

EDIBLE SOIL

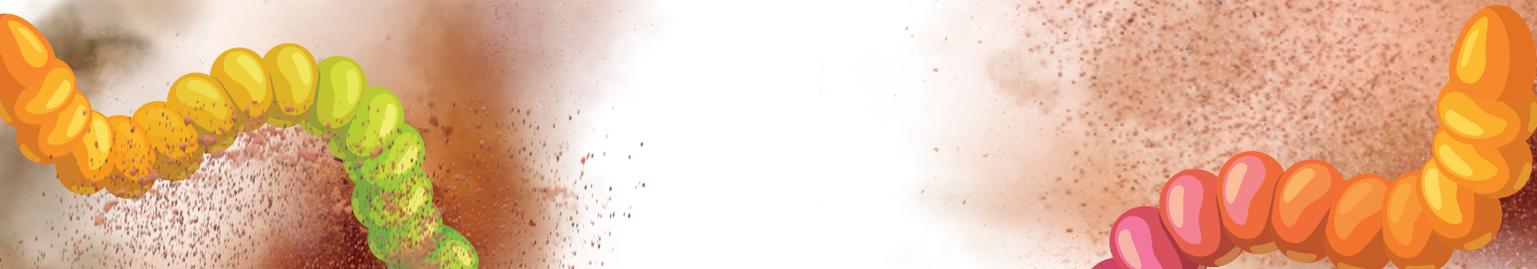
ESTIMATED TEACHING TIME: 30 minutes; 10 minutes prep time

MATERIALS NEEDED

- Clear, plastic cups (1 per student)
- Spoons
- 5 serving bowls
- Plastic gloves for server
- Labels for each soil layer ingredient
- 2-3 boxes chocolate pudding (prepared)
- Chocolate sandwich cookies (crushed)
- M&M's
- Sprinkles
- Gummy worms for each student

PREPARE AHEAD

1. **Purchase** ingredients for Edible Soil Profile.
2. **Prepare** the pudding according to the directions on the package.
3. **Place** chocolate sandwich cookies into a sealed plastic bag and crush using a rolling pin. Alternatively, use a food processor to crush the cookies.
4. **Set out** 5 bowls and spoons with the ingredients to be served from.
5. **Have** plastic gloves for people serving gummy worms.
6. **Arrange** ingredients along a long table buffet style in order from the bottom to the top of their soil profile ingredients.
7. **Label** each ingredient as its appropriate soil layer.



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LEVEL: 3RD-4TH GRADE

SUBJECT: SCIENCE

STANDARD: EARTH SYSTEMS

BENCHMARK:

Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for those changes.

INDICATOR:

Students identify layers of soil in soil profile.

ACTIVITY DESCRIPTION:

Students will use edible ingredients to create a soil profile. They will learn about the different layers of soil and the components that make up a soil profile.

PROCEDURE

1. Have students wash their hands to prepare for the lesson.
2. Review the layers of a soil profile, and tell the students they will be making their own edible soil profile.
3. Demonstrate how each soil layer is represented and what the profile should look like. You may have the attached diagram available for review.
4. Place each soil layer ingredient by its appropriate label
 - a. **Candy-Coated Chocolate** = 'Parent Material'
 - b. **Chocolate Pudding** = 'Subsoil'
 - c. **Crushed Chocolate Sandwich Cookies** = 'Topsoil'
 - d. **Sprinkles** = 'Residue'
 - e. **Gummy Worms** = 'Earthworms' or 'Organisms'.
5. Demonstrate making the soil horizons of your edible soil.
6. Put a spoonful of candy-coated chocolates into the bottom of an individual cup; discuss what Parent Material is. Repeat this procedure with the pudding (Subsoil), followed by cookie crumbs (Topsoil), sprinkles (Residue), and finally a gummy worm (Earthworms or organisms).
7. Allow each student to prepare their own Edible Soil. **Enjoy!**





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BACKGROUND INFORMATION

How Soil is Formed:

It takes soil several years to form from a starting point of bedrock or parent material. As time goes by, good-quality soil will develop four or more distinct layers. The soil will be composed of inorganic and organic components such as minerals, air, water, and plant and animal material.

At the surface is the **O horizon**, a layer of organic material, usually partly decomposed, also called residue or leaf litter.

Next is the **A horizon**, known as topsoil. Most plant roots grow in this layer and it holds most of the soil's nutrients.

The **B horizon**, or subsoil, contains sand, silt, and clay. Soils are classified according to their texture. Soil texture is determined by the amount of sand, silt, or clay in the soil.

The **C horizon** is partially broken down bedrock.

The last layer is the **R horizon**. These layers make up the parent material. Some classification schemes add other layers, but these are the simplest forms. The deeper the O and A layers are, the richer the soil. Soil profiles vary greatly from location to location. For this activity, we use the terms: parent material, subsoil, topsoil, and residue.

How Soil is Lost:

The loss of soil is called erosion. Erosion occurs when soil is moved by water, wind, or gravity. Several conservation practices that help prevent soil erosion include: planting trees to slow the speed of the wind, securing topsoil with plant roots, and using terraces to carry run-off water away from bare topsoil. There are many methods that farmers and conservationists have utilized to protect the fertile, productive soil. They include reducing the frequency of tillage, planting cover crops during dormant seasons, farming along the contour of the land (contour farming), planting crops in a strip cropping pattern, utilizing crop rotations, planting and maintaining shelterbelts (windbreaks), and planting grass waterways and terraces.



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TEACHERS NOTES

Discussion Questions:

1. Which layer is represented by the candy coated chocolate? (Parent Material)
2. Which layer does the pudding mixture represent? (Subsoil)
3. Which layer is represented by the crushed cookies? (Topsoil)
4. Why are soils with deeper topsoil layers more productive? (More room for plant root growth and development, and also more nutrient storage capacity)
5. What did the sprinkle layer represent? (Residue)
6. What types of organisms live in soil and aid in soil production? (Earthworms, bugs, grubs, etc.)
7. Where have you seen the four soil layers exposed? (In a creek bed or along the side of the road where the hill was cut away, etc.)
8. Where have you seen erosion? (Ditches in a field or road, soil blowing during dry summer, canyon)
9. Describe the appearance of the erosion. What did you notice? Identify and brainstorm if it was caused by wind, water, or gravity.
10. How might it have been prevented?
11. What are at least four conservational practices farmers are currently doing to decrease soil erosion? (Reducing the frequency of tillage, planting cover crops during dormant seasons, farming along the contour of the land (contour farming), planting crops in a strip cropping pattern, utilizing crop rotations, planting and maintaining shelter-belts (windbreaks), and planting grass waterways and terraces)