



WEEK 3 Day 2

Writing & Drawing: Scavenger Hunt

In small groups, children carry clipboards around the school and take notes about the people they meet.

Notes: The Scavenger Hunt will require an adult to accompany a small group of children outside the classroom. Allow approximately 15 minutes for each small group and plan to take 1-2 groups each day, depending on staffing arrangements.

This activity involves two parts. In Week 4, one or more of the people children meet is invited to the classroom for an interview.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>A strong, interdependent community has qualities such as:</p> <ul style="list-style-type: none"> ● collaboration in identifying and solving problems.
Guiding Questions	<p>What does it mean to be a member of a community?</p> <p>Where do you find what you need including information, help, and companionship in your community?</p>
Vocabulary	<p>scavenger hunt: a search in which participants look for specific things</p> <p>interview: to ask someone questions</p> <p>clue: information that helps someone find something or solve a mystery</p>
Materials and Preparation	<ul style="list-style-type: none"> ● clipboards, one for each child in a small group ● writing tools ● Scavenger Hunt recording sheet, one copy for each child <p>Preview the scavenger hunt with school staff, and make a list of adults who can be available when small groups of children stop by the area where they work.</p> <p>Compile a list of available colleagues, and write a clue for each one. Include an icon, simple drawing, or other image, if possible. For example:</p> <p style="padding-left: 40px;">Who can help if we are sick or hurt (nurse)</p>

	<p>Who leads us in moving to music (dance teacher)</p> <p>Where’s the person who keeps everything running? Fixing, cleaning, taking care of the whole building! (custodian)</p> <p>Who teaches us to sing, listen to music, and play instruments (music teacher)</p> <p>To eat our breakfast or your lunch, this is who we see when we munch (cafeteria staff)</p> <p>Soccer, tag or basketball, she helps us play them all (physical education teacher)</p> <p>In a school so large, we know who is the person in charge (principal)</p> <p>Hooray! We’ve found your way! Let’s go back to the place where we learn each day (classroom)</p> <p>An adult who helps us in the classroom (paraprofessional, specialist, or teacher)</p> <p>Make copies of this list of clues and place them in the Writing and Drawing Center.</p> <p>Create small groups for the scavenger hunt activity. Make a chart of these small groups so that children can anticipate when they will have a turn.</p>
<p>Intro to Centers</p>	<p><i>Do you remember our Stations scavenger hunt in the first week of school? Today, we are going to start a new scavenger hunt, thinking about adults in our school who help us. These people are members of our school community, people who work in our school.</i></p> <p><i>We’ll go on our scavenger hunts in small groups, and everyone will have a turn. Here is a list of all the groups so you know when you will go.</i></p> <p>Read through the list of all the groups and let children know which days each is scheduled to do the activity.</p> <p><i>When it is time for your group to go on the Scavenger Hunt, you’ll find all the materials you need at the Writing and Drawing Center.</i></p> <p>Hold up a clipboard with a Scavenger Hunt recording sheet and a pencil.</p> <p><i>This scavenger hunt has clues, and each clue leads to a certain person who does a job in our school. When you find someone on your scavenger hunt, you can introduce yourself to that person. You can say your name, and say, “Hello, it’s nice to meet you.” Then, you can write down a piece of information about that person on your recording sheet. You could ask her to spell their name, you could draw their picture, you could write down what job they do, and where you met them.</i></p>

	<p>Talk through one example. <i>Let's read a clue and see if we can figure out who that would be.</i></p> <p>Read a clue from the Scavenger Hunt and let children figure out who it is. <i>You got it! Let's pretend we have walked to the place where we can find this person.</i></p> <p>Invite a child to pretend to be an adult in the school or ask another classroom adult to roleplay. <i>Hello! My name is _____. Are you the person who... [read clue]? I knew it! It's nice to meet you.</i></p> <p>Model recording something about that person. ____ [adult] will go with you on the Scavenger Hunt. Today it's going to be ... [list children's names]. Remember that you will all have a turn in the next couple of days.</p>
During Centers	<p>Convene the small group in the Writing and Drawing Center. Distribute clipboards, pencils, and Scavenger Hunt recording sheets. Explain that they need to stay close together during the scavenger hunt. Assign buddies if helpful to have children hold hands while moving through the school.</p> <p>Begin the walk around the school. At each stop, allow children time to interact with staff members and record information.</p> <p>Start by reading the first clue to the children, "I am going to read to you our first clue. If you think you know where we need to go, put your thumb up." Once the children guess the staff member/location, take the group to the location. Ask the staff member to introduce him/herself and briefly describe what he/she does. After children record, ask this staff member to read the next clue, and so on.</p> <p>During the scavenger hunt, attend to the children's interest in particular staff members, to help determine whom to invite to the classroom for an interview in Week 4.</p> <p>Take photos of each person to post in the Writing and Drawing Center.</p>
Facilitation	<ul style="list-style-type: none"> ● Have you met this person before? ● What do you think this person does for their work in the school? ● What makes you think that? ● How do we get to this person's office (classroom, room, etc)? ● What questions do you have for _____? ● Do you have a question for _____?
Preparation for following week	<p>Review notes from the scavenger hunts in small groups. Based on children's interests, consider which staff member(s) might be invited to visit the</p>

	classroom and support work at the Writing and Drawing Center in Week 4. Issue the invitation(s) and preview the activity with the visitor.
Standards	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. Geography 1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth’s surface and peoples. Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.

Notes

Name: _____

Scavenger Hunt Recording Sheet

Name	Information

Name	Information