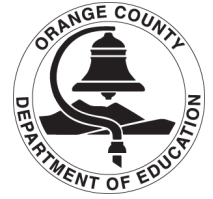




# Drawing a Wetland Classroom Activity



## SYNOPSIS

Students will draw a wetland ecosystem that includes living and nonliving things.

## OBJECTIVES

Students will be able to:

- name four nonliving components in the wetlands ecosystem.
- name four living organisms in the wetlands ecosystem.

## VOCABULARY/CONCEPTS

- living
- nonliving

## NGSS CONCEPTS

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

## MATERIALS

- blank paper
- pencils/crayons/markers
- Copycat page

## FOCUS ACTIVITY

Ask students write in their journal the things they expect to find in a wetland ecosystem. Ask the students to share some of their answers and list the items they mention on the board. Once you feel the list is complete, have the students use a hand signal to vote whether each item listed is a living or a nonliving thing. For example, raising a closed fist in the air can symbolize that something is nonliving, while a raised hand with wiggling fingers can symbolize that something is living. Circle the nonliving things listed on the board.

## HANDS-ON ACTIVITY

Give each student a blank piece of paper and have them draw and color a wetland background scene using only the nonliving items circled on the chalkboard. Once the background is complete, pass out the “Copycat Page” and have students color, cut out, and glue the pictures onto their background scene. They can also add additional plants and animals if they would like. After their Field Trip to the wetlands, have the students add to their model.

## CHECK FOR UNDERSTANDING

Have one or more students come to the front of the classroom and explain the components of a wetlands ecosystem.

# Copycat Page

