



NATURE SCAVENGER HUNT

Full-Day Early Learning-Kindergarten, Mathematics, Science and Technology

DESCRIPTION

Using their senses, students will **collaborate** on an outdoor nature based scavenger hunt. They will explore their outdoor space searching for specific items and then **communicate** how they made their choices. Inside, they will **think critically** about their objects and how to sort them into different categories.

CURRICULUM LINKS – THE FULL-DAY EARLY LEARNING-KINDERGARTEN PROGRAM

Mathematics

Big Idea: Young children have a conceptual understanding of mathematics and of mathematical thinking and reasoning.

Overall Expectation G3: describe, sort classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation

Science and Technology

Big Idea: Children are curious and connect prior knowledge to new contexts in order to understand the world around them.

Overall Expectation 1: demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings;

Overall Expectation 2: conduct simple investigations through free exploration, and guided activity, using inquiry skills (questions, planning, predicting, observing, communicating);

Overall Expectation 3: demonstrate an understanding of the natural world and the need to care for and respect the environment.

PLANNING NOTES

Materials

- Brown paper bags (1/child or pair)
- Bin for collected objects
- *Scavenger Hunt List* (Appendix 1)
- *Sorting Rules* (Appendix 2)

Recommended Class Time

- Over the course of a week

Thoughtful Questions

- What do you notice about the items you collected?
- What do they have in common? What is different about them?
- Do you think you would find different objects in different places? At different times of year? Why?
- How would your collection be different if you did a scavenger hunt at home?

Things to Think About

When going outside, make sure to have enough adult supervision and select an appropriate outdoor space for the scavenger hunt. If possible, take the class out in smaller groups. This can be done over a period of several days.

The class scavenger hunt will change at different points during the year. In the fall, students can focus on collecting items that are different colours and textures, while in the winter they might want to look for items that are covered by snow. In both cases, explain to students that all the objects they find should be on the ground already and not currently growing.

TEACHING/LEARNING STRATEGIES

Ignite – Indoors

1. Ask students if they have ever been on a scavenger hunt. If they have, what kind of things did they look for? Explain that they will be going on an outdoor scavenger hunt, what kinds of things do they think they could look for around their school?
2. Show the class a leaf and ask them to describe it using their senses. For example, when they use their sense of touch, what do they feel? Is it smooth or rough? When they use their sense of sight what colour do they see?
3. Introduce the items on the class scavenger hunt – they need to find something green, something red, something smooth, something rough, and something tiny (See Appendix 1). Students can find the items and describe them using words and/or pictures or they can collect them. Everything that they collect needs to fit into a brown paper bag. Review the items they are looking for and the rules they need to follow outside, including that everyone collects their items with a partner or group. Ask students to note where the items are found if they are collecting them so that they can return the found objects to their original location at the end of the learning activity.

Explore – Outdoors

1. Give each pair a brown paper bag to use for collecting their items. Remind them that all of the items they collect need to fit in the bag and that they have to already be on the ground. As an alternative to collecting the items, students can be placed in groups with an adult who can cross the items off a list as they find them.
2. Once outside, encourage the students to explore and make thoughtful choices when collecting their items.
3. If students finish early, give them the bonus items to find, including items that are brown or bumpy.

Reflect – Indoor

1. Once everyone has completed their scavenger hunt, gather on the carpet for a class discussion. Ask students to share some of the items they found with their classmates – as a whole class or with another pair/group.
2. Ask students to think critically and reflect on their outdoor exploration – what did they like about the scavenger hunt? Were some items easy to find? Were some hard? Why do they think some were easier to find than others? How they did make their choices? What other items would they add to the list?
3. If students collected items, after discussing the process, ask each pair to sort their objects into groups by colour. From there, combine their objects into larger groups. Ask students what they noticed when the whole class collaborated and sorted all the items. Which colour group has more? Which has the least? How can they find out?
4. Ask students if they can think of other categories to sort by. Using one of the class suggestions, sort the objects by another category and discuss similar questions.
5. Place all of the class items into one bin and explain that they will be using them at the sorting centre. During centre time or free play, encourage students to work in small groups to sort the items using different sorting rules. Use a sorting template (Appendix 2) to organize the items and ask students to add their own categories.
6. Once the activity has been completed ask students to return their found items to their original location.

EXTENSIONS

- **Winter Scavenger Hunt:** Repeat the first part of the activity in the winter. Ask students to find items that are frozen, or buried under snow and describe them.
- **Photograph Hunt:** Instead of physically collecting the objects, give students cameras (or have a volunteer photographer) and ask them to take pictures of the items on the list. This can include birds, different types of trees, and other things that they cannot carry back to class.

APPENDICES

Appendix 1 – *Scavenger Hunt List*

Appendix 2 – *Sorting Rules*

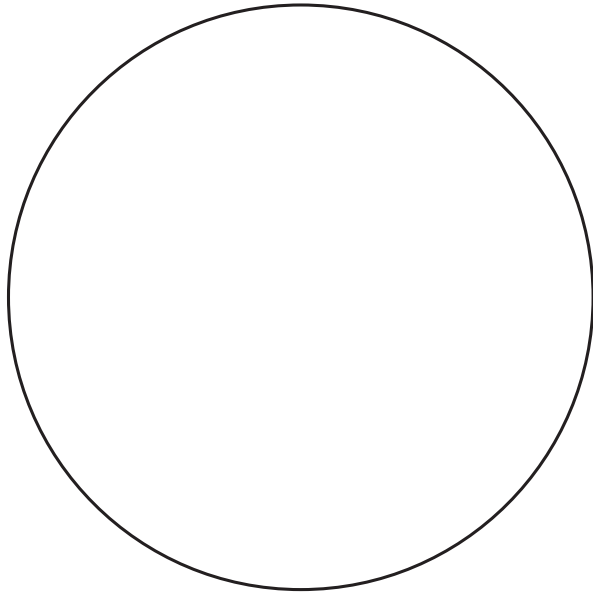
Can you find.....

- Something **GREEN**
- Something **RED**
- Something **SMOOTH**
- Something **ROUGH**
- Something **TINY**
- _____
- _____

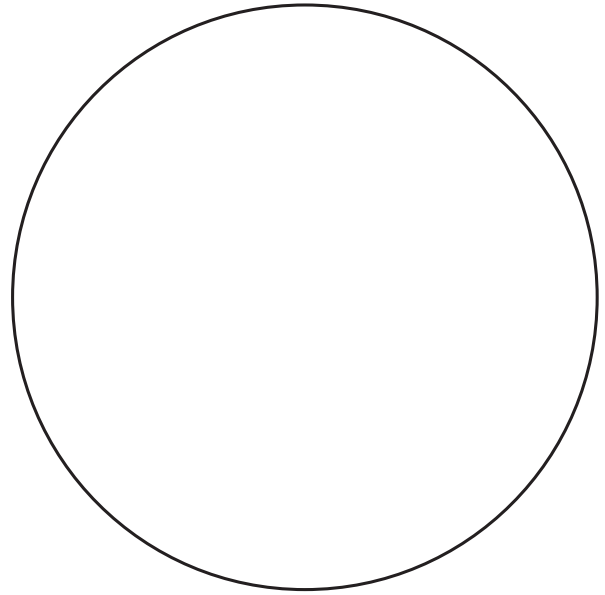
Can you find.....

- Something **GREEN**
- Something **RED**
- Something **SMOOTH**
- Something **ROUGH**
- Something **TINY**
- _____
- _____

CAN YOU SORT BY **COLOUR?**

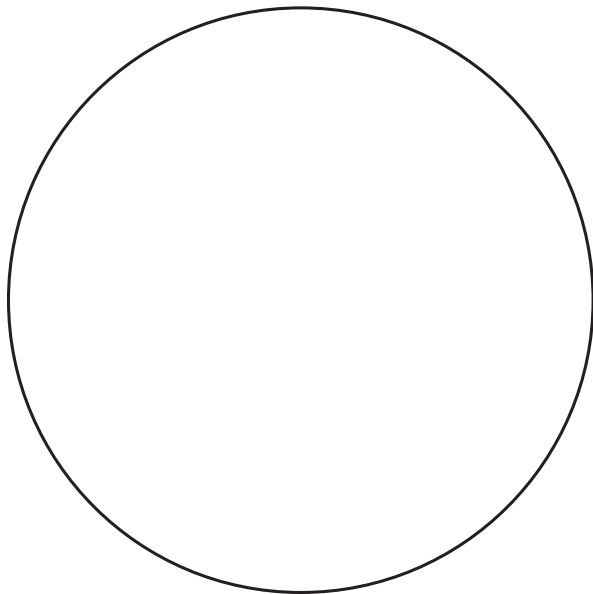


GREEN

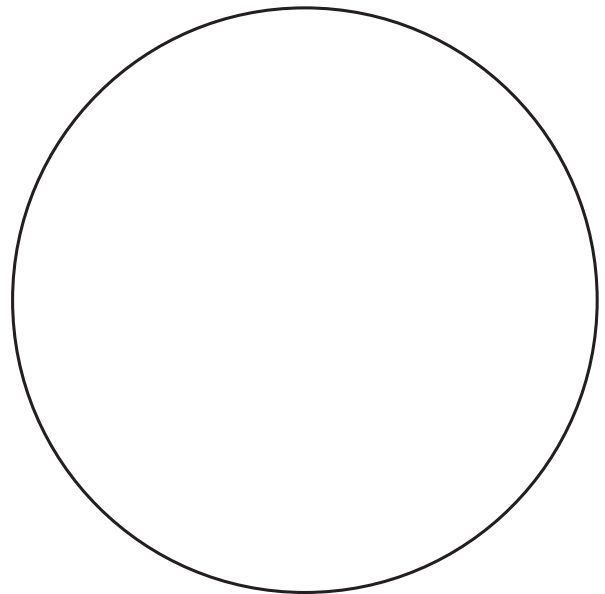


NOT GREEN

CAN YOU SORT BY **TEXTURE?**



SMOOTH



ROUGH
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