



Growing the Future by Teaching Children in the Gardens

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## Scavenger Hunt Grade One

### Lesson Summary

#### When to use this lesson

Use this in the spring to challenge students to recall many of the concepts taught throughout the garden cycle.

#### Standards

51L1. Students will investigate the characteristics and basic needs of plants and animals.

a. Identify the basic needs of a plant.

1. Air
2. Water
3. Light
4. Nutrients

b. Identify the basic needs of an animal.

1. Air
2. Water
3. Food
4. Shelter

c. Identify the parts of a plant— root, stem, leaf, and flower.

d. Compare and describe various animals—appearance, motion, growth, basic needs.

#### Objective

Students apply the concepts taught during the school year and garden cycle to search for items and organisms that fit the scavenger hunt clue.

#### Materials

- Worksheet for each student
- Clipboard for each student
- A pencil for each student
- A magnifier for each student
- Compost thermometer
- Air thermometer

#### Estimated Duration

30 minutes

### Ohio Academic Content Standards Connections

#### Earth and Space Science

The sun is the principal source of energy.

- Sunlight warms Earth's land, air, and water. The amount of exposure to sunlight affects the amount of warming or cooling of air, water, and land.

## Life Science

Living things have basic needs, which are met by obtaining materials from the physical environment.

- Living things require energy, water, and a particular range of temperatures in their environments.
- Plants get energy from sunlight. Animals get energy from plants and other animals.
- Living things acquire resources from the living and nonliving components of the environment.

Living things survive only in environments that meet their needs.

- Resources are necessary to meet the needs of an individual and populations of individuals. Living things interact with their physical environments as they meet those needs.
- Effects of seasonal changes within the local environment directly-impact the availability of resources.

### Why a Scavenger Hunt?

- Scavenger hunt clues challenge students to apply knowledge gained from school garden and classroom lessons.
- A key to the scavenger hunt provides some examples that satisfy the clues.

### The Hunt

- In advance, you have the option of collecting a few samples of items that meet some of the scavenger hunt clues.
- Pass out a scavenger hunt worksheet, clipboard, magnifier, and pencil to each student or group of students. You may decide to assign adults to work with groups of students.
- Explain that the students will try to find as many of the items listed on the scavenger hunt as they can. It's OK if not all of the items can be found or if they cannot get through the entire list.
- Read clues with the students before they begin. Remind students to ask for help if they cannot read a clue.
- Explain that students should write down the name or draw a picture of the item that applies to a clue. Reinforce that the responses should be based on observations and not what they think fits. Some clues may have responses in common. Challenge students to come up with a different response if this happens.
- Allow time at the end of the class to get student feedback about what was found and provide more information about how the items fit the clue or identify additional items that fit the clues.
- Return any collected items to the habitat.

### Sources

- Adapted from Sharing Nature with Children by Joseph Cornell. Dawn Publications: Nevada City, California, 1998.



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### Scavenger Hunt - Grade One

Name: \_\_\_\_\_

Write the name or draw a picture for each clue.

A source of energy for animals	A source of energy for plants
An animal that eats nectar	An animal that eats dead plants and dead animals
An animal that needs to be moist to breathe	An animal body part that helps with protection – Name the animal and the body part.
Something important in nature	An animal home
The air temperature	The soil temperature

A scavenger hunt gives students a chance to show what they know from the classroom and from lessons in the garden. Email [granny@grannysgardenschool.org](mailto:granny@grannysgardenschool.org) to join our next gardening experience!

**Granny's Garden School**  
**Scavenger Hunt**  
**A Few Examples**

<p>A source of energy for animals  plants, other animals, the sun if it's an invertebrate</p>	<p>A source of energy for plants  sun, sugar in leaves</p>
<p>An animal that eats nectar  bee, butterfly, some ants</p>	<p>An animal that eats dead plants and dead animals  worm, pillbug, sowbug</p>
<p>An animal that needs to be moist to breathe  worm, pillbug, sowbug, slug</p>	<p>An animal body part that helps with protection - name the animal you find and the body part.  Animals with wings, stinger, fast legs, fangs</p>
<p>Something important in nature  tree, flowers for nectar that is made into honey, herbs, plants, soil, garden animals, rocks, leaves on ground</p>	<p>An animal home  galls, cocoons, chrysalises, nests, a pile of leaves, a decaying branch, web, ant hill, soil</p>
<p>The air temperature</p>	<p>The soil temperature</p>