

WARM UP

1. Take a few minutes to discuss the student's lists of natural and human-made things at Cedar Lake. Write their items on a white board to make a combined list.
2. Next help access prior knowledge by asking students what they know about watersheds. Compile answers on a white board. [High ground "sheds" water. That's where the word "watershed" comes from. A watershed describes all the land whose water sheds to a particular body of water. There are watersheds of different sizes all over the world.] Take a picture of the white board. This is your classes' working definition of a watershed, which you can revisit together throughout the unit.

Activity 1: Water on the Move

1. Pair students into groups of two or three. Give each group several pieces of wax paper (or aluminum foil), an eyedropper, and a small amount of water. Lay one piece of paper flat on the table and add a few drops of water. What happens? Position another piece of paper at an angle, one end resting on a book and the other end on the table. Now add a few drops of water at the highest point on the paper. What happens to the water? Finally, crumple a piece of paper into a ball and then unfold it a bit. Lay this paper on the table and add water at several points. What happens to the water now? [activity based on *Project Wet, Water on the Move*, p. 189]

Activity 2: Seeing Watersheds

1. Students work in pairs to do activities from *Project Wet's* “Seeing Watersheds” unit (p. 187–202).

Parts of a watershed

“Main Stem and Tributaries” sheet

- Point out the main stem and the ocean into which it flows.
- Show figure 2 and ask student what the stream are called that flow into the main stem (primary tributaries).
- Show figure 3. Tell students the additional streams are secondary tributaries.

Naming a Watershed

- In lab groups, ask students to study Student Handout—Mississippi Watersheds.
- Based on their examination of the map, ask the how they think watersheds are named. (For the main stem or river in the watershed.)

Part 1

- Divide students into pairs. Give each the Student Handout—Blue River Watershed.
- Ask students to color the main stem of the river blue. What flows into the Blue River (Tributaries).
- Have students identify the four tributaries flowing into the Blue River and color them blue.
- Ask students to place a blue dot at the beginning of the main stem, and the four primary tributaries and the smaller, secondary tributaries.