

**Grade** 2

**Topic** Rocks

**Title** Rock Your World

## **Standards**

**2.1.3** Describe, in both writing and verbally, objects as accurately as possible and compare observations with those of other people.

**2.2.5** Draw pictures and write brief descriptions that correctly portray key features of an object.

**2.3.3** Investigate by observing and then describing chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller.

## **Objectives:**

### **Cognitive:**

The learner will evaluate if a rock is considered a granule or a pebble.

The learner will compare/contrast different types of rock.

### **Affective:**

The learner will classify rocks into different categories.

The learner will choose a rock and complete a technical drawing of it.

### **Psychomotor:**

The learner will compose a description of their favorite rock.

The learner will initiate what rock they will study.

## **Materials:**

### Teacher Materials:

- Box of assorted rocks (granules, pebbles, and large rocks)

### Student Materials (per 2 students):

- Baggie (1 per student)
- Clipboards
- Pencils
- Hand lenses (1 per student)
- Science Journals

## **Procedures:**

1. Teacher will take students outside and ask them to collect four rocks per student (put them in baggies). 5-10 minutes
2. Teacher will take students back inside and ask students, “Do you see any rocks that are the same?” “How are they the same?” “How do they feel?” “Does your rock have a smell?” “What can you see if you look through the hand lens?”
3. Teacher will ask them to sort the rocks into as many different piles as they think makes sense.

4. Teacher will ask each group of two to share how they sorted their rocks.
5. Teacher will hold up a baggie full of sand and ask if the sand is considered a rock. Discuss why or why not. Teacher will probe thinking based on judgment the students just originated from sorting the rocks.
6. Explain to students that sand is a rock and why.
7. Have students create a technical drawing of their favorite rock in their Science Journals,
8. Have them describe the rock, using as many adjectives as they can.
9. Gather the class in a circle on the floor with their Science Journals and their rock in a pocket (to hide it).
10. Let some students share their drawing and description of their rock while the other students visualize it. Then the student will show everyone the rock.

### **Assessment:**

Pre and Post Assessment attached

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### **References:**

Ritz, William C. (2007). A Head Start On Science: Encouraging A Sense Of Wonder.  
NSTA Press. Arlington, VA. pg. 129.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Pre and Post Assessment for “Rock Your World” Lesson**

1. What are three different characteristics of rocks?

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2. What is the difference between granules and pebbles?

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3. Where does sand come from?

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