

LESSON: Thinker's Scavenger Hunt

GRADE:**K**

OBJECTIVES:

English Language Arts

Language

Vocabulary Acquisition & Use-

- **L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

Physical Education

- **P.E. Standard 1** – Demonstrates competency in a variety of motor skills and movement patterns.

MATERIALS:

- One copy of Thinker's Scavenger Hunt (whatever fits the season) for each group
- Pen or pencil for each group
- Clipboard for each group

PRESENTATION:

Go over the concepts in the scavenger hunt. The second page of this lesson plan has two copies of a Scavenger Hunt, or you can create your own. **CAUTION:** *Please avoid items that require digging up or taking large sections from living plants.*

- Some of the items on the list are included as a review of Clean and Green program lessons.
- Some items require only a sharp eye.
- Some of the items require little previous knowledge, but good powers of association, for example; *jar full of a clear gas, which is a life-giving substance.*
- The list for the Thinkers Scavenger Hunt contains vocabulary words that students may need to learn or review. This list gives students opportunity to explore word relationships (*deciduous* or *coniferous*, *decaying* or *growing*, *solid* or *gas*) with the tangible experience of the term within nature.

DIRECTIONS:

1. Divide your class into groups of three or four students. Explain that they are going on an unusual scavenger hunt. The first thing they need to do is determine the object based on the description.
2. Give them area boundaries and a time limit (1/2 hour or so).
3. Ask them to be careful not to rip off or up living plants or animals.
4. Explain that when they've found the objects, they should bring them back to the gathering place to be checked off the list.
5. Distribute lists of items and ask for questions before they go on the hunt.
Now go scavenge!
6. At the end of the time limit, gather the group together, go through each item, and discuss. Keep from using this as a competitive activity; sometimes competition gets in the way of learning.
7. You may wish to review certain concepts that were missed consistently or take them beyond these concepts. It can also be fun to have the kids make up their own scavenger hunts and try them out on each other.

TIME:**45-60 min.****PROCESSING THROUGH THE SIX PILLARS:****WHAT**

- What was the most challenging description for you to match with an object?
- Were the rules for the Scavenger Hunt fair? (same rules applied to all groups)

SO WHAT

- What worked best for your group in finding the objects the matched the description?
- How did you work together? (Divide the work and work alone, work as a group?)
- Was someone a leader for the group?

NOW WHAT

- Do you think that some lessons may be easier to do as a group rather than alone?

Thinker's Scavenger Hunt

- Dead leaf from a deciduous tree
- Needles from a coniferous tree
- Small piece of a living, growing thing that makes sugar out of sunlight
- Empty chewing gum wrapper
- Non-biodegradable piece of litter
- Pocketful of decaying leaves.
- Jar full of a clear gas, which is a life-giving substance
- Drawing of something that recycles waste
- Empty soda can
- Plant seed adapted for dispersal by wind
- Wild seed that attracts birds
- Oak tree fruit that deer eat
- 5-word description of a bird (one of the words should be its name)
- Leaf from a solid, woody plant that keeps its leaves green all winter
- Something that doesn't belong in nature (and why)

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Garden's Scavenger Hunt

- A vegetable that is really a fruit
- The *matter* in which seeds are planted.
- The name of the *plant* is found on this marker
- A tool used to dig small holes
- Plant which prefers to *grow* in cool weather
- Sun loving plant
- *Living plant*
- Find a *circle, square, and triangle*
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Please add items you might find in your garden!

-----cut here-----

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