



Target Strategies

2nd Grade - Pebbles, Sand and Silt

Investigation 1

I can investigate and sort a set of rocks.

I can rub rocks together to simulate weathering.

I can get rocks wet to see how they change and what it does to wash water.

I am introduced to the names of volcanic rocks - tuff, scoria, and basalt.

I am introduced to river rocks, then can describe their properties and compare and sort them into groups based on specific properties.

I can compare and sort river rocks.

Investigation 2

I can separate a river rock mixture, using screens.

I can observe sand and separate sand particles from silt particles.

I can observe that sand settles to the bottom of the water and silt forms a layer on top of the sand.

I can investigate the properties of the smallest rock particles, clay.

Investigation 3

I can learn how people use rocks as natural resources to construct objects and to make useful materials.

I can observe sandpaper and compare it to sand.

I can make and compare rubbings of three grades of sandpaper.

I can compare the effectiveness of each grade of sandpaper.

I can mix sand with cornstarch to make a durable sand sculpture.

I can determine the correct amount of sand to mix with corn starch and record the results.



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Investigation 3

I can use clay to make beads.

I can make adobe clay bricks with a mixture of clay soil, dry grass, or weeds, and water.

Investigation 4

I can put together and take apart soils.

I can identify humus, an important soil ingredient.

I can mix together homemade soil containing sand, gravel, pebbles, and humus.

I can shake some of the soil on a paper plate and observe what happens.

I can use a screen to separate my homemade soil.

I can shake soil and water together in a vial and observe what I see.

I can collect soil samples around my schoolyard and make observations.

I can shake vials of soils and water, then draw the results.

I can compare the vials and drawings of schoolyard soil samples with our homemade soil sample.

I can sort images of water sources, both fresh and salt, and discuss where water is found in my community.

I can compare a variety of solutions to slow down the effects of wind and water erosion on land.

I can find evidence of erosion on our playground.