



# Rio Grande Educational Collaborative

## Before and After School Program Lesson Plan

**TITLE OF LESSON:** Scavenger Hunts (Alphabet and Rhyme)

**DATE:**

**SITE NAME:**

**CLASS SIZE:**

**NAME(S) OF INSTRUCTOR:**

**DURATION OF LESSON:**

**CREDIT (website used/name of author):** Kevin Saavedra

**COMMON CORE STANDARDS:** CCSS.ELA-LITERACY.RF.K.1.B, CCSS.ELA-LITERACY.RF.3.4, CCSS.ELA-LITERACY.SL.5.1.B

### LEARNING OBJECTIVES:

**Students will understand the following:**

- Assist younger peers in labeling objects
- Optimize their use of time efficiently among a group
- Identify rhymes and first-letter sounds

### ACTIVITY:

#### Instructional Sequence:

(Step by step instructions, should another instructor pick up and teach the lesson successfully)

Explain to students that they will be doing a scavenger hunt in teams. Break the students into groups of at least three, with one older student as the leader to two younger students.

**Alphabet Hunt:** For the first hunt, they will be finding things that match the letters of the alphabet. Hand the leader a sheet with each letter on it with enough space to write down the objects they collect. This is to help them keep track of things; it's not necessary to win.

Each letter has to match a different object ('A' for Apple, 'P' for Pencil, etc.), and each object has to be small enough to hold (no using the refrigerator for 'R').

They will have 30 minutes to collect the objects. The first team to collect all 26 letters, or the team that collects the most when the time is up, wins.

**Rhyme Hunt:** For this hunt, prepare a list of sight words with rhymes that you know will match objects in the environment (e.g. "Lock" if you know there are rocks around).

This time, every object has to be written on the worksheet, and the leader can't write down the words. They can help the other students spell it, though. If the leader is seen writing a word down, it won't count and they have to look for something else to match the rhyme.

Students can use the remaining time in the period, though it is likely that each hunt will take a whole period.

**MATERIALS:**

**The following materials or equipment needed for this lesson:**

(Include special equipment request)

- Scavenger hunt worksheets with:
  - Each letter of the alphabet
  - Sight words that are easy to rhyme with
- Bins or bags to collect items
- Pencils

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SITE SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**INSTRUCTOR'S REFLECTION:**

**Reflection on the lesson given:**

1. How many students participated in the lesson given? \_\_\_\_\_
2. Name(s) of instructors participated. \_\_\_\_\_
3. How long did your lesson take? (Amount of time) \_\_\_\_\_
4. How did the students feel about the lesson? \_\_\_\_\_
5. Did the students like the lesson? \_\_\_\_\_
6. What part of the lesson did the students like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What part of the lesson did the students not like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Were the students interested in the topic of the lesson? \_\_\_\_\_
9. Was the content of the lesson difficult for the students? \_\_\_\_\_
10. What could you have changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Did you have any trouble getting your lesson together? (Idea & Materials) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. How do you rate your lesson? (1-10) Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SITE SUPERVISOR'S REFLECTION:**

**Reflection on the instructor's lesson:**

1. How many students participated in lesson? \_\_\_\_\_
2. How many instructors participated in lesson? \_\_\_\_\_
3. Did the students enjoy the lesson? \_\_\_\_\_
4. What part did the students enjoy? \_\_\_\_\_  
\_\_\_\_\_
5. What part did the students NOT enjoy? \_\_\_\_\_  
\_\_\_\_\_
6. What could have been changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Was the content of this lesson difficult for students to understand? Why? \_\_\_\_\_  
\_\_\_\_\_
8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)  
\_\_\_\_\_  
\_\_\_\_\_
9. Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A- \_\_\_\_\_

B- \_\_\_\_\_

C- \_\_\_\_\_

D- \_\_\_\_\_

E- \_\_\_\_\_

F- \_\_\_\_\_

G- \_\_\_\_\_

H- \_\_\_\_\_

I- \_\_\_\_\_

J- \_\_\_\_\_

K- \_\_\_\_\_

L- \_\_\_\_\_

M- \_\_\_\_\_

N- \_\_\_\_\_

O- \_\_\_\_\_

P- \_\_\_\_\_

Q- \_\_\_\_\_

R- \_\_\_\_\_

S- \_\_\_\_\_

T- \_\_\_\_\_

U- \_\_\_\_\_

V- \_\_\_\_\_

W- \_\_\_\_\_

X- \_\_\_\_\_

Y- \_\_\_\_\_

Z- \_\_\_\_\_

Lock \_\_\_\_\_

Brick \_\_\_\_\_

Hurt \_\_\_\_\_

Cash \_\_\_\_\_

Hood \_\_\_\_\_

Rug \_\_\_\_\_

Stencil \_\_\_\_\_

Cooler \_\_\_\_\_

Up \_\_\_\_\_

Maple \_\_\_\_\_

Nap \_\_\_\_\_

Stack \_\_\_\_\_

Cook \_\_\_\_\_

Can't \_\_\_\_\_

Tamarindo \_\_\_\_\_

Hirple \_\_\_\_\_