

Rock and Erode (Grades 3-5) Post-Visit Activities

We hope that you enjoyed your visit to the Children's Science Explorium!

To help reinforce the concepts covered during today's field trip, we have prepared the following activities for you to incorporate into the classroom.

Vocabulary List and Student Definitions (elementary level):

- **Rock:** a natural, solid material made of one or more minerals
- **Mineral:** a natural, inorganic, solid found in rocks
- **Atom:** the smallest part of an element, the building blocks to all matter
- **Igneous:** rocks that form under conditions of intense heat, hot molten lava that cools and hardens
- **Metamorphic:** rocks that form under conditions of intense heat and pressure in the deep layers of the earth's crust
- **Sedimentary:** rocks formed from materials deposited as sediment by water, wind, or ice
- **Crust:** Outer most layer of the Earth that is made of solid rocks and minerals.
- **Sand:** loose grains of rock or minerals found on beaches, in deserts and in soil.
- **Pebble:** a small round stone that has been worn smooth by wind or water.
- **Soil:** the top layer or the Earth's land surface.

Rock Cycle Journey Wrap Up:

1. Once you are back in the classroom, distribute each student's bag with beads and pipe cleaner. Also, provide their Rock and Erode booklets to refer to. Students will create a bracelet by adding the color beads in the order of their journey through the rock cycle.
2. As they are doing this, list each station and assigned color on the board.
3. Have a whole group discussion reviewing the steps of the game and highlighting that each bracelet should be different. This is because there are many pathways through the rock cycle.

Game Review:

- a. Students will begin at any station.
 - b. They will roll the die at that station and follow the instruction of the cube, as they move to other stations. At each stop, students will collect a colored bead (each station has a different color) and add the bead.
 - c. If the cube says "stop" then the student will remain at that same station for another turn and collect another bead of that same color.
 - d. As students collect beads, they will also write down the station name and bead color so that they can track their journey.
4. Have students write about where they started in the journey and where they traveled along the way. Challenge them to identify where along their path they were Igneous, Sedimentary, or Metamorphic rock.