

Wetlands: Important to a Healthy Environment

Weaselhead Field Trip: Student Worksheets

| Name: | Date: |
|-------|-------|
| | |

Key words: aquatic, invertebrates, biodiversity, bioindicator, emergent plants, submergent plants, floating plants, nymphs, larvae, pupae

1) Why are wetlands important? Write down four ways wetlands help people and/or animals:

| | a) | |
|----|------------------------|--|
| | b) | |
| | c) | |
| | d) | |
| 2) | Wetland sounds | (we will do this later when we are at a wetland) |
| | Sound type | Put a check mark every time you hear the sound. |
| | bird calls | |
| | woodpecker drumming | |
| | frogs | |
| | people in the park | |
| | leaves rustling | |
| | bikes | |
| | airplanes | |
| | insects | |
| | other | |
| I. | | h -/ / , |

Can aquatic invertebrates make sounds too?

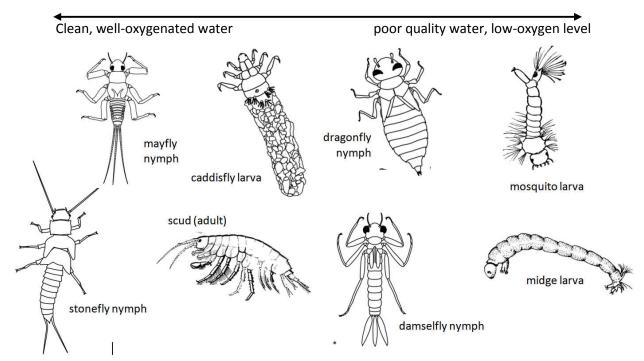
Wetland 1

| A. | Is this wetland a marsh/fen/bog/swamp/river? (circle one) | | | | |
|--------|---|----------------------|--------------------------------------|-------------------|------------------|
| В. | Draw an | nd name one of th | e terrestrial plants growing near th | ne wetland: | |
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| | | | | | |
| | | | | | |
| | | The name of thi | s plant is: | | |
| | | | | | |
| C. | Draw an | nd name three of | the aquatic invertebrates you foun | d in this wetland | : |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| The na | ame of this | s invertebrate is: | The name of this invertebrate is: | The name of this | invertebrate is: |
| | | | | | |
| D. | Make a | tally of all the aqu | uatic invertebrates the class found | in this wetland: | |
| _ | | | | | |
| | | | | | Total = |

Wetland 2

| A. Is this wetland a marsh/fen/bog/swamp/river? (circle one)B. Draw and name three of the aquatic invertebrates you found in this wetland: | | | | |
|---|---|---------------------------------------|-----------------|----------------------|
| | | | | |
| The name of this | invertebrate is: | The name of this invertebrate is: | The name of the | his invertebrate is: |
| C. Draw and name one of the aquatic plants growing in the wetland: The name of this plant is: | | | | |
| | Is this plant an emergent, submergent or floating plant? (circle one) | | | пе) |
| D. Make a ta | ally of all the aqu | atic invertebrates the class found in | n this wetland: | : |
| | | | | Total = |

- **3)** Compare the two tallies that you made today. Which wetland that had the most biodiversity of aquatic invertebrates: Wetland 1 or Wetland 2? (Circle one or both if it is the same!)
- 4) Circle any of the aquatic invertebrates you found in one of the wetlands today:



Was the water in the wetland clean and well-oxygenated? Was the water poor in quality with low oxygen? Or was the water somewhere in between?

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|-----------|-----------|---|
| lvour | answer |) |
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5) Look at the chart below to see what aquatic invertebrates eat. Is it a producer or consumer? Is it a herbivore, carnivore, omnivore, or scavenger? Circle your choice.

| | What does it eat? | Is it a producer or consumer? | Is it a herbivore, carnivore, omnivore, or scavenger |
|--------------------------|--|-------------------------------|--|
| Scud | Dead and decaying plants and animals (including invertebrates) | producer consumer | herbivore, carnivore, omnivore, scavenger |
| Dragonfly nymph | Other aquatic invertebrates and small fish | producer consumer | herbivore, carnivore, omnivore, scavenger |
| Predacious diving beetle | Anything it can catch – even each other! | producer consumer | herbivore, carnivore, omnivore, scavenger |
| Snail | Algae and plants | producer consumer | herbivore, carnivore, omnivore, scavenger |
| Mosquito larva | Algae and microscopic animals | producer consumer | herbivore, carnivore, omnivore, scavenger |
| Caddisfly larva | Algae, plants, other larvae, small worms, crustaceans | producer consumer | herbivore, carnivore, omnivore, scavenger |