

# CCPS Science Unit Plan

<b>Grade</b>	Kindergarten	<b>Subject</b>	Science	<b>Unit #</b>	4
<b>Unit Name</b>	Unit 4: Earth Materials		<b>Timeline</b>	5 weeks	
<b>How to use the Framework</b>	<p style="color: red;">This Framework should be used to implement daily science instruction. The resources and instructional strategies reflected in the Framework will provide a foundation for effective implementation and student mastery of standards.</p> <p style="color: red;">Please see the hyperlinked <a href="#">abbreviation document</a> to ensure understanding of all abbreviations used with this framework.</p> <p style="color: blue;"><a href="#">CCPS Department of Science Website</a> for access to all unit frameworks</p>				
<b>Unit Overview</b>	<p style="color: red;">*All resources related to this Framework are embedded in this document or can be located via the Science Department website.</p> <p>Background: Students should have the opportunities to explore rocks, soil, and other earth materials with various physical attributes, including different sizes, weights, textures, and colors. Provide students with various groups of each and ask them what are the similarities and differences with the materials. Allow students to record observations in comparisons and contrasts throughout the unit. Using observations as evidence, they should be able to generate claims and arguments about how they group their materials.</p> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>● obtain, evaluate, and communicate information about soil, rocks, water, and air.</li> <li>● identify and describe soil, rocks, water, and air by asking questions.</li> <li>● use evidence to explain how rocks can be grouped by size, weight, texture, and color.</li> <li>● observe and record the texture and color of soil using tools.</li> </ul> <p><b>By the end of this unit, the teacher should:</b></p> <ul style="list-style-type: none"> <li>● help students describe the physical attributes of soil, rocks, water, and air.</li> <li>● guide students to ask questions about and describe earth materials.</li> <li>● assist students in using evidence to group rocks by size, weight, texture, and color.</li> <li>● provide tools for students to observe and record soil's texture and color.</li> </ul> <p>■ Science-Kindergarten-Teacher-Notes.pdf</p>				
<b>Lesson Plan guidance document and template</b>	<p>■ Copy of Department of Science CCPS Lesson Plan Guidance Document .pdf</p>				
	<a href="#">GSE</a>	<a href="#">Science and Engineering Practices</a>	<a href="#">Crosscutting Concepts</a>		

<b>Standards</b>	<p><b>SKE2.</b> Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).</p> <p><b>a.</b> Ask questions to identify and describe earth materials—soil, rocks, water, and air.</p> <p><b>b.</b> Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color).</p> <p><b>c.</b> Use tools to observe and record physical attributes of soil such as texture and color.</p>	<p><b>Asking questions and defining problems</b> Ask questions based on observations to find more information about the designed world.</p> <p><b>Engaging in argument from evidence</b> Construct an argument with evidence to support a claim.</p> <p><b>Obtaining, evaluating and communicating information</b> Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).</p> <p><b>Plan and carry out an investigation</b> With guidance, plan and conduct an investigation in collaboration with peers.</p>	<p><b>Patterns</b> Patterns in the natural world (characteristics earth materials) can be observed, used to describe phenomena, and used as evidence.</p> <p><b>Energy and Matter-</b> Objects may break into smaller pieces, be put together into larger pieces, or change shapes. (i.e. rocks can weather into soil).</p> <p><b>Structure and Function</b> The shape and stability of structures of natural and designed objects are related to their function/s.</p>
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<b>NGSS Alignment</b>	<a href="#">NGSS Alignment to Disciplinary Core Ideas</a>
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**The Phenomenon Protocol**

Anchoring Phenomena	Learning Targets
<a href="#">SKE2.a</a>	The students will identify and describe soil, rocks, water, and air by asking questions.
<a href="#">SKE2.b</a>	The students will use evidence to explain how rocks can be grouped by size, weight, texture, and color.
<a href="#">SKE2.c</a>	The students will observe and record the texture and color of soil using tools.

**Weekly Lesson Tasks**

<b>Week 1</b>	
<b>GSE:SKE2.a</b>	<b>Focused Concept:</b> Earth materials include soil, rocks, water and air.
<b>Learning Target</b>	The students will identify and describe soil, rocks, water, and air by asking questions.
<b>Lab Safety Protocol and</b>	<a href="#">W</a> General Safety Practices for the Elementary Science Classroom- TOC.docx

Materials				
Phenomenon: <a href="#">Earth Materials Walk on the Playground</a>		DQ: What physical attributes allow us to identify and describe earth materials?		
Day 1: Opening	Day 2 : Guided Practice/ Transition	Day 3: Independent Practice	Day 4: Independent Practice	Day 5: Assessment / Summary
<p><b>Phenomenon Introduction (5-7 minutes)</b></p> <p>Show students the phenomenon card : <a href="#">Earth Materials Walk on the Playground</a></p> <p>After introducing the phenomenon, show the students the following <a href="#">video</a>.</p> <p>Use the <a href="#">see, think wonder strategy</a> to guide student thinking.</p> <p>Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week.</p> <p><b>Inquiry Activity (10-15 minutes)</b></p> <p><b>SEP Teacher Tip:</b></p> <p>To support students with the science and engineering practices for this week, follow the guidance in this protocol: <a href="#">Developing model construction questions</a></p> <p><a href="#">Provide constructive feedback</a></p>	<p><b>Introduce the Driving Question: (7-10 minutes)</b></p> <p>Have students review the driving question:</p> <p><i>What physical attributes allow us to identify and describe earth materials?</i></p> <p>Use the strategy to support students with making connections and understanding the driving question (DQ).</p> <p><a href="#">Visualizing the Driving Question</a></p> <p>Click here to access <a href="#">question words reference chart</a></p> <p>The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer.</p> <p>Be sure to create a reference for students to have throughout the week.</p> <p><b>**TEACHER NOTE:</b> Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary</p>	<p><b>Investigation Facilitation (30-35 minutes)</b></p> <p><b>SEP Teacher Tip:</b></p> <p>To support students with the science and engineering practices for this week, follow the guidance in this protocol: <a href="#">Developing model construction questions</a></p> <p><a href="#">Provide constructive feedback for building a model</a></p> <p><a href="#">Student back pocket questions</a></p> <p><b>Excavators</b></p> <p><b>GaDOE Inspire</b></p> <p><b>Materials</b></p> <p>plastic bags/clear plastic cups shovels/plastic spoons</p> <p><b>Procedure:</b> Students will go outside to become “excavators.” Each student will receive a bucket/cup and a small hand shovel/spoon.</p> <p>Students will explore the bucket of earth materials they collected.</p> <p>Lay large sheets of newspaper on the floor. Students will place their soil and rocks on the newspaper for sorting. Students will group similar items and describe their reasoning for the</p>	<p><b>Text Annotation Strategy (30-45 minutes)</b></p> <p>Have students read and annotate the following text: <a href="#">Earth Materials</a></p> <p>The text for this week’s lesson can be found <a href="#">here</a></p> <p>View the following facilitation directions: The text is designed to be projected or copied onto chart paper for a shared and interactive reading experience.</p> <p>View the following facilitation directions: The text is designed to be projected for a shared and interactive reading experience.</p> <p>The teacher should facilitate the following process. Have the students follow the text protocol facilitation directions provided in the following strategy:</p> <p><b>K-2 Text Annotation Prot...</b></p> <p>Students should complete the following student handout as they work through the text annotation protocol:</p> <p><a href="#">K-2 Text Annotation Student Document (editable)</a></p> <p><b>K-2 Text Annotation Stu...</b></p>	<p><b>Assessment for Learning: (10-15 minutes)</b></p> <p>Have students complete the following earth materials <a href="#">assessment</a>.</p> <p><a href="#">Teacher answer key</a></p> <p><b>**TEACHER NOTE:</b></p> <p>Assessments may be administered to the whole group or small group. Provide each student with a copy of the assessment. Display the assessment for students to track as the teacher reads each question. The teacher will read each question and the responses. Instruct the student to mark or circle the correct answer.</p>

[for building a model](#)

[Student back pocket questions](#)

**Science4Us**

**Materials Module: Engage**

In this first activity of the [Materials module](#), students are guided by Freddy. They watch a two-minute animated video of a class sharing their rock collection. The activity, done individually or in groups, has four parts:

1. Circle natural objects in their Notebooks.
2. Watch a video and note unusual rocks.
3. Draw three rocks of different sizes, shapes, and colors in their Notebooks.
4. Participate in a discussion about identifying rocks and describing their features.

**Objective:** Students activate prior knowledge regarding the materials of the Earth.

**Procedure:** Freddy explains that many rocks on Earth are natural, not man-made. Students circle objects that are natural in their Notebooks. Students watch a two-minute animated video about a teacher and students finding various rocks, noting any unusual ones. Freddy instructs students to draw three rocks of different sizes, shapes, and colors in their notebooks, then save the drawings. Students engage in a

strategy to develop a response in the claim-evidence-reasoning format.

**Claim-Evidence-Reasoning (CER)**  
**(10-12 minutes)**

**Objective:** Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation.

The teacher should state the following to students:

“Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas.”

Review the [claim-evidence-reasoning poster](#) with students.

As a class or in student groups, provide students with this week's claim-evidence-reasoning sample.

[Week 1 Earth Materials work samples](#)

The teacher or students should read over student sample(s) to analyze claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol:

[Claim-Evidence-Reasoning Record Observations Document](#)  
(google doc)

sorting.

**\*\*TEACHER NOTE:**

The teacher should *ask students if they have ever seen soil being excavated or someone digging a hole in real life*. The teacher should elicit ideas from students about what might be in the soil. The teacher should show students how to use the tools to dig in the soil and provide guidelines of how and where the tools should be used.

If permission is not given to dig on school campus, then the teacher can consider making a dirt mixture themselves. The teacher can use potting soil, some red dirt, some rocks and some organic matter gathered from outside (this can be leaves, broken up sticks, pine straw, etc.).

The teacher should provide students a template to draw and write their observations.

During the teacher-led discussion, the teacher should ask the following questions:

*Circle the pictures of materials that come from Earth, not made by humans.*

*Earth gives us soil. How do we use soil?*

*Earth gives us rocks. How do we use rocks?*

**\*\*TEACHER NOTE:** Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning.

**Vocabulary Words**

Soil, rocks

**Vocabulary Strategy:**  
**(10-15 minutes)**

**Four Square**

Provide students with the [graphic organizer \(editable\)](#) or [pdf handout](#), explaining its four sections: word, meaning, picture, and sentence.

Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words.

Allow students to work in collaborative groups. Actively monitor and facilitate small group discussions and review various artifacts (pictures, images, primary sources, charts) to build knowledge of the term.

teacher-led or individual discussion using provided questions and hints. Expected responses are in the Teacher Guide.

**\*\*TEACHER NOTE:**

Use these questions and suggested student responses to facilitate a discussion that introduces the concepts of Earth's materials.

*1. Share a time you mistook something for a rock. (Hint: Charlie found bubble gum, a snail shell, concrete, and a seed pod, thinking they were rocks.)*

*2. Describe different types of rocks you've seen or collected, considering their texture, size, and color.*

[Claim-Evidence-Reasoni... \(PDF\)](#)

*1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.*

*2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.*

*3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.*

Ask the following questions to students as they analyze the student samples:

[Claim-Evidence-Reasoni...](#)

**\*\*TEACHER NOTE:** As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.

Have students collaborate to complete the four square strategy for the other vocabulary terms.  
Monitor student progress, sharing new ideas for class discussion, and help students distinguish essential from non-essential characteristics.

Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.

**Week 2**

**GSE:SKE2.a**

**Focused Concept:** Earth materials include soil, rocks, water and air.

**Learning Target**

The students will identify and describe soil, rocks, water, and air by asking questions.

**Lab Safety Protocol and**

[W General Safety Practices for the Elementary Science Classroom- TOC.docx](#)

Materials				
Phenomenon: <a href="#">Earth Materials Walk on the Playground</a>		DQ: What physical attributes allow us to identify and describe earth materials?		
Day 1: Opening	Day 2 : Guided Practice/ Transition	Day 3: Independent Practice	Day 4: Independent Practice	Day 5: Assessment / Summary
<p><b>Phenomenon Introduction</b> (5-7 minutes)</p> <p>Show students the phenomenon card : <a href="#">Earth Materials Walk on the Playground</a></p> <p>After introducing the phenomenon, show the students the following <a href="#">video</a>.</p> <p>Use the <a href="#">see, think wonder strategy</a> to guide student thinking.</p> <p>Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week.</p> <p><b>Inquiry Activity</b> (10-15 minutes)</p> <p><b>SEP Teacher Tip:</b></p> <p>To support students with the science and engineering practices for this week, follow the guidance in this protocol: <a href="#">Developing model construction questions</a></p>	<p><b>Introduce the Driving Question:</b> (7-10 minutes)</p> <p>Have students review the driving question:</p> <p><i>What physical attributes allow us to identify and describe earth materials?</i></p> <p>Use the strategy to support students with making connections and understanding the driving question (DQ).</p> <p><a href="#">Visualizing the Driving Question</a></p> <p>Click here to access <a href="#">question words reference chart</a></p> <p>The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer.</p> <p>Be sure to create a reference for students to have throughout the week.</p> <p><b>**TEACHER NOTE:</b> Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or</p>	<p><b>Graphic Organizer</b> (2-3 minutes for students to access)</p> <p>Students will need and will use the student lab sheet for <a href="#">“Guessing Game”</a></p> <p><b>Investigation Facilitation</b> (30-35 minutes)</p> <p><b>SEP Teacher Tip:</b></p> <p>To support students with the science and engineering practices for this week, follow the guidance in this protocol:</p> <p><a href="#">Developing model construction questions</a></p> <p><a href="#">Provide constructive feedback for building a model</a></p> <p><a href="#">Student back pocket questions Science4Us</a></p> <p><b>Objective:</b></p> <p>Students will explore the properties and characteristics of different Earth materials.</p> <p><b>Materials:</b></p> <p>five opaque plastic bags, five plastic containers that fit in the bags, five medium-sized rubber bands small amounts (about two cups) of sand, soil, dirt,</p>	<p><b>Text Annotation Strategy</b> (30-45 minutes)</p> <p>Have students read and annotate the following text: <a href="#">(Leah’s Hiking Trip)</a></p> <p>The text for this week’s lesson can be found <a href="#">here</a>.</p> <p>View the following facilitation directions: The text is designed to be projected for a shared and interactive reading experience.</p> <p>The teacher should facilitate the following process. Have the students follow the text protocol facilitation directions provided in the following strategy:</p> <p>■ K-2 Text Annotation Prot...</p> <p>Students should complete the following student handout as they work through the text annotation protocol:</p> <p><a href="#">K-2 Text Annotation Student Document (editable)</a></p> <p>■ K-2 Text Annotation Stu...</p> <p>During the teacher-led discussion, the teacher should ask the following questions:</p>	<p><b>Claim-Evidence-Reasoning</b> (15-25 minutes)</p> <p>Students will write a response to the following driving question in the CER format.</p> <p><i>What physical attributes allow us to identify and describe earth materials?</i></p> <p>Review the <a href="#">claim-evidence-reasoning poster</a> with the students</p> <p><b>**TEACHER NOTE:</b> Provide students with sentence starters by sharing on the board:</p> <p>■ K-2 Claim-Evidence-Rea...</p> <p>Have students write their claim-evidence-reasoning</p> <p><b>Writing a claim</b></p> <p>Have students develop a claim which is their answer to the driving question. Students should use all their knowledge from the phenomenon, inquiry activity, investigation, and information analysis protocol to develop an answer to the question.</p> <p><b>Writing evidence</b></p> <p>Students should provide observational or numerical data as their evidence from their</p>

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[Student back pocket questions Science4Us](#)

**Objective:** Students use a graphic organizer to record and communicate prior knowledge of Earth's materials

**Materials:** ["Let's Think About It" worksheet, one per student](#)

**Procedure:** Hand out the "Let's Think About It" worksheet to students. *Explain how to fill out the worksheet. Students complete the worksheet on their own, jotting down what they already know.*

**\*\*TEACHER NOTE:**

Encourage students to discuss their ideas with each other after completing their worksheets.

video protocol and vocabulary strategy to develop a response in the claim-evidence-reasoning format.

**Claim-Evidence-Reasoning (CER) (10-12 minutes)**

**Objective:** Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation.

The teacher should state the following to students:

"Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas."

Review the [claim-evidence-reasoning poster](#) with students.

As a class or in student groups, provide students with this week's claim-evidence-reasoning sample.

[Week 2 Earth Materials work samples](#)

The teacher or students should read over student sample(s) to analyze claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol:

[Claim-Evidence-Reasoning](#)

water, "Guessing Game" sheet, one per student, pencils

Procedure

Prepare labeled bags with different letters. Place various materials (soil, sand, rocks, water, clay) in containers, each container inside a plastic bag secured with a loose rubber band to prevent peeking. Position the water container on a nearby chair or table. Read "Guessing Game" with students and address any questions, reminding them to keep their guesses private until everyone has had an opportunity to feel the materials.

Guide the class through the activity by passing the bags around for tactile exploration. Once everyone has felt a material and recorded their guesses, prompt students to share descriptive adjectives (e.g., rough, smooth, dirty, wet).

Repeat the process for each material, except for water, where students approach the container directly instead of passing it around. Conclude by comparing guesses and revealing the actual materials.

**\*\*TEACHER NOTE:**

Read "Guessing Game" with students, address questions, and remind them to keep guesses private until everyone has felt the materials. Pass around bags

*Why was Leah excited about the hike?*

*What happened when Leah squeezed the bigger rock?*

*What did Leah find to take home during the hike?*

*What did Leah pick up that broke in her hand?*

**\*\*TEACHER NOTE:** Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning.

**Vocabulary Words:**

water, air

**Vocabulary Strategy: (10-15 minutes)**

**Four Square**

Provide students with the [graphic organizer \(editable\)](#) or [pdf handout](#), explaining its four sections: word, meaning, picture, and sentence.

Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words.

Allow students to work in collaborative groups. Actively monitor and facilitate small group discussions and review various artifacts (pictures, images, primary sources, charts) to build knowledge of the term.

Have students collaborate to complete the four square strategy for the other vocabulary

investigation and write a short caption or brief description of the data they provide to support their claim.

**Writing the reasoning**

Students will use textual evidence from the "text annotation graphic organizer" to generate the reasoning or justification in the CER format.

Have students use the following template to write their claim-evidence-reasoning (CER)

[K-2 Student Writing Template \(editable\)](#)

[K-2 Student Writing Template \(pdf\)](#)

**\*\*TEACHER NOTE:** Have students review the student sample(s) of claim-evidence-reasoning on Day 2. Have students compare their writing to those students' samples. Ask the following questions:

*How are your thoughts or understanding similar to another writer on the topic?*  
*How are your thoughts or understanding different to another writer on the topic?*  
*What would you like to learn more about? Why?*

[Record Observations Document](#)  
(google doc)

Claim-Evidence-Reasoni...  
(PDF)

1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.

2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.

3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.

Ask the following questions to students as they analyze the student samples:

Claim-Evidence-Reasoni...

**\*\*TEACHER NOTE:** As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.

for tactile exploration, and after each student has recorded their guesses, prompt them to share descriptive adjectives (e.g., rough, smooth, dirty, wet). Repeat for each material, except for water, which students will approach directly. If students have difficulty, the teacher can lead the activity as a whole group. Skip the water and pass around bags with clay, sand, dirt, and rocks for students to feel.

*Your sense of touch helps you to observe.*

*When you feel Earth's materials, you can guess what they are even though you can't see them.*

*Words called adjectives help you describe what you feel.*

*Adjectives are words like rough, smooth, bumpy, tiny, and wet.*

terms.

Monitor student progress, sharing new ideas for class discussion, and help students distinguish essential from non-essential characteristics.

Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.

### Week 3

GSE:SKE2.b

**Focused Concept:** Rocks can have different physical attributes, including size, weight, texture, and color. They may also appear smooth, rough, hard, or soft.



<b>Learning Target</b>	The students will use evidence to explain how rocks can be grouped by size, weight, texture, and color.			
<b>Lab Safety Protocol and Materials</b>	<a href="#">W</a> General Safety Practices for the Elementary Science Classroom- TOC.docx			
<b>Phenomenon:</b> <a href="#">Is it a Rock?</a>			<b>DQ:</b> How can I use the attributes of objects to sort and categorize rocks?	
Day 1: Opening	Day 2 : Guided Practice/ Transition	Day 3: Independent Practice	Day 4: Independent Practice	Day 5: Assessment / Summary
<p><b>Phenomenon Introduction (5-7 minutes)</b></p> <p>Show students the phenomenon card:<a href="#">Is it a Rock?</a></p> <p>After discussing the phenomenon card, show the students the following <a href="#">picture</a>.</p> <p>Use the <a href="#">see, think wonder strategy</a> to guide student thinking.</p> <p>Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week.</p> <p><b>Inquiry Activity (10-15 minutes)</b></p> <p><b>SEP Teacher Tip:</b></p> <p>To support students with the science and engineering practices for this week, follow the guidance in this protocol:</p> <p><a href="#">Developing model construction questions</a></p> <p><a href="#">Provide constructive feedback</a></p>	<p><b>Introduce the Driving Question: (7-10 minutes)</b></p> <p>Have students review the driving question:</p> <p><i>How can I use the attributes of objects to sort and categorize rocks?</i></p> <p>Use the strategy to support students with making connections and understanding the driving question (DQ).</p> <p><a href="#">Visualizing the Driving Question</a></p> <p>Click here to access <a href="#">question words reference chart</a></p> <p>The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer.</p> <p>Be sure to create a reference for students to have throughout the week.</p> <p><b>**TEACHER NOTE:</b> Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the</p>	<p><b>Graphic Organizer (2-3 minutes for students to access)</b></p> <p>Students will need and will use the student lab sheet for "<a href="#">How can rocks be put into groups?</a>" provided in their consumable book or the access to the student handout for <a href="#">How can rocks be put into groups?</a></p> <p><b>Investigation Facilitation (30-35 minutes)</b></p> <p><b>SEP Teacher Tip:</b></p> <p>To support students with the science and engineering practices for this week, follow the guidance in this protocol:</p> <p><a href="#">Developing model construction questions</a></p> <p><a href="#">Provide constructive feedback for building a model</a></p> <p><a href="#">Student back pocket questions How can rocks be put into groups?</a></p> <p><b>Objective:</b> Students will plan and carry out an investigation to sort a group of</p>	<p><b>Text Annotation Strategy (30-45 minutes)</b></p> <p>Have students read and annotate the following text: <a href="#">Rocks</a></p> <p>The text for this week's lesson can be found <a href="#">here</a>.</p> <p>View the following facilitation directions:The text is designed to be projected or copied onto chart paper for a shared and interactive reading experience. More advanced students may benefit from following along on a paper copy.</p> <p>The teacher should facilitate the following process. Have the students follow the text protocol facilitation directions provided in the following strategy:</p> <p><a href="#">K-2 Text Annotation Prot...</a></p> <p>Students should complete the following student handout as they work through the text annotation protocol:</p> <p><a href="#">K-2 Text Annotation Student</a></p>	<p><b>Claim-Evidence-Reasoning (15-25 minutes)</b></p> <p>Students will write a response to the following driving question in the CER format.</p> <p><i>What are some similarities and differences among the different types of soils?</i></p> <p>Review the <a href="#">claim-evidence-reasoning poster</a> with the students</p> <p><b>**TEACHER NOTE:</b> Provide students with sentence starters by sharing on the board:</p> <p><a href="#">K-2 Claim-Evidence-Rea...</a></p> <p>Have students write their claim-evidence-reasoning</p> <p><b>Writing a claim</b></p> <p>Have students develop a claim which is their answer to the driving question. Students should use all their knowledge from the phenomenon, inquiry activity, investigation, and information analysis protocol to develop an answer to the question.</p> <p><b>Writing evidence</b></p>

[for building a model](#)

[Student back pocket questions](#)

## Rock Hunt

### GaDOE Inspire

**Objective:** Students will describe and sort rocks based on different physical attributes.

**Materials:** Rocks of various colors, weights, textures, and sizes, [sorting mat](#)

**Procedure:** The teacher will lead students on a nature walk to collect a variety of rocks. During the walk, students will explore their surroundings and gather different types of rocks. Students will bring the collected rocks back to the classroom for further examination. Students will categorize rocks based on their properties such as hardness, texture (bumpy or smooth), weight (heavy or light), color (one color or many colors), and size (big or small) using a [sorting sheet](#).

#### \*\*TEACHER NOTE:

The teacher should give students directions of where to put soil and where to put rocks. The teacher should give students a place to draw their observations and then a place to complete the sentences. The teacher should give students words to use to label the things that they find in the soil. The teacher may need to explicitly show students what they are looking for a seeing in the soil.

phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary strategy to develop a response in the claim-evidence-reasoning format.

#### **Claim-Evidence-Reasoning (CER)** (10-12 minutes)

**Objective:** Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation.

The teacher should state the following to students:

“Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas.”

Review the [claim-evidence-reasoning poster](#) with students.

As a class or in student groups, provide students with this week's claim-evidence-reasoning sample.

[Week 3 Earth Materials work samples](#)

The teacher or students should read over student sample(s) to analyze claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol:

rocks into two groups based on their properties.

**Materials:** assorted rocks, ruler, scale, hand lens

**Procedure:** Observe the rocks. Use the tools. *How are the rocks the same? How are the rocks different? Make a plan to sort the rocks into two groups. How will you sort them?* Sort the rocks. Explain to a partner how you sorted them. Sort the rocks in a different way. How did you sort the rocks? How can you sort rocks? How are the rocks different?

#### \*\*TEACHER NOTE:

If your students need more direction on this lab, use the following procedure.

1. Use the ruler to measure how long or wide the rock is.
2. Use a scale to measure how heavy the rock is.
3. Use the lens to look at the rock closely. What do you notice?
4. Think of all the ways the rocks are different from each other. Use one of these ways to sort the rocks into two groups. For example, if some are big and some are small, you could sort them by size.
5. To find another way to sort the rocks, think about how they are different from each other. For example, if some are light-

[Document \(editable\)](#)

[K-2 Text Annotation Stu...](#)

During the teacher-led discussion, the teacher should ask the following questions: *How can you tell the students enjoy rocks? The hunted for rocks at recess. Where does this story mainly take place? In the classroom Jake sorted his rocks by their weight. What does light mean when talking about weight? It means that it doesn't weight a lot.*

**\*\*TEACHER NOTE:** Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning.

#### **Vocabulary Words**

weight, size

#### **Vocabulary Strategy:** (10-15 minutes)

#### **Four Square**

Provide students with the [graphic organizer \(editable\)](#) or [pdf handout](#), explaining its four sections: word, meaning, picture, and sentence.

Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words.

Allow students to work in collaborative groups. Actively monitor and facilitate small

Students should provide observational or numerical data as their evidence from their investigation and write a short caption or brief description of the data they provide to support their claim.

#### **Writing the reasoning**

Students will use textual evidence from the “text annotation graphic organizer” to generate the reasoning or justification in the CER format.

Have students use the following template to write their claim-evidence-reasoning (CER)

[K-2 Student Writing Template \(editable\)](#)

[K-2 Student Writing Template \(pdf\)](#)

**\*\*TEACHER NOTE:** Have students review the student sample(s) of claim-evidence-reasoning on Day 2. Have students compare their writing to those students' samples. Ask the following questions:

*How are your thoughts or understanding similar to another writer on the topic? How are your thoughts or understanding different to another writer on the topic? What would you like to learn more about? Why?*

[Claim-Evidence-Reasoning Record Observations Document](#) (google doc)

■ Claim-Evidence-Reasoni... (PDF)

*1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.*

*2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.*

*3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.*

Ask the following questions to students as they analyze the student samples:

■ Claim-Evidence-Reasoni...

**\*\*TEACHER NOTE:** As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.

colored and some are dark-colored, you could sort them by color.

group discussions and review various artifacts (pictures, images, primary sources, charts) to build knowledge of the term.

Have students collaborate to complete the four square strategy for the other vocabulary terms.

Monitor student progress, sharing new ideas for class discussion, and help students distinguish essential from non-essential characteristics.

Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.

GSE:SKE2.c		Focused Concept: Soil can have different physical attributes, including texture and color.		
Learning Target		The students will observe and record the texture and color of soil using tools..		
Lab Safety Protocol and Materials		<a href="#">W</a> General Safety Practices for the Elementary Science Classroom- TOC.docx		
Phenomenon: <a href="#">Bulldozer Moving Earth Material</a>		DQ: What are some similarities and differences among the different types of soils?		
Day 1: Opening	Day 2 : Guided Practice/ Transition	Day 3: Independent Practice	Day 4: Independent Practice	Day 5: Assessment / Summary
<p><b>Phenomenon Introduction</b> (5-7 minutes)</p> <p>Show students the phenomenon card : <a href="#">Bulldozer Moving Earth Material</a></p> <p>After discussing the phenomenon card, show the students the following <a href="#">video</a>.</p> <p>Use the <a href="#">see, think wonder strategy</a> to guide student thinking.</p> <p>Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week.</p> <p><b>Inquiry Activity</b> (10-15 minutes)</p> <p><b>SEP Teacher Tip:</b></p>	<p><b>Introduce the Driving Question:</b> (7-10 minutes)</p> <p>Have students review the driving question:</p> <p><i>What are some similarities and differences among the different types of soils?</i></p> <p>Use the strategy to support students with making connections and understanding the driving question (DQ).</p> <p><a href="#">Visualizing the Driving Question</a></p> <p>Click here to access <a href="#">question words reference chart</a></p> <p>The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer.</p> <p>Be sure to create a reference for students to have throughout the week.</p> <p><b>**TEACHER NOTE:</b> Students should not answer the driving question at this time. Students</p>	<p><b>Graphic Organizer</b> (2-3 minutes for students to access)</p> <p>Students will need and will use the student lab sheet for "<a href="#">How can I describe soil?</a>" provided in their consumable book or the access to the student handout for "<a href="#">How can I describe soil?</a>"</p> <p><b>Materials:</b> soil 1, soil 2, hand lens</p> <p><b>Investigation Facilitation</b> (30-35 minutes)</p> <p><b>SEP Teacher Tip:</b></p> <p>To support students with the science and engineering practices for this week, follow the guidance in this protocol:</p> <p><a href="#">Developing model construction questions</a></p> <p><a href="#">Provide constructive feedback for building a model</a></p> <p><a href="#">Student back pocket questions How can I describe soil?</a></p>	<p><b>Text Annotation Strategy</b> (30-45 minutes)</p> <p>Have students read and annotate the following text: <a href="#">Soil</a></p> <p>The text for this week's lesson can be found <a href="#">here</a>.</p> <p>View the following facilitation directions: The text is designed to be projected or copied onto chart paper for a shared and interactive reading experience. More advanced students may benefit from following along on a paper copy.</p> <p>The teacher should facilitate the following process. Have the students follow the text protocol facilitation directions provided in the following strategy:</p> <p><b>■ K-2 Text Annotation Prot...</b></p> <p>Students should complete the following student handout as they work through the text annotation protocol:</p> <p><a href="#">K-2 Text Annotation Student Document (editable)</a></p>	<p><b>Assessment for Learning:</b> (10-15 minutes)</p> <p>Have students complete the following soil <a href="#">assessment</a>.</p> <p><a href="#">Teacher answer key</a></p> <p><b>**TEACHER NOTE:</b> Assessments may be administered to the whole group or small group. Provide each student with a copy of the assessment. Display the assessment for students to track as the teacher reads each question. The teacher will read each question and the responses. Instruct the student to mark or circle the correct answer.</p>

To support students with the science and engineering practices for this week, follow the guidance in this protocol:

[Developing model construction questions](#)

[Provide constructive feedback for building a model](#)

[Student back pocket questions](#)

### Soil Investigation

#### GaDOE Inspire

**Objective:** Observe and record the physical attributes of soil.

**Materials:** different types of soil (garden soil, sandy soil, clay), magnifying glasses, plastic spoons, small containers, white paper, water, paper towels

**Procedure:** Give each student a small container with a different type of soil. Use magnifying glasses to observe the soil closely. Let the students feel the soil with their fingers. *Ask them to describe how it feels (smooth, gritty, sticky).* Spread a small amount of soil on white paper and observe the color. *Compare different types of soil.* Wet Test: Add a few drops of

will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary strategy to develop a response in the claim-evidence-reasoning format.

#### Claim-Evidence-Reasoning (CER)

(10-12 minutes)

**Objective:** Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation.

The teacher should state the following to students:

“Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas.”

Review the [claim-evidence-reasoning poster](#) with students.

As a class or in student groups, provide students with this week’s claim- evidence-reasoning sample.

The teacher will select samples of student work from weeks 1-3 for the class to analyze.

The teacher or students should read over student sample(s) to analyze

**Objective:** Students will use tools to observe and compare two different soil samples.

**Procedure:** Observe both kinds of soil. Touch them. Use the hand lens to look at the soils up close. Write or draw what you notice. *How are the soils the same?*

#### \*\*TEACHER NOTE:

If students need more direction on this lab, use the following procedure.

1. Pinch a small amount of each soil sample between your fingers. *Do you notice any difference? Does the soil form a clump?*
2. Practice looking at small objects with the hand lens. Hold the lens up to your eye and then move it slowly toward an object until it comes into focus.
3. Draw two circles on a sheet of blank paper. Label one circle “Soil 1” and the other “Soil 2.” You can use colored pencils to draw what each soil looked like up close.

#### ■ K-2 Text Annotation Stud...

During the teacher-led discussion, the teacher should ask the following questions: Have you ever splashed in some mud after it rains?

*Did you know that some people make their homes out of mud? How is the soil being used in each picture? How would you describe the soil in each picture?*

**\*\*TEACHER NOTE:** Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning.

#### Vocabulary Words

texture, color

#### Vocabulary Strategy:

(10-15 minutes)

#### Four Square

Provide students with the [graphic organizer \(editable\)](#) or [pdf handout](#), explaining its four sections: word, meaning, picture, and sentence.

Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words.

Allow students to work in collaborative groups. Actively monitor and facilitate small group discussions and review various artifacts (pictures,


water to each soil type and observe any changes.

**\*\*TEACHER NOTE:**

*Discuss how water affects the texture and color of the soil.* Have students draw pictures of their observations and describe them using simple words or phrases.

claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol:

[Claim-Evidence-Reasoning Record Observations Document](#) (google doc)


 Claim-Evidence-Reasonin... (PDF)

*1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.*

*2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.*

*3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.*

Ask the following questions to students as they analyze the student samples:

 Claim-Evidence-Reasonin...

**\*\*TEACHER NOTE:** As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.

images, primary sources, charts) to build knowledge of the term.

Have students collaborate to complete the four square strategy for the other vocabulary terms. Monitor student progress, sharing new ideas for class discussion, and help students distinguish essential from non-essential characteristics.

Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.

**Week 5**

**GSE:SKE2.c**

**Focused Concept:** Soil can have different physical attributes, including texture and color.

**Learning Target**

The students will identify and describe the different physical attributes of soil.

**Lab Safety Protocol and Materials**

[W](#) General Safety Practices for the Elementary Science Classroom- TOC.docx

**Phenomenon:**

[Bulldozer Moving Earth Material](#)

**DQ:**

What are some similarities and differences among the different types of soils?

**Day 1: Opening**

**Day 2 : Guided Practice/  
Transition**

**Day 3: Independent Practice**

**Day 4: Independent Practice**

**Day 5: Assessment / Summary**

**Phenomenon Introduction  
(5-7 minutes)**

Show students the phenomenon card : [Bulldozer Moving Earth Material](#)

After discussing the phenomenon card, show the students the following [video](#).

Use the [see, think wonder strategy](#) to guide student thinking.

Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week.

**Introduce the Driving Question:  
(7-10 minutes)**

Have students review the driving question:

*What are some similarities and differences among the different types of soils?*

Use the strategy to support students with making connections and understanding the driving question (DQ).

[Visualizing the Driving Question](#)

Click here to access [question words reference chart](#)

The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer.

Be sure to create a reference for

**Investigation Facilitation  
(30-35 minutes)**

**SEP Teacher Tip:**

To support students with the science and engineering practices for this week, follow the guidance in this protocol:

[Developing model construction questions](#)

[Provide constructive feedback for building a model](#)

[Student back pocket questions](#)  
**Mystery Science**  
[How do you build a city out of mud?](#)

**Materials:** [lab sheet](#), cornmeal, dixie cups (3 oz), flour, paper plates, paper towels, plastic spoons, solo cups (9 oz), toothpicks, pencil

**Text Annotation Strategy  
(30-45 minutes)**

Have students read and annotate the following text: [The Scoop on Soil](#)

The text for this week's lesson can be found [here](#).

View the following facilitation directions: The text is designed to be projected or copied onto chart paper for a shared and interactive reading experience. More advanced students may benefit from following along on a paper copy.

The teacher should facilitate the following process. Have the students follow the text protocol facilitation directions provided in the following strategy:

[K-2 Text Annotation Prot...](#)

**Claim-Evidence-Reasoning  
(15-25 minutes)**

Students will write a response to the following driving question in the CER format.

*What are some similarities and differences among the different types of soils?*

Review the [claim-evidence-reasoning poster](#) with the students

**\*\*TEACHER NOTE:** Provide students with sentence starters by sharing on the board:

[K-2 Claim-Evidence-Reas...](#)

Have students write their claim-evidence-reasoning

**Writing a claim**

Have students develop a claim which is their answer to the driving question. Students should

**Inquiry Activity**  
(10-15 minutes)

**SEP Teacher Tip:**

To support students with the science and engineering practices for this week, follow the guidance in this protocol:

[Developing model construction questions](#)

[Provide constructive feedback for building a model](#)

[Student back pocket questions](#)

**Observing Soil**

**Objective:** In this activity, students observe, describe, and compare the color, shape, and texture of soil.

**Procedure:** Distribute soil sample bags. Have students observe each soil sample bag using their hand lenses. As students are observing the soil sample bags, *have them use descriptive words to describe the samples. Lead a class discussion on the ways soil is used. Record on a class anchor chart.*

**Materials:** Hand lens, safety goggles, markers

**\*\*TEACHER NOTE:**  
Prepare 4 snack-size plastic

students to have throughout the week.

**\*\*TEACHER NOTE:** Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary strategy to develop a response in the claim-evidence-reasoning format.

**Claim-Evidence-Reasoning (CER)**  
(10-12 minutes)

**Objective:** Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation.

The teacher should state the following to students:

“Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas.”

Review the [claim-evidence-reasoning poster](#) with students.

As a class or in student groups, provide students with this week’s claim- evidence-reasoning sample.

**Objective:** In this lesson, students learn about a unique building material: mud! The properties of mud depend on the properties of the soil it's made from.

**\*\*TEACHER NOTE:**  
We suggest students work in pairs. You will need access to water for this activity. Making a mud model is very fun, but it can also be distracting! We recommend waiting to distribute the cups of water and spoons until Step 5 of the activity, after students have explored the dry soil models.

*What is mud made of?  
What do you think happens when mud dries?  
Can you name something that people build using mud?  
How does mud feel when you touch it?  
What color is mud?*

Students should complete the following student handout as they work through the text annotation protocol:

[K-2 Text Annotation Student Document \(editable\)](#)

■ [K-2 Text Annotation Stud...](#)

During the teacher-led discussion, the teacher should ask the following questions:

*What does the reader mostly read about? There are different types of soil.  
What do plants grow well in? Topsoil  
How are topsoil and sand the same? They are both tiny grains.*

**\*\*TEACHER NOTE:** Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning.

**Vocabulary Words**

Physical attributes

**Vocabulary Strategy:**  
(10-15 minutes)

**Four Square**

Provide students with the [graphic organizer \(editable\)](#) or [pdf handout](#), explaining its four sections: word, meaning, picture, and sentence.

Use a Think Aloud to demonstrate how to use the graphic organizer with one of the

use all their knowledge from the phenomenon, inquiry activity, investigation, and information analysis protocol to develop an answer to the question.

**Writing evidence**

Students should provide observational or numerical data as their evidence from their investigation and write a short caption or brief description of the data they provide to support their claim.

**Writing the reasoning**

Students will use textual evidence from the “text annotation graphic organizer” to generate the reasoning or justification in the CER format.

Have students use the following template to write their claim-evidence-reasoning (CER)

[K-2 Student Writing Template \(editable\)](#)

[K-2 Student Writing Template \(pdf\)](#)

**\*\*TEACHER NOTE:** Have students review the student sample(s) of claim-evidence-reasoning on Day 2. Have students compare their writing to those students' samples. Ask the following questions:

*How are your thoughts or understanding similar to another writer on the topic? How are your thoughts or understanding different to another writer on the topic? What would you like to learn more about? Why?*




bags with assorted soil samples: clay soil, loam soil, potting soil, and sandy soil. Ensure each student has a hand lens to observe the soil samples.

The teacher will select samples of student work from weeks 1-4 for the class to analyze.

The teacher or students should read over student sample(s) to analyze claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol:

[Claim-Evidence-Reasoning Record Observations Document](#) (google doc)


 Claim-Evidence-Reasonin... (PDF)

*1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.*

*2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.*

*3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.*

Ask the following questions to students as they analyze the student samples:

 Claim-Evidence-Reasonin...

**\*\*TEACHER NOTE:** As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will

provided vocabulary words.

Allow students to work in collaborative groups. Actively monitor and facilitate small group discussions and review various artifacts (pictures, images, primary sources, charts) to build knowledge of the term.

Have students collaborate to complete the four square strategy for the other vocabulary terms. Monitor student progress, sharing new ideas for class discussion, and help students distinguish essential from non-essential characteristics.

Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.

	explicitly learn vocabulary on Day 4.			
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**Assessment Prep**

Prepare students for assessment by reviewing the following Assessment Prep Presentation.

Provide the following guidance:

Ask the students to use what they know about the tasks completed to answer the provided assessment prep question.

- What is the question asking you?
- What do you know about the vocabulary or concept in the question?
- Is this question similar to any investigations or tasks we've completed?
- How can what you've done help you answer this question?
- Just view the assessment question: What is the question asking you?

Guide students to think about how their experience connects to the question.

Using the answer choices provided, ask the students the following:

- Identify a wrong answer: How do I know this answer is incorrect?
- Identify the right answer: How do we know this answer is correct?

Allow the students time to discuss in collaborative groups.

**TEACHER NOTE:** If students struggle with the question, review it the next day. Do not rush to the next question; instructional time is the only time they have to prepare for the end-of-year assessment.

**Labs / Investigations**

Mandatory Labs		Explore Learning	Mystery Science
<b>Excavators</b> <b>Guessing Game</b> <b>How can rocks be put into groups?</b> <b>How can I describe soil?</b> <b>How do you build a city out of mud?</b>		Science 4 Us Earth Materials Module	Soil Properties
Additional- Resources/Tasks			
<b>Supplemental Labs</b>	Excavators Rock Hunt Soil Investigation Observing Soil		

<b>Culminating Performance Task</b>	What physical attributes allow us to identify and describe earth materials? CER task How can I use the attributes of objects to sort and categorize rocks? CER task What are some similarities and differences among the different types of soils? CER task  <a href="#">K-2 Student Writing Template (editable)</a> <a href="#">K-2 Student Writing Template (pdf)</a>
<b>STEM Activities</b>	