

Draw What We Saw



Specific Learning Outcomes

K-3-07: Use the design process to construct a paper product for a particular use.

General Learning Outcomes

K-0-1a: Ask questions that demonstrate a curiosity about living things, objects, and events in the immediate environment.

K-0-3c: Select materials to be used.

K-0-4a: Manipulate materials purposefully.

K-0-4b: Construct an object to solve a problem or meet a need.

K-0-4f: Verbalize questions during classroom learning experiences.

K-0-7a: Recognize connections between new experiences and prior knowledge.

K-0-9c: Express enjoyment of science-related classroom activities.

Vocabulary

wetland, animal, colour, sun, soil, plants, water

Summary

Students continue their exploration of wetlands by creating artwork reflecting what they saw during their field trip to Oak Hammock Marsh.

Materials

- Gather enough paper, crayons, pencils etc. for students to each create a drawing

Procedure

Warm Up

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

The Activity

After this brief brainstorm, explain that the students will be creating a wetland picture based on their experience at Oak Hammock Marsh, so they can remember their visit to a wetland. Facilitate the "building" of the wetland with your class, drawing each "ingredient" together as you discuss it. These "ingredients" include water, plants (like cattails), soil, and the sun. Ask questions that will guide students to the wetland "ingredients," then associating it with an appropriate colour, having students then draw that "ingredient" with that colour.

Optional: Decide whether you wish for students to focus on using realistic colours in their drawings, or if you wish your students to have creative freedom with the colour, and instead focus more on the ingredient being drawn (the water may be pink, but you focus on the fact that there is water in wetlands).

Extension: Have students identify some animals that live at Oak Hammock Marsh, or that they had learned about during their activities at the Centre. Then have students draw one of the animals discussed in their drawing.

Wrap Up

Conclude by reiterating the four main ingredients of what makes up a wetland and some of the animals that call wetlands home.

Optional: display the pictures around the classroom and have a mini