



**FOLLOW THE WATER  
FROM BROOK TO OCEAN**  
by  
**Arthur Dorros**

This book seems perfect for the weather-related events of recent years. Water is always moving or flowing, and, always, it is moving downhill. It travels until it reaches the oceans which are the lowest parts of the earth.

Water comes from rain and melting snow. When trickles of water flow together, a brook is formed. The brook flows into a stream, and many streams and brooks can produce a river. As the water is moving, it carries with it ground-up rock and soil. It carves the land and causes erosion. Eventually, the river meets the ocean. Its speed has decreased greatly and it drops its soils and rock at its mouth. It has shaped the earth as it flows.

Students can examine earth materials to determine how they would behave in the moving water.

**MATERIALS:** four small cups each containing the four components of soil - sand, gravel, clay, and humus; magnifying lens; one large cup of water; spoon

**ACTIVITY:** Complete the following three steps for each soil component:

1. Examine each soil component with the magnifying lens; draw your observations in your science journal.
2. Feel the texture of the soil component. Record results.
3. Carefully pour the soil component into cup of water and watch it drop. Stir again with spoon. Record results.

Now repeat these steps adding each soil component to the **same cup of water**. After the cup of water contains all four components of soil, stir again and record results.

**SOURCE:** Adapted from Lesson 5 in Science and Technology (STC™) *Land and Water* available from [www.carolina.com](http://www.carolina.com).

**TEACHER NOTES:** Have students prepare a data table in their science journal to record results. Have them allow space for diagrams. This unit is a favorite with my third graders. It allows them to work with stream tables and learn the affect of water on land and then the affect of land on water. For many of them, it is the chance "to play with soil and water". So many children today do not get outside enough and simply muck around with nature. We need to provide this kind of opportunity inside and outside the classroom as much as we can!

**STANDARDS:**

**BSL:** 1.1, 1.3, 1.5, 1.9, 3.1, 4.6, 4.7, 4.8, 6.1, 6.3, 11.1, 11.3, 12.1, 12.8

**NCTM:** none

**SCS:** A1, B1, D1, H2, H5

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