

Earth Clues

Students use spoken science clues to identify soil properties, soil movement, and water-body features.

1.10 "Earth and space. The student knows that the natural world includes earth materials that can be observed in systems and processes. The student is expected to: investigate and document the properties of particle size, shape, texture..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE CLUES _____

a	rough	smooth	blue
b	sand	clay	topsoil
c	stays	grows	moves

2 WATER MATCHES _____

ocean	•	•	flows
pond	•	•	saltwater
river	•	•	freshwater

HOW TO RUN THIS PAGE

Read each clue and choice aloud, then have students make the matching mark on the page. Students use observable-property words and simple descriptions of moving water to show their science thinking.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE CLUES

SAY “Listen to each science clue. I will read the choices in every row, then you will circle one answer.”

ROW	SAY	STUDENTS CIRCLE
a	A soil sample feels gritty. Which word, rough, smooth, or blue, describes its texture? Circle your answer.	rough
b	A soil has very tiny particles that stick together. Which soil might it be, sand, clay, or topsoil? Circle your answer.	clay
c	After rain, water runs down a hill and carries tiny rock pieces. Do the pieces stay, grow, or move to a new place? Circle your answer.	moves

PART 2 • WATER MATCHES

SAY “Look at the water-place words on the left and the feature words on the right. I will read them aloud. Draw a line from each water place to the feature that matches it.”

- **ocean** matches **saltwater**
- **pond** matches **freshwater**
- **river** matches **flows**

WHAT TO ACCEPT

Circle rows: rough, clay, moves. Match ocean to saltwater, pond to freshwater, and river to flows. Accept a clear line that connects each intended pair.