

Grade: K-2 | Time: 1 hour

ROCK HUNT

Essential Question:

How do we describe rocks?



Overview

Students collect, describe, and sort rocks.

Assessment

Can students

- Find rocks of different shapes, sizes, colors, and textures?
- Observe and describe the attributes of 10 rocks and sort them according to their properties?

Vocabulary

- Texture
- Classify
- Mineral
- Rock

Teacher Information and Procedure

Prior knowledge for students: None

Source: Previous Alaska Resource Curriculum (Graphics from Depositphotos.com)

Materials needed

- Rocks of differing shape, size, color, and texture (children will collect these)
- Paper bag or egg carton labeled with a student's name
- Optional: hand lens

What to do in advance

- Locate an area outside which contains different types of rocks. If this is not possible due to the weather, then gather rocks from any available sources. Polished rocks are fine to use. You should have 10 rocks per student. You may hide the rocks around the room if weather prohibits you from venturing outdoors.

Teaching the Lesson

Gear- up

Show students 4 or 5 different interesting rocks, and pass them around. Think of words to describe each rock. Write the words on the board.

Explore

1. Before heading outdoors, tell the students that they will be looking for 10 rocks (5 for kindergarten students). They should try to choose rocks with different colors, shapes, sizes, or textures. You may have to explain what you mean by texture: how it feels such as bumpy, smooth, rough, or jagged.

2. Students collect rocks placing them into a paper bag or egg carton.

3. When back in the classroom have students share and compare their rocks.

4. As a class or in groups, have the students group their rocks by size, color, shape or other categories.

5. Have each student select a "special" rock from his/her group of rocks. Draw pictures and write, if possible, about his/her special rock and how it is different from other rocks. Refer to the brainstormed words on the board from the Gear Up. Share rocks and pictures.

Alaska Standards Addressed

By the end of 2nd Grade students should know that:

- * Describing things as accurately as possible is important in science because it enables people to compare their observations with those of others.
- * When people give different descriptions of the same thing, it is usually a good idea to make some fresh observations instead of just arguing about who is right.
- * Chunks of rocks come in many sizes and shapes, from boulders to grains of sand and even smaller.

Alaska English/Language Arts and Mathematics Standards (2012)RI.K-5.4

- WS.K-5.1, WS.K-5.8
- SL.K-5.3, SL.K-5.6



Generalize

Ask the students the following questions:

1. How do your rocks look the same?
2. How do they look different?
3. How do your rocks feel the same?
4. How do they feel different?
5. Why do some rocks feel the same?
6. What are some of the different colors rocks can be?
7. In what kind of shapes can rocks come?
8. In what kind of sizes can rocks come?

Assess

Each student sorts his/her 10 rocks into like piles. Start with making 2 piles. Then divide each of the 2 piles into 2 more piles. See how far the student can sort his/her rocks by their attributes.



Rock Hunt Assessment Rubric

	In Progress Towards the Standard	Meets the Standard	Exceeds the Standard
Science Content	Finds fewer than 10 rocks. Has few rocks that are different in shape, size, color, and texture. Does not sort the rocks into like piles of shapes, sizes, colors, or textures.	Finds at least 10 rocks of varying shapes, sizes, colors, and textures. Sorts the rocks into 2 like piles based on shapes, sizes, colors, or textures.	Purposefully chooses rocks which were different in their attributes. Sorts the rocks into more than 2 like piles based on shapes, sizes, colors, or textures.
Communication of Science Content	Lacks an accurate description of how his/her rocks are alike and how they are different.	Tells or draws how his/her rocks are the same and how they are different.	In addition to Meets the Standard: Includes great detail.

Extensions, adaptations, and more resources

Have the students draw their rock and label each component. For example: a sharp corner, smooth surface, translucent crystal etc.

