

SCHOLASTIC DISCOVER MORE:

Rocks and Minerals

RIF EXTENSION ACTIVITIES FOR EDUCATORS



SIX INDIVIDUAL ACTIVITIES

- ◆ Individual students can choose an activity to complete.
- ◆ Student pairs or cooperative groups can work together on a choice of their own.
- ◆ Educator can assign an activity for an individual, pairs, or groups.

<p style="text-align: center;">COMIC STRIP</p> <p>Create a comic strip about 3 rocks in your rock collection. In your comic have dialogue among the rocks to explain the type of rock each is, where it is found, and how it changes from one form to another.</p> <p style="text-align: center;"><i>Language Arts, Art, Writing</i></p>	<p style="text-align: center;">ROCK THE ROCK CYCLE</p> <p>Using a paper plate, illustrate the process of the rock cycle (pp. 32-33). Include arrows to show how the process goes from one type of rock to another and pictures to show examples of each type of rock. Use the following link for further research: https://www.youtube.com/watch?v=xM40aV3Q_DA</p> <p style="text-align: center;"><i>Art, Science, Writing, Technology</i></p>	<p style="text-align: center;">ROCKS, ROCKS, AND MORE ROCKS!</p> <p>Fold your paper in half hot-dog style. Use scissors to cut 2 slits on one side so you have 3 “flaps.” Write <i>igneous</i>, <i>sedimentary</i>, and <i>metamorphic</i> on each flap. On the inside include newly learned facts and illustrations that go with each type of rock.</p> <p style="text-align: center;"><i>Language Arts, Science, Art</i></p>
<p style="text-align: center;">HARDNESS TEST</p> <p>Determine the minerals found inside your rock using the Mohs Scale of Hardness (p. 66). You will need 5-6 rocks, a penny, an iron nail, your fingernail, and a lead pencil. Create a chart for each test item and rate its hardness based on whether or not the item scratches your rock. The more items that scratch it, the softer the minerals are inside. Rate your rocks from hard to soft.</p> <p style="text-align: center;"><i>Science, Math</i></p>	<p style="text-align: center;">WATER WEIGHT</p> <p>Experiment to see if rocks can hold water. Write a <i>hypothesis</i>. Then, weigh 3-4 large, dry rocks individually. Use different kinds of rocks. Soak rocks in water for 30 mins. and weigh again. Record data on a chart. Did any of the rocks get heavier? Why might different kinds of rocks absorb more or less water?</p> <p style="text-align: center;"><i>Science, Math</i></p>	<p style="text-align: center;">WHAT KIND OF ROCK AM I?</p> <p>Geologists spend time sorting and classifying rocks based on their attributes. Using your personal rock collection, sort and classify your rocks based on their properties (shiny, dull, evidence of sediment, layers, light, heavy, etc.). Use index cards to create clues for each rock in your collection. Get with a partner and test your rock-identifying skills!</p> <p style="text-align: center;"><i>Writing, Science</i></p>

CASTLE CONSTRUCTION *Teacher Demonstration/Small-group Activity*

Materials per group: 3 paper cups, 3 c. of sand, plastic spoon, small bottle of liquid glue, 3 plastic bowls, 1/4 c. water, permanent marker

Engineers use different types of rocks, soils, and minerals to build things. Sand is actually a type of soil, created from broken-down pieces of rock. Ask students to predict which type of sand is best for building sand castles. Have groups put one cup of sand in each bowl. Bowl 1 will contain sand only. In Bowl 2, add 3 tbs. of water and mix well. In Bowl 3, add 3 tbs. of liquid glue and mix well. Then fill and pack down each paper cup with sand from the bowls. Label each cup: plain sand, sand with water, sand with glue. Leave paper cups to set over night. The next day have groups take cups outside or to a paper-covered table and unmold their “castles.” What happens? Observe, record, and discuss. Which castle held up best and why? What insight does this experiment give about building and building materials? Consider roads, homes, bridges, and more. Why is this question important to think about?

Science, Engineering



STEAM-THEMED: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH

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