



Wetlands on Wheels

3rd Grade Teacher
Information Packet

Environmental Concern –
“All about Wetlands since 1972”
www.wetland.org

Thank you for inviting Wetlands on Wheels *Classroom Edition* to your school!

Dear Educators,

We are very excited to bring the *Wetlands on Wheels (WoW) Classroom Edition* to your students! Environmental Concern guarantees a stimulating hands-on learning experience with fun, academically-challenging programs that are correlated to your state's standards.

To help you prepare for the Wetlands on Wheels, we are providing a Teacher Packet which includes: background information on wetlands, pre and post visit activities you can do with your students to extend and enhance the Wetlands on Wheels experience, and a pre/post WoW test.

Each grade's WoW test is designed to measure students' baseline understanding of wetlands prior to their experience in the program against which the post-test results can be compared. Please administer your student's grade-level test before you start any of the wetland activities. Following the WoW visit, we also ask that you administer the test again as soon as possible. Please share the students results with us so that we can use them to improve our education efforts.

Thank you again for inviting us to your school,
We look forward to seeing you soon!

The Educators at Environmental Concern



Environmental Concern
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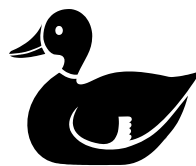
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Wetland Basics

Wetland is a term describing those habitats where land and water meet. Wetlands are characterized by the presence of water, hydrophilic (water-loving) plants, and hydric soils. These characteristics create unique habitats that are one of the most biologically productive and useful ecosystems on earth.

Wetlands are found all over the world. They occur in every state throughout the U.S. and are found in every continent, except Antarctica. Depending on where you live, you might refer to wetlands as fens, sloughs, pocosins, muskeg, playas, mires, moors, carrs, glades, or flats, to name a few. Each wetland ecosystem has its own hydroperiod where differing plant communities, water type, climate, and topography distinguish one wetland type from another. For example, a bog is a wetland that is characterized by water-logged, acidic soils, and is dominated by spongy mosses and other herbaceous plants; whereas, a swamp is a wetland vegetated mostly by trees and shrubs and is often associated with slow streams and rivers

The Mid-Atlantic States are home to a variety of wetland types found both on the coast and inland. The coastal wetlands consist primarily of tidal marshes and mudflats that are frequently inundated by salt or brackish water and influenced by the tides. Inland wetlands can be very diverse including freshwater marshes, bogs, bottomland hardwood forests, and swamps. These inland wetlands, excluding the unique habitat requirements of bogs, can be found in the floodplains of streams and rivers, in isolated upland depressions, and along the margins of lakes and ponds.

Six percent of the earth's surface (nearly 3.5 million square miles) is classified as wetlands. To put this in perspective, that is an area just slightly smaller than the entire United States, including Alaska and Hawaii. While this is a small area relative to the earth as a whole, wetlands provide ecologically important functions – many of which are critically significant to humans.

Wetlands provide a wide range of functions, including:

vital habitat and nursery grounds - all migratory waterfowl depend on wetlands for shelter, rest, nesting, and food; and 75% of the United State's fish and shellfish species rely on wetlands at some stage in their life cycle.

atmospheric equilibrium - wetland plants store and exchange carbon dioxide and oxygen. Saltwater marshes are the most biologically productive ecosystems on earth.

flood control - one acre of saltwater wetlands can absorb 1.5 million gallons of flood water.

water filter - wetlands slow runoff, trap sediment, and absorb many pollutants, including excess nutrients and toxins.

food production - fish, shellfish, waterfowl, rice, cranberries, and blueberries are harvested from wetlands.

recreation - every year, billions of dollars are spent on recreational birding, fishing, and boating.



Function	Examples of Societal Value
Sediment retention	Water clarity for swimming and fishing, reduction of non-point source pollution
Floodwater storage	Reduced damage from floods
Wildlife habitat	Increased wildlife populations for hunting, fishing, bird watching, and eco-tourism.
Groundwater recharge	Maintenance of drinking water supplies
Primary productivity	Support for commercial fisheries, oxygen production
Removal of contaminants	Improved water quality
Storm surge protection	Reduced damage from coastal storms
Erosion control	Protection of property and improved water quality
Carbon storage	Aids climate equilibrium

Since the arrival of Europeans, wetlands in the U.S. have been drained, dredged, filled, leveled and flooded, resulting in a loss of over 50% of the wetlands that existed in 1700. We are now just discovering the impact of these losses to our environment and human sustainability. Catastrophic flood damage, dwindling water availability, decreased water quality, and critical fish and wildlife habitat loss have all resulted partly from society's failure to preserve our wetlands adequately. For all these reasons and more it is important to protect and restore wetlands everywhere.

Education can be the first step to saving these valuable ecosystems and your participation in the *Wetlands on Wheels* program can help ensure a healthy future for wetlands in our region.



Vocabulary

Teachers- *These vocabulary words are meant to help improve your students understanding of wetlands and their values. Please go over them with your class to prepare them for the Wetlands on Wheels visit.*

adaptation: adjustment to environmental conditions; modifications of an organism or its parts that make it more fit for survival.

aquatic: relating to water; living in or near water; taking place in water.

bog: a wetland characterized by waterlogged soils, acidic conditions, and dominated by spongy mosses or other herbaceous plants. Typically lacking outflow.

brackish: containing a mix of fresh and salt water.

carnivore: a meat-eating organism.

cattail: tall, reedy marsh plant with brown, furry, fruiting spikes (an emergent plant).

competition: the contest between organisms in the environment for available resources (food, water, shelter).

consumer: an organism that uses other organisms for food in order to gain energy.

cranberry bog: a bog dominated by mat-forming evergreen vines that produce red fruit, common in NJ, WI, OR and WA.

cypress swamp: a wetland environment common throughout the southeastern United States in which cypress trees are a dominant species.

decomposer: any of various organisms that feed on, and break down, dead organic substances.

ecosystem: a community of organisms interacting with their physical environment.

environment: the combination of external physical, chemical, and biotic factors affecting the growth and development of an organism or ecological community.

estuary: the lower course of a river where the current is met by ocean tides.

food chain: a succession of organisms in an ecological community that constitutes a continuation of food energy from one organism to another as each consumes a lower member and in turn, is preyed upon by a higher member.

food web: the complex, interrelated food chains in an ecological community, whereby, food energy passes among organisms as each consumes, and in turn, is preyed upon by others.



freshwater: water that has little to no salt.

habitat: the environment in which an organism normally lives.

herbivore: an organism that feeds on plants.

hydric soil: soils formed under saturated or flooded conditions that are lacking in oxygen.

hydrology: the study of the behavior of water in the atmosphere, on the earth's surface, and underground.

hydroperiod: length of time there is water in a wetland

invasive species: a plant or animal introduced to an area from another region that can negatively affect the habitats they invade.

marsh: a wetland characterized by wet, low-lying land, dominated by herbaceous vegetation.

organic: derived from living organisms.

pollutant: a substance that contaminates the environment, especially human-made wastes.

predator: one that captures prey as a means of survival.

producer: an organism (plant) that is able to make its own food using the sun's energy through photosynthesis.

runoff: an overflow of rainfall that cannot be absorbed by soil and vegetation, and travels across a surface.

salinity: the degree of saltiness, usually referring to water.

SAV (Submerged Aquatic Vegetation): plants that grow under the water's surface.

swamp: a saturated lowland or seasonally flooded bottomland characterized by trees or woody vegetation.

water conservation: water-saving methods that serve to increase water supplies by decreasing demands.

wetland: a landform characterized by the presence of water, hydric soils, and hydrophilic vegetation. Often, wetlands form the transition zones between upland and deep-water environments.



Wetland Web Resources

General Wetland Information:

Environmental Concern Inc.: www.wetland.org

Wetlands Theme Page: www.cln.org/themes/wetlands.html

EPA Wetland Page: www.epa.gov/wetlands/

Izaak Walton League, American Wetlands Kit: www.iwla.org/index.php?ht=a/GetDocumentAction/i/1246

Natural Resource Conservation Service Programs and Services: www.nrcs.usda.gov/wrp/portal/nrcs/main/

Society of Wetland Scientists: www.sws.org

Wetlands Links: www.mindspring.com/~rbwinston/wetland.htm

Carolina Bay's: <http://abob.libs.uga.edu/bobk/cbaymenu.html>

A Student's Guide to Global Climate Change: www.epa.gov/globalwarming/kids

Water Environment Federation- water quality and wastewater treatment: <http://www.wef.org/awk/default.aspx>

Atlantic Coast Watch, info on news/agencies: www.atlanticcoastwatch.org/

United Nations Environmental Programme- UNEP-WCMC Species Database: http://www.unep-wcmc.org/unep-wcmc-species-database_702.html

National Wildlife Federation Schoolyard Habitat: www.nwf.org/schoolyardhabitats

USGS The Learning Web: www.usgs.gov/education/

Ramsar, International Wetland Information: www.ramsar.org

BRIDGE, Ocean Science Teacher Resource Center: www.vims.edu/bridge/

Grants

Environmental Education Link: <http://eelink.naaee.net>

Environmental Education Grants: <http://www.epa.gov/enviroed/grants.html>

Maryland State Dept. of Education: <http://marylandpublicschools.org/MSDE>

National Fish and Wildlife Federation: www.nfwf.org

Antioch University's Center for Place-based Education: <http://www.antiochne.edu/anei/cpbe/>

Chesapeake Bay Trust grants: <http://www.cbtrust.org>

Grants from Toyota Tapestry: <http://www.nsta.org/pd/tapestry/>

Grants for Native Plants and Seed: <http://www.for-wild.org/seedmony.html>

Wetland Plants

Environmental Concern: www.wetland.org

Native Plants for Wildlife Habitat and Conservation Landscaping, look for "Plants with a Purpose": www.nps.gov/plants/pubs/Chesapeake/toc.htm

Invasive Species information: <http://www.invasipedia.org/>

Southeast EPPC/MA-EPPC: www.se-eppc.org

Plant Conservation Alliance: www.nps.gov/plants/

Natural Resource Conservation Services, select plant by region and county, Wetland Indicator Status, plant characteristics, native and non-native status, plant images: <http://plants.usda.gov/>

Student Information

Environmental Gasses and the water cycle: www.epa.gov/globalwarming/kids

EPA Booklet titled "What's Up With Our Nation's Waters?" Information on wetlands, pollution, geared toward kids. www.epa.gov/owow/monitoring/nationswaters/





Pre/ Post Tests

Distribute the following test prior to using wetland activities with your students.

This test allows EC's Education Department to measure your students baseline knowledge of wetlands and compare it to their knowledge after our programs.

Distribute the same test again after the conclusion of the Wetland on Wheels program in your classroom.

Return pre/post tests to the EC Educator prior to their departure from your school.

Test for 3rd Grade: Diversity of Life

Name: _____ Date: _____

1. Land that is covered by water at least part of the year and has special soil and plants is called a _____.

2. Define **adaptation** _____

3. Give an example of an adaptation. _____

4. True or False: Only animals have adaptations. _____

5. Draw a line from the animal/plant to its adaptation.

cypress tree

rigid stem for support

duck

long teeth for gnawing

frog

feathers for warmth

cattail

strong back legs for jumping

beaver

knees that stick out of the water to get oxygen

6. True or False: Adaptations allow animals and plants in question #5 to live in a wetland environment. _____

7. How do cattails circulate or move oxygen through their body?

8. Trees growing in wetlands often have broad trunks at their base to keep them more stable in the water. Name this adaptation: _____

9. What part of the cattail looks like a “hot dog”? _____

10. List two reasons why wetlands are important. _____





Pre-Visit Activities



WETLAND FUN FACTS!



Determine whether these statements about Wetlands are True or False

#1 Invented over 200 years ago in Egypt, marshmallows were originally made from the root of a wetland plant, the Marsh Mallow

#2 The Continental United States has lost 25% of it's wetlands.

#3 Some wetland trees have elbows.

#4 One acre of wetlands can store up to 1.5 million gallons of flood water.

5 Bird Watchers spend approximately \$1 billion dollars per year to observe and photograph wetland birds.

#6 Wetlands cover 71% of the planet

#7 Over 75% of commercial fish and shellfish depend on wetlands during their life cycle.

#8 Wetlands have the lowest productivity of any ecosystem.

#9 Wetlands can be found on every continent except Antarctica.

#10 The three characteristics of a wetland are soil, plants and water.

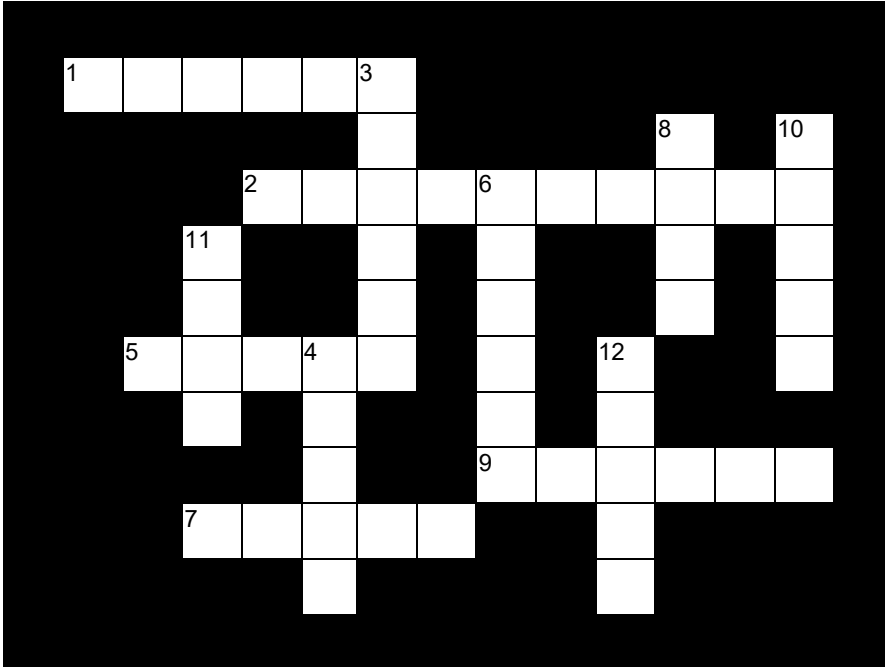


Answers to Wetland Fun Facts:

- #1 **True** - Marshmallows were once derived and made from a wetland plant called the Marsh Mallow. Today, marshmallows are made in factories from gelatin and sugar.
- #2 **False** – The US has lost over 50% of it's wetlands since Colonial times.
- #3 **False** – Some trees such as cypress trees have knees that protrude or rise out of the water. Knees most likely provide stability and gas exchange, however their true function is still being studied.
- #4 **True** – Wetlands act like a “sponge” and have the ability to collect and store large volumes of floodwater.
- #5 **False** – Birders spend more than 82 billion dollars annually. Wetlands are also enjoyed by outdoor enthusiasts for boating, fishing and hunting.
- #6 **False** – Wetlands cover 6% of the planet. The oceans are considered open water and cover 71% of the planet.
- #7 **True** – Wetland habitats are vital nursery-ground for a variety of wildlife. Wetlands provide an abundant food supply, shelter, and protection for young fish and shellfish.
- #8 **False** – Wetlands have the highest primary productivity followed by tropical rain forests.
- #9 **True** – Antarctica has no plant life or available water - two of the three characteristics of wetlands.
- #10 **True** – Without any one of these characteristics, there is no wetland.



Grade 3 Wetland Crossword Puzzle



Word Bank:

- | | |
|------------|--------|
| talons | eyelid |
| scales | gills |
| wings | color |
| adaptation | fins |
| tongue | knees |
| teeth | |
| hair | |

Across:

- Birds use _____ to grasp prey.
- A physical feature or behavior that helps an animal survive is an _____.
- Birds use these to fly.
- The _____ of their fur helps animals blend in with their surroundings.
- A beaver's clear _____ helps improve their vision underwater.

Down:

- _____ streamline animals for faster swimming.
- Aquatic salamanders use these to breathe.
- Frogs use this to catch fast prey.
- Fish use these to swim.
- _____ help some trees grow in swamps.
- Mammals use this to keep warm.
- Carnivores use their _____ to eat prey.



Grade 3 Crossword Answer Key

Across:

1. Birds use **Talons** to grasp prey.
2. A physical feature or behavior that helps an animal survive is an **Adaptation**.
5. Birds use these to fly. **Wings**
7. The **Color** of their fur helps animals blend in with their surroundings.
9. A beaver's clear **Eyelid** helps improve their vision underwater.

Down:

3. This streamline animals for faster swimming. **Scales**
4. Aquatic salamanders use these to breathe. **Gills**
6. Frogs use this to catch fast prey. **Tongue**
8. Fish use these to swim. **Fins**
10. Help some trees grow in swamps. **Knees**
11. Mammals use this to keep warm. **Hair**
12. Carnivores use these to eat their prey. **Teeth**



Can you unscramble the following Wetland Animals?

Gorf _____

Wetlands are important to me in every phase of my life. I need to keep my thin skin moist. Wetland plants provide cover from hungry birds. I can eat all I want in a wetland too, mosquitoes and bugs, yummm.

Hifs _____

I need water to survive, so I live in wetlands that are wet all year. I breathe oxygen from the water and hide from osprey and turtles.

Roneh _____

I am the tallest in my class. I stand very still in the water and search for prey. Frogs and fish are my favorite meals. I have very long legs, long neck and wings.

Revbae _____

I live in wetlands and even help to create them! I can dam up a stream with logs and branches and make a new wetland. I eat wetland plants and the inner bark from trees plants.

Answers: Frog, Fish, Heron, Beaver





Standard Correlations



Third Grade Lesson Objectives, Details, and Correlations to the Standards

Duration: 60 min.

BRIEF DESCRIPTION: Students will be introduced to wetlands and the variety of plants and animals that inhabit them. Students will also be introduced to and investigate a variety of wetland adaptations through demonstrations, sensory activities, and a plant dissection.

PHYSICAL SETTING: This lesson is designed to be used in a classroom.

BACKGROUND PREPARATION: Tables should be arranged for group work with shared materials. Please make sure you are aware of any plant allergies prior to starting the cattail dissection. Inform the teacher that some kids who are prone to seasonal allergies may demonstrate symptoms such as sneezing, or rubbing eyes when the cattail is mature and dispersing seed. Please have a couple of cattails at different maturity stages on hand during the lesson to allow the allergy-sensitive students to participate. Discourage students with known allergies from tasting the cattail.

INVESTIGATIVE ISSUE QUESTION: How do plants and animals adapt to live in wetland environments?

PROGRAM INDICATOR: The students will study the characteristics of a wetland habitat and how wetland organisms display special adaptations that allow them to survive.

STUDENT OUTCOMES:

The student will

- 1.) List three defining characteristics that define a wetland.
- 2.) Define adaptation.
- 3.) Distinguish adaptations found in organisms that live in wetlands.
- 4.) Identify cattail parts.
- 5.) Elaborate on one specific adaptation that allows a cattail to thrive.
- 6.) Design a new organism based on adaptations.
- 7.) Create positive associations with wetlands.

Correlations: MD: Science: 3.0 Life Science, Diversity of Life, 1.0 Skills and Processes, Constructing Knowledge; Reading/ English Language Arts: 1.0 General Reading Processes; 2.0. Comprehension of Informational Text; 4.0 Writing; 5.0 Speaking; 6.0 Listening; 7.0 Speaking **E-lit:** 1.A.1.bullet 1,3; 1.A.3.bullet 1; 1.A.5. bullet 1,2; 3.C.1; 4A.1.bullet 2, 3; 4.B.1.bullet 1-4; 4.C.1; 4.D.1; 4.E.1; 5.A.1.bullet 3-5; 8.C.1.bullet 3;

NGSS: 3 LS1-1, 3LS2-1, 3LS3-3, 3-LS4-3, 3-LS4-4; 3-ESS3-1

VA: SCI: 3.1, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10 ,Eng. SOL 3.1, 3.2, 3.4, 3.11

Visual Arts:3.4, 3.6

DE: Science 1. Science as Inquiry, 7. Diversity/

L.A. 1. Use oral language to formulate and deliver a message.





Post-Visit Activities

Diversity of Life - Adaptations

Wrap Up and Evaluation Activities

After the activity instructor's departure the classroom teacher will have students:

- 1) Draw a wetland, including its three defining ingredients.
- 2) Analyze the parts of a cattail. From their observations, infer the functions of the plant's characteristics.
- 3) Identify three different wetland organisms and the adaptations they have that make them better able to survive. Explain your findings to the class.
- 4) Each animal and plant's body is specifically designed to allow it to better able to survive in its environment. Have students create their own imagined wetland animal using five of the adaptations they learned in their class program. Students should be able to label each special adaptation. Once they have drawn their animal creation, students should write a story about the wetland animal explaining how the wetland animal lives.
 - Describe its habitat (food, water, shelter, space needs),
 - How does the animal obtains its food?
 - How do its adaptations help the animal survive in a wetland environment?

Adaptive Strategy: For students who need a template to use to explain their animal's habit please pass out the next page to organize their information.



NAME: _____

DESCRIPTION: _____

WHERE FOUND (HABITAT or MICROHABITAT): _____

WHAT MIGHT IT EAT? _____

OTHER OBSERVATIONS: _____

STUDENT OR TEAM NAME _____

WOW! The Wonders Of Wetlands

NAME: _____

DESCRIPTION: _____

WHERE FOUND (HABITAT or MICROHABITAT): _____

WHAT MIGHT IT EAT? _____

OTHER OBSERVATIONS: _____

STUDENT OR TEAM NAME _____

Diversity of Life - Adaptations **Extension Activities**

These activities are meant to be used as an expansion of the information the students learned in their Wetland on Wheels visit.

- 5) Research a wetland organism not discussed during the activity and the adaptations they have. Create a poster with pictures and information discussing the adaptation(s). Have students present their posters to the class.
- 6) The environment affects the traits different organisms develop, In this lesson the EC Educator focused on wetlands. Research other habitats and identify adaptations that would allow that organism to survive there.(i.e. desert, marine, forest, etc.)
- 7) Ask students to identify if there are animals in their neighborhood that have developed special adaptations or behaviors for living among people? Write a poem or story about one of the animals they have observed close to home, or choose one from following list: *dog, cat, pigeon, squirrel, sparrow, raccoon, mouse, housefly.*
- 8) Research different wetland animals found in other countries. Do they have any adaptations that are unique to just that country's environment?
- 9) Identify wetland conditions that exclude organisms that do not have special adaptations.

We also recommend using the
WOW! The Wonders of Wetlands curriculum guide
to create your own wetland unit.



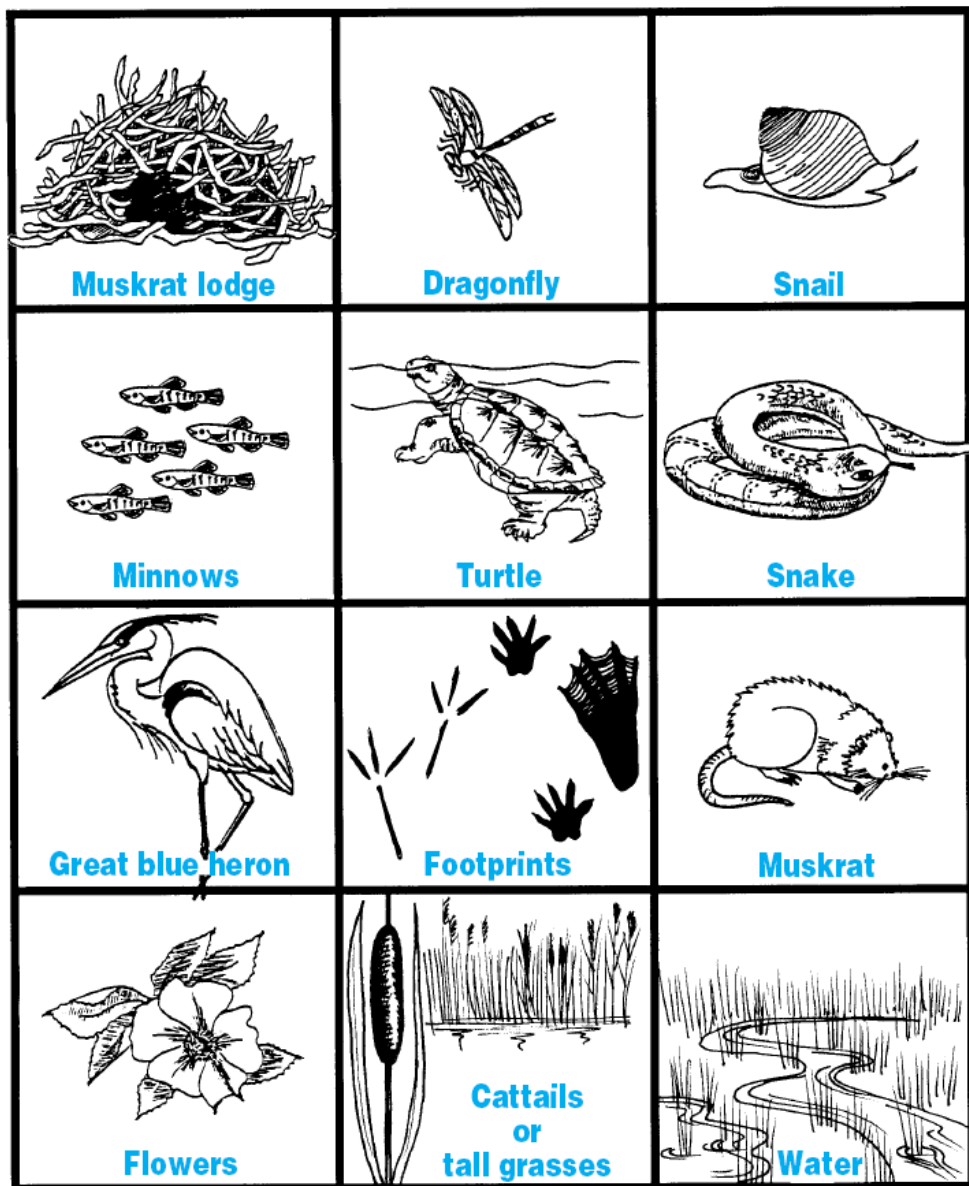
Springo!

(Materials: copies of the Springo! cards)

Use this “bingo” card to help young students concentrate on looking for things that live and grow in a wetland. This game works well when the class is walking along a boardwalk or the edge of a wetland. You can play the game any way you like, but here are two suggestions. (If you’re not playing in spring, you might just call it “wetland bingo.”):

Make copies of this card, cut the squares apart, and rearrange them to make three or four different cards (optional). Have students work in groups, with adult leaders. Groups that spot one of the items (or something similar, or an animal sign, such as a footprint), should shout “SPRINGO!” and point it out for all to see. Then everyone can mark off the item on the cards. Try to find as many as possible.

Or, make copies of the card, cut out squares, and use 9 of the 12 squares to make cards that are 3 squares by 3 squares. Have the groups find items until they have marked off a horizontal, vertical, or diagonal line, the shape of a T or L, or the whole card. The first group to make the designated pattern shouts “SPRINGO BINGO!” and wins.



Wetlands on Wheels Class Visit Request Form

Continuing our educational relationship with your school is beneficial to building the understanding and appreciation of wetlands vital to the preservation of our national and local wetlands. The mobile design of Wetlands on Wheels combined with quality instruction provides an effective way to enhance your students' learning. Due to expanding interest in Wetland on Wheels, we want to make sure that your school is reserved on our schedule for the next school year. If you are interested in including Wetlands on Wheels in your programming for next year, please fill out and return the form.

Contact Information:

Name: _____ Title _____
(Primary Contact)

Address: _____

Phone: _____ Email: _____

Program Information:

School #1 _____ Grades: _____

Requested Visit Dates: _____ Times: _____

School #2 _____ Grades: _____

Requested Visit Dates: _____ Times: _____

Fee Information:

Program Cost: Please refer to next page.

Other Considerations:



Please fill out and mail or fax to Environmental Concern.
PO Box P, St. Michaels. MD 21663
Phone: 410-745-9620
Fax: 410-745-3517
teachwetlands@wetland.org



Wetlands on Wheels Classroom Addition - *Watershed Adventures at your School*

How it works:

Select from our K-5th grade lessons, provide a meeting space, and an EC Wetland Educator will travel to your site to teach interactive wetland and watershed focused lessons. Students will get to experience the exciting world of wetland habitats without having to leave your campus.

Available:

Year-round at schools in Maryland, Virginia, DC and Delaware.

Duration:

Half and full day possibilities (3-8 classes per day)

EC provides:

- K-5 curriculum correlated to the MD, VA, DE state curriculum standards.
- Fun, interactive wetland lessons and activities led by a skilled Wetland Educator.
- Materials and handouts for your use before and after the visit.

The school provides:

- A standard sized (or larger) classroom space (some programs will require tables.)
- Schedule of classes (including location, times, participant #s and grades) at least 2 business days prior to programs.
- Teacher or chaperone must stay with each class.

Cost:

The fee ranges from \$135-300 per day, plus some mileage.

Type of Program	Length	Cost	Sessions per day	
K-2 grade programs	30 minutes	\$35 each	minimum of 4	maximum of 8
3-5 grade programs	60 minutes	\$50 each	minimum of 3	maximum of 6
Round trip mileage rates	The first 30 miles from EC are free; add \$1 per mile for each mile over 30 per round trip. (So a 60 mile round trip would cost \$30.)			

Scheduling:

Schools are scheduled on a first come, first served basis. Program scheduling is flexible, however bundling programs of the same type is preferred (for example, all 4th grade classes back to back, or on the same day).

- No more than 3 different types of programs can be held per day.
- 10 minutes are needed between programs
- A 30 minute lunch break for the EC educator is required

How to reserve: Contact the EC education department at 410-745-9620 or by e-mail at teachwetlands@wetland.org.

Environmental Concern

“We’re all about Wetlands!”



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