

Checklist: Using Field Guides

Teacher Assessment

(Lesson 6)

Determine whether the following elements are evident in the child's approach to using field guides. You might want to assign one point for each criterion that the child demonstrates. You can add specific observations or comments in the space below each criterion.

Name _____

Date _____

Criteria:

_____ A. Knows what a field guide is and what it can be used for.

_____ B. Uses the pictures and descriptions in a field guide to try and identify or learn about specimens.

_____ C. Makes plausible identifications of specimens using a field guide.

_____ D. Independently chooses to use a field guide as a resource when appropriate.

“Guess My Mineral”

Rocks and Minerals Cluster (Lessons 4-7)

Game Directions:

1. Choose a mineral without letting the other players see it.
2. Write a detailed description of your mineral at the bottom of this page or on an index card. You can use a streak and scratch test if you wish.
3. Put your mineral in a pile with the other players’ minerals.
4. Trade your mineral description with another player.
5. Try to find the mineral that is described on the page or index card you are holding.

TEACHER NOTES:

Use this assessment after teaching Lesson 7.

Play the “Guess My Mineral” game with small groups of children so you can better evaluate their understanding of the properties that differentiate minerals.

You might lead this game or have children read the directions themselves to play the game.

Set out streak plates and hardness tools (such as the glass scratch plates, nails, and pennies) and let the children know they are available to use if they choose.

EVALUATIONS GUIDELINES:

Consider the following elements when evaluating children’s descriptions and identification techniques:

- Do children use more than one or two properties to describe their mineral?
- Do children focus on the properties when trying to identify other minerals in the pile?
- To gauge children’s understanding of hardness and streak as a property of minerals, you might note whether they include the results of streak and scratch tests in their descriptions.

Describing a Mineral

Rocks and Minerals Cluster (Lessons 4-7)

Directions:

1. Choose a mineral.
2. Draw a detailed picture of the mineral that shows some of its properties.
3. Write a detailed description of the mineral. (Include information about the mineral's hardness and streak in your description.)

TEACHER NOTES:

Use this assessment after teaching Lesson 7.

Set out streak plates and hardness tools (such as glass scratch plates, nails, and pennies) for children to use.

Children may need help describing hardness. (For example, you might suggest children write whether their mineral is harder than a penny, a nail or another known mineral.)

EVALUATION GUIDELINES:

Consider the following elements when evaluating children's pictures and descriptions:

- Do children use more than one or two properties to describe their mineral?
- Do children include streak and hardness in their description?

Rocks and Minerals Cluster

Quick Check Items

TEACHER NOTE: The following questions relate to the Rocks and Minerals cluster. Use them after teaching the entire cluster, or select the applicable questions immediately following each lesson. You can also compile the Quick Check items into an end-of-unit assessment.

1. (Lesson 4) True or False?

Rocks are made of minerals. _____ *true*

2. (Lessons 3-5) The way a rock looks and feels depends on:

- a. how it was formed
- b. the minerals in it
- c. *both answers a and b*
- d. neither answer a or b

3. (Lesson 6) Hardness and streak are properties of:

- a. wood
- b. *minerals*
- c. rocks
- d. glass

4. (Lesson 6) True or False?

All minerals have the same color **streaks**. _____ *false*

5. (Lesson 6) True or False?

A harder mineral will leave a mark (scratch) on a softer mineral. _____ *true*