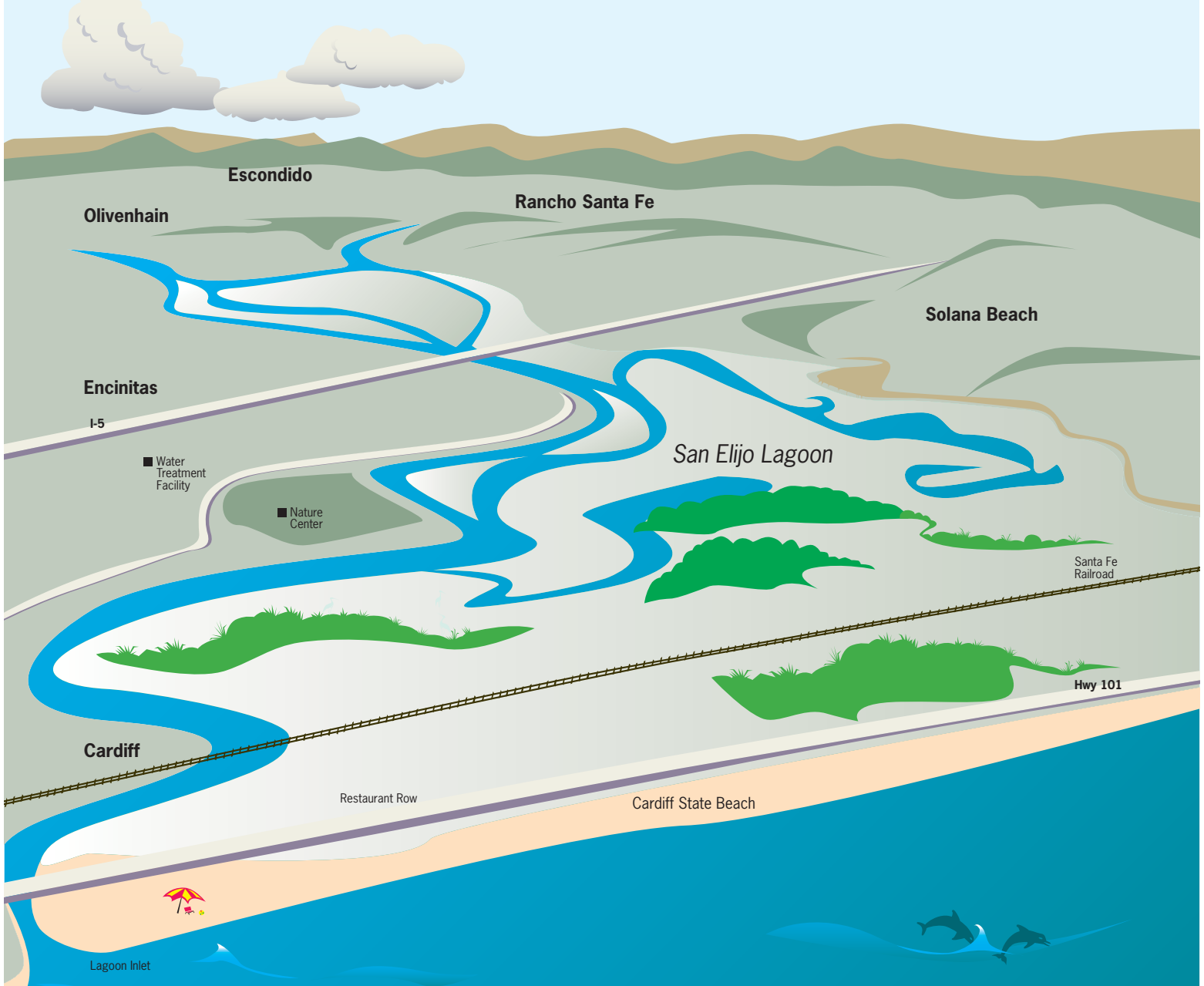




San Elijo Lagoon CONSERVANCY
Connecting communities. Protecting nature.

Watersheds and Water Resources

Teacher's Guide • Grade 5 • Supplemental Curriculum & Field Experience



ACTIVITY OVERVIEW

We developed the activities in this packet to support your field trip.

Pre-Visit

Activities 1 and 2 are designed as pre-visit activities. We recommend you use these to familiarize your students with local freshwater resources, their use of water, and the impact of that use on San Elijo Lagoon and ocean. This will help them understand what they will see at San Elijo Lagoon and learn about from your onsite leader (naturalist).

Post-Visit

Activity 3 is designed as a post-visit activity that will help your students review what they learned about water, San Elijo Lagoon, and their role in keeping water clean and healthy.

TABLE OF CONTENTS

- Activity 1: Where Does Your Water Come From and Go? 10
- Activity 2: Pollution Audit: What’s Flowing to the Lagoon and Ocean? 18
- Activity 3: Water, Wetlands and You21

- Student Worksheet for Activity 1: Water on Earth 15
- Student Worksheet for Activity 1: Student Map 1 16
- Student Worksheet for Activity 1: Student Map 2 17
- Student Worksheet for Activity 2: Pollution Audit 20

- Appendix: Common Core Connection 22

TEACHER OVERVIEW

Objectives

From the information and activities in this packet, students will gain:

- An awareness of the distribution of Earth’s fresh water and salt water, and how precious fresh water is.
- An understanding of where the fresh water that they need comes from and where it goes.
- An awareness that the lagoon helps clean the water that flows through it, and provides many other functions, including habitats for wildlife.
- An understanding of their role in keeping the water that flows to San Elijo Lagoon and ocean clean.

California Performance Expectations and Dimensions

Note: This program can assist with meeting the following Performance Expectations and Dimensions from **California’s Next Generation Science Standards** (NGSS) for grade 5. (For connections to Common Core Standards, see Appendix on pg. 22.)

Students who demonstrate understanding can:

- 5-ESS2-2** Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- 5-ESS3-1** Obtain and combine information about ways individual communities use science ideas to protect Earths resources and environment.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Using Mathematics and Computational Thinking Obtaining, Evaluating and Communicating Information	ESS2.C: The Roles of Water in Earth’s Surface Processes ESS3.C: Human Impacts on Earth Systems	Scale, Proportion and Quantity Systems and System Models

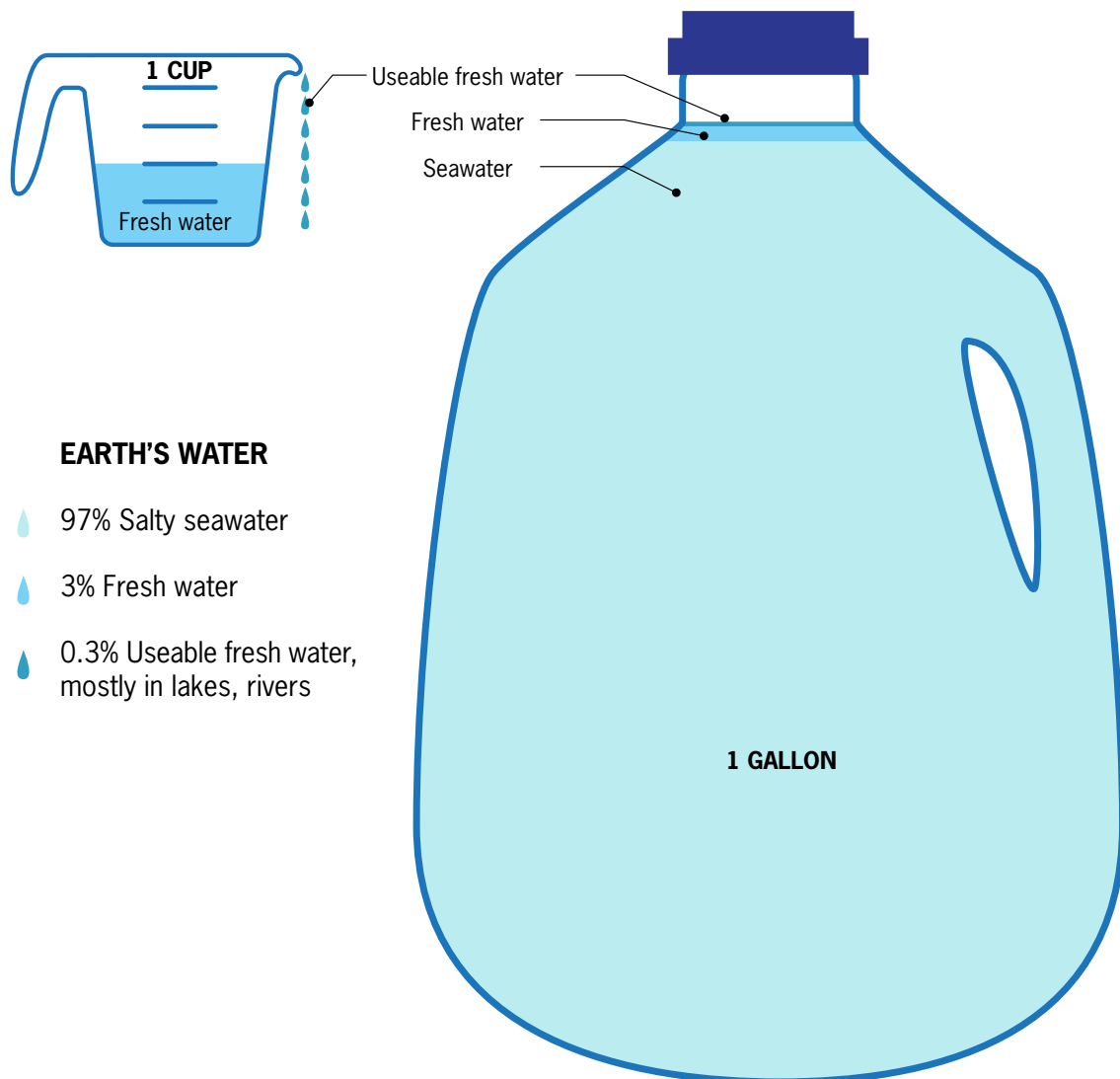
Introduction

Fresh water is precious

Can you imagine a day without water? We need fresh water every day to drink, keep things clean, and grow our food. It's nearly impossible to think of living without water. Earth is a water planet — about 70% of its surface is water — and when viewed from space, it's blue.

Most of Earth's water, about 97%, is salty seawater, which we can't use directly for drinking or many other daily needs. However, the ocean is the source of our fresh water through the water cycle. That makes us intimately connected with the ocean on a daily basis.

Even though the vast ocean supplies us with fresh water, our planet's freshwater supply is very limited. Only about 3% of Earth's water is fresh and much of that is not usable. Most fresh water is inaccessible to us because it's trapped in ice caps and glaciers, underground, or in soil. The remainder, mostly in lakes and rivers, is only about 0.3% of all fresh water. If a gallon of water represented all of Earth's water, about a 1/2 cup would equal all of Earth's fresh water. And, of that fresh water, only 7 drops would be accessible to people and other life on this planet. Clean fresh water is a very limited, precious resource.



You live in a watershed

With so little fresh water to go around, it's important to understand the flow of water on Earth, and **watersheds** play a key role in freshwater flow.

Did you know that you live in a watershed? We all do. A watershed is an area of land that drains the rain falling onto it or water running through it into a common body of water, such as a creek or stream, which flows into a larger body of water, such as a river, lake, or **estuary**, and eventually flows to the ocean. In a watershed, water flows from the highest points (mountains and hills) to the lowest point, which is the ocean. A watershed is named after its largest river or stream.

San Diego County contains 11 major watersheds, from the San Juan Creek watershed along the county's north border to the Tijuana River watershed along the California-Mexico border.

(Note: To find the watershed you're in, see references on page 6)

San Elijo **Lagoon** (which you'll be visiting soon) is part of the Escondido Creek watershed. This watershed starts in Bear Valley above Lake Wohlford in the City of Escondido and stretches 26 miles to the coast, through San Elijo Lagoon, and ends in the Pacific Ocean. You may live in this watershed if you live along San Diego County's north coast from Encinitas to Solana Beach, and inland to Escondido. The fresh water flowing in the Escondido Creek watershed supports a variety of **habitats** and multitudes of California native plants and animals.

San Elijo Lagoon is one of the most important natural places in the Escondido Creek watershed. It is a type of **wetland** called an estuary, which is a partially enclosed body of water that receives fresh water from rainfall and runoff and salty seawater from tidal flow. In addition to the wetland, other habitats include **riparian** (river-bank) forests, **freshwater marshes**, **salt marshes**, and **mudflats**. The lagoon is **nutrient**-rich and very productive, providing food and shelter for many different **species** of **organisms**, including endangered species. It's also a nursery for young birds, fishes, and **invertebrates**. When you and your students visit the lagoon, you'll see an amazing diversity of life adapted to the mixing of fresh water and salt water.

The flow of water

What do you know about the water you rely on every day? Does it flow from your watershed or from somewhere else?

If you live along San Diego County's north coast, your water most likely comes from one of several **reservoirs**: Lake Wohlford, San Dieguito Reservoir, Dixon Lake, or Lake Hodges. (A fifth, Olivenhain Reservoir, is an emergency water source.) These reservoirs are not natural lakes. They're freshwater holding areas built by constructing dams across rivers and creeks. Some reservoirs are also places for fishing, boating, or other types of recreation.

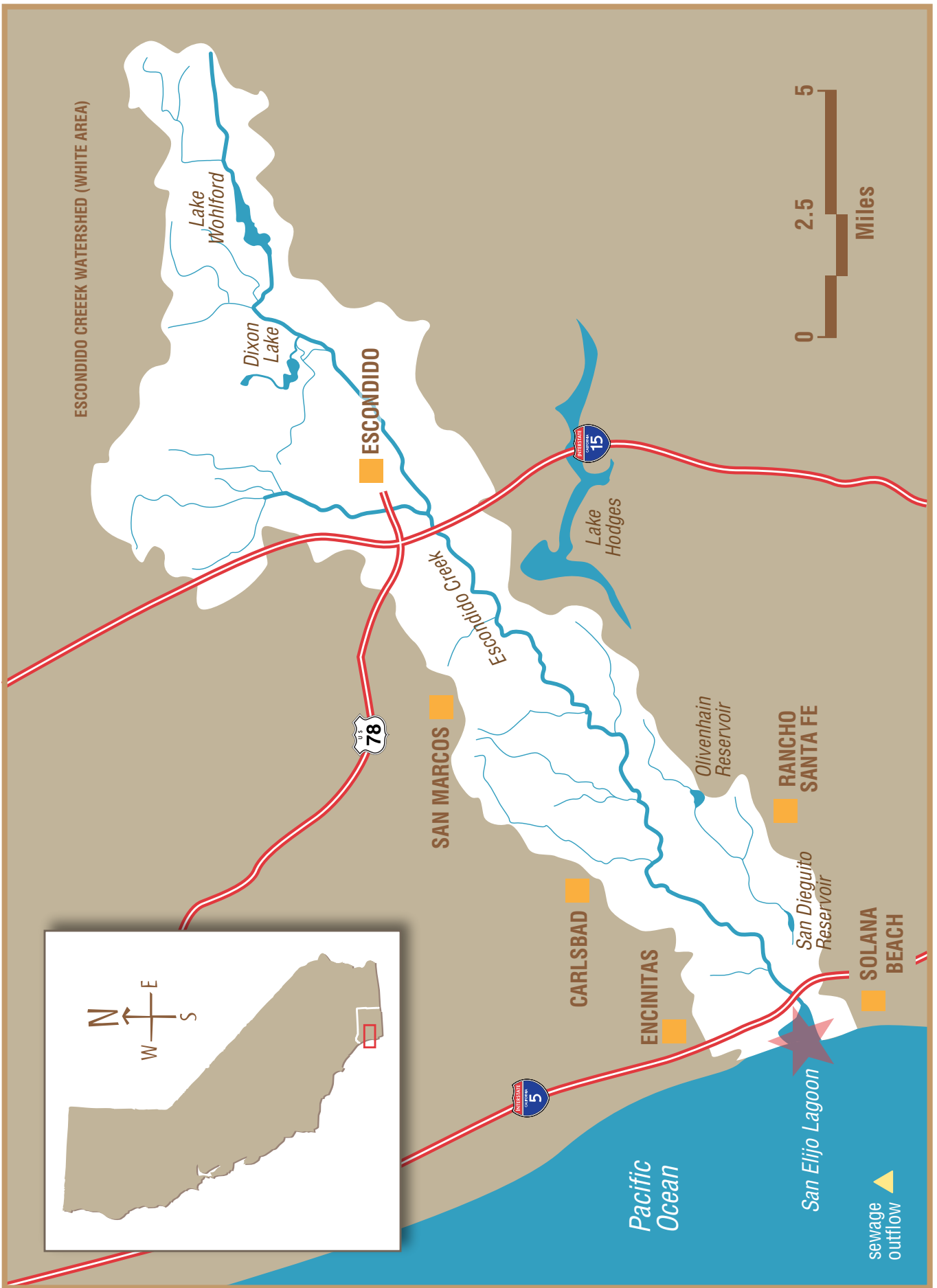
The San Diego area doesn't get enough rain to fill its reservoirs and so most of that water, about 82%, is imported from hundreds of miles away. The majority (about 54%) of the water comes from the Colorado River, starting at Lake Havasu (a reservoir) on the California-Arizona border and pumped west through the Colorado River **Aqueduct** (about 242 miles long). About 28% of the water comes from the San Joaquin-Sacramento River **Delta** in Northern California and is pumped south through the California Aqueduct (nearly 445 miles long). These aqueducts deposit water into Riverside

County reservoirs where it is picked up by the San Diego Aqueduct and delivered to San Diego County reservoirs. The San Diego Aqueduct consists of several pipes, some as long as 70 to 100 miles. About 18% of San Diego County's water comes from rain, some of which falls in the Escondido Creek watershed. Lake Wohlford, San Dieguito Reservoir, Dixon Lake, and Olivenhain Reservoir are all part of this watershed and collect rainwater. Water from reservoirs needs to be treated before it is piped to your home or school for use.

So what happens to the water you use? Water that flows down the drains at home or school (our wastewater) goes into sewers and then to a treatment facility. After a complex treatment process, the water is discharged through a pipe that extends about 1.5 miles out into the ocean.

What about the water that flows from homes when we water gardens, wash our cars, or play in sprinklers on a hot day? That water, along with rainwater, flows down streets and sidewalks to storm drains. Storm drain water is not filtered or cleaned at a treatment facility. Everything that's in it flows directly to the coast and through San Elijo Lagoon to the ocean.





Keeping fresh water clean

San Elijo Lagoon, as a coastal wetland, serves many important functions within the watershed. In addition to providing habitat for a wonderful diversity of plants and animals, the wetland also helps clean water before it empties into the ocean. Water slows as it moves through a wetland and this allows **sediment** to settle, clearing the water. Wetland organisms take up **pollutants** in the water or sediment and **decompose** many toxic substances. By slowing water, wetlands also help control flooding and limit land **erosion**.

Unfortunately, over the past 200 years, 90% of California's coastal wetlands have been destroyed by human development. Most of the water today that flows through watersheds to the coast no longer gets the cleaning services provided by wetlands.

With fewer coastal wetlands, the job for those that remain is bigger and more challenging. As water flows through our neighborhoods it picks up **pollution** from yards (**fertilizers, pesticides**), streets (oil, grease), and walkways (trash, dog poop), and carries the pollutants through the watershed to the lagoon and ocean. Because San Elijo Lagoon gathers whatever is in the water, it collects what flows from neighborhoods. Too much pollution and trash can overwhelm the cleansing mechanisms and destroy the usefulness of the wetland. This disrupts the lives of the plants and animals there, and ultimately affects the health of the ocean.

Since everyone lives in a watershed, everyone affects the quality of the water in their watershed. Whether our water comes from far away or close to home, we all have a responsibility to protect our limited freshwater resources. And when we care for and conserve freshwater resources, we're helping care for the ocean as well.

Here are some simple ways that you and your students can reduce your use of fresh water and keep clean the water that flows to San Elijo Lagoon and ocean.

- Turn off water when you don't need it, such as while you brush your teeth
- Take short showers instead of baths
- Report sprinklers or hoses left running or overflowing onto sidewalks or streets
- Pick up after pets and throw away the waste
- Never throw trash onto the ground or into a storm drain (it flows to the lagoon and ocean)
- Don't release helium balloons into the sky (when they pop they could land in the lagoon or ocean)
- Don't rinse paint brushes or other household items containing harmful chemicals into a street gutter (the chemicals will flow into a storm drain and to the lagoon and ocean)
- Don't wash the car on the street or driveway (soapy water with oil and grease flows to a storm drain and to the lagoon and ocean)
- Join a watershed, creek, or beach clean-up
- Tell others to use less water, recycle when they can, and dispose of trash properly.

Vocabulary

aqueduct	a large channel or pipe that carries water over a long distance
decompose	the process of breaking down the remains of dead organisms into simpler forms of matter; to decay or rot
delta	a landform usually near the mouth of a river where soil or sediment is deposited making a broad, shallow, fan-shaped area
environment	all the living and nonliving things that surround and affect an organism
erosion	the process by which wind, water, or other means wears away land
estuary	a place where fresh water from rivers meets salt water from the ocean
fertilizer	organic or inorganic material added to soil to supply nutrients for plant growth
freshwater marsh	a type of wetland in or near fresh water where mostly grassy or grasslike plants grow
habitat	a specific type of environment inhabited by particular animal and/or plant species; a place where an animal or plant lives
invertebrate	an animal without a backbone or vertebral column
lagoon	a body of water cut off from another larger body of water by sand, coral, or reef
mudflat	an area of mud and other fine sediment that's part of a coastal wetland, which is often exposed during low tides and covered during high tides
nutrient	a substance that living things need to live and grow
organism	a living thing, such as an animal, plant, alga, bacterium, or fungus
pesticide	a substance used to kill harmful or undesirable plants or animals
pollutant	something, such as chemicals or garbage, that pollutes
pollution	a substance, usually produced by humans, that causes harm to a natural environment. Pollution comes from a variety of sources, which can be easy or difficult to pinpoint. If the source is known, such as a power plant, it is called point source pollution. If the source is unknown, such as runoff from streets or fields, it is called non-point source pollution.
reservoir	a place where something is collected and stored, in this case, water in an artificial lake
riparian	a type of wetland habitat near or along the banks of a river, stream, or lake

Vocabulary (continued)

salt marsh	a type of wetland with low-lying salt-tolerant pickleweed dominating
sediment	sand, particles of rock, bits of soil, and remains of once-living organisms that move with a fluid and are eventually deposited
species	a group of the same type of living organisms that can mate and produce (reproduce) other living organisms of the same kind
watershed	an area of land that drains rain falling onto it or water running through it into a common body of water, such as a creek or stream, which flows into a larger body of water, such as a river, lake, or estuary, and eventually flows to the ocean (<i>for details see page 6</i>)
wetland	an area that is covered by water during all or some part of the year

References and Suggested Readings

For more information, look for these references at a local library or online.

General References

Baders, W. & Carnine, D. 2007. *Houghton Mifflin California Science*. Orlando, FL: Houghton Mifflin.

California Coastal Commission. 2003. *Waves, Wetlands and Watersheds Science Activity Guide*. Available at <http://www.coastal.ca.gov/publiced/waves/waves1.html>

San Diego Water Authority. *The Past, The Present, The Future: A tale of San Diego County's water*. Brochure available at <http://www.sdcwa.org/students>

San Elijo Lagoon Conservancy website: www.SanElijo.org

San Elijo Lagoon Conservancy Animal Guide: www.sanelijo.org/animalguide

Water Education Foundation (California water resources) website: <http://www.watereducation.org>

California Maps: Aqueducts

California Aqueduct: http://en.wikipedia.org/wiki/California_Aqueduct

Central Basin Municipal Water District. Map of California's Aqueducts: <http://www.centralbasin.org/waterSupplySystem.html>

City of San Diego Water Quality website (a simple aqueduct map): <http://www.sandiego.gov/water/quality/purchasingwater.shtml>

Colorado River Aqueduct: http://en.wikipedia.org/wiki/Colorado_River_Aqueduct

San Diego Aqueduct: http://en.wikipedia.org/wiki/San_Diego_Aqueduct

San Diego County Maps: Lakes and Watersheds

San Elijo Lagoon Conservancy website: SanElijo.org/stewardship
(Note: Click on *Carlsbad Hydrologic Unit*, then click on *View larger map* to see watersheds)

Project Clean Water. San Diego County Watersheds map: <http://www.projectcleanwater.org/html/watersheds.html>

Mapping San Diego (an interactive mapping tool to see county rivers, lakes, and watersheds): <http://mappingsandiego.com/>
(Note: Click on *View Map*, then pull down the *Planning* menu and choose *Hydrology*, then select *Map Layers: Lakes, Rivers and/or Watersheds*)

Teacher's Aid

Activity Introduction

During this activity, your students will label and graph the percentages of salt water versus fresh water on Earth. Then, they will map the sources of the fresh water they use living in San Diego County, as well as, map the flow of water through a local watershed to the ocean.

This is a map labeling activity. Your students will start by labeling their local community, then track their water to the source rivers: the Colorado River and the San Joaquin-Sacramento Delta. For the second part, they will outline the Escondido Creek watershed and trace the flow of water through the watershed to San Elijo Lagoon and ocean.

Note: Escondido Creek is the watershed mapped for this activity because San Elijo Lagoon is in this watershed. If you want your students to map one of San Diego County's other watersheds because of your location, use the References on page 9 to find that watershed's boundaries and features. If you map another watershed make sure you map it to the ocean and determine if the water flows through an estuary or lagoon to reach the ocean. This will help prepare your students for discussions during their San Elijo Lagoon field trip. You may also want to have your students map their local watershed and the Escondido Creek watershed to see their relative locations on land and where each enters the ocean.

Time & Materials

- This activity should take about 40 to 60 minutes to complete all three parts.
- Students can work individually or in teams.
- Each student or team will need copies of Student Worksheet 1 (pg. 15) map templates (pgs. 16 & 17) and colored pens/markers.
- You will need a visual display of planet Earth. This can be a photo of Earth from space or even a classroom globe.

Instructions to Teacher

Make copies of Student Worksheet 1 and Map templates (pgs. 15-17) and provide copies to each student or student team. The templates include squares for cities, outlines for reservoirs and rivers, and dotted lines for aqueducts. (*Note: See the fully labeled maps in the Introduction section.*) To help your students, we recommend that you draw or project (using a chalkboard, whiteboard, or overhead projector) a map template and have them follow what you do on their maps.

Part 1: Earth's Salt Water vs. Fresh Water (*Student Worksheet*)

You'll begin the activity by discussing with your students how a day without fresh water might affect their daily lives. Then ask your students if they think there is more fresh water or salt water on Earth. Next, have students label **Part 1: Earth's Water** on their worksheet. Then discuss with your students the breakdown of water on Earth highlighting how very precious accessible fresh water is. Next, ask your students to review and correct (if needed) the same section, fill out the pie graph representing

percentages of water on Earth, and answer the remaining questions on their worksheets.

Part 2 (Student Map 1)

Then you'll ask your students where they think their water comes from and talk about all the possibilities. (*Note: If you have time, you might use this opportunity to review the water cycle.*) You'll label the California map (with students following) starting in San Diego. From there identify the San Diego Aqueduct, then the California Aqueduct and the Colorado River Aqueduct. Finally, label the Colorado River and the San Joaquin-Sacramento Delta.

You'll end by talking about why local drinking water comes from so far away — San Diego is arid and there's not enough local water to support the population.

Part 3 (Student Map 2)

On the second map template, you'll have students start with their home or school community and follow the flow of water from that home base down the Escondido Creek past reservoirs through San Elijo Lagoon to the ocean. Then they will highlight the outline of the Escondido Creek watershed and discuss what a watershed is and where the water flows (*see Introduction section*).

Instructions to Students (to be given verbally)

Part 1: Earth's Salt Water vs. Fresh Water (Student Worksheet)

Introduction

Today we are going to be talking about water on Earth. Water is so important to all living things on our planet! Let's take a moment to imagine a day without any fresh water. How would your day change with no access to fresh water?

Discuss with students. [You can assist them with the following prompts: how would they brush their teeth, use the restroom, and wash/sanitize their hands? What would it mean for their food? – All produce and animal products require fresh water as well.]

Now take a look at your worksheet. Before we learn more about water on Earth, I want you to fill out the top section of this worksheet. Take a few minutes and label the shaded part of this water jug image you think represents the amount of salt water on earth, the amount of fresh water on Earth, and the amount of fresh water that is actually available for daily use. It's okay if you don't know the answers, just guess and we will discuss it as a class afterwards.

Give students about 3 minutes to complete this task. Then bring out a visual image of planet Earth (globe or image of Earth from space).

When you look at our planet, you'll notice it looks more blue than green and that's because most of our planet is covered with water! Of all that water that covers Earth, approximately 97% is salt water and not available for us to use for drinking, washing or irrigation (growing things). If ~97% of Earth's water is salt water, what is the percentage of fresh water on Earth?

[Answer: ~3%.]

That's correct, only about 3% of all the water on Earth is fresh water. Of that fresh water on Earth, only ~0.3% is water that is available for us to use, most of it in lakes, rivers and streams. The rest of the fresh water is not available to use because it's trapped in glaciers, ice caps, underground and in the soil.

Now let's take a look at our Student Worksheet. If this gallon of water represented all of the water on Earth, only about ½ cup would equal all of Earth's fresh water.

*Have students write **Fresh Water** on the image of the measuring cup.*

Of that fresh water, only 7 drops would be available to us people and other life on this planet!

*Have students label the 7 water drops (and miniscule shaded area at top of water jug) as **Useable Fresh Water**.*

As you can see from this image, the great majority of water on our planet is salt water. Clean fresh water is a very limited and precious resource.

Give your students approximately 5 minutes to complete the rest of their student worksheet (either individually or in pairs/groups).

Now that we know how very limited and precious our fresh water is, let's learn more about how it gets to us and where it goes once we've used it.

Part 2 (Student Map 1)

Introduction

Where do you think the fresh water you use each day comes from?

What's the source of the water that flows out of the faucet?

[Discuss all the possibilities – try to get them to be as specific as possible.]

We're going to be doing a map labeling activity. On this map we're going to follow the water backwards from our homes/school to the source. I want you to follow along. As I label the map on the board, you label your maps.

We'll start by labeling the community we're in, which on this map is the San Diego area.

But we're not going to stop here. Most of our water comes from some other place. So we're going to label the pipes and channels that bring the water to San Diego. These are called aqueducts.

The San Diego Aqueduct is several large pipes and brings water to San Diego County from Riverside County to our north. But that's not the source of our water. We have to go further.

[Label the San Diego Aqueduct and cities nearby.]

The water that is pumped to Riverside County comes from two places. Can anyone guess those places?

[Take answers.]

If you guessed the Colorado River, you're right. We get most of our water from the Colorado River (on the California-Arizona border) through an aqueduct called the Colorado River Aqueduct. That aqueduct is about 242 miles long. Our water also comes from another aqueduct called the California Aqueduct and it is about 445 miles long and stretches from Riverside County all the way up to the San Joaquin-Sacramento River Delta.

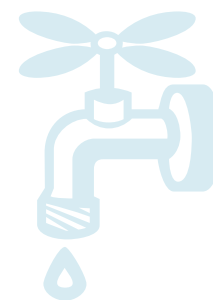
[Label aqueducts, rivers, and cities nearby.]

Let's check to make sure everyone got all of this.

[Review with students from the Delta to Riverside County, from Colorado River to Riverside County, then down the San Diego Aqueduct to the San Diego area.]

Did you know that your water came from so far away? Why do you think we get our water from Arizona and Northern California?

[Take answers. Discuss: San Diego is arid and there's not enough local water to support the population.]



Part 3 (Student Map 2)

Introduction

Now that we've mapped where our water comes from, let's map where it goes when we're done with it. This is also a map labeling activity. On this map we're going to follow water as it flows from our homes/school to the ocean. I want you to follow along. As I label the map on the board, you label your maps.

We'll start by labeling the community we're in *[or the cities closest to homes or school.]* Where does most of the water we use each day go?

[Take answers. Proceed with script below based on how they answered the question.]

Yes, water goes down sink drains, shower drains, and toilets. That wastewater goes into sewers and then to a treatment facility. After being treated to clean it up some, the water is discharged through a pipe that extends about 1.5 miles into the Pacific Ocean. So we're going to label the triangle in the Pacific Ocean as sewage outflow.

What about the water that flows from our homes when we water gardens, wash

our cars, or play in sprinklers on a hot day? That water flows down streets and sidewalks and into storm drains. Has anyone seen a storm drain near where they live? Storm drain water does not go to a treatment facility to get cleaned up. It flows underground or into creeks and rivers toward the coast and through San Elijo Lagoon to the ocean.

Rainwater flows to the coast sometimes through storm drains and sometimes in creeks and rivers to reservoirs (which are human-made lakes). So let's draw a line from the start of Escondido Creek down through San Elijo Lagoon to the ocean. *[Label local cities and lakes/reservoirs, Escondido Creek, and San Elijo Lagoon.]*

All this land area where rainwater flows is called a **watershed**.

[Outline and label the Escondido Creek watershed, which is the white area on the map.]

A **watershed** is an area of land that drains the rain falling onto it and water flowing through it into a creek or stream, which then flows into a larger body of water, such as a lake or estuary, and eventually flows to the ocean. A watershed is named after its largest river or stream. San Elijo Lagoon is in the Escondido Creek watershed.

This watershed starts in Bear Valley above Lake Wohlford in the City of Escondido and stretches 26 miles to the coast through San Elijo Lagoon and ends in the Pacific Ocean.

Let's check to make sure everyone got all of this. Where does our water flow when we're done with it?

[Review with students what they've labeled starting with home/school community and ending with San Elijo Lagoon and finally the ocean.]

Wrap Up

So what happens if there's trash in the street or dog poop (feces) on the sidewalk in your neighborhood when it rains? Where does that go?

[Discuss: Water that flows from neighborhoods (and all that's in that water) flows down storm drains or creeks to San Elijo Lagoon and ocean.]

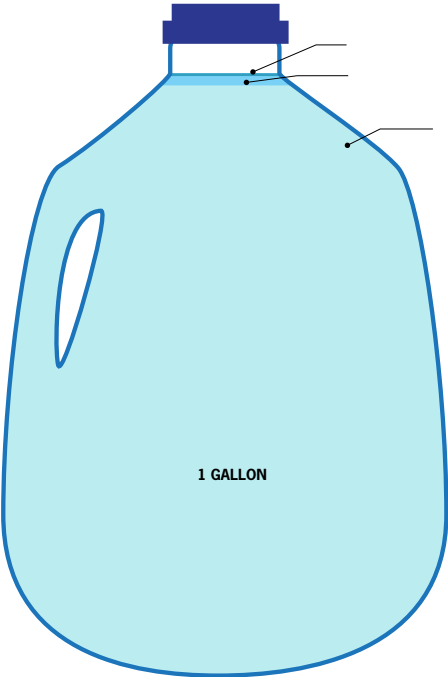
Do you think what you do in your neighborhood has anything to do with the health of the lagoon and ocean? *[Discuss.]*

ACTIVITY 1 Where Does Your Water Come From and Go?

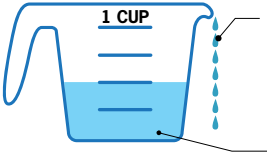
Student Worksheet: Water on Earth

This 1 gallon water jug represents all of the water on Earth.

Instructions: Label the shaded area that you believe represents salt water, fresh water and useable fresh water on Earth.



Instructions: In the image below label the sections representing fresh water vs. useable fresh water. Then use the same terms to Fill In the Blanks.



Fill In The Blanks: If all of Earth’s water was represented in a 1 gallon water jug, about a 1/2 cup would equal all of Earth’s _____.

And, of that fresh water, only 7 drops would equal _____, available for people and other life on this planet.

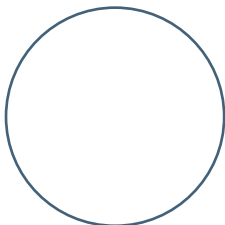
Instructions: Fill in the type of water represented by the percentages below. Then create a pie chart of the water on Earth using these percentages.

EARTH’S WATER

💧 97% =

💧 3% =

💧 0.3% =



Now that you know how limited available fresh water is on Earth, what are two things you can do (or are already doing) every day to avoid wasting fresh water?

1. _____

2. _____

ACTIVITY 1

Where Does Your Water Come From and Go?

Student Map 1

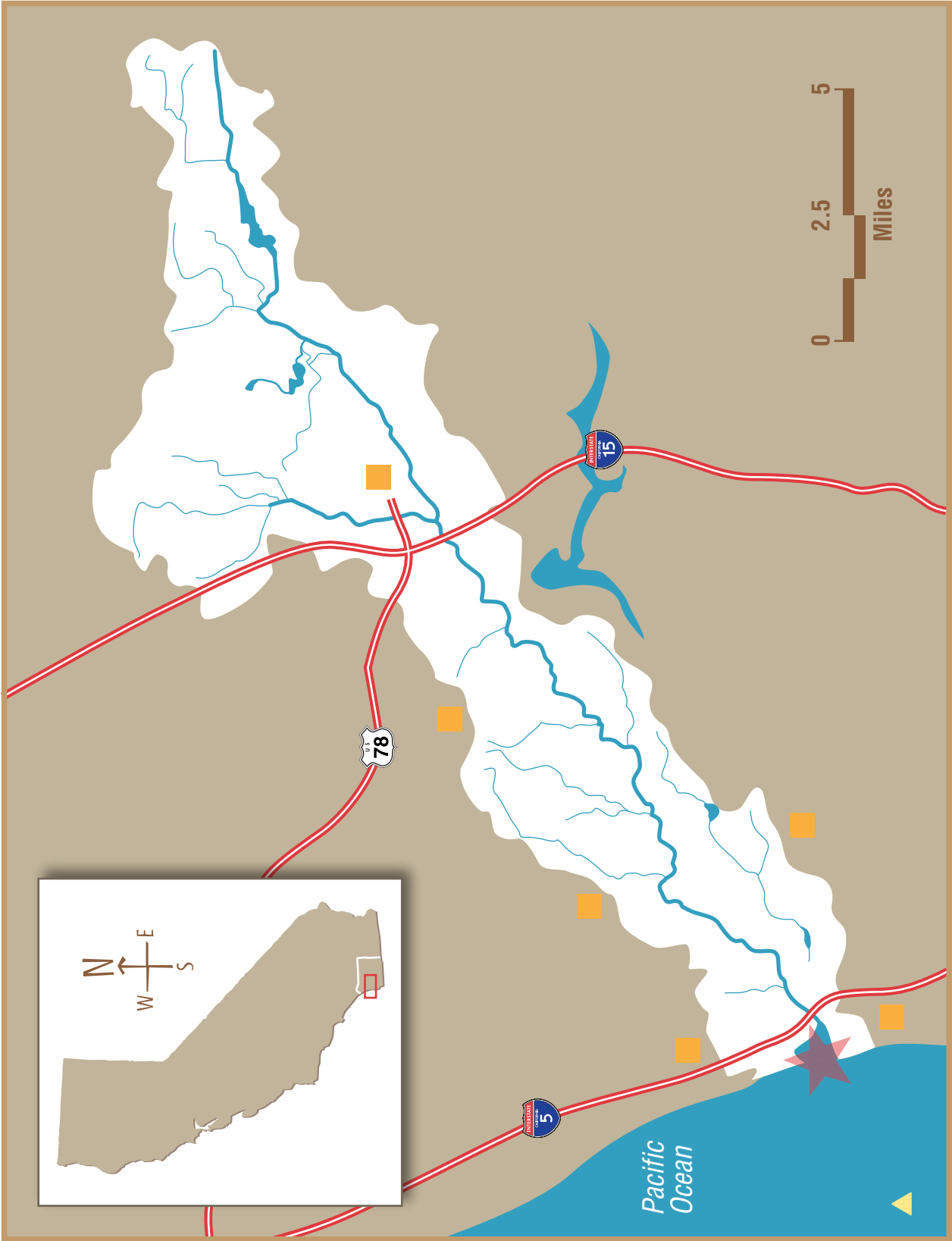
Instructions: Follow your teacher's instructions and label the sources of your daily water.



ACTIVITY 1 Where Does Your Water Come From and Go?

Student Map 2

Instructions: Follow your teacher's instructions and label the flow of water from your neighborhood to the ocean.



Teacher's Aid

Activity Introduction

During this activity, your students will conduct an audit of the trash or other pollution near their school or home to determine what would flow to San Elijo Lagoon and ocean when it rains or gets washed into a storm drain.

Time & Materials

- This activity should take about 45 to 60 minutes to complete.
- Students can work individually or in small groups on their worksheets.
- You will need one copy of the Student Worksheet for each student or small groups of students.

Instructions to Teacher

Make copies of the Student Worksheet on page 20. Give each student or group of students a copy. You can have students do this as a homework assignment and conduct the audit around their home or neighborhood, or you can conduct this audit around the school campus.

You might start by asking students to think about all of the trash or other pollution they might find around school or home. Then write on the board a list based on students' thinking. Examples might include: trash, paper, plastic, cans or bottles, dog poop (feces), oil, lost shoes, etc.

To expand the list, have them add any things that they have seen people do that might end up in a storm drain: soapy water from washing a car on the street, plant food sprayed on flowers, trash thrown out a car window.

Next, you'll have students, either individually or in small groups, conduct the pollution audit. Have them record on their worksheets the list of things they see and tally items that they see multiple times. When they bring their worksheets back to class, create a master list on the board and tally the most common items they found. Then discuss what their audit means to the health of San Elijo Lagoon and ocean and all of the animals, plants, and other organisms that live there.

Instructions to Students *(to be given verbally)***Introduction**

Where does water go after we're done with it or when it rains?

[Take answers related to Activity 1.]

Today we're going to do a pollution audit. An audit is an official inspection of a place or organization. You'll be looking for pollution in your neighborhood/around the school. Using a worksheet you will record what you find and tally how many times you find each item.

To start this activity, I want all of you to think about all of the trash or other pollution you might find around school/home.

[When you think they've had sufficient time to think...]

I'm going to write your thoughts on the board. Tell me what you think.

[Include all ideas until they run out. If needed, expand the list by asking...]

What things have you seen people do that might end up in a storm drain?

[Include all ideas until they run out.]

Now take your worksheets home and conduct an audit, OR

Let's take the worksheets outside and conduct the audit.

[Provide additional instructions for how to conduct themselves in their neighborhood or school, and when to return their completed worksheets.]

[When they have completed their worksheets...]

Now that you've completed the worksheets, let's work on a master list on the board.

First, let's list all the things you found.

[Make a list on the board.]

Now let's tally each of these items to see what the top pollution items are.

[Take tallies of each item and total them.]

Wrap Up

What are the top pollution items? *[Identify the top 10.]*

What would happen if it were to rain tonight? Where would all this pollution go?

[Discuss with them what might flow to San Elijo Lagoon and ocean when it rains or gets washed into a storm drain, and what that might do to the health of those environments or the plants and animals that live there. Highlight the link between school/neighborhoods and the lagoon and ocean via the watershed.]

Extension

Have students graph their audit items and tallies. They could also indicate on their watershed maps, or a more detailed local map, where they found the greatest amount of pollution.

Student Worksheet

Instructions

Under the Pollution column write down the pollution, trash, and other items you see during your audit. Each time you see an item place a check or tick mark in the tally column. At the end of your audit, total the number of checks or ticks for each item and write that number in the Total column.

Pollution	Tally	Total
EXAMPLE: candy wrappers		3

Teacher's Aid

Activity Introduction

It is important that your students reflect on and process what they learned during their field trip. This activity will help them synthesize what they learned about their important role in saving water and helping to keep San Elijo Lagoon and ocean clean and healthy for the organisms that live there.

Time & Materials

- Students can work individually or in small groups on this activity.
- This activity could be assigned as homework or be a class project taking multiple class periods to complete depending on how involved your students get.

Instructions to Teacher

Have your students talk for a few minutes about their experiences at San Elijo Lagoon. What did they learn about the watershed and the impact of the water they use on the health of San Elijo Lagoon and ocean?

Have students develop a project (such as a poster, presentation, or skit) that shares with others (schoolmates or parents or the community) what they learned. They could choose one of the topics covered in this packet (*see below*) or a related topic that interests them.

Topics

- How much fresh water and salt water there is on Earth and where it is
- Why they should use less fresh water and how they can do that
- Why wetlands are important
- What a watershed is, what watershed they live in, and how the water flows through the watershed
- Where the water they use comes from and where it goes when they're finished using it
- What they can do at home or in their neighborhood to keep pollution from flowing to San Elijo Lagoon and ocean
- How the school can work together to clean up the schoolyard, or local creek, or beach to help keep the ocean healthy.

Extension

Have students brainstorm easy things that they could do to help the lagoon and the organisms that live there. Then have each student pledge to do one of those things each day.

Grade 5 ELA/Literacy

RI. 9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
W. 8	Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SL. 1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on other's ideas and expressing their own clearly.
SL. 4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Mathematics

Operation and Algebraic Thinking	Write and interpret numerical expressions
Mathematical Practices	<ul style="list-style-type: none"> 2. Reason abstractly and quantitatively 4. Model with mathematics

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CONSERVATION EDUCATION

The San Elijo Lagoon conservation education program provides unique outdoor experiences that are aligned with Next Generation Science Standards. The goal of the program is for students to connect to nature, become watershed literate, recognize nature's relevancy, and become confident to take action on behalf of the environment.

www.sanelijo.org/ForTeachers

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San Elijo Lagoon CONSERVANCY
Connecting communities. Protecting nature.