

Lesson Plan

Wetlands

Nature Walk @

Bicentennial Park

Summary



1. Subject(s): **Natural Science**
2. Topic or Unit of Study: **Field Trip (for directions, see: <http://bit.ly/wetlands-trip>)**
3. Grade/Level: **K-6th Grade**
4. Objective: **To engage in field work and observations at the nearby *Bicentennial Park Wetlands Area* while learning**
5. Standards that may be covered (depending on which activities you pick):
 - a. *Kindergarten Science: 1.1a-e; 1.2a-d; 1.3a-d; 2.1a-c; 3.1a-b; 4.1a-c, 4.2a-b*
 - b. *1st Grade Science: 1.1-3; 2.1; 4.1-2.*
 - c. *2nd Grade Science: 1.1-3; 4.1-2*
 - d. *3rd Grade Science: 2.1-2; 5.1-3*
 - e. *4th Grade Science: 1.1-2; 2.1,3; 5.1-4*
 - f. *5th Grade Science: 2.1-3; 5.1-2*
 - g. *6th Grade Science: 6.3.1; 6.4.1,3-5*

Standards in Detail: [Standards Outline Document](#)

5. Time Allotment:
 - a. Actual trip to the wetlands: **1.5 hours (30 minutes - sack lunch & recess, 40 minutes - wetlands visit, 20 minutes - walking back and forth)**
 - b. Additional time will depend on how much you want to prep the students for the visit, as well as follow-up afterwards

Implementation

Learning Context

Treeside is a Waldorf-centered school that is looking for a chance to allow the students to engage with the world around them. This visit to the nearby wetlands will allow the students to interact and take a hands-on approach to their learning about the world around them.

Planned by Joe Wright, Administrative Intern

Procedure

a. Anticipatory Set

Start off by introducing the students to a few of these videos:

- Wetlands in general: <https://youtu.be/V-aQLwnJKWc>
- Wetlands in Utah and the Salt Lake specifically: <https://youtu.be/Wvg6txQfnK0>
- Ducks Unlimited wetlands summary: <https://youtu.be/bFGMoFljKRM>
- Wetlands short summary: <https://youtu.be/bRCPQebNIgA>
- Longer wetlands video (20 min): <https://youtu.be/H9XZwfCBEE4>, etc.

b. Additional Teaching Resources:

While it is anticipated that the following resource sections and their materials will be sufficient for your lesson planning, if you want to check out a few more lesson plans that you might implement in a number of other ways, see below:

- **Photos from the actual site:** See these photos and placards for specific details about the site: <https://photos.app.goo.gl/ivPKxDrjWPg5dxyz9>
- **TEACHER'S GUIDE TO WETLAND ACTIVITIES:** Created by Duck's Unlimited, this guide has lots of activities you could use!
- Here is a [Wetlands Coloring Book](#), which could be printed in its entirety, or just parts as you choose.
- These lessons from [Wetlands Live](#) can be used for upper elementary classes.
- These lessons from [Montana](#) are a good resource as well!
- This **series of guides** from the **state of Washington** has some good resources (note that not all of the plants, animals, etc. are exactly the same as Utah, especially the sea-based

ones, but there are many useful resources / activities here, such as the Native American story about **skunk cabbage**, which can easily be modified to work for your classes:

- [Discover Wetlands](#) — lessons, activities, experiments — just about everything you could possibly need, except the water.
- And here is the second part to this curriculum — [Amazing Wetlands: Functions and Values](#) — complete with cross-curricular lessons in language, social studies and other areas.
- [People and Wetlands](#) — this is the third part of this curriculum, offering songs, writing activities, and many other creative activities.
- [Field Studies: A Walk On The Wild Side](#) — this fourth unit will get you out of the classroom and help guide your visit to an actual wetland.
- Here's a cool way to incorporate STEM into a study of the wetlands:
<https://www.plt.org/stem-strategies/watch-on-wetlands/>
- Here is a lesson that looks at **wetlands** and **estuaries** (where rivers meet lakes); this could be adapted to look at the rivers flowing into Utah Lake and associated wetlands, etc.:
<https://glaquarium.org/wp-content/uploads/2016/01/Freshwater-Estuary-Model-Lesson-Plan.pdf>
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c. **Lessons & Assessment Resources:**

- a. (feel free to check out the other grades' resources & utilize any that you wish as needed)

Kindergarten & 1st Grade Lesson:

Depending on how simple you may want to go, here are a few resources:

- This [Wetlands Coloring Book](#), is a great resource, especially for use with smaller children.
- This is a wonderful lesson for young kids. For the kindergarteners, it may need a bit of adapting, but do as you see fit (two parts)
 - <https://betterlesson.com/lesson/638119/a-marsh-wetland-habitat-part-i>
 - <https://betterlesson.com/lesson/638178/a-wetland-marsh-habitat-part-ii>
- Here's another great lesson that puts **wetlands** in context with other biomes / climates of Utah:
 - <https://betterlesson.com/lesson/639262/what-s-the-difference-rivers-streams-lakes-and-ponds?from=search>

2nd and 3rd Grade Lesson:

See here for the lesson plan: <http://bit.ly/2-3-wetlands-lesson>

This is also found at:

<https://extension.usu.edu/utahnatureexplorers/pdflessonplans/watersheds/wildwetlands/Wild%20Wetlands.pdf>

Here's another few lesson plans that is from Wyoming, but the wildlife and biomes are much the same as Utah's are. Could be used for various grade levels:

https://wgfd.wyo.gov/WGFD/media/content/PDF/Habitat/Wetlands/WyWetlands_WyomingWetlandsLesson.pdf

4th, 5th and 6th Grade Lesson:

Here's some great resources for some lessons and activities to use in conjunction with your trip to the nearby wetlands: <http://digitallibrary.utah.gov/awweb/awarchive?type=file&item=40709>

This one is for the Salt Lake Conservancy, but it is awesome as well! Check it out here:

<https://www.nature.org/en-us/about-us/where-we-work/united-states/utah/wings-and-water/>

I recommend the following from the **Utah's Wonderful Wetlands** document (just a few suggestions; there are lots more, so take a look!):

● Pre-Field Trip Activities:

- **Mystery Topic** (p. 20): Gives students a chance to learn about their upcoming trip!
- **Wetlands: Wetting Your Imagination** (pp 21-22): This activity allows students to describe their impressions of wetlands before learning more about them.
- **Wetlands: Worth a Thousand Words** (pp 26-27): Students can list words related to wetlands and then create poetry / stories based on initial knowledge of wetlands.
- **Do You Dig Wetland Soil? (Pre- and field site activity)** (pp 37-40): For this activity, students will make a wetland soils color chart using Crayola crayons, then during the field study they will dig a hole to examine the characteristics of wetland soil.
- **What's this Plant?** (pp 41-45): Students will use guides to identify wetland plants

● Field Trip Activities:

- **Sensing a Wetland: There's Nothing Like the Real Thing** (pp 74-75): This is a very Waldorfian experiential assignment, which asks the students to use their senses to explore the wetland.
- **What Went on at the Wetland?** (pp 76-81): This, and the following activity (**I see a Bird!** pp 82-84) ask students to look for animals and birds (or their remnants, such as tracks, scat, etc.) and report on what they discovered!
- **Flatten Your Plant!** (pp 89-91): This activity requires the students to collect plant leaves and identify them later.
- **Treasure Hunt!** (pp 92-93): Look for a variety of items at the wetlands! The bingo board (found on actual page 173 of the PDF will help)

● Post Field Trip Activities:

- **Wetland Guide** (pp 97-98): An activity to create a guide for a local wetland area (i.e. directions to the wetland, what type of wetland it is, living species found there, map of the area, etc.)
- **The Choice is Yours** (pp 99-103): This activity requires students to use their own values to make decisions about their actions related to the environment.