



NATIONAL CITY

16 WEEKS OF STEAM

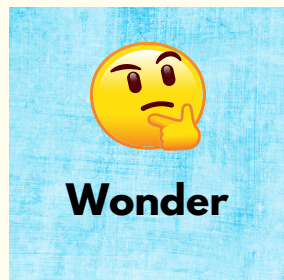
16 WEEKS OF EXPLORATION & DISCOVERY IMPACTING HOME, SCHOOL, & THE ENVIRONMENT

National City's *16 Weeks of STEAM* is designed to offer families optional enrichment opportunities that focus on science, technology, engineering, art, and math with a special emphasis on conservation. As a city, we have partnered with organizations to provide a variety of resources, activities and fun challenges that provide families with an awareness of our city's natural resources and ways to preserve them for future generations.

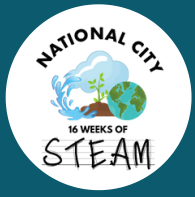
PROGRAM OVERVIEW

This program is designed for the whole family to get involved. We have made every effort to provide extensions and activities for children of all ages. Note that some children may need support for some of the activities.

We will provide opportunities to learn both at school and at home through:



Each week your family will have investigations, key wonderings, opportunities to explore, interviews with key people in the community and virtual field trips. In addition, we provide your family with the opportunity to earn a badge for each section that will allow you to earn special family passes to local attractions.



THEMES

Each month is designed to explore a specific theme. The activities, book lists, music playlists, and extensions will all relate to the theme, and each family member will experience deep and meaningful connections from week to week.



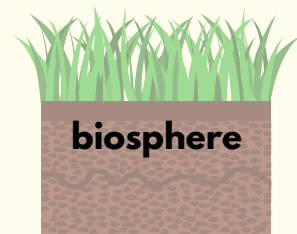
MONTH 1
WEEKS 1-4



MONTH 2
WEEKS 5-8



MONTH 3
WEEKS 9-12



MONTH 4
WEEKS 13-16



WEEKS 1-4: THE HYDROSPHERE

INTRODUCTION

National City's *16 Weeks of STEAM* is designed to offer families enrichment opportunities that focus on science, technology, engineering, art, and math with a special emphasis on conservation. As a city, we have partnered with organizations to provide a variety of resources, activities, and fun challenges that provide families with an awareness of our city's natural resources and ways to preserve them for future generations.

GRADE LEVELS

This program is designed for the whole family to get involved. We have made every effort to provide extensions and activities for children of all ages in grades K through 8th. Note that some children may need support to complete certain activities.

HYDROSPHERE BASICS

The first unit we will cover is the Hydrosphere. The **hydrosphere** includes all the waters on the earth's surface, such as lakes and seas, and sometimes including water over the earth's surface, such as clouds.

Each week your family will have investigations, key wonderings, opportunities to explore, interviews with influential people in the community, and virtual field trips.

Your family will also have access to a thematic book list and music playlist to deepen your learning. In addition, we will provide your family with the opportunity to earn a badge for each section that will allow you to earn special family passes to local attractions.

VOCABULARY

- **Water Cycle** - the process by which water on the earth evaporates, then condenses in the atmosphere, and then returns to earth in the form of precipitation. Rain and snow are forms of precipitation and are part of the water cycle.
- **Condensation** - the act or process of changing from a gas to a liquid.
- **Evaporation** - to turn from liquid into gas; pass away in the form of vapor.
- **Run-Off** - anything that drains away, such as excess rainwater that is not absorbed by the earth.
- **Watershed** - the area of land from which water drains into a river, river system, or lake.
- **Stream** - a small, flowing body of water, such as a brook or creek.
- **Creek** - a stream that is smaller than a river; similar to a brook
- **River** - a large natural stream of water flowing in a particular course toward a lake, ocean, or other body of water.
- **Ocean** - the vast body of salt water covering about three-quarters of the earth's surface.
- **Pollution** - poisons, wastes, or other materials that pollute.

CONNECTIONS TO NEXT GENERATION SCIENCE STANDARDS (NGSS)

K-1 - Weather & Climate

2 - Earth's Systems: Processes that Shape the Earth

3 - Interdependent Relationships in Ecosystems; Weather & Climate

4 - Waves & Information; Earth's Systems: Processes that Shape the Earth

5 - Earth's Systems

6-8 - Matter and Energy in Ecosystems; Earth's Systems; Weather and Climate; Human Impacts



VISIT & INTERVIEW

Visit the *National City 16 Weeks of STEAM* website for related field trips and interviews with project partners.

DIGITAL RESOURCES

To access all the digital resources shared in the next four weeks, visit the *National City 16 Weeks of STEAM* website or scan this QR code.

FEATURED PARTNERS



WEEK 1 WATER WORLD

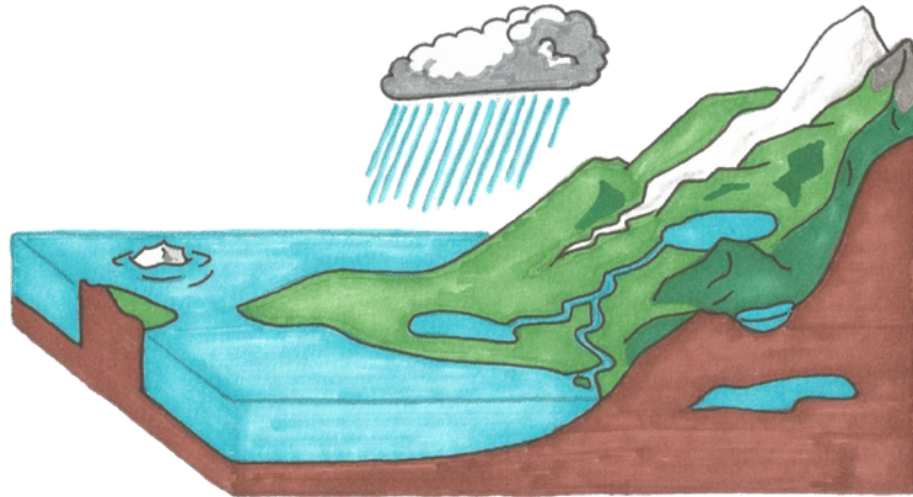
Introduction

Water surrounds us and covers much of the world's surface. Water even makes up 60% of our bodies. This week we are going to explore water and learn why water is so important to our survival.



WONDER

How does the water cycle work? How does water get on Earth?



https://storage.neepix.com/rsynced_images/hydrosphere-1929070_1280.png

HOME LEARNING ACTIVITY EXPERIENCE THE WATER CYCLE

Watch one of these videos!



- Grades K-3: [Where does water come from?](#)
- Grades 4-8: [Where did Earth's Water Come From?](#)

Materials:

- Recycled plastic water bottle with a cap (at least 16 oz)
- Plastic cup
- Ice cubes
- Blue food coloring
- Permanent Marker



Take these action steps to learn!



- Remove labels and clean the plastic water bottle
- Add 1 drop of blue food coloring into the bottle
- Fill the bottle $\frac{1}{3}$ of the way full with water
- Screw the cap on tightly
- Design and decorate bottle using a permanent marker (Try creating clouds and other water cycle elements!)
- Turn the bottle upside down and place it in the cup
- Discuss the water cycle
- Place a 2-3 large ice cubes inside the cup
- Set the cup with the bottle in a sunny location
- Check the bottle after about 1 hour
 - What do you notice?
 - There should be condensation on the top of the bottle and there could even be a small cloud there!
- Watch for droplets (rain) to form and fall back down

HOME LEARNING EXTENSIONS



EXPLORE

Based on your experiment, how long does it take for a mini-water cycle to take place?



INVESTIGATE

What happens differently if you don't put the bottle in the sun?



WONDER

Try the experiment again without the ice. Do you get the same results?

VISUAL & PERFORMING ARTS ACTIVITY

THE WATER CYCLE: A GUESSING GAME

The different steps of the water cycle create movement and energy that we can literally feel with our five senses.

Water doesn't disappear with our use of it in irrigation, manufacturing or consumption. The water we have now is the water we had at the beginning of time. Water forms, dissipates, and forms again in a cycle called the water cycle. The water cycle is a gigantic circulation system operating over the earth's land and oceans in the atmosphere surrounding the earth.



Being a cycle, there is no beginning or ending but for illustration, let's begin with the waters of the oceans, which cover about three-fourths of the earth.

- *Part 1: Evaporation -- Water from the surface of the ocean evaporates into the atmosphere.*
- *Part 2: Condensation -- That moisture in turn is lifted and then eventually is condensed into clouds.*
- *Part 3: Precipitation -- The water falls back to the earth's surface as precipitation. Precipitation that falls as rain, hail, dew, snow, or sleet is important to people and agriculture.*
- *Part 4: Surface Runoff -- After wetting the plants and ground, some of the precipitation runs off into streams and other waterways. This is the water that often causes erosion and is the main contributor to floods.*

- *Part 5: Infiltration -- Some of it reaches the deeper zones and slowly percolates (infiltration) through to springs and seeps to maintain and replenish them during dry periods.*
 - *Surface Water -- Water that collects above ground (Ex. river, lakes, streams)*
 - *Ground Water -- Water that collects underground (Ex. aquifer)*
- *Part 6: Redistribution -- The surface water eventually leads back to the oceans, where the water is again evaporated into the atmosphere and the cycle continues.*



Act-It-Out

- Write the name of each part of the water cycle (as outlined in the lesson intro) onto an index card.
- Have your child/ren take turns pulling cards and "act out" or pantomime the word on the card. Suggest using different positions, heights, shapes, etc but remember -- no words!
- Family member/s try to guess which part of the water cycle they see. Once a family member guesses correctly, s/he pulls another card and repeats the activity.



Materials:

- **6 index cards**

WEEK 2 WATERSHEDS

Introduction

Watersheds play an important part in the water cycle. A watershed is an area of land that drains both surface and groundwater, like a creek, stream, or bay. Watersheds are important because they clean water and provide a habitat to many plants and animals.

Can you think of a watershed in your neighborhood? To learn more about watersheds in San Diego, click [here](#).

Watersheds funnel water out to the ocean. Rainwater and urban runoff can collect and deposit trash, sediment, metals, fertilizers, pesticides, and other pollutants into our local waterways. These pollutants lessen the overall water quality, threatening property, and the health of nearby residents and wildlife. Everyone lives within a watershed, and preventing pollution and contamination from entering our local waterways is everyone's responsibility.

Did you know that your drinking water comes from watersheds or groundwater? Clean water is essential!



<https://interwork.sdsu.edu/fire/resources/MajorSanDiegoCountyRivers.htm>



WONDER

What importance do watersheds play in the water cycle? What is the role of a watershed in an ecosystem? How do they work?

HOME LEARNING ACTIVITY

THE KEYS TO CLEAN WATER

Learn the importance of a watershed and how it works by creating a 3-D paper model.

Watch one of these videos!

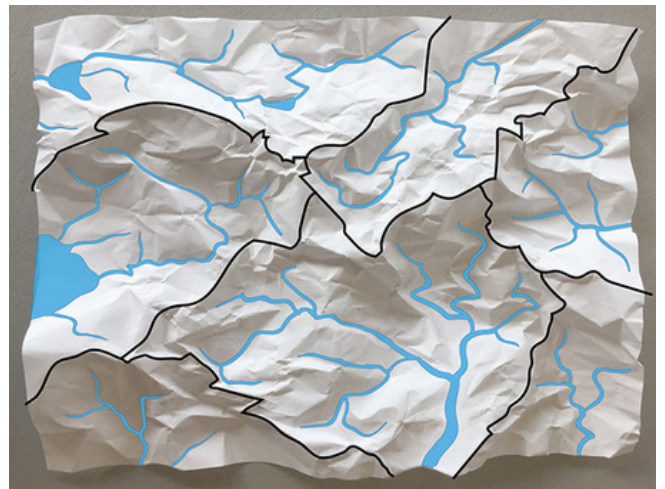


- K-1st Grade: [We All Live in a Watershed Music Video](#)
- Grades 2-3: [What Is A Watershed?](#)
- Grades 4-8: [Watersheds!](#)



Take these action steps to learn!

- Design your watershed on paper by taking the paper and crumpling it into a tight ball. Then gently open it up. Be careful to not flatten it out completely. NOTE: The highest points represent the mountains and the lowest points represent valleys.
- Choose a color to represent the mountain ridges. Draw lines to connect the high points on the map. These will represent the mountain ridgelines.
- Choose another color to represent the water. (Use blue if you have it.) Mark the creases and cracks on the paper (AKA the lowest parts) to represent where water would be found: creeks, rivers, lakes, and the bay, etc.

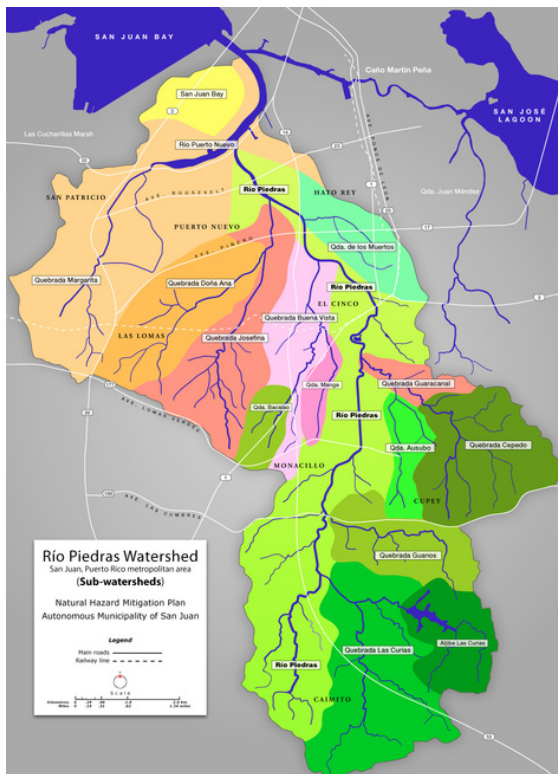


https://serpmedia.org/scigen/images/3sized_crumplepapermap_ridges%20and%20water-01.jpg?crc=102791152

Materials:

- 1 sheet of 8 ½ x 11 notebook paper for each person
- Water-soluble markers (at least 3 colors), like Crayola. Try to find dark colors (brown, black, purple, blue, green)
- Spray bottle filled with water

- Choose a third color to represent human activity. Add random places of human activity with this color: housing, factories, shopping centers, schools, etc. *NOTE: Think about a typical city or town to help you design this part.*
- Now, predict how the water will flow in your “watershed.”
 - *What path might the water take in the watershed if it rained? My prediction is: _____.*
- Using the spray bottles, lightly spray your paper “watershed.” You can make different effects by how wet you make the paper. Be careful not to completely drench your paper! Pay attention to:
 - Where the water flows.
 - How fast or slow the water flows in certain areas.
 - How the clear water changes as it picks up colors along the way.
- Compare your prediction with other family member’s predictions.



- As a family, discuss:
 - *Were your predictions correct? Why or Why Not?*
 - *Where did you place things on your map?*
 - *What types of materials might the water pick up as it moves through the watershed?*

“

We all live in a watershed!

”

HOME LEARNING EXTENSIONS



EXPLORE

Determine where pollution, trash, and other materials can get into the watershed. Organize a trash/pollution pick up with your family.



INVESTIGATE

Visit a local stream or creek and look for ways water travels through the area. What do you notice about the area?



WONDER

Why do some areas have more water routes than others? What are the factors?

VISUAL & PERFORMING ARTS ACTIVITY SPRAY BOTTLE WATER PAINTING



<https://i1.pickpik.com/photos/345/275/580/spray-household-surface-shine-preview.jpg>

Create a multimedia painting to show the flow of water.

As we have learned in the watershed activity, water flows through the creeks and streams often carrying garbage and other pollution out to the ocean. In this activity, you will create a painting that shows the movement of water.

called the water cycle. The water cycle is a gigantic circulation system operating over the earth's land and oceans in the atmosphere surrounding the earth.

Time to Design!

- Get all your supplies together and head to a safe area outside. Make sure you have 1 color paint in each spray bottle. (*REMEMBER: For thicker paints you will need to add water 50% paint and 50% water*)
- Once everything is set up start having each person spray their paper. Start with one color and move closer and farther away to get different line sizes. Add new colors as you feel inspired to do.
- Let the artwork dry.
- Clean up the outside area.
- Once the painting is dry you can add a message to help people remember to keep the watershed clean.
- Optional: Use the newspaper/magazines to cut out letters for your slogan or add images to your painting.

You can write your slogan with a permanent black marker. There are many water slogans you can Google or make up one yourself.

Pure water runs life!

*Save Water,
and it will
SAVE You*

*Conserve Water,
Conserve Life*

Materials:

- 2-3 Small Spray bottles
- 2-3 Unique colors of liquid watercolor or watered down washable paints (NOTE: We recommend Eco colors or other eco-friendly paints. If you are not using watercolors then dilute the paint by creating a mixture of 50% paint and 50% water.)
- Water
- Large poster board, card stock, or construction paper
- Magazines/Newspaper (optional)
- Glue (optional)
- Black Permanent Marker (optional)
- Outside area (or area that can safely get a little messy)

WEEK 3 OCEANS

Introduction

The ocean is part of the hydrosphere and covers over 70% of the Earth's surface. It is important that we keep the water on Earth clean for many reasons.

Pollution and litter found on the ground can travel through the water cycle and ultimately can get into our drinking water and the ecosystems that support our plants and animals.



https://cdn.pixabay.com/photo/2016/02/25/23/06/clean-1223168__340.png



WONDER

*How does pollution impact the ocean?
In what ways can we help keep the ocean clean?*

HOME LEARNING ACTIVITY

OUR OCEAN, OUR PLANET - LET'S KEEP IT CLEAN!

Students will learn why it is important to keep our oceans clean and what can happen when a pollutant, like oil, gets into the ecosystem.

Watch one of these videos!



- K-3rd Grade: [A Whale's Tale](#)
- Grades 4-8: [How We Can Keep Plastics Out of Our Ocean](#)



Take these action steps to learn!

Check out a [HOW TO video](#) for this activity!

- Fill $\frac{1}{3}$ of the bottle with water.
- Add food coloring to the water until it's deep blue.
- Top off the bottle with cooking oil using the funnel.
- Fill it to the top.
- Close the bottle tightly.
- Hold the bottle on its side and tilt it back and forth slowly to make an "ocean" wave motion. Start with small waves; then try making them larger to see what happens.

Materials:

- Large, clear plastic bottle with a wide tight-fitting lid (The larger the bottle, the better, but a smaller bottle works fine as well.)
- Funnel (if the bottle has a narrow neck)
- Measuring cup
- Blue food coloring
- Water
- Cooking Oil



https://cdn.pixabay.com/photo/2016/08/18/19/02/pollution-1603644_340.jpg

- Start a conversation with one of these prompts:
 - *What happened when the oil and water were first combined?*
 - *What happened when you rocked the bottle to make waves?*
 - *Do water and oil mix together?*

Note: Save the materials from this activity for the art activity!

HOME LEARNING EXTENSIONS



EXPLORE

Learn more about local beach clean-ups and participate in an upcoming beach clean by checking in with your local city beaches.



INVESTIGATE

To try more investigations or learn how to clean oil out of the water check out this website: [Oil Spill Cleanup Experiments](#)



WONDER

What happens when oil is natural to the environment (i.e. oil like tar that is found in the ocean)? Is this also bad for the environment?

VISUAL & PERFORMING ARTS ACTIVITY

SHHHHH - OCEAN IN A BOTTLE, CALMING TOOL

Create a Model of the Ocean using the science materials for the earlier lesson, that helps with Social-Emotional Learning in the form of a calming visual art.

The sound of the ocean and watching water move can be a great way to relax and calm yourself when you are feeling overwhelmed. We developed this craft so you can repurpose the experiment and use this to calm when you are feeling stress. Consider choosing one of the calming songs curated for you at the end of this unit when using this tool.



https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcRecpy9IDUD7ahvf6WaepC5jynvASJ7_E7hlg&usqp=CAU



For inspiration, check out this [video](#).

Materials:

- All materials from the previous activity - empty some of the liquid out of the bottle.
- Items to Decorate your Ocean
- Rocks, Marbles, Sand, shells
- Fake Sea creatures (optional)
- Funnel
- Glue

Time to Design!

- Empty a little of the liquid out of the bottle/container. (this is the same bottle that was used for the activity). If you did not do the activity here is the recipe:
 - Fill the bottle/container $\frac{1}{2}$ way with water
 - Drop-in blue food coloring until the water is the shade of blue you want
 - Pour in cooking oil $\frac{1}{4}$ of the way
- Add items to decorate your ocean using the funnel
- Once you are done, cap the bottle tightly - use glue to keep it securely closed.
- Tilt the bottle back and forth and play calming ocean music to relax with your visual artwork!



WEEK 4 WATER SUPPLIES

Introduction

Let's look at how the hydrosphere works in both the California and National City ecosystems. California is considered a dry state. This means we have to make strategic plans to make sure there is enough water for everyone.

Besides the homes, schools, and businesses, who else needs water in your community?

Water is a very important resource. Because Earth has water, many lifeforms are supported and can survive on our planet. When we understand how important water is, we take better care of it because we know that water is a finite source.



WONDER

How can we best plan for water needs in our community? What can I do to help conserve water for all?

HOME LEARNING ACTIVITY

WHERE DOES MY COMMUNITY'S WATER SUPPLY COME FROM?

Students will learn that there is only a finite amount of water and that everyone needs to work together to conserve freshwater. They will also learn that many need freshwater including families, businesses, and farms.

●● Watch one of these videos!



- K-3rd Grade: [Water, Water Everywhere](#)
- Grades 4-8: [California's Water Story; History of California Water Distribution](#)



Take these action steps to learn!

- Prepare a large bottle colored liquid. You can do this by using a drink mixture like Tang or Kool-Aid. Or you can just put food coloring in plain water. This will make the water more visible for the demonstration. NOTE: This represents 100% of the water on Earth.
- Brainstorm with your children how people use water. Talk about how we need water to survive (drinking, bathing, food, etc...)
- Ask your children to think about where water is found.
 - Have them brainstorm all the natural resources.
 - Ask them what communities do when there isn't enough water for everyone.



Materials:

- A large bottle of water
- 6 smaller cups
- eye-droppers
- Kool-Aid or Tang drink mix that is colored (optional)
- food coloring (optional)

- Explain in this activity they will be looking at how water is distributed across these sources:
 - Oceans
 - Groundwater
 - Lakes
 - Ice
 - Swamps
 - Rivers
- Show your child the big bottle of colored liquid. Tell them for this activity this amount of water represents all the water in the world
- Grab the 6 smaller cups and have the child label each cup one of the 6 water sources. Explain that all the world's water supply will be unevenly divided into the 6 groups (oceans, groundwater, lakes, ice, swamps, rivers) and represented by the 6 cups.
- Ask your child to estimate how the earth's water is divided into the different water sources and divide the water in the bottle among the 6 cups / water sources that match the estimations.
- Now, check how accurate your estimations were!
 - A = Oceans: 41%
 - B = Groundwater: 17%
 - C = Lakes: 1%
 - D = Ice: 41%
 - E = Swamps: 0.1%
 - F = Rivers: 0.001%



<https://i.pickpik.com/photos/369/395/617/glass-drink-water-earth-preview.jpg>



<https://media.winnipegfreepress.com/images/NEP8019340.jpg>

- Discuss your findings.
 - *Were your predictions right? If not, how far off were you?*
 - *What were you surprised by?*
- Ask students to consider usable freshwater versus unusable saltwater.
 - *How can we make sure freshwater stays protected?*
 - *What are the ways to make sure everyone gets the freshwater they need?*

HOME LEARNING EXTENSIONS



EXPLORE

Pour the salted “ocean” water from the experiment over a coffee filter. The salt will remain in the filter and mostly clean water will go through. Discuss how we could design a similar filter for our contaminated ocean water.



INVESTIGATE

Have your children arrange the containers in order from the greatest amount of water to the least. Practice measuring skills in this demonstration. Let students do the measuring.



WONDER

Dump a generous amount of salt in the water. This makes the ocean too salty for us to use. There are processes, called desalination, that takes the salt out of the water but this is very expensive.

VISUAL & PERFORMING ARTS ACTIVITY

SALT PAINTING

Students will learn how salt is a fun and experimental tool when using watercolor for paintings. They will design a painting to represent something in the water cycle. Students can determine if they want to represent the entire water cycle (image examples [HERE](#)) or a specific animal, plant, or scene.



For inspiration, check out this [video](#).



<https://artfulparent.com/wp-content/uploads/2017/01/Raised-Salt-Painting-Squiggles-Square-680-1.jpg>

Time to Design!

- Draw the scene on your paper that will represent the water cycle.
- Begin tracing the design with glue.
- While the glue is still wet sprinkle salt on top. Pour a lot over the entire image to be sure that your image is covered.

Materials:

- Sea Salt
- Glue (i.e. Elmers) - use a bottle with a smaller top.
- Thick art paper
- Watercolors
- Paint Brush
- Water
- Pencil

- Shake off the excess salt in the trash. The image should look raised with salt on top of the glue.
- Paint with watercolors using only a small amount of water to keep the color vibrant.
- Tips
 - Dip your paintbrush gently into the watercolors to get a bit each time.
 - Do not use too much water or it will bleed color.
 - You can paint the glue right way as the salt dries it out.
 - Gently tap the brush to the salt image and it will absorb the color.
- Once you are done let your painting dry. Be careful to not touch the salt.

You now have a beautiful salt & watercolor painting!



https://diy.sndimg.com/content/dam/images/diy/fullset/2019/4/8/0/Original_Emily-Fazio_diy-salt-art-watercolor-craft_adding_paint-colors-2.jpg.rend.hgtvcom.1280.853.suffix/1554766289901.jpeg



RECOMMENDED BOOKS

This book list is designed to pair with the Hydrosphere 4-week unit. We have curated books for grades K-8th. Reading at home is critical to developing interest and knowledge. You can find these books and similar books like these at the Public Library and online.

TIPS

- If you don't find these titles, ask/search for titles on the Water Cycle
- Set aside a daily time to read to, with, or have your child read independently
- Help your child explore new types of books (it is okay for older children to read picture books!)
- Have older siblings read to younger children
- Discuss the stories and information together

Picture Books (All Ages - Picture Books are Great for the ENTIRE Family)

- **Grades K-8: [A Drop Around the World](#)** Follow a drop of water on its natural voyage around the world, in clouds, as ice and snow, underground, in the sea, piped from a reservoir, in plants, and even in an animal. The science of the water cycle and poetic verse come together and leave readers with a sense of connection to all living creatures.
- **Grades K-8: [The Water Princess](#)** Based on supermodel Georgie Badiel's childhood, a young girl dreams of bringing clean drinking water to her African village
- **Grades 1-5: [Water Is Water: A Book About the Water Cycle](#)** This spare, poetic picture book follows a group of kids as they move through all the different phases of the water cycle.
- **Grades 3-8: [Water Wow! A Visual Exploration](#)** A colorful infographic look at the many surprising and fascinating facts about water.



- **Grades K-2: [Agent H2O Rides the Water Cycle](#)** Agent H2O is on a mission, chased by his evil nemesis, Scummy Pollution. Will Agent H2O reach thirsty plants and animals in time?
- **Grades K-3: [Save the Ocean](#)** From exciting and adventurous to educational and captivating, Bethany Stahl's immersive stories express heartfelt messages while engaging parents and children.

Non-Fiction

- **Grades K-4: [Explore Water! 25 Great Projects, Activities, Experiments \(Explore Your World\)](#)** Drip—Drop—Splash! Water is essential to all forms of life. Explore Water! 25 Great Projects, Activities, Experiments, captures a child's imagination with an intriguing look at the world of water.
- **Grades: 1-4: [What On Earth?: Water: Explore, Create and Investigate](#)** Learn all about the water cycle and find out how water shapes our planet. Make a precipitation gauge or grow your own stalactite. Find out how important it is to conserve water and harness its energy.
- **Grades 2-6: [A Drop in the Ocean: The Story of Water Science](#)** (Science Works) Follows a drop of water as it cycles from droplet to vapor and back to water and describes its journeys in between. Includes activity.
- **Grades 1-4: [National Geographic Readers: Water](#)** Water is all around us; we drink it every day. In this level 3 reader, kids will learn about the water cycle, discovering how rain and snow flow into our lakes, rivers, and oceans, and later evaporate into the sky again. Vivid photography and accessible text make this book an ideal introduction to the science of water.
- **Grades 3-8: [Smithsonian Ocean, A Visual Encyclopedia](#)** Take a dip in all the world's waters to experience their incredible diversity. Make a splash in the icy Arctic waters before warming up in the tropical Indian Ocean. Experience the super size of mighty whales compared to swarms of tiny krill.

Fiction

- **Grades K-3: [Magic School Bus at the Water Works](#)** The classic title that started the award-winning series! Join Ms. Frizzle and her students as they follow the trail of water, from its sky-high source to the school bathroom sink on this wet and wild field trip. After parking the school bus on a cloud and shrinking to raindrop size, Ms. Frizzle's class gets to see the waterworks from the water's point of view.





SUGGESTED MUSIC PLAYLIST

This music playlist is designed to pair with the Hydrosphere 4-week unit. We have curated ambient songs, soundscapes, popular music tracks, and instructional songs for grades K-8th. Listening to music deepens emotional connections to the learning and can create a mood for exploration.

We have linked to all these songs inside Spotify or you can search for them on YouTube.

TIPS

- Set aside a daily time to listen to the music & sounds with your child or have him/her listen independently.
- Help your child explore new types of sounds at different times of the day & during different activities.
- Discuss the sounds and lyrics together as a family -- How do they make you feel? How do they connect to the learning theme and topics?

SOUNDSCAPES / AMBIENT TRACKS

- *Spa Music: Nature Sounds and Calm Piano Music for Spa, Relaxation, and Meditation* (Album) -- [Track 14: Whispering Stream](#)
- *Waterfall Sounds* (Album) -- [Track 4: Relaxing Waterfall Sounds](#)
- *Water Meditation Sounds* (Podcast) -- [Water120](#)

INSTRUCTIONAL / HISTORICAL TRACKS

- *Science Songs* (Album) -- [Track 5: Water Cycle Song](#)
- [Water Cycle Song \(Single\)](#)
- *Go Noodle Presents Blazer Fresh (Vol. 1)* (Album) -- [Track 4: Water Cycle](#)
- *Schoolhouse Rock! Earth* (Compilation) -- [Track 6: Save the Ocean](#)
- *Native American Drums* (Album) -- [Track 13: Native American Rain Dance Drums](#)
- *The US Navy Victories at Sea* (Album) -- [Anchors Aweigh](#)