

Explore Your Watershed

Rangers in the Classroom—Pre-visit Lesson Plan



Grade Level: 3rd

Setting: Classroom

Duration: 1 hour

Standards Addressed:

- ° Life Sciences:
 - 3.b.
- ° Writing:
 - 1.1
- ° Visual Arts:
 - 2.3

Introduction:

Welcome to Rangers in the Classroom! We are looking forward to visiting your class for our Explore Your Watershed program about water resources in your area. To help prepare your class for the ranger visit, we have created a pre-visit activity to introduce your students to some of the concepts we will cover in our program. If you are interested in additional preparation, the program outline includes a vocabulary list and can easily be found on the website at: <http://www.nps.gov/seki/forteachers/index.htm>. By exploring a few concepts and vocabulary words with your students prior to our visit, you will help us hit the ground running.

Have fun and we'll see you soon!

Materials:

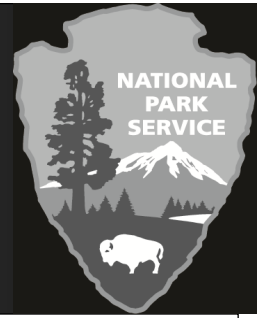
- ° Copies of "Water, Water Everywhere!" worksheet and "My Water Landscape" template (one per student)
- ° Pencils
- ° Colored pencils, crayons, or markers
- ° Scrap paper or butcher paper

Instructions:

1. Pass out copies of worksheets.
2. Students will complete the worksheet individually. You may wish to give students a few examples of bodies of water and man-made structures that contain water (pools, water parks, water fountains, lakes, rivers, etc).
3. Students will pick their favorite water place to write a paragraph about, being sure to include descriptive information about what animals and plants live there, or if they choose a man-made structure, how we use water.
4. Using the "My Water Landscape" worksheet, students will create a simple sketch of their water place using colored pencils, crayons, or markers.
5. Students will present their water landscapes to the class, explaining why this is their favorite place.
6. Read and discuss "Review and Reflect" with the students.

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“Water, Water, Everywhere!”

Fill in your answers in the spaces provided.

1. List some places where water collects in nature. (For example: a puddle)

2. Write down all the places in your neighborhood where you can find water. (Hint: Water can be found in man-made structures.)

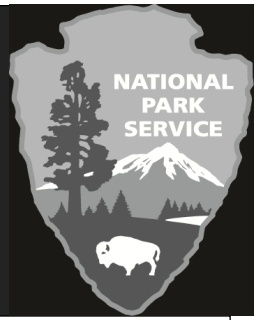
3. Now, pick your favorite water place. Using scrap paper, write down some ideas about this place. Imagine what it looks and smells like. What plants, animals, or people live nearby and how do they use the water? Write a paragraph about it in the space below.

4. Sketch your favorite water place on the “My Water Landscape” worksheet.

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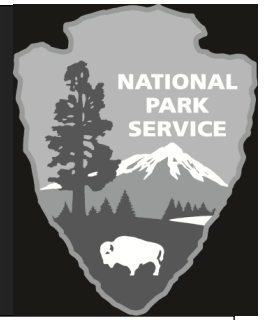
“My Water Landscape”



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Review and Reflect



Wrap up this activity by encouraging students to look for and learn about water in their community. Tell students that a ranger will be coming to their class to teach them where this water comes from and how we impact our watershed. This activity will help students to begin thinking about the presence of water in their communities and in nature. Water often evokes strong emotions, and by expressing themselves through drawing, we hope the students will begin to form emotional connections to water in their area.