

Teacher Guide for CLICK

July/August 2006: Squish! Swamps, marshes and bogs

This guide was prepared by Betty Lou Askin, a retired educator who lives in Toronto, Ontario.

Objectives:

- To learn about the ecology of swamps, mangroves and bogs
- To appreciate the interaction between land, plants and animals

Materials:

- Map of the United States and /or of Florida
- Chart paper and markers
- Ask the school librarian to put aside books related to this topic for your students.

Build Prior Knowledge:

Assign each student a partner. Distribute copies of CLICK and have the students look at the front cover. Brainstorm with the students about their knowledge of the following:

Marshes, bogs, mangroves, wetlands and the Everglades.

Record their answers for further reference. A **KWL Chart** could be developed and completed as the students read through the magazine.

Click & the Kids

Ask the students to look over pages 2-6 and then let them share their ideas and comments. Ask the students if anyone has visited a bog and if so, let them share their experience. Discuss the chart on page 2.

Let student partners take turns reading the article. Ask student volunteers to read the captions aloud as if this material was a play.

After the reading, as oral query or as a journal entry use these questions to help with the information:

- Why were the boards moving?
- What is a bog?
- Why are there posted signs?
- Why are some bog plants tricky?

River of Grass

Do a picture walk through pages 7-12 and ask the students to comment on what they see. Ask the students if they know about the Everglades. If any of the students have visited the Everglades, let them describe their experiences. Show a Map of the United States and point out the location of the Everglades.

The teacher should read this article aloud stopping after each section to discuss the information with the students. Use the following questions at the completion of the reading either as an oral exercise for instant recall or as individual work in their journals.

- When does it rain in the Everglades?
- Describe the Everglades in the rainy season.
- Where do the trees grow?
- Tell about three animals who live there.
 - 1)
 - 2)

- 3)
What happens in the dry season?
Why don't people live there?

In Alligator's Hole

Place the students with a partner. Ask all the students to do a picture walk through pages 13-17. Let them make comments and predictions about what might be read in the story.

Have the partners take turns reading the story. Ask them to discuss what they learned about the wet and dry seasons for the alligator. Also, have the partners complete the following activity sheet:

- Why was alligator alone?
- Where did the other animals go?
- Why did alligator make a hole?
- Name 4 animals that came to the hole.
- Why did the animals come back to alligator's hole?

Mangroves Are Amazing

Read this article aloud with the students. Discuss the following:

- Why do mangrove roots come out of the water?
- Why oxygen is necessary?
- Why mangroves can take in salt while it would kill other plants?

Yo Wants to Know

Build Prior Knowledge:

Ask how many students have eaten cranberries and in what form? (berry, jelly, sauce, dried or cooked/baked in something) Ask if anyone has tried them unsweetened. Also, do the students know how or where they grow?

Hand out the copies of CLICK and do a picture walk through pages 20-25. Let the students take turns volunteering to read the sections. Stop and discuss the information as they read along. Ask the students to write a journal entry about what they have discovered about cranberries.

Sticky Sundew

Review with the students the "tricky" bog plants in the "Click & the Kids" cartoon. Either, allow the student to take turns reading this article or it can be read by the teacher. Discuss why the sundew needs to eat insects. (poor soil nourishment)

Morning in Lucas Creek Marsh

Show a Map of the United States pointing out the coast of Virginia. Place the students with a partner and ask them to do a picture walk through the story on pages 28-34. Encourage the students to make comments and predictions about the story.

Some new vocabulary might include: fiddler crab, tidewater, marsh, murky, mud flats, burrows, muskrat, cattails, waterlogged. Place these words on chart paper or on the chalkboard. Ask the students for word definitions. If necessary find the words during the reading and find their meanings in the context.

Ask for student volunteers to read short parts of the story, stopping after each section to encourage discussion and clarification. Have the students complete the following activity sheet.

Morning in Lucas Creek Marsh

Characters:

Setting:

Main Events:

Conclusion:

Other Possibilities:

The books that the librarian selected could be put at a science center in the classroom. The students could look at these books during their free time, or during silent reading time. Another possibility would be to assign research using these books. If the **KWL Chart** was set up during the initial introduction, the students could use the books in the center to add further information to their chart.