A Day in the Life of the Hudson River (Snapshot Day)
Date of Event: ________________
http://www.ldeo.columbia.edu/edu/k12/snapshotday/

PREDICT – OBSERVE – EXPLAIN!

PREDICTIONS
To be completed before the event

Your name ________________________________
Your school ________________________________
Name of sampling site ________________________________
Locate and mark your sampling site on this map

The questions below ask you to predict what you will find when you sample at this year’s event. To help you make these predictions, use the link above to look at data from past Day in the Life events at or near your site (we suggest you look at more than one year’s results.) You may also look at up-to-the-minute data available on the HRECOS website (http://www.hrecos.org). Don’t forget to include units when you write down your predictions!

What do you expect the water temperature to be at your site for “A Day in the Life of the Hudson River?”

What do you expect the salinity to be?

What do expect the dissolved oxygen (DO) concentration to be?

What kinds of fish do you think you’ll see or catch?

Do you think your Day in the Life data will be like year’s or will it be different? Why?
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OBSERVE – EXPLAIN
DATA FROM “DAY IN THE LIFE”
To be completed after the event

Your name______________________________________
Your school_____________________________________
Name of sampling site____________________________
Locate and mark your sampling site on this map

What were the actual results at your site this year? Don’t forget units!
This year for ‘Day in the Life’ what was the water temperature at your site?
What was the salinity?
What was the dissolved oxygen (DO) concentration?
If you caught fish at your site, list two of the species you saw or caught, and one thing about each of them that you noticed.

How well did your predictions match your data? Why?

Reflect on your experiences during “A Day in the Life.” Find the location of your partner school on the river map and think about what you can say about your site to help them better understand your part of the estuary. Your teacher may suggest ways of doing this, but some ideas are to draw a picture of your site, write about something you caught, or write a poem or letter to describing your day on the river. Use the space below or use another sheet of paper.