Chapter 1 · Lesson 1

Design a Habitat

Ponds are lively babitats! Can you imagine the birds, dragonflies, and fish? If you were a bluegill, what would you need to survive?



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Please note: Academic Standards are updated regularly and our alignments will be updated on the DNR Academic Standards Website at: www.mndnr.gov/education/teachers/edstandards_intro.html

Design a Habitat

Minnesota Academic Standards

- Lesson *introduces* this Benchmark.
- Lesson *partially* addresses this Benchmark.
- S Lesson *fully* addresses this Benchmark.

Language Arts

Grades 3, 4, 5

- I. Reading and Literature
- B. Vocabulary Expansion:

Benchmark 1—The student will acquire, understand, and use new vocabulary through explicit instruction and independent reading.

III. Speaking Listening, and Viewing A. Speaking and Listening:

Benchmark 1—The student will participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. **S Benchmark 2**—The student will demonstrate active listening and comprehension. **S**

Grade 3

III. Speaking Listening, and Viewing A. Speaking and Listening: Benchmark 3—The student will follow multi-step oral directions.

Science

Grade 3 *IV. Life Science C. Interdependence of Life:* **Benchmark 1**—The student will know that organisms interact with one another in various ways besides providing food. \bigcirc

Environmental Literacy Scope and Sequence

Benchmarks

- Social and natural systems are made of parts. (PreK-2)
- Social and natural systems may not continue to function if some of their parts are missing. (PreK-2)
- When the parts of social and natural systems are put together, they can do things they couldn't do by themselves. (PreK-2)
- In social and natural systems that consist of many parts, the parts usually influence one another. (3-5)
- Social and natural systems may not function as well if parts are missing, damaged, mismatched or misconnected. (3-5)

For the full Environmental Literacy Scope and Sequence, see: www.seek.state.mn.us/eemn_c.cfm This page left blank intentionally.

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Grade Level: 3–5 Activity Duration: Part 1: 30 minutes Part 2: 60 minutes Group Size: any Subject Areas: Expressive Arts, Language Arts, Science Academic Skills: description, identification, listening, modeling, visualization, writing Setting: Part 1: indoor or outdoor gathering area Part 2: water area and computer lab (optional) Vocabulary: habitat, habitat needs, limiting resource, plankton Internet Search Words: freshwater ecosystems, pond ecology, pond habitat, pond life

Instructor's Background Information

A habitat is where a plant or animal lives—a place that meets the organism's basic needs. The four basic habitat needs of all living things are food, water (in aquatic ecosystems, water also provides dissolved oxygen for respiration), cover (shelter), and space. All organisms—from cattails to sunfish to people—need food, water, cover, and space to survive. A bluegill spends its day attempting to meet its needs by feeding on small invertebrates, drawing oxygen from water, hiding from predators in plant cover, and finding enough space to move around with other bluegills in small groups called schools. If a place regularly meets all of these needs, the bluegill has found a satisfactory habitat.

Food

Fish get their food from the lake, pond, or stream where they live. Small fish eat plankton. **Plankton** is the name for tiny plants and animals that live in water, many of which are microscopic. Examples of plankton include algae and daphnia. A healthy diet for bluegills includes a variety of small invertebrates (animals without backbones), such as mosquito larvae or dragonfly nymphs. Small fish, frogs, and crayfish are food for bigger fish such as largemouth bass and walleye.

Water

Water is critical to fish survival. Water conditions often determine which species and the number of individuals that can live in a given lake, pond, or stream. Factors that affect water conditions include clarity, pH (acidity and alkalinity levels), nutrients (levels of phosphorous, nitrogen, and organic matter that fuel algae and plant growth), water temperature, dissolved oxygen, and contaminants or pollutants. Water temperature is important, too: cold water holds more dissolved oxygen than warm water. Each fish species requires specific

Summary

The instructor leads students on an actual or a virtual field trip to a pond. As they listen to a narrative or observe an actual pond, students discover that the pond shelters a variety of animals. They begin to see how the watery habitat meets the basic needs of a bluegill sunfish. Students then work creatively with craft materials to construct a diorama illustrating how a fish's habitat provides the food, water, cover, and space that help it survive.

Student Objectives

The students will:

- Individually describe mental pictures of an aquatic habitat visualized by listening to the **Field Trip to a Pond Narrative** (or after observing an actual pond setting).
- 2 Define habitat as the place where a plant or animal lives, and where its basic needs are met.
- 3 Name the four basic habitat needs of fish.
- 4 Describe how food, water, cover, and space are limiting resources.
- 5 Construct a diorama that models a fish in a habitat that meets its needs.

Materials

Part 1: Virtual Field Trip to a Pond

- Field Trip to a Pond Narrative
- Bubbling water fountain (optional) or pond sound recording to play as you read narrative (optional), such as

"Lily Pond Lullaby" or "Lake at Sunset," available from NatureSong, P.O. Box 1921, Bonita Springs, FL 34133; 239-498-5300 (phone) or 305-433-7431(fax) or online at www.naturesong.net/ flash/retail.html

Part 2: Field Trip to a Pond

• Journal, small notebook, or a sheet of paper on a flat writing surface such as a clipboard, one per student

Part 3: Making Habitat Dioramas

- Whiteboard
- Whiteboard markers
- Shoeboxes, one per student (or make boxes using the

Template for a Diorama Box)

- Scissors
- Glue
- Clear tape
- Stapler
- Construction paper, all colors
- Markers, crayons, paint
- Paint trays
- Paintbrushes
- Wooden sticks and twigs
- Small rocks
- Dry sand
- Craft items, such as pipe cleaners, feathers, felt, glitter, construction paper, modeling clay, and other available art materials
- Blue plastic wrap
- Reference books on Minnesota fish, pond life, and aquatic habitats
- Fish Illustrations for Dioramas or other pictures of bluegill sunfish, aquatic invertebrates (such as water striders, dragonfly nymphs, and diving beetles) and aquatic plants (such as cattails, lily pads, and duckweed)
- Computer access or library access (optional)

water conditions and oxygen levels. Stream trout, for example, require cold, clear, fast-moving water with high levels of dissolved oxygen. Bluegills, on the other hand, can live in the warmer, quieter waters of many lakes and ponds. Bullheads can survive in water with relatively low dissolved oxygen levels.

Cover

Aquatic plants, rocks, fallen trees, underwater ledges, and other objects provide cover (or shelter) and hiding places for fish. Each species has a strategy for using cover. Small fish, such as bluegills, stay in cover to hide from the larger fish that would eat them. Larger fish, such as northern pike, might use cover as camouflage, lying in-wait behind a clump of aquatic plants, and darting out to ambush unsuspecting prey. Fish large and small utilize cover for shade—fish don't have eyelids, so shade protects their eyes on sunny days. Keen-sighted walleyes, for example, have large eyes that are sensitive to bright sunlight. On a sunny afternoon they seek shaded areas in cover or deeper water. Some fish require vegetation or other types of cover for spawning.

Space

All living things require space in which to live and carry out their daily activities. The amount of available space directly affects the number and kinds of fish that can live in a given area. Overcrowding stresses fish; too many of one type of fish in a lake leads to food shortage. Some fish, such as fathead minnows, need very little space. They swim in schools, feeding on plankton and staying close together in a small amount of space. But larger predatory fish, such as catfish or muskellunge, need more roaming space in which to find food. Different fish species require different types of sites for spawning, including sandy bottoms, rocky areas, or thick vegetation.

Limiting Resources

Occasionally, a habitat doesn't provide the resources to continuously meet all of a fish's needs. The amount and quality of food, water, cover, and space available are known as the habitat's **limiting resources**. Limiting resources determine how large individual fish can grow in a given habitat, which fish species can live in the habitat, and how many fish (population size) can live in the habitat. There might not be enough food if too many of one fish species are present in a pond. For example, if too many sunfish inhabit a pond relative to its available space, fish growth can be stunted. Water quality can also be degraded by runoff (nutrients from lawn fertilizer that enter lakes, ponds, and rivers) that causes algae to grow quickly and excessively. Dissolved oxygen levels drop as the algae die and decompose. (Bacterial decomposers deplete dissolved oxygen.) Excessive algae also block the sunlight that aquatic plants need for photosynthesis. As aquatic plants become less abundant, fish lose valuable food and cover. Also, as people create sandy beaches or boat launches, they often remove aquatic plants that provide food and cover for fish and other water dwellers.

As we investigate aquatic habitats and the habitat needs of fish, we begin to see how resources and numerous organisms are vitally interconnected in an ecosystem.



Preparation

Part 1: Virtual Field Trip to a Pond

If you and your students are unable to walk or travel to a nearby pond or other body of water, use the **Field Trip to a Pond Narrative** guided imagery to take a virtual trip. If your group can actually travel to a nearby pond, skip Part 1 and proceed to Part 2.

Part 2: Field Trip to a Pond

1 For each student, gather a journal, small notebook, or a sheet of paper on a flat writing surface such as a clipboard.

Part 3: Making Habitat Dioramas

- Ask students to bring in a shoebox (or something similar in size) from home. If students can't bring shoeboxes, they can make diorama boxes using tagboard and the **Template for a Diorama Box.**
- 2 Obtain a variety of books, field guides, pond life books, and other reference materials, or search the Internet for information about different species of Minnesota fish, pond life, and aquatic habitats.
- 3 Gather supplies.

Activity

Part 1: Virtual Field Trip to a Pond Warm-up

- 1 During this virtual field trip activity, you may wish to play a recording of pond sounds or plug in a bubbling fountain to help set the mood, provide background sound, and reinforce visualization. If your students haven't previously visited a pond, stream, or wetland, the group could look at books, field guides, posters, or magazines for relevant photos of pondscapes, fish, frogs, turtles, dragonfly nymphs, cattails, ducks, water striders, and other organisms mentioned in the **Field Trip to a Pond Narrative.**
- 2 Ask the students if they've been to a pond, stream, lake, or riverbank. What did they see? Did plants grow there? Was it a hot day or a cool one? What did they hear? Encourage students to share descriptions of the ponds, lakes, streams, or riverbanks they may have visited or seen in pictures.
- 3 Tell the students that the areas they've been describing are special habitats: aquatic habitats. Define **aquatic** as something associated with water. Define **habitat** as a home, or as the place where an animal lives. Aquatic habitats are important natural areas for people



and wildlife. To learn more about these habitats, students will close their eyes and picture the things you describe in a virtual field trip to a pond.

Lesson

- Ask students to clear their workspaces. 1
- Instruct them to sit in a comfortable and relaxed position with their 2 eyes closed. If the group is outside, they may want to lie down.
- Wait until students appear relaxed before you begin reading the 3 Field Trip to a Pond Narrative. Encourage them to picture in their minds the things they'll hear in the story.
- Speaking slowly and clearly, begin reading the narrative. Remember to speak slowly and steadily. In order to create rich mental pictures, students must have adequate time to process what they hear. It takes about as much time to create mental pictures of images as it does to carefully review physical settings.
- 5 When you've finished reading the narrative, and before they open their eyes, invite students to review all of the images they saw in their minds. Again, try to allow enough time for an adequate visual review-at least one or two minutes.
- Ask the students to open their eyes and remain quiet. Begin 6 discussing the virtual field trip in terms of the lesson: students should be thinking of the pond as a habitat, and discovering how the pond meets the habitat needs of fish. Ask the students these questions.
 - Which plants were described in the story?
 - What type of food did the bluegill seek?
 - Why did the bluegill swim away so suddenly?
 - What types of animals were in the pond?
 - What are the bluegill's habitat needs?

Wrap-up

Ask the students to share some of their favorite images 1 from the reading.

Part 2: Field Trip to a Pond Warm-up

- Review safety guidelines with your students before taking them to a 1 nearby pond, wetland, or lake.
- Have students make small writing journals, provide them with a 2 small notebook or a sheet of paper, a clipboard or other flat writing surface, and a pen or pencil. Walk with your students to a nearby pond or other body of water. If there isn't one within walking distance or a reasonable drive, do Part 1, skip Part 2, and continue with Part 3.
- At the site, have the students find a place to sit quietly. Ask them 3 to observe their surroundings. What do they hear? What do they smell? What can they touch? What do they see? Ask them to look for the animals, birds, and insects that live in and around the water,



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and to think about the places where these plants and animals live. What kinds of things do these animals need to survive in these surroundings? Have students record their observations in their journals, notebooks, or on the sheet of paper. (They can write descriptions, compose poetry, draw, or a combination.) Return to the classroom or meeting space.

4 Review the definition of habitat with the students.

Wrap-up

Ask students about sitting quietly at the pond, lake, or wetland site. Was it easy or difficult to sit still for ten to fifteen minutes? Were they surprised by anything they observed?

Part 3: Making Habitat Dioramas Warm-up

- Ask students to think about the kinds of animals living in the 1 aquatic habitat they visited or envisioned during the virtual field trip. Discuss these questions: How do those animals survive there? Would *you* be able to live there? What do you need in order to survive? As students describe their habitat needs, list them on the whiteboard. Help students brainstorm a list of fish habitat needs, including food, water, cover, and space. Point out the similarities between people's habitat needs and those of fish. Food, water (including dissolved oxygen available for respiration for aquatic organisms), cover, and space are the basic habitat needs required for the survival of all organisms. If a place provides all of an organism's basic habitat needs, it's likely to be a suitable habitat. Discuss how habitat needs are the limiting resources that determine how big an individual fish can grow, which species survive, and the population size of each fish species in a habitat. What would happen to a fish population if there were a shortage of food? Water? Cover? Space?
- 2 As an extension, you might ask students to choose and research a Minnesota fish. Have them look up specific foods and other habitat requirements for their fish.

Lesson

This is an opportunity for students to make dioramas using a variety of craft materials creatively.

- 1 Remind students to think about the habitat needs for the fish that they've listed, including food, water, cover, and space. Their dioramas will show how an aquatic habitat provides for the basic needs of a bluegill, or for the fish species they chose to research.
- 2 Hand out shoeboxes, one per student.
- Cut a peephole (approximately two and one-half inches in diameter) in the center of one of the short sides of the shoebox using a pair of scissors or a cardboard cutter. Students may need assistance. The peephole is for viewing the completed habitat. This creates a neat visual effect—everything in the habitat appears larger. See Template for a Diorama Box.



Except for some forms of bacteria, all organisms require a gas (such as oxygen) for respiration.



If students don't have shoeboxes, a box can be made using a template. One shoebox will be required for use as a template, or use the **Box Template for a Diorama.** Carefully take apart the shoebox and lay it flat, or enlarge and cut out the box template. Trace your template on sheets of tagboard and cut out one for each student. Demonstrate how to fold the tagboard cutouts into boxes, and have students secure three sides with tape, staples, or glue, leaving the side that will have the peephole. Cut the peephole, fold up the last side of the box, and secure the two remaining corners.



Use caution when cutting cardboard with scissors or the cutting tool. Using scissors to cut peepholes can be tricky. Cutting peepholes can be time-consuming and difficult for students—you may wish to cut the circular peepholes into the ends of the boxes in advance.

- 4 The box represents a pond, lake, stream, or river. Tell the students that they can use the materials provided to construct a model of a habitat for a Minnesota fish. Remind them that their diorama should show how the habitat meets the fish's habitat needs.
- 5 Students may want to first paint the inside of their box blue or green to represent water. They can then begin creating the background and habitat of their water body in the box using the materials provided. They may want to make sandy bottoms, rocks, sticks to represent fallen logs, submerged vegetation, foods (other fish, insects, frogs, crayfish, plankton), shorelines, and predators (larger fish, otters, herons, eagles, bears, anglers). Attach and mount the various habitat items to the box with glue or tape.
- 6 When the diorama is complete, cover the top of the box with a piece of blue plastic wrap to admit light and represent the water surface of the pond.
- Crafted water lilies, cattails, duckweed, or other floating plant species and emergent plants can be added on top of the blue plastic wrap representing the water's surface.
- 8 When the dioramas are complete, ask students to create a label for their diorama listing the four habitat needs for their fish: food, water, cover, and space. Note how each is represented in the diorama. Have students glue, tape, or otherwise attach the labels to the outside of the diorama.



A completed habitat diorama.

Wrap-up

1 Display the dioramas and written paragraphs (see Assessment Options) in the classroom.

Assessment Options

- 1 Have each student write a paragraph about their fish, describing how its needs are met by its habitat, and how habitat needs can limit the number and sizes of fish that can live in an area. Review the students' paragraphs to ensure they understand the four essential habitat needs, and that food, water, cover, and space are limiting resources.
- 2 Assess the dioramas, making sure each one demonstrates how the habitat meets the four basic habitat needs of the fish.
- 3 Have students take turns presenting their dioramas to the class. They should be able to describe how each of the fish's four habitat needs are illustrated in their diorama. Have students explain why the food, water, cover, and space modeled in the diorama are limiting resources.
- 4 Assessment options include the Checklist and Rubric on the following pages.

Checklists are tools for students and instructors. Checklists involve students in managing their own learning. They help students understand and set learning goals before the lesson begins, and help them monitor their progress during the lesson, ensuring that they meet learning goals and objectives by the end of the lesson. Students can also use checklists to discover areas that may need improvement. Checklists help instructors monitor each student's progress throughout the lesson, facilitating appropriate adjustment of instruction to ensure learning by the end of the lesson. The instructor may wish to have students add several of their own learning goals to the checklist to personalize it, and to accommodate varied learning needs and styles.

Grade

19–21 points = A Excellent. Work is above expectations.

15–18 points = B Good. Work meets expectations.

14–17 points = C Work is generally good. Some areas are better developed than others.

10–13 points = D Work does not meet expectations; it's not clear that student understands objectives.

0–12 points = F Work is unacceptable.

Design a Habitat Checklist

Possible Points	Points Earned	Points Earned
	Student	Instructor
3		Diorama shows three specific types of food eaten by fish
2		Student uses materials to replicate water in diorama.
3		Student uses bottom, below surface, and surface of the water column area
3		Diorama shows specific shelter types used by fish.
2		Diorama has adequate room for species present.
2		Nice layout and design. Organisms in the habitat are easily seen.
2		Paragraph clearly written and well- organized; presentation of diorama
4		All habitat needs (food, water, shelter, and space) that appear in the diorama are mentioned in the paragraph or
Total Poi	nts	presentation.

21

Score _____

Diorama Criteria	4 Excellent	3 Good	2 Fair	1 Poor	0 Unacceptable
Food and water	Shows three specific types of fish foods. Materials replicate water and utilize bottom, below surface, and the surface of the water column areas.	Shows two specific food types. Materials replicate water. Utilizes below surface and bottom water areas.	Shows one specific food type. Utilizes the bottom area only.	Shows no specific foods. Utilizes the bottom area only.	Diorama not completed. No fish foods represented in the habitat diorama.
Shelter and space	Diorama shows specific shelter types used by fish. Has adequate room for species shown.	Shows specific shelter types but not those used by the species in diorama. Has adequate room for species shown.	Shelter shown, but doesn't represent correct shelter types. Space is crowded.	No shelter shown. Too many organisms for the size of the water body.	Diorama not completed. No shelter represented in the diorama.
Design	Nice layout and design, completed with care. Easy to see organisms in their habitat. Entire water column utilized in diorama: bottom, below surface, and surface.	Nice layout. Some organisms hard to see. Only below surface and bottom utilized.	Layout is adequate, but difficult to see or discern all organisms. Organisms are on the bottom or below surface only.	Haphazard design. Doesn't represent a pond, lake, or stream system.	Diorama not completed.
Presentation	Paragraph clearly written and well- organized. All habitat needs (food, water, shelter, space) represented in the diorama are mentioned in the paragraph.	Paragraph written clearly. Only three habitat needs mentioned in the paragraph.	Paragraph written with some prompting and direction. Only two habitat needs mentioned in the paragraph.	Paragraph written, but is not clear. Understanding of habitat needs not demonstrated.	No paragraph written.

Score_

Devign a Habitat Scoring Rubric

Diving Deeper

S Extensions

- 1 Do the Habitat Lap Sit activity from the Project Wild Curriculum Guide (see Resource List).
- 2 Have students write their own virtual field trip narrative for a pond, lake, river, or stream and read it to the class.
- 3 You may wish to do Lesson 1:2—Food Chain Tag to complement this lesson. It provides information on food chains that can help the students create their dioramas.
- 4 If you used the narrative prior to making the dioramas, arrange a visit to a nearby pond or wetland area. Ask students to look for signs of animal life, and to think about what those organisms need to survive in their habitat. Compare students' observations from the actual visit to a pond or water body with the mental pictures they observed during the narration.

For the Small Fry

SK-2 Option

- 1 With younger students, visit a pond or shoreline habitat prior to this activity. Have the students look for animals, birds, and insects. Point out places where these plants and animals live, and talk about the things they need to survive in the habitat. Afterward, read a story to help students remember and visualize the things they saw. (Titles of suggested picture books appear in the Student Reading List Appendix). Spend some additional time talking about fish and their habitat needs. Compare the habitat needs of fish to the habitat needs of people. Show fish photographed in their habitats.
- 2 Younger students can make dioramas, but they may need some help with gluing and taping. Make sure the students include a fish, what that fish eats (food), where that fish lives and gets its oxygen (water), the things in or near the water that provide shade and help fish hide from other animals (cover), and some room for the fish to swim and find food (space).



To simplify diorama-making, use paper plates rather than shoeboxes to create fish habitats. Items can be drawn and painted and glued or taped to the paper plate. This eliminates the need to cut peepholes, requiring less dexterity.

INSTRUCTOR COPY

Field Trip to a Pond Narrative

It's a warm spring day. The sun is shining brightly. What a wonderful day to be sitting on a dock overlooking the pond! The light from the sun sparkles and dances on small waves over the pond's surface.

You close your eyes and feel the warm sunshine on your face. Your ears fill with the sounds of ducks skimming the water, their feet stretched forward as they land. You hear quacking as they settle on the surface. "Ker-plunk!" Startled by the quacking ducks, a frog jumps with a splash into the water from its sunny perch on a nearby lily pad. It's quiet again. Then you notice the soothing songs of the red-winged blackbirds. Slowly you open your eyes, squinting at the bright reflections of fluffy white clouds on sparkling blue water.

Take a deep, deep breath. Smell the scent of green plants growing in and near the water. As your eyes adjust to the light, the shapes of water lilies, cattails, and rushes become sharp and clear. Among the plants on top of the water, you see tiny beetles swimming in circles. A long-legged water strider perches on its tiptoes as if trying not to get wet. Your ears focus on a buzzing sound. It's coming from the beating wings of a dragonfly as it darts past and comes to rest on a cattail. Its brightly-colored body glitters green and purple in the sunshine.

You lie down on the warm, wooden surface of the dock, lean over the water, and gaze out onto the glittering surface. Then, through the tiny, floating green plants—they're called duckweed—and past the quivering lily pad stems, you spot a silver flash! What was *that*? A *bluegill* darting through a shimmering school of small minnows! This pond is busy with many living animals.

You search for where the bluegill might have gone. A small ripple spreads over the water, then another and another. You realize that several fish are rising from below, trying to catch the insects on the surface: There is more than one bluegill in this pond. You wonder why they are all swimming here, weaving in and out of the plants instead of cruising out in the open water. Are there more insects here? Yes, the bluegills are here amongst the plants, searching for their food.

Your back begins to feel warm in the sun. You're thinking that maybe the water plants give the bluegills a shady, cool place to swim, and that that is where they find their food, too. There's a loud splash. You didn't see the fish that jumped, but it must have been a big one. Large waves spread over the water in expanding circles. Was that a big fish looking for a meal of bluegills? You say to yourself, "If I were a bluegill, I would use the plants as a place to hide from that big fish."

Your eyes drift down into the shadows under the dock. You see a fish, almost hidden among the underwater plants and rocks. It's waiting, unblinking and still; the only movement is the faint wave of a gill, and a fin. It's a sunfish—another bluegill. It must be resting. Then, suddenly, it turns. With a flip of its tail, it disappears into the shadows and waving plants. The bluegill is gone. A diving beetle darts through the plants where the sunfish was, using its back legs like oars. There is so much to see at the pond!

It's getting late. As you get up from your spot on the dock, birds fly in and out of the tangle of cattails and rushes. A frog begins to croak; another frog sends its reply. You take one last sweeping look across the glittering pond before heading home. You've made many discoveries today, and when you come back tomorrow there will be more. As you head up the winding path toward *your* home, you realize that this pond is the home of all these frogs, birds, insects, and fish.

Template for a Diorama Box

- Enlarge the template to 17" x 22"
- Trace the template on a sheet of 17" x 22" tagboard or card stock
- Cut along the solid lines.
- Cut out the solid circle as a peephole for the diorama.
- Fold along the dotted lines to form a box.
- Bring the cut ends together at right angles to form a box. Fold the excess strips (about two inches) over the cut ends to hold the box together.
- Glue or staple the sections together.



Fish Illustrations for Dioramas

Copy these illustrations, and cut them out for students to color and paste into their habitat dioramas.



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