

# SENSORY SCAVENGER HUNT

TREE ID Grades: K-8

## Overview: (communicated by teacher)

When we use our senses, we can learn a lot about a tree. In fact, we can even identify certain tree species just by the way they look, feel, smell or taste!

## Method:

1. Take a walk around campus and practice using your senses to see if you can find some of the unique characteristics that make these trees easy to identify.
2. Check items off from the list below as you walk around campus!

*CAUTION: Some trees and plants can be harmful to humans, be careful when touching, smelling, or tasting!*

### SMELL

- ☐ LEAF (crush or rub in your hands) from any tree



- ☐ FLOWER from a flowering tree (flowers spring-summer)



### TOUCH

- ☐ BARK from any tree



- ☐ SEED or ACORN



- ☐ LEAF from any tree (smooth or rough)



### TASTE

Check with an adult first!

- ☐ FRUIT from a tree that produces fruit (ripe in late summer/early fall)



- ☐ NUT from a Pecan, Walnut, or Almond tree (ripe in fall)



### SEE

- ☐ LEAVES from a tree (foliage in fall)



- ☐ FLOWERS from a flowering tree (early spring)



- ☐ LOBED LEAF (a leaf that has rounded or pointed parts that stick out from the main part)



## At a glance

### Skills:

Critical Thinking  
Teamwork  
Discussion  
Urban Forestry

### Lesson Delivery:

(Best/Suggested method in bold)

- **Whole group**
- **Small group**
- Independent work

### Location:

(Best/Suggested location in bold)

- **Outdoor**
- Indoors

### Materials:

Necessary

- Paper
- Colored Pencils
- Markers
- Table/writing surface

Optional

- Highlighter
- Tree cookies
- Microscope or magnifying glass
- Sticky notes



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| Modifications & Extensions                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| K-2*                                                                                                                                                                                                                                                                                                                                                                       | 3-5*                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 6-8*                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p> <b>Modification: Use a Picture-Based Senses Checklist</b></p> <p>Utilize the checklist above to help students find the items on their campus.</p>                                                                                                                                       | <p> <b>Modification: Provide Sentence Starters for Observations</b></p> <p>Create an additional worksheet with descriptive sentence stems for students:</p> <ul style="list-style-type: none"> <li>• "The bark feels like..."</li> <li>• "The leaves have..."</li> <li>• "This tree smells..."</li> <li>• This helps guide students in writing descriptive and complete observations.</li> </ul> | <p> <b>Modification: Incorporate a Sensory Vocabulary Bank</b></p> <p>Provide a word bank with descriptive vocabulary for sensory characteristics (e.g., rough, smooth, waxy, pine-scented) to support detailed observation and accurate writing.</p>                                                                           |
| <p> <b>Extension: Create a Tree Discovery Book</b></p> <p>Encourage students to choose a tree and draw a picture of it after the walk. This can be turned into a semester project. Students can complete simple sentence stems like- "It looks...," "It feels...," and "It smells..."</p> | <p> <b>Extension: Design a Tree Identification Card</b></p> <p>Students choose one tree they observed and create a species ID card that includes a drawing, sensory observations, and a fun fact. They may compare their tree with a field guide or online tree ID resources to try identifying it.</p>                                                                                        | <p> <b>Extension: Create a Collaborative Sensory Tree Field Guide</b></p> <p>In small groups, students document sensory characteristics of different trees on campus. Each group creates a guide page that includes sketches, descriptive notes, and a possible species name. Combine the pages into a class field guide.</p> |

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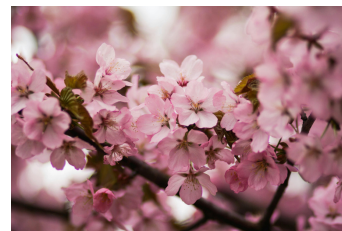


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