

KINDERGARTEN-CONTENT STANDARD #10 EXTENDED LESSON A

Permission Granted

SYLVESTER'S PEBBLES

Overview

The children are asked to sort rocks in three or more ways. Three to four class sessions are needed to establish vocabulary and procedures for sorting and classifying the rocks. Allow forty to sixty minutes for each session.

Materials

- Small rocks or pebbles of various sizes, shapes, colors and textures
- *Sylvester and the Magic Pebble* by William Steig or *Everybody Needs a Rock* by Byrd Baylor
- 5" by 8" file cards of pieces of paper
- Yarn loops (each 1 yard long)
- Chart paper
- Marking pen
- Unlined paper
- Pencils, crayons, and/or colored marking pens
- Overhead projector (optional)
- Screen (optional)
- Overhead transparencies of children's work (optional)
- Post-it notes (optional)

Description

Either *Sylvester and the Magic Pebble* or *Everybody Needs a Rock* are books that can be used to introduce this problem. Read and discuss one of these books with the children. Have a chart ready that has the heading **Rocks can be...** Show the chart to the children and ask them to think of ways to describe rocks or pebbles to complete the chart. One class of first and second grade children came up with the adjectives pictured in the illustration.

Then, inform the children that part of their homework assignment is to bring in one or two rocks for the class to use on the next day. Limit the size of the rocks by telling the children that the rock must be small enough to fit inside the space made by connecting their thumb and forefinger.

For the lesson the next day, have blank 5" by 8" file cards, marking pens, yarn loops, and extra rocks ready for any children who need them. Tell the children to bring their rocks as they gather in your classroom meeting area. Review the chart from the previous day, and ask if there are more words they might need to describe their rocks. Add these new words to the chart. Then have the children read the words on the chart with you as you point to them. Ask the children to think of one word that describes their rock. Choose one child to share his or her choice. Write that word on a file card. Then choose another child and write that choice on a separate file card. Continue until you have from 16 to 20 cards. Have the class read the cards with you. As you are reading the words, ask the children to hold up their rock if it has the characteristic that you are reading.

Rocks can be...

**lumpy round little
black mossy bumpy
triangular flat red
speckled wet white
big holey striped
smooth dry rough
blue shiny brown**

[Source: [Posing Open-Ended Questions in the Primary Classroom](#), pg. 73-76, Teaching Resource Center]

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