

# Amphibmeander Pre Activity

## Are You Me?

### Materials:

Aquatic animal cards

### Vocab:

Metamorphosis: a complete change in an animal as it becomes an adult.

Amphibians: a cold-blooded vertebrate (animal with a backbone) that is able to live on land and water; frogs, toads and salamanders are examples of amphibians.

### Prep:

Make pairs of the aquatic animal cards. One animal in the pair should be an adult; the other should be at a younger stage in development.

### Lesson:

Ask the students to bring two pictures from home: one of an adult, the other of a child. Another option is the children can bring in a baby photo and current photo of themselves. Divide the class into small groups of three or four students and have them stand around a table. Have the students at each table place the adult-child or student-infant pictures on the table and mix them up. Once the pictures are mixed up at each table, have the entire group shift to another table so there will not be anyone at the table where his or her own pictures are placed.

At the new table, have group members attempt to match the pairs of adult-child or student-infant photos. When the students have completed their efforts to match pairs, ask all of the groups to return to the table where they started. Are the matches correct? Ask the students to change any pairs that are not correctly matched. Talk about how difficult or easy it was to correctly match the pairs. Introduce the idea that many animals look remarkably different as adults from how they appeared in younger forms. Tell them they are about to learn how to match young and adult forms of many different wetland animals.

Introduce the aquatic animal cards, and divide the class into groups. Designate one group as “adults” and the other half as “young animals.” Give each student in the adult group an adult animal card and each student in the young animal group, a young animal card. Make sure there is a corresponding match for each card given. Instruct the students to look for their match by pairing the appropriate adult and juvenile forms.

When all the students have made their choices, let the group ensure that the matches are correct. Teachers may show the students the matched images on the master.

Ask the students to examine the correctly matched pairs. Look for the similarities and differences in how aquatic animals grow and change. Amphibians, such as frogs and salamanders, go through the process of metamorphosis, growing from an egg to tadpole to adult. Many insects also go through metamorphosis.

Lesson from Project Wild Aquatic

# Amphibmeander Post Activity

## Wetland Metaphors

### Materials:

Grocery bag, sponge, baby doll (or picture of baby or cradle), toy house (picture of house), binoculars and a sieve or strainer.

### Prep:

Prepare a “Mystery Bag” and include the items in the materials list. The bag should be large enough the students can reach in and pull out an object without being able to see inside.

### Lesson:

This activity is a great review of the concepts the students learn on the Amphibmeander field trip. Many of the functions of a wetland can be explored through the use of metaphors. On the field trip, students will have learned 5 actions to remember the functions or ecosystem services wetlands provide.

Divide the class into 5 teams and have them sit together. Tell them that everything in the bag has to do with wetlands and the services they provide. Have one student from each group draw one item from the “Mystery Bag” and bring it back to his/her group. The groups must work together to figure out how the object could represent what a wetland does. Once each group is finished discussing, they should show their object to the entire class and report their ideas.

### Answers:

- Sponge – wetlands absorb or hold excess water during heavy rains and when the snow melts. They help prevent or slow flooding. Wetlands also hold water and release it during drought or dry periods.
- Toy/lego house or picture of house – wetlands are habitats or homes and provide food, water and shelter for many animals.
- Baby doll or picture of a baby or cradle – wetlands are a nursery. Many animals and insects start their lives in wetlands.
- Binoculars – wetlands are a great place to observe wildlife, plants and learn about wetlands.
- Sieve/strainer – wetlands filter garbage, soil and other pollutants from the water before it enters rivers or lakes.

Encourage the students’ understanding of how the wetlands’ condition depends on each of us. Many kinds of wildlife depend on wetlands. Our own well-being requires wetland ecosystems. Strengthen their understanding of how humans are connected to wetlands. How do we use wetlands or how are we connected to them? Recreation, aesthetics, environmental quality and nature study area few.

Lesson adapted from Project Wild Aquatic