Grade: 2nd
Strategy: Making Connections
Technique: Story Mapping
Text Type: Media Literacy

The Magnificent Marvels of Rocks and Minerals

Aims of the lesson:

- To help students understand the importance of rocks and minerals and the different types that exist in the world.
- To encourage reflective thinking about their experiences with natural materials.
- To enhance creativity through writing and drawing activities that connect their observations to the world around them.

Text for the lesson:

Rocks and minerals are the building blocks of our planet. Rocks are made up of different minerals, which are the small pieces that make rocks look and feel different from one another. Let's dive in and explore the mysteries of rocks and minerals!

There are three main types of rocks: sedimentary, igneous, and metamorphic. Each type forms in different ways and has unique characteristics.

Process Phase 1: Planning (Teachers' perspective)

During this stage, the teacher prepares:

- The text "The Magnificent Marvels of Rocks and Minerals" for reading.
- A vocabulary list for discussion.
- Materials for drawing, writing, and sharing activities.

Cognitive Stage 1 (Students' perspective)
Step 1: Vocabulary Exploration

Activity:

- The teacher provides students with a vocabulary list: sedimentary, igneous, metamorphic.
- Students discuss their interpretations of these words and brainstorm examples or contexts in which they might encounter them.

Process Phase 2: (Teachers' perspective) - Teaching

The teacher reads the text aloud, prompting students to think about the significance of rocks and minerals in nature and everyday life.

Cognitive Stage 2 (Students' perspective)
Step 2: Reflective Writing

Activity:

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- Students think about a time when they discovered an interesting rock or mineral, whether on a hike, in their backyard, or during a visit to a geological site.
- They write a paragraph describing the rock's appearance (color, texture, shape) and how it made them feel.

Process Phase 3: Drawing Connections
Step 3: Artistic Representation
Activity:

- Students draw a picture of a rock, incorporating different colors and patterns to represent its unique features.
- They then draw a nature scene that includes something with interesting colors and patterns, such as a flower or tree bark.
- After completing their drawings, students discuss how these images connect the appearance of rocks and minerals to the beauty found in the natural world.

Process Phase 4: Reflective Writing Exercise
Step 4: Texture and Feature Description
Activity:

- Students think about a specific rock they have seen or touched that belongs to one of the three types (sedimentary, igneous, or metamorphic).
- They write a paragraph describing its texture (smooth, rough, jagged) and any other interesting features they remember.
- After writing, students pair up to share their descriptions and discuss the characteristics of their rocks.

Process Phase 5: Making Real-World Connections
Step 5: Local Connection
Activity:

- Students choose one of the rock types and think about how it connects to a specific place, landmark, or object in their community (such as a local quarry, building material, or geological feature).
- They write a paragraph explaining this connection, considering how the type of rock impacts the environment or human activity.
- Students then share their paragraphs with a partner, discussing the significance of rocks and minerals in their community.

Ways of Communication:

- **Interpretive** - Students interpret the information about rocks and minerals, relating it to their experiences and observations.
- **Interpersonal** - Students engage in discussions and sharing sessions, enhancing collaborative learning.

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- **Presentational** - Students present their drawings and written reflections, developing their communication skills.

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