

## Where Do Rocks Come From? – Reading to Learn

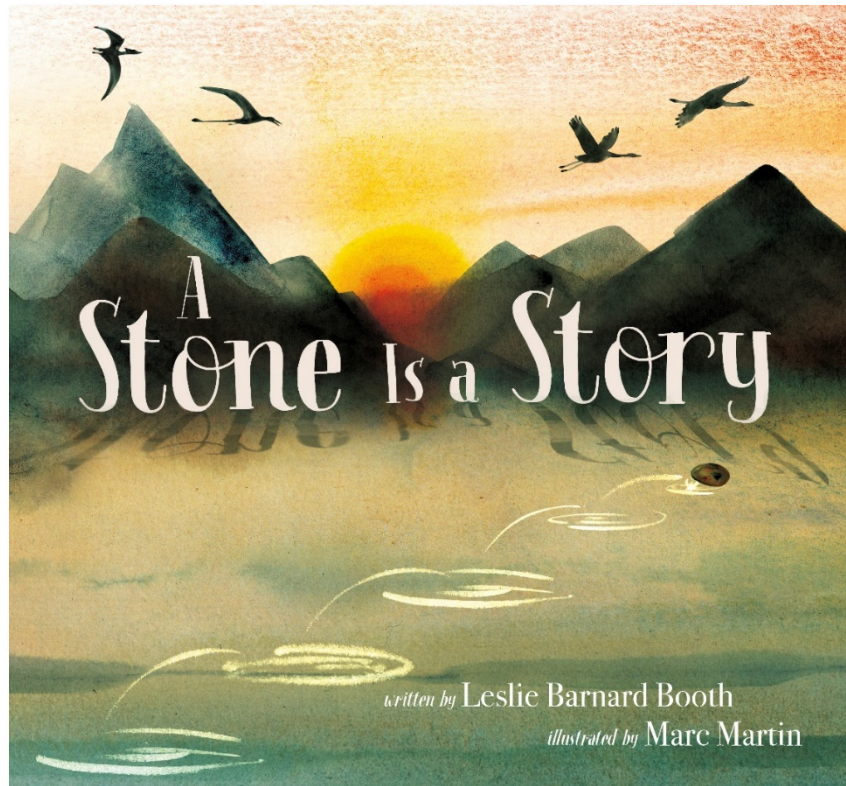
### Educator Guide

to accompany the nonfiction picture book

*A Stone Is a Story*

written by Leslie Barnard Booth

illustrated by Marc Martin



**Inside you will find** the standards-based lesson **Where Do Rocks Come From? – Reading to Learn**. This lesson focuses on reading informational text and includes connections to science, mathematics, and art. The core content can be covered in 1-2 sustained sessions or in shorter sessions throughout the week. Additional activities are provided for extended learning. All materials are meant to be adapted to your particular context; please pick and choose what is useful to you. While this lesson is intended for preschool, kindergarten, and first grade, it can be adapted to meet standards at higher grades. Printables can be found at the end of this guide and are also available separately at [www.lesliebarnardbooth.com/resources-stone](http://www.lesliebarnardbooth.com/resources-stone).

## BACKGROUND

### About the book

Follow a stone’s journey through time as it faces ice, water, wind, and scorching heat in this beautiful nonfiction picture book that is *Seeds Move!* meets *A Stone Sat Still*.

“Where do rocks come from?” The answer may be more incredible than you think! After all, a stone is not just a stone: a stone is a story. Embark on a journey across time to see how one stone can change and transform, from magma under Earth’s crust, to the sand swept up by a rushing river, to the very heart of the tallest mountain. Watch what happens when rain, ice, and wind mold this rock into something new, something you might even hold in your hand—something full of endless possibility.

Complete with additional information about geology and the rock cycle, this lyrical and captivating story invites readers to experience the wonder of the natural world around us, and to see—in every cliff, pebble, and stone—a window into Earth’s deep past.

Publisher: Margaret K. McElderry Books (October 3, 2023)

Length: 40 pages

ISBN13: 9781534496941

Grades: P - 3

Ages: 4 - 8

### About the author



Photo Credit: Kristal Passy Photography

**Leslie Barnard Booth** grew up in the Pacific Northwest, among giant trees and rugged mountains. She attended Pomona College and later earned an MFA in creative writing and an MS in education from the University of Oregon. She lives in Portland, Oregon, and loves exploring the natural world with her family. *A Stone Is a Story* is her first picture book. Visit her at [LeslieBarnardBooth.com](http://LeslieBarnardBooth.com).

### About the illustrator



**Marc Martin** is an illustrator, artist, and book maker. He is the author and illustrator of *A River*, *Masters of Disguise*, *The Curious Explorers Illustrated Guide to Exotic Animals A to Z*, *Max*, and *Lots*, among others. Marc is based in Melbourne, Australia. You can learn more about his work at [MarcMartin.com](http://MarcMartin.com).

# LESSON: WHERE DO ROCKS COME FROM?

## Standards

This lesson focuses on the following Head Start **Early Learning Outcomes Framework** (ELOF) goals and **Common Core** standards. Extension activities (pgs. 7-8) target additional standards.

| Preschool   | Kindergarten  | Grade 1  |
|---|---|--|
| P-SCI 1<br>Child observes and describes observable phenomena (objects, materials, organisms, and events). | RI.K.1<br>With prompting and support, identify the main topic and retell key details of a text.                                   | RI.1.2<br>Identify the main topic and retell key details of a text.  |
| P-LIT 5<br>Child asks and answers questions about a book that was read aloud.                             | RI.K.5<br>Identify the front cover, back cover, and title page of a book.   | RI.1.5<br>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| P-ATL 12<br>Child expresses creativity in thinking and communication.                                     | RI.K.6<br>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | SL.1.2<br>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                    |

### Vocabulary

See glossary for the following key terms:

**glacier**

**lava**

**magma**

**volcano**

Additional useful definitions:

**mammoth** – a large, hairy, extinct type of elephant

**whittle** – to carve something down or reduce something in size by repeatedly cutting away slices of it

### Materials

- ✓ The nonfiction picture book *A Stone Is a Story*
- ✓ 1-3 rocks, each in a small bag (not see-through)
- ✓ **Main Topic and Details printable**, 1 per student or per pair
- ✓ **My Stone's Story printable**, 1 per student
- ✓ Drawing supplies
- ✓ Outdoor space where children can collect additional rocks

Note: All printables can be found at the end of this guide. Extension activities may require additional materials.

## Procedure



### ENGAGE

Have students sit in a circle. Pass around a bag with a rock inside. Instruct students to reach in the bag and feel what's inside. Ask students to say one word to **describe** the object. Depending on student interest, you may pass around the second bag, and the third. Write students' describing words on the board.



Reveal the rock(s) from inside the bag(s). You can tell a brief story about where/how you found each rock.

*Ask: Have you ever found a cool rock? Listen to student responses.*

*Then ask: Does anyone know where rocks come from? Listen to responses.*

*Then say: I've got a nonfiction book/informational text that might help us figure this out. (Use the term that is best for your context.)*

Define nonfiction/informational text. For example: nonfiction texts are texts that teach, tells facts, and give information.



### INTRODUCE

Introduce the book. Read the title and show students the front and back covers. Explain that the author, Leslie Barnard Booth, is the person who wrote the book. Explain that the illustrator, Marc Martin, painted the pictures.

Tell students that the cover of a book gives readers clues about what the book is about. Ask the students what they notice about the cover of the book. What do they think this book will be about? What things do they expect to see in this book? [Target answers: Rocks, dinosaurs, birds, mountains, someone throwing a rock.]

Hold the book open and show the full book jacket to students. If they haven't mentioned the dinosaurs on the cover, point them out. Help them see that the jacket illustration shows a rough timeline of events, with dinosaurs eventually being replaced by birds.

Pause on the title page. Explain that the title page shows the title of the book. It is illustrated. *Say: The illustration on the title page gives more hints as to what the book is about. What hints does the title page show?* [Target answers: A child. There will probably be a child in this book.]

*Say: As we read, I want you to see if you can figure out the answer to our question: Where do rocks come from?*

Read the book to students.



## DISCUSS

*Ask: What happened to the rock in this book? Let's retell the important details of this informational text. Think about the first thing that happened.*

Show the first spread to help students remember.  
[Target answers: The rock was magma; it was lava.]

Define the words **magma** and **lava**. Demonstrate referring to the glossary for the definitions. Explain that informational text often includes a glossary.

*Say: Then what happened?*

Continue retelling the text together, pausing to define any tricky words. (See vocabulary list above for suggestions and definitions of potentially unfamiliar words.)

*Say: So where did the rock in this story come from?* [Target answers: From lava. From a long time ago. It was always there but it changed shape and got broken up and added to and moved around. It's partly bone, partly sand, partly lava.]

*Say: In an informational text, the main topic is the main thing the book tells about. What is this book about?* [Target answers: Rocks. Where rocks come from. How rocks go through a lot of things over a long time and change a lot over time.]



## PRACTICE

### PreK

Ask students to think of their favorite part of the book. Call on a child to tell their favorite part. As a class, think of a way to act out that part. Act it out together. Repeat.

### K/1

Have students complete **Main Topic and Details printable** independently or in pairs. (Find it at the end of this guide.) Make *A Stone Is a Story* available for reference.

Name: **Ellie** Main Topic and Details

What details do you remember from the book? Draw 3 things that happened to the rock in the book.

What is the main topic of this book? Write your answer below.

*Rocks changing. Rocks are old.*

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## EXPLORE

Take students outside. Have them find a rock that interests them. Ask them to bring it inside.

Hand out both pages of the **My Stone's Story printable**. (See end of guide.) Tell students to look at their rock. Ask them to imagine what things might have happened to their rock during its long existence. Was it once lava? Was it under the feet of the dinosaurs? Or at the bottom of the ocean? Was it ever a tiny piece of sand that got mashed together with other bits of sand?

Ask students to draw the imaginary story of their rock, starting with the first thing that happened, then the next thing, then the next thing, then the last thing. If time allows, have students share their stories with a partner.

Name: **MILES** My Stone's Story

What is the story of your stone? What has it been through during its long time on Earth?

First ...

Then ...

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Then ...

Finally ...

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## EXTENSION ACTIVITIES

### Home Connection

Invite students to bring a rock from home for show and tell. They can tell the class where they found it and offer a guess as to where it came from and what might have happened to it over its long history.

### Art Connection



Display pages 32-33 of *A Stone Is a Story*. Draw attention to how Marc Martin has painted this rock with such detail and care. Give students an opportunity to look closely at rocks they have found and paint pictures of them.

### Science Connection

Dive deeper into the science by adapting the 2<sup>nd</sup> Grade unit **Do Rocks Change or Stay the Same?** to your early childhood learners.

Find it at [www.lesliebarnardbooth.com/resources-stone](http://www.lesliebarnardbooth.com/resources-stone).

### Mathematics Connection

These math activities target the following ELOF and Common Core standards:

| Preschool                         | Kindergarten  | Grade 1  |
|-----------------------------------|---|--|
| P-MATH 4. Child compares numbers. | K.MD.3<br>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | 1.MD.4<br>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. |

Have students collect rocks outside and then sort them into categories. Categories might include: smooth/rough, big/small, black/gray/spotted, etc. Students can sort the rocks by different features on different days.

With teacher help, students can lay rocks out on a grid under categories, creating a bar graph that allows them to compare which category has the most and the least. Students can also count to compare less/more, most/least.



More activities available at: [www.lesliebarnardbooth.com/foreducators](http://www.lesliebarnardbooth.com/foreducators)





Name: \_\_\_\_\_

What **details** do you remember from the book? Draw 3 things that happened to the rock in the book.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

What is the **main topic** of this book? Write your answer below.

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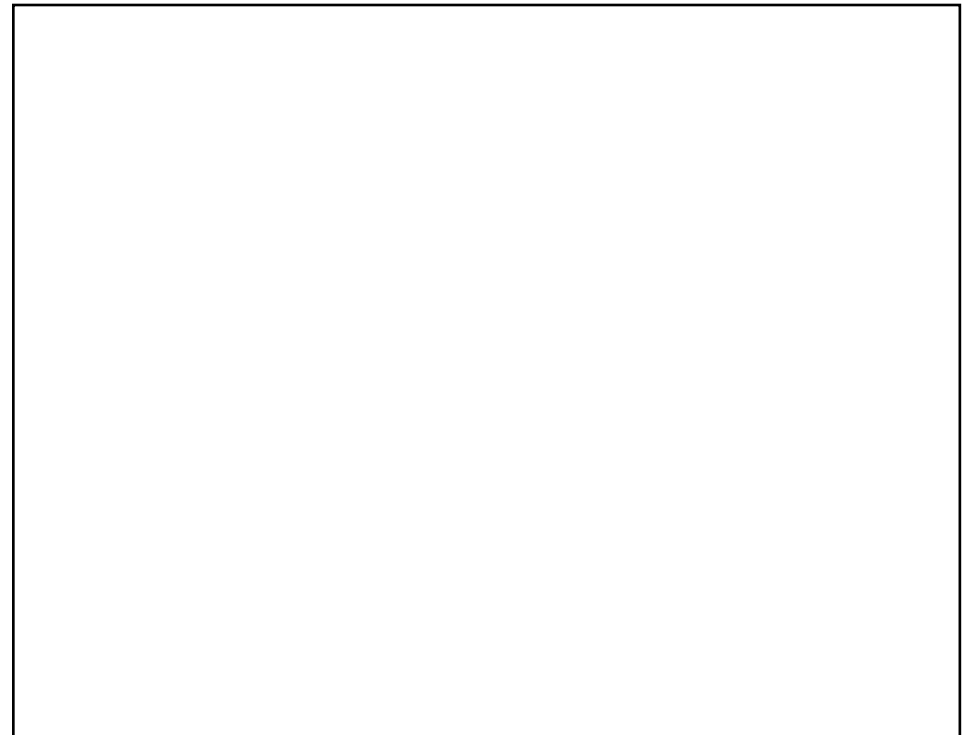
Name: \_\_\_\_\_

What is the story of your stone? What has it been through during its long time on Earth?

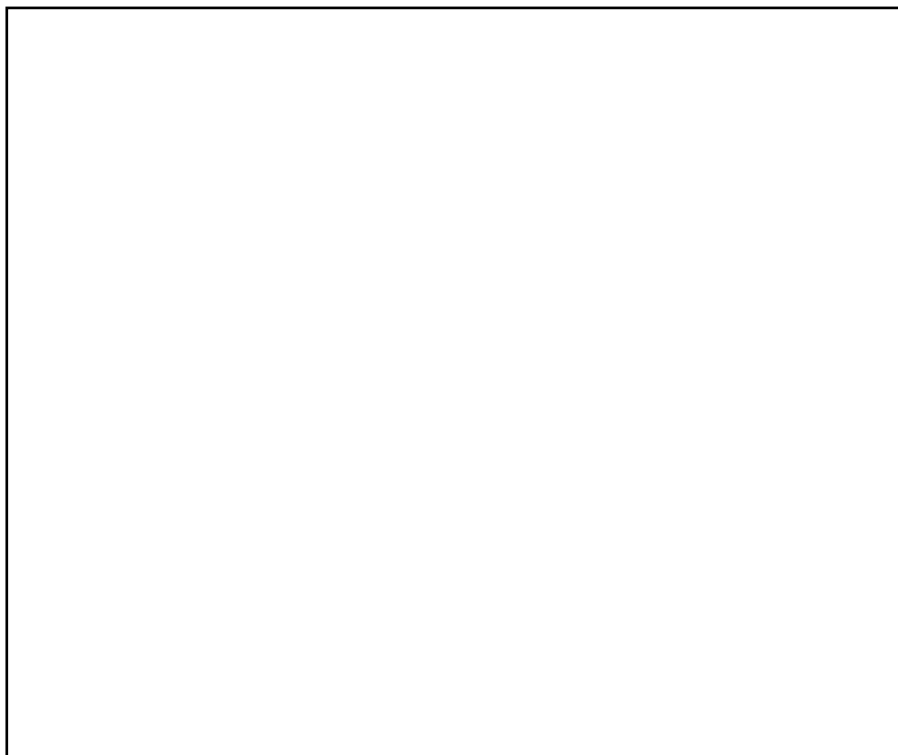
**First . . .**



**Next . . .**



**Then . . .**



**Finally . . .**

