


Scavenger Hunting at Home

This scavenger hunt can be used to support your child's IEP goals and objectives. Find the listed items around your home, 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"/>  table	<input type="checkbox"/>  chair
<input type="checkbox"/>  bed	<input type="checkbox"/>  door
<input type="checkbox"/>  toys	<input type="checkbox"/>  book
<input type="checkbox"/>  window	<input type="checkbox"/>  oven
<input type="checkbox"/>  fruit	<input type="checkbox"/>  bath tub

Name Game – increasing vocabulary

As you see items in your home, label them for your child. Encourage them to find more items or label the ones you identified using their preferred method of communication (picture pointing/exchange, verbal, 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 uses this _____?
- What does the _____ feel like?
- Where did you find the _____?
- When do we use the _____?
- 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 table. Table starts with “t” and sounds like /t/. Let’s make the /t/ sound like in table. What else here uses /t/?”

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 have your child imitate you or describe another item using their preferred method of communication.

Which one is...? - comparing items

Look at two similar items – for example, chairs – 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 chair is soft like a pillow and blue, and the other chair is hard like a stick and brown.”

- Are they the same or different?
- Why do you think they are different?
- How are they the same?
- How are they different?
- Let’s see which chair is bigger.

They Go Together - categorizing in groups

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

They Go Together - categorizing in groups

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