



# Natural Opposites

PreK

## Duration

Pre-Visit: 15 minutes

Visit: 30 minutes

Post-Visit: 15 minutes

## Location

Gem & Mineral Hall

## Supplies

- Pencil
- Paper/Worksheet
- Camera
- Clipboard

## Standards

NA

## Vocabulary

Opposite

Rock

Natural

## Concepts

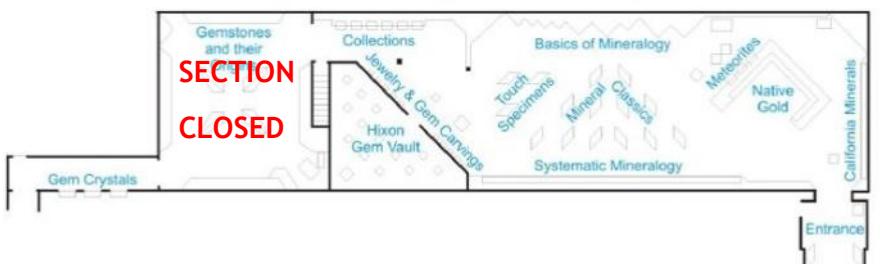
- Natural objects can have opposite features

## Objectives

- Students will reinforce their understanding opposites
- Students will learn that natural objects can have opposite features.
- Students will have fun exploring the Gem and Mineral Hall.

## Outline

- In one Pre-Visit session, introduce or review the concept of opposites and have students brainstorm examples of opposites and find examples in the classroom.
- During a trip to the Museum, break students up into groups and explore hall while looking for opposites with adult support. Take photos or draw observations. Then, reverse roles and let students prompt adults to find opposites, or have groups challenge each other.
- In one Post-Visit session have students draw the specimens based on the photographs and share drawings with the class, pointing out the opposite features.



## Pre-Visit

Introduce or review opposites with the students. Have students give examples of opposites, then walk around school/classroom and find objects that are opposite in some way.

## Museum Visit

Break the class up into groups - each adult should have a small group of students. Chaperones will need to help guide children for this activity.

Each group should walk around the gem and mineral hall and look at the different display cases to find examples of opposites. Adults should give verbal cues to the groups if they seem to be struggling to find examples. Feel free to help by pointing out a gem and/or mineral and then having the students find an opposite of it. For example: "Here is a smooth mineral...can someone find a mineral that is the opposite? A rough or spiky mineral."

This is a great time for students to draw their observations using the worksheet provided, or take photographs with the help of an adult.

Once students get the hang of the activity, reverse roles and have students ask the adults to find the opposite of a gem and/or mineral they see. This same principle can be applied to group, have the groups come together and see if other groups can find the opposite to a gem and/or mineral they have found.

## Post—Visit

If it was not a part of the visit activities, you may choose to have students draw a picture of a pair of opposite gems and/or minerals they found in the Gem and Mineral Hall (based on photographs). Teacher can help students label their opposite pair.

Groups can share the opposite pairs they found throughout the Gem and Mineral Hall, using their pictures or photographs with the class.



## Natural Opposites

### Opposites!

Find and draw two pairs of opposites in the Gem and Mineral Hall!

**Pair One**

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**Pair Two**

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