Introduction

In this Science study, we will learn about water. This week, we will study the Nile River and learn how important it was to the ancient Egyptians. Next week, we will look at water that has made its way to the sea or ocean. The last week of this Science study will teach us about water that has evaporated to form water vapor, which is part of the weather. This whole process is called the water cycle!

To this day, Egyptians celebrate an annual flood festival known as Wafaa El-Nil "The Faithfulness of the Nile." As you read our story called *The Faithfulness of the Nile* this week, you might begin ask yourself some questions. For example, where does the Nile River begin? Where does it end? What jobs does it do along the way? Most importantly, what is the special gift that the river brings to Egypt during the flood season each year? Questions are good!

One thing you will quickly learn about science is that we do not have answers to all the questions we can ask about the world God has made. Science is very humbling that way. However, you can ask questions, and often there *are* satisfying answers to discover. We will also ask you questions in each of this week's science topics. Do your best to think of good answers for these, but do not worry if you have trouble. These questions are designed to help you *start* thinking, and your teacher may need to help you *finish* thinking during your class discussion.

A final note: you will see yellow dots on some of the Threads in the box below. No yellow dot means "this is for everybody." Two or three yellow dots mean "this might be just for older students; ask your teacher first."

Threads

1. Learn about surface water
2. Learn about groundwater
3. ●● Also, learn about erosion
4. ●● Also, learn about sedimentation
5. ●●● Also, learn about irrigation and water technology

Reading and Worksheets

- ❑ Reading
  - ❑ *Weft* Reader: *The Faithfulness of the Nile*
  - ❑ Exodus 2:1-10 (or read about the birth of Moses in a Bible story book)
  - ❑ Optional: Ask your teacher whether she wants you to read any of this week's alternate books.
- ❑ Optional Worksheet(s): If your teacher asks you to complete worksheets this week, look for Worksheet Tags on the Exercises page (for example, there are tags at the end of Exercises #2 and #3 under the "Surface Water" topic on the next page) and fill out worksheets for those exercises.

Vocabulary

- ❑ Canal: A waterway dug to conduct water in a certain direction
- ❑ Cateract: A large waterfall
- ❑ Dam: A barrier built to block the flow of water and form a reservoir
- ❑ Erosion: Water wearing away soil, sand, and rock
- ❑ Flood: An overflow of water
- ❑ Groundwater: Water that flows underground in the spaces between the rocks and soil
- ❑ Irrigation: Directing water and sediment in a way that is useful for farming
- ❑ Lake: A large inland body of water
- ❑ Oasis: A spring of water in a desert
- ❑ Reservoir: A body of water used for water storage
- ❑ Rill: A small and temporary water channel
- ❑ River: A water channel that is larger and more permanent than a stream
- ❑ Sediment: Soil, sand, clay, and rock carried along by moving water
- ❑ Sedimentation: The process of sediment settling to the bottom of a water channel as the water slows
- ❑ Spring: Water gushing upward out of the ground
- ❑ Stream: A water channel that falls between a rill and a river in size and permanence
- ❑ Waterfall: A water channel in freefall
- ❑ Watershed: An area of land in which all water drains to the same place

Exercises

Surface Water (Thread #1, *Tapestry Science Reader* Chapters 1-4)

1. Name: Water that does not sink into the ground runs along the surface. Because of a pulling-down force called gravity, water always flows downhill to the lowest place it can find. When it rains, small and temporary water channels called _____ form in the ground. These come together to form larger and more permanent channels of water, called _____. Then, *those* larger channels flow downhill and come together to form even bigger and more permanent channels called _____. Water is so eager to go downward that it will even tumble in freefall over rocks or cliffs in a _____ or sometimes in an even bigger _____. Eventually, the water reaches the lowest spot it can find, which is often an ocean, but sometimes it is a large inland body of water called a _____. Since water from many rills, streams, and rivers runs together before emptying into a low place, drops of rain falling on a large area of land can all end up in the same spot. A _____ is an area of land in which all water falling on it drains to the same place. When too much rain or a blockage happens during the downhill rush of the water, it may overflow its channel! We call this a _____.

2. Watch: Ask your teacher whether you will do a demonstration for this topic. (Worksheet #11)

3. Explain: Tell your teacher what happens in *The Faithfulness of the Nile* between the time when the raindrop falls from a cloud and the time when it arrives at Lake Tana. Try to use these vocabulary words: rill, stream, lake. (Worksheet #12)

4. Questions:
   - ❑ Have you visited a stream or river recently, or watched raindrops race to join each other as they fall down a window? What do you remember about it? Did it make you wonder where the water comes from?
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic? If so, write them down so that you can remember and maybe find out more about them!

Groundwater (Thread #2, *Tapestry Science Reader* Chapter 5)

1. Name: When water soaks into the ground, we call it _____. This kind of water flows underground in the spaces between rocks and soil. It can be absorbed by plants' roots. When water comes gushing out of the ground, we call it a _____. When water comes out of the ground in a desert, it is called an _____, and it provides life to plants and animals in a place that would otherwise be dry and barren.

2. Watch: Ask your teacher whether you will do a demonstration for this topic. (Worksheet #11)

3. Explain: Tell your teacher what happens in *The Faithfulness of the Nile* between the time when the raindrop leaves Lake Tana and the time when it arrives in the desert. Try to use these vocabulary words: groundwater, spring, oasis. (Worksheet #12)

4. Question:
   - ❑ Have you ever seen water bubble up out of a drinking fountain? Can you imagine it bubbling up out of the ground like that? Does it seem safer to you to drink surface water or groundwater? Why?
   - ❑ ●● If gravity pulls water downhill, what do you suppose causes the water to gush up from underground?
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic? If so, write them down so that you can remember and maybe find out more about them!

●● **Erosion (Thread #3, *Tapestry Science Reader* Chapter 6)**

1. Water in a water channel sometimes falls freely right over a cliff! We call this a _____ or, if it is a very big one, we call it a _____. The movement of water, whether falling from a great height or simply bustling along at a good speed in its water channel, can also make other things move. As water moves downhill in a rill, it pushes at bits of soil, clay, and sand. As the water enters a stream or a large river, or lands hard on soil and sand after falling over rocks, the movement of so much water is enough to carry large amounts of dirt bits and also pebbles, rocks, or even boulders. All of this material that is broken down and moved by water is called _____. This force of water wearing away at land is called _____. Over time, water can cut huge cracks in soil and even through rock!

2. Watch: Ask your teacher whether you will do a demonstration for this topic. (Worksheet #11)

3. Explain: Tell your teacher what happens in *The Faithfulness of the Nile* between the time when the raindrop leaves leaves the desert and the time when it arrives in Egypt. Try to use these vocabulary words: waterfall, cateract, erosion. (Worksheet #12)

4. Question:
   - ❑ Is it possible that enough drops of water over time could cut a mountain in half? What do you think?
   - ❑ Is it strange to you that the destruction of land in one place (erosion) can become a gift of land to people in another place (fertile mud for the fields)?
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic? If so, write them down so that you can remember and maybe find out more about them!

●● Sedimentation (Thread #4, *Tapestry Science Reader* Chapter 7)

1. Name: While the water is moving, the sediment does not settle because the water is holding it up. However, as the water slows down, its energy lessens, and the river begins to drop its load. This is called _____. In a way, this process is the opposite of erosion: instead of being last to move as happens in erosion, the largest and heaviest pebbles settle first in sedimentation, followed by the smaller pebbles, sand, and dirt. Large amounts of moving water carry the most sediment! Floods, which have enough energy to move big loads, leave behind large amounts of sediment.

2. Watch: Ask your teacher whether you will do a demonstration for this topic. (Worksheet #11)

3. Explain: Using the vocabulary word "sedimentation," explain to your teacher how the yearly flooding of the Nile left behind rich soil in what would otherwise be a dry, dead desert. (Worksheet #12)

4. Question:
   - ❑ ●●● You learned in Chapter 2 of this week's story that the Nile, which the Egyptians believed was a god named Hapi, brought a gift of mud that was wonderful for growing crops. Imagine that you have time-traveled to Ancient Egypt to witness the flooding of the Nile for yourself. What would you say if you visited Khunanup's village just as his grandfather was finished the story about Hapi? Would you agree with him that the Nile river is a god who brings gifts of mud to Egypt? What might you say instead?
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic? If so, write them down so that you can remember and maybe find out more about them!

●●● Irrigation and Water Technology (Thread #5, *Tapestry Science Reader* Chapter 7)

1. Name: All living things, including humans, rely on water for life. Because of this, humans have invented _____ to direct water and sediment in a way that is useful for farming. They also invented simple machines to do work of getting water to the right places, and some of these ancient technologies are still being used in the world today! For example, a shadoof uses a pole as a lever (like a teeter-totter) to lift water from a water source to a field. A _____ is a waterway dug to conduct water in a certain direction. A _____ holds water until it is needed, and a _____ is sometimes built to block the flow of water and form a reservoir.

2. Watch: Ask your teacher whether you will do a demonstration for this topic. (Worksheet #11)

3. Explain: Tell your teacher how river technologies work to help Egyptians use the gift of mud in *The Faithfulness of the Nile*. Try to use these vocabulary words: irrigation, canal, dam, reservoir. (Worksheet #12)

4. Question:
   - ❑ People are often surprised to learn that ancient peoples had many interesting technologies of their own. Before you did your reading this week, did you realize that the Ancient Egyptians had technologies like these? Can you think of any technologies that are more important than the ones that help us to collect and use water?
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic? If so, write them down so that you can remember and maybe find out more about them!

Introduction

In this Science study, we will learn about water. This week, we will study the Nile River and learn how important it was to the ancient Egyptians. Next week, we will look at water that has made its way to the sea or ocean. The last week of this Science study will teach us about water that has evaporated to form water vapor, which is part of the weather. This whole process is called the water cycle!

To this day, Egyptians celebrate an annual flood festival known as Wafaa El-Nil "The Faithfulness of the Nile." As you read our story called *The Faithfulness of the Nile* this week, you can also start to ask yourself some questions. For example, where does the Nile River begin? Where does it end? What jobs does it do along the way? Most importantly, what is the special gift that the river brings to Egypt during the flood season each year?

Your student will quickly learn about science is that we do not have answers to all the questions we can ask about the world God has made. Science is very humbling that way. However, we can ask questions, and often there *are* satisfying answers to discover. We will also ask your student questions in each of this week's science topics. We hope you will help him not to feel frustrated if he has trouble answering these. Our questions are designed to help him *start* thinking, and he may need your help to *finish* thinking (or at least make progress in thinking) during your class discussion.

A final note: you will see yellow dots on some of the Threads in the box below. No yellow dot means "this is for everybody." Two or three yellow dots mean "this might be just for older students; ask your teacher first." For more about this, please see the *Teaching Upper Grammar Science* document on the *Loom*.

Threads

1. Learn about rivers, runoff, and watersheds
2. Learn about groundwater
3. ●● Also, learn about erosion
4. ●● Also, learn about sedimentation
5. ●●● Also, earn about irrigation and water technology

Reading & Worksheets

- ❑ Reading
  - ❑ *Weft* Reader: *The Faithfulness of the Nile*
  - ❑ Exodus 2:1-10 (or read about the birth of Moses in a Bible story book)
  - ❑ Optional: See the Alternate Booklist for other books that your student may enjoy this week.

Teacher Checklist

- ❑ Materials: Choose which demonstrations, experiments, activities, projects, extra readings, or media you want to include with this week's Science studies for your student.
- ❑ Optional Worksheet(s): If you want your student to use a worksheet this week, look for Worksheet Tags in the Class Discussion script below (for example, there are tags at the end of Exercises #2 and #3 under the "Surface Water" topic on the next page) and print those worksheets for your student. Please note that all demonstrations are optional, so your student does not have tags for those worksheets; if you want to use those worksheets, you will need to both print the worksheet for class and instruct him to fill it out in class.

Vocabulary

- ❑ Canal: A waterway dug to conduct water in a certain direction
- ❑ Cateract: A large waterfall
- ❑ Dam: A barrier built to block the flow of water and form a reservoir
- ❑ Erosion: Water wearing away soil, sand, and rock
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- ❑ Waterfall: A water channel in freefall
- ❑ Watershed: An area of land in which all water drains to the same place

Class Discussion

Fun Question: Moses in his basket would have floated past all kinds of creatures that lived in the Nile. Some might be cute and curious, but others might be hungry and dangerous. If God had not kept Moses safe, he might not have survived! Based on your reading, can you name some animals that might have been cute and curious, or hungry and dangerous, as they watched a basket floating along the Nile with a baby in it? *Fish, monitor lizards, ibis, and geese might have been cute and curious, but crocodiles, hippos, and snakes might have been hungry and dangerous!*

Surface Water (Thread #1, *Tapestry Science Reader* Chapters 1-4)

1. Name: Water that does not sink into the ground runs along the surface. Because of a pulling-down force called gravity, water always flows downhill to the lowest place it can find. When it rains, small and temporary water channels called *rills* form in the ground. These come together to form larger and more permanent channels of water, called *streams*. Then, *those* larger channels flow downhill and come together to form even bigger and more permanent channels called *rivers*. Water is so eager to go downward that it will even tumble in freefall over rocks or cliffs in a *waterfall* or sometimes in an even bigger *cateract*. Eventually, the water reaches the lowest spot it can find, which is often an ocean, but sometimes it is a large inland body of water called a *lake*. Since water from many rills, streams, and rivers runs together before emptying into a low place, drops of rain falling on a large area of land can all end up in the same spot. A *watershed* is an area of land in which all water falling on it drains to the same place. When too much rain or a blockage happens during the downhill rush of the water, it may overflow its channel! We call this a *flood*.

2. Watch:
   - ❑ Map Your Own Watershed: Do you know what watershed you live in? What path would a drop of water falling in your own backyard take to the sea? Look at a map with your students and find the closest creek or river. Follow the map to discover its source, and then go the other way to find where it ends.
   - ❑ Trace the Nile: With your student, find the Nile River on a map and follow it to its two sources—the Blue Nile and the White Nile. Then, follow its path to the sea. If you wish, have your student draw the Nile on a blank map and file it in his student notebook.

3. Explain: Tell your teacher what happens in *The Faithfulness of the Nile* between the time when the raindrop falls from a cloud and the time when it arrives at Lake Tana. Try to use these vocabulary words: rill, stream, lake. (Worksheet #12) [1]
   Answers will vary somewhat, but your student should be able to articulate that the drop (also called Hapi throughout the story) falls in the Ethiopian Highlands and joins other drops to form first a small and temporary water channel called a rill, then a larger and more permanent channel called a stream, up until the point where it empties into a lake called Lake Tana.

4. Question:
   - ❑ Have you visited a stream or river recently, or watched raindrops race to join each other as they fall down a window? What do you remember about it? Did it make you wonder where the water comes from?
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic?
     Answers will vary, but we encourage you to entertain your student's question and perhaps be willing to help him do some additional research to find answers.

Groundwater (Thread #2, *Tapestry Science Reader* Chapter 5)

1. Name: When water soaks into the ground, we call it *groundwater.* This kind of water flows underground in the spaces between rocks and soil. It can be absorbed by plants' roots. When water comes out of the ground, we call it a *spring.* When water comes out of the ground in a desert, it is called an *oasis*, and it provides life to plants and animals in a place that would otherwise be dry and barren.

2. Watch: (Worksheet #11) [2]
   - ❑ Soaking and Flowing Water
     - ❑ Take a dry sponge and set it on a plate. Wet your fingers in the kitchen faucet and drip water on the sponge (or invite a student to do this). Ask, "What happens? Does the water run out from the sponge?" The answer is "No!" This demonstration represents the water soaking into the ground.
     - ❑ Now turn the water in the faucet to a steady drip or a thin stream and let the water fall onto the sponge again. Ask, "What happens? Does the water run out onto the plate, or does it stay in the sponge?" The answer is that the water will saturate the sponge and begin to flow away from it. If you tip the plate, the water will flow downward. This represents water beginning to flow underground after it saturates the earth.
   - ❑ Underground Hose
     - ❑ Take a hose and attach it to an outdoor faucet.
     - ❑ Bury a few feet of the hose under soil or sand, or simply run it under a tarp so that it pokes out the other end.
     - ❑ Turn on the facet to achieve the effect of water gushing up from underground.

3. Explain: Tell your teacher what happens in *The Faithfulness of the Nile* between the time when the raindrop leaves Lake Tana and the time when it arrives in the desert. Try to use these vocabulary words: groundwater, spring, oasis. (Worksheet #12)
   - ❑ *Answers may vary, but the student should be able to articulate that the raindrop (now part of the Nile, also called Hapi) leaves Lake Tana and soaks into the ground. It becomes groundwater, flowing under the desert for several days. In the story, the raindrop also springs up from the desert as part of an oasis.*
   - ❑ You may also want to help your student make connections between the story and the demonstration, if you did it.

1 Worksheet #12 is a simple worksheet designed to give students room to write their answer to this question in advance if you prefer to have written work rather than oral narration. Students may also decorate the worksheet with drawings or stickers.
2 Worksheet 11 provides a simplified "lab report" format for your student. It will allow him to take notes on the materials, process, and results of the demonstration.

4. Question:
   - ❑ Have you ever seen water bubble up out of a drinking fountain? Can you imagine it bubbling up out of the ground like that? Does it seem safer to you to drink surface water or groundwater? Why?
     Answers will vary. Groundwater is generally safer to drink because the earth through which it soaks acts as a type of filtration system that helps to purify it.
   - ❑ ●● If gravity pulls water downhill, what do you suppose causes the water to gush up from underground?
     Answers will vary, but the general reason is "pressure." In the story, the raindrop is forced back to the surface because it encounters underground limestone. The stone blocks the raindrop's path, and it must move foward, so it goes up.
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic?
     Answers will vary, but we encourage you to entertain your student's question and perhaps be willing to help him do some additional research to find answers.

●● Erosion (Thread #3, *Tapestry Science Reader* Chapter 6)

1. Water in a water channel sometimes falls freely right over a cliff! We call this a *waterfall* or, if it is a very big one, we call it a *cateract*. The movement of water, whether falling from a great height or simply bustling along at a good speed in its water channel, can also make other things move. As water moves downhill in a rill, it pushes at bits of soil, clay, and sand. As the water enters a stream or a large river, or lands hard on soil and sand after falling over rocks, the movement of so much water is enough to carry large amounts of dirt bits and also pebbles, rocks, or even boulders. All of this material that is broken down and moved by water is called *sediment*. This force of water wearing away at land is called *erosion*. Over time, water can cut huge cracks in soil and even through rock!

2. Watch: (Worksheet #11)
   - ❑ Experiment with Erosion: Pour water out onto soft soil or sand from different heights and note how many particles are torn away by the diffferent forces of moving water. You might use a pitcher of water in your backyard, or a pitcher and a dish of sand in your kitchen.
   - ❑ Example of the Grand Canyon: Look with your student at pictures or a video of the Grand Canyon and explain to him that the canyon was carved through erosion.

3. Explain: Tell your teacher what happens in *The Faithfulness of the Nile* between the time when the raindrop leaves leaves the desert and the time when it arrives in Egypt. Try to use these vocabulary words: waterfall, cateract, erosion. (Worksheet #12)
   Answers may vary, but the student should be able to articulate that the raindrop continues its journey and eventually falls over rocks in a waterfall at the spot that the Ethiopians call the First Cataract (naming this place counts as using the word "cateract" because a cateract is simply a larger waterfall). When the raindrop lands, it tears away soil and carries that soil along with it, a process called erosion.

4. Question:
   - ❑ Is it possible that enough drops of water over time could cut a mountain in half? What do you think?
     Answers will vary. If you did the Grand Canyon demonstration this week, you have a clear example to show that, indeed, water can cut massive amounts of rock in half. You might also point to the story of the Flood in the Bible as an example of water pressure that may have caused massive land transformations.
   - ❑ Is it strange to you that the destruction of land in one place (erosion) can become a gift of land to people in another place (fertile mud for the fields)?
     Answers will vary. This idea may seem a bit strange at first, but we think it is a marvelous demonstration of God's kindness to Egypt. God also allowed Moses to be torn from his family, but later used Moses to free his whole nation. Similarly, Joseph was torn from his father so that he might help to provide for his family later [Genesis 50:20]) and Christ was torn for our healing. As is written in Hosea 6:1a, "Come, let us return to the LORD; for he has torn us, that he may heal us."
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic?
     Answers will vary, but we encourage you to entertain your student's question and perhaps be willing to help him do some additional research to find answers.

●● Sedimentation (Thread #4, *Tapestry Science Reader* Chapter 7)

1. While the water is moving, the sediment does not settle because the water is holding it up. However, as the water slows down, its energy lessens, and the river begins to drop its load. This is called *sedimentation*. In a way, this process is the opposite of erosion: instead of being last to move as happens in erosion, the largest and heaviest pebbles settle first in sedimentation, followed by the smaller pebbles, sand, and dirt. Large amounts of moving water carry the most sediment! For example, where a river empties into the sea, the water slows and drops sediment from an entire watershed, forming a fertile river *delta*. Floods, which have enough energy to move big loads, leave behind large amounts of sediment. Therefore, the yearly flooding of the Nile left behind rich soil in what would otherwise be a dry, dead desert.

2. Watch: Mix dirt (including pebbles, sand, and clay) with water in a jar. Shake it up. Then set it down and watch as the sediment settles. What settles to the bottom first? How long until the water looks clear? (Worksheet #11)

3. Explain: Using the vocabulary word "sedimentation," explain to your teacher how the yearly flooding of the Nile left behind rich soil in what would otherwise be a dry, dead desert. (Worksheet #12)
Answers may vary, but the student should be able to articulate that sedimentation is the process of sediment settling to the bottom of a water channel as the water slows. The annual flooding of the Nile river meant that a great deal of fast-moving water overflowed the banks of its channel and had enough force to tear away much loose dirt, carrying it towards the sea. Along the way, the dirt absorbed nutrients. When the overflowing Nile finally slowed and receded back into its normal channel, it left the mud spread out along the banks, which is sedimentation.

4. Question:
   - ❑ ●●● You learned in Chapter 2 of this week's story that the Nile, which the Egyptians believed was a god named Hapi, brought a gift of mud that was wonderful for growing crops. Imagine that you have time-traveled to Ancient Egypt to witness the flooding of the Nile for yourself. What would you say if you visited Khunanup's village just as his grandfather was finished the story about Hapi? Would you agree with him that the Nile river is a god who brings gifts of mud to Egypt? What might you say instead?
   Answers will vary. Assuming your student agrees that the Nile river is not a god but rather a body of water under the control of God the Father, who is the true giver of its annual mud-gift to Egypt. We hope you will help your student consider how he might gently but clearly express his belief to Khunanup and his friends.
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic?
   Answers will vary, but we encourage you to entertain your student's question and perhaps be willing to help him do some additional research to find answers.

●●● Irrigation and Water Technology (Thread #5, *Tapestry Science Reader* Chapter 7)

1. Name: All living things, including humans, rely on water for life. Because of this, humans have invented *irrigation* to direct water and sediment in a way that is useful for farming. They also invented simple machines to do work of getting water to the right places, and some of these ancient technologies are still being used in the world today! For example, a shadoof uses a pole as a lever (like a teeter-totter) to lift water from a water source to a field. A *canal* is a waterway dug to conduct water in a certain direction. A *reservoir* holds water until it is needed, and a *dam* is sometimes built to block the flow of water and form a reservoir.

2. Watch: Research and build an irrigation system model, such as a shadoof. Use a sandbox and water to create small channels, dams, and reservoires. (Worksheet #11)

3. Explain: Tell your teacher how river technologies work to help Egyptians use the gift of mud in *The Faithfulness of the Nile*. Try to use these vocabulary words: irrigation, canal, dam, reservoir. (Worksheet #12)
Answers may vary, but the student should be able to articulate that a shadoof uses a pole as a lever to lift water from a water source to a field, a canal is a waterway dug to conduct water in a certain direction, a reservoir holds water until it is needed, and a dam is sometimes built to block the flow of water and form a reservoir. All these work together to direct life-giving water to the driest places and help move the mud to gardens.

4. Question:
   - ❑ People are often surprised to learn that ancient peoples had many interesting technologies of their own. Before you did your reading this week, did you realize that the Ancient Egyptians had technologies like these? Can you think of any technologies that are more important than the ones that help us to collect and use water? *Answers may vary, but the technology of Ancient Egypt was certainly sophisticated, and there are certainly few technologies more precious than those that allow humans to capture and store life-giving water!*
   - ❑ Did you have any new ideas, questions, or discoveries of your own as you were studying this science topic? *Answers will vary, but we encourage you to entertain your student's question and perhaps be willing to help him do some additional research to find answers.*

Project Idea

This week's project idea is a Creek Study. This study might take a few hours up to a few days. The student would use the worksheets provided in the Worksheets Library, and he would try to answer some of the following question:

- ❑ Where does the water come from? Where does it go?
- ❑ How clear is the water? Is the river carrying sediment?
- ❑ Are there signs of erosion of the river bank?
- ❑ How does the river change after a rain?
- ❑ What kinds of plants and animals can be found along the river?
- ❑ Can you dig a small side-channel or dam a small part of the creek to create a reservoir?