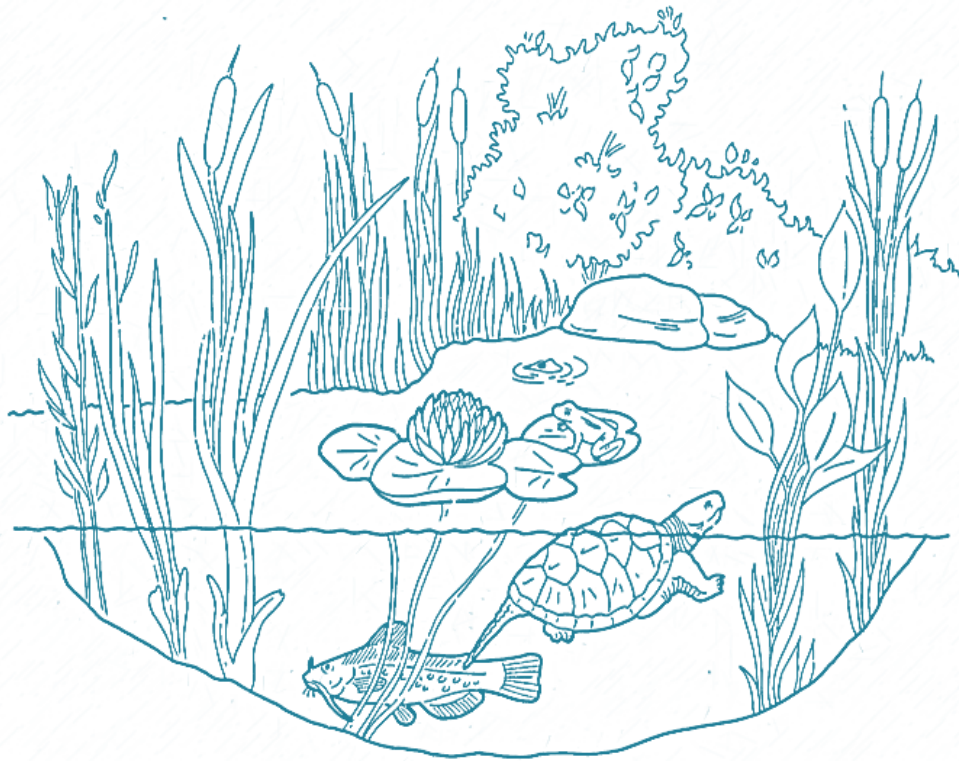
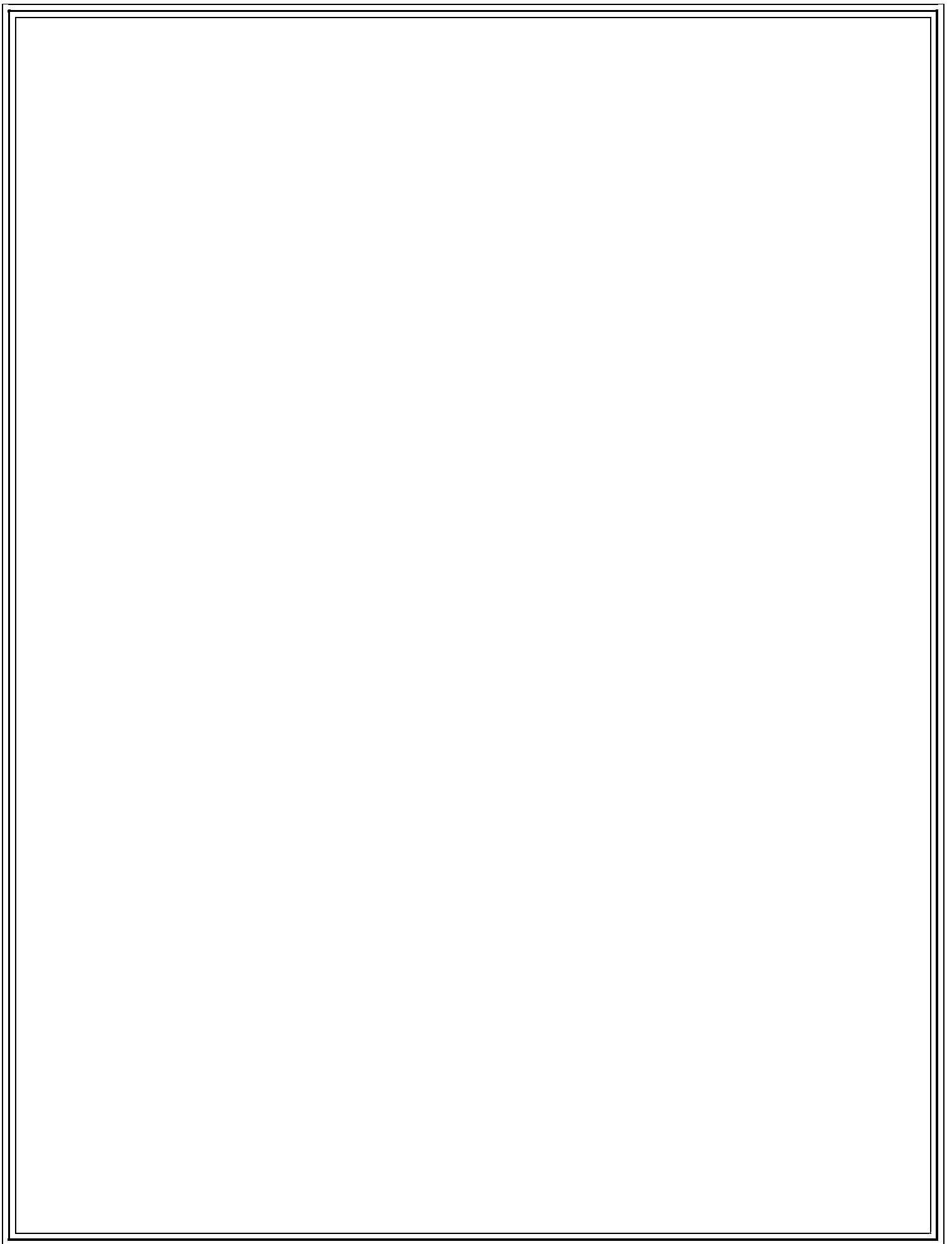


By the Pond



Holiday Pond by Edith Patch as well as selections from *By Pond and River* by Arabella Buckley are the books upon which this guide is based.

~A Guided Study by Lisa Kelly~



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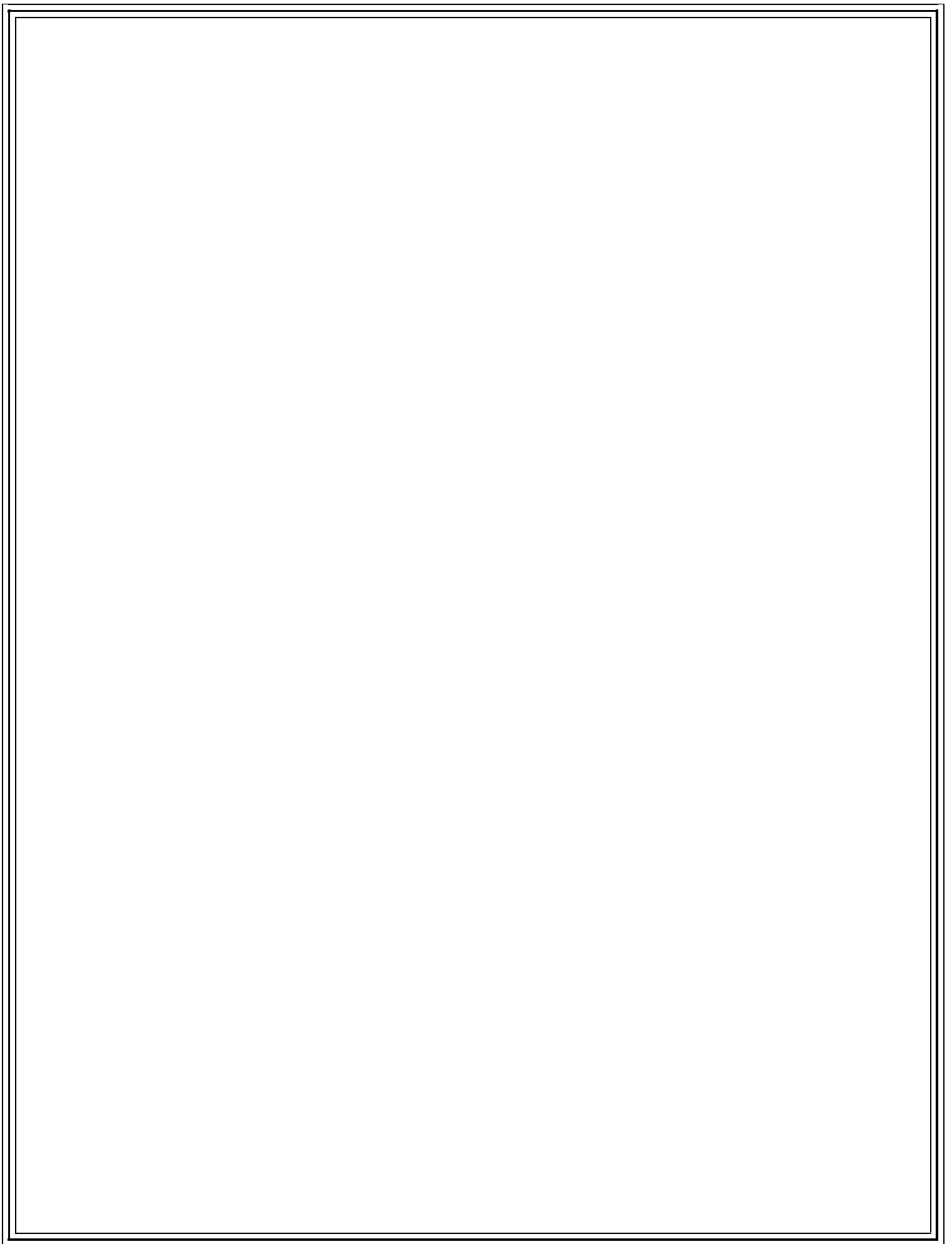
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If you have questions, then contact Lisa Kelly through the Contact portal at the website.

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Please read these notes.

Author's Notes

When using this guide, the greatest emphasis should be placed on using it in a manner that is best for the student(s). It is designed to be flexible enough to use with children from ages 7 to 9, but please adapt as needed. This makes it appropriate for young children of varying reading, skill and interest levels as well as helpful for combining younger children together, particularly children in the Foundations level.

The narration suggestions listed in the section under “After the Reading” reflect these variations. Some children will need only the gentlest and lightest of narrations suggestions with little to no writing, while other children will need narration suggestions which include more writing or digging deeper into creative or reflective style narration suggestions.

Multiple suggestions are offered so that the teacher and the student can choose one (or sometimes two) from a variety of suggestions. Please do not expect your students to respond to all of the narration prompts listed under each reading.

Oral narrations are the primary method for building attention and composition skills. In general, narrating orally should be the method used on most days and for most subjects, particularly for this level. The narration suggestions included offer a variety of ways for the teacher to allow the students to tell what they know orally as well as offer some ways for alternative approaches-such as written, dramatic/role play, descriptive and creative. These alternative approaches need only be used occasionally –or as children show interest.

Feel free to adapt any narration suggestion as needed. An older student may have an interest in a narration suggestion which can be altered to make it more appropriate, such as turning a suggestion meant to be given orally to one that is written.

If you have any questions, comments or concerns, please feel free to email me though the contact section of the website or send me a message through Instagram.

Thank You,

Lisa Kelly

Teaching Notes

Design & Duration –this guide was designed to be used with students in Lower School B (Years 2-4) or with students within this same year range. This guide is meant to extend over the course of 1 term or 12 weeks (3 lessons per week). You may, of course, alter this plan to better fit your family. Lower School B students will go on to study another topic lasting for 2 terms (24 weeks).

Flexibility –this guide is meant to be flexible, allowing students from ages 7-9 to work together through it. The pages which are meant to be printed and consumed by the students are included within the guide. You may print as many as you need for your family, allowing families to easily use the guide with multiple students. Please adapt the guide as needed to best fit each of your students, keeping expectations in writing and details lower for younger children and adding in optional activities and raising expectations in writing and drawing work for older students.

Living Books, Observations and Demonstrations –this guide is based on living books with additional demonstrations, object lessons and activities. The latter provides the necessary opportunities to learn through observation and demonstration. Feel free to adapt these activities and demonstrations as needed.

Notebooks –you may wish for your students to record their notes and drawings into a notebook. If you wish to do this, then you may omit some of the printable, consumable pages as this may be unnecessarily repetitive. Your student could simply label their drawings rather than the printable page.

Coloring Pages –optional coloring pages are included at the end of this guide.

Specimen Study –there are several object lessons, some which revolve around **live or dead** specimens. Please feel free to alter these as needed. I included some objects lesson from various books which led the study of these specimens, but you can certainly change them as they best work for your family. Your family may prefer to study these animals in their natural settings. If you choose to do it this way, then you may wish to combine some of the studies together into one day, assuming that you may only be able to make a special trip to these locations once or twice. If both options are not possible, then make use of available online resources, books and documentaries. **If you choose to use live specimens, then please be sure that adult supervision is on hand for the experience.**

Nature Experiences and Field Trips –if possible, it would be very beneficial if your family could visit a pond or other similar location so that your students can experience pond life personally.

Book List

Holiday Pond by Edith M. Patch

By Pond and River by Arabella Buckley [selections]

Optional Book List

Frogs by Gail Gibbons

Frog Song by Brenda Z. Guiberson

The Frog Scientist by Pamela S. Turner

Pond by Gordon Morrison

Ducks Don't Get Wet by Augusta Goldin

Beaver at Long Pond by William T. George

Over and Under the Pond by Kate Messner

Tiny Creatures: The World of Microbes by Nicola Davies

What's Smaller than a Pygmy Shrew? by Robert E. Wells

Greg's Microscope by Millicent E. Salsam

Raccoon on His Own by Jim Arnosky

Reading Schedule –One Term

Week #	Day One	Day Two	Day Three
1	<i>Holiday Pond</i> Chapter 1	<i>By Pond and River</i> Lesson 4	OL-Stickleback
2	<i>Holiday Pond</i> Chapter 2	<i>Holiday Pond</i> Chapter 2	Life Cycle of the Frog

Lesson 1/ *Holiday Pond*

- ❖ Read Chapter 1: “An Invitation”

Before the Reading

- ❖ Connection: What is an invitation? How might a pond be inviting?
- ❖ Distinguish between a lake, a pond and a stream.
- ❖ Word to Know: clamoring

After the Reading

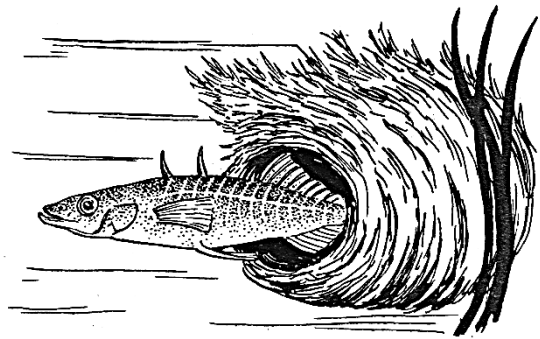
- Tell about some of the animals you might meet at Holiday Pond.
- Have you ever visited a pond? Tell about it.
- Draw a picture of what you think Holiday Pond might look like. Give your picture a title or caption and share it with someone, telling about it.
- Imagine all of the animals and plants at Holiday Pond decided to create an invitation –one inviting you or other children to visit it. What might this written invitation look like? Create this invitation.

Lesson 2/ *By Pond and River*

- ❖ Read Lesson 4: “The Stickleback’s Nest”

Before the Reading

- ❖ Connection: What might a “stickleback” be? How might it come by this name?
- ❖ Locate: River Thames
- ❖ Note: Find an image of a gooseberry to show students how the stickleback’s nest compares to it.



After the Reading

- Describe how the stickleback builds its nest.
- Is the male stickleback a good father? Tell about this.
- Draw or paint a picture of any scene from this reading. Give your picture a title or caption and share it with someone, telling about the scene you’ve depicted.

Lesson 3/Object Lesson -Stickleback

Object Lesson –Stickleback



STICKLEBACK

From *Handbook of Nature Study* by Anna Botsford Comstock,
Lesson 41 –The Stickleback

Note: Please rearrange the schedule, if needed, so that this object lesson coincides with a field trip, such as a trip to a farm, aquarium, pond, etc. to better increase access to a stickleback.

LEADING THOUGHT

The stickleback is the smallest of our common fish. It lives in stagnant water. The father stickleback builds his pretty nest of algae and watches it very carefully.

METHOD

To find sticklebacks go to a pond of stagnant water which does not dry up during the year. If it is partly shaded by bushes, then so much the better. Take a dip net and dip deeply; carefully examine all the little fish in the net by putting them in a Mason jar of water so that you can see what they are like. The stickleback is easily distinguished by the five spines along its back. If you collect these fish as early as the first of May and place several of them in the aquarium with plenty of the algae known as frog-spittle and other water plants they may perhaps build a nest for you. They may be fed upon bits of meat or liver chopped very fine or upon earthworms cut into small sections.

OBSERVATIONS

1. How did the stickleback gets its name? How many spines has it? Where are they situated? Are they always carried erect? How are these spines used as weapons? How do they act as a means of protection to the stickleback?
2. Describe or make a sketch showing the shape and position of the dorsal, the anal, the ventral, and the pectoral fins. What is the shape of the tail? What is the general shape of the fish?
3. What is the color of the sticklebacks? Is the color always the same? What is the color and position of the lateral line?
4. Describe the eyes. Are they large or small? Can they be moved? Do you think they can see far?
5. Describe the mouth. Does it open upward, straight ahead, or downward?
6. When the stickleback is swimming, what are the positions and motions of the dorsal, anal, tail, and pectoral fins? Can you see the ventral pair? Are they extended when the fish is swimming?

7. When resting among the pond weed of the aquarium what fins does the stickleback use for keeping afloat? How are the other fins held? What fins does it use to move backward? Which ones are used when it lifts itself from the bottom to the top of the aquarium? How are its fins placed when it is at rest on the bottom?

8. Drop a piece of earthworm or some liver or fresh meat cut finely into the aquarium and describe the action of the sticklebacks as they eat it. How large is a full-grown stickleback?

9. In what kind of ponds do we find sticklebacks? Do you know how the stickleback nest looks? Of what is it built? How is it supported? Is there one door or two? Does the father or mother stickleback build the nest? Are the young in the nest cared for? At what time is the nest built?

Lesson 4/ *Holiday Pond*

- ❖ Read about $\frac{1}{2}$ of Chapter 2: “The Yelping Frog”

Before the Reading

- ❖ Connection: Tell of frogs.
- ❖ Words to Know: keen, gills, lungs, tadpole and sedges
- ❖ Consider introducing the word “hibernate”. Rana wakes from his winter hibernation at the beginning of the chapter.
- ❖ Consider stopping right before “So in the shallow water...” (p. 8).

After the Reading

- Tell about Rana waking from his winter sleep [or hibernation].
- Draw or paint a picture of any scene from this reading selection. Give your picture a title or caption and share it with someone, telling about the scene you’ve depicted.
- Describe how winter turns to spring at the pond.

Additional Reading

Frogs by Gail Gibbons