similar, with many pointed leaves radiating from a central point. The pattern is dense and fills the background of the frame.

CREPIS

A rectangular frame containing a stylized, black-and-white line drawing of a leafy plant, possibly a dandelion or similar, with many pointed leaves radiating from a central point. The pattern is dense and fills the background of the frame.

CICORIA

A rectangular frame containing a stylized, black-and-white line drawing of overlapping leaves or branches. The pattern is dense and fills the background of the frame.

**CENTAUREA
MACROCEPHALA**

A rectangular frame containing a stylized, black-and-white line drawing of overlapping leaves or branches. The pattern is dense and fills the background of the frame.

MARGHERITA

A rectangular label with a black border, featuring the text "MILLEFOGLIE" in bold, black, uppercase letters. The label is set against a background of a repeating pattern of stylized, overlapping leaf or petal shapes, also in black lines.

MILLEFOGLIE

A rectangular label with a black border, featuring the text "CARDO" in bold, black, uppercase letters. The label is set against a background of a repeating pattern of stylized, overlapping leaf or petal shapes, also in black lines.

CARDO

A rectangular frame containing a stylized, black-and-white line drawing of a leafy plant, possibly a clover or trifolium, with several leaves visible on the left and right sides.

TRIFOGLIO BIANCO

A rectangular frame containing a stylized, black-and-white line drawing of a leafy plant, possibly a clover or trifolium, with several leaves visible on the left and right sides.

VICIA CRACCA

A rectangular frame containing a stylized, black-and-white line drawing of overlapping leaves or branches. The pattern is dense and fills the background of the frame.

**BAMBAGIONE
PUBESCENTE**

A rectangular frame containing a stylized, black-and-white line drawing of overlapping leaves or branches. The pattern is dense and fills the background of the frame.

ERBA DI TIMOTEO

A rectangular frame containing a stylized leaf pattern. The leaves are represented by simple black outlines, some with internal veins, creating a dense, overlapping foliage effect.

**ERBA
MAZZOLINA**

A rectangular frame containing a stylized leaf pattern, identical to the one in the top image. The leaves are represented by simple black outlines, some with internal veins, creating a dense, overlapping foliage effect.

LOGLIO

A rectangular frame containing a stylized, black-and-white line drawing of overlapping leaves or branches. The pattern is dense and fills the background of the frame.

**ERBA DI SAN
GIOVANNI**

A rectangular frame containing a stylized, black-and-white line drawing of overlapping leaves or branches. The pattern is dense and fills the background of the frame.

BRIZA MEDIA

A rectangular frame containing a stylized, black-and-white line drawing of overlapping leaves or branches. The leaves are elongated with pointed tips and are arranged in a dense, overlapping pattern.

**PIANTAGGINE
MAGGIORE**

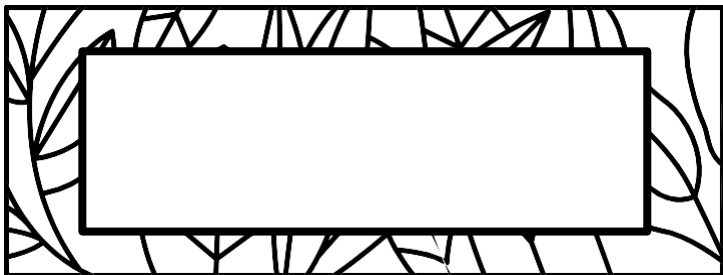
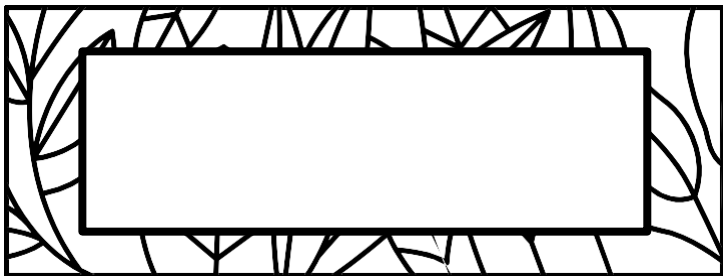
A rectangular frame containing a stylized, black-and-white line drawing of overlapping leaves or branches. The leaves are elongated with pointed tips and are arranged in a dense, overlapping pattern.

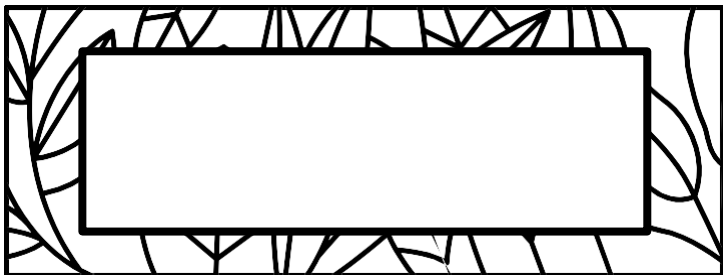
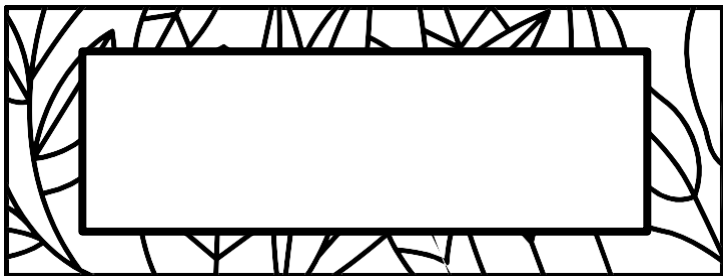
**CAMPANULA
PATULA**



SALVIA COMUNE

TIMO





Monitoraggio della ricerca

Settimana 1 _____

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

Monitoraggio della ricerca

Settimana 2 _____

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

Monitoraggio della ricerca

Settimana 3 _____

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

Monitoraggio della ricerca

Settimana 4

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

Monitoraggio della ricerca

Settimana 5 _____

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

Monitoraggio della ricerca

Settimana 6 _____

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

Monitoraggio della ricerca

Settimana 7 _____

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

Monitoraggio della ricerca

Settimana 8 _____

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

Monitoraggio della ricerca

Settimana 9 _____

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

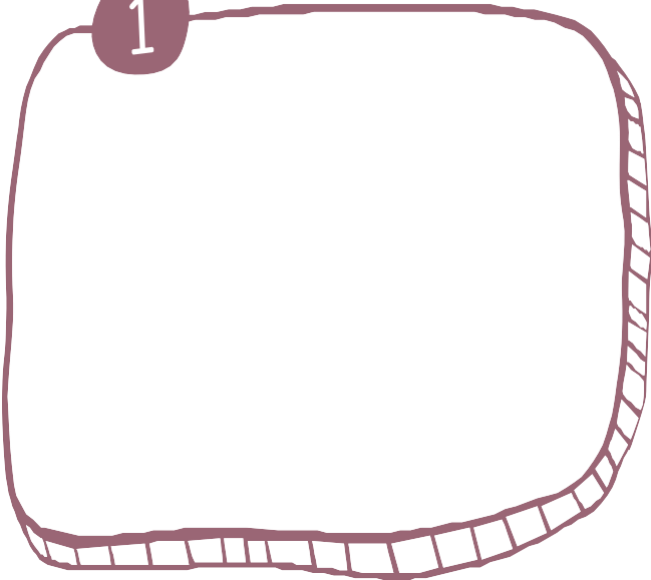
Monitoraggio della ricerca

Settimana 10 _____

Ecosistema aperto

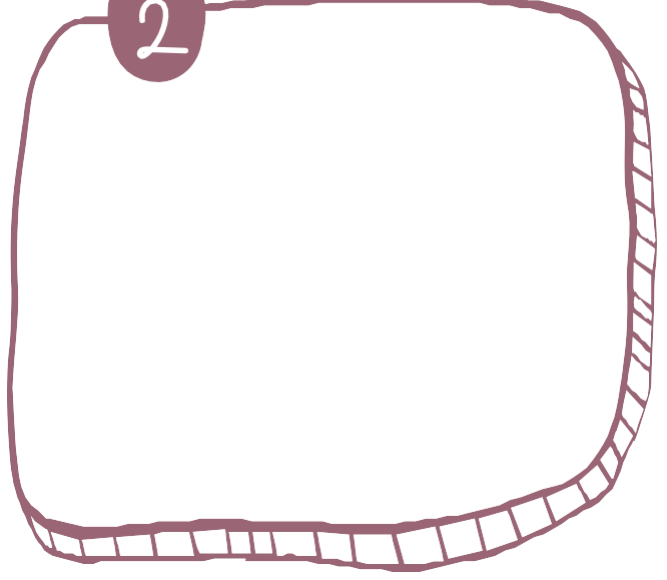
Cosa ho osservato?

1



Cosa ho osservato?

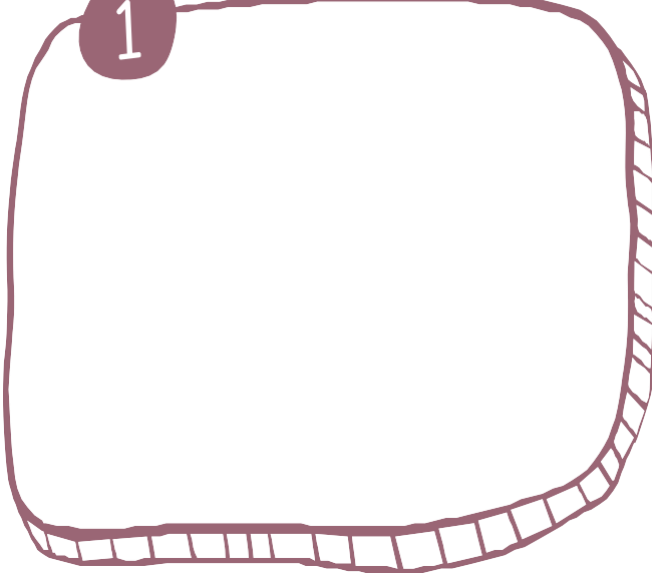
2



Ecosistema chiuso

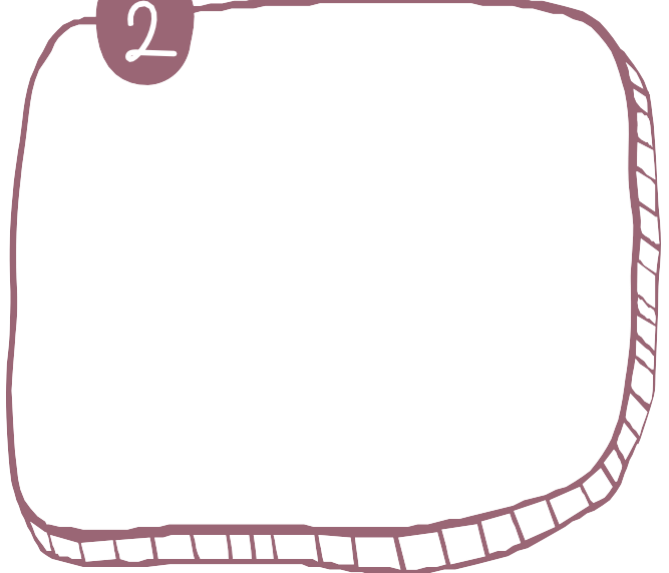
Cosa ho osservato?

1



Cosa ho osservato?

2



Cosa ipotizzo che succederà la prossima settimana?

Monitoraggio della ricerca

Settimana 11 _____

Ecosistema aperto

Cosa ho osservato?

1

Cosa ho osservato?

2

Ecosistema chiuso

Cosa ho osservato?

1

Cosa ho osservato?

2

Cosa ipotizzo che succederà la prossima settimana?

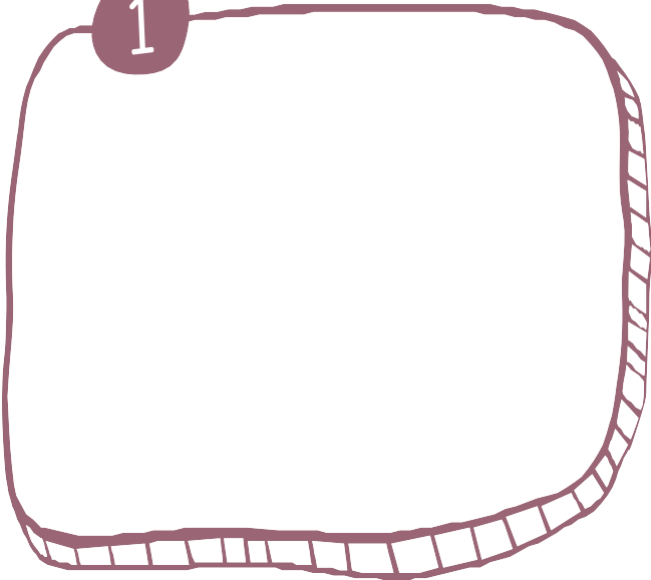
Monitoraggio della ricerca

Settimana 12 _____

Ecosistema aperto

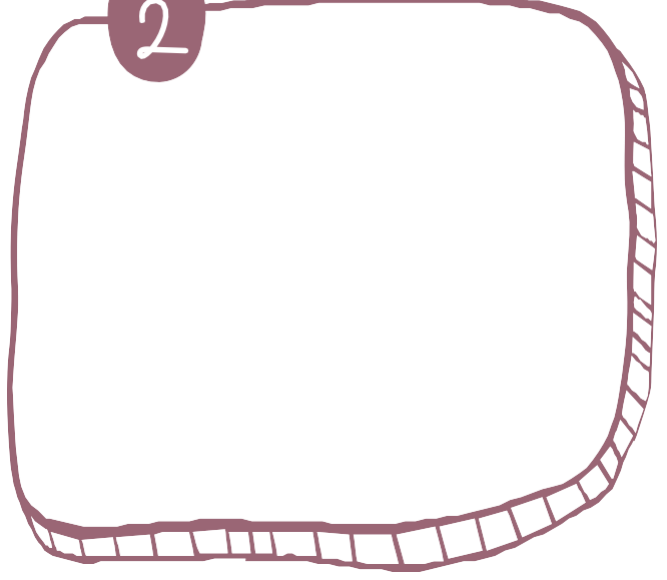
Cosa ho osservato?

1



Cosa ho osservato?

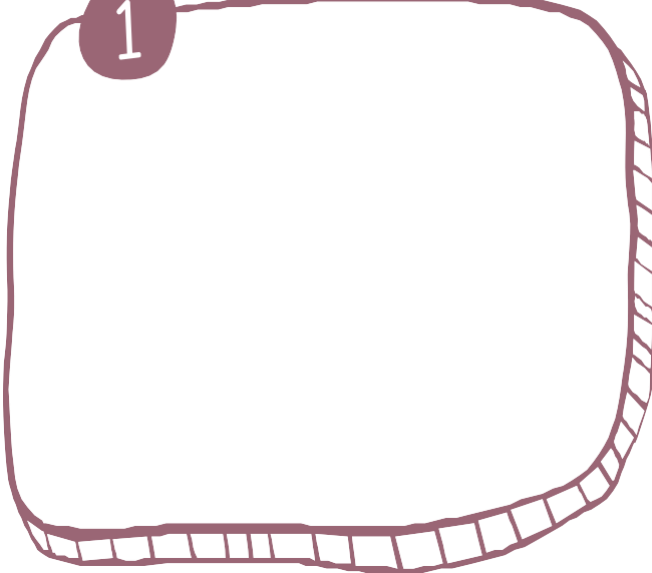
2



Ecosistema chiuso

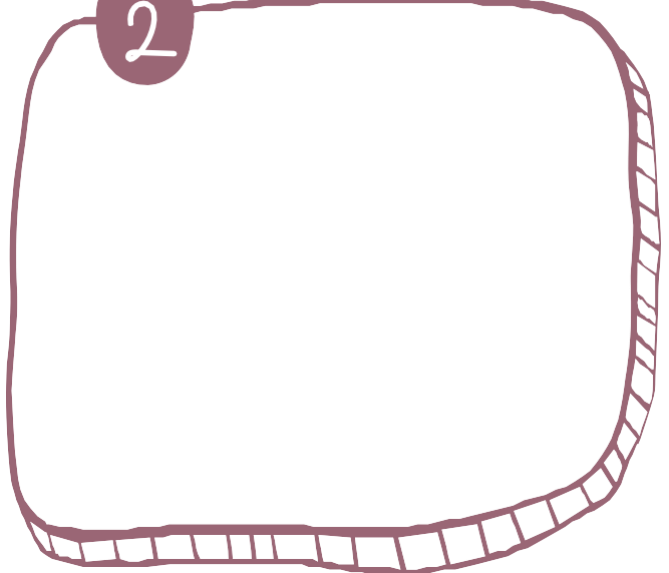
Cosa ho osservato?

1



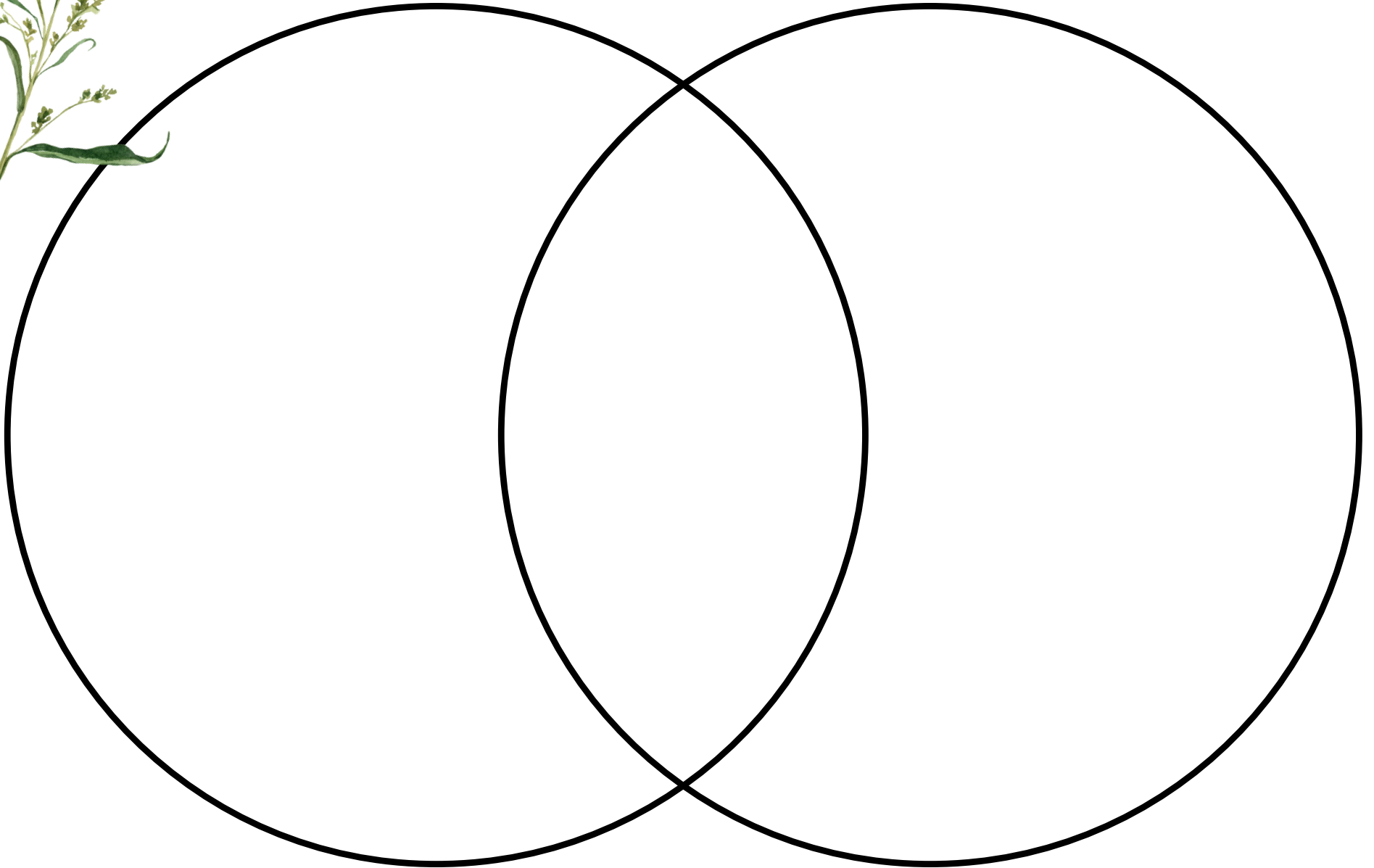
Cosa ho osservato?

2



Cosa ipotizzo che succederà la prossima settimana?

MEADOW & LAWN



Meadow and lawn

True or false

1 - A lawn is an area of ground used for ornamental or functional purposes.

T

F

2 - A natural meadow is a land area with perennial grasses that grow naturally.

T

F

3-In lawns, plants self-seed and grow unattended.

T

F

4 - A lawn is composed of one or more plant species that grow quickly, provide a firm turf, withstand mowing and trampling, and form a dense herbaceous cover.

T

F

5-In natural meadows, the plants self-seed and grow unattended.

T

F

6 - Ornamental lawns are commonly constructed in parks, squares, street borders, and near farms.

T

F

7 - The lawn requires no upkeep because it grows naturally.

T

F

8 - As agriculture expands, more grasslands are being turned to farmland, reducing the number of natural grasslands.

T

F

A rectangular label with a white background and a black border. The word "DANDELION" is centered in bold, black, uppercase letters. The label is set against a background of stylized black line drawings of dandelion leaves.

DANDELION

A rectangular label with a white background and a black border. The word "WORMWOOD" is centered in bold, black, uppercase letters. The label is set against a background of stylized black line drawings of wormwood leaves.

WORMWOOD

A rectangular frame containing a dense, black-and-white line drawing of various leaf shapes, some pointed and some rounded, creating a textured background.

CREPIS

A rectangular frame containing a dense, black-and-white line drawing of various leaf shapes, some pointed and some rounded, creating a textured background.

CHICORY

A rectangular frame containing a background pattern of stylized, overlapping leaf outlines. The leaves are drawn with simple black lines, creating a dense, organic texture.

**CENTAUREA
MACROCEPHALA**

A rectangular frame containing a background pattern of stylized, overlapping leaf outlines. The leaves are drawn with simple black lines, creating a dense, organic texture.

DAISY

A rectangular frame containing a dense, black-and-white line drawing of stylized leaves or branches, creating a textured background.

YARROW

A rectangular frame containing a dense, black-and-white line drawing of stylized leaves or branches, creating a textured background.

THISTLE

A rectangular frame containing a background pattern of stylized, overlapping leaf outlines. In the center of this frame is a white rectangular box with a black border.

WHITE CLOVER

A rectangular frame containing a background pattern of stylized, overlapping leaf outlines. In the center of this frame is a white rectangular box with a black border.

**BLUE-FLOWERED
VETCH**



**YORKSHIRE
FOG**



TIMOTHY

A rectangular frame containing a stylized, black-and-white line drawing of grass blades. The blades are depicted with simple outlines and some internal hatching to suggest texture. They are arranged in a dense, overlapping pattern that fills the background of the frame.

**COCKSFOOT
GRASS**

A rectangular frame containing a stylized, black-and-white line drawing of grass blades. The blades are depicted with simple outlines and some internal hatching to suggest texture. They are arranged in a dense, overlapping pattern that fills the background of the frame.

RYEGRASS

A rectangular frame containing a background pattern of stylized, overlapping leaf outlines. In the center of this frame is a white rectangular box with a black border.

**ST. JOHN'S
WORT**

A rectangular frame containing a background pattern of stylized, overlapping leaf outlines. In the center of this frame is a white rectangular box with a black border.

**QUÁKING-
GRÀSS**

A rectangular frame containing a background pattern of stylized, overlapping leaf outlines. In the center of this frame is a white rectangular box with a black border.

**BROADLEAF
PLANTAIN**

A rectangular frame containing a background pattern of stylized, overlapping leaf outlines. In the center of this frame is a white rectangular box with a black border.

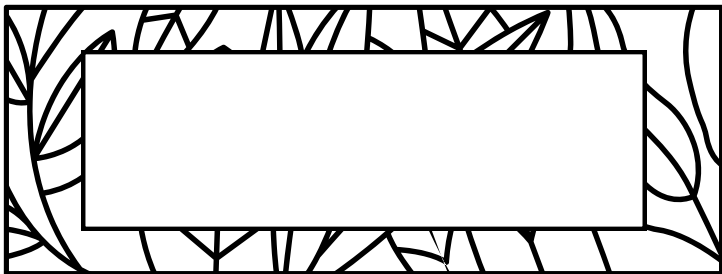
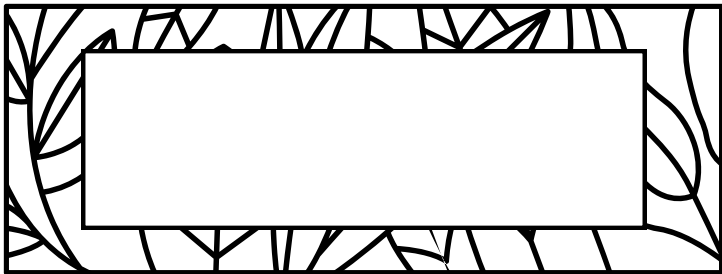
**SPREADING
BELLFLOWER**

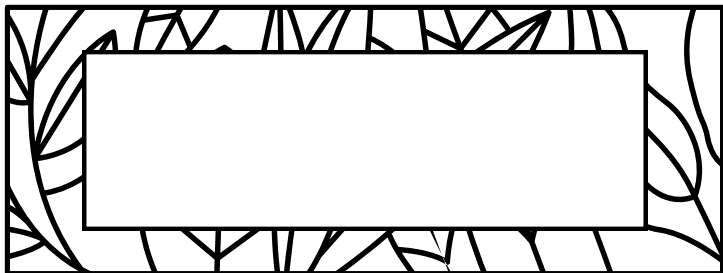
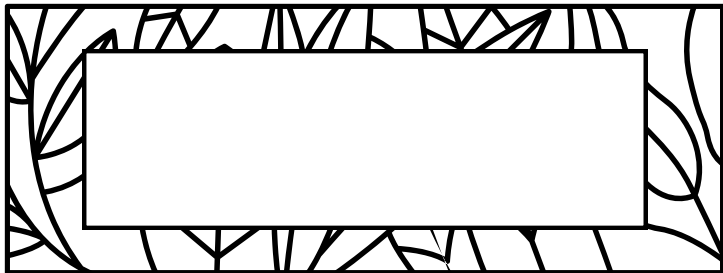
A rectangular label with a white background and a black border. The text "MEADOW CLARY" is centered in a bold, black, sans-serif font. The label is set against a background of a repeating pattern of stylized leaves and stems, drawn with black lines.

**MEADOW
CLARY**

A rectangular label with a white background and a black border. The text "THYME" is centered in a bold, black, sans-serif font. The label is set against a background of a repeating pattern of stylized leaves and stems, drawn with black lines.

THYME





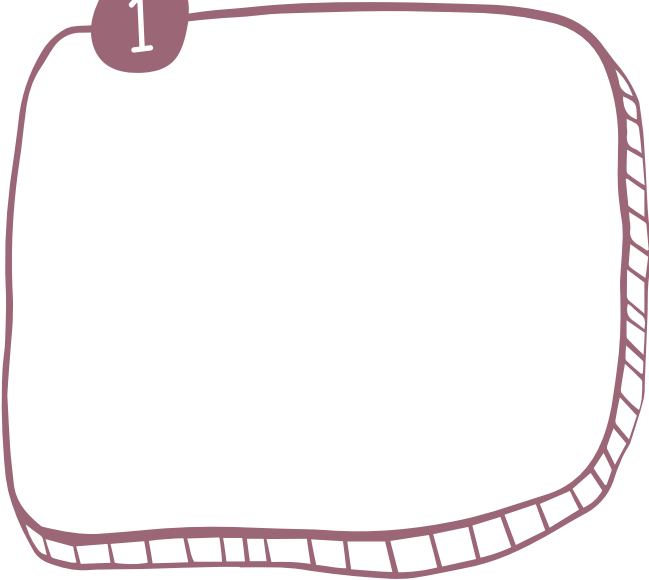
Research tracking sheet

Week 1 _____

Open ecosystem

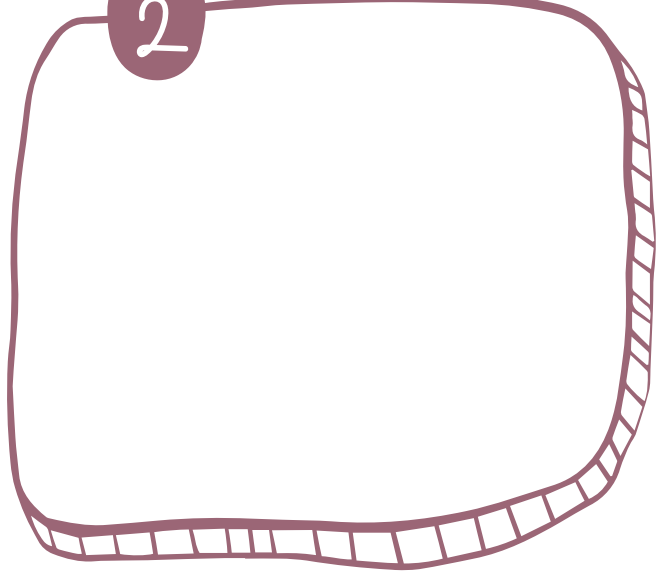
What did I notice?

1



What did I notice?

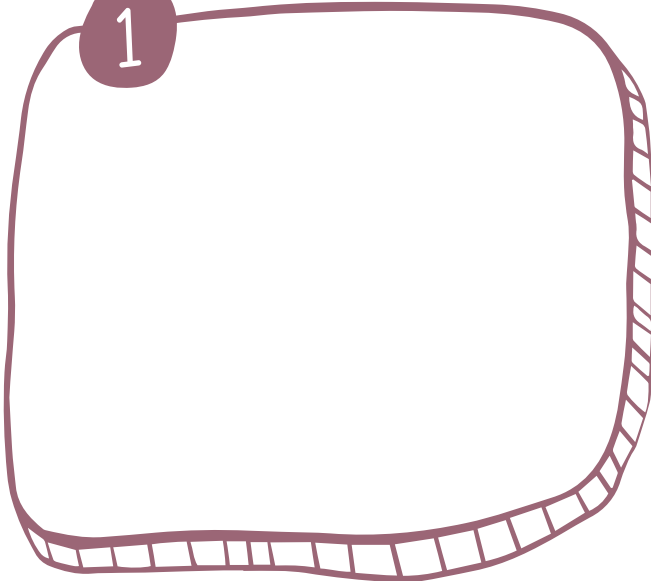
2



Closed ecosystem

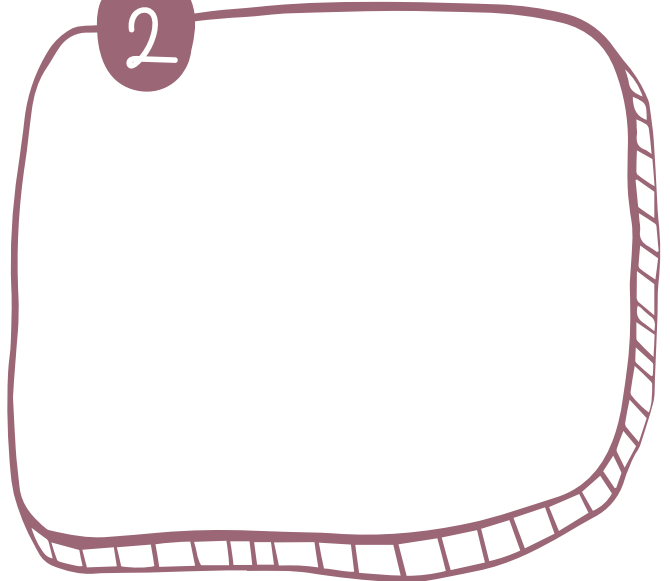
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

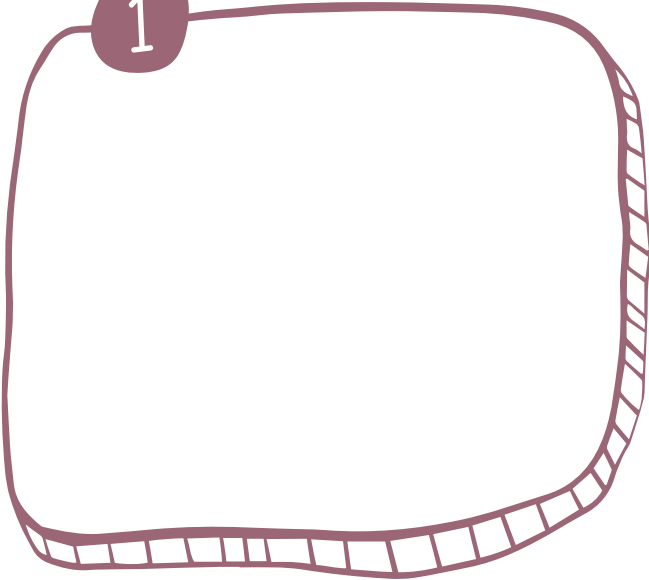
Research tracking sheet

Week 2 _____

Open ecosystem

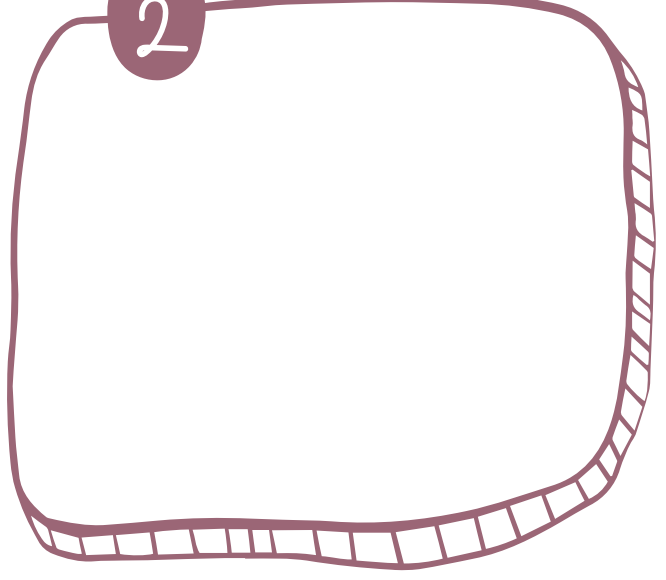
What did I notice?

1



What did I notice?

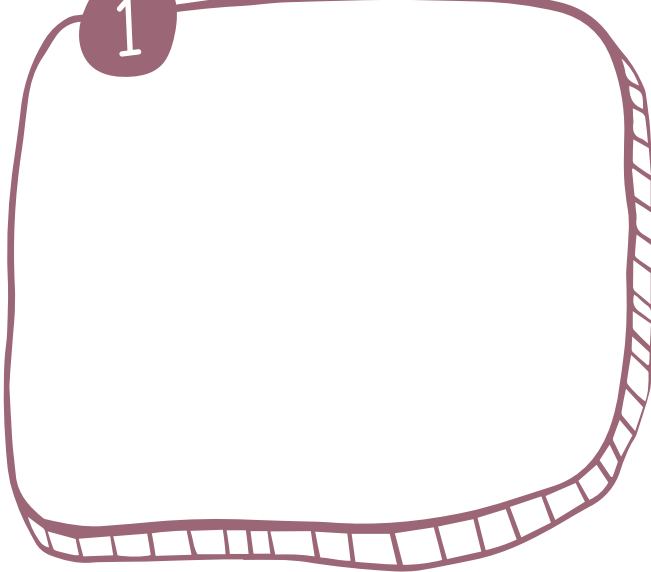
2



Closed ecosystem

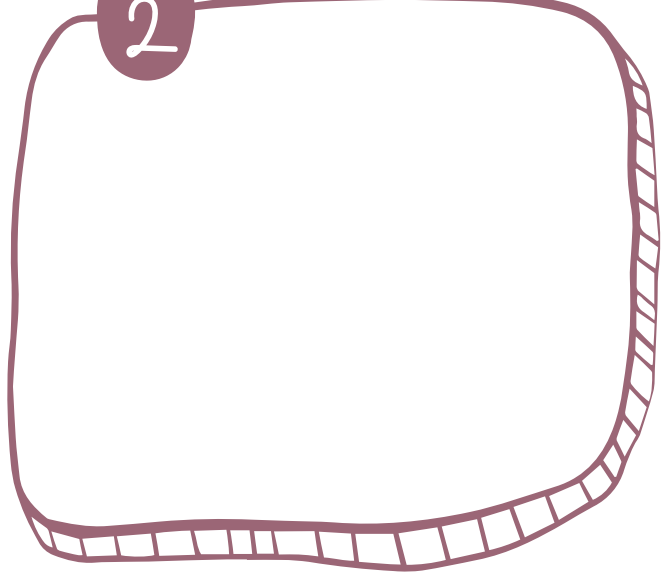
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

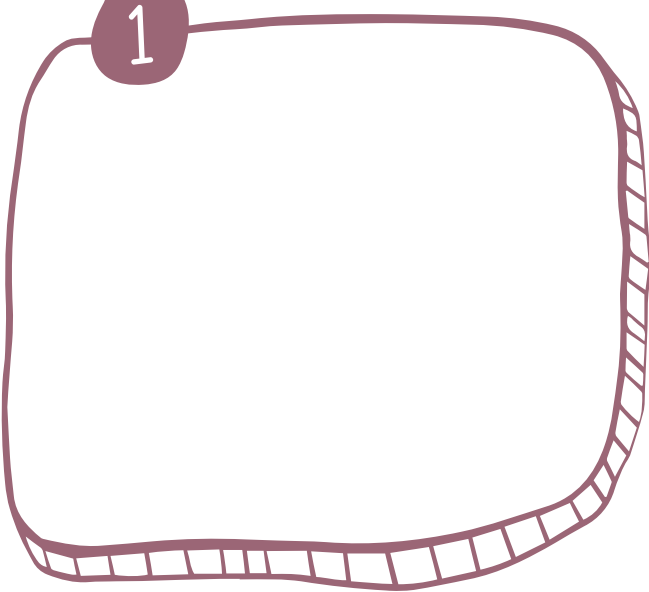
Research tracking sheet

Week 3 _____

Open ecosystem

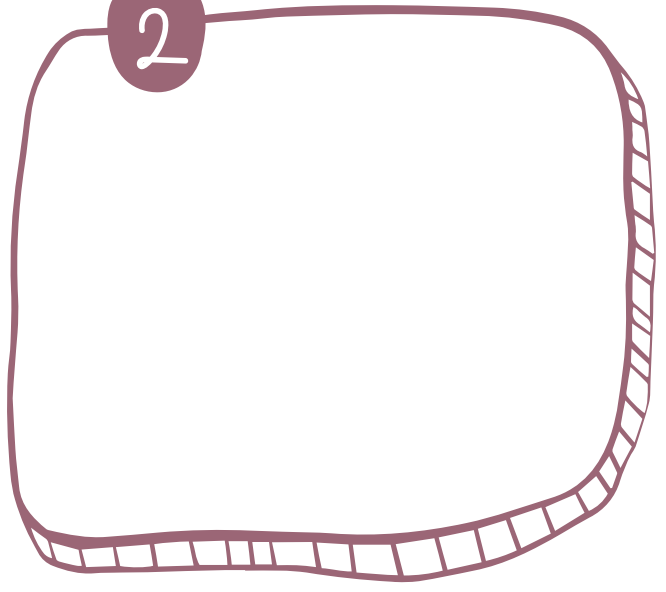
What did I notice?

1



What did I notice?

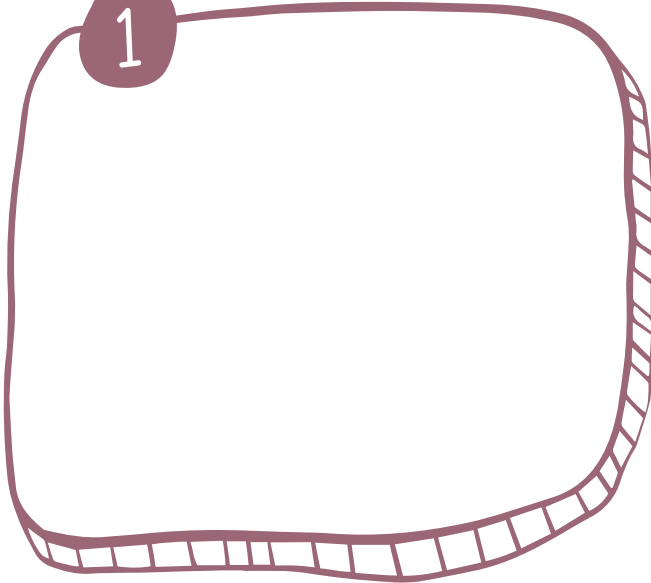
2



Closed ecosystem

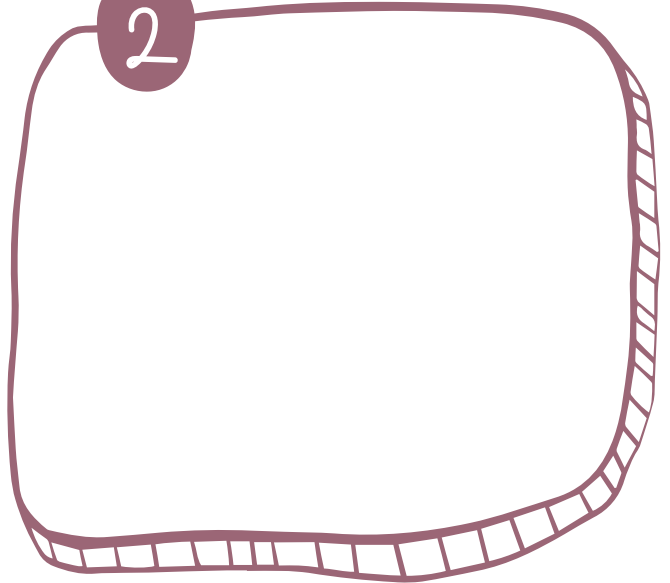
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

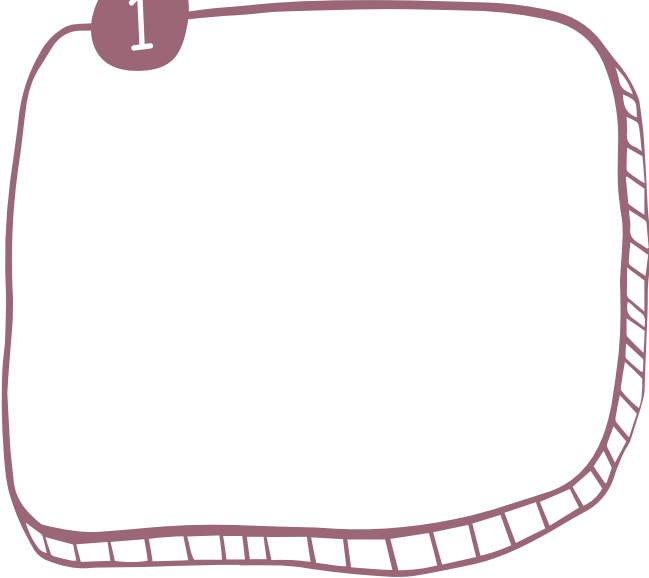
Research tracking sheet

Week 4 _____

Open ecosystem

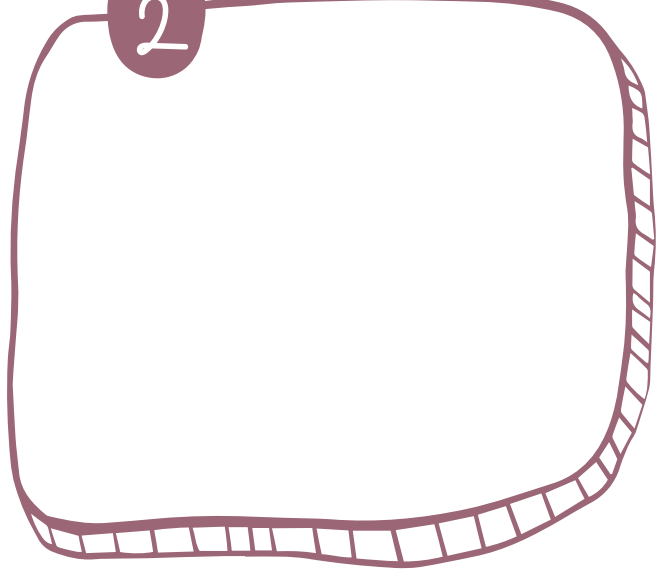
What did I notice?

1



What did I notice?

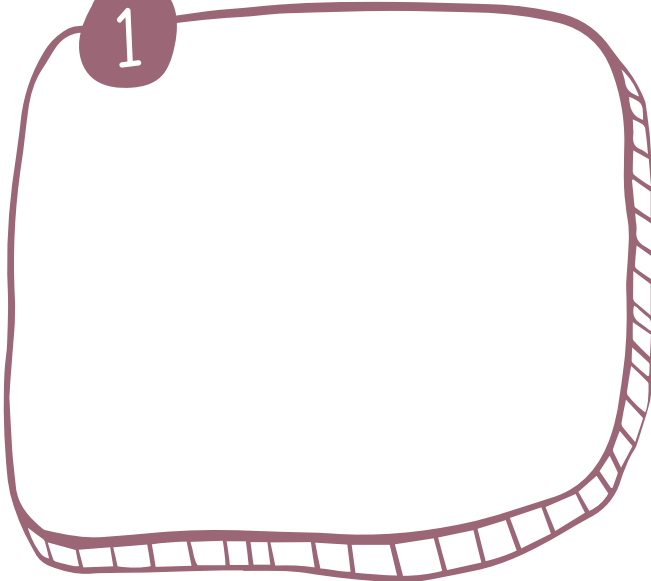
2



Closed ecosystem

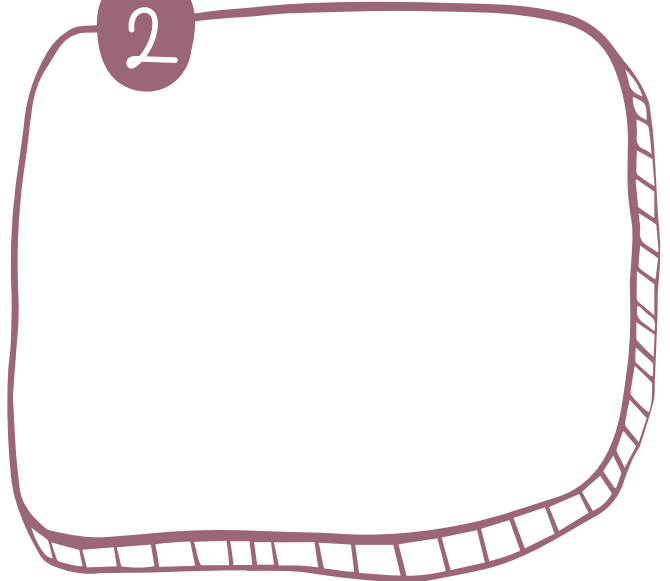
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

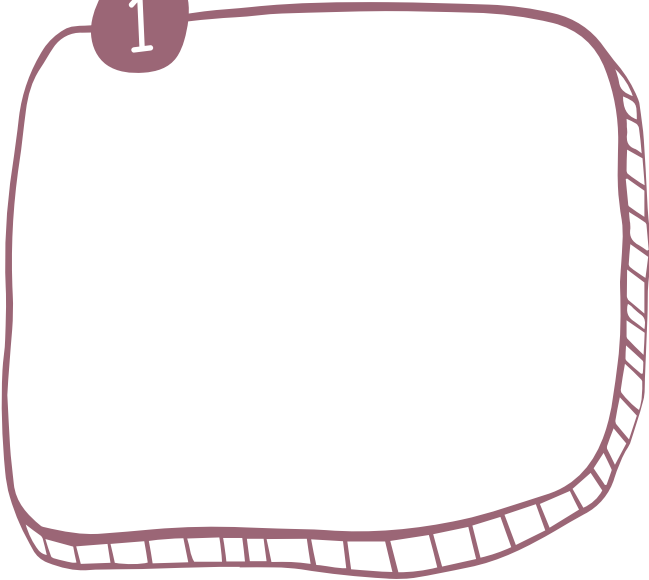
Research tracking sheet

Week 5 _____

Open ecosystem

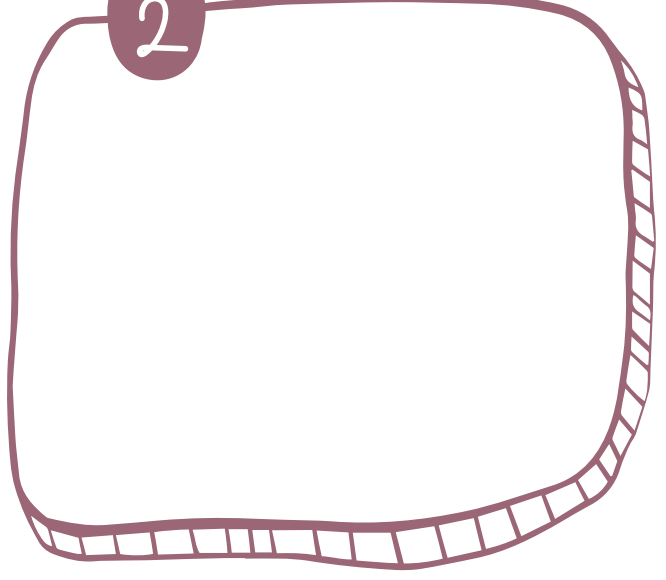
What did I notice?

1



What did I notice?

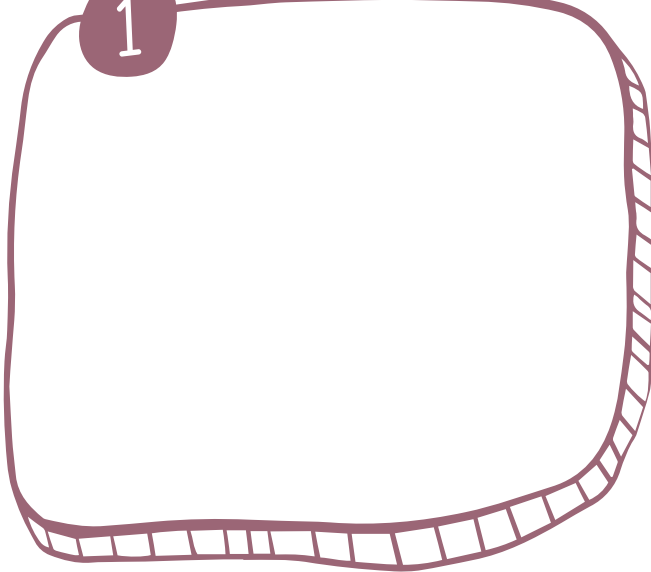
2



Closed ecosystem

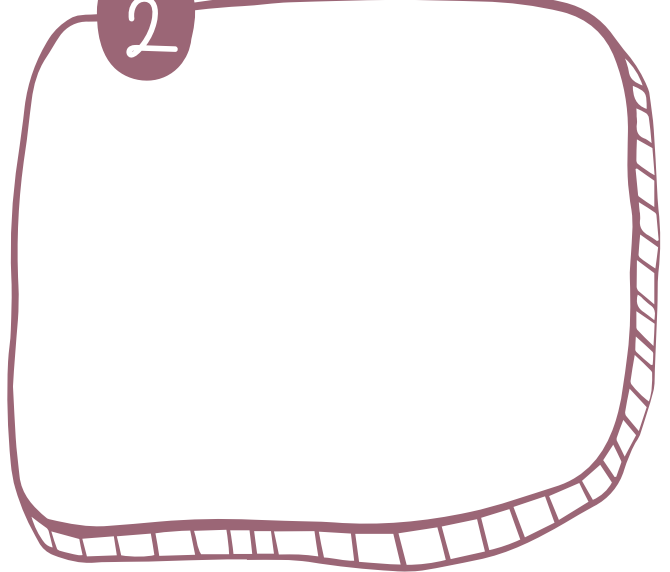
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

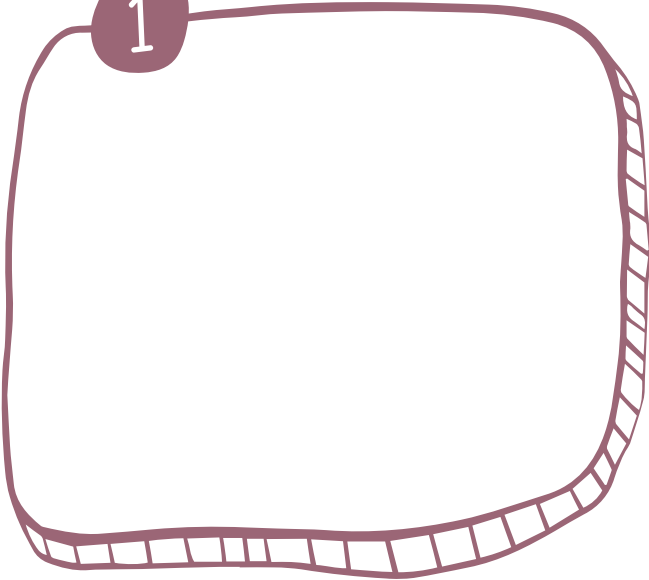
Research tracking sheet

Week 6 _____

Open ecosystem

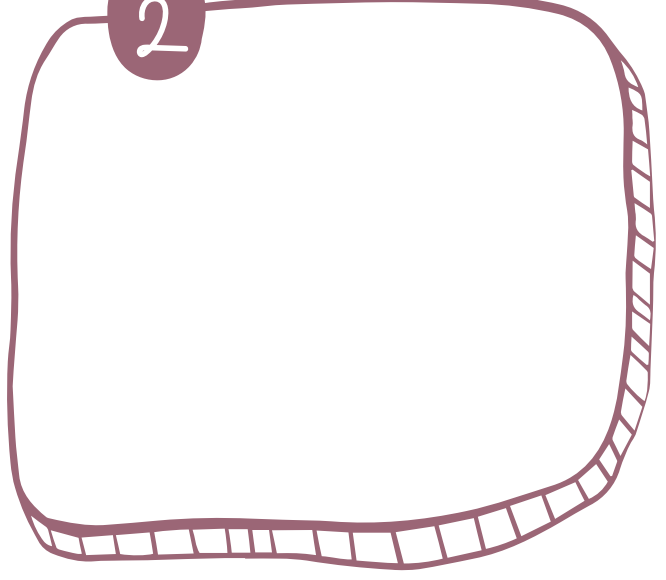
What did I notice?

1



What did I notice?

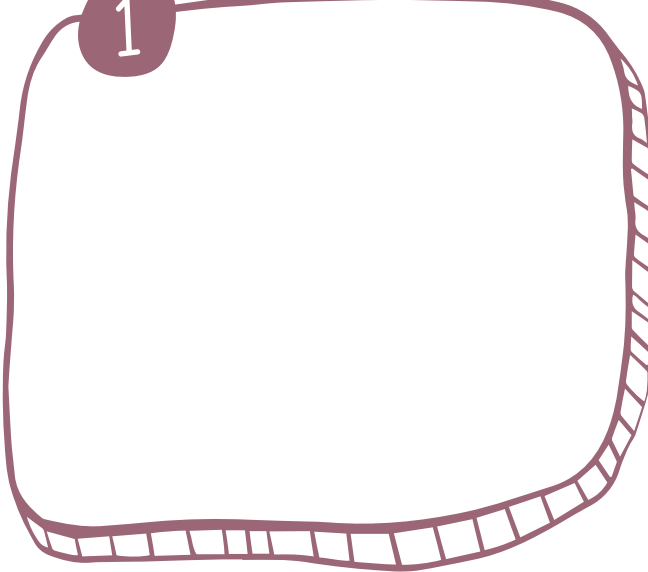
2



Closed ecosystem

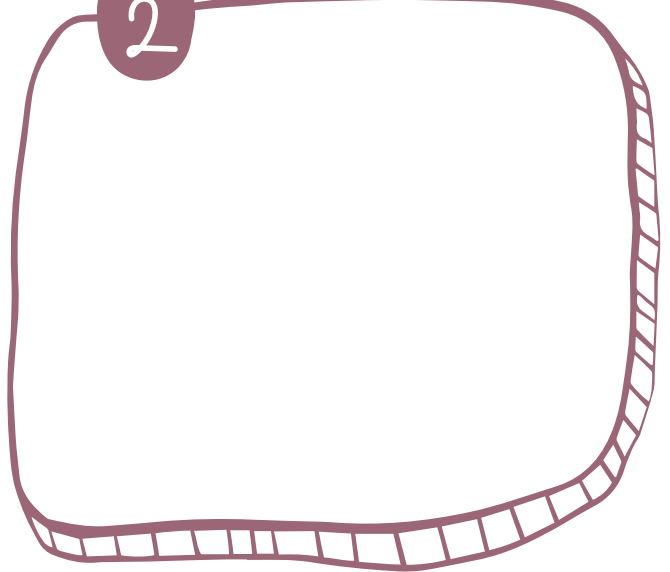
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

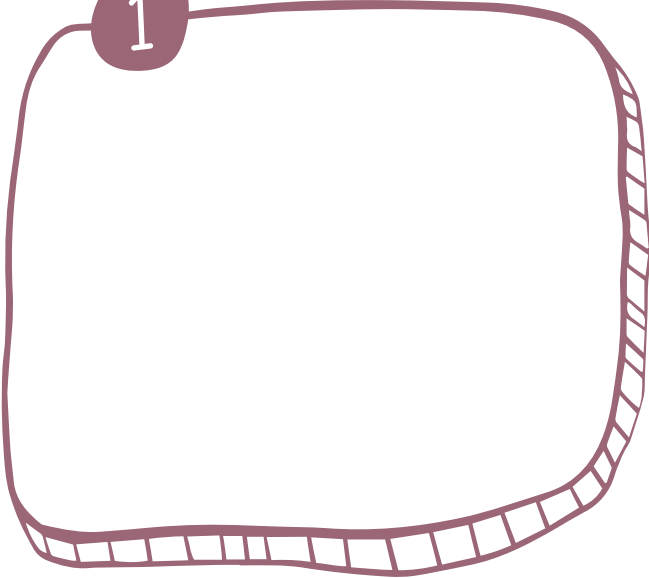
Research tracking sheet

Week 7 _____

Open ecosystem

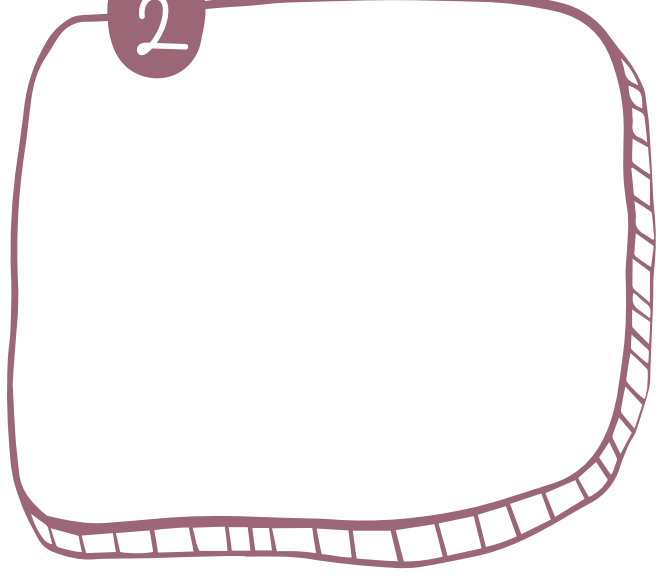
What did I notice?

1



What did I notice?

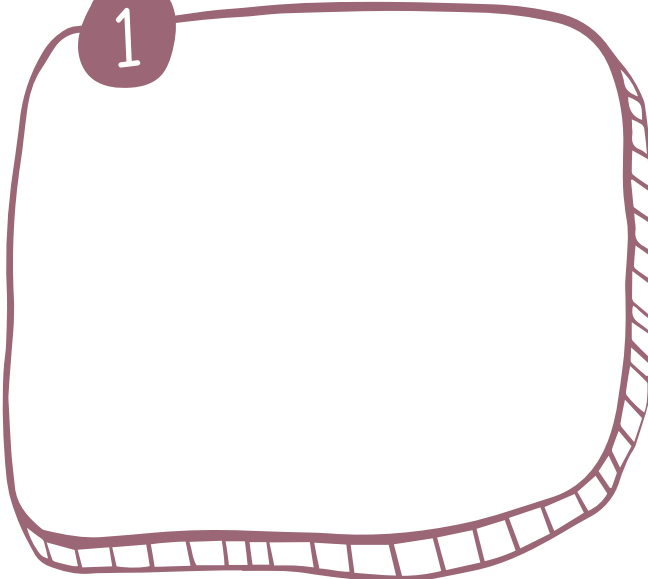
2



Closed ecosystem

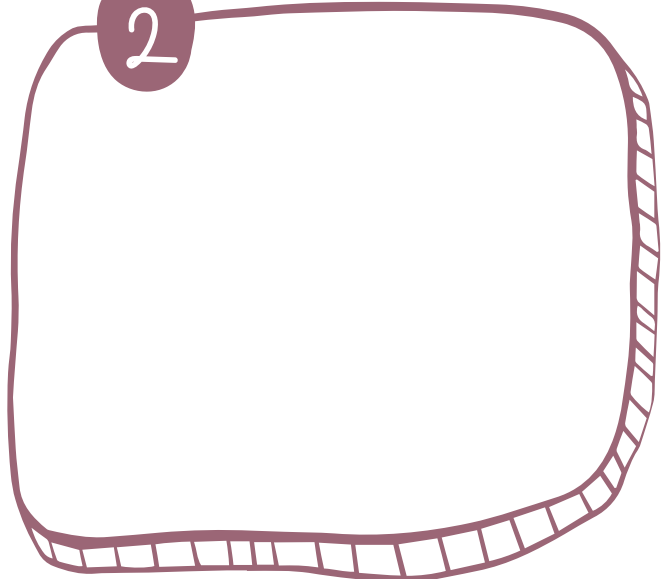
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

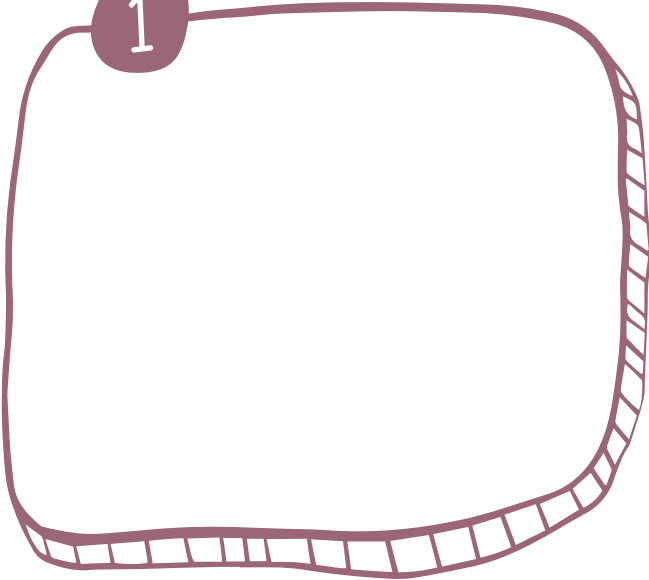
Research tracking sheet

Week 8 _____

Open ecosystem

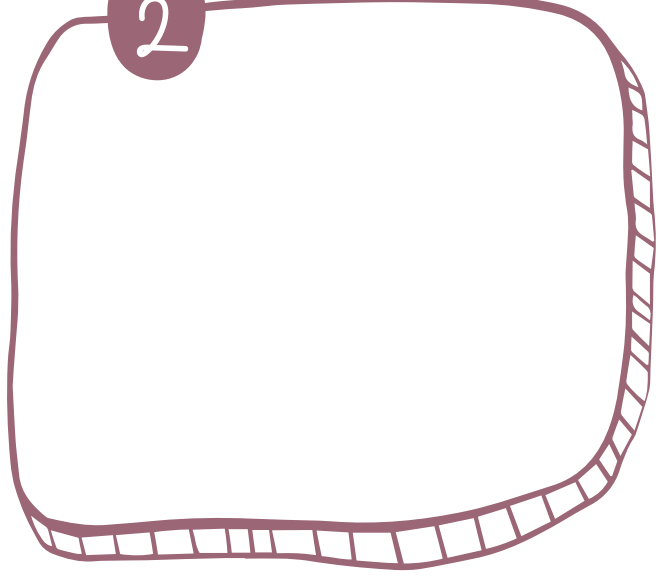
What did I notice?

1



What did I notice?

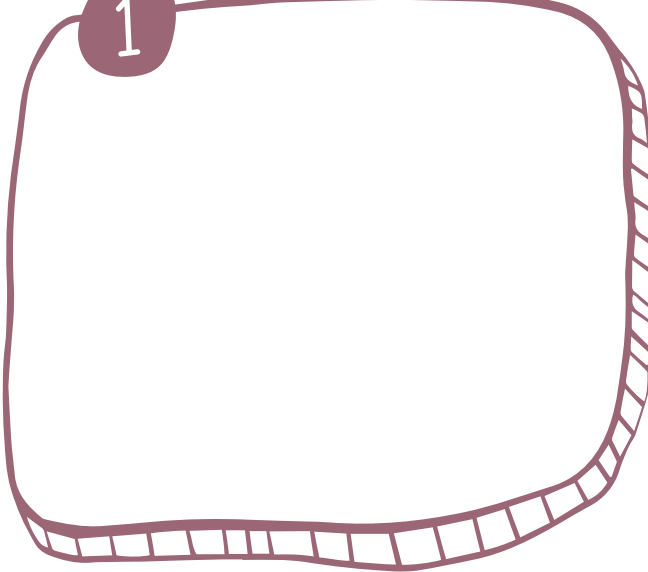
2



Closed ecosystem

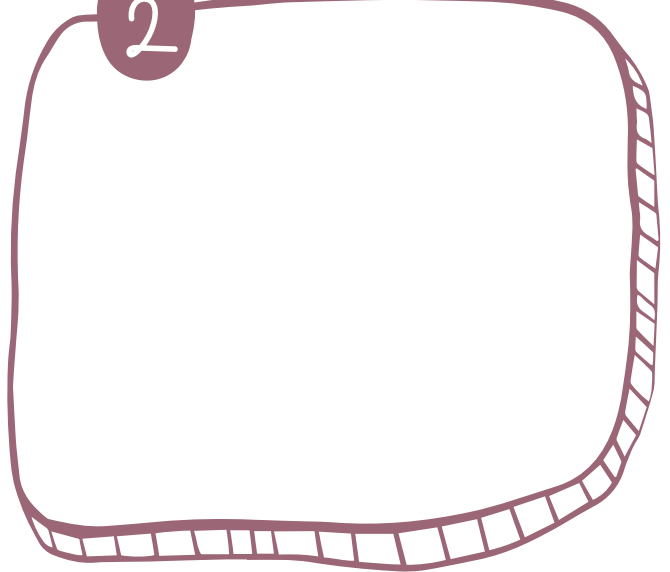
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

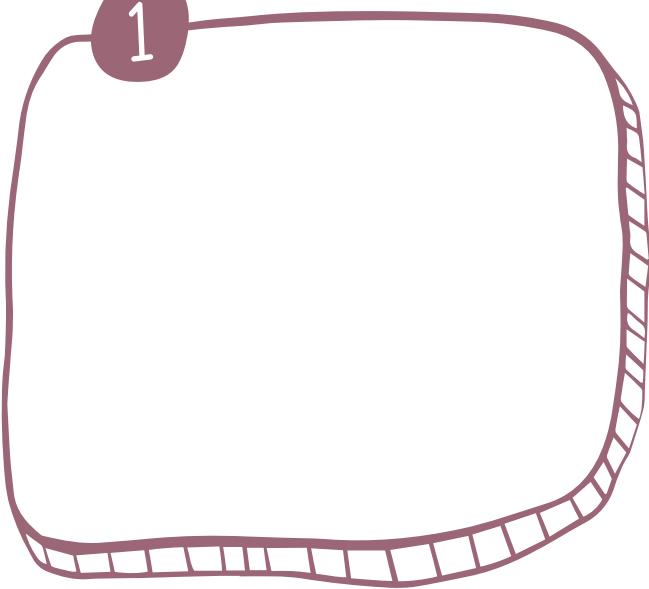
Research tracking sheet

Week 9 _____

Open ecosystem

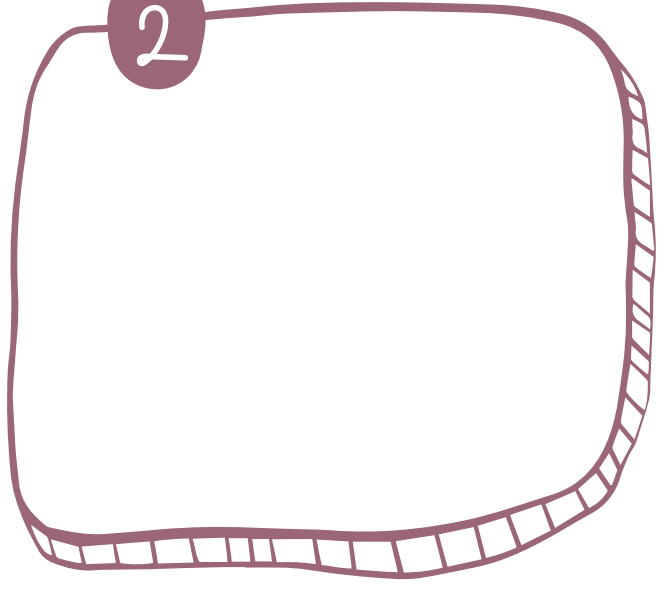
What did I notice?

1



What did I notice?

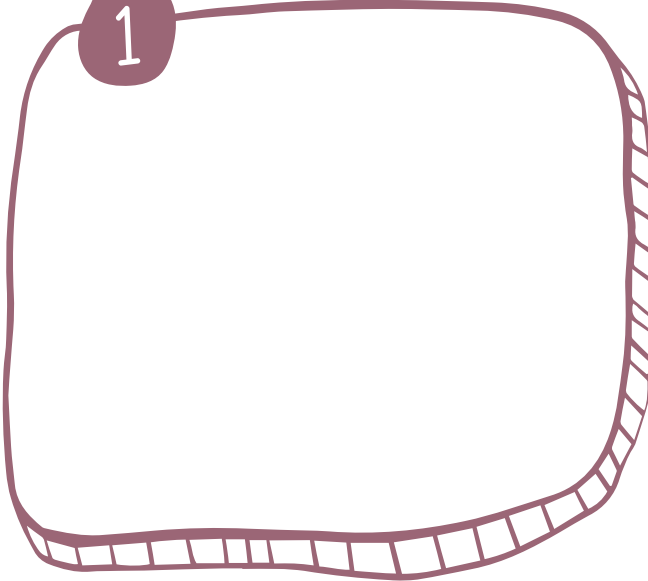
2



Closed ecosystem

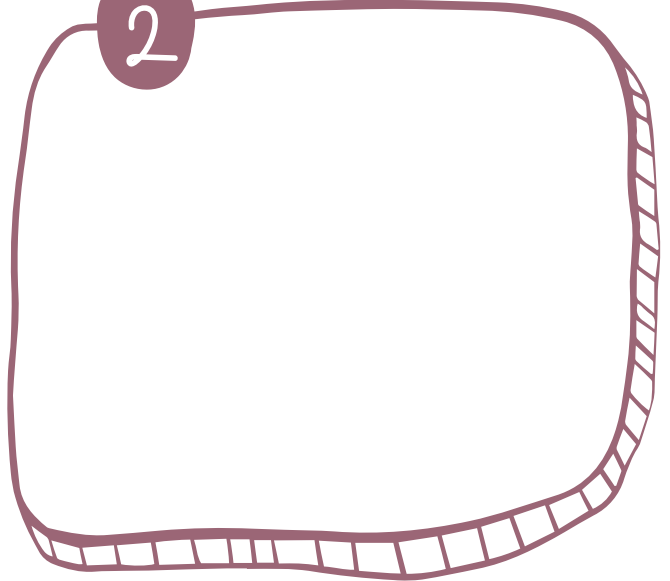
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

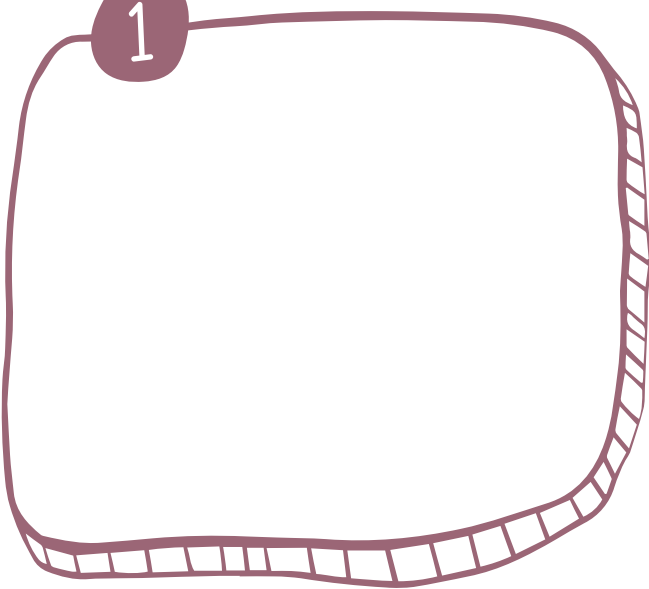
Research tracking sheet

Week 10 _____

Open ecosystem

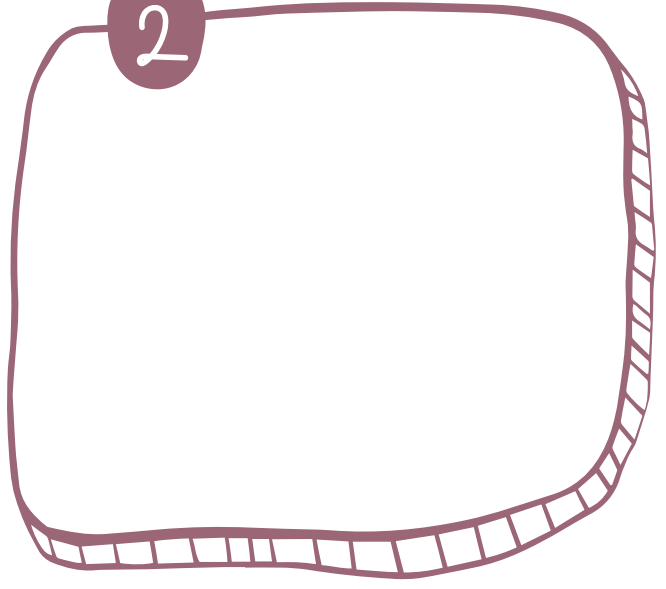
What did I notice?

1



What did I notice?

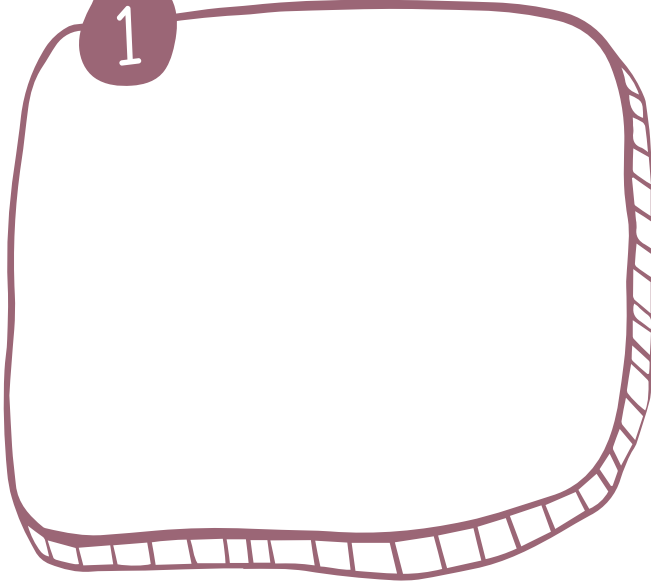
2



Closed ecosystem

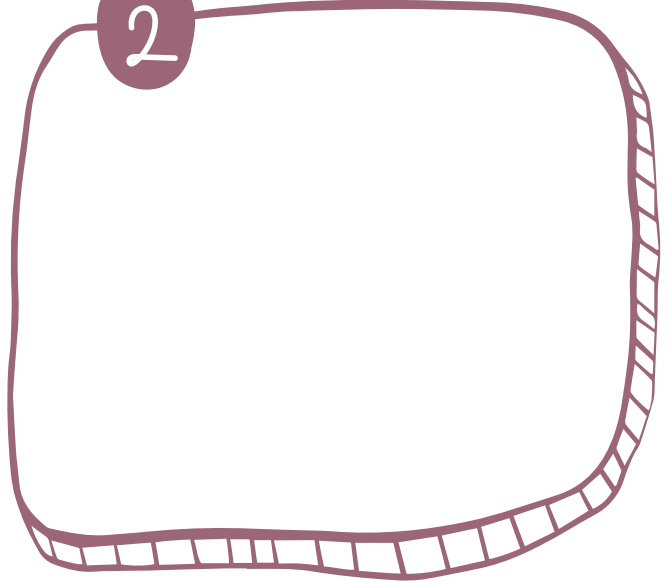
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

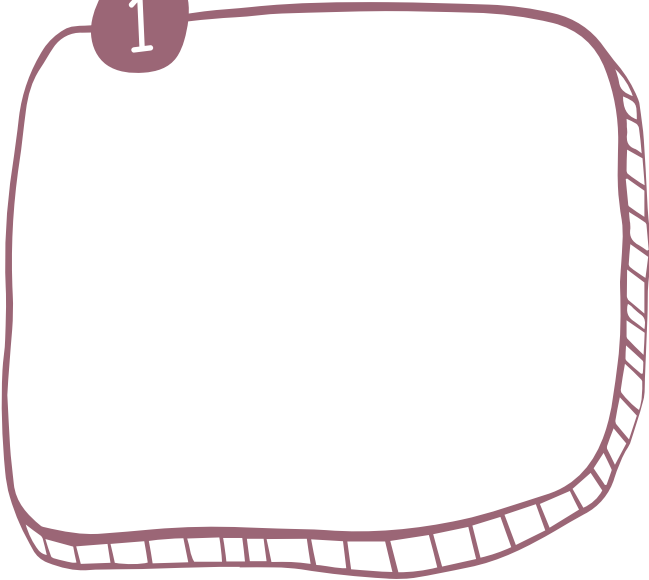
Research tracking sheet

Week 11 _____

Open ecosystem

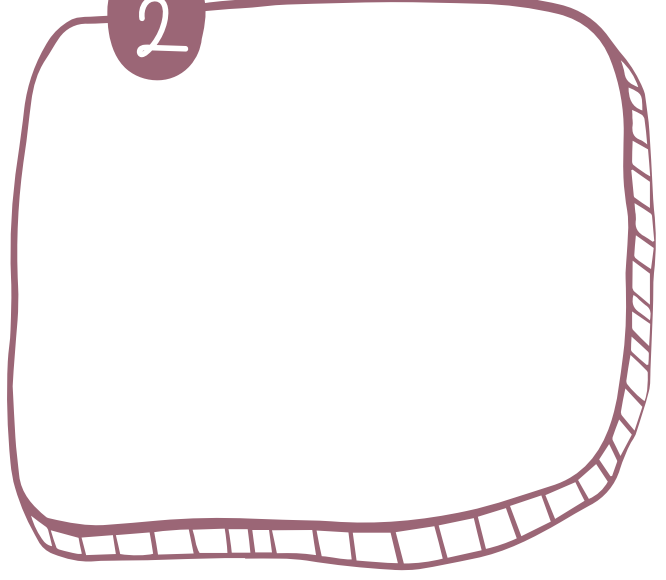
What did I notice?

1



What did I notice?

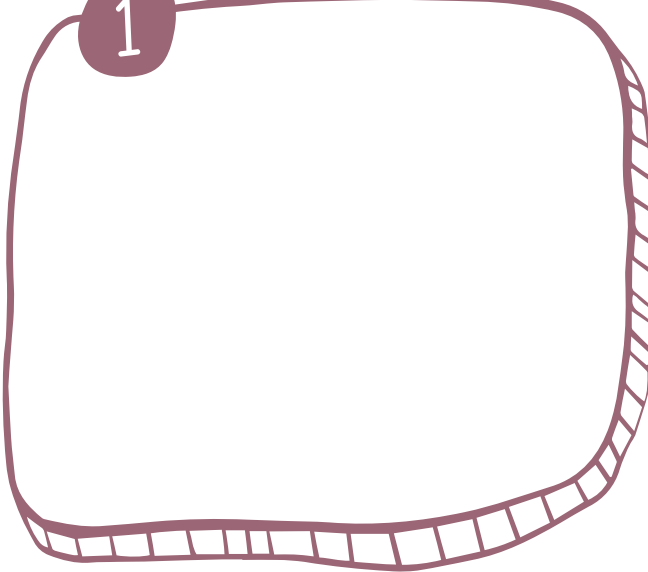
2



Closed ecosystem

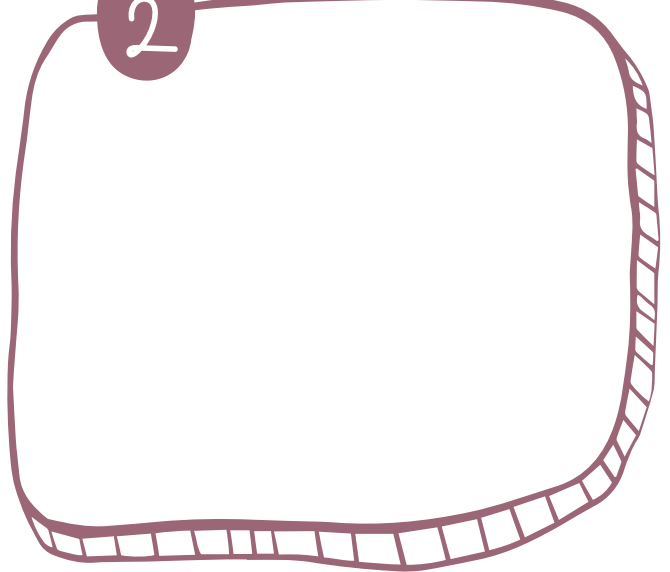
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?

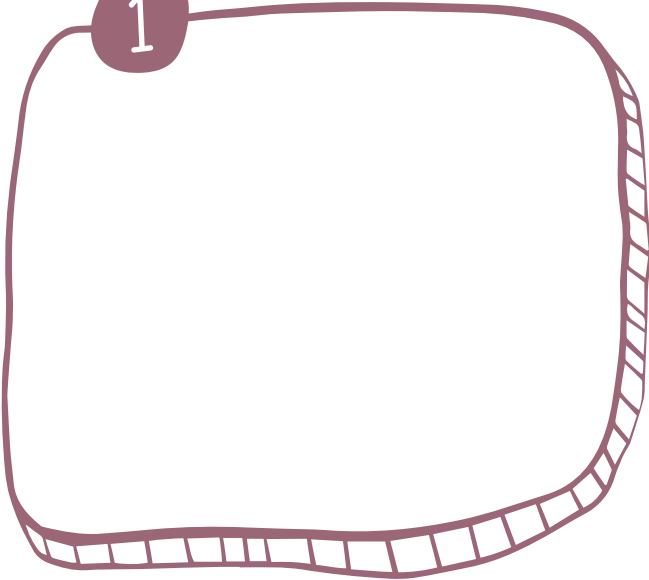
Research tracking sheet

Week 12 _____

Open ecosystem

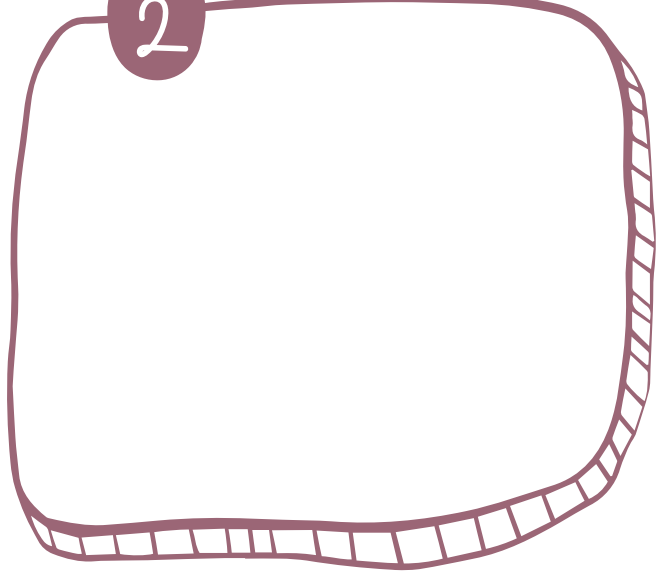
What did I notice?

1



What did I notice?

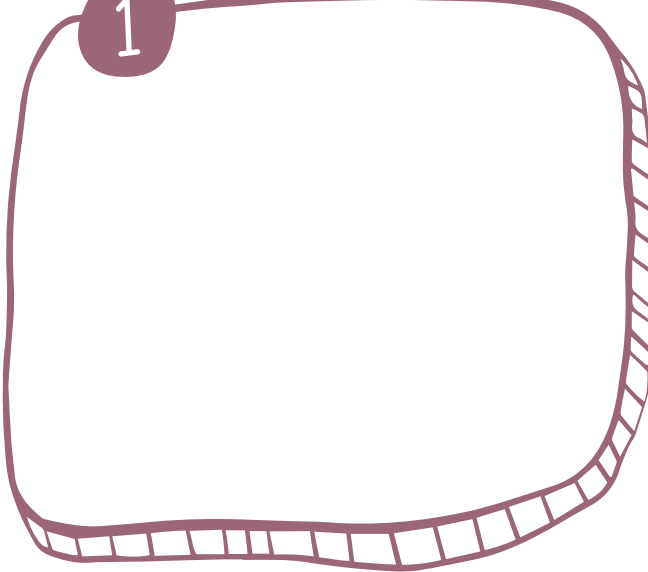
2



Closed ecosystem

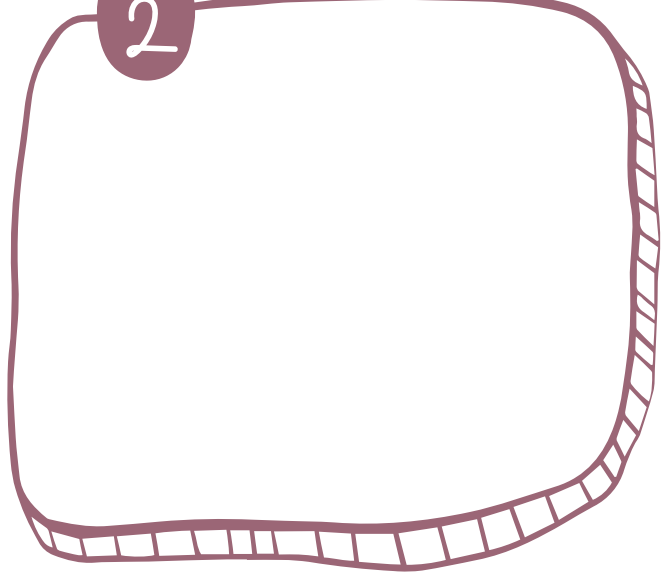
What did I notice?

1



What did I notice?

2



What is my hypothesis for next week?
