

Of Flies and Frogs

By: _____

~~~~~ "END OF ROUND 1" ~~~~~

of flies eaten: _____

Did you survive or starve? _____ Explain.

Were you able to reproduce? _____ Explain.

Compare this activity to "real life": Is survival in the real world easier or harder for frogs? What kinds of things could make it harder for a frog to survive? Explain your thoughts.

~~~~~ "PROBLEMS ON THE POND" ~~~~~

Color Dot	# Eaten	What would happen to the frog?
Red		
Blue		
Green		
None		

NOW, compare this activity to "real life". How has your opinion changed?

After analyzing your flies, do you think you, the frog, were able to survive? Reproduce? Why or why not?

~~~~~ "END OF ROUND 2" ~~~~~

of flies eaten: _____

Analyze your flies:

Color Dot	# Eaten	What would happen to the frog?
Red		
Blue		
Green		
None		

What did you observe happening during this round? How were the frogs and ponds different? The same?

*~~~~~ "CONCLUSION" ~~~~~
You may need another sheet!*

1. What does the term "limiting factor" refer to?
2. What were the limiting factors (fly codes) in the pond ecosystem?
 -
 -
3. Which of these limiting factors were natural events? caused by humans?
4. How did the limiting factors affect the frogs?
5. How did the limiting factors affect the frogs' habitat?
6. Create a food web for the pond ecosystem. Identify other species that are likely to be affected by the loss of the frogs.
7. What other limiting factors did you notice during the activity?
8. What other events/situations may occur that could affect the frogs? For example, what if a frog has a broken leg?
9. Should the community do something to protect the frogs? Why? What?