

## Daily Lesson Plan

(DLP)

<b>Topic: Soil Preparation</b>		Day: 2
<b>Grade: 2-3</b>	<b>Lesson Name: Soil Preparation</b>	<b>Time : (60 Mins.)</b>

Topic	<b>Soil Preparation</b>		
Weekly keywords	Clay, peat, percolating, sand, etc.		
Seating plan	<input type="checkbox"/> Individual	<input type="checkbox"/> Pairs	Group of 4
Skill development	<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Reflection <input type="checkbox"/> Other (Specify)	<input checked="" type="checkbox"/> Writing <input type="checkbox"/> Illustration	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Presentation <input type="checkbox"/> Collaboration <input type="checkbox"/> Observation <input type="checkbox"/> Research

<b>Objectives:</b> ➤ The students will be able to:	➤ Practically learn about water movement in soil
<b>Teaching Resources:</b>	Several small tubes with either sand or soil held in the tubes by Cheesecloth and Rubber bands Small graduated cylinders Water bottle Pans to catch water Small chalkboard One tube with clay in it as a demonstration Large beaker for wastewater
<b>Teaching Learning Strategies</b>	
<b>Introduction: Oral Discussion:</b> Begin the lesson by asking the students to the soil profile. Take their responses and give feedback. <b>Methodology:</b> <b>Activity: Water movement through Soil—Water races</b> Students will time how long it takes for water to travel through clay, peat, sand or soil. Clay and peat need to be done just once by the instructors to demonstrate how the experiment is done-water moves very slowly through clay-it will likely not move through over the time we are with the students, Peat moves really fast often too short for students to start to count. Each cylinder is filled with either sand or soil. Have the students look at sand and soil as well as the tube with clay.	

The sand and soil columns should be the same height. I: "If we pour water into each of these materials what do you think will happen?"

**Verbal Hypotheses:** Start with the clay tube and demonstrate how to pour water on top of the soil.

Ask students to work together. One student will pour 15 ml of water from a small graduated cylinder it into the top of soil/sand cylinders the other will hold it. Students need to hold the cylinder so everyone can see the water percolating through the sand or soil.

Ask the students to start counting (1 Mississippi...) from the time the water is poured until there is no more water above the soil or sand.

Write in a prepared table the time in seconds that it took for all the water to move into the sand and soil. Each pair of students will go through the procedure with sand or soil so there is replication.

Ask students to write the results in their notebooks. Ask students what they observed and what the data they collected means.

(The water should travel faster through the sand than soil.)

**Learning issues:** Is water present in the soil? When is a lot of water likely to be in soil?

**(After precipitation)** Plants need water to live, just like us. What happens if water travels too fast through soil, will plants be able to absorb it? We see that water moves through soil at different rates depending on how much sand, silt, clay, and organic matter is in a particular soil. Which soil is likely to hold water longer so plants can absorb it (get good long drinks)?

**Wrap up (5mins.):** Wind up the lesson by asking the students to share their observations.

**Home Assessment:**

Revise the work done

**Worksheet**

**Lesson Evaluation:**

- Teacher was able to accomplish all aspects of the lesson well ☐
- Teacher was not able to ..... do warm up activity ☐,
- develop lesson plan well ☐,
- do the learning activity ☐,
- do wrap up ☐,
- accomplish lesson objective ☐,
- manage time well ☐,
- manage class well ☐

### Worksheet Day

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Topic: Soil Preparation

Subject: Science

1. What are the types of soil?

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2. What are the steps of soil preparation?

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