



## CLASS FIELD GUIDE TO THE SLOUGHS

Note: for this activity, the class may make a plant guide or a wildlife guide. The construction of either guide will take the full lesson time. The wildlife guide is highly recommended as a follow-up to the Wetland Stewards “Nature Art Exploration” lesson.

### Summary

Students learn how to use field guides as they construct their own class wetland wildlife guide or plant guide. The construction of the guide includes research, sketching, painting, photography, and descriptive writing.

### Objectives

Students will:

- Understand the importance of field guides.
- Know how to use field guides.
- Develop research, writing, and drawing skills.

### CA Standards Addressed

Grade Five- Reading Comprehension 2.3: “Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.”

Grade Five- Science Content 6.a.: “Classify objects in accordance with appropriate criteria.”

Grade Five- Visual Arts 2.3.: “Demonstrate beginning skill in the manipulation of digital imagery.”

Grade Six- Listening and Speaking 2.2b: “Develop the topic with facts, details, examples, and explanations from multiple authoritative sources.”

Grade Six- Visual Arts 2.1.: “Use various observational drawing skills to depict a variety of subject matter.”

Grade Seven- Reading Comprehension 2.2: “Locate information by using a variety of consumer, workplace, and public documents.”

### The Basics

#### Grade Level

4<sup>th</sup> -8<sup>th</sup>

#### Subject

Life sciences, visual arts, language arts

#### Duration

90 minutes

#### Number of Docents Needed

1-2

Grade Seven- Science Content 7.b.: “Use a variety of print and electronic resources to collect information and evidence as part of a research project.”

Grade Seven- Visual Arts 2.1.: “Develop increasing skill in the use of at least three different media.”

## **Outline**

*There are 3 parts to this lesson*

- 1) Field Guide Introduction (10 minutes)
- 2a) Wildlife Field Guide Construction (70 minutes)
- 2b) Plant Field Guide Construction (70 minutes)
- 3) Show and Tell Animals/Plants (10 minutes)

## **Materials**

### *1. Field Guide Introduction*

Many and various field guides about either animals or plants

### *2a. Wildlife Field Guide Construction*

Wildlife Field Guide Sheet for each student

Pack of colored pencils for each student

Various wildlife field guides

Several computers ready for research use

1-2 digital cameras

printer

Tape or glue

3-hole punch

### *2b. Plant Field Guide Construction*

Plant Field Guide sheet for each student

Watercolor paper sheets cut to the size of the blank area on the Plant Field Guide Sheet (one for each student)

Brushes

1 Clipboard for each student

Watercolor paint palettes for each student

Cups of water

Paper towels

Various plant field guides

Several computers ready for research use

Glue

3-hole punch

### *3. Show and Tell Animals/Plants*

Scissors

yarn

### **Vocabulary**

Field Guide, Habitat, Range

### **Background Material**

Field Guides are not only a source of technical information about species but are often full of scientific illustrations of wild species. Field guides are one place that scientific research and art merge together and are thus a good jumping off point for young students to learn while drawing. Field guides are also used as the basis for creating clay sculptures because this will help them pay attention to detail and description which will help to use field guides in the field later in life.

### **Procedure**

**Note:** for this activity, the class may make a plant guide or a wildlife guide. The construction of either guide will take the full lesson time.

#### **1) Field Guide Introduction (10 minutes)**

- Before the lesson, spread various field guides on the classroom tables. Plant guides if you are making a plant guide with the class or mammal, bird, insect, or reptile guides if you are making a wildlife guide.
- Have students sit down at the tables when they come in and look through the guides. Ask them what kind of books they have in front of them. What are these books used for? Have you ever used a field guide? How do you use them? What kind of information would you want to find in them. How would you go about making your own? Why are they important?

#### **2a) Wildlife Field Guide Construction (70 minutes)**

- Show them the Wildlife Field Guide Handout and explain that their class is going to make their own field guide composed of all the animals they modeled in the nature art lesson. Each student needs to do some research on their animal using the field guides or the internet to help them fill out the field guide handout on their animal. We will also create a front and back cover and bind all the field guide handouts and the covers for their class to create a class field guide with all their favorite native animals. Explain that the blank space on the front of the handout is for a digital photograph of their clay model animal. The wetland stewards coordinator, a docent, or steward will help each student take a picture of their model. Then they will download and print the pictures for each of the students. The other blank spot, on the back of the sheet, is where they will draw their animal in its habitat.
- Pass out the handout to each student as well as colored pencils. Have students start to fill out their handout with help from the stewards and docents. They must draw a picture of their animal and then research their behavior and habitats using the field guides and internet. Once they are done, collect all the sheets and set aside to bind later. Meanwhile, pull each student aside to take photos of their clay model. Once all the pictures are taken, print the photos and give their photos to each student to put on the front of their sheet with tape.
- Have the stewards encourage those students who finish before the others to work on a front or back cover. As students finish, have them help the kids who started the covers until both covers are done. Also have the students use three hole-punch on their sheets when they are done.

## 2b) Plant Field Guide Construction (70 minutes)

- Show them the Plant Field Guide Handout and explain that their class is going to make their own field guide composed of native plants present in the native plant garden and shade house. They will all go out to the garden and pick out one plant that they want to study. Every student should have a different plant; you may need to assign plant from the shade house to certain students. Each student needs to do some research on their plant using the field guides or the internet to help them fill out the field guide handout on their plant. We will also create a front and back cover and bind all the field guide handouts and the covers for their class to create a class field guide with all their favorite native plants. Explain that the blank space on the front of the handout is for a watercolor painting of their plant that they will do from a model in the garden or shade house. They will paint the picture on a small sheet of watercolor paper and then paste it on to the blank spot on the sheet.
- Pass out the handout to each student as well as paint brushes, clipboards, brushes, water cups, and small sheets of watercolor paper. Have students paint the picture of their chosen plant first. Once they are done, have them lay out the pictures to dry while they start to research their plant and fill out the handout. When they are done with the research they can paste their painting on to the front of their sheet.
- Have the stewards encourage those students who finish before the others to work on a front or back cover. As students finish, have them help the kids who started the covers until both covers are done. Also have the students use a three hole-punch on their sheets when they are done.

### 3) Show and Tell Animals/Plants (10 minutes)

- Once all the students have finished their individual handouts, have the kids circle up around a table and share information about their animals or plant.
- After everyone has shared some information, tell the students it is time to bind all the pages together to make a book. Explain that each of the animal pages (or plants) should go in some sort of order with the front cover on the front and the back cover on the back. Ask the students in what order the pages should go. Should they be alphabetical? By type of animal or plant? (reptiles, birds, mammals or trees, reeds, bushes, etc.) Or some other way to categorize the sheets? It is up to the students.
- Once the students are decided, put the pages in order and tie a piece of yarn through each of the holes. Hand the book over to the class.

#### Wildlife Field Guide

Author \_\_\_\_\_

Date \_\_\_\_\_

Name of Wetland Animal including its Latin name:

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DESCRIPTION:

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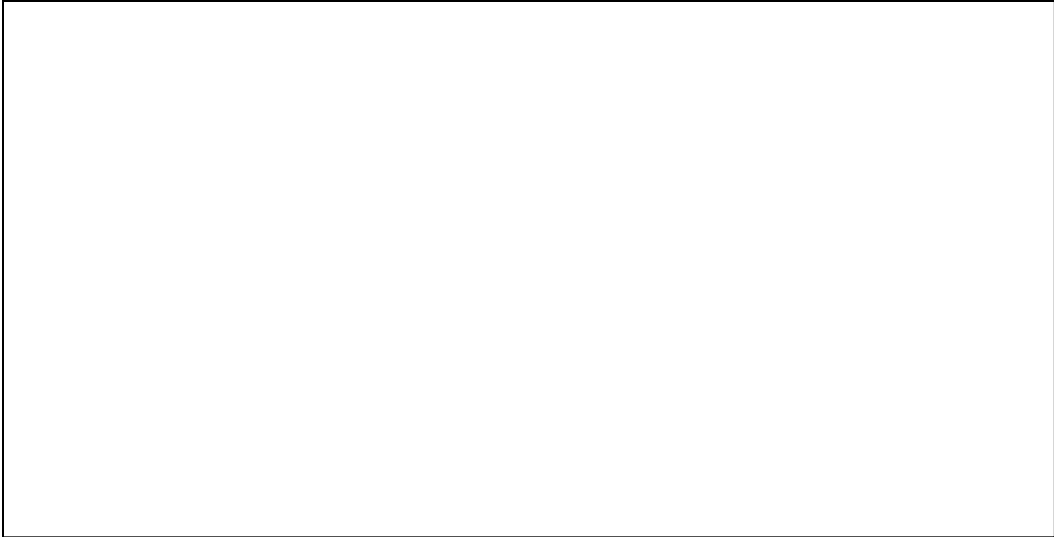
HABITAT:

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WHAT IT EATS:

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OTHER OBSERVATIONS OR CHARACTERISTICS:

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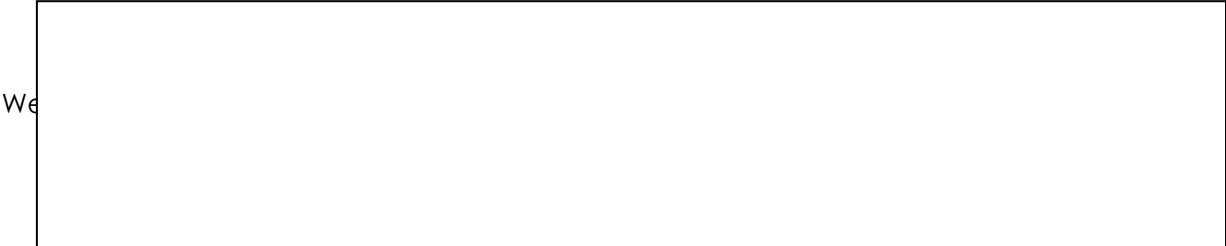
Plant Field Guide

Author \_\_\_\_\_

Date \_\_\_\_\_

Name of Wetland Plant including its Latin name:

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DESCRIPTION:

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HABITAT:

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RANGE (where can it live in America):

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WHEN DOES IT FLOWER:

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OTHER OBSERVATIONS OR CHARACTERISTICS:

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