

Stage 1: Desired Results

Established Goals:
 P.S. 2.1d: Describe how erosional processes (action of gravity, wind, and water) cause surface changes to the land.

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Sediment is formed after weathering breaks down rocks into smaller particles. • Gravity pulls rocks and sediment downwards causing mass wasting. • Examples of this are mudslides and landslides. • Wind lifts smaller sediment particles and carries them to new places. • Ice carries rocks and sediment downhill in glaciers. • Water carries rock and sediment downhill creating valleys and cliffs. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is erosion? • What is sediment and how is it formed? • How does gravity cause erosion? • What are examples of gravity causing erosion? • How does wind affect erosion? • How do water and ice cause erosion of materials? • How are valleys and cliffs created? • What are some examples of how erosion helps to shape our land?
	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define sediment and erosion. • Identify examples of gravitational erosion. • Identify examples of wind causing erosion. • Identify examples of ice causing erosion. • Identify examples of water causing erosion. • Explain how these types of erosion shape the land.

Stage 2: Determining Evidence for Assessing Learning

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Students will work with their group to fill in a concept web about the four main types of erosion. • Each group will be assigned one type of erosion and present it to the class. • Teacher will collect the concept web 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • The class will complete a KWL chart on the topic of erosion during this lesson to show what we know, what to know, and learned. • Students will complete a homework assignment on erosion. • Students will reflect in their science
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<p>at the end of class from each to student to ensure comprehension of the topic.</p> <ul style="list-style-type: none"> • Students will complete an exit card listing or drawing (students with disabilities) one example of erosion they learned about. 	<p>journals on places in their own lives where they see examples of erosion.</p>
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Stage 3: Learning Plan:

1. The teacher will review what the class learned about physical and chemical weathering in the previous lesson.
2. The teacher will connect the two topics for the class by stating”
 “We learned yesterday that when rock is weathered, sediment is formed. Who can tell us what sediment is? Think back to the rock cycle we talked about earlier in the year.”
 “Erosion helps to move sediment to new places. What forces do we think will help move these forces?”
3. Today we are going to watch a video and read information from three books to fill in a concept map to learn about the different erosional forces.
4. First, let’s watch the brainpop video that will help us define erosion. While we are watching think about the different way erosion occurs, and how it changes the land.
5. The students will then share what they learned from the video to produce a KWL chart on the Smartboard.
6. I am going to break you into groups and give each group a book or article on erosion, and a concept map.
7. Each group will be learning about one of the processes that changes the land, and present the information to the class.
8. The teacher will then break the class into four groups and give them materials to read on each of the four erosional processes:
 Gravity- higher level readers
 Water- place lower level readers in this group with more pictures and less text.
9. After each group has completed their reading they will fill out their individual concept maps.
10. After giving enough time to complete their individual maps, each group will come up and present the information to the class, while one of their members fills in the class concept web.
11. Students will complete an exit card listing one thing they learned about erosion in preparation for the lab tomorrow.