

**Focus:**

Students will identify species of plant and animal life in a wetland.

**Curriculum Connection:**

**5.10-3** Identify plants and animals, both in and around the water; and describe the life cycles of these plants and animals

**Teacher Preparation:**

1. Preview "Wetlands Odyssey" video prior to teaching the lesson.
2. Photocopy enough "Wetlands Odyssey" Worksheets for each student in the class.

**Materials and Resources Required:**

- » DVD/Online Video "Wetlands Odyssey"  
[www.sacredrelationship.ca/videos](http://www.sacredrelationship.ca/videos)



- » "Wetlands Odyssey" worksheet  
(Answer key included)

**Launch:**

View the "Wetlands Odyssey" video with students and have students call out the names of any plants and animals that they recognize from previous lessons in this unit or from their own experience.

**Activate:**

Inform students that they will have a second chance to view this video, but this time they will have a worksheet to complete based on the video.

- » Divide students into groups of 2-4 students.
- » Distribute a "Wetlands Odyssey" worksheet to each student. Give students a few minutes to fill in any blanks that they can from the first viewing of the video. Remind students that they should watch the video and think about their response, but that they should wait until the video is over to record the responses to avoid missing information in the video.
- » NOTE: if possible, have each set of partners work at a computer on which they can view the video, starting and pausing as they answer questions. You may also encourage students to go online to research the answers.

### Key Learnings:

- » Particular species of plants and animals are more or less prevalent in particular wetlands
- » Certain species of plants or animals appear in greater numbers within a wetlands ecosystem than other species
- » Wetlands can be identified based on the species of plants and animals within the particular wetland, as well as the prevalence of each species in the particular wetland

### Connect:



Once students have completed their worksheets have each set of partners share their findings with the rest of the class. Lead students in the discussion on the prevalence of each type of plant and animal in the video and discuss what this means as far as what types of wetlands may be seen in the video.

Discuss why groups agreed or disagreed regarding the identification of the plants, animals and insects seen in the video.



### DID YOU KNOW :

**IN CREE CULTURE, THE BEAR (MUSKWA) IS A PROTECTOR AND SEEKER OF JUSTICE.**

## Wetlands Odyssey Worksheet

NAME: \_\_\_\_\_

DATE \_\_\_\_\_

Watch the Wetlands Odyssey video again now that you have had a few minutes to think about what you saw and read in the video.

1. Four and Twenty \_\_\_\_\_.
2. A \_\_\_\_\_ woodpecker.
3. Oh Canada \_\_\_\_\_.
4. Name this bird. \_\_\_\_\_
5. Recognize any plants? \_\_\_\_\_
6. What type of waterfowl are these? \_\_\_\_\_
7. Who is eating what? \_\_\_\_\_
8. Name the following insects \_\_\_\_\_
9. The roots of this plant are used as medicine for some Aboriginal people . \_\_\_\_\_
10. Who lives here? \_\_\_\_\_
11. We all know this is a beaver but is this? \_\_\_\_\_
12. What season is this? \_\_\_\_\_ Why do you think so? \_\_\_\_\_
13. Muskwa means bear in Cree. What is bear in another language? \_\_\_\_\_

## Wetlands Odyssey Worksheet

NAME: \_\_\_\_\_

DATE \_\_\_\_\_

Watch the Wetlands Odyssey video again now that you have had a few minutes to think about what you saw and read in the video.

1. Four and Twenty **blackbirds**.
2. A **hairy** woodpecker.
3. Oh Canada **geese**.
4. Name this bird. **Robin**.
5. Recognize any plants? **Algae, duck weed, cattail**
6. What type of waterfowl are these? **Red-necked grebes**
7. Who is eating what? **Bufflehead. They dive for insect larvae.**
8. Name the following insects: **1. Damselfly 2. Police Car Moth 3. Blow Fly**
9. The roots of this plant are used as medicine for some Aboriginal people. **Cattails**
10. Who lives here? **The beaver**
11. We all know this is a beaver but is this? **No, it is a muskrat.**
12. What season is this? **Spring.** Why do you think so? **The bucks are growing new antlers with velvet on them**
13. Muskwa means bear in Cree. What is bear in another language? **Ours (French)**