



Red Rock Canyon NCA Environmental Education Program

Plant and Animal Scavenger Hunt

Grades: K-5

Estimated Time: 15 minutes in addition to hike time

Standards Met:

- K-2 grade:
 - Science N.2.A.1 Students know how to make observations and give descriptions using words, numbers, and drawings.
 - Science N.2.B.2 Students know that, in science, it is helpful to work in a team and share findings with others.
 - Science L.2.B Students understand that living things have identifiable characteristics.
 - Science L.2.D.1 Students know plants and animals can be sorted by observable characteristics and behaviors.
- 3-5 grade:
 - Science E.5.B.3 Students know the benefits of working with a team and sharing findings.
 - Science L.5.C.5 Students know plants and animals have adaptations allowing them to survive in specific ecosystems.
 - Science L.5.D.1 Students know animals and plants can be classified according to their observational characteristics.

Materials Needed:

- Writing utensil for every 1-2 students
- Scavenger hunt cards for every 1-2 students (attached – first page for K-2, second page for 3-5)
- Clipboards or other writing surface (optional)

Objective:

Identify and observe various plant and animal features

Keep students engaged during hike

Procedure:

Lead in by telling students they are about to go on a hike. Include hike length and general hiking rules and expectations (stay on the trail, no running, do not pick or take anything with you, etc.).

Give each student or pair of students a scavenger hunt card, writing utensil, and clipboard if using. Tell them that they are going to see many interesting things on the hike, and are going to keep track of what they see. Go over any items the students may not know or be very familiar with.

During the hike, have students look for items on the card. If they see one, have them point it out to the rest of the group. With each item have each student draw the item in the open space on their scavenger hunt card and lead a discussion about the item. After a student or group of students points something out you might want them to go to the back of the line so everyone has an opportunity to see and potentially point things out first.

Note: *It might help to have a scavenger hunt word, such as “bingo,” to differentiate when students are asking you general questions or trying to get your attention versus having found a scavenger hunt item.*

Variation: Have the students work in small groups, each with a chaperone, and have each group find different examples for each item on the scavenger hunt card. This activity can also be done at any point during the hike, rather than at the beginning.

After all the items on the scavenger hunt have been found, or enough time has lapsed, stop and discuss the group’s results. What items did they find? What did they look like? Did anyone have different things for the same scavenger hunt item?

Sources:

Adapted from *Connecting People & Nature: A Teacher's Guide*. Great Smoky Mountains Institute at Tremont, 1999.

Submitted by Anica Mercado

Why are these things important to the area? What, if anything, did you not see? Why do you think that is?

Make sure students put their papers safely away in a pocket or backpack at the end of the activity.

Suggested Locations:

This activity can be done at any point along any trail. Suggested locations for discussion area:

Pine Creek Trail:

3,6, or 7

Red Spring Boardwalk:

1 or 4

Fire Ecology Loop:

3 or 4

Moenkopi Loop:

3,6,7,8, or 9

Plant and Animal Scavenger Hunt

Signs of an animal (tracks, scat)	An insect or spider	Something sharp and pointy
A bird	An animal	A wildflower
Sound of an animal	A hole in the ground (burrow)	A Smile

Plant and Animal Scavenger Hunt

Animal scat	An insect or spider	A lizard	A burrow
A bird	Something sharp and pointy	A wildflower	Sound of an animal
Animal tracks	Five different plants	A mammal	A Smile