



**LAKEHEAD REGION**  
CONSERVATION AUTHORITY

## AQUATIC STUDY

***A pond study activity where students discover life in shallow waters, suitable for students in Kindergarten to grade 6.***

This activity is ideal for a field study at Hazelwood Lake Conservation Area, but it can also be run at Mission Island Marsh Conservation Area or at Mills Block Forest. Students will study pond creatures to learn their habitats, characteristics and adaptations for survival before releasing them back to their home in the pond. Life cycles, food chains and food webs are topics which intersect curriculum from grades 1 to 6.

Students are introduced to the frog life cycle and life in the water. Dip netting provides an opportunity for students to experience aquatic life up close and personal! Rubber boots and a spare change of clothing are recommended. Tadpoles are best observed in late May to early June.

If kindergarten or primary classes are attending please make sure that enough parents or supervisors come along to supervise children in the shallow waters near Hazelwood Beach. A snack or lunch can be planned near the log chalet at the beach.



*Students work with parents or teachers to net water bugs and fish fry and try to identify their find. Hazelwood Conservation Area Beach is the ideal site.*



*Water bugs (aquatic invertebrates) are collected and identified.*



*Fish fry netted along the shores of Lake Superior at Mission Island Marsh Conservation Area.*



*Mission Island Marsh Conservation offers shoreline habitat and wetlands at the McKellar River Lagoon*

**Grade 1– Needs and Characteristics of Living Things (Overall Expectations)**

1. Living things have basic needs (air, water, food, and shelter) that are met from the environment.
2. Different kinds of living things behave in different ways.
3. All living things are important and should be treated with care and respect.

**Grade 2 –Growth and Changes in Animals**

**2.2** observe and compare the physical characteristics (e.g., fur or feathers; two legs or no legs) and the behavioural characteristics (e.g., predator or prey) of a variety of animals, including insects, using student-generated questions and a variety of methods and resources

**2.3** investigate the life cycle of a variety of animals

**2.4** observe and compare changes in the appearance and activity of animals as they go through a complete life cycle (e.g., frog, fly)

**3.3** identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (e.g. bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences).

**Grade 4– Habitats**

**2.2** build food chains consisting of different plants and animals.

**2.3** use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs.

**3.5** classify organisms, including humans, according to their role in a food chain.

**3.7** describe structural adaptations that allow plants and animals to survive in specific habitats.

**Grade 6—Biodiversity**

*Biodiversity includes diversity of individuals, species, and ecosystems.*

**2.2** investigate the organisms found in a specific habitat and classify them according to a classification system

**2.3** use scientific inquiry/research skills compare the characteristics of organisms within the plant or animal kingdoms

**3.1** identify and describe the distinguishing characteristics of different groups of plants and animals (*e.g., invertebrates have no spinal column; insects have three basic body parts.*)