

WEEKDAY WONDERS



Content developed by the
Tennessee Aquarium
Education Department



TENNESSEE
AQUARIUM



Watershed Wisdom: Day 1

This week, Weekday Wonders encourages young scientists to explore the movement of water through a watershed. They will learn about the different parts of a watershed, the water cycle, and how to protect and care for our most important natural resource and the plants and animals that depend on it.

These curated activities are listed in a suggested sequence but may be done in the order that works best for you and your young scientists. Learn more about this series in the [Introduction to Weekday Wonders](#).



Question of the Day

Where does water come from?



Daily Nature Journal

Have your young scientist write a daily nature journal entry. Challenge him or her to find sights and sounds that they have not noticed before. If you need additional information about nature journaling, see the [Guide to Nature Journaling](#).



Several Sources

Living on this “blue planet,” we sometimes take the presence of water for granted. During a downpour, our yards and neighborhoods are transformed as water seems to come from everywhere. In this activity, young scientists will go on a scavenger hunt and use their investigative skills to find out all the places that water comes from.

Send your scientist around the home to collect information on where water comes from. Have them write down or draw each location they find. Their nature journals are a good place to record this information because they will refer back to it later in the week. Very young scientists could mark these places with a plush toy or sticky note. Older scientists can draw a map of the house and mark water sources on it.

Ask your scientists to think about the ways they use water from each source they find. Ask them to draw or list the ways your family uses water, such as brushing teeth, bathing, washing dishes, filling pet bowls, and other ways.

Older scientists can also extend this activity by pretending to be a news journalist and conduct phone interviews with friends or family regarding water sources and the ways they use water every day. They could draft their own questions, get dressed up as a reporter, and shoot a video to record their findings.

Once the investigations are complete, discuss other sources or uses they may have forgotten. You might also wish to calculate your family's water footprint by taking the fun quiz at

<https://www.watercalculator.org>.



Nature Journal

Ask your young scientists to think of ways water is used in the community. For the youngest scientists, ask them to draw a picture to show where they find water outside your home. You might need to prompt them to think about a swimming pool, splash pad, or at a community space. For older scientists, challenge them to write five ways communities use water. Then ask them to compare those ways to how water is used by your family. Are there any similarities or differences? Do any of these places in the community have an impact on the water that passes through your home?



Water Walk #1

All scientists must have keen observation skills and an ability to engage all five senses when they are studying an object or a phenomenon. Making and recording observations is a great way to develop other scientific skills such as making predictions, conducting investigations, and inferring conclusions.

Take your scientists on a water walk outside your home. In the activity above, they located sources of water *inside* the home. Now they will have a chance to discover water sources outside. Look for water, any kind of water, anywhere. As scientists, it is important that they have keen observation skills.

Ask your scientist to determine if each source of water is reliable, meaning water can always be found there. Are the reliable sources used by anyone in the family for any purpose? If so, what kinds of things?

Have a discussion about where the water comes from and how it got there. Remind them that not all water comes from a human source! Challenge them to see if they can find evidence that water was present at one time but is no longer there.

Ask them to write or draw their findings in the Nature Journal. You may find that your young scientist wants to explore further to see what other sources of water are nearby.

Is it too rainy? There's no such thing, but these activities could be done by looking out a window at home or from a vehicle.