

Wetland Wonders

Grades: K - 3

Time: 45 minutes

Rationale and Context:

Living and non-living things contribute to the complexity and dynamic systems of a wetland habitat. Students will consider the value of a wetland habitat, its unique properties, the existence of unique animals and plants, and how scientists are working to protect these vital environments.

TEACHER CONTENT KNOWLEDGE:

Marshes, bogs and swamps (wetlands) are generally characterized by slow or still water bordered by forest, open water or meadows. Conditions exist in a wetland that allow absorption of floodwaters, improvement of water quality by gradual decomposition and filtering of pollutants, and nutrient-rich soil to support aquatic plants upon which a broad diversity of animals depend for reproduction, protection, food, nesting and development of young. The importance of the wetland habitat has become more widespread as a vital environment that can support water quality for all.

Vermont Standard(s):

| Vermont Standard | Grade Expectations | Inquiry Skills and Content |
|------------------|--------------------|--|
| 7.13 | S.1, 2 | Observe and question the role of a naturalist. Predict the functions of each part of the wetland habitat and the organisms that live there. |
| | S.30 | Review the living and non-living things that survive in a wetland. |
| | S:49 | Explore specific habitats and their value to plants, animals and humans as a valuable resource that creates balance in nature. |

Learning/Behavioral Objective(s):

- Discuss the importance of the tools and skills needed to be a naturalist (scientist that works in nature) and the names of the different kinds of wetlands they study.
- Using a wetland model, determine which animals and plants live in a wetland.
- Explore the regions of a wetland (shore, surface, bottom, open water and sky).
- Experience a simulated wetland at night.