

I Spy a Wetland

Name of Lesson Author: Ashley Tekuelve

School or Agency: Northern Kentucky University student

Grade Levels: Pre K-1

Science Topic: Wetlands/Nature

Summary: Students will go on a field trip to St. Anne's Wetland. Once they have arrived, they will play a game of I-Spy to learn more about the wetland and its inhabitants.

Core Content: Science: NS.K-4.1- Science as Inquiry
NS.K-4.3-Life Science

Objectives:

1. Students will be able to better identify trees, other plants, and animals living in the wetland.
2. Students will gain further knowledge as to what types of organisms live in wetlands.

Materials:

- A camera to take pictures of the wetland

Procedures:

1. Practice going over numbers, shapes, and colors with the students.
2. Teach your students basic information about wetlands and explain to them that the class will be taking a field trip to a wetland.
3. Go on a field trip to St. Anne's Wetland.
4. Once you have arrived at the wetland, tell the students that they will be playing a game called I-Spy and go over the rules of the game with them.
5. Line them all up and take them to station one. Start the game with something such as, "I-Spy a small skinny tree with large leaves." When a student points to a tree, tell them it is a paw paw tree and take a picture of it so it can be used when you get back to the classroom. Also explain to them that the paw paw tree is also referred as the Indiana banana because it makes a fruit that tastes like a banana. Be sure to use, numbers, shapes, and colors while playing the game such as counting the number of plants and animals at each site.
6. Go through all the stations playing I-Spy. In station two, be sure to include sycamore, cottonwood trees, or frogs. In station two, the cottonwood trees could be described as a large trunk that looks like it has wrinkles. In station three, play I-Spy with the pin oak trees. In station four, describe the tulip poplar or the turtles if you spot any of them because the other evident signs of life in the wetland such as erosion and succession would be too complicated to explain to the students. In station five, point out the beech grove trees or the garlic leaves. The students would probably enjoy the garlic leaves because of their smell when they are crushed, but caution them to not eat anything in the wetland. Be sure to take pictures of everything identified in the game.

7. Once you have arrived back in the classroom, show the students the pictures taken to teach them what different plants and animals look like. Perhaps even read them a book about trees or animals.
8. Afterwards, have a question and answer session where the students can ask questions about any of the plants or animals they learned about.
9. Then, have the students go around in a circle telling the class what their favorite thing was that they saw at the wetland.

Assessment Techniques: Students will earn participation points for going to the wetland and playing the game. Ask the students simple questions about what they learned, such as holding up a picture taken at the wetland and asking them what it is.