



Do We Have Soil or Dirt in Our Garden?

NGSS Addressed

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

ELA CCSS Addressed

K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

3.W.8 Recall information from experiences; take brief notes on sources and sort evidence into provided categories.

4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, and categorize information, and provide a list of sources.

5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



Materials

Response journals, outside or inside garden/ plants to observe

Success Skills

- **Collaboration:** working in groups or pairs to observe garden.
- **Communication:** communication of observations.
- **Critical Thinking:** students analyze the current state of the garden or planting area.



Challenging Question

How can I make sure my seeds grow in the school garden?

(All Grades) Access Prior Knowledge

- Review the seed to table cycle with the class. Call attention to the Preparing the Soil stage.

Ask: How can we increase the chance of our garden growing?

- Chart answers (K-1) or have students share in their groups and take answers from the table groups.



Explore

Kindergarten through Fifth Grade Explore

In this lesson, students will:

- Apply knowledge from soil vs. dirt lesson, observing and determining whether the school garden contains soil or dirt. If the school does not have a school garden, students can observe the soil in planters in small groups.
- Record observations in response journals.
- Communicate thoughts on what they have observed. Support their statements with evidence from their observations.

Say: All good scientists observe in their work. We have been talking and reading about the difference between soil and dirt.

Review the difference between soil and dirt.

- We will walk to the school garden (or take turns observing plants in the school or classroom) to make conjectures on why you think we have soil or dirt in our garden. Remember to support your opinion with things that we learned in our last lesson.

Explain: Students need to make a drawing of what they see in the garden or container plants. They should be able to describe the drawing.

- When students have returned from the garden, give them five to ten Minutes to record or finish recording their observations.
- Lead a class discussion about what students saw (or didn't see) in the garden.

Kindergarten through Fifth Grade Revision and Reflection

Students respond to the following prompt: Do you think our garden or containers have soil or dirt? What does this mean for the seeds we will plant in the future?

