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| Lesson Title: | Outdoor Observations: Scavenger hunting in the life science class. |
| Grade(s): | 6-8 |
| Prepared by: | Jan Baggett, Villa Rica Middle School |
| Appropriate Science Areas: | Life Science |
| Lesson Objective: | To observe carefully and apply knowledge about organisms. |
| Georgia QCC Standards: | <p>Grades 6, 7 & 8</p> <ul style="list-style-type: none"> • Scientific Inquiry Process: Uses process skills of observing, classifying, communicating, measuring, predicting, inferring, identifying, and manipulating variables. Also uses recording, analyzing, and operationally defining, formulating models, experimenting, constructing hypotheses and drawing conclusions. • Reference Skills: Selects and uses multiple types of print and nonprint sources for information on science concepts. |
| Background: | These activities are designed to be culminating activities following an instructional unit on the topic, but may be used as the teacher desires for the maximum effect. |
| Materials: | <ul style="list-style-type: none"> • Area containing the proper elements for the chosen "hunt" • bags • Copies of scavenger hunt. |
| Preparation Time: | Time to locate area |
| Teaching Time: | 45+ minutes |
| Procedures: | <ol style="list-style-type: none"> 1. Visit the selected site early and plan for the hunt. Check for any safety problems and mark any areas needed. 2. Group students and instruct them about their limits in the area. 3. Be sure they know the procedures: Do you want them to show you each item they find or wait until part/all of the items are checked off? What signal will you use to call the class together when it's time to share? How much time is allotted for the hunt? 4. Pass out scavenger hunt lists and allow them to hunt. 5. Once the allotted time is up, the class meets up to share what's been found. |
| Key Questions: | |

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| Student Evaluation: | Observe carefully to see that students are actually finding the items. Inexpensive cameras could be used to record data. Students could record in journals or use a mural to show mastery. Have the items pointed out by students before leaving the area Another possibility is a paragraph relating two of the items found that day. |
| Helpful Hints: | Consider rewards for the winner and a buddy system. |
| Related Activities: | |
| Suggested Extensions into Other Curriculum Areas: | |

Insect Scavenger Hunt

Prepared by Jan Baggett

Name(s): _____

Find and check off on this sheet- be prepared to show the teacher.

- An example of camouflage
- An arachnid
- A butterfly
- A spider's egg case
- A beetle
- An insect pupa
- A dragonfly

- A dirt dauber's nest
- A termite home
- An ant home
- An exoskeleton
- An ant-lion's cavity
- A woolly-bear caterpillar (in fall, fuzzy black with a reddish band on the middle)
- Evidence of the use of pheromones
- Social behavior
- Signs of insect communication
- Some trash- Put it in your bag!

Animal Behavior Scavenger Hunt

Prepared by Jan Baggett

Name(s): _____

Find and check of on this sheet- Be prepared to show the teacher!

- Tracks- Can you name the animal? _____
- Scats- “ “ “ “ “ _____
- Animal trails- Name? _____
- An animal home or hideout
- Animal diggings/ tunneling
- Animal signs- chewing, claw marks, scrapings

- Constructed nest? _____
- Disturbed vegetation
- Food remains or caches
- Any other sign of an animal- List below

Plant Scavenger Hunt

Prepared by Jan Baggett

Name(s): _____

Find these and check off on this sheet - Be prepared to show the teacher.

- Plant seeds
- Roots visible above the ground
- Green stems
- Brown stems
- Poison ivy
- A stem with thorns

- Climbing stems
- Evidence of parasitism on a plant
- Evidence of plant decomposition
- A plant under insect attack
- A flower
- Compound leaves
- A simple leaf
- Leaves with teeth
- Fruit
- Lichen on a plant
- Moss on a plant

Trees Scavenger Hunt

Prepared by Jan Baggett

Name(s): _____

Find these and check off on this sheet- Be prepared to show the teacher!

- | | |
|--|--|
| <input type="checkbox"/> An acorn | <input type="checkbox"/> Bark with narrow ridges |
| <input type="checkbox"/> A flower | <input type="checkbox"/> Exposed roots |
| <input type="checkbox"/> A cone | <input type="checkbox"/> An evergreen |
| <input type="checkbox"/> A prickly fruit | <input type="checkbox"/> A deciduous tree |
| <input type="checkbox"/> Seed pods | |
| <input type="checkbox"/> A compound leaf | |

- A simple leaf
- Short needles
- Long needles
- Heart-shaped leaves
- Scale-like leaves
- Narrow leaves
- Lichen on a tree
- Corky bark
- Scaly bark
- Peeling bark
- Bark with large “plates”
- Smooth bark

Seed Find

Prepared by Jan Baggett

Name(s): _____

Tape seeds to the paper in their category:

Helicopters

- Maples
- Elms
- Ashes

Hitchhikers

- Burdocks
- Cockleburs
- Beggar's Ticks

Parachutists

Delectables

Dandelions

Milkweeds

Thistles

Apples

Cherries

Berries

Floaters

Coconuts, Etc.

Cranberries

Lotuses

Missles

Jewelweeds

Witch hazels

Wood sorrels

General Scavenger Hunt

Prepared by Jan Baggett

Name(s): _____

Find these and check off on this sheet - Be prepared to show the teacher.

Fungi

A producer

A consumer

A decomposer

An herbivore

A carnivore

- A plant with bilateral symmetry
- An insect/animal with bilateral symmetry
- Earthworm castings
- A predator
- A fern
- Fur
- Feather
- Bones
- A bird call (listen)
- An underground home
- Evidence of pollution