

Fourth Quarter

Chapter 1-1.1 Weathering and Soil Erosion

Lesson 2: Investigate extent of soil erosion in the community and its effects on living things and the environment

Duration: 5 days

- I. Objectives:
 1. Investigate extent of soil erosion in the community
 2. Cite the effects of soil erosion on living things
 3. Awareness on environment
- II. A. Materials
pictures
videos
B. Reference/s:
Curriculum Guide 5,
- Science for Daily Use 4
- Science and Health 5
C. Process Skills: inferring,investigating, communicating, describing
D. values Integration:
 - Erosion changes the shape of the land
 - Commitment to prevent erosion

III. Learning Tasksampus

A. Engagement:

Note: Below are suggested are suggested instruction to be observed before taking the class before taking the class outside the classroom.

Set standards on:

- Avoiding unnecessary noise in getting in and out the classroom.
- Not to go out empty-handed. Bring notebook and pen.
- Working on the assignment task.
- Not to run around the campus.
- Wearing of cap or use umbrella.
- Being mindful of the time allotted for the activity.
- Observing cleanliness in the area.

B. Exploration:

Preparatory Activity

1. Setting of Standards.

Day 1 – LM Activity 1 Erosion changes the shape of the land

Day 2- LM Activity 2 Describe their present condition

Day 3 – LM Activity 3 Erosion Carries Away Topsoil

Day 4 – LM Activity 4 Soil Erosion has an effect on Plants, Anomals and People

Day 5 – Activity 5 A negative Branch of Soil Erosion

C. Explanation:

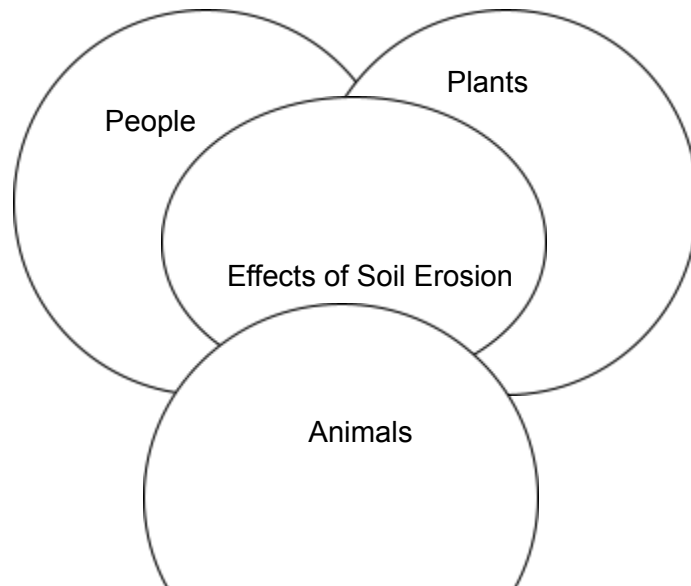
After all the groups have posted their output.

1. Have the group representative present the results of the activity.
2. Check the group's responses to the activity questions as you discuss the answers to the following questions.
 - What is being shown in the activity?
 - What agents of soil erosion were shown in the activity?
 - Why is it easier to grow plants on topsoil than on the subsoil?
 - Why does the land become barren?
 - Why do you think few grow along the coastline?

D. Elaboration/ Extension:

Note;

1. Summarize the different concepts developed by the pupils using graphic organizer.
- 2.



Background Information for Teachers:

Science for Daily Use 4

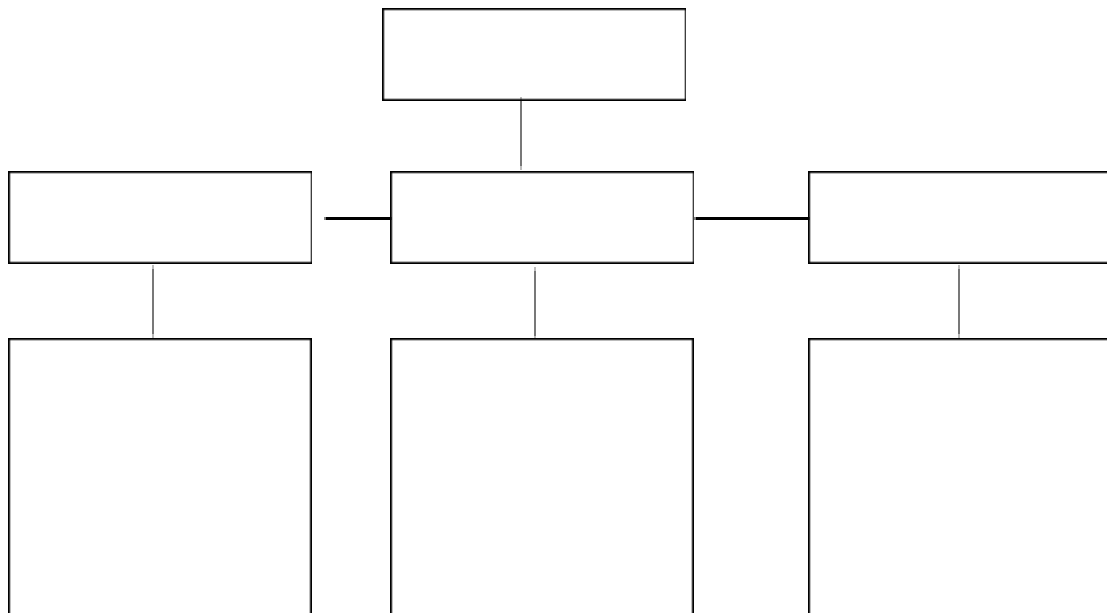
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E. Evaluation;

To further check the comprehension of the learners, let them fill-out the graphic organizer below (Concept Map)

Note:

- Give instruction to the class if they are not familiar in using graphic organizer.
 - Shapes can be modified as long as they will still show hierarchy of concepts.
 - Provide time for the pupils to fill-out the organizer
1. Write the main concept of the lesson on the topmost box.
 2. On the second layers of boxes, write subtopics or the secondary concepts.
 3. On the last layer of the boxes, write in each box words or phrases that describe.



IV. Assignment:

Make a list of places in your community where you have noticed a situation related to erosion. It may be along roads exposed to running water, along riverbanks, along canal or drainage, or in some parts of the school yards.