

4th GRADE POND STUDY

SIoux COUNTY CONSERVATION BOARD

PRAIRIE WOODS NATURE CENTER

What students should bring:

Tennis shoes or hiking boots

Water bottle for drinking water (optional)

Weather-appropriate clothing

What teachers should bring:

First aid kit, Kleenex, hand sanitizer

One or more adult for every 6-10 children

Sunscreen/bug spray (optional)

Contact for scheduling:
Assistant Director/
Environmental Education
Coordinator
Sunday Ford

Field trip leaders
Sunday Ford
sundayf@siouxcounty.org
712/551-6780
Sarah Davelaar
sarahd@siouxcounty.org
712/551-6715

Field Trip Overview

Explore a pond ecosystem including food chains, life cycles, water quality, and tracks. Then spend the rest of the day identifying minicritters, water testing, and playing a food chain game.

Suggested Field Trip Itinerary

9:30am Arrive at Oak Grove Park, Deer Run Campground, park in campground.

9:30am-11:00 Divide into groups of 6-10 for hike, with one adult assigned to each group. Hike at Oak Grove Park to the pond. Hike around pond, do dip netting, explore macroinvertebrates and catch frogs.

11:00-11:45 lunch and free time in campground

12:00 Gather in basement classroom OR use picnic tables in Deer Run Campground, divide into 20-minute stations.

Station ideas are: Macroinvertebrate Cube id, Play a food Chain Game, Exhibits, Water Testing

12:15-12:35

12:40-1:00

1:05-1:25

1:30-1:50

2:00-2:30 live animals or game and clean classroom

Iowa Core and NGSS Met by this Field Trip

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Activity: Students will have the opportunity to learn about the many adaptations of macroinvertebrates and how their adaptations change from young to adult.

4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Activity: Erosion and erosion control will be highlighted at the pond, as we take time to discuss plants and their role both on shore and in the water.

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Activity: During one of the stations, students will determine the health of the water sample based on the macroinvertebrates found there. They will then decide how they could improve the water quality by changing the watershed.

Note: this does not include the many standards met in the professionally designed exhibits, which were designed around NGSS.