

Once Upon a Wetland...



Specific Learning Outcomes

- K-2-01:** Use appropriate vocabulary related to their investigations of colours.
- K-2-03:** Compare and contrast colours using appropriate terms.
- K-2-07:** Explore to identify and describe colours found in their environment.

General Learning Outcomes

- K-0-1a:** Ask questions that demonstrate a curiosity about living things, objects, and events in the immediate environment.
- K-0-1b:** Make predictions as to what might happen during explorations.
- K-0-2b:** Compare gathered ideas and information to personal knowledge.
- K-0-4e:** Participate in cooperative group learning experiences.
- K-0-4f:** Verbalize questions during classroom learning experiences.

Vocabulary

wetland, water, plants, soil, sun, animals, story

Summary

Students are introduced to wetlands through a storybook. The story and accompanying images allow students to become familiar with wetland scenes, plants and animals which they may encounter while at Oak Hammock Marsh.

Materials

- *Storybook that includes some wetland animals (purchase, borrow, or project one of the free story options we've provided)*

Procedure

Warm Up

Ask students to sit together in a circle. Have students close their eyes. Ask students to think about the word 'wetland' and what pictures come to mind when they think of that word – what kind of animals might live in a wetland? What colors do you imagine you would see? Have students open their eyes, and discuss what everyone imagined.

The Activity

Present the book you wish to read to the class, explaining that the book takes place in a wetland. State that the class will be learning about what a wetland is and some of the animals that live there, in preparation for the upcoming field trip to Oak Hammock Marsh Wetland Discovery Centre.

Read the storybook, asking students to take note of the different animals they see, and the different scenes on each page. As you are reading, have students identify animals from the book, identify some characteristics of these animals and what they appear to be doing. Then describe the place where the animals appear to be (there are lots of green plants, water is nearby, etc.).

After finishing the book, have students stand up and mimic the animals you talked about, making sounds and movements like the animals from the book (quack like the duck, swim like the beaver, etc.).

Extension: Choose two animals from the book to focus on as a class. Identify the similarities and differences between these two animals, while also comparing where each animal is found and the actions they appear to be doing (swimming, eating, sleeping, flying, etc.).

Wrap Up

Have students once again close their eyes and think about what they think a wetland looks like now that the story has been read to them. Then have students open their eyes, and discuss what everyone imagined, noting if there are any changes to their idea of what a wetland may look like.

Conclude by explaining that as a class they will be exploring Oak Hammock Marsh on a field trip. Oak Hammock Marsh is a place much like the places seen in the story. Through various activities, students will be exposed to many different animals that call wetlands home.

Suggested Book Themes

- Swamp, pond, marsh
- Cattails, bulrushes
- Beavers, muskrats
- Birds such as herons, ducks, geese, pelicans, shorebirds
- Dragonflies, damselflies, water bugs
- Frogs, salamanders, turtles
- Freshwater fish

Suggested Titles

Over and Under the Pond written by Kate Messner, Illustrated by Christopher Silas Neal

Near One Cattail written by Anthony D. Fredericks, Illustrated by Jennifer DiRabbio

Jo MacDonald Saw a Pond written by Mary Quattlebaum, Illustrated by Laura J. Bryant

If books of this nature are unavailable to you, we have PDF/eBooks copies of age-appropriate storybooks which you can access to use for this activity, including:

Close Encounters written by the Wildfowl and Wetlands Trust

Water for You and Me! Written by Lola Schaefer, Illustrated by Peter Grosshouser