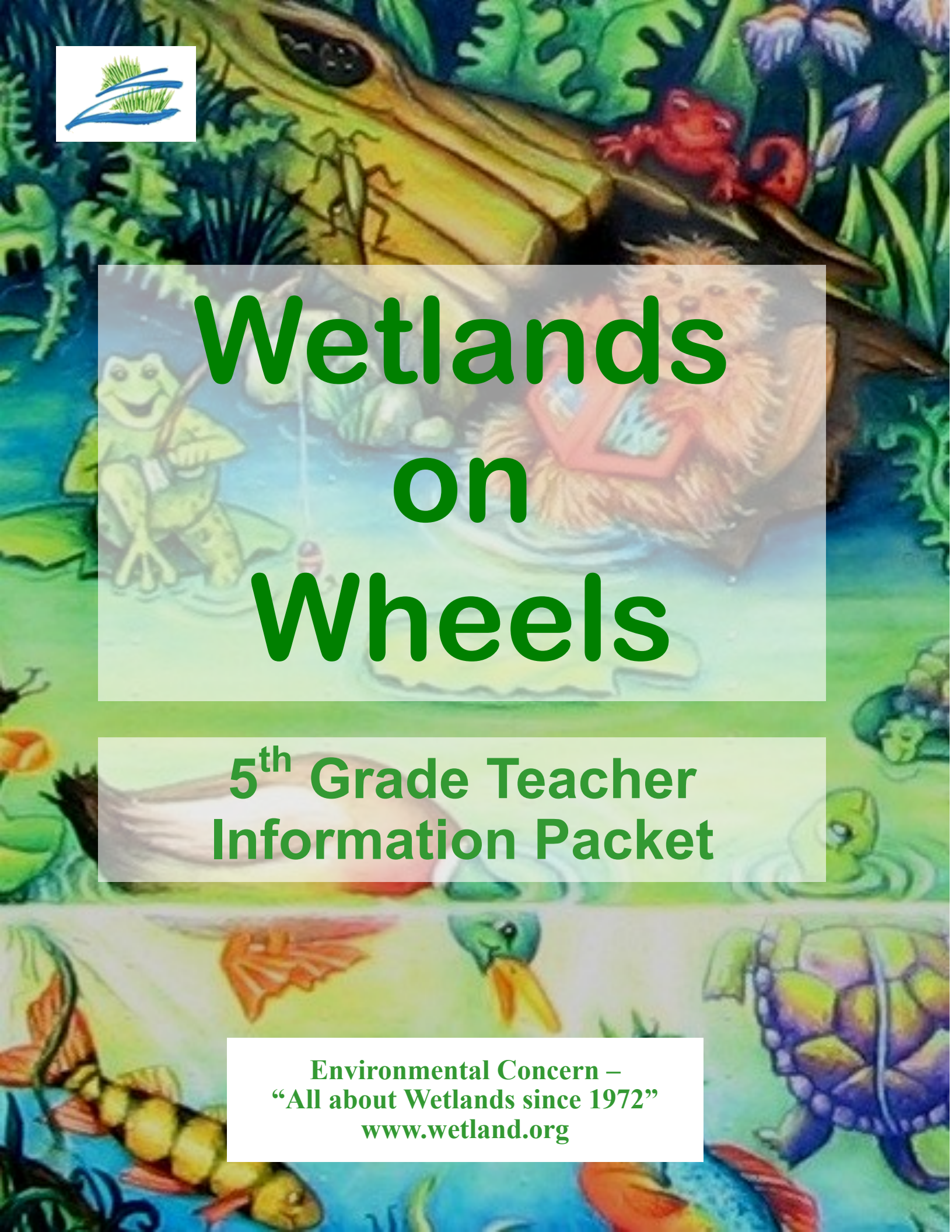

Wetlands on Wheels

5th 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
PO Box P, St. Michaels, MD 21663
(410) 745-9620
www.wetland.org

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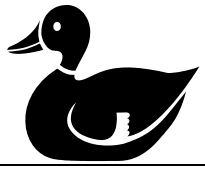
PRE-VISIT



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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.

amphibian: an animal that spends part of its life in the water and part on land.

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.

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.

dissolved oxygen: the amount of available oxygen in the water.

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.

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.

indicator species: a species whose presence, absence, or relative well-being in a given environment is a sign of the overall health of its ecosystem.

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

macroinvertebrates: small animals with no backbones that are large enough to see without a microscope.

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

organic: derived from living organisms.

pH: the measure of hydrogen ions in a liquid. A liquid is more acidic when it contains more hydrogen ions and more basic (alkaline) when it contains fewer ions.

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.

temperature: the degree of hotness or coldness of a body or environment.

tributary: a stream or river emptying into a larger body of water.

vernal pool: temporary shallow freshwater pond that exists in wet seasons, but dries out in between..

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

watershed: the entire land area that contributes surface runoff or drains to a particular body of water.

water quality: is the chemical, physical and biological characteristics of water.

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/

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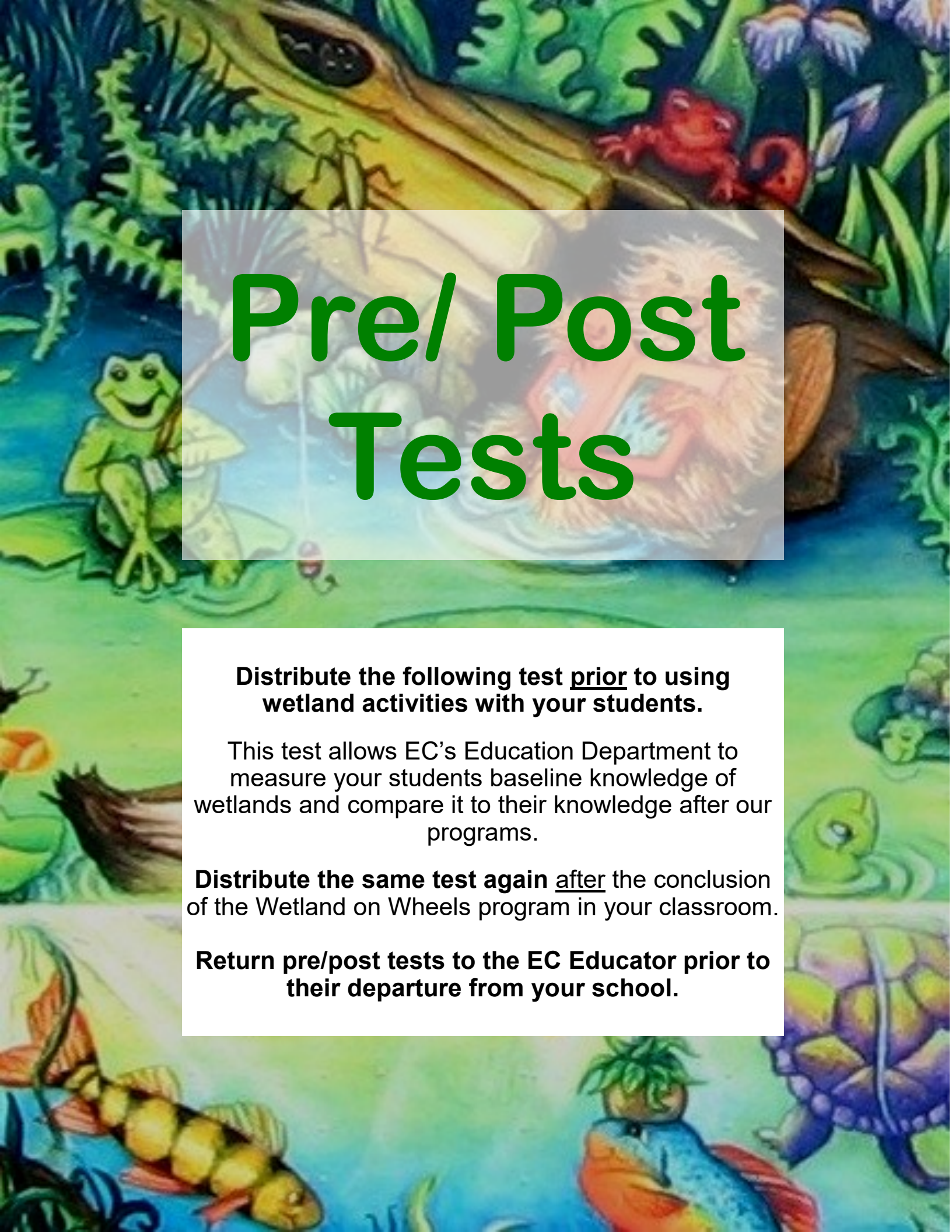

Pre/ Post Tests

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 5th grade: Cause and Effect

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. Everyone lives within a watershed. Rainwater that falls into our watershed eventually flows into which body of water:

A. Pacific Ocean
B. Lake Erie
C. Lake George
D. Chesapeake Bay

3. What is sedimentation? _____

_____

4. Give an example of how runoff affects our waterways. _____

_____

5. True or False: Wetlands improve water quality. _____

6. Matching:

pH	Affects how much dissolved oxygen is found in the water.
Dissolved Oxygen	Measures if a liquid is acidic, neutral or basic.
Temperature	Necessary for all aquatic life; plants produce this.

7. Define Macroinvertebrate. _____

_____

8. Name a macroinvertebrate found in non-polluted waters. _____

9. Define indicator species. _____

_____

10. Name a type of temporary wetland that is an important habitat to amphibians.

_____


Pre-Visit
Activities

WETLAND BINGO!

Find someone who either knows the answer to each question or who has done the thing requested. You may only ask each person one question. If you think the person has answered the question properly, write that person's name in the square. The first one with bingo wins!

B	I	N	G	O
Name two types of wetlands.	What does an herbivore eat?	Find someone who has a wetland near their home.	Name an animal that lives in a wetland.	What does a carnivore eat?
Find someone who has walked in a wetland.	What does wetland soil smell like?	Name a wetland bird.	What is a cattail?	Give one reason why wetlands are important.
Name a wetland plant.	Name a food that comes from a wetland.	Free Space!	Name one way you can help wetlands.	What is an amphibian?
Name one wetland insect.	Name a famous amusement park that is built on a wetland.	Name one way wetlands can be destroyed.	What is runoff?	Find someone who has gone fishing.
What ocean are we near?	What is pollution?	What do you call a baby frog?	Find someone who has gone canoeing.	Name a state that has wetlands.

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Wetland Bingo: Possible Answers

Name two types of wetlands:
marsh, swamp, playa, vernal pool, bayou, bog, moor, peat land, pothole, wet meadow

What does an herbivore eat?
plants

Name an animal that lives in a wetland:
beaver, frog, snake, alligator, bird, fish, insects, fox, otter, raccoon, turtle

What does a carnivore eat?
meat, other animals

What does wetland soil smell like?
sulfur, rotten eggs

Name a wetland bird:
heron, duck, goose, kingfisher, egret...

What is a cattail?
a wetland plant specially adapted to wetland conditions; it has a hot dog-shaped fruit at the top that is fuzzy and can be eaten in its young form.

Name one reason wetlands are important:
wetlands filter water, absorb floodwater, provide habitat for animals, and provide food

Name a wetland plant:
cattails, lily pads, grasses, trees (cypress), SAVs...

Name a food that comes from a wetland:
cranberries, blueberries, rice, fish, crabs...

Name one way you can help wetlands:
conserving water, not polluting, conserving energy...

What is an amphibian?
an animal with moist, hairless skin through which water can pass through. Nearly all amphibians live the first stage of their lives in water and the second, on land.

Name a wetland insect:
mosquito, dragonfly, bee, butterfly, mayfly, spider, water strider, black flies, beetles...

Name a famous amusement park that is built on a wetland
Disneyland, Ocean City, Disney World

What is runoff?

water from rain, snowmelt, or other sources, that flows over the land surface to reach a body of water.

Name a state that has wetlands:
All of the states contain wetlands.

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.

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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.

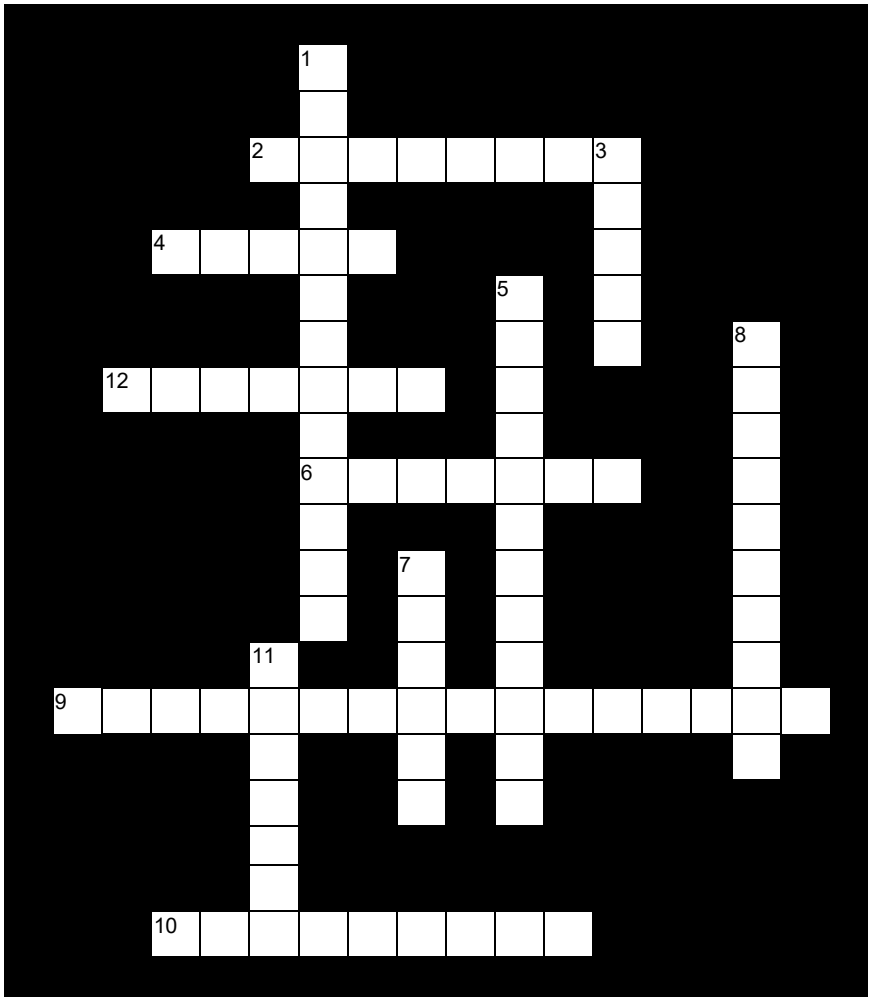
#7 **True** – Wetland habitats are vital nursery-ground for a variety of wildlife. Wetlands provide an abundant food supply, shelter, and protection for young fish and shellfish.

#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 5 Wetland Crossword Puzzle



Word Bank:

native
ecology
wetland
habitat
biomagnification
ecoFootprint
sediment
human
population
toxin
watershed
Chesapeake Bay

Across:

2. This can cloud and clog streams and rivers when not secured.
4. What animal has the largest affect on the Chesapeake Bay?
6. The study of organisms and their relationship with their surroundings is called _____.
9. The increase in concentration of an element that occurs in a food chain is called _____.
10. The portion of land whose runoff drains into a specified body of water.
12. Area where land meets water.

Down:

1. The _____ is the largest estuary in the United States.
3. A poisonous substance.
5. The amount of land and water area a human needs to support themselves.
7. A plant or animal naturally occurring in an area, not introduced.
8. The collection of people or organisms of a particular species living in a specific area.
11. Where an animal finds its food, water, shelter and space.

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Grade 5 Crossword Answer Key

Across:

2. This can cloud and clog streams and rivers when not secured. **Sediment**

4. What animal has the largest affect on the Chesapeake Bay? **Human**

6. The study of organisms and their relationship with their surroundings is called **Ecology**.

9. The increase in concentration of an element that occurs in a food chain is called **Biomagnification**.

10. The portion of land whose runoff drains into a specified body of water. **Watershed**

12. Area where land meets water. **Wetland**

Down:

1. The **Chesapeake Bay** is the largest estuary in the United States.

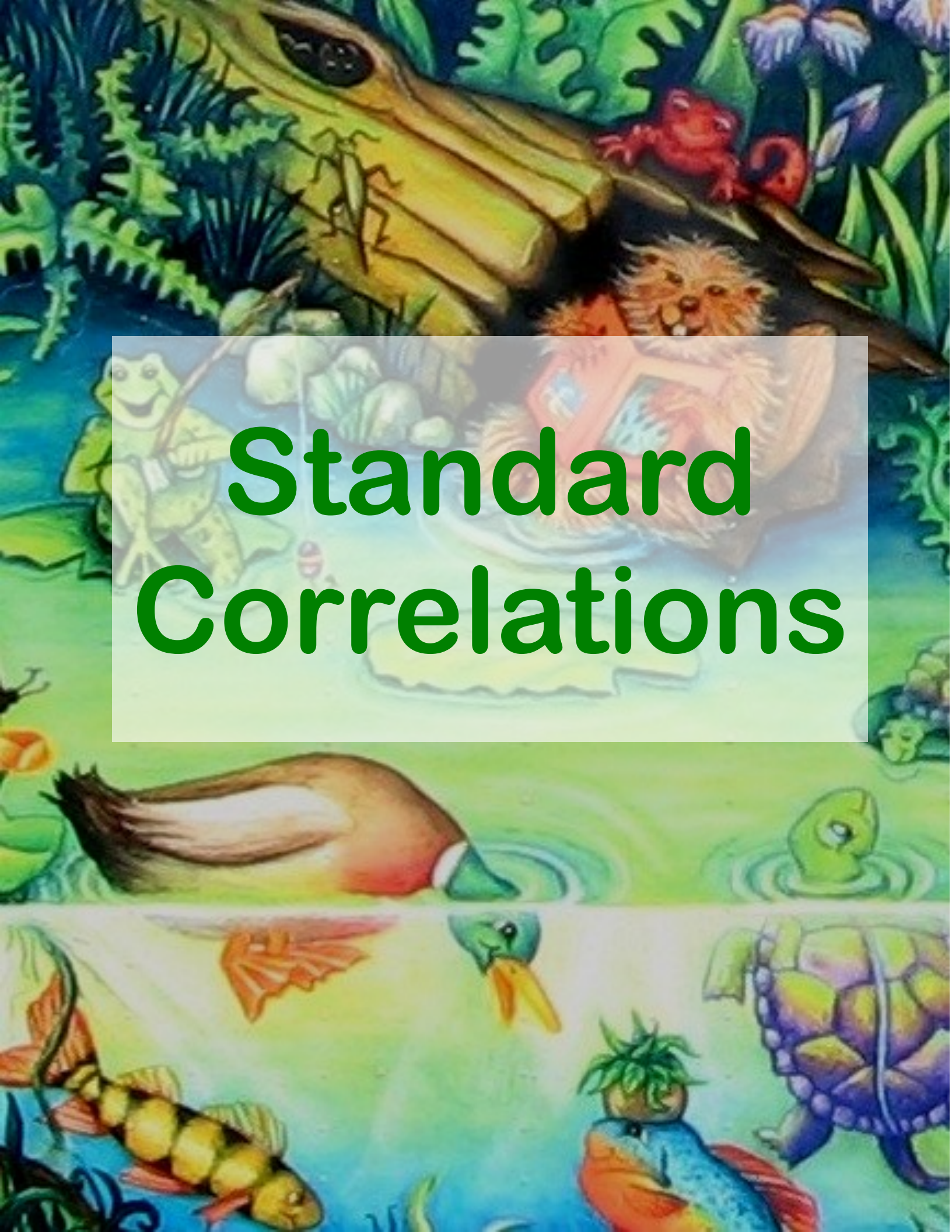
3. A poisonous substance. **Toxin**

5. The amount of land and water area a human needs to support themselves. **EcoFootprint**

7. A plant or animal naturally occurring in an area, not introduced. **Native**

8. The collection of people or organisms of a particular species living in a specific area. **Population**

11. Where an animal finds its food, water, shelter and space. **Habitat**


Standard
Correlations

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

DURATION: 60 min

BRIEF DESCRIPTION: In this activity, students will learn about how living in a watershed connects humans, and our daily lives, to the health and water quality of wetlands and organism that inhabit them. Students will act as scientists to investigate the health of the watershed through water quality tests and identify organisms that indicate water quality health. This activity can be used as an introduction into a variety of issues investigations for students such as improving water quality in their schoolyard and investigating water quality's impact on specific species such as frogs.

INVESTIGATIVE ISSUE QUESTIONS: How do humans impact a watershed's water quality and the and the organisms that live there? How do wetlands improve water quality?

PROGRAM INDICATOR: The student will study the characteristics of a wetland habitat and how wetlands contribute to the health of our watershed. Students will also investigate different water quality tests and how several native species are used to indicate watershed health (water quality).

STUDENT OUTCOMES:
The student will:
1.) Define terms such as watershed, tributaries, sediment, runoff, and water quality.
2.) Explain how their daily life impacts a watershed.
3.) Restate the level of pH in which an organism can survive.
4.) Distinguish two organisms that can tolerate poor water quality and two organisms that live in moderate water quality conditions.
5.) Conclude based on the water quality tests completed, if the water tests was of good quality or poor quality.
6.) Analyze how wetlands can improve water quality issues.
7.) Evaluate ways to change behavior or lifestyle that would improve humans' impact on water quality.
8.) Commit to applying one change to your own lifestyle to improve water quality.

CURRICULUM STANDARDS: **MD:** Science 1.0 Skills and Processes; 3.0 Life Science, 6.0 Environmental; E/LA: 1.D. Vocabulary; 2.0. Comprehension of Informational Text; 3.0 Literacy; 4.0 Writing, 5.0 Controlling Language; 6.0 Listening; 7.0 Speaking; Math: 5.MD Measurement and Data: Represent and interpret data;
E-Lit: 1.A.1. bullet 3,4,5,6,9; 1.A.3.bullet 2; 1.A.5.bullet 1,2,4; 1.B.3; 2.A.1.bullet 2; 3.A.1; 3.C.1; 5.A.1; 5.A.2; 5.B.1.bullet 2; 6.A.1.bullet 1,2; 6.B.1; 6.C.1.bullet 1,2; 7.A.1; 7.B.1.bullet 1,4-6; 8.A.1.bullet 3-5;
NGSS: 5-ESS2-2-2, 5-ESS3-1
VA: SCI: 5.6
DE: Science 1 Science as inquiry, 8. Interactions within the world around us; LA 2


Post-Visit
Activities

Cause and Effect - Water Quality
Wrap Up and Evaluation Activities

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

1.) Draw a wetland, including the three defining characteristics of a wetland and various organisms found there.

2.) Research and read about the status of wetlands in the U.S and around the world. Based on your research, are wetlands abundant or limited? How would this status impact the type of organisms that inhabit these areas?

Adaptive strategy: Have students select a wetland book based on their individual reading level.

4.) Based on the information collected about the status of wetlands, have students list some environmental issues that are impacting wetland ecosystems. Have them identify an issue they would like to learn more about.

5.) Ask students to sign the Wetland Enthusiasts Pledge (provided by the Educator) to take personal actions to protect wetland areas for wildlife and food resources.

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Extension Activities

These activities are meant to be used as an expansion of the information the students learned on their Wetland on Wheels visit. We also recommend using WOW! The Wonders of Wetlands curriculum guide to build wetland units for your classes.

Fifth Grade

1.) Have students create a watershed model using colored modeling clay. Have students designate which local river or bay will be represented as the basin of the watershed.

-Students should replicate natural and man-made features, including hills, streams, farmland, roads, towns, etc.

-Slope the topography downwards towards the basin.

-Create models with and without wetlands.

-Use colored water to show the flow of runoff from the watershed into the river/bay.

-Separate groups could create timeline watershed models to represent human activities and the impact on their surrounding environment:

- Prior to urbanization
- Present day
-10 years from now
- 20 years from now
- 50 years from now

2.) Compose an opinionaire for fellow classmates to determine their thoughts on what actions they can take to improve the health of the watershed. Compile their responses and graph results. Plan a runoff improvement project based on your results.

3.) Investigate and design ways to improve the school's stormwater runoff.
(Instructor's Note: Have students evaluate the school's current runoff situation and identify areas that could be improved. Have students create an action plan to improve the quality of stormwater runoff for their class to implement during the school year.)

4.) Survey fellow students in the school to determine their level of awareness of their role in water quality?

Extension Activities (continued)

5.) Research and investigate differing views on sources of your watershed's pollution. What are sources of point source pollution? What are sources of non-point source pollution?

6.) Interview a watermen, famer, and business person on each person's perspective on what is the greatest contributor to the Chesapeake Bay's water quality.

7.) Research and write a paper identifying how temporary wetlands benefit a community.

Wetlands on Wheels Classroom 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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PO Box P, St. Michaels, MD 21663
(410) 745-9620
www.wetland.org