

# WATERDROPS

Ponds Issue

## Teacher's Guide

Welcome to the ponds issue of WaterDrops! As part of the Splash! Water Resources Education program, the Southwest Florida Water Management District offers this water resources newsletter for elementary students. The newsletter is correlated to grades 3–5 of the Sunshine State Standards and provides an interesting way for students to increase their awareness and respect for water resources and our environment. To better prepare your students for testing, we have included WaterDrops Challenge, which contains items similar to those that may appear on the Florida Comprehensive Assessment Test (FCAT).

This issue of WaterDrops focuses on ponds. It includes fiction, nonfiction, writing, problem-solving activities, a crossword puzzle and Web sites to explore. All of the information and activities are designed to teach students about ponds. Let WaterDrops make a splash in your classroom today!

Many other free materials are available from the Southwest Florida Water Management District. We also offer water resources workshops for teachers in your county. Please contact us if you have any questions or suggestions about our water resources education programs.

Sincerely,

In-School Education Section  
Southwest Florida Water Management District  
1-800-423-1476, ext. 4771  
www.WaterMatters.org

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Hello Readers!

Florida is a state that has many freshwater lakes and ponds. Discuss the features of a pond. Find out how far away the nearest pond is from where each student lives (within 1 mile, 2 miles, etc.). Ask students to describe why ponds are important to us.

Sunshine State Standards: SC.D.1.2.4, SC.D.2.2.1, SC.G.1.2.7, SC.G.2.2.2, SC.H.2.2.1

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Water Drips & Drops

It's fun to learn facts about ponds. Emphasize that ponds are fascinating places to watch nature. Ask students to give examples of the different kinds of wildlife that may be found near a pond. You may want to make a chart that includes the following headings: mammals, birds, reptiles, amphibians and fish. Have students place the names of species under the correct headings.

Sunshine State Standards: SC.G.1.2.2, SC.G.2.2.2, SC.G.2.2.3

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Feature Story

Before reading the story, ask students to share any experiences they may have had at a pond. Emphasize the productive role that ponds play in our natural environment. Have students describe and compare features of a healthy pond versus an unhealthy pond. Then ask students to complete the writing activity.

Sunshine State Standards: LA.A.2.2.5, LA.B.2.2.3, LA.B.2.2.5, SC.D.1.2.5, SC.D.2.2.1, SC.G.1.2.5, SC.G.1.2.7, SC.G.2.2.2, SC.G.2.2.3, SS.B.2.2.3

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Take It Home

Prepare your students for the activity that they will do at home. You may want to do a demonstration of the experiment in the classroom. Discuss the concept of surface tension. Ask students to read the directions for testing surface water and encourage them to try the experiment at home. Ask students to share their observations and responses to the questions.

Sunshine State Standards: MA.B.4.2.2, SC.H.1.2.4, SC.H.1.2.5

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Ask Water Cycle Wanda

Scientists don't always agree on the exact differences between a pond and a lake, but general comparisons can be made about these water bodies. Select two students to play the roles of Carlos and Water Cycle Wanda. Ask the students to read their parts.

Sunshine State Standards: SC.D.1.2.4, SC.D.1.2.5

Review the concept of a pond and its importance in our natural environment. Read about the ways in which people can be actively involved in keeping their neighborhood ponds clean and healthy. Then have students take the pond quiz and discuss their responses.

**True-or-False Answer Key: True, False, True**

*Sunshine State Standards: SC.D.2.2.1, SC.G.2.2.3, SS.B.2.2.3, SS.D.1.2.2*

All of us can play a role in the management of our ponds. Ask students to read about the neighbors who need to change their habits. Then ask students to offer easy suggestions that could help these neighbors make better choices about promoting a healthy pond environment. Suggestions will vary, but should include the following main points.

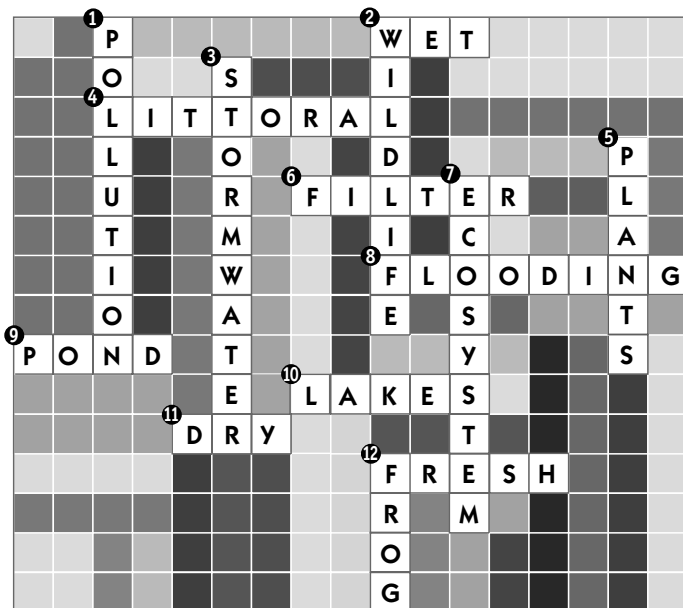
**Randy should place leaves in a bag and dispose of them properly.**

**Janet should pick up waste material and encourage neighbors to do the same.**

**Mr. Sanchez should take his automobile oil to a center where it can be recycled.**

*Sunshine State Standards: LA.B.2.2.2, SC.D.2.2.1, SC.G.1.2.3, SS.B.2.2.3, SS.D.1.2.2*

**Ponds Crossword Puzzle Answers:**



Encourage your students to visit the Web sites on ponds and water. After students have spent time surfing the different sites, ask them to summarize what they learned about each site they visited.

Discuss the important role ponds play in our natural environment and ask students to give suggestions of ways to keep ponds healthy and attractive.

## WATERDROPS Challenge

Items included in the *Challenge* are similar to those presented on the *Florida Comprehensive Assessment Test (FCAT)*. Make copies of the *Challenge* and distribute them to students. Emphasize that taking the *Challenge* will provide good practice for preparing for the FCAT. Students should be allowed to use the *WaterDrops* issue if necessary.

**Answers to multiple-choice items: 1-d, 2-b, 3-c, 4-a**

**Answers to extended response items:**

Answers should demonstrate an understanding of the differences between a healthy pond and an unhealthy pond. An unhealthy pond may be characterized by an abundance of litter, trash, nonnative plants and polluted materials, and there will most likely be a lack of wildlife in the area.

The response could include talking to neighbors about ponds and giving reasons for protecting these special areas in nature.

*Sunshine State Standards: LA.A.2.2.5, LA.B.2.2.3, LA.B.2.2.6, SC.D.1.2.4, SC.D.2.2.1, SC.G.1.2.2, SC.G.2.2.3, SS.B.2.2.3, SS.D.1.2.2*

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# **WATERDROPS** Challenge

**Directions:**

Let's see how much you have learned about ponds. Do your best and meet the challenge!

*Choose the best answer.*

1. Ponds can be easily found throughout the state of Florida. What is a pond?
  - a. a layer of water where molecules bond to form a special film
  - b. an area of land that contains a mixture of fresh and salty water
  - c. a deep body of water partly surrounded by land
  - d. a shallow body of water completely surrounded by land
2. What kind of water is usually contained in a pond?
  - a. a mixture of salty water and fresh water
  - b. fresh water
  - c. salty water
  - d. citrus-flavored water
3. There are many ways ponds help the quality of our environment. Which one below does NOT belong in the list?
  - a. **Plants in the ponds filter pollutants from water.**
  - b. **Ponds help prevent areas from flooding.**
  - c. **Ponds increase the amount of pollution in an area.**
  - d. **Ponds are a water source for plants and wildlife.**
4. What is an important message in this issue of *WaterDrops*?
  - a. **People can help make a neighborhood pond healthy and attractive.**
  - b. **We should prevent wildlife from living near a pond.**
  - c. **We can help the quality of water by using a lot of chemicals on our lawns.**
  - d. **Neighbors aren't responsible for protecting a community pond.**

