Watershed Observational Walk: Teaching Science Outdoors

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Link to presentation/slide show

Field Assignment: What is the Grand River Watershed like?

Collect evidence to:

A. Show how humans are impacting the watershed;
B. Show what lives in the watershed;
C. Describe the weather we experience;
D. Show the effects of weathering/erosion;
E. Identify the components of the water cycle.

Explore the grounds of the Radisson:

1. Collect evidence (pictures) of our place in the watershed.
   a. #TSO-UP, Tweet using Ipads/smartphones
   b. Draw

2. Ask questions about what you observe (type into Twitter or write down)
   1. Press the quill icon.
   2. Press the camera icon.
   3. Take photo of evidence!
   4. Type question or description
   5. #TSO-UP
Links to helpful resources

Learn more about the Teaching Science Outdoors: Urban Partnerships program:

Videos on NGSS from CREATE for STEM:
https://create4stem.msu.edu/info/video-presentations


1K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Science and Engineering Practices (Appendices F):

Water Cycle song by Foster Brown on Naturally: Children’s Nature Songs
http://www.songsforteaching.com/store/foster-brown-c-100.html

For other nature songs for children:
https://www.bananaslugstringband.com/