**T2L Grade 4 Weathering and Erosion Task List**

**To be completed by: (insert date)**

Today you will divide up the revision tasks.

You will also create a work plan for the week that includes what you expect to complete by the end of each day.

Each morning you will begin by sharing what you accomplished the previous day.

Friday will be our day to polish and format the Google Doc.

**To get started:**

1. Read through the unit and note the following:

* Read through the lesson-specific revisions notes below as you review the whole unit and prepare clarifying questions for your T2L staffer

2. Read the DESE “Land and Water” unit because we will be adding some elements from this unit to our unit. Specifically , the landforms lesson.

**Lesson 1 : What is a Rock?**

* Use the 2006 standard ( ES1)
* Check capitals on words
* Some teachers found it difficult to explain the difference between the rocks in a physical sense. The children had trouble seeing the visual difference between the rocks. Is there a way to make the three rocks more distinguishable, so that students can clearly see the difference between them. Label the rocks with tabs so that teachers know which is which? Can a handout be provided?

**Lesson 2: What is a mineral? (Split this lesson into 2 parts)**

Add old standard ES2

Add an explanation about the difference between a rock and a mineral

In the section on hardness, add Mhoz Scale of hardness. Students need to be familiar with this concept. See MCAS questions to get a sense of how this is assessed.

In the lesson steps when referring to Luster – add pearly and waxy. Suggest some kind of chart to illustrate this.

Steps 2 and 3 are not very clear , can they be reworded?

Step D. A dd an explanations about what Specialty Minerals is and where it is located for people who are not from the area.

**Lesson 3: What is Erosion?**

Students need to describe and see examples of root wedging. Examples can be found in the DESE MCU

In Review section, did they really learn this yet? ”When rocks break down they make pebbles and eventually become…”

Step 1: Tell teachers to please refer to the Hands On Nature book

Some teachers felt there was not enough time to do all 4 experiments, should this lesson be broken into 2 parts? Or should there be a suggestion to pick 3 of the activities?

**Lesson 4: How is Soil made?**

Add old Ess-4

**Lesson 5: Is all soil the Same?**

add old Es.5

Lesson Number ? The DESE unit has a unit on Weathering and Ersosion. They include a lesson on landforms. Can we include this as well?

Lesson 6- Please stress that this lesson is not taught by the SF – it is a literacy lesson

Lesson7 Geographic Map Quest

Lesson 8 Earthquakes and Fault lines

Lesson 9 – Lessen the effects of an earthquake

**General Comments:**

Comment to consider: “Instead of having the kids write their own vocab, we typed up a two-column chart for them. It made things go much smoother.” – I think this can be applied to a range of lessons that struggle with time management.

Problem: Confusion about sequence the lesson pages that don’t match up with the copies accompanying the lesson

Solution: Organize accompanying handouts included in the curriculum binder