



An Adjective Habit

2nd Grade

Duration

Pre-Visit: 20-30 minutes

Visit: 30 minutes

Post-Visit: 15 minutes

Location

Gem & Mineral Hall

Supplies

- Worksheet
- Pencil
- Clipboards (optional)
- Blindfolds (optional)
- Sample minerals or photos of minerals

Standards

Science 2.4.c

ELA Grades K-2,
Organization and Focus,
Evaluation and Revision

Vocabulary

Physical Attribute

Mineral

Crystal

Habit

Cubic

Tabular

Acicular

Bladed

Concepts

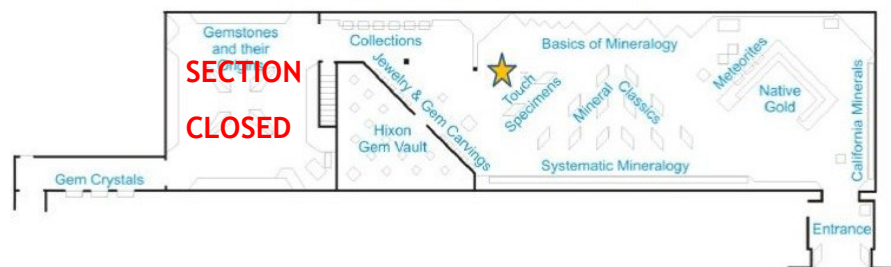
- Scientists use adjectives to record more accurate observations.

Objectives

- Students will understand that scientists use adjectives to record observations.
- Students will learn new adjectives to describe rocks and minerals and use them in their own observations.
- Students will construct descriptive paragraphs using new vocabulary.

Outline

1. Before visiting, review paragraph structure and adjectives with your students, and introduce the concepts above and new vocabulary. Using new adjectives, practice observation.
2. At the Museum, lead students through completing the observation activity and worksheet.
3. Back in the classroom, ask students to write paragraph using the information they collected at the Museum, then take some time to review and reflect on the experience.



Pre-Visit

In the classroom, take some time to review adjectives and paragraph structure.

Bring in different samples of minerals or photos with varying texture and sizes and have students use a variety of adjectives to describe them, recording the answers on the board.

Next, introduce more descriptive, scientific words to the list to for students to practice using when talking about the shape of the specimen, or more specifically its crystals. These adjectives are describing a physical attribute of minerals, their general crystal shape or habit. Some kinds of crystal habits include:

- **Cubic** - Crystals in the shape of cubes.
- **Tabular**- Crystals rectangular in shape, like a tablet.
- **Acicular**- Long, slender crystals that look like needles.
- **Bladed** - Crystals shaped like a wedge.

Tell the students they will be practicing using this new vocabulary during a field trip to the Natural History Museum!

Visit

Give some time for students to walk around the Gem and Mineral Hall and look at the different displays, see if they can find examples of each kind of crystal habit, and brainstorm other adjectives that describe the minerals they see in the display cases. Teachers and/or chaperones may choose to give a few examples if the students struggle to come up with varying answers.

Next, gather students in front of the touch specimens and pair the students off. Blindfold 1 student in each pair (or have 1 student in each pair close his/her eyes) and describe to his/her partner what they feel. The partner that is not blindfolded should document his/her partner's descriptive words on the worksheet, and write down the name of the specimen. Next, the student should add to the adjective list with open eyes.

Have students move to a different touch specimen and then switch roles.

Post-Visit

Using their list of adjectives from the Museum activity, ask students to write a paragraph describing the mineral they observed. Ask students to use at least one new, vocabulary to describe the specimens.

Variations & Extensions

- Have students draw or photograph the mineral and attach it to the worksheet.
- Use student work as a jumping off point for a short report about their mineral and have them present it to the class.
- Have students share their work with the class and compare and contrast their findings.

