











Scavenger Hunting in Nature

This scavenger hunt can be used to support your child's IEP goals and objectives. Find the listed items on a nature walk, and choose a section to discuss with your child. Each section focuses on a specific skill, so you can use all of them or choose only those that fit your child's needs.

Ready, Set, Hunt! - following 1-2 step directions

<input type="checkbox"/>  Cloud	<input type="checkbox"/>  Squirrel
<input type="checkbox"/>  Tree	<input type="checkbox"/>  Bird
<input type="checkbox"/>  Bug	<input type="checkbox"/>  Flower
<input type="checkbox"/>  Stick	<input type="checkbox"/>  Sun
<input type="checkbox"/>  Leaf	<input type="checkbox"/>  Water

Name Game – increasing vocabulary

As you see items on your walk, label them for your child. Encourage them to find more items or label the ones you identified using their preferred method of communication (verbal, picture pointing/exchange, or talker.)

Who, What, Where, When, & Why – answering “wh” questions

Ask your child questions about the items you find or the location in which they are found. Use these questions or create your own.

- Who do you think put the _____ here?
- What does the _____ feel like?
- Where did you find the _____?
- When do you think it came here?
- Why do you think it is _____?

I Hear... - letter name & sound correspondence

Look around for items that use the sounds your child is practicing. Point out or pick up the items and model the letter sounds. For example, “Look at this flower. Flower starts with “f” and sounds like /f/. Let’s make the /f/ sound like in flower. What else here uses /f/?”

Tell Me About It – using describing words

Select an item and discuss its characteristics such as texture, smell, shape, size, and color. Model describing an item, and then encourage your child to imitate you or describe another item using their preferred method of communication.

Which one is...? - comparing items

Look at two similar items – for example, leaves – and discuss the differences and similarities. Model for your child and encourage them to point out what is the same or different. For example, “One leaf is round like a penny and dark green, and the other is long and skinny like a finger, and light yellow.”

- Are they the same or different? Why?
- How are they the same?
- How are they different?
- Let’s see which of the leaves is bigger.

They Go Together - categorizing in groups

Gather your items and make groups that share characteristics. For example, group all the flowers in a pile, all the leaves in a pile, and all the rocks in a pile. Or, group your items by size, color, or weight. Discuss the characteristics that make items belong in a specific category.