

Garden Safety Detectives

Read how a class uses safe investigation habits.

2.1.C “identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency-approved safety standards;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action that helps people, plants, or tools stay safe during the investigation.

A Careful Garden Investigation

- ① Before the class walked to the school garden, Ms. Lee gave each team a tray and a hand lens. Students washed their hands, tied back long hair, and listened as she pointed out the path they would use.
- ② At the garden, teams stayed with their teacher and used walking feet on the path. They held the hand lens over a leaf without touching the plant. Nobody tasted berries, soil, or insects, even if they looked interesting.
- ③ When the investigation ended, students placed tools in the tray and told Ms. Lee about a loose stone near the path. Back in class, they washed their hands again. Reporting a problem helps everyone use the investigation space safely.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name two things students did before they walked to the garden.

2 How did teams safely use the path and the hand lens at the garden?

3 What problem did students tell Ms. Lee about, and what did they do back in class?

3 YOUR TURN _____ Your own words

Make a safety plan for a classroom investigation, such as looking at rocks or mixing water and sand. Fill in one row for before, during, and after the investigation. Write a safe action and why it helps.

TIME	MY SAFE ACTION	WHY IT HELPS

PART 1 • READ AND MARK

Underline each action that helps people, plants, or tools stay safe during the investigation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name two things students did before they walked to the garden.	They washed their hands and tied back long hair.
2	How did teams safely use the path and the hand lens at the garden?	They used walking feet on the path and held the hand lens over a leaf without touching the plant.
3	What problem did students tell Ms. Lee about, and what did they do back in class?	They told her about a loose stone near the path, then washed their hands.

PART 3 • YOUR TURN (SAMPLE ANSWER)

TIME	MY SAFE ACTION	WHY IT HELPS
Before	I put on goggles when my teacher tells me to.	They protect my eyes.
During	I keep water away from the edge of my desk.	It helps prevent spills.
After	I wipe up water and return supplies.	The area stays safe.

For Question 1, accept only any two of these actions done before going outside: washed hands, tied back long hair, or listened to directions about the path. For the safety plan, accept sensible actions that fit the stated time and include a reasonable safety reason.