

Scavenger Hunt

Overview

Students will explore a natural area using the scavenger hunt cards and record the answers in their journal in the form of sentences.

Concepts

1. Students will work cooperatively, as well as independently.
2. Being in outdoor environments necessitates understanding certain safety concerns.
3. Students will hone their observation skills and see the diversity of a natural area.

Time

30 minutes

Materials

For each team:

- one scavenger hunt card

For each student:

- Ecosystem Explorations Journal

Teacher Preparation

1. Find safe but interesting area to conduct scavenger hunt
2. Mark off boundaries if necessary.

Background

While a good idea, it is not necessary to familiarize yourself with common items students might find in the scavenger hunt area; being able to tell the general category of a natural item is enough (e.g. a seed). Also remember that the scavenger hunt is mainly to give the students a chance to explore and examine natural objects (along with introducing a few ecology concepts).

Procedure

Organize the students into their groups. Explain that they will be conducting a scavenger hunt for different items found in the ecosystem. As stated on the cards, each student must find the items (as opposed to imagining them) and write a complete sentence for each item found. The students should stay in their groups when searching, and need to be made aware of the scavenger hunt area boundaries. The students are not to collect any of the items they find. When the students are done, have them meet in a designated area.



Closure

Have students share what they have found with the whole group.

Adaptations for Students with Limited English Proficiency

Make sure that groups with LEP students have a bilingual student who can translate each question for the group. If possible, translate questions before the activity and have questions available in the students' primary language during the activity. Allow students to respond to each question and do the journal exercise in their primary language.

Journal Exercise

Journal use is an integral part of this activity.

**Assessment**

The sentences and verbal responses will show students' individual responses.

Extensions

1. Take out microscopes and have students examine some of their discoveries.
2. Have students draw their answers in their journals.
3. Instead of writing an answer have the students write down a question they have about the object they found.



Scavenger Hunt

Find the following things. Write a complete sentence for each thing you find.

1. a producer
2. something smooth
3. something younger than you.
4. a seed
5. something plants need
6. something nature recycles
7. evidence of an animal
8. evidence of a decomposer
9. something beautiful
10. something that is not part of this ecosystem

Un Caza de Cosas

Busque ejemplos de las siguientes cosas. Escriba de lo que encuentras en tu cuerno.

1. un productor (algo que hace energía del sol)
2. algo suave
3. algo menor que tu
4. una semilla
5. algo que necesitan las plantas
6. algo reciclado
7. un signo de un animal
8. un signo de un descomponedor
9. algo hermoso
10. algo que no es parte del ecosistema

