



Quarrybrook
EXPERIENTIAL EDUCATION CENTER

Program Title: Wetlands Exploration

Audience: K2 students

Program Theme: New England has different kinds of freshwater wetlands. The animals found there have adaptations to live in environments that transition between terrestrial and aquatic.

Program Goals: Students will begin to learn about the variety of wetland types, and the many kinds of animals they support. We will puzzle out the progression of the lifecycle stages of a frog, and investigate a wetland area to find evidence of beavers and the adaptations they have to live there. Then students will practice how to carefully collect specimens for observation.

Next Generation/Common Core Connections:

Topic: K-LS1 From Molecules to Organisms: Structures and Processes

Dimensions: Analyzing and Interpreting Data

Program Outline:



Teachers are always welcome to make any classroom-connecting comments that contribute to student understanding.

Activity 1: WHAT ARE WETLANDS & WHO CAN LIVE THERE? (30 min.) – Using visual aids, we’ll introduce wetlands and their different freshwater variations. Students will share their ideas about what animals can live in wetland areas. Then we’ll focus on frogs and their lifecycle stages.

Objectives: Students will begin to learn about wetlands and make predictions about which animals could live there. Through story format, students will be introduced to the lifecycle stages of a frog.

Intended Outcome: Students will be able to arrange models in the order of a frog’s lifecycle, as progressing from egg, to tadpole, to froglet, to frog.

Activity 2: “SIGNS OF A BEAVER” HIKE (20 min.) – Next we’ll walk to one of our Quarrybrook wetland areas, and examine the visible evidence that a beaver was able to live there. Observations of the habitat will lead to a discussion of the adaptations that a beaver must have to be able to make its home in the wetlands.

Objective: Students will learn about the adaptations that a beaver has to live in a wetland environment.

Intended Outcome: Students will be able to name two to four adaptations that a beaver has, in body parts or behavior, that help it survive in its wetland habitat.

Activity 3: MUCKING & FROG CATCHING (40 min.) – After learning how to look for and collect aquatic species, sub-groups will investigate their search area closely and use field tools to collect living specimens.

Objective: Students will learn how to safely and carefully collect live frogs and invertebrate specimens for observational study.

Intended Outcome: Students will be respectful collectors and observers of the live specimens.

Conclusion/Wrap-up: We'll review the different types of wetlands and the abundant species they support.

Successful completion of this program will help support your students' proficiency in NGSS

Performance Expectations:

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.