

Garden Safety Detectives

Read how a class uses safe habits during a soil investigation.

3.1.C “demonstrate safe practices and the use of safety equipment 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 every action that helps keep students safe. Circle each piece of safety equipment or tool used during the investigation.

Soil Study Safety

- ① Ms. Chen's class is investigating which schoolyard spot has the wettest soil. Before going outside, students listen to directions and wear closed-toe shoes. Each student checks that a partner has a small hand trowel and a labeled cup. They carry tools pointed down and walk, never run, to the garden bed, where the teacher has chosen a safe place to work.
- ② At the garden bed, the teacher marks the work area with cones. Students put on safety goggles before using trowels near loose soil. They dig only in the marked place and keep each trowel pointed away from their bodies. No one tastes soil or touches eyes or face. Each student stays with the group and tells the teacher about any sharp object or insect.
- ③ When collection ends, students set the trowels on a tray with handles easy to reach. They place their soil cups in the class bin and remove goggles as the teacher directs. Back inside, everyone washes hands with soap and water. The class shares observations, but students report a cut, a spill, or broken equipment to the teacher right away.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 According to paragraph 1, what are the two actions students take as they travel to the garden bed?

2 What protective equipment do students put on before using trowels near loose soil?

3 What should a student do after finding a sharp object or an insect?

4 After collection, what do students do with the trowels, and how do they clean their hands?

3 YOUR TURN _____ Your own words

Your class will investigate how shade changes the temperature of leaves. Write a three-step safety plan. Include one safe action for moving to the site, one tool-use action, and one cleanup or reporting action.

PART 1 • READ AND MARK

Underline every action that helps keep students safe. Circle each piece of safety equipment or tool used during the investigation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	According to paragraph 1, what are the two actions students take as they travel to the garden bed?	They carry tools pointed down, and they walk instead of running.
2	What protective equipment do students put on before using trowels near loose soil?	Safety goggles.
3	What should a student do after finding a sharp object or an insect?	Tell the teacher.
4	After collection, what do students do with the trowels, and how do they clean their hands?	They set the trowels on a tray and wash their hands with soap and water.

PART 3 • YOUR TURN (SAMPLE ANSWER)

1. I will walk with my group to the shady site in closed-toe shoes. 2. I will carry the digital thermometer carefully and use it as the teacher shows me. 3. I will put the tool away and tell the teacher if it is broken.

For Question 1, require both actions: carrying tools pointed down and walking instead of running. Accept safety plans that include all three requested parts and use safe, appropriate actions.