

ECVI-DHH UNIT: Rocks *at a glance*

By Abby Marshall

WORDS		
LEVEL 1	LEVEL 2	LEVEL 3
Rock Roll Round Flat	Smooth Dull Slowly	Minerals

SUGGESTED BOOKS	
Expository	Narrative
Rocks Hard, Soft, Smooth, and Rough written by Natalie M. Rosinsky and illustrated by Matthew John	Ricky, the Rock that Couldn't Roll written by Mr. Jay and illustrated by Erin Wozniak

DRILL AND PRACTICE	CONCEPTUAL ACTIVITIES
❖ Memory Game ❖ Bingo	❖ Rock Investigation ❖ Rock Sort

NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS)	
K	SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
1	SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.
2	SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.

UNIT WORDS AND DEFINITIONS

Unit Theme: Rocks

LEVEL 1 WORDS	PART OF SPEECH	DEFINITION
Rock	noun	A hard, solid piece of the earth that can be big or small
Roll	verb	To move by turning over and over
Flat	adjective	Smooth, even, level surface without bumps
Round	adjective	Shaped like a circle or a ball

LEVEL 2 WORDS	PART OF SPEECH	DEFINITION
Smooth	Adjective	Soft and not rough when you touch it
Dull	Adjective	Not shiny or bright
Slowly	Adverb	Not quickly

LEVEL 3 WORDS	PART OF SPEECH	DEFINITION
Minerals	Noun	The materials that make up a rock

[Target Words Signed](#)

Rock



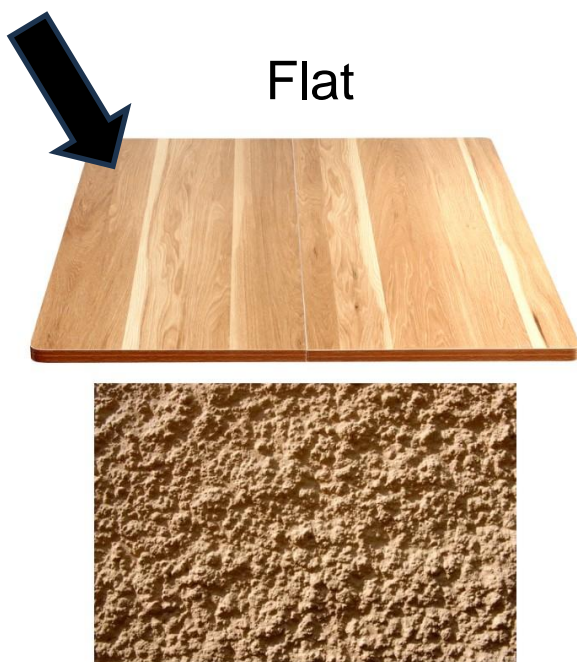
A hard, solid piece of the earth that can be big or small

Roll



To move by turning over and over

Flat



Smooth, even, level surface without bumps

Round



Shaped like a circle or a ball

Smooth



Soft and not rough when you touch it

Dull



Not shiny or bright

Slowly



Not quickly

Minerals



The materials that make up a rock

PRE- AND POST-INTERVENTION ASSESSMENTS

Unit Theme: Rocks

Word, Definition, and Assessment Prompt	Pre-Intervention Screening Score		Post-Intervention Assessment Score	
	Word	Definition	Word	Definition
1. Word: Rock Word prompt: What is this? Definition: A hard, solid piece of the earth that can be big or small. Definition prompt: What do you know about this?				
2. Word: Roll Word prompt: How is this moving? Definition: Moves by turning over and over. Definition prompt: Tell me what you know about that?				
3. Word: Round Word prompt: This toy is square, this toy is _____. Definition: Shaped like a circle or a ball Definition prompt: Tell me what you know about that?				
4. Word: Flat Word prompt: This is bumpy, this is _____. Definition: Smooth, even, level surface without bumps Definition prompt: Tell me what you know about that?				
5. Word: Smooth Word prompt: This is rough, this is _____? Definition: Soft and not rough when you touch it Definition prompt: Tell me what you know about that?				
6. Word: Dull Word prompt: This is shiny, this is _____? Definition: Not shiny Definition prompt: Tell me what you know about that?				
7. Word: Slowly Word prompt: How is the turtle moving? Definition: Moving at a quiet steady speed				

Definition prompt: Tell me what you know about that?				
8. Word: Minerals Word prompt: What is this? Definition: The materials that make up a rock Definition prompt: What do you know about this?				

INTERACTIVE BOOK READING QUESTIONS

Before reading the book, write each question on a sticky note and place it on the corresponding page.

BOOK 1: Rocks, Hard, Soft, Smooth, and Rough written by Natalie M. Rosinsky and illustrated by Matthew John

Reading	Page #	Question type	Question
1	8	Comprehension	What are minerals ? Minerals are what rocks are made of.
1	14	Abstract	Some rocks are dull . Why do you think they look dull ? They are old. They were touched a lot.
1	20	Relate	Tell me about the rocks you have found before. My driveway has lots of small rocks . I like feelings rocks that are smooth . I like flat rocks .
2	6-7	Comprehension	What can happen to rocks ? Rocks can break. Rocks can melt.
2	5	Relate	What kind of rocks do you like? I like smooth rocks . I don't like dull rocks . I like round rocks that can roll .
2	20	Abstract	Where can you find rocks ? There are rocks in the woods! Rocks are at the beach.

BOOK 2: Ricky, the Rock that Couldn't Roll written by Mr. Jay and illustrated by Erin Wozniak

Reading	Page #	Question type	Question
1	9	Comprehension	Why can't Ricky the rock roll ? He is flat .
1	15	Abstract	What shape are the balls they stuck to Ricky? They are round !
1	18	Relate	Ricky is flat . He is sad that he can't roll . Tell me about a time you felt sad.
2	3	Relate	These rocks are all different sizes. What size rocks have you found? I found a HUGE rock ! I like tiny rocks .

2	23-24	Comprehension	Why can the rocks roll ? They are round like balls.
2	8	Abstract	Why do you think Ricky moved slowly ? Maybe the mud made him heavy. Maybe he was nervous!

CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with the student. Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

CONVERSATION 1

Materials: Smooth and/or dull rocks. Include round and flat rocks.

Turn	Script	Conversational Strategy
Teacher	Prompt: What does this rock feel like? (gives students smooth, round rock)	
Student	This rock feels smooth .	
Teacher	Yes, the rock is smooth . Do you think the rock can roll ?	Acknowledgment
Student	Yes, I want to roll it! *Rolls the rock*	
Teacher	It does roll! Hmm, why do you think it rolls ?	Acknowledgment and open-ended question
Student	It is round !	

CONVERSATION 2

Materials: Flat rocks and round rocks.

Turn	Script	Conversational Strategy
Teacher	Prompt: Tell me about a time you threw rocks ?	Tell me statement
Student	I went to the beach and threw a rock into the water. It stayed on top of the water!	
Teacher	Wow! The means your rock skipped across the water. Why do you think that happened?	Open ended question
Student	The rock was flat like this one *grabs an example flat rock*.	
Teacher	You're right! Your rock was flat .	Acknowledgement
Student	I like flat rocks . They are fun.	

CONVERSATION 3

Materials: Round rocks of different sizes, colors, and textures.

Turn	Script	Conversational Strategy
Teacher	Prompt: What do these rocks look like?	
Student	This rock is round and smooth .	
Teacher	You're right! What about this one? *Hands student a bumpy flat rock*	Acknowledgement
Student	It is not smooth or round .	
Teacher	Yes, this rock is not smooth , it is bumpy. You are also right, it is not round , it is flat .	Expansion and recast
Student	I like bumpy rocks .	

DRILL AND PRACTICE 1	
Purpose	To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions.
Objective	Student will express target words and definitions.
Activity	Memory Game
Materials	Printed and laminated vocabulary (target word) cards (pairs of each card so they can be matched)
Procedures	<p>The student will take turns with the teacher by flipping over two target word cards at a time. Each time they flip over a card they will need to say/sign the target word and definition. On the teachers turn, they will also say/sign the target word and definition.</p> <p><u>Example script:</u> *Assuming kindergarteners cannot read the definitions I tried to make it as if they were recalling the definitions (not words by word) from memory.</p> <p>Teacher: *flips over a card*. This is the word round, it means to be shaped like a circle or a ball. *Flips another card* this is a rock. A rock is a hard, solid piece of the earth that can be big or small. Hmm, the words round and rock are different. This means they do not match. *Flips the cards back over* Your turn!</p> <p>Student: *flips over a card*. This is the word slowly, it means to not move quickly.</p> <p>Teacher: Yes, nice job. That turtle is moving slowly.</p> <p>Student: *Flips another card* this is the word flat. Flat means something is smooth and even. Slowly and flat mean different things. They do not match. *Flips the cards back over*</p> <p>Teacher: Great work. You are right. Flat is something smooth and even like a table and something that moves slowly is a turtle. They mean different things, so they do not match.</p>

DRILL AND PRACTICE 2	
Purpose	To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions.
Objective	Student will express target words and definitions.
Activity	Bingo
Materials	BINGO cards Markers Vocabulary Cards
Procedures	<ol style="list-style-type: none"> 1. Print out BINGO cards or make BINGO cards by gluing pictures of the vocabulary words on the BINGO template. If you are working in a group, each card should have the pictures and free spaces in a different order. 2. Review the words and definitions for target words. 3. Each player takes a turn picking a vocabulary card from the pile. The player says the word and the definition for that word. Each player marks that word on his card with a marker. 4. Continue taking turns until one player gets a BINGO with all the words in a row, diagonally or a blackout. <p><u>Example script:</u></p> <p>Teacher: *Selects a vocabulary card* These are minerals. Minerals are materials that make up a rock. Hmmm...Oh! I see minerals on my bingo board, I am going to put a chip on it. Do you see minerals on your bingo board?</p> <p>Student: Yes! I have minerals on my board. The picture is the same.</p> <p>Teacher: Awesome! Tell me what minerals are.</p> <p>Student: They make up rocks.</p> <p>Teacher: Excellent. Put a chip on your board. Your turn! Pick up a card.</p> <p>Student: *Selects a vocabulary card* This is the word smooth. Smooth means something that is soft and not bumpy. I have it! *Puts a chip on it*.</p> <p>Teacher: Great work! I can't find smooth on my bingo board can you help me find it?</p> <p>Student: Yes. I see the same picture.... there!</p>

	<p>Teacher: Wow, you have good eyes. Thank you for helping me! Can you remind me what smooth means?</p> <p>Student: Smooth means something is soft and not bumpy.</p> <p>Teacher: Perfect!</p>
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CONCEPTUAL ACTIVITY WITH CONVERSATION 1	
Purpose	To engage the student in a conversation about the activity while using targeted vocabulary.
Objective	Student will use target words in spontaneous expressive language.
Activity	Rock Investigation
Materials	Rocks of different shapes, textures, sizes, and colors. Magnifying glasses
Procedures	<ol style="list-style-type: none"> 1. Student(s) and the teacher will take turns selecting rocks to examine (one at a time). They can use their magnifying glass to take a closer look at the rocks. 2. The teacher will prompt the student(s) to look, feel, and try to roll the selected rock. 3. They will discuss what the selected rock looks like, feels like, if it can roll and why. <p><u>Example Script:</u></p> <p>Teacher: Pick a rock!</p> <p>Student: I like this one.</p> <p>Teacher: Great choice. Let's examine the rock. Use your magnifying glass to take a closer look.</p> <p>*Student examines rock*</p> <p>Teacher: Tell me what you notice about this rock.</p> <p>Student: I think this rock is dull. It is not shiny.</p> <p>Teacher: That's a great observation. I agree with you. It looks like this rock is dull because it is not shiny. How does the rock feel?</p> <p>Student: It feels smooth. I like smooth rocks.</p> <p>Teacher: I also like smooth rocks.</p> <p>Student: I don't think this rock can roll.</p> <p>Teacher: Why do you think the rock can't roll?</p> <p>Student: It is flat.</p>

	<p>Teacher: Let's try to roll the rock.</p> <p>*Student tries to roll the rock*</p> <p>Student: It didn't roll.</p> <p>Teacher: The means we were right. The rock is flat. Round rocks roll. This rock is not round.</p>
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CONCEPTUAL ACTIVITY WITH CONVERSATION 2	
Purpose	To engage the student in a conversation about the activity while using targeted vocabulary.
Objective	Student will use target words in spontaneous expressive language.
Activity	Rock Sort
Materials	A variety of rocks. Different sizes, textures, shapes, colors, etc.
Procedures	<ol style="list-style-type: none"> 1. The teacher will select a category (based off the target words). For example, the categories would be “round”. Students would make two piles, one of round rocks and one of non-round rocks. 2. Student(s) and the teacher will work on sorting the rocks into their appropriate category. 3. When sorting, the teacher and student(s) will discuss why the rock fits or does not fit into the category. <p><u>Example Script:</u></p> <p>Teacher: We are going to sort these rocks into the category, “round”. Pick a rock to get started.</p> <p>Student: *Picks up a rock* This rock is round because it can roll! *Puts it in the “round” pile.</p> <p>Teacher: *Picks up a rock* This rock looks like it can roll.</p> <p>Student: No, that rock can’t roll because it is flat.</p> <p>Teacher: Oh, you’re right! I will put it in the “not round” pile.</p> <p>Student: *Picks up a rock* This rock is also flat. It is also smooth. I like it.</p> <p>Teacher: Good observations!</p>