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.hts](http://www.uen.org/cgi-bin/websql/utahlink/pond/show_ponds.hts)
  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](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.

  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.