

Home Sweet Home: Field Trip Suggestions

Always contact landowners for permission or verify public-private land boundaries prior to doing any type of field investigation.

Thermometers and dissolved oxygen meters would be valuable tools in teaching students about water quality and fish habitat, but they may not be available at your school. Contact your local DNR office or UW-Extension office to see if there are meters available that you could borrow. You may also try contacting Water Action Volunteers, which has citizen stream monitoring projects around the state.

Helpful Materials: thermometer; dissolved oxygen meter; measuring tape; yard stick; hip boots; USGS

topographic maps and/or aerial photos; plant, fish, and/or wildlife identification guides; the attached worksheet.

Pre-Trip: Use a map or photo to divide the waterbody into labeled sections. A USGS map, aerial photo, or hand-drawn map would all be appropriate. Assign a group of students to each section.

Post-Trip: Compare students' measurements, observations, and habitat assessments. Does the waterbody appear to be hosting a diversity of habitats, or is it fairly similar across sections?

Home Sweet Home: Spawning Habitat Field Record

TEAM NAME: _____

TIME DATE TEMPERATURE PRECIPITATION CLOUD COVER

WIND (SPEED AND DIRECTION) OTHER CONDITION NOTES

Location of Trip

WATERBODY COUNTY TOWN, VILLAGE, CITY OF SECTION ASSIGNED:

OTHER LOCATION NOTES

Waterbody Information

WATERBODY TYPE (CIRCLE ONE): LAKE, POND, STREAM, FLOWAGE, WETLAND, RIVER, OTHER: _____

SOURCE FROM TRIBUTARY TO IS THE WATERBODY HUMAN-CONSTRUCTED? IF SO, WHEN WAS IT MADE?

APPROXIMATE SIZE OF WATERBODY IS/WAS THE WATERBODY NAVIGABLE/NAVIGATED (ABLE TO FLOAT A CANOE OR LOG)

Substrate composition (sand, gravel, mucky, mixed):

Does the water appear to be higher, lower, or at normal levels? (circle one) How did you make this decision?

Initial Observations (evidence of wildlife, erosion, pollution, etc.)

Water Conditions

DISTANCE (FROM SHORE) TIME DEPTH TEMPERATURE D.O.

1. _____
2. _____
3. _____
4. _____
5. _____

Home Sweet Home: Spawning Habitat Field Record, *continued*

Clarity of Water

Based on your observations, how would you rate the water quality?

Shoreline Conditions

LOCATION

Description of bank cover (estimate of the percent of bank covered by grass, trees, shrubs, dirt):

Number of logs on the shoreline: _____ Number of logs in the water: _____

Description of visible aquatic plants (estimate of the percent of visible water with plants in it):

Description of development (buildings, docks, seawalls, boats, etc.):

Description of detached development (rafts, water trampolines, etc.):

Assessment of Habitat

Based on your observations, what species of fish would live in this area of the water?

Describe the best spawning locations for those fish.

What concerns might you have concerning this waterbody, if any?

Additional Comments
