

ADOPT A ROCK

ACTIVITY:

At first glance, all rocks look alike, but in this activity each student chooses a rock. As they study the texture, shape, color, and other aspects of their rocks students will soon be able to distinguish their rocks from the others. This is the one activity that allows students to take something home from Cooper ESC...their own rocks. Back at school additional activities may be done with the rocks.

LOCATION:

CESC staff will inform you of the location of the activity.

EQUIPMENT AVAILABLE:

Book: Everyone Needs a Rock by Byrd Baylor
Blindfolds
Empty box with a hole in the cover.

EQUIPMENT BROUGHT FROM SCHOOL:

A box in which to carry all the rocks back to school.

ASSIGNMENT FOR GROUP LEADERS A FEW WEEKS PRIOR TO TRIP:

Leader reads the material about the center.

DIRECTIONS FOR GROUP LEADERS ON TRIP DAY:

Check the contents of the "ADOPT A ROCK" activity box.
Take it to the activity area along with the container brought from school. This will be used to carry the rocks back to school.

THE LESSON:

1. Have the students sit comfortably in a semi-circle in front of you.
2. Read the book, Everybody Needs a Rock. You may wish to ask the children to review some of Byrd Baylor's rules for finding a rock.
3. Tell the children to think of the rules for finding a rock, because they are going to have about 10 minutes to explore the rocks in the area and to find their own favorite rock. They are going to be allowed to keep this rock and take it back to school, so they should be very careful about finding the rock they like best.
4. After everyone has found a rock, the students regroup in their semi-circle. Ask each student to describe their rock. What can be said about the color? texture? shape? size? weight? What is special about the rock?



5. Pass the box around and ask the children to drop their rocks in the box. Mix them up. Then take out the rocks, one by one, and pass them around the semi-circle and ask the students to pick out their own rock.
6. Collect all rocks again. This time ask the students if they think they could pick out their own rock without looking at them. Pass out the blindfolds and ask the students to put them on so they cannot see anything.
7. Pass the rocks around the semi-circle again while the children are blindfolded. By feeling the rocks each child should be able to pick out their own special rock.
8. Collect the rocks in the box. Put the cover on the box. Ask the students if they think they could find their rocks among all the others in the box...by reaching in and feeling the rocks. They will be surprised to find that they can locate their rocks quite easily by now.
9. If there is time, the students might share with the group the reasons they think their rocks are best for them.
10. Ask the students to place their rocks in the container brought from school. Tell them they will have to remember their rocks so they can use them in other activities back at school.

CLEANUP:

After the last group, replace all materials in the activity box and place it on the table in Biznaga cabin. Give the container of children's rocks to the teacher to be taken back to school.

ADOPT A ROCK ACTIVITIES BACK AT SCHOOL:

WRITING:

Write "My Rock" in the center of the chalkboard. Draw five arrows pointing out from the words. Ask the students to name the five senses. At the tip of each arrow write the name of a sense. Ask what their senses could tell about the rock.

Examples:

Touch...texture (smooth, rough, bumpy), edges (rounded, sharp), shape

Smell...dusty, clean

Sight...color, size, crystals, sheen, shape, patterns, how does it look wet?

Sound...what sound do you hear when you clink your rock against something?

Taste...(This is optional. You may not want your students to taste the rock.)

As the students examine their individual rocks, they write a sentence (or paragraph) about what each of their senses tells them about their rock.

WRITING:

Ask the children, "If your rock could tell a story, what would that story be?"

ART:

Students draw a picture of their rocks.

MATH:

Students weigh their rocks. Older grades may figure specific gravity.

SCIENCE:

A study of geology may evolve from the rock activities.