



National  
Wildlife  
Federation



JOHNSON  
OUTDOORS

# My Watershed K-2 Teacher's Guide

## Literature Connections

1. Last Stop on Market Street - Matt de la Peña
2. Let's Go Outside! - Ben Lerwill
3. Under One Rock, Bugs, Slugs, and Other Ughs - Anthony D. Frederick
  - Reading Response: Critical Thinking Questions
    - Name things you observe in the pictures that rely on a clean watershed.
    - After taking a watershed walk, have students compare their watershed with the book's watershed. What's the same/different? If they observed a bird outside, is there a bird illustrated in the book?

## Student Page Activities

- Define a watershed. Practice reading the definition aloud.
- Conduct a watershed walk, make observations, and sketch what's observed. While on your walk, review the definition of a watershed.
  - Make social-emotional connections.
    - Name some of your feelings while on our walk.
    - What's a word to describe how you feel when you are outside?
- Identify things that need a clean and healthy watershed. Besides what is on the student page, what other things can students come up with that require a clean and healthy watershed?
- Practice fine motor skills by handwriting the word watershed.

## Class Action

- Schedule time to pick up litter on the school grounds or nature nearby (don't forget to recycle what can be recycled). Remember to track your trash using the Litterati app or the data collection forms. Scroll down the page to find the forms under K-12 School Challenge Materials. <https://cleanearthchallenge.com/>
- Order your free Trick or Trash box while supplies last. <https://www.rubicon.com/trick-or-trash/>



# My Watershed

Name: \_\_\_\_\_

**1. Read aloud together.**

A watershed is an area of land that collects precipitation (like rain), and then flows into bodies of water like a river, lake, or pond.

**2. Go on a watershed walk. Draw what you observe.**



# My Watershed

Name: \_\_\_\_\_

3. Circle the things that need a clean and healthy watershed.



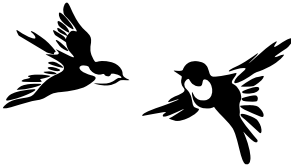
rocks



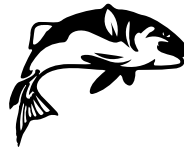
plants



cars



birds



fish



people

4. Practice writing the word watershed.

watershed

watershed

watershed

watershed

5. I, \_\_\_\_\_, pledge to pick up  
trash I find in my watershed and recycle it or throw it away.





# My Watershed

## 3-5 Teacher's Guide

### Literature Connections

1. All the Way to the Ocean - Joel Harper
2. We're Going on a Nature Hunt - Steve Metzger
  - Reading Response: Critical Thinking Questions
    - What impacts do trash, debris, and pollutants have on a watershed?
    - What actions can be taken to improve watershed health?

### Student Page Activities

- Define a watershed and use NOAA's, How's My Waterway to identify your watershed using the school address, <https://mywaterway.epa.gov/>
- Use the information on your school's watershed page to determine the number of waterways it contains and the health of those waterways.
- Conduct a watershed walk, make observations, and describe what's observed. While on your walk, review the definition of a watershed, and use the questions to draw conclusions about your watershed.
  - Make social-emotional connections.
    - How did the observations you made about your watershed make you feel?
    - What's a word to describe how you feel when you are outside?
    - Finish the sentence: When I take actions that benefit the environment or my community, I feel...

### Class Action

- Schedule time to pick up litter on the school grounds or nature nearby (don't forget to recycle what can be recycled). Remember to track your trash using the Litterati app or the data collection forms. Scroll down the page to find the forms under K-12 School Challenge Materials. <https://cleanearthchallenge.com/>
- Order your free Trick or Trash box while supplies last. <https://www.rubicon.com/trick-or-trash/>



# My Watershed

Name: \_\_\_\_\_

## 1. What is a watershed?

A watershed is an area of land that collects precipitation (like rain), and then flows over the land into bodies of water like a river, lake, or pond.

## 2. What's the name of my watershed?

- Go to: <https://mywaterway.epa.gov/>
- Enter your school's name or address, and click "Go."
- In the upper right-hand corner, under your school's name, you will see the name of your watershed. Write the name on the line below.

\_\_\_\_\_

## 3. Make observations about your watershed.

Stay on the screen that identifies your watershed and answer the following questions.

- What does the dashed line on the map represent? \_\_\_\_\_
- How many waterbodies are found in your watershed? \_\_\_\_\_
- How many of the waterbodies in your watershed are good and/or impaired?

\_\_\_\_\_

# My Watershed

4. Go on a watershed walk. Use the box below to sketch what you see or to write/list what you observe. Then answer the questions below.



5. What did you observe that needs a clean and healthy watershed?
6. What did you observe that can cause harm to a watershed?
7. Why do you think it is important to have a clean and healthy watershed?
8. What actions can you take to maintain or improve your watershed's health?



# My Watershed MS-HS Teacher's Guide

## Literature Suggestions

1. Flush - Carl Hiaasen
2. The Line Tender - Kate Allen
3. One Earth: People of Color Protecting Our Planet - Anuradha Rao
4. Imaginary Borders - Xiuhtezcatl Martinez
5. Taking on the Plastics Crisis - Hannah Testa
  - Reading Response: General Critical Thinking Questions
    - Who in the community do the environmental issues most impact?
    - What are the social, environmental, and economic implications entwined within the issue?
    - Why are diverse peoples, lived experiences, and ways of knowing important to solving problems?

## Student Page Activities

- Define a watershed and use NOAA's, How's My Waterway to identify your watershed using the school address, <https://mywaterway.epa.gov/>
- Use the information on your school's watershed page to determine the number of waterways it contains and the health of those waterways.
- Identify the conditions that cause a waterway to be "impaired" and discuss the social and environmental impacts on the local residents.
  - Make social-emotional connections.
    - What connections to water do you or your family share?
    - What words describe your emotions or how you're feeling about the health of the waterways in your community?

## Class Action

- Schedule time to pick up litter on the school grounds or nature nearby (don't forget to recycle what can be recycled). Remember to track your trash using the Litterati app or the data collection forms. Scroll down the page to find the forms under K-12 School Challenge Materials. <https://cleanearthchallenge.com/>
- Order your free Trick or Trash box while supplies last. <https://www.rubicon.com/trick-or-trash/>



# My Watershed

Name: \_\_\_\_\_

**1. What is a watershed?**

**2. What's the name of my watershed?**

- Go to: <https://mywaterway.epa.gov/>
- Enter your school's name or address, and click "Go."
- In the upper right-hand corner, under your school's name, you will see the name of your watershed. Write the name on the line below.

\_\_\_\_\_

**3. Sketch the outline of your watershed below and use green (good) and red (impaired) colors to add the waterways.**



# My Watershed

## Make observations about your watershed.

Stay on the screen that identifies your watershed and answer the following questions.

4. How do people use waterways in your community, for recreation, drinking water, fishing, nature observations, etc.?
5. Choose an impaired waterway to look at in more detail. If you do not have an impaired waterway, choose a different zip code in your city. Click anywhere on the red outlined waterway. A box appears and there will be a list of ways the waterway is used. Check the box for where the impairment is found.

- drinking water
- aquatic life
- swimming and boating
- other

6. What is the identified issue?

Click on, "View Waterbody Report".

A new window will open. Continue on the next page.

The screenshot shows a 'Waterbody' report page. At the top, it says 'Year Last Reported: 2022' and 'Waterbody Condition: Impaired (Issues Identified)'. Below that, the organization is identified as 'Texas (TCEQMAIN)'. A table lists water uses and their conditions: 'Aquatic Life' (Good), 'Fish and Shellfish Consumption' (Good), and 'Swimming and Boating' (Impaired). Underneath the table, 'Identified Issues' are listed, including 'Bacteria and Other Microbes'. At the bottom, there is a link to 'View Waterbody Report'.

What is this water used for?	Condition
Aquatic Life	Good
Fish and Shellfish Consumption	Good
Swimming and Boating	Impaired

**Identified Issues:**

- Bacteria and Other Microbes

[View Waterbody Report](#) (opens new browser tab)

# My Watershed

7. After clicking, "View Waterbody Report" you're now in a new window. On the right, under "Assessment Information," further identify the cause of the impairment and if available the source. For example, using the information at right you see the impairment is due to E. coli and the source is unknown.

Assessment Information from 2022

State or Tribal Nation specific designated uses: Expand All

Aquatic Life Use Good

Fish Consumption Use Good

Recreation Use Impaired

Identified Issues for Use

**Impaired Parameters** Plan in Place

Escherichia Coli (E. coli) Yes

Other Water Quality Parameters Evaluated

No other parameters evaluated for this use.

Probable sources contributing to impairment from 2022: Clear Filters

Source	Parameter	Confirmed
Filter...	Filter...	Filter...
Source Unknown	Escherichia Coli (E. coli)	No

8. Look back at your answer to number 4. What are the impacts on the community when watersheds and their waterways are polluted?

9. Who in the community are most impacted or impacted first by polluted watersheds? Share your why and discuss it with a classmate.

10. Where are landfills in your community? Who lives in those communities? Why do you think it is vital to recycle what can be recycled from the trash and debris you pick up? Share and discuss your thoughts with a classmate.