

## Introduction to Scientists and Ponds

### Oregon Science Content Standards:

K.1 Structure and Function: The natural world includes living and non-living things.

K.1P.1 Compare and contrast characteristics of living and non-living things.

K.1L.1 Compare and contrast characteristics of plants and animals.

K.2 Interaction and Change: Living and non-living things move.

K.2P.1 Examine the different ways things move.

K.3 Scientific Inquiry: Science explores the natural world through observation.

K.3S.1 Explore questions about living and non-living things and events in the natural world.

K.3S.2 Make observations about the natural world.

### Goals:

- to introduce students to science and get them thinking about what a scientist does
- to introduce students to water and ponds

### Concepts:

- Scientists look closely at the world around them and ask questions.
- Young students are natural scientists.
- Water is essential to the planet and life everywhere.
- Many organisms live in a pond.

### Materials:

- A pond story book such as Duck Pond Dip (Publisher: Dorling Kindersley) or All Eyes on the Pond (Michael J. Rosen and Tom Leonard)

### Lesson Plan:

1. Introduce science and what it means to be a scientist. Scientists look around the world, ask questions and try to answer those questions. Encourage the children that they are natural scientists, and probably think like a scientist everyday.
2. Define “observations” (noting the characteristics of something) and talk about how we make them (5 senses). Have the students practice making observations about things in the room and begin each sentence with “I observe....” For example “I observe that the carpet feels hairy” or “I observe that it is sunny outside” or “I observe that the teacher’s hair is brown and curly.” Distinguish

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between opinions and observations. I like the teacher's hair is an opinion, not an observation.

3. Lead a quick discussion about water and its importance. Have the children tell you everywhere they think water is important and exists. This will get them thinking about how water is everywhere.
4. Say that they will learn about one particular place where water is: a pond (a still, small body of water, smaller than a lake). Try to find out what the students already know about ponds.
5. Read your favorite pond book to help introduce ponds and get the students thinking about the organisms of a pond and what it would be like to live there.
  - Suggestions: *Duck Pond Dip* (published by Dorling Kindersley) or *All Eyes on the Pond* by Michael J. Rosen and Tom Leonard. Either works as a great introduction story. *Duck Dip Pond* is full of verbs for each animal at the pond (e.g. Do you see the duck splashing? Do you see the water strider walking?") You can use each page/picture to introduce a pond organism, tell them a little about the organism, have the children explain what they know, and act out the animal.
  - Have the students practice making observations about what they see in the story.

Assessment: success making observations, acting out the pond organisms

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