



# Describing and Deciding

## Kindergarten

### Duration

Pre-Visit: 15 minutes

Visit: 30 minutes

Post-Visit: 15 minutes

### Location

Gem & Mineral Hall

### Supplies

- Worksheet
- Pencil
- Camera
- Clipboard (optional)

### Standards

#### CCSS

W.8, SL.1.a.b, SL.4,  
SL.6, L.5.c

#### CA State

Science K.4.a.b.d.e

ELA Grades K–2:

Speaking Applications  
2.1

Vocabulary and Concept  
Development 1.17

Written and Oral English  
Language 1.1

### Vocabulary

Specimen

Adjective

Fluorescence

## Concepts

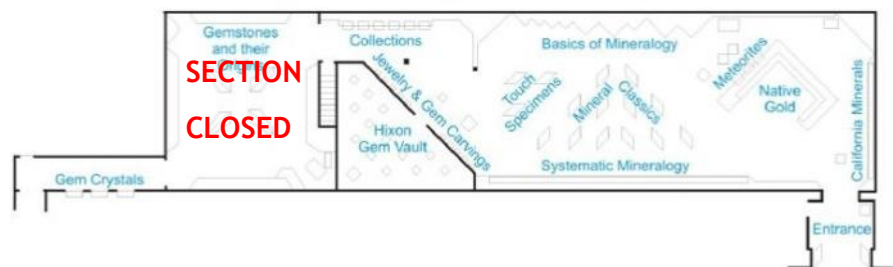
- Rocks and Minerals can be described and classified in many different ways.

## Objectives

- Students will identify adjectives and apply them to natural objects.
- Students will use adjectives to group specimens.
- Students will have fun exploring the Gem and Mineral Hall.

## Outline

1. In one Pre-Visit classroom session, discuss and review adjectives, introduce a new adjective: fluorescent. Practice using adjectives to describe and identify objects in the classroom.
2. During the Museum visit break into groups to work together on a scavenger hunt and record observations.
3. During one Post-Visit session, have students share their scavenger hunt answers with the class and as a class use photos to sort into different groups.



## Pre-Visit

Discuss and review how we use adjectives to describe people/things. Introduce the vocabulary word: fluorescent - something that appears to glow when exposed to certain kinds of light. For example, glow-in-the-dark stars or toys are *fluorescent*.

Next, give some descriptive words to the class and see if they can find objects in or out of the classroom that fit that description. For example, you may ask them to “find something round” and students may point out a basketball.

Tell students that we will be using adjectives during a field trip to the Museum to complete a scavenger hunt! Before your visit, predetermine teams.

## Visit

Split up into groups, and as a team walk around the Gem and Mineral Hall to have the students find different gems and/or minerals that fit the description on the scavenger hunt worksheet. Once the students have found the gem and/or mineral that fits the description the chaperone will take a picture of the students and their “find” and then record the name of the gem or mineral on the worksheet.

## Post-Visit

Back in the classroom have each group share their answers with the class (with accompanying photos). Talk about the adjectives used, and brainstorm what other adjectives could be used to describe specimens.

Next, as a class or with teams, have students group the minerals into different groups using the pictures through creating a collage. Have teams share their groups, and discuss. What kinds of groupings did they come up with? For example, did they group by size, shape or color? Were adjectives helpful in grouping?



### Gem & Mineral Hall Scavenger Hunt

Write down the name of a specimen that fits the adjective, and have your chaperone take a picture to document your discovery!

**Find a gem or mineral that...**

...is spikey \_\_\_\_\_

...sparkles \_\_\_\_\_

...is fluorescent: \_\_\_\_\_

...is a color of the rainbow: \_\_\_\_\_

...is shiny: \_\_\_\_\_

...feels smooth: \_\_\_\_\_

...feels rough: \_\_\_\_\_

...looks bumpy: \_\_\_\_\_

...is 2 or more different colors: \_\_\_\_\_

...is your favorite in the hall: \_\_\_\_\_