

**Project FOCUS  
Best Lessons  
THIRD GRADE**

**Title of Lesson:** Water Pollution

**Theme:** Ecology

**Unit Number:**            **Unit Title:** Pollution and Conservation

**Performance Standard(s) Covered (enter code):**

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

d. Explain what will happen to an organism if the habitat is changed.

S3L2. Students will recognize the effects of pollution and humans on the environment.

a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.

**Enduring Standards (objectives of activity):**

**Habits of Mind**

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

**Content (key terms and topics covered):**

Pollution

Environment

Habitat

Survive

**Learning Activity (Description in Steps)**

**Abstract (limit 100 characters):** This is a short demonstration suitable for use in conjunction with a more detailed water pollution 1

**Details:**

First, prepare the “oil spill in a jar” by filling it 2/3 of the way with water and the rest of the way with oil. Prepare another jar with clean water. Have students dip feathers and fur into oil to model how animals are affected by oil spills. Students may also dip clean feathers and fur into the water jar as a comparison. Record observations. Discuss as a class why an oil spill of this type would be problematic for the animals.

**Materials Needed (Type and Quantity):**

- Clear containers, preferably with lid- 2 per classroom or group
- Baby oil
- Feathers, fake fur - 1 per group or student

- **Optional: model marine animals such as fish**

**Notes and Tips (suggested changes, alternative methods, cautions):**

- **Tip: It may be useful to dye the water blue so the students can easily differentiate between the water and oil. Shake the jar and watch the oil settle on the surface. Question the students about why that would be a problem.**

- **Tip: Using motor oil would be an even more effective visual. When using any oil, monitor students closely.**

**Sources/References:**

**1) Originally submitted by Sarah Gruber, edited by Jessica Valle (2010)**

**2)**

**3)**