

## **LIFE AT THE POND**

**Lesson By:** Vanessa Rainwater

**Grade Level:** 3

### **Focus:**

This lesson will focus what plants and animals that make up the ecology of the pond.

### **Objectives:**

1. Students will be able to identify and classify the different plants and animals that make up a pond.
2. Students will be able to discuss and divide animals by different physical characteristics.
3. Students will be able to observe different plants in a pond and discuss their important roles and relations with animals.

### **Standards:**

#### **EL 3.4.9 2006**

Organize related ideas together within a paragraph to maintain a consistent focus.

#### **SC 3.1.2 2000**

Participate in different types of guided scientific investigations, such as observing objects and events and collecting specimens for analysis.

#### **SC 3.1.5 2000**

Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.

#### **SC 3.4.1 2000**

Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group.

#### **VA 3.6.2 2008**

Create artwork that communicates personal ideas and experiences.

### **Background:**

An ecosystem is a biological community of interacting organisms and their physical environment. Organisms interact with each other all the time and they are dependent on each other a lot. Plants and trees can provide shelter for many animals and is also a good food source. In fact plants are the base of the food chain. That means that many animals are dependent on them for food. If plants disappeared so would those animals. Also other animals who eat the plant eaters would disappear because they wouldn't have anything to eat anymore. Also plants are dependent on animals mainly to move their seeds around. Seeds are carried a lot by animals on their body somewhere and sometimes the seeds get eaten and pass into the animal's droppings. Either way the seed is transported from one area to another.

For more information on plant and animal species frequently found at freshwater ponds, visit:  
[<http://library.thinkquest.org/04oct/00228/animals.html>]

**Materials:**

1. Pond
2. Note books
3. Field Guides
4. Pencils or Crayons

**Procedure: (40 Minutes Total)****Part 1 [30 Minutes]**

1. Walk class out to the pond and introduce that they will be looking at and discussing the different plants and animals that live in or around the pond.
2. Ask the class what animals they can name that live in or near the pond. Introduce them to the animals they missed or did not think about. Walk around the pond and try to find some of the animals discussed. Have students take notes and draw pictures of what they find and observe in and near the pond.
3. Ask class what plants they can name that live in or near the pond. Introduce them to the plants they missed.
4. Walk around the pond and show them the plants they previously discussed. Have students take notes and draw pictures of what they find. Ask the students to describe the plants and animals they see.
5. Ask them how the pond might be different in the summer and winter.

**Part 2 [10 Minutes]**

1. Set class down in a grassy area and discuss how the plants and animals work together in the ecosystem. Explain an ecosystem and discuss how animals and plants are dependent on each other.
2. The notes and pictures they took can be their own field guide to the pond they visit. If time permits the class can take field guides at the education center and see if they can identify the organisms that they observed and put in their own field guide.

**Evaluation:**

1. Examine the children's field guide to see if they comprehended the material on which animals and plants often live near ponds.
2. Listen to the children's responses in the discussion to see if they understand which roles plants and animals play in the food chain and how they are dependent on each other.