### Lesson 3-1
#### Unit: Soils in the Environment
#### Topic: Introduction

<table>
<thead>
<tr>
<th>Lesson</th>
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<tbody>
<tr>
<td>- Provide table groups with pictures showing soil use.</td>
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<td>- Have each group use scrap paper to list all of the uses for soil they can find in the picture.</td>
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<td>- Have groups take turns supplying answers — record on chart paper.</td>
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<td>- Ask groups to add to their list any other uses for soil (not on the picture).</td>
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<td>- Add new answers to chart paper.</td>
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<td>- Give students a blank piece of paper and have them make a little page for the unit — include the word &quot;Soil&quot; and pictures showing soil use.</td>
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### Reminders

### Supplies Needed
- Picture
- Chart Paper
- Blank Paper

### Homework

### Notes
Lesson: 3.2  Unit: Soils in the Environment  Topic: What is in Soil

Lesson

- Explain task to students
  - Cover table with newspaper
  - Pour soil out
  - Sort into piles
  - Record observations
- Discuss appropriate behavior
  - No throwing
  - Keep soil on paper
  - Wash afterwards
  - Compost when done
- Hand out worksheet
- Student perform activity
- Clean up at end & leave lots of time

Reminders

Supplies Needed

- Soil
- Toothpicks
- Newspaper
- Magnifying glasses

Homework

Notes
**Lesson**

- Have students take out papers.
- Have student volunteers read each section of the page.
- Talk about each section individually, relating it to findings from previous class.
  - With humus: Talk about students rubbing the brown "dirt" in their fingers.
  - Ask them what part of soil it is in humus.
  - What is humus: decayed organisms.
- Students fill in organizer at bottom of page.
- Students then finish questions from previous lesson.

**Reminders**

**Supplies Needed**

**Homework**

**Notes**
Lesson 3-1
Unit: Soil is the environment
Topic: How Soil is Made

Lesson

- Hand out worksheets
- Instruct students to read through on their own
  → tell them there is a quiz on the back
  → inform them it is not to be worked (so don’t worry)
  → inform them that once they start quiz, they are not
  → to turn page back over
- Students read and do quiz
- Once students have struggled for a while, stop them and discuss
  the importance of taking their time when reading, and the importance
  of re-reading information to get a better understanding.
- Have students finish quiz by using front of page
- When done, students are to write quiz questions for their peers
- Take up answers at end of class

Reminders

Supplies Needed

- Work sheets

Homework

Notes
Lesson: 3-5  Unit: Soils in the Environment  Topic: Comparing Soils

### Lesson

- Review safety when dealing with soil → keep it on paper
  → No throwing
  → Wash hands
- Hand out worksheets
- Read through worksheet, explaining (clarifying) task
- Inform students that by the end of class they are to be done their observations (they do not need to be done their questions)
- Students perform experiment in groups of 2 - 3
- Clean up at end of class
  \[ \sim 10 \text{ minutes} \]

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### Reminders

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### Supplies Needed

- Newspaper
- Toothpicks
- Magnifying glasses
- 3 soil samples
- Worksheets

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### Homework

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### Notes

- Need \( \sim 7 - 10 \text{ minutes} \) more to do
  → Have students add multiple things to "other observations"
  → Have students start questions?
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Unit: Soils in the Environment</th>
<th>Topic: Separating Soil</th>
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- Explain that today we will start a new experiment, then will finish previous experiment with our remaining time.
- Hand out worksheet
- Read through fox on sand, silt, and clay
- Explain experiment
- Student perform task in --- groups (x depends on # of jars)
- When done as far as possible today, students then work on questions from previous experiment

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<tr>
<td>Soil</td>
<td>Water</td>
<td></td>
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<tr>
<td>Jars</td>
<td>Worksheets</td>
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Use pop bottles?
Lesson

- Inform students that today they will finish both of their previous experiments.
- Students start by observing their soil jars.
  * Do not touch
- Students then answer questions for both experiments.
- Save some time at the end of class to discuss results.

Reminders

Supplies Needed

- Jar of soil from previous class.

Homework

Notes
# Grade 3 Science

## Lesson: 3-8  Unit: Soils in the Environment  Topic: Drainage

### Lesson
- Review 3 types of soil: sand, silt, clay
- Review term: combination = mixture of all 3, often containing humus and decayed organisms
- Discuss today's experiment
- Students get partners, read through experiment
- Students then perform experiment
- Clean up at end of class

### Reminders

### Supplies Needed
- Soil samples
- Graduated cylinders
- Funnel
- Coffee filters
- Measuring cups
- Worksheets

### Homework

### Notes
Lesson: 3-9  Unit: Soils in the Environment  Topic: Composting

Lesson

- Bring green bin to compost
- Discuss contents
- Ask "What will happen with this when it leaves school?"
  → mixed with other compost
  → turned into soil.
- Explain worksheet
- Hand out worksheet
- Students work for remainder of period
- Take up answers if done early

Reminders

Supplies Needed

- Compost
- Worksheets

Homework

Notes
# Grade 3 Science

**Lesson:** 3-10  
**Unit:** Soils in the Environment  
**Topic:** Summary of Soils

## Lesson

- Explain today's task: Use previous worksheet to create a study sheet for a quiz to be written next week.
- Show students paper, explain that quiz will be very similar to review sheet.
- Allow students to work on study sheet.
  - Have done students come to clarify answers with others.
  - Students may then finish up other work.
- Take up answers as class.
- If time left, students may finish up other work or may begin studying for quiz.

## Reminders

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## Supplies Needed

- Study sheet  
- Answers (to be handed to accommodated students)

## Homework

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## Notes

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