**Sequencing Rationale**

**3rd Grade Science**

The Earth Science unit I would be teaching on would fall under the concept-related sequencing pattern. I feel that this sequence pattern would be most beneficial because the students need to learn about the first subunit before I move onto the next one. The concepts continue to build upon one another. If I were to teach this in a different order, then the students would be lacking the knowledge to make the connections. In addition, once I teach the content, I can then apply it to everyday life experiences that the children can relate too. The learning-related model would be interesting to teach because of the students’ interest in rocks and minerals, but the content still needs to be presented in an order that fits their learning needs.

The first subunit I would teach would be on minerals. Even though children are more familiar with rocks, I feel that minerals need to be taught first since a rock is made up of one or more minerals. First of all, the students have to learn the different characteristics of minerals in order to be able to classify them. After the students learn the content about minerals, then they can apply it to life by getting the opportunity to perform different tests on minerals. This allows the students then to find a mineral in nature, look at the characteristics, and classify it by their findings.

The second subunit on rocks continues to build on what the students learned about minerals. The students made the connection that rocks are made up of one or more minerals. Now they get the opportunity to look at different types of rocks and observe how they are constructed. This subunit allows the children to look at the metamorphic, sedimentary, and igneous rocks, and then make a sample of each one. First, the children will learn about the rocks, then they’ll get the materials to make each one. This is beneficial to them because they get the hands on experience to see how each type is made. In the last section of this subunit, the students then look at all the different types of rocks and identify ways that these rocks have changed their environment.

The third subunit on rock formation is yet another continuation from the previous subunit on rocks. If the students had not learned the different types of rocks, then they would not be able to distinguish how one rock can be changed into any other rock. The students get the opportunity to illustrate the rock cycle and use their knowledge of the different types of rocks and their connection to each other.

My final subunit connects the previous three subunits to the children’s everyday life. I feel this is a good subunit to wrap up the unit on rocks and minerals because they are using all their gained knowledge to connect it to things they see and use everyday. The misconception I discovered was that students do not think that rocks are important to their lives. By discovering how rocks and minerals are used, the students can see that rocks are an important factor in their lives. They also will examine what their life would be like without rocks and minerals. The students need to be aware that the information I taught them was for a purpose, and that they can use this knowledge to better understand the environment around them.