



Lesson Plan POND(er) This!

This lesson plan works very well with children preschool through second grade. The lesson lasts between 45 minutes to an hour, based on the number of books read. To orient the children to what it means to be a scientist, think scientifically and “do science,” use the **A Scientist Is... and Scientific Method** handouts available at the end of this lesson plan.

Please consider [borrowing our pond STEM kit](#) – it filled with more fun activities and additional detailed information about the science of ponds.

SING

Begin with your favorite welcome song.

SCIENCE CHAT

Begin a theme on fish at circle time by freestyle asking the children what they know about ponds.

SOME FACTS ABOUT PONDS

“What is a pond, anyway?”

A pond is a small body of water. It is more precisely defined as **“a still body of water smaller than a lake, often shallow enough for rooted plants [give example of rooted plants] to grow throughout.”**

Discuss: Biggest to smallest bodies of water: OCEAN, LAKE, POND, PUDDLE

Show pictures of all four at the end of this lesson plan.

“Who lives in (or around) a pond?”

Show pond plants and creatures found at the end of this lesson plan.

For more information, please contact:

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Talk about what it means to observe and observe characteristics of the children (i.e., brown hair, blue eyes, etc.) Then ask the children to observe characteristics of the pond plants and creatures at the end of the lesson plan.

READ

Suggestions from the Wisconsin Water Librarians, but feel free to swap out with your own OR visit our **subject specific reading list:** [Ponds and Lakes](#).

READ: [Song of the Water Boatman \(2005\)](#) by Joyce Sidman illustrated by Beckie Prange

READ: [What's In The Pond? \(1999\)](#) by Anne Hunter

Choose a few of the insects, animals and plants featured in the book and read the descriptions.

Some helpful questions include:

What creatures do you see?

Which is the biggest?

Which is the smallest?

READ: [Turtle Splash: Countdown at the Pond \(2001\)](#) by Cathryn Falwell

READ: [Pond Circle \(2009\)](#) by Betsy Franco illustrated by Stefano Vitale

SING

Use any song you like adapted to the theme of ponds. Here is one suggestion:

Critters in a Pond

(Sung to the tune of "The wheels on the bus")

After the first verse ask the children what other creatures they would find in a pond.

The geese in the pond go "honk, honk, honk"
"honk, honk, honk"
"honk, honk, honk"
The geese in the pond go "honk, honk, honk"
All around the pond

Frogs go "ribbit"
Geese go "honk"
Dragonfly goes "quiver"
Turtles go "silent"

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Swallows go "swoop"
Herons go "lunge"
Ducks go "quack "

CRAFT IDEA: Lily Pad

Supplies needed:

paper to print lily pads
large blue construction paper (ponds)
assorted construction paper scraps
glue
scissors

any sticker/material/item to create a pond
creature that comes to mind
markers/crayons/colored pencils
assorted stickers

How to:

Have the children create their own lily pads sitting in/on top of a pond. Use the **lily pad cut-out at the end of this lesson plan** and print it on green paper OR have the children color it in green. Glue the lily pad on a large piece of blue construction paper cut into the oblong shape of a pond (using whatever curves you like). Then decorate the paper pond (using markers/crayons/colored pencils, stickers of plants and insects, construction-paper cut-outs) with creatures, fish, and plant life in and around ponds, reviewing key points learned during the science chat or in the books.

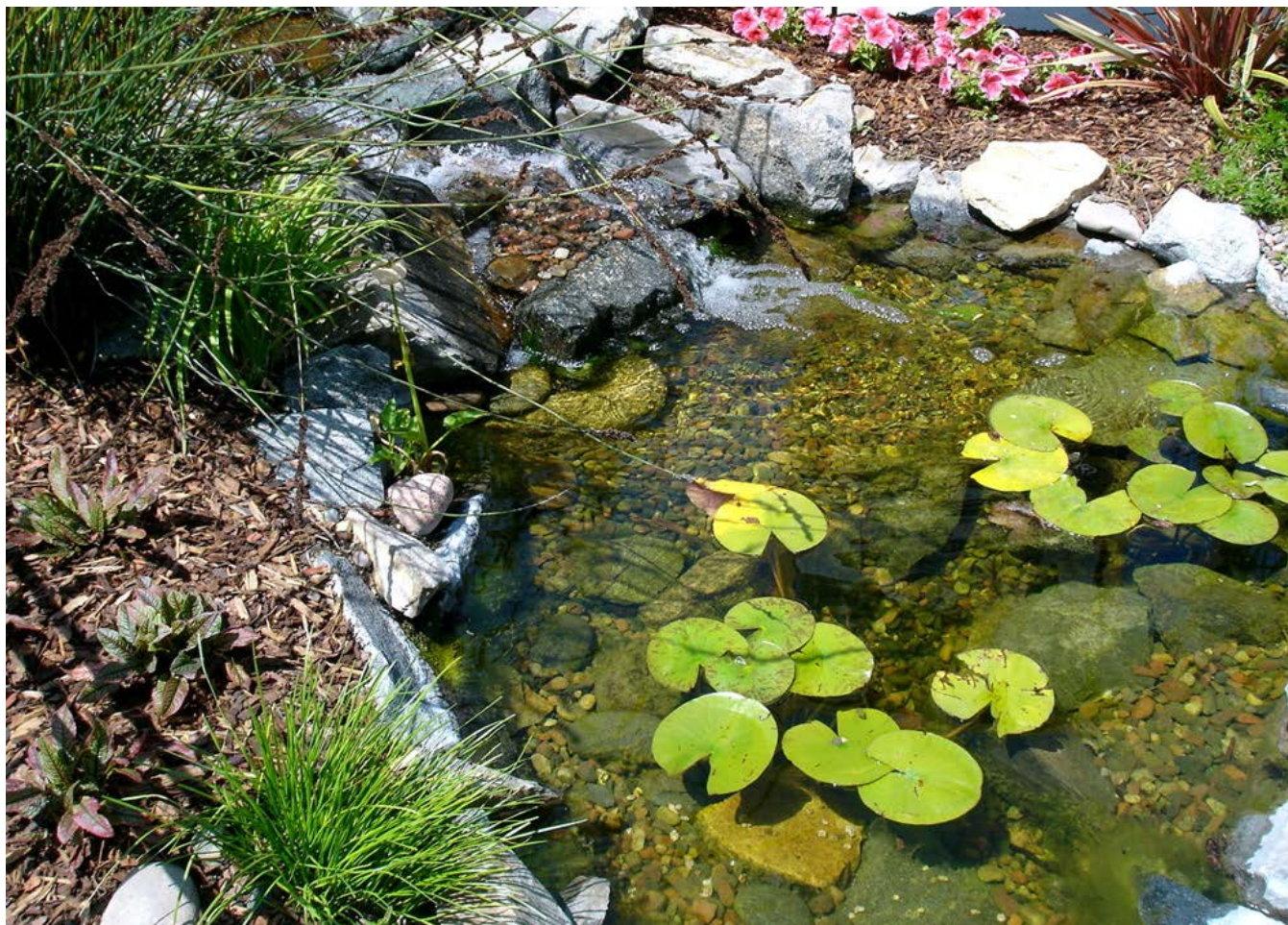
The bodies of water - OCEAN



The bodies of water - LAKE



The bodies of water - POND



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The bodies of water - PUDDLE



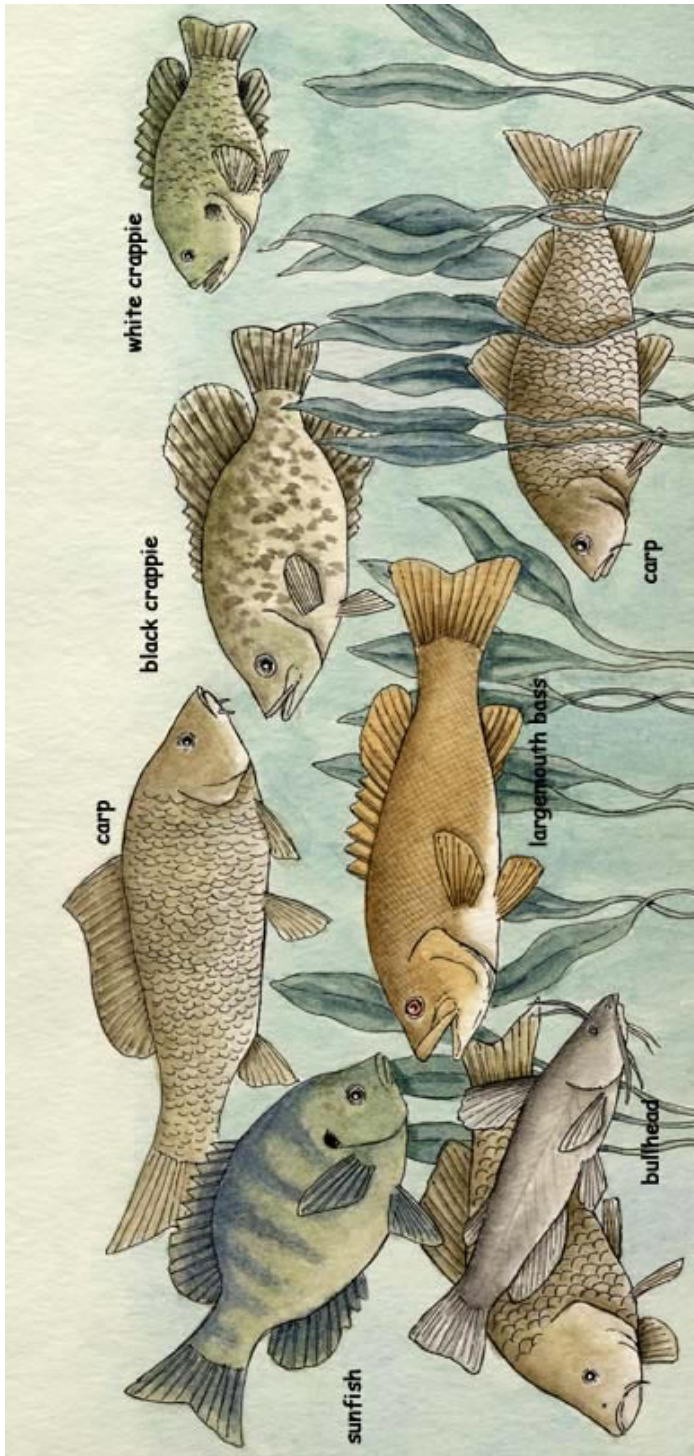
CREATURES IN A POND

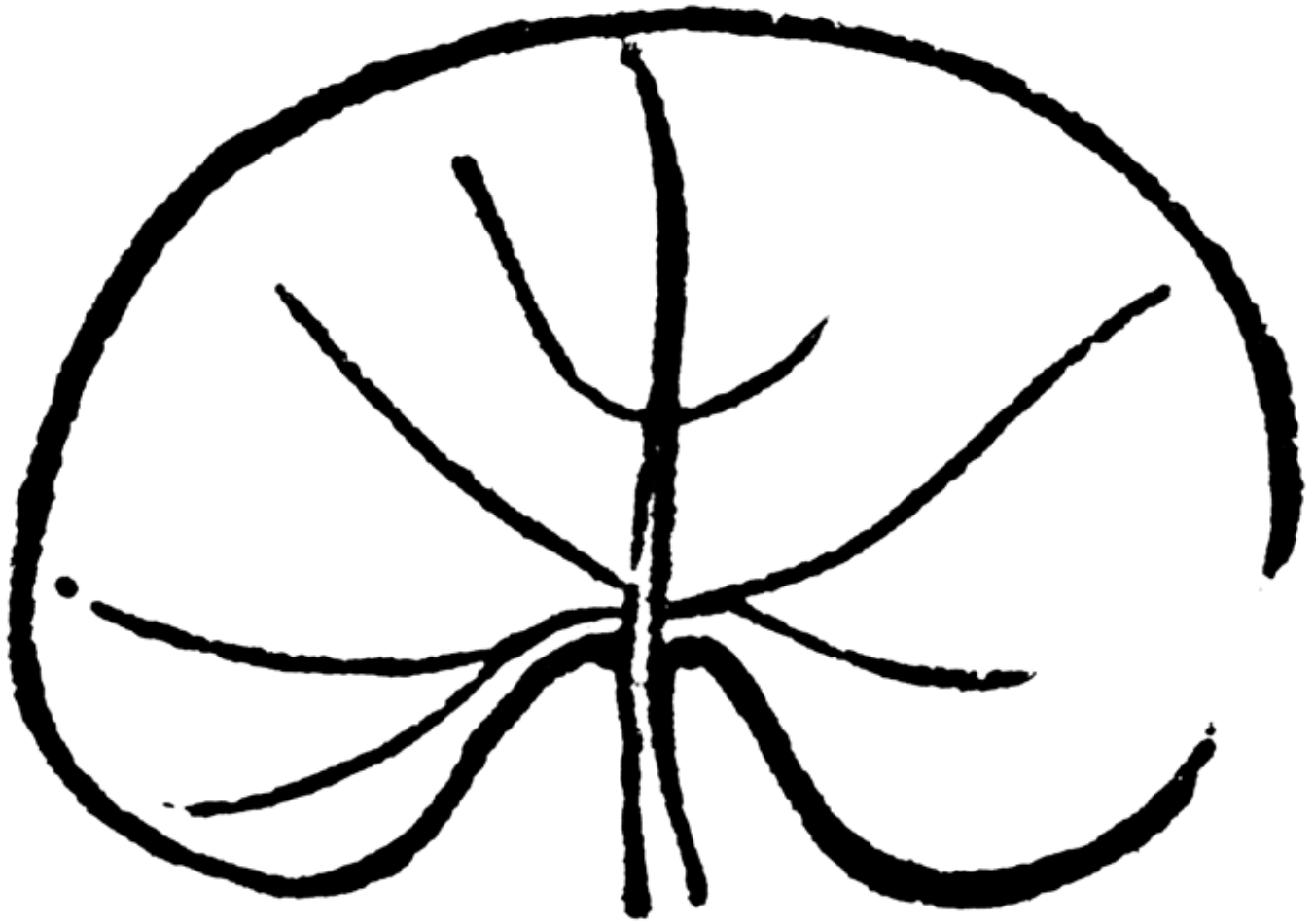


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FISH FOUND IN A POND







A SCIENTIST IS SOMEONE WHO...

- Observes and wonders
- Asks questions
- Listens to ideas of others
- Conducts experiments
- Shares his/her ideas and discoveries
- Explores the world around him/her
- Uses tools to solve problems

A SCIENTISTS SAYS...

- I agree with you because...
- I disagree with you because...
- Why do you think that?
- So, what you're saying is...
- Can you tell me more?
- Can you give me an example?
- How could we test that?
- That reminds me of...

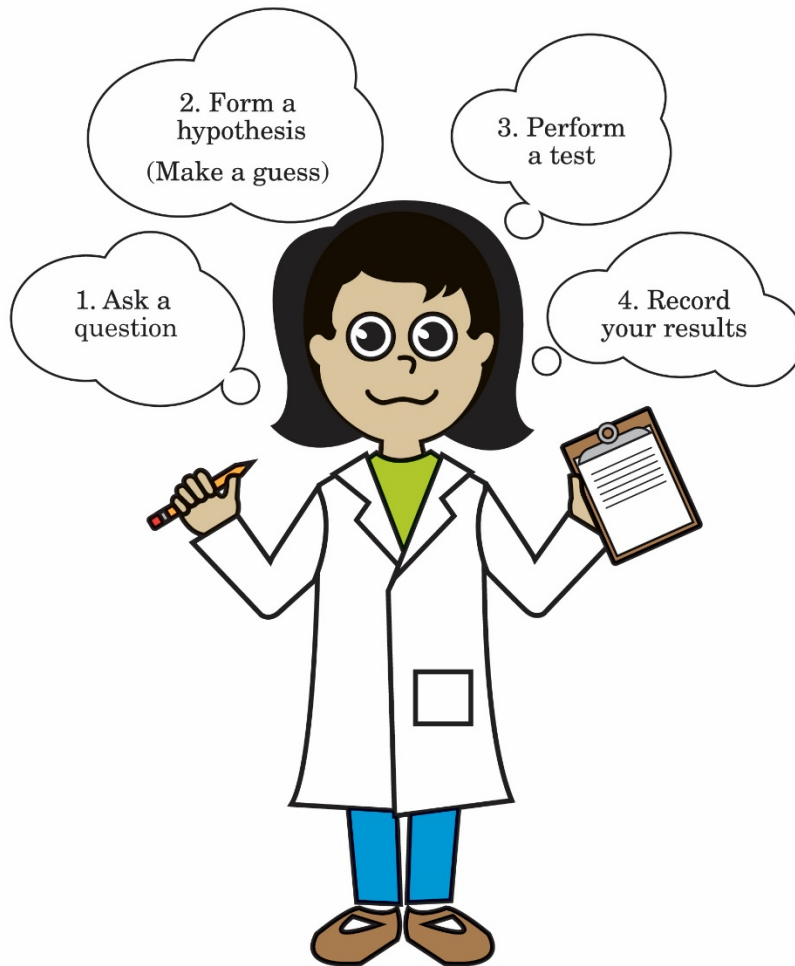


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DOES IT SINK OR FLOAT? SCIENTIFIC METHOD

THINK LIKE A SCIENTIST



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