

Soil on the Move

Read local clues to explain changes from water and wind.

S3E1.c "Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline observations that show soil or pebbles moved, and circle the words that name the moving force, water or wind.

Clues Around the Schoolyard

- ① After a rainy week, Ms. Lee's class visited the edge of their schoolyard. Near a downspout, they saw a narrow groove in bare soil. Small pebbles rested at the bottom of the groove, while loose soil had collected farther away. The grass nearby held the soil in place. The students wrote what they saw before deciding what caused it.
- ② During rain, water from the roof runs through the downspout and lands in the same spot. Moving water can pick up tiny bits of soil and carry them downhill. This is why the groove may get deeper after many rains. When the water slows, it drops some soil and pebbles. The pile farther from the downspout is evidence that water moved material.
- ③ On another day, the class looked beside a dry playground fence. They noticed dry, loose soil gathered along the fence posts. The ground on the open side looked smoother and lower. Wind blowing across the playground can lift and roll loose soil. The fence slows the wind, so the soil can settle there. These observations support an explanation that wind changed the soil over time.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What are two observations near the downspout that show soil or pebbles may have moved?

2 How can rainwater make the groove deeper over time?

3 Which observation beside the fence is evidence that wind dropped soil there?

4 Use the fence observations to explain how wind changed the soil beside the playground.

3 YOUR TURN _____ Your own words

Choose a safe outdoor spot near your school or home. In the box, sketch two observations that show water or wind may have moved soil or small rocks. Then write exactly two sentences that name the moving force and explain how it could make the change over time.

PART 1 • READ AND MARK

Underline observations that show soil or pebbles moved, and circle the words that name the moving force, water or wind. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What are two observations near the downspout that show soil or pebbles may have moved?	A narrow groove was in the bare soil, and pebbles were at the bottom while loose soil had collected farther away.
2	How can rainwater make the groove deeper over time?	Moving water picks up tiny bits of soil and carries them downhill. Many rains can remove more soil and deepen the groove.
3	Which observation beside the fence is evidence that wind dropped soil there?	Dry, loose soil had gathered along the fence posts.
4	Use the fence observations to explain how wind changed the soil beside the playground.	Wind lifted and rolled loose soil across the playground. The fence slowed the wind, so soil settled along the fence posts, leaving the open side smoother and lower.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Sketch labels: shallow channel, downhill arrow, small stones at the lower end Rainwater can carry loose soil and small stones down the channel. Over many rains, the moving water can make the channel deeper and leave the stones at the lower end.

Accept sketches and explanations based on plausible local evidence, such as grooves, piles of soil, moved pebbles, or soil collected near a barrier. The two sentences should name water or wind and connect repeated movement to a change over time.