



# Preschool Watershed Lessons

Based On Project WET  
(Water Education for Teachers)

Developed by  
Santa Clara County Office of Education Head Start  
and the Santa Clara Valley Water District



Santa Clara Valley Water District 

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# Introduction

The Santa Clara Valley Water District board of directors initiated a grant-in-aid program to protect public health and restore local waterways by setting strong goals and providing organizations like Head Start, communities and agricultural interests with the tools and resources to meet these goals, particularly emphasizing collaborative strategies built around watersheds and the communities they sustain.

Head Start was awarded \$16,200 to educate preschool staff and children on the importance of watersheds and citizen responsibility for stewardship of our waterways for Santa Clara County. Participation in this project/grant provided Head Start with opportunities to:

- Support the work of a community partner, Santa Clara Valley Water District.
- Expand curriculum to include watershed education.
- Provide Head Start teachers with the national Project WET (Water Education for Teachers) training to learn activities and lessons available for classroom instruction to promote watershed awareness and appreciation of water resources.
- Support Head Start literacy goals by providing watershed-focused books to every Santa Clara County Head Start Office of Education classroom, and
- Advance federal child outcomes in the area of science.



# Development of Watershed Activities

Lead and instruction service coordinators of Head Start determined that a committee was needed to implement the grant awarded. In October, a committee was formed composed of:

- One Head Start lead coordinator (regional manager)
- One Head Start instructional services coordinator (site manager)
- Five Head Start teachers (AM/PM and Full Day) representing the three regional areas
- Three Head Start resource teachers (mentors)

The purpose of this committee was to organize the final steps for introducing and implementing the watershed books in the Head Start classrooms.

The committee developed the following process:

1. The committee attended a Project WET training, a national water education program designed to promote awareness, appreciation, knowledge and stewardship of water resources in January 2001, presented by the Santa Clara Valley Water District educational outreach coordinator. This training provided that awareness about the watershed, which has to begin with an adult understanding. Evaluations revealed that teachers learned much about watersheds, were thrilled to be part of this special project and were looking forward to getting watershed books in their classrooms.
2. The committee agreed to review 20 watershed books suggested by the SCVWD education coordinator and Booksellers at Hicklebee's, a local award winning children's bookstore. The committee agreed to select 10 titles to be purchased for each Head Start center. See Appendix 1, page 31, for a list of these titles.
3. The committee agreed to develop watershed introductory lesson plans for Head Start teachers. The lessons provide a link to existing curriculum and Head Start science child outcomes.
4. In March, resource teachers will introduce the watershed books and activities at a teacher's meeting.
5. Head Start teachers receive the books and integrate them into their curriculum so that the youngest members of the Head Start family can enjoy, learn and help to conserve water, a most precious resource in our local community.

# Head Start Committee Members

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## Project WET supports the Head Start science outcomes

In the domain element known as scientific knowledge, a few of the indicators of development are the following:

- Increased knowledge of and abilities to observe, describe and discuss the natural world, materials, living things, and natural processes.
- Growth in the awareness of ideas and language related to attributes of time, temperature and measurement.
- Demonstration of a greater awareness and beginning understanding of changes in materials and cause-effect relationships.





# Table of Contents

<b>A. General Concept of Water.....</b>	<b>page 1</b>
<b>Activities</b>	
#1 Where Is Water?	2
#2 The States Of Water	3
#3 A House Of Seasons	4
#4 Matching Game	5
#5 "Ten Little Raindrops"	6
<b>B. Water Cycle .....</b>	<b>7</b>
<b>Activities</b>	
#6 Water Cycle-Flannel Board Story	8
#7 Water Cycle Songs	9
#8 Imagine: Water Cycle Journey	10
#9 Thunderstorm-Sound Of Water	12
#10 Evaporation	13
<b>C. Water Conservation .....</b>	<b>14</b>
<b>Activities</b>	
#11 Passing A Bottle Of Water	15
#12 Common Water	16
#13 The long Haul	17
#14 Drought	19
<b>D. Water Quality .....</b>	<b>20</b>
<b>Activities</b>	
#15 Where Do The Fish Go?	21
#16 Water Pollution	22
#17 Plants In The Polluted Water	24
#18 Cleaning Water	25
<b>E. Water Experiment .....</b>	<b>27</b>
<b>Activities</b>	
#19 Raining Day Walk	28
#20 Water Penny	29
#21 Sink & Float	30
<b>Appendix 1: Book List .....</b>	<b>31</b>
<b>Appendix 2: Bibliography .....</b>	<b>31</b>
<b>Appendix 3: Vocabulary List .....</b>	<b>31-32</b>
<b>Appendix 4: Water Match Cards .....</b>	<b>33-46</b>
<b>Appendix 5: Water Cycle .....</b>	<b>47</b>
<b>Appendix 6: Water Conservation Pledge .....</b>	<b>48</b>