Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Kindergarten	**Writing**		**Everybody Needs A Rock**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days (150 minutes)	**4th Quarter**	Use of drawing and coloring supplies; phonemic awareness of the alphabet.

Unit Description

Using a variety rocks and fossils, the students will make observations of different qualities about each type of rock and draw and list details they notice. This five-day unit is part of a longer unit that includes math, reading and social studies content.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	**Strand 3** **Concept 2: Expository** Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience. PO 1. Participate in creating expository texts (e.g.**,** labels**,** lists, observations, journals, summaries) through drawing or writing.
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	As a result of instruction, students will draw and write observations from physically investigating various rock types over multiple days. The summative assessment is a labeled picture (3-5 words) describing one type of rock students investigated over the course of the week.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale.*	The summative assessment will be given at the end of the five-day unit. 80% of students in the classroom will be expected to score at the mastery level of 3 on the Expository Kindergarten Rubric.

Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.	
Materials/Resources Needed *(Include all items for the entire unit.)*	A collection of rocks and fossils with several examples of sedimentary and volcanic rocks and fossils. 101 Science Poems And Songs For Young Learners by Meish Goldish Let's Go Rock Collecting by Roma Gans. Volcanoes by Franklyn M. Branley Let's find out about fossils ByRobert M Salkin J.P. Taylor's CD: “Singin' Songs of Science” Everybody Needs A Rock by Byrd Baylor. Drawing supplies

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Lesson Instruction	**1.** Students gather in the discussion space and the teacher pulls out some interesting and unusual rocks (meteorites /copper and gold ore/ fossils etc.). Teacher passes each rock around the circle allowing each student to hold and examine the rock briefly. **2.** While students are investigating the rocks the teacher prompts the students to think about	**1.** Students gather in discussion space and teacher reads aloud the poem titled “Rock” from 101 Science Poems and Songs For Young Learners by Meish Goldish. **2.** Teacher and students review the list on the anchor chart poster they generated the day before about rocks and add any ideas they gained from the poem. **3.** Teacher then reads	**1.** Gather students in the discussion space and sing The Rock Cycle by J.P. Taylor's from the CD Singin' Songs of Science. **2.** Teacher will orally review the list of things known about rocks from the anchor chart. **3.** Teacher asks for any new information that they could add to the list. **4.** Teacher records any new information	**1.** Gather students in discussion space and the teacher will orally review the list of things known about rocks. **2.** The teacher ask for and records any new information the students believe should go on to the anchor chart. **3.** The teacher will read Let's Find Out About Fossils by Robert M. Salkin**.**	**1.** Gather students in discussion and reads Everybody Needs A Rock by Byrd Baylor. **2.** Teacher passes out the three drawings each student has made and gets all the rocks they have been using throughout the week. **3.** Teacher explains to the students that now

	and discuss with their neighbors the following questions: What are rocks? Where do they come from? How do people use them? **3.** Teacher uses a piece of chart paper and records some of the students' ideas about rocks. This poster (anchor chart) is left on the wall. **4.** Teacher gets out the 'box of rocks' (a varied collection of rocks and fossils) and lets the students look at them and discuss what they notice and wonder with each other. **5.** After the rocks are put away, teacher calls on 4-5 students and asks them to share something they noticed or wondered about while looking at the rocks. **6.** Teacher tells students that tomorrow they will investigate a specific type of rock and begin thinking	aloud Let's Go Rock Collecting By Roma Gans. **4.** The teacher highlights the part of the book about sedimentary rocks. **5.** Teacher gets out box of sedimentary rocks and allows the students to look at them and to choose one they like best. **6.** The teacher explains that they will now draw a picture of their favorite sedimentary rock. Teacher passes out drawing supplies. **7.** The teacher circulates through the classroom checking on progress and that the students are trying to make their drawing look as realistic as possible to the rock they have chosen. **8.** The teacher collects the drawings, as the students put the rocks back in the box. **9.** Back in the discussion space, the teacher holds up a rock	to their anchor chart. **5.** Teacher reads Volcanoes by Franklyn M. Branley and tells students that today they will be investigating volcanic rocks. **6.** The teacher gets out the collection box of volcanic rocks. **7.** The teacher instructs the students to investigate the volcanic rocks and discuss with their neighbor what they notice and wonder about volcanic rocks. Students are then asked to choose one they like best. **8.** The teacher explains that they will now draw a picture of their favorite volcanic rock. Teacher passes out drawing supplies. **9.** The teacher circulates through the classroom checking on and that the students are trying to make their drawing look as realistic as	**4.** Teacher get out the collection of fossils. **5.** The teacher instructs the students to investigate the fossils and discuss with their neighbor what they notice and wonder about volcanic rocks. Students choose one they like best. The teacher explains that they will now draw a picture of their favorite fossil. Teacher passes out drawing supplies. **9.** The teacher circulates through the classroom checking on progress and that the students are trying to make their drawing look as realistic as possible to the rock they have chosen. **10.** The teacher collects the drawings, as the students put the rocks back in the box. **11.** Back in the discussion space, the teacher holds up a rock and asks students to raise their hand when they can share	they will each choose their favorite rock drawing and then find the actual rock that they drew. **4.** The teacher explains that they will redraw their favorite rock and dictate to the teacher and aides 3-5 words that describe or tell something about their chosen rock. Teacher reminds students to think about the descriptive words they have shared about rocks over the course of the week. **4.** The teacher/ aides move through the room helping students record their 3-5 descriptive words. **6.** Teacher collects the new drawings and posts them in the classroom.

	about descriptive words for rocks.	and asks students to raise their hand when they can share one descriptive word for that rock. Teacher waits for hands and then calls on 3-4 students emphasizing descriptive words that really connect to that specific rock.	possible to the rock they have chosen. **10.** The teacher collects the drawings, as the students put the rocks back in the box. **11.** Back in the discussion space, the teacher holds up a volcanic rock and asks students to raise their hand when they can share one descriptive word for that rock. Teacher waits for hands and then calls on 3-4 students emphasizing descriptive words that describe volcanic rocks.	one descriptive word for that rock. Teacher waits for hands and then calls on 3-4 students emphasizing descriptive words that really connect to that fossils.	Students and aides put away the rocks and drawing supplies.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	**1.** Students gather in the discussion space and observe samples of various rock types. **2.** Students investigate and discuss their	**1.** Students gather in discussion space and the teacher reads aloud the poem. **2.** Teacher and students review the list	**1.** Students gather in discussion space and sing The Rock Cycle by J.P. Taylor'. **2.** Students review the anchor chart	**1.** Students gather in discussion space while Teacher orally reviews the list (anchor chart) of things known about rocks.	**1.** Students gather in discussion and the teacher reads; Everybody Needs a Rock By Byrd Baylor.

	observations with peers. **3.** Students contribute ideas (what they notice and what they wonder) about rocks to poster (anchor chart). **4.** Students investigate additional rocks and share observations with peers.	on the anchor chart poster they generated the day before about rocks. Students offer any new ideas about rocks for the anchor chart. **3.** Students listen to the teacher read aloud <u>Let's Go Rock Collecting</u> by Roma Gans. **4.** Students are instructed to think specifically about sedimentary rocks. **5.** Students look through samples of sedimentary rocks and choose one they like best. **6.** Students use the provided materials and sketch their chosen rock as realistically as possible. **7.** Students clean up rocks and place them back in the rock box. **8.** Students think of descriptive words to describe their rock and raise their hand to share out with the group.	poster and the teacher records any new observations. **3.** Students listen to teacher read aloud, <u>Volcanoes.</u> **4.** The students investigate a new collection of volcanic rocks and discuss with their neighbor what they notice and wonder about volcanic rocks. **5.** Students look through samples of volcanic rocks and choose a rock they like best. **6.** Students use the provided materials and sketch their chosen rock as realistically as possible. **7.** Students clean up rocks and place them back in the rock box. **8.** Students think of descriptive words to describe their rock and raise their hand to share out with the group.	**2.** Students review the anchor chart poster and the teacher records any new observations. **3.** Students listen to the teacher read aloud <u>Let's Find Out About Fossils.</u> **4.** The students investigate a new collection of volcanic rocks and discuss with some of their peers what they notice and wonder about the fossils. **5.** Students look through samples of fossils and choose one they like best. **6.** Students use the provided materials and sketch their chosen fossil as realistically as possible. **7.** Students clean up rocks and place them back in the rock box. **8.** Students think of descriptive words to describe their rock and raise their hand to share out with the group.	**2.** The students receive their 3 rock drawings done earlier in the week. Students each pick their favorite drawing and find the rock they used as a model. **3.** Students begin to redraw their chosen rock. **4.** With the help of teachers and aides the students write or dictate 3-5 descriptive words about their rock. **5.** Students and aides put away the rocks and drawing supplies.

Kindergarten Summative Assessment

After four days of observing, drawing and describing different types of rocks, students will choose their favorite rock drawing and create a final copy of a drawing, including 3-5 descriptive words. Teacher and aides will assist students with their writing and encourage them to label their rock drawing with the most descriptive words possible. By labeling their drawing, students will demonstrate meeting the Performance Objective, "Labeling through drawing or writing". The rubric below will be used to assess their drawings. 80% of students will be expected to score a "3" on the rubric.

Expository Kindergarten Grade Rubric

Criteria Assessed	**3**	**2**	**1**
First grade Arizona Standards in Writing- Strand 3, Concept 2, PO 1 Labeling through drawing or writing	Drawing contains 3-5 observations (descriptive words) about rocks.	Drawing contains 2-3 descriptive words but not all words describe the rocks.	Drawing contains less than 3 descriptive words and most are not about the rocks.