**Instructional Unit Planning Outline**

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| **Lesson Goal** | 3. A.E.1.1. Students are able to identify physical properties of rocks. | | |
| **Essential questions** | What makes up a rock?  What are some features of rocks?  What are the 5 different types of rocks we discussed?  What are the basic building blocks of rocks called?  How can you classify rocks and what group each rock belongs to? | | |
|  | **Learning Experience Timeline** | | |
| **Lesson 1** | **Lesson 2** | **Lesson 3** |
| **Learning objectives** | * + After the lesson, students will be to finish the KWL chart with what they have learned about rocks.   + After the lesson, students will be able to participate in a short smart board activity for a review on rocks.   + I can tell some types of features of a rock if asked. | * + After lesson students will be able to be in a group of two and find information and research on a certain rock that is given.   + Students will be able to describe at least two characteristics of the type of rock given to them.   + Students will be able to participate with their partner to start getting ideas of a poster they will be making.   + I can tell my teacher two distinct features about my rock I am studying. | * + After the lesson, the students will be able to correctly list the 5 different types of rocks discussed and instructed in class.   + After the lesson, students will give a short presentation on one type of rock and the rocks characteristics and how it belongs into that rock group.   + I can tell the class 4 distinct characteristics of one certain type of rock.   + I can’t tell 3 different thing about a rock that I did not know before this lesson started. |
| **Assessment** | Student will each have their own KWL chart completed.  Students will be able to participate in a rock smart board activity. | Student will have a short quiz over the material reviewed over the last two class periods. | Students create a poster in a group of 2or 3 on one type of rock and the rocks characteristics and features. Students will present their poster to the class. |
| **Pre-assessment** | KWL Chart, Smart board activity | - | Post Assessment-Students create a poster in a group of 2or 3 on one type of rock and the rocks characteristics and features. Students will present their poster to the class. |
| **Content & Teaching Strategy** | **Content: rock characteristics**  Pre-assessment  Students will do a preassessment of rocks with a KWL chart.  Engage with “If You Find a Rock: book Read Aloud  Variety of rocks and characteristics will be shared.   * + rock pictures, a simple explanation   + Group discussion of variety of rocks   Rock Smart board activity will be given.   * + Students will have a chance to come up to the board and decide different varieties and characteristics of different rocks | **Content: 5 types of rocks**  Quick review of last class period  Engage with the book: Rocks: Hard, Soft, Smooth, and Rough.  Students will be grouped in two or three and given one of the five rocks in each group. (Obsidian, granite, sandstone, limestone, or marble.  Students will find information or research on the rock that their group was given. | **Content: Features of the 5 Rock types(Presentation)**  Review of last class period  Post-assessment- Groups of 2 or 3 will make posters of a certain type of rock they were assigned  -Group activity and group posters assembled.  -Group presentations of the rock posters will be presented. |
| **BSCS 5E Phase** | Engaging students with reading a book about rocks. Its engaging the students by learning how to sort different types of rocks | Exploring and elaborating on the five different rocks and their characteristics. Students are learning a variety of rocks and how each rock is different from one another. | Evaluation of rock posters. Students are presenting how each type of rock is different from on another |