

# A Wetland Menu



## Specific Learning Outcomes

**1-1-01:** Use appropriate vocabulary related to their investigations of characteristics and needs of living things.

**1-1-03:** Identify and describe common characteristics of humans and other animals they have observed.

**1-1-06:** Observe and identify similarities and differences in life processes between themselves and other living things.

## General Learning Outcomes

**1-0-1a:** Ask questions that lead to explorations of living things, objects, and events in the immediate environment.

**1-0-4g:** Verbalize questions and ideas during classroom learning experiences.

**1-0-7a:** Propose an answer to the initial questions based on their observations.

**1-0-9b:** Willingly observe, question, and explore.

**1-0-9d:** Express enjoyment of science-related classroom activities.

## Vocabulary

wetland, living things, needs, food, mallard, painted turtle, human, snail, duckweed, floating plant, bread

## Summary

Students are introduced to wetlands by exploring how wetlands provide food for living things by matching food to a corresponding animal.

## Materials

- *Print 1 card for each student (18 cards per page); page will have to be cut up to create separate cards*
- *Painter's tape (optional)*

## Procedure

### *Warm Up*

In order to introduce the idea of where animals living in wetlands find their food, brainstorm with the students about where they get their own food from, and/or where their pets get their food. The answers do not have to be complicated or in depth, it can simply be answers such as from their parents, the fridge, the grocery store, etc.

Follow up by asking where a wild animal, like a duck, may get its food. Ask students if its food would be found in the same places where we get our food. Students may make the connection that some animals receive their food from their parents just like them, whereas other wild animals need to find food on their own as soon as they are born.

### *The Activity*

Introduce the activity by stating that most living things need to eat, and that students will be exploring the food being eaten by three living things that depend on a special place called a wetland. Explain that a wetland is a type of home for many different kinds of living things, and like many homes, it is also a place where these living things can find the food they need to survive.

**A wetland is** an area of land that holds shallow water, with a maximum depth of two metres. The water makes the soil very moist, so plants who need moist soils will grow in and around the water; this is why a wetland can not be deeper than two metres, because otherwise these kinds of plants drown and do not receive enough sunlight. The water moves slowly across because there are so many plants that slow the water down, absorbing some of the water like a sponge and filtering it as it moves through.

Project or show enlarged images of each animal and food item you will be sorting, adding a brief explanation of each. Afterwards, give each student a card, having students form groups by finding others that have the same picture on their card. Once students are divided into six groups, have them standing together in different parts of the room. Have a designated area which represents a wetland, and a designated area representing a house (*optional: tape a circle on the floor to indicate each space*).

Have students, group by group, decide together where they think they would be found, in a wetland or in the house. Have students explain their thought process for their choice of space. Once all groups have chosen and moved to the spaces, the bread and human group should be in the house space, and the painted turtle, mallard, duckweed, and snail groups should be located in the wetland space.

Next, focus on the human group, asking them which food they think would be best for them to eat from the duckweed, snail, or bread choices, while thinking about where they are (in the house space with the bread). Have students walk as a group to the food group of their choice. Then, ask the painted turtle group the same question, finishing with the mallard group. During the activity, have students explain why they think this animal fits best with this food.

After every animal group is paired up with a food group, reiterate that wherever a living thing lives, it needs to be close to the food it needs to eat. Animals that feed on little water creatures like snails, or plants like duckweed, need to be in a place like wetlands that are habitable for both the tiny water creatures, plants, and the turtles and ducks which eat them.

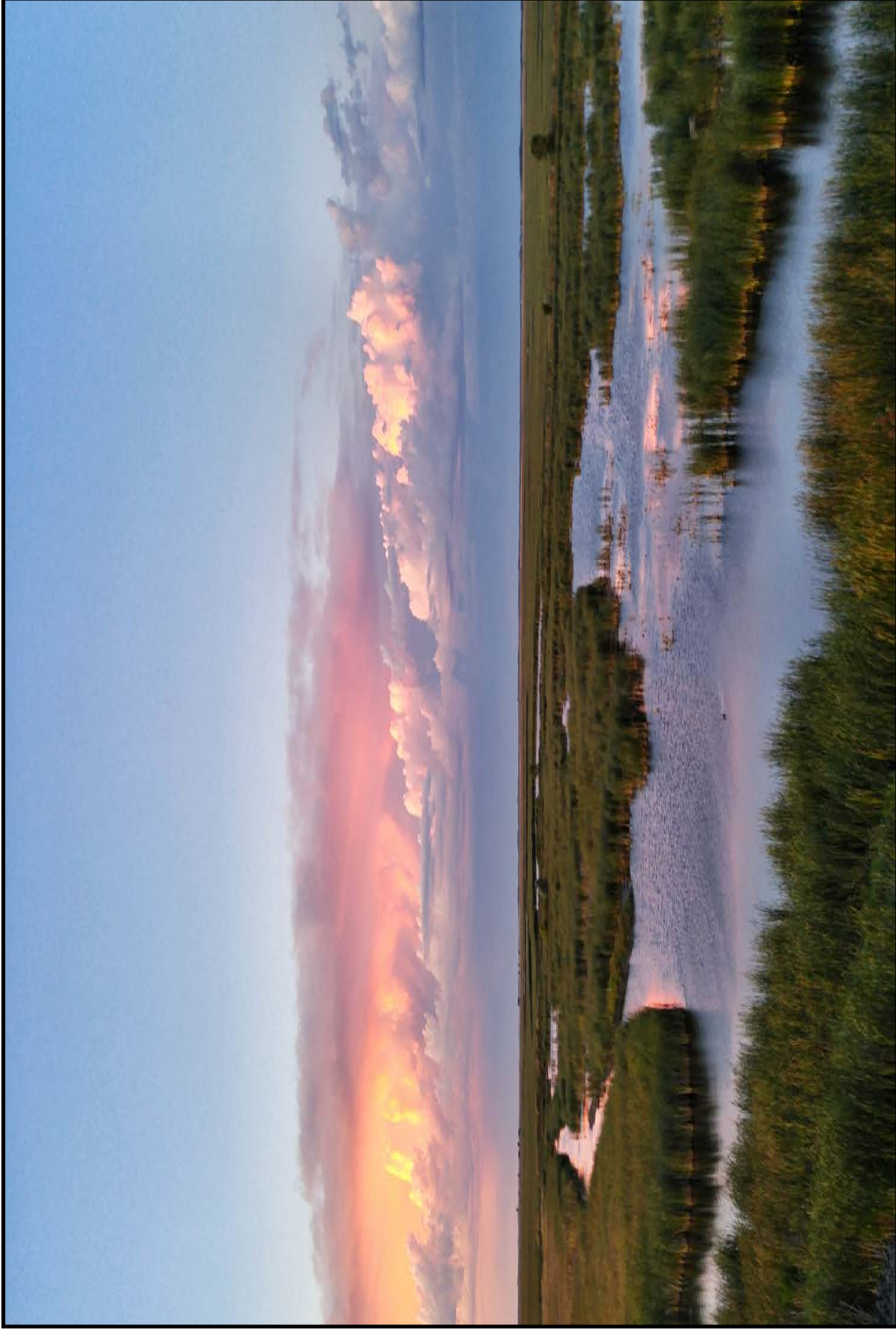
### *Wrap Up*

Wrap up the activity by having students write a one-sentence reflection about what they learned. Conclude by explaining that as a class you will be exploring a wetland called Oak Hammock Marsh where students will be learning more about all the different living things that are found in a wetland.

# Wetland



# Wetland



## - Teacher's Key -

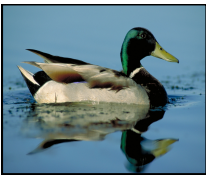
# A Wetland Menu



**A wetland** is an area of land that holds shallow water, with a maximum depth of two metres. The water makes the soil very moist, so plants who need moist soils will grow in and around the water; this is why a wetland can not be deeper than two metres, because otherwise these kinds of plants drown and do not receive enough sunlight. The water moves slowly across because there are so many plants that slow the water down, absorbing some of the water like a sponge and filtering it as it moves through.



**Painted Turtles** are found in many small lakes and wetlands in southern Canada. They are called “painted” turtles because of the beautiful design on the bottom of their shell. Using their webbed feet, Painted Turtles are able to swim easily in the water, while also still able to walk on land. Painted Turtles eat many different things, including **pond snails**.



The **Mallard** is a highly recognizable duck, and they live in many parts of the world, including wetlands around southern Canada. Mallards are great swimmers, moving forward by paddling their webbed feet. Occasionally, Mallards will walk on land, but they prefer swimming. Mallards eat by skimming their beaks along the surface of the water while swimming, to gather up small floating plants like **duckweed**.



**Humans** are found all over the world, with over 31 million living in Canada today. Humans usually use their feet and legs to walk, but can also swim, and even fly (with some help)! Humans like to eat all kinds of different foods, including **bread**. *Sometimes humans do not know or forget that the food they like to eat are usually not good for wild animals. For example, bread is a food that is terrible for a duck's tummy. If you want to help feed the ducks, sprinkle untreated cracked corn on the water, or visit a wetland and see the animals eat their natural food!*

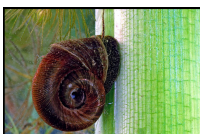


**Duckweed** is a small wetland plant that floats on top of the water. Duckweed is the smallest flowering plant in the whole world having only one leaf and one root.



Image: Wikimedia Commons

**Bread** is not a living thing, but was made out of something that once was living. Bread is usually made out of grains that have been turned into flour, as well as some other ingredients, like water. You can buy bread made ready in a store, or you can make it yourself.



**Pond Snails** are small creatures that have a swirly shell, and a foot that they move with. Snails are very common living things in a wetland. You can find snails floating on the water's surface, or on a water plant.



**Painted Turtle**



**Painted Turtle**



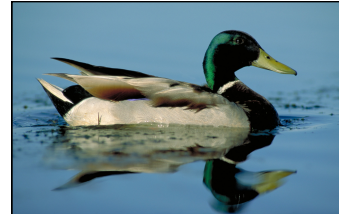
**Painted Turtle**



**Mallard**



**Mallard**



**Mallard**



**Human**



**Human**



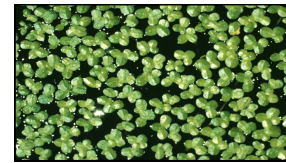
**Human**



**Duckweed  
(floating plant)**



**Duckweed  
(floating plant)**



**Duckweed  
(floating plant)**



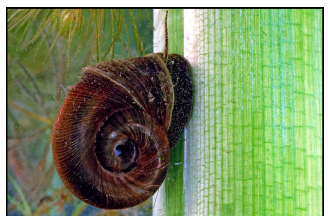
**Bread**



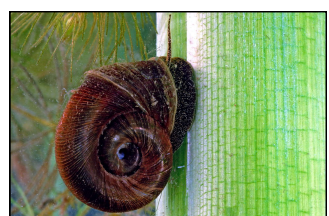
**Bread**



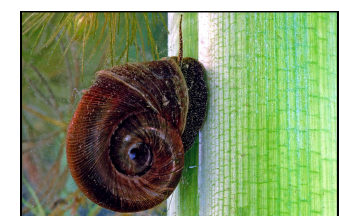
**Bread**



**Pond Snail**



**Pond Snail**



**Pond Snail**

# Painted Turtle



*Images from Wikimedia Commons.*

# Mallard





# Humans



**Duckweed**



# Pond Snail



# Bread

