

## Teaching Notes – Virtual Pond Dip

You can access the Canterbury Environmental Education Centre (CEEC) website by double clicking on



and typing the following into the 'Address' box:

[www.naturegrid.org.uk/pondexplorer/pondexplorer.html](http://www.naturegrid.org.uk/pondexplorer/pondexplorer.html)

**Page 1** of the booklet is simply concerned with the children learning how a 'Pond Dip' is carried out via the  [Pond Investigation](#) icon, as well as familiarising them with the site.



Use of the  icon will return the user to the opening screen ready to start the next page.

**Page 2** requires access to the  [Virtual Pond Dip](#). The children select creatures from the spoon and find out more about them. Only some objects on the screen are small

creatures. Whenever the mouse passes over these, the mouse arrow becomes a hand , and the creature is labelled.

We have daphnia in the Year 6 room, provided they haven't been eaten by the triops! If you click on the 'daphnia', a screen will open with lots of information. This happens with all creatures on the spoon and others in the list beside the spoon that may also be collected. Further information about each creature can be found by clicking the 'Find out more about.....' Label at the bottom of each screen of information. This will be needed to complete the table at the back on the booklet.

Answers:

1. What do daphnia eat? small green algae
2. What eats daphnia? water mites/phantom midge larvae
3. Draw a food chain to show this relationship:

algae → daphnia → water mites or  
algae → daphnia → phantom midge larvae

**Page 3** requires that the user first return to the main screen, then accesses  [Exploring Pond Habitats](#). Selecting different parts of the pond first identifies the name of each habitat within the pond. The children should complete the questions that appear on screen for each habitat – these will be 'marked' and correct answers given as necessary from the site. The children then record information about habitats in the centre of the booklet (**Pages 4 and 5**), which should look something like this (over page):

	Pond Bottom	Pond Margin	Mid- water	Pond Surface	Above Surface
Oxygen	Little - dead animals and decaying plants rot, using it up	Air full of oxygen - animals breathe with lungs	Enough - animals breathe through gills or skin	Plenty- animals breathe with lungs, gills or through skin	Air full of oxygen - animals breathe with lungs
Light	Low levels	Plenty - unless shaded by plants	Some - lower will be darker	Plenty	Good amounts
Shelter	Plenty under stones, mud and plants	Lots of shelter	Less shelter unless plants are floating	Only among plants	Little shelter
Food	In mud, may be dead or decaying	Lots of food - mainly insects and small mammals	Difficult to find	Many small animals live here	Little food - need to hunt at surface, margin or dive into water
Predators	Fish and insects	Birds, mammals, larger insects	Mainly fish	Birds, fish, some mammals and large insects	Larger birds and dragonflies

Page 6 can be completed without reference to the site, although you may wish to look at the  [Identification Key](#) which helps identify many other pond creatures. A possible extension activity for quicker/more able pupils would be to create branching keys to classify some of these.

Answers:

A: Water Scorpion                      B: Pond Snail

C: Bloodworm                              D: Freshwater Shrimp

E: Swan Mussel                              F: Dragonfly Nymph

Other suggested possible extension questions may be found by accessing the  [Teachers' Notes](#) section from the first screen and then looking at the [Research Skills Activity Sheet](#). If you'd like a link with literacy, try the  [Activity Sheet](#) from the main screen.