



School Program Description
Wetland Neighbors
Level: K – 5th Grade

Saginaw Bay Visitor Center
Bay City State Recreation Area

PROGRAM DESCRIPTION:

This program is an indoor presentation, which focuses on Michigan's wetland mammals, our year-round wetland wildlife population! Utilizing a "Who Am I?" approach, natural history "clues" are given to the students and they must guess the identity of each animal. Slides, and animal hides are used to give the students a chance to "see" and "touch" the animal as they learn about the habitat and niche of each animal and how it depends upon the wetlands. This is a good program to combine with a Museum Hunt inside the Saginaw Bay Visitor Center. Often used as a bad weather day field trip option. Program will conclude with a guided naturalist hike through the wetland mammal's habitat, looking for food, water, shelter, space and signs of wildlife.

PROGRAM GOALS:

Designed to stimulate an awareness and appreciation of the wide variety of animals which share Michigan's wetlands with us.

PROGRAM OBJECTIVES:

1. Students will be able to list one to three members of the weasel family
2. Students will be able to list two or three predators which live in the wetlands
3. Students will be able to estimate the sizes of animals which live in the wetland
4. Students will be able to identify three animals which inhabit the wetlands

PRE-VISIT SUGGESTIONS:

1. Introduce and discuss in general, the animal families within the animal kingdom: mammals, reptiles, birds, amphibians, insects, fish.
2. Make a list with your students of the animals, which live around the school and their home.
3. Project WILD: Everybody Needs a Home – students draw pictures of homes and compare their needs with those of other animals; Habitacks – students identify the components of habitat by using a map and exploring their school grounds.

POST-VISIT SUGGESTIONS:

1. Draw a class wetland mural where each student draws his/her favorite wetland mammal.
2. Assign each student a wetland mammal to research and construct a poster.
3. Take a hike outside and look for animal signs.
4. Assign each student an animal and have each make a silhouette of their animal's actual size (hint: make a transparency of each animal and blow it up to actual size using height and length measurements from a field guide, trace the animal and cut out); arrange in size from biggest to smallest.
5. Project WILD: Animal Charades- students use charades to distinguish between domestic and wild animals; What's Wild? – students find and classify pictures of wild and domesticated animals and construct collages; Interview a Spider – students use interview techniques, research and write to develop natural history information about wildlife species.

COORDINATING WITH MICHIGAN SCIENCE Grade Level Content Expectations:

Science Inquiry Process: S.IP.00.11, S.OP.00.12, S.IP.00.13, S.IP.00.14, S.IP.00.15, S.IP.00.16, S.IP.01.11, S.IP.01.12, S.IP.01.13, S.IP.01.14, S.IP.01.15, S.IP.01.16, S.IP.02.11, S.IP.02.12, S.IP.02.13, S.IP.02.14, S.IP.02.15, S.IP.02.16, S.IP.03.11, S.IP.03.12, S.IP.03.13, S.IP.03.14, S.IP.03.15, S.IP.03.16, S.IP.04.11, S.IP.04.12, S.IP.04.15, S.IP.04.16

Science Inquiry Analysis & Communication: S.IA.00.12, S.IA.00.13, S.IA.00.14, S.IA.01.13, S.IA.02.12, S.IA.02.13, S.IA.02.14, S.IA.03.11, S.IA.03.12, S.IA.03.13, S.IA.03.14, S.IA.03.15, S.IA.04.11, S.IA.04.12, S.IA.04.13, S.IA.04.14

Science Reflection & Social Implications: S.RS.E.1, S.RS.00.1, S.RS.01.11, S.RS.02.11, S.RS.02.13, S.RS.02.15, S.RS.02.16, S.RS.01.11, S.RS.03.14, S.RS.03.15, S.RS.03.16, S.RS.03.17, S.RS.03.18, S.RS.03.19, S.RS.04.11, S.RS.04.14, S.RS.04.15, S.RS.04.16, S.RS.04.17, S.RS.04.18, S.RS.04.19,

Life science Organization of Living Things: L.OL.00.11, L.OL.00.12, L.OL.01.13, L.OL.01.21, L.OL.03.32, L.OL.03.42

Earth Science Solid Earth: E.SE.00.11, E.SE.01.12

Physical Science Properties of Matter: P.PM.01.11, P.PM.02.12, P.PM.02.13
Life Science Heredity: E.HE.01.11, E.HE.01.12

Life Science Evolution: L.EV.03.12, L.EV.04.21, L.EV.04.22

Life Science Ecosystem: L.EC.04.11, L.EC.04.21

COORDINATING WITH M.E.A.P SOCIAL STUDIES CONTENT STANDARD BENCHMARKS:

Geographic Perspective

II.1—e.e.2, I.e.2

II.2—e.e.2, e.e.3, I.e.1

II.3—e.e.1

II.4—I.e.5

II.5—e.e.1, I.e.1