

A Shoe-Box Wetland



Image from ipsoo.org.

Specific Learning Outcomes

4-1-01: Use appropriate vocabulary related to their investigations of habitats and communities.

4-1-02: Recognize that each plant and animal depends on a specific habitat to meet its needs.

4-1-03: Identify the components of an animal habitat.

4-1-09: Recognize that plant and animal populations interact within a community.

4-1-12: Use the design process to construct a model of a local or regional habitat and its associated populations of plants and animals.

General Learning Outcomes

4-0-1a: Ask questions that lead to investigations of living things, objects, and events in the local environment.

4-0-4e: Identify problems as they arise, and work with others to find solutions.

4-0-4g: Communicate questions, ideas and intentions, and listen effectively to others during classroom-learning experiences.

4-0-7b: Identify new questions that arise from what was learned.

4-0-7d: Construct meaning in different contexts by connecting new experiences and information to prior experiences and knowledge.

Vocabulary

wetland, habitat, community, animal, plant

Summary

Students continue their exploration of wetlands by using the design process to construct a model of Oak Hammock Marsh and its associated populations of plants and animals.

Materials

- *Oak Hammock Marsh Species Checklists (Invertebrates, Amphibians, Reptiles, Fish, Birds, Mammals, Plants) updated lists found at: www.oakhammockmarsh.ca/learn/nature-at-oak-hammock-marsh/checklist/*
- *Shoe-box (one per student)*
- *Assortment of crafting materials*
- *Coloured paper*
- *Colouring utensils*
- *Glue*
- *Access to the internet*
- *Access to a library*

Procedure

Warm Up

Begin by reminding students about their visit to Oak Hammock Marsh Interpretive Centre, briefly reviewing the day's activities. Remind students of the word 'wetland' and ask them what they think it means now that they have visited one.

Discuss what kinds of wetland plants and animals students learned about and saw while visiting Oak Hammock Marsh. Discuss what are the four main components of a habitat (food, water, shelter, space), asking students how the wetland fulfills these components for one particular living thing they learned about or saw during their visit. Does this living thing live seasonally or year round at Oak Hammock Marsh? How does it interact with other living things at the marsh?



Image from brokeandwhymysomething.files.wordpress.com.

The Activity

After your discussion, explain to students that they will each create a model of the wetland at Oak Hammock Marsh using a shoe-box. Students will research five living things that live in wetlands and can be found at Oak Hammock Marsh (see checklists found at oakhammockmarsh.ca), showcasing them within their model.

Students will also write a description of their shoe-box wetland, identifying the living things highlighted within the wetland scene and providing some information about each (such as if the living thing lives in the wetland all year round or only seasonal, what are its food, water, shelter and space needs, and how it may connect to the other living things highlighted). The description should also include an explanation as to how each of these living things depend on Oak Hammock Marsh as their habitat.

Recommended: When picking their living things to showcase in their shoebox ask students to choose at least one plant, one mammal, one bird, one amphibian or reptile, and then one living things of their choice.

Also, before students begin creating their shoe-box wetland, record the five living things each student has chosen to ensure there is a diversity of living things being represented within the class. The diversity amongst the projects provides an opportunity for students to get an understanding of the great diversity of living things within wetlands.

Wrap Up

Wrap up this activity by hosting a Shoe-Box Wetland Fair, where the different projects are displayed throughout the classroom alongside their descriptions. Students can move around the class, looking at each project.

Recommended: Have students bring a notebook and pencil with them while they go to visit each project, having them write down at least five ways that the wetland at Oak Hammock Marsh helps living things meet their needs.

Conclude by reiterating that habitats like Oak Hammock Marsh are large communities of plants and animals that interact and depend on one another to survive and to meet their needs. The shoe-box wetlands give students a small glimpse of the importance of wetland habitats.

We would love to see your Shoe-box Wetland creations! Send us pictures via email or tag us on social media!

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