



DESCRIBE WETLAND FEATURES

Objective: Students will observe water, soil, and plants to describe their physical features

Age Group: Elementary

Materials:

- ✓ Cup of water
- ✓ Wetland soil
- ✓ Wetland plant (cattail or lily pad)

Curriculum Connection:

K.P.2: Understand how objects are described based on their physical properties and how they are used

L.K.5: Explore nuances in word meanings (adjectives)

What you need to know:

Three criteria must be present in an area for it to be considered a wetland:

- 1) Water
- 2) Soil
- 3) Plants

Water that is present for a long enough period of time will change the chemistry of the soil and make it suitable for special wetland plants known as *hydrophytes*. All 3 features have very different physical properties. In this activity, students will work on their observation skills and describe each wetland feature using adjectives.

The activity:

- ❖ Divide students into 3 groups
- ❖ Give one item (water, soil, or plant) to each group
- ❖ Set a timer for 5 minutes and have each group come up with as many words as they can to describe their item. Encourage students to smell and feel the objects!
- ❖ Rotate the items through each group until every group has described all 3 items.
- ❖ Write the descriptions on the board and group together words that mean the same thing

Follow-up:

What are some antonyms (opposites) for each word?

If these words describe wetland features, what words would describe a non-wetland?

[You may have a non-wetland (upland) soil sample for visual cues]