



Grade Level: 5

Curriculum Design: Partner learning to support Pond Life Science Unit

Outcome: Students will answer the following questions to supplement the basic requirements of the Pond Life unit:

1. Why does Beaver Pond in New Haven, CT support a high population of birds?
2. What can happen to some ponds over time if they are left alone or not disturbed by humans?
3. What life forms can a pond support?
4. What are the basic two (2) types of dragonfly? Describe each.
5. How are damselflies different from dragonflies?
6. What is a vernal pond?
7. Describe amoebas.

Content: Students will gather information from the following sites:

[www.uen.org/cgi-bin/websql/utahlink/pond/show\\_ponds.htm](http://www.uen.org/cgi-bin/websql/utahlink/pond/show_ponds.htm)

A great site to view and compare ponds across the country and the world.

[www.42explore.com/pond.htm](http://www.42explore.com/pond.htm)

Provides a simple and a more thorough definition of a pond. Also provides great links to related sites.

<http://web.ukonline.co.uk/conker/pond-dip>

This great site allows you to explore pond life through pictures and text. Fun puzzle to identify when you have finished surfing the site.

[www.aliexplorer.com/ecology/topic8.html](http://www.aliexplorer.com/ecology/topic8.html)

This site describes the basics of ponds and their structures. Information on vernal ponds and how light and oxygen impact a pond.

[www.micro.magnet.fsu.edu/moviegallery/pondscum.html](http://www.micro.magnet.fsu.edu/moviegallery/pondscum.html)

This site identifies and defines microscopic inhabitants of ponds. Real Player videos show view from microscope!

Evaluation:

1. Answer the questions in complete sentences on white-lined paper.
2. Create a small informational poster about your research. Choose three things from your research to illustrate, color, and label.
3. Questions and posters will be displayed on the Pond Life bulletin board