Student Investigation Sheet 6A: Can I Make a Model to Show What I Have Learned?

Name: _____ Date: _____

A. Plan

1. The base:

island ☑ a body of water around the island (ocean) ☑

2. One body of freshwater:

Check the box next to the body of water you plan to add.

river ☐ lake ☐

3. Two landforms:

Check the boxes next to two landforms you plan to add.

coast or beach ☐ sand dune ☐ hill and valley ☐

mountain and valley ☐ canyon ☐ rock formation ☐

plain ☐ desert ☐

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4. The materials:

List all the different materials that you plan to use to build your model. Remember that your model must have a dough ocean on a plate as the base.

a. island: dough

b. ocean: dough

c. body of freshwater: _____

d. landform: _____

e. landform: _____

Approved by _____

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B. Design

Draw a picture of your island model in the space below. Include the body of water and the landforms you have chosen. Label your drawing. Use the checklist in Part A to help you.

C. Build

Get your materials. Use your drawing from Part B to help you build your model.

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D. Explain

Describe your model island below.

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Hoja de investigación para el alumno 6A: ¿Puedo crear un modelo para mostrar lo que he aprendido?

Nombre: _____ Fecha: _____

A. Planifica

1. La base:

isla ☑ una masa de agua alrededor de la isla (océano) ☑

2. Una masa de agua dulce:

Marca la casilla junto a la masa de agua que piensas añadir.

río ☐ lago ☐

3. Dos accidentes geográficos:

Marca las casillas junto a los dos accidentes geográficos que piensas añadir.

costa o playa ☐ duna de arena ☐ colina y valle ☐

montaña y valle ☐ cañón ☐ formación rocosa ☐

planicie ☐ desierto ☐

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Student Investigation Sheet 6B: What Can I Share About My Model Island?

Name: _____ Date: _____

A. Explain

1. How might weathering and erosion affect your model island? _____

2. Describe how erosion could change one of the landforms on your model island. _____

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B. Present

You will describe your model to the class in a short presentation. In your presentation, you must describe:

1. the model and the landforms and bodies of water you chose.
2. other materials you used and why you chose them.
3. how weathering and erosion could affect your model island.
4. how one landform on your model island would be changed by erosion.

C. Summarize

Write a summary of what you will share with the class about your island.

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Teacher Sheet 6B

Rubric for Model Islands and Presentations

CATEGORY	4	3	2	1
Model	Model is neat, complete, and well-constructed. Model meets all the requirements. The model represents accurately the appropriate placement of landforms.	Model is complete and well-constructed. Model meets most of the requirements but may not show the appropriate placement of at least one landform.	Model is for the most part complete and may or may not be well constructed. Model meets some of the requirements, but may be missing one of the two additional landforms. The landforms or the body of freshwater is not accurately placed.	Model is not complete. Not all of the requirements are represented or landforms are inaccurately placed.
Presentation	Presentation is thorough and accurately describes their model and the landforms and body of water chosen. There is a good description of the materials chosen and why the student chose them. The student accurately describes how the island or one of its landforms could be impacted or changed by erosion.	Presentation accurately describes the model and the landforms and body of water chosen. There is a description of most of the materials chosen and why the student chose them. The student describes how the island or one of its landforms could be impacted or changed by erosion, but the information may not be thorough.	Presentation describes the model and the landforms and body of water chosen, although the presentation is not clear or the landforms and/or body of water are not called out. There is some description of some of the materials chosen. The student may or may not present information on how the island or one of its landforms could be impacted or changed by erosion.	Presentation does not accurately describe the model, and there is little discussion of the landforms or the body of water chosen. There is little description of the materials chosen and there may not be a description of why the student chose them. The student may or may not describe how the island or one of its landforms could be changed by erosion.
Science Concepts and Vocabulary	All science concepts depicted in the model and throughout the presentation are accurate. Student has a clear understanding of the concepts and corresponding vocabulary. There is solid understanding of how erosion can change landforms.	Most of the science concepts depicted in the model and throughout the presentation are accurate, although there may be one element of the model or presentation that is not clear on science concepts or vocabulary. There is some evidence that the student has grasped how erosion can change landforms.	Some of the science concepts depicted in the model and throughout the presentation are accurate, but there may be more than one element of the model or presentation that is not clear or is inaccurate regarding science concepts or vocabulary. There is evidence that the student does not fully grasp how erosion can change landforms.	The science concepts depicted in the model and throughout the presentation are inaccurate. There is not a clear grasp of the science concepts and vocabulary and the student does not understand how erosion can change the land.

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