

“Let’s Visit a Pond!”

Grade Level: Preschool
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Length of Unit: 10 Lessons

I. ABSTRACT

- A. Discover what life is like in and around a pond. Using field trips, books, poems, fingerplays, music, art and other fun activities, the students will become familiar with the pond and its surroundings. The students will examine, describe, and explain what is happening in the pond environment. The students will observe, investigate, and predict what happens at a pond.

II. OVERVIEW

- A. Goals and Objectives
1. Students will gain an awareness of what life is like in and around a pond.
 2. Students will identify and describe key physical and sensory characteristics of the pond.
 3. Students will identify plants and animals found at the pond.
 4. Students will classify pond animals according to their habitat.
 5. Students will attend and listen to stories and informational books read aloud about the pond and pond animals.
 6. Students will listen and learn rhymes, poems, fingerplays, and songs about the pond.
 7. Students will participate in fine and gross motor activities regarding pond life.
 8. Students will work cooperatively on an ongoing pond collage.

III. BACKGROUND KNOWLEDGE

- A. Teacher Resources
1. *Core Knowledge Sequence*. Core Knowledge Preschool Foundation, 1998.
 2. Outdoor Classroom built by the Advanced Biology Class of Hamburg High School, Hamburg, AR
 3. Samson, John G. *The Pond*. New York: Alfred A. Knopf, Inc., 1979
 4. Hirsh, Jr. E. D. *What Your Kindergartener Needs to Know*. New York: Dell Publishing. 1996.

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

1. Sit and listen attentively
2. Participate in group games and activities
3. Function and work constructively in a group setting using appropriate social skills
4. Understand and use language to communicate ideas

V. LESSONS

Lesson One: Introduction

- A. Daily Objectives
1. Students will tell what they know and what they want to know about a pond.
 2. Students will gain a basic understanding of a pond.
 3. Students will work cooperatively on an ongoing project.
 4. Students will attend and listen to informational and fictional books about the pond.

5. Students will learn songs, fingerplays, and poems about the pond.
 6. *Core Knowledge Sequence*
 - a. Create a collage. (p. 97)
 - b. Classify animals according to habitat. (p.86)
 - c. Increase vocabulary when describing. (p. 35)
 - d. Carry out oral directions. (p. 22)
 - e. Memorize and recite a poem or song. (p. 42)
- B. Grouping
1. Whole group, small group, and individual instruction
- C. Materials and Preparation
1. Chart paper, markers, pond pictures, pond video, blue construction paper, large sheet of paper for an ongoing class project, glue
 2. Blue rug for the library center
 3. Pond books and stuffed pond animals
 4. Poem: "Pond"
 5. Song: "In the Water"
 6. Song: "Little White Duck"
 7. Book: "Good Morning, Pond"
- D. Language of Instruction
1. Teacher: KWL chart, pond, collage
 2. Student: pond, small, tadpoles, herons, minnows, whirligigs, swallows, crayfish, raccoons, muskrats
- E. Procedures/Activities
1. Make a KWL chart and ask the students what they know about a pond. Write their answers in the K section.
 2. Ask students what they want to learn about the pond. Write their answers in the W section.
 3. Leave the L portion blank until the conclusion of the unit.
 4. Show pictures of a pond and discuss what they see.
 5. Read: *Life in a Pond* (Core Knowledge big book). Discuss as you go through the book.
 6. Begin a pond collage by drawing a big circle on a large piece of paper. Let students tear pieces of construction paper and glue it in the circle. The blue area will be the pond water. This will be a continuing project throughout the pond unit.
 7. Make a pond-reading center by adding a blue rug to your library center. Add pond animals and books about the pond for students to enjoy. They will be reading at the pond! Each day add new books and animals about the topic of the day.
 8. Read the poem "Pond" to students.
 9. Sing "In the Water" and "Little White Duck" with students.
- F. Assessment/Evaluation
1. Direct observation using focus questions and participation

Lesson Two: Plants

- A. Daily Objectives
1. Students will gain basic information about the plants found in and around a pond.
 2. Students will work cooperatively on an ongoing project.
 3. Students will understand the importance of the pond to animals that live in the pond and animals that use the pond as a water source.
 4. Students will learn songs, fingerplays and poems about the pond.

5. Students will write and draw in mud.
6. Students will play in mud.
7. *Core Knowledge Sequence*
 - a. Attend and listen to picture books with storylines. (p. 48)
 - b. Use words indicating time. (p. 37)
 - c. Create artwork by drawing and painting. (p. 97)
- B. Grouping
 1. Whole group, small group, and individual instruction
- C. Materials and Preparation
 1. Book: *In the Small, Small Pond* by Denise Fleming
 2. Book: *Good Morning, Pond* by Alyssa Capucilli
 3. Pond pictures or a pond video
 4. Unfinished pond collage
 5. Crayons, markers or paint
 6. Two plastic containers with dirt and water to make mud
 7. Plastic pond animals
 8. Green construction paper
- D. Language of Instruction
 1. Teacher: collage, iris, cattails, lily pads, shallow, mud
 2. Student: iris, cattails, lily pads, grass, shallow, mud
- E. Procedures/Activities
 1. Read *Good Morning, Pond* or watch a video about a pond.
 2. Look at pond pictures paying special attention to the plants around the pond.
 3. Discuss the plants you would see in and around a pond. (iris, lily pads, grass, cat tails, trees, etc.)
 4. Let students draw or paint trees, grass, flowers and lily pads to the collage.
 5. After adding plants to the collage, explain how a pond is always changing. (Ponds are shallow and grow many plants in and around it. It is usually shallow enough for sunlight to reach the bottom. The sun helps plants grow in the bottom, which is very important to the food chain in the pond.)
 6. Sensory Activity: *Muddy Ponds*
 - a. Fill a large plastic container with dirt; next add enough water to make mud. Add some pond animals that you would find in a pond such as: plastic frogs, fish, turtles, and snakes. Let students move the animals through the mud letting it squeeze through their fingers. Leave out each day during the pond unit.
 7. Sensory Activity: Make another container of mud and let students write and draw in it. Leave out each day during the pond unit.
 8. Cut out green construction paper circles, then cut out a triangle from the circle, glue on the water of the pond collage to create lily pads.
- F. Assessment/Evaluation
 1. Direct observation using focus questions and participation

Lesson Three: Fish

- A. Daily Objectives
 1. Students will identify and describe fish.
 2. Students will attend and listen to informational and fictional books about fish.
 3. Students will work cooperatively on an ongoing project.
 4. Students will learn songs, fingerplays and poems about fish.
 5. Students will perform movement activities.
 6. Students will prepare an eating activity.

7. *Core Knowledge Sequence*
 - a. Memorize a simple rhyme. (p. 43)
 - b. Follow a recipe depicted in words and pictures. (p. 55)
 - c. Point to individual words as distinct units on a page. (p.56)
- B. Grouping
 1. Whole group, small group, and individual instruction
- C. Materials and Preparation
 1. Book: *In the Small, Small Pond* by Denise Fleming
 2. Book: *Fish Is Fish* by Leo Lionni
 3. Books about fish to put in the class library center
 4. Unfinished pond collage
 5. Poem: “Fishy-Fishy In the Brook”
 6. Fingerplay: *Five Little Fishies*
 7. Fingerplay: *Five Funny Fish*
 8. Movement Song: “Did You Ever See a Fishy?”
 9. *Go Fishing* food activity: pretzels, peanut butter, plates, goldfish crackers
 10. Unfinished pond collage
 11. Fingerpaint and fingerpaint paper
- D. Language of Instruction
 1. Teacher: fish, minnows, catfish, scatter, alliteration, brook
 2. Student: fish, minnows, catfish, brook, hook
- E. Procedures/Activities
 1. Read again *In the Small, Small Pond* paying extra attention to the page about minnows, and how they live in the pond water. Explain that fish cannot breathe as we do but must get air through its gills. Also, explain that fish will die if they do not stay in the water.
 2. When reading the pages about minnows, emphasize splitter, splatter, and scatter (alliteration). Talk about how the words all begin with the letter S.
 3. Discuss other fish that you might find in your local ponds. (In southern Arkansas, we would talk about bass, catfish, crappie, brim, etc.)
 4. Read the poem, “Fishy-Fishy in the Brook”, to students. Help them pick out the rhyming words.
 5. Teach the fingerplays, *Five Little Fishies* and *Five Funny Fish*, to students.
 6. Let students prepare and eat the eating activity *Go Fishing*.
 7. Teach students the song “Did You Ever See a Fishy?”
 8. Let the students finger paint on a piece of paper. After it dries, draw a form of a fish on the back and cut it out. Add these fish to the pond collage.
- F. Assessment/Evaluation
 1. Direct observation using focus questions and participation

Lesson Four: Frogs

- A. Daily Objectives
 1. Students will identify and describe a frog.
 2. Students will become familiar with the life cycle of the frog.
 3. Students will attend and listen to information and fiction books about frogs.
 4. Students will work cooperatively on an ongoing project.
 5. Students will learn songs, fingerplays, and poems about frogs.
 6. *Core Knowledge Sequence*
 - a. Demonstrate one-to-one correspondence. (p. 66)
 - b. Sequence chronologically and describe 3-5 images. (p. 72)
 - c. Demonstrate understanding of living world life cycle. (p. 85)

- B. Grouping
 - 1. Whole group, small group, and individual instruction
- C. Materials and Preparation
 - 1. Book: *Jump, Frog, Jump* by Robert Kalan
 - 2. Book: *Hop Frog* by Rick Chrustowski
 - 3. Cards that show the life cycle of the frog
 - 4. Books about frogs for the library center
 - 5. Frog life cycle puzzle of a frog
 - 6. Plastic toys that show life cycle
 - 7. Live tadpole, if possible
 - 8. Book: *In the Small, Small Pond*
 - 9. Poem: “The Song of the Frog”
 - 10. Song: “Gunk, Gunk Went the Little Green Frog”
 - 11. Song: “Five Little Speckled Frogs”
 - 12. Song: “The Frog Goes Hopping”
 - 13. Song: “Did You Ever See a Frog?”
 - 14. Frog Bean Bags
 - 15. Paper lily pads to put on the floor
 - 16. Plastic frogs
 - 17. Unfinished pond collage
 - 18. Lime sherbet, ginger ale, marshmallows, raisins
 - 19. Green and red construction paper
 - 20. White tissue paper
- D. Language of Instruction
 - 1. Teacher: life cycle, egg, tadpole, froglet, frog, lily pad, bog
 - 2. Student: egg, tadpole, froglet, frog, lily pad, bog
- E. Procedures/Activities
 - 1. Read *Jump, Frog, Jump* then describe a frog.
 - 2. Skim through the book, *Hop Frog*, telling the life cycle of the frog. Discuss how the egg changes into a frog.
 - 3. Go through the life cycle of a frog, putting pictures in correct sequence.
 - 4. Play *Lily Pad Hop*.
 - 5. Read the poem, “The Song of the Frog,” to students. Find rhyming words.
 - 6. Dramatize “Five Little Speckled Frogs.”
 - 7. Teach students the song, “Gunk, Gunk Went the Little Green Frog.”
 - 8. Teach students the song, “Did You Ever See a Frog?”
 - 9. Have students perform the rhythm activity of pretending to be a frog. Hop around the room saying “ribit” in a steady beat.
 - 10. Have students hop fast then hop slow.
 - 11. Read about the tadpoles *In the Small, Small Pond*. Talk about the author using rhyming words on the tadpole page (wiggle, jiggle, and wriggle).
 - 12. In the math center, have students match frogs to lily pads (one-to-one).
 - 13. Let students tear paper to make a frog. Curl a long piece of red construction paper; glue it on the frog for a tongue. Glue the frogs on the lily pads that are in the pond on the pond collage.
- F. Assessment/Evaluation
 - 1. Direct observation using focus questions and participation.
 - 2. Check visually to see if they can sequence the life cycle of a frog correctly.

Lesson Five: Snails

- A. Daily Objectives

1. Students will name and describe a snail.
 2. Students will become familiar with the characteristics of a snail.
 3. Students will dramatize being a snail.
 4. Students will sequence small to large.
 5. Students will work cooperatively on an ongoing project.
 6. Students will draw a spiral.
 7. Students will learn songs, fingerplays and poems about snails.
 8. Students will make a graph.
 9. Students will create an eating activity with cookie dough.
 10. *Core Knowledge Sequence*
 - a. Act out through pantomime. (p. 42)
 - b. Draw a spiral. (p. 59)
 - c. Sort objects according to size. (p. 63)
- B. Grouping
1. Whole group, small group, and individual instruction
- C. Materials and Preparation
1. Book: *The Biggest House in the World* by Leo Lionni
 2. Book: *The Snail's Spell* by Joanne Ryder
 3. Small to large sequence cards (snail shells)
 4. Paper and pencils or crayons
 5. Students will attend and listen to information and fiction books about snails
 6. Poem: "Snail" by Langston Hughes
 7. Chart paper to make a graph
 8. Song: "Jeepers, Creepers"
 9. Song: "Itsy-Bitsy Snail"
 10. Strips of red paper to roll, pencils
 11. Sugar cookie dough, two pretzels for each child
 12. Paper, pencils
 13. Unfinished pond collage
 14. Small white paper plates, food coloring, glitter, coffee filters, glue and brown construction paper to make a snail
 15. Books about snails for the library center
- D. Language of Instruction
1. Teacher: shrinking, shell, glide, feelers, curled, tuck
 2. Student: shrinking, shell, glide, feelers, curled, tuck
- E. Procedures/Activities
1. After reading *The Biggest House in the World*, the students will describe a snail using descriptive words.
 2. Students will sequence small shells to large shells.
 3. Students will silently dramatize *The Snail's Spell* while the teacher reads the book to them.
 4. In the writing center, the students will practice making spirals on paper with pencils or crayons.
 5. Read "Snail" and have students pick out the rhyming words.
 6. Teach the song "Jeepers, Creepers" to students.
 7. Have students act out *Itsy-Bitsy Snail*.
 8. Math Activity: Ask the students if they would hold a snail in their hand. Have the students answer the question and tell why. Graph their answers.
 9. Using cookie dough, make snails by rolling the cookie dough into a rope and wrapping it into a circle. Add feelers then bake.

10. The students will put blue and green food coloring on a coffee filter and lay it on a white paper plate. Remove the filter. After the food coloring dries, make a glue spiral on the plate and add glitter. Cut out a soft body and glue it to the plate to make a snail. Glue the snails on the pond collage.
- F. Assessment/Evaluation
1. Direct observation using focus questions and participation.
 2. Check visually to see if they can sequence from small to large.

Lesson Six: Turtles

- A. Daily Objectives
1. Students will identify and describe a turtle.
 2. Students will attend and listen to informational and fiction books about turtles.
 3. Students will distinguish between hard and soft.
 4. Students will work cooperatively on an ongoing project.
 5. Students will learn songs, fingerplays and poems about turtles.
 6. Students will discuss a picture of a tortoise in a 17th century Turkish manuscript.
 7. *Core Knowledge Sequence*
 - a. Look at and talk about a work of art. (p.98)
 - b. Identify and name opposites. (p. 34)
 - c. Create a sculpture. (p.97)
- B. Grouping
1. Whole group, small group, and individual instruction
- C. Materials and Preparation
1. Book: *In the Small, Small Pond* by Denise Fleming
 2. Book: *Box Turtle at Silver Pond Lane* by Susan Korman
 3. Examples of hard and soft objects
 4. A turtle shell, if possible
 5. Books about turtles to put in the library center
 6. Poem: “The Little Turtle” by Vachel Lindsay
 7. Unfinished pond collage
 8. *A Child’s Book of Art* by Lucy Micklethwait (p. 16, Tortoise)
 9. Magic Modeling Clay
 10. Cheerios
- D. Language of Instruction
1. Teacher: box turtle, shallow, nesting, safe, nest chamber, shell
 2. Student: hard, shell, shallow, nesting, safe
- E. Procedures/Activities
1. Read *Box Turtle at Silver Pond Lane*, then discuss the characteristics of a turtle. Be sure to discuss the turtle shell and why it is hard. Look at the pattern of the shell.
 2. Look again at the book *In the Small, Small Pond* and talk about rhyming words (doze and close) on the page about the turtle.
 3. Given an assortment of objects, the students will classify objects as hard or soft.
 4. Read the poem “The Little Turtle” to students. Have them pick out the words that rhyme.
 5. Rhythm Activity: Tell students that some animals are fast and some are slow. Let them make a slow rhythm for a turtle and a fast rhythm for a frog.
 6. Students will discuss the picture of a tortoise from a 17th century Turkish manuscript.

7. Let students form small turtles out of Magic Modeling Clay. Add a design on the back like the Turkish tortoise or place cheerios on its back. Glue the turtles on the pond collage.
- F. Assessment/Evaluation
1. Direct observation using focus question and participation

Lesson Seven: Ducks

- A. Daily Objectives
1. Students will identify and describe a duck.
 2. Students will attend and listen to information and fiction books about ducks.
 3. Students will identify two rhyming words.
 4. Students will count up to six ducks.
 5. Students will work cooperatively on an ongoing project.
 6. Students will learn songs, fingerplays and poems about ducks.
 7. Students will participate in a group game.
 8. Students will distinguish between fast/slow and high/low.
 9. *Core Knowledge Sequence*
 - a. Understand language of space. (p. 78)
 - b. Move to music according to tempo. (p. 93)
 - c. Retell a story that has sequential events. (p. 49)
 - d. Participate in group games. (p. 15)
- B. Grouping
1. Whole group, small group, and individual instruction
- C. Materials and Preparation
1. Book: *Mallard Duck at Meadow View Pond* by Wendy Pfeffer
 2. Book: *Come Along, Daisy!* By Jane Simmons
 3. Book: *In the Small, Small Pond* by Denise Fleming
 4. Poem: "Swimming" by Clinton Schooard
 5. Song: "Six Little Ducks"
 6. Song: "Five Little Ducks"
 7. Unfinished pond collage
 8. Orange, brown and green construction paper
 9. Yellow and brown feathers
 10. Glue
- D. Language of Instruction
1. Teacher: mallard duck, farm duck, ducklings, shell, egg-tooth, siblings, hatch, danger, webbed feet, nestles, paddling, bill, oil glands, waterproof, molts, plumps
 2. Student: eggs, hatch, ducklings, shell, egg-tooth, bill, shell
- E. Procedures/Activities
1. Read *Mallard Duck at Meadow View Pond* and discuss the characteristics of a duck.
 2. After reading the story, ask the students how ducks are born.
 3. Get out *In the Small, Small Pond* and turn to the page about the ducks. Find the rhyming words.
 4. Watch the video *See How They Grow* to show how a duck hatches.
 5. Read the poem "Swimming" and pick out the rhyming words.
 6. Teach Students "Six Little Ducks" and "Five Little Ducks."
 7. Movement activity: *Duck, Duck, Goose.*
 8. Pretend to be a duck at the pond. Let the ducks fly fast and high then slow and low down into the pond water.

9. Make a circle out of yellow or green construction. Add a small circle to make a head. Cut a small orange triangle for a duckbill. Glue feathers to the circle. Put the ducks on the water of the pond collage.
- F. Assessment/Evaluation
1. Direct observation using focus questions and participation

Lesson Eight: Dragonflies

- A. Daily Objectives
1. Students will identify and describe a dragonfly.
 2. Students will attend and listen to informational and fiction books about dragonflies.
 3. Students will identify two rhyming words.
 4. Students will work cooperatively on an ongoing project.
 5. Students will pretend to fly to music.
 6. *Core Knowledge Sequence*
 - a. Listen to a musical piece using sound effects. (p. 91)
 - b. Coordinate motor activity with a goal. (p. 15)
 - c. Carry out oral directions. (p. 22)
- B. Grouping
1. Whole group, small group, individual instruction
- C. Materials and Preparation
1. Book: *In the Small, Small Pond*
 2. Book: *Good Morning, Pond*
 3. CD: Russian Festival from Core Knowledge
 4. Video: Pond Life
 5. Left over film from the laminating machine
 6. Craft sticks
 7. Green or blue tempera paint
 8. Wiggly eyes
 9. Books about dragonflies for the library center
- D. Language of Instruction
1. Teacher: dragonfly, damselfly, insect
 2. Student: dragonfly, quiver, shiver, wings
- E. Procedures/Activities
1. Read the page about dragonflies in the book *In the Small, Small Pond*. Describe dragonflies and discuss how different they are from the other animals previously discussed.
 2. Watch the movie *Pond Life* and see how they hatch their eggs in the water. Dragonflies are insects.
 3. Look at the words *In the Small, Small Pond* and find the words that rhyme on the page about dragonflies.
 4. Pretend to be a dragonfly and fly around the room landing on the ground. Use the music *Flight of the Bumblebee* to fly around the room. When the music stops, freeze!
 5. Cut out two sets of wings from left over laminating film. Glue the wings to a craft stick that has been painted blue or green. Add wiggly eyes. Add the dragonflies to the pond collage.
- F. Assessment/Evaluation
1. Direct observation using focus questions and participation

Lesson Nine: Snakes

- A. Daily Objectives
 - 1. Students will identify and describe a snake.
 - 2. Students will attend and listen to informational and fiction books about snakes.
 - 3. Students will make a pattern of colors.
 - 4. Students will sequence the animals in the song “Little White Duck”.
 - 5. Students will work cooperatively on ongoing project.
 - 6. Students dramatize the song “Little White Duck”.
 - 7. Students will express feelings.
 - 8. *Core Knowledge Sequence*
 - a. Create a pattern. (p. 64)
 - b. Sequence five illustrations of events. (p. 49)
 - c. Sing children’s songs. (p. 92)
- B. Grouping
 - 1. Whole group, small group, individual instruction
- C. Materials and Preparation
 - 1. Book: *Little White Duck*
 - 2. Sequence cards for, white duck, green frog, black bug, red snake.
 - 3. Crayons
 - 4. Coat hangers
 - 5. Glue
 - 6. Red and yellow tempera paint, paint brushes
 - 7. Newspapers
 - 8. Books about snakes for the library center
- D. Language of Instruction
 - 1. Teacher: pattern, feelings
 - 2. Student: pattern, feeling sad
- E. Procedures/Activities
 - 1. The teacher will read the book *Little White Duck* and discuss the characteristics of a snake.
 - 2. Talk about how the snake is different than the other animals found in a pond.
 - 3. Read the story again and sequence the story. Have cards representing the animals in the story. Put them in order.
 - 4. Teach the story as a song and act it out.
 - 5. Give students a snake and let them make a pattern on its back of red and yellow stripes.
 - 6. To make a snake, take a piece of coat hanger wire and wrap it in newsprint that has been soaked in glue. After it dries, paint it and add eyes. Add the snakes to the pond collage.
- F. Assessment/Evaluation
 - 1. Direct observation using focus questions and participation

Lesson Ten: Conclusion to the Pond Unit

- A. Daily Objectives
 - 1. Students will tell what they learned about the pond.
 - 2. Students will finish the KWL chart that was started in lesson.
 - 3. Students will finish the collage that they began in lesson one.
 - 4. Students will review what they learned during the pond unit.
 - 5. Students will sing the songs, fingerplays, and poems they learned during the pond unit.
 - 6. The class will visit a pond.

7. Students will draw pictures about the pond and teachers will write what they say underneath.
 8. *Core Knowledge Sequence*
 - a. Dictate a description to accompany one's own drawing. (p. 55)
 - b. Select an object according to a description that includes two properties. (p. 63)
 - c. Classify animals according to habitat. (p. 86)
- B. Grouping
1. Whole group, small group, and individual instruction
- C. Materials and Preparation
1. KWL chart from lesson one, markers
 2. Drawing paper, pencils, and crayons
 3. Bus
 4. Chart paper, markers
- D. Language of Instruction
1. Teacher: Words used throughout the pond unit
 2. Student: pond, fish, frog, snail, snake, duck, dragonfly
- E. Procedures/Activities
1. The class will take a field trip to a pond.
 2. The class will review the KWL chart used in lesson one.
 3. The class will go over what they "Knew" in lesson one to see if the information was correct.
 4. The class will review what the students "Wanted To Know" to see if they learned the answers.
 5. In the "Learned" column, the students will tell what they learned and the teacher will add it to the chart.
 6. The class will sing songs, fingerplays and activities that were learned throughout the pond unit.
 7. Using a Venn diagram, the students will be able to compare the pond animals.
 8. Make an experience chart about their trip to the pond.
 9. The students will draw a picture about their trip to the pond.
 10. The teacher will write below their picture what the student said about the picture they drew.
- F. Assessment/Evaluation
1. Direct observation using focus questions and participation.
 2. Student will be about to describe a pond and what animals they might find around and in the pond.

VI. EXTENDING THE UNIT

- A. Other Pond Animals
1. Salamanders
 2. Geese
 3. Worms
 4. Raccoons
 5. Birds such as swallows and herons
 6. Whirligigs and other insects
 7. Crawdads (crayfish)
 8. Deer
 9. Muskrats