

Know Your Rock (1st-2nd grades) 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 wrap-up activities for you to incorporate into the classroom.

Vocabulary List and Student Definitions (early elementary level)

- **Predict:** a guess; to say what is going to happen in the future
- **Observe:** to notice detail about something by using one or more of the senses
- **Senses:** how a person or animal obtain information about the physical world (sight, sound, taste, touch, smell)
- **Count:** to say numbers in order, usually starting at one; to add things up to see how many there are
- **Sort:** to arrange people, places, or things into groups according to how they are alike
- **Ask:** to make a request or communicate (talk) with somebody in order to get information
- **Experiment:** a test that is done to see if a prediction is correct
- **Journal:** daily recording kept in a notebook

Making Observations

1. Describing rocks: *Use this activity as a way to discuss the importance of collecting the correct data.*
 - a. During the program, *Know Your Rock*, your students used their senses to describe various rocks. With this activity your students will make observations about their "special rock" using most of their senses.
 - i. Pair up students.
 - ii. Have students switch both their rocks and their booklets. Do not let the partner see the white pages.
 - iii. Using the "New Rock" template on the back of the booklets, have students measure and describe the other student's "special rock."
 - iv. Have them compare their data with the original data.

Sharing Results

2. Creating Displays
 - a. Generate a class chart to display, comparing each rock's characteristics (See template on following page to recreate on chart paper).
 - b. Start a class rock collection by putting students' "special rocks" on display with the chart.

Language Arts Extension

3. Read: Let's Go Rock Collecting by Roma Gans and discuss as a class.
4. Have students write a creative story (or storyboard) about where they think their "special rock" came from and how it made its way into their pocket.

