

Wetland BINGO

Grade 3 – Science and Technology



Lesson Details

Grade Level:	3	Curriculum Links:	Science and Technology	Time Needed:	2 hours
Learning Goal	To learn about wetlands, their importance, and the life within them.				
Success Criteria	By the end of this lesson, students will have visited a wetland, and gained knowledge about the life within it. Students will understand the importance of wetlands.				
Specific Expectations	<p><i>Understanding Life Systems: Growth and Changes in Plants</i></p> <ul style="list-style-type: none"> Assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects; Observe and compare the parts of a variety of plants; Identify the major parts of plants, including: root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plant's survival within the plant's environment. 				
Materials Needed	BINGO Card (attached), Worksheet (attached), Pencil, Appropriate Outdoor Clothing (Rainboots), Small Nets (optional).				

Lesson Description























Overview	Students will visit a wetland and observe the life within it by using a BINGO card to search for different living and non-living things.
Activity	<ol style="list-style-type: none"> First, introduce wetlands and their importance to the class. Explain how wetlands are nature's water filters. Next, choose a local wetland to visit. This can be a pond, marsh, swamp, bog, etc. Ensure the students are prepared with proper clothing and footwear (rubber boots are a good idea). Each student should be given a BINGO card and a pencil. Optional: you can make the BINGO card part of a game, first student to get a BINGO wins a prize. You may bring small nets to help students view creatures in the water but remember to always leave nature where you found it (do not take anything you did not already arrive with). This activity can be as long or as short as you'd like it to be. Once you have returned from the wetland to the classroom, have the students complete the attached worksheet; this will prompt students to think about what they have seen in the wetland.
Background Information	Wetlands are crucial to the health of water systems. If a wetland was part of the human body, it'd be known as our kidneys. They filter water and regulate the distribution of its flow. Without wetlands, bacteria and other pollutants would flow directly into our lakes and rivers. It is important to note that wetlands are also a home to many species, not just plants. Turtles are most often found in wetlands. They are considered keystone species, in other words, incredibly valuable and integral to the health of the water. Likewise, wetlands provide a home for animals and contribute to their overall well-being. Wetlands teach us the relationships between the environment, plants, and animals.
Blacklist Masters	<ul style="list-style-type: none"> BINGO Card (attached) Worksheet (attached)

Lesson Description

	<ul style="list-style-type: none"> • Video Link(s): Wetlands and Turtles in Ontario • For more information, please visit https://www.turtleguardians.com/sample-page/turtle-habitats/
Place-Based Learning	Learning outdoors at a local wetland and independently in a classroom. Students will have first-hand experience walking through a local wetland and witnessing the wildlife within it. Having this knowledge will allow the students to become more conscious about the environment and how life within it is connected.
Inquiry-Based Learning	Using Confirmation and Open Inquiry , students will use their observational skills to investigate the different aspects of a wetland and later confirm the importance of wetlands. Ask the students: <ul style="list-style-type: none"> • What is a wetland? • Why are wetlands important? • How do humans impact wetlands? • How can we help to keep wetland healthy and clean?
Turtle Stories	What are the different components of a wetland? Try creating your own mini wetland in a bottle by collecting various materials such as soil, rocks, leaf litter, and water. Students are encouraged to share their experiences, pictures, and worksheets on the Turtle Stories website, found here: https://www.turtlestories.ca/
Turtle Guardian Program Links	After completing Level 1 (Ontario Turtle Identification) of the Turtle Guardian Program , students can move onto Level 2 (Wetland Watchers). In this level the students learn how to monitor wetland habitats, contribute to knowledge of wildlife-biology in the region, and are able to adopt a wetland to monitor for turtles, birds, and other animals. For more information, please visit https://www.turtleguardians.com/what-is-a-turtle-guardian/

My Notes



B	I	N	G	O
 <p>Signs of a Turtle Nest</p>	 <p>Algae</p>	 <p>Aquatic Insect</p>	 <p>Songbird</p>	 <p>Fish</p>
 <p>Animal Signs</p>	 <p>Tadpole</p>	 <p>Dragonfly</p>	 <p>Frog</p>	 <p>Signs of Human Impact</p>
 <p>Turtle</p>	 <p>Butterfly</p>	 <p>Free Space</p>	 <p>Wetland Bird</p>	 <p>Aquatic Plant</p>
 <p>Wildflower</p>	 <p>Find Some Litter and Pick It Up</p>	 <p>Coniferous Tree</p>	 <p>Mammal</p>	 <p>Seed</p>
 <p>Places to Hide</p>	 <p>Leaf</p>	 <p>Fruit</p>	 <p>Snake</p>	 <p>Deciduous Tree</p>



Wetland Worksheet

1 How do you think humans have impacted the wetland you visited?

2 Why are wetlands important?

3 Pick a plant or animal that you saw. What characteristics does it have that allows it to live in a wetland?

4 Compare 2 different plants that you saw. How do they look different?
Do they look similar?

5 Draw a plant that you saw. Label the root, stem, flower, stamen, pistil,
leaf, seed, and fruit.