

Lesson's From Hannah's Swamp

Worksheets and Activities for Grades 2-4 to accompany
OH NO! Hannah's Swamp is Changing

Worksheets and Activities

By

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Grade 3

57. Describe the interrelationships of living (biotic) and nonliving (abiotic) components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1)

58. Describe how humans have had negative and positive effects on organisms and their environments (SE-E-A3) (SE-E-A5)

61. Explain how selected animals once classified as endangered have recovered (SE-EA5)

62. Identify animals in Louisiana that have recovered and that are no longer considered endangered (SE-E-A5)

Louisiana Standards and GLEs that are addressed in this packet

Questions Before, What If, & Animal Combinations: Grade 4 SI GLEs 1, 4, & 10.

How are They Alike & Be the Animal or Plant: Literacy strategies – ELA.

Solving a Problem and Questions After: Grade 4: GLEs 2, 4, 10, 11, 50, 51, 52, 53, 54, & 72

Questions Before

Hannah has questions about the swamp and the plants and animals that live there. She wants to know what questions you have about the swamp before you read the story.

Who _____

What _____

Where _____

When _____

How _____

Why _____

Draw a picture of your idea of a swamp.

Name _____

What If?

Hannah and her friends are sitting around the swamp on a nice hot summer afternoon. They live in the swamp and know how plants and animals live and grow there. They like the adventures that can happen each day. The animals decide to create an adventure in words by making up a game called "What If". The animals of the swamp would like you to play along and share your ideas.

1. Hannah starts off by saying "What if water hyacinth looked like alligators?"

Then _____

On another sheet of paper, draw a picture of how the swamp would look when the water hyacinth looking like alligators, grow and crowd out the other plants.

2. What if people ate water hyacinths? Write about some recipes they could use to cook and eat water hyacinths.

3. What if Hannah dressed up in water hyacinths? What would she look like? On another sheet of paper draw Hannah in her hyacinth costume.

Add your own "What if" ideas.

Name _____

Animal Combinations

Hannah and her friends could be called the Wonder Animals because they wonder about how plants and animals can be different than they are in real life. Today they are wondering what plants and animals would look like if they were combined. Match the columns and rows to make new planimals! Write the word in the box provided, and then on another sheet of paper draw the new planimal.

	Fish	Turtle	Heron	Frog
Cypress tree				
Cattail				
Water Hyacinth				

Name _____

How Are They Alike?

Sometimes Hannah and her friends look at the plants and animals of the swamp and wonder how they are like other things that might not be in the swamp. What do you think?

1. How is a water hyacinth like a sailboat?

2. How is a cypress tree like a hotel?

3. How is a frog like a pogo stick?

4. How is a heron like an airplane?

Now write of some of your own ideas.

Name _____

Be the Animal or Plant

1. Pretend to be a muskrat in the swamp. How do you feel when you see the sunrise in the morning?

2. Pretend to be a fish swimming in the swamp. How do you feel when the water hyacinths completely cover the water?

3. Pretend to be an alligator watching for prey in the swamp. How do you feel when you are hiding in the tall grass?

4. Pretend to be a heron flying over the swamp. How do you feel when you see the swamp changing when the water hyacinths are removed?

5. Write a story about one of the ideas in the questions above.

Name _____

Solving a Problem

Water hyacinth and other nonnative plants can be a problem in Hannah's swamp. What are some ideas, real or imagined, that would help keep the swamp healthy?

People could			
Animals could			
Plants could			
Water, sky, land could			

Name _____

Questions After

Hannah has learned many new facts about plants, animals and the swamp habitat and so have you. With this new information you may have new questions. List them here.

Who _____

What _____

Where _____

When _____

How _____

Why _____

On another sheet of paper draw a new picture showing something that you have learned about the swamp.