

POST-VISIT
LESSONS
GRADES 2 – 5

Now that your students are familiar with watersheds and the water cycle, it's time to put their new knowledge to work.

**EXTENDED
WATER
VOCABULARY**

Runoff
River
Mouth
Source
Watershed
Headwater
Brooks
Streams
Tributaries
Surface waters
Delta

POETRY IN MOTION

The purpose of this activity is to strengthen newly learned vocabulary and to introduce new words to express in Haiku poems.

Introduce the Haiku poem to your class. Haiku is a form of Japanese poetry consisting of three lines with five syllables in the first line, seven syllables in the second line and five syllables in the last line.

Write the following poem on the board, omitting the underlined words. Challenge the students to fill in the blanks from the list of words on the left. For younger students, write in the words for the class as an example.

Wet and wild run off
Become still sur face wa ters
And swift running streams

Explain that each of the blanks represents a syllable of a word, not necessary a word itself.

For purposes of writing the Haiku poems, students can also use other vocabulary words used in the lesson.

Before setting the class to their poems, you may want to create a poem as a class to make sure all of the students understand how to proceed.

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**MATERIALS
NEEDED**

map of Tacoma watersheds, overhead of map, copies for students and some crayons or markers

WHERE'S MY WATERSHED?

The purpose of this activity is to help students get a better understanding of where they live in their local watershed.

The EnviroChallenger coordinator will be bringing a large map of Tacoma watersheds. Ask for a smaller version to copy (try making copies on the back of used paper to help reduce and reuse) for your students.

Have your students color in the watershed where the school is located and the one they live in if it is different from the school. Ask them if they can identify where some of the larger watersheds are found in Tacoma. Are there shopping malls or other industry in these areas?

Have students work alone or in pairs to outline and color in the watersheds.

After the students have outlined the watersheds, have them list who or what depends on that particular watershed. Example, birds and other wildlife may depend on the watershed, as well as people or businesses.

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**MATERIALS
NEEDED**

Story, *The Drop of Water that Wanted to Be Beautiful*, old socks, buttons and other items that would otherwise be thrown away

YOUR WATER STORY

The purpose of this lesson is to give your students an opportunity to reinforce their learning about watersheds and the water cycle.

If you read the story, *The Drop of Water that Wanted to Be Beautiful*, ask your students to write and illustrate their own water story. It could be about the watershed they live in or one they make up.

If you have not read the story, *The Drop of Water that Wanted to Be Beautiful*, read it to your class and then have them create their own stories.

Alternative lesson: Have your students create a puppet play about a drop or drops of water and the adventures they experience moving through a watershed or water cycle. You can use old socks as puppets and decorate them with objects that would otherwise be thrown away. Your class may even want to make a puppet theater from salvaged items and perform their plays for each other, other classes or the school.