



# Activity Plan

## 1. Activity name

Treasure hunt

## 2. Materials

Sand table  
Sand  
Salad tongs  
Treasure chest  
Picture cards with familiar objects  
Corresponding objects

## 3. Environmental arrangement

The sand table needs to be arranged so that all children will be able to maneuver around its perimeter. The table needs to be at a height appropriate for the children to be able to reach without straining.

## 4. Sequence of steps

### Beginning

During group planning, the children will be presented with the centers available to them that day. They will be instructed about each center individually and prompted about what they might find when they get to the center of their choice. During this time, the initial presentation of materials will be given for the treasure hunt. Due to children's enormous interest in pirates, numerous centers have been adapted to fit the theme. A treasure chest will be presented to the class. They will discuss what they think is in the treasure chest and what they think they will be doing with it. The teacher will then open the chest and share a few of the picture cards that are to be found at the table. The children will then be instructed that they are to hunt for the objects depicted on the cards and place them in the treasure chest. Several other random items will be placed in the table that do not have corresponding picture cards. These will be placed there to see if the children can match and differentiate between the objects. The children will then be instructed to notify another peer or adult when they have finished their hunt to show off all their treasures. Salad tongs will be placed at the table so the children can use them to pick up the desired objects. The intent of the tongs is to help develop and coordinate motor skills as well as eye-hand coordination.

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### **Middle**

The first child chooses to go to the sand table to participate in the treasure hunt. The child pulls the first picture card out of the basket. The child hunts for the matching object in the sand. When it is found the child states, or attempts to produce consistent consonant-vowel vocalization, the name of the object while using the tongs to remove the object from the sand. The child places both card and object in the treasure chest. The child continues to match objects to the picture cards until all objects are found. The child calls for the attention of a peer or adult to signify completion of the task and willingness to identify objects. The child shares with a peer or adult all the objects found by stating the name of the object or by providing a description or function of the object. The child places all objects back into the sand and places the picture cards in the sand for other peers to investigate later.

### **End**

A review of all of the objects placed in the sand table and their functions could be done using short phrases as models for the children. A talk card could be made for an AAC device that reflects the materials presented at the table so they could be reviewed and shared at home and in the therapy room with the SLP. The children could also help to make a list of what different objects they would like to hunt for during future treasure hunts at the sand table.

## **5. Embedded learning opportunities**

Learns/practices fine motor skills  
Explores sand and found objects  
Grasps various objects  
Transfers objects to treasure chest  
Uses tongs to increase grasp strength and eye-hand coordination

Learns/practices cognitive skills  
Repeats word/sign which labels object with descriptor  
Counts objects  
Demonstrates 1-to-1 correspondence by placing object on correct picture  
Demonstrates understanding of spatial concepts by placing objects in treasure chest  
Matches object to correct picture

Learns/practices social-communication skills  
Repeats targeted words or signs (descriptions, actions, pronouns, labels, proper names)  
Labels pictures of objects to be found in the sand with word/sign  
Uses proper names of peers to tell them it is their turn  
Uses listener/speaker roles

## 6. Planned variations

1. Specific objects could correlate with letters of the alphabet, and instead of picture cards have letter die-cuts (i.e., foam die cut letter A corresponds with an apple).
2. Blindfolds could be used and the children would have to solely rely on tactile function to locate objects they were verbally instructed to find.
3. The sand can/could be replaced with water, foam, seeds, or pasta for a different sensory experience.
4. The treasure hunt could be moved to the gross motor room or playground where a classroom version could be played with all of the children collectively.
5. Instead of picture cards, the children could be presented with verbal descriptors about specific objects or people during circle time and they would have to guess the specific object.

## 7. Vocabulary

Descriptive words (wet, soft, big, little, tall, red, hot, cold, more, old, new)

Actions (hunt, find, search, discover, in, out, on, over, stop, go)

Pronouns (me, mine, it, my, I, you, this)

Objects (cup, spoon, car, ball, plastic people, dinosaur, blocks, plate, sand, treasure)

## 8. Peer interaction opportunities

Peer involvement is critical in this activity. It requires the children to work together as a team using appropriate pragmatic skills for successful completion. Communication of needs, desires, and expectations is necessary. The children can provide each other with wonderful opportunities for modeling not only language but also numerous cognitive concepts and pragmatic skills. Turn-taking is key, as are problem solving and compromise.

## 9. Caregiver involvement

Caregiver could suggest items of interest to their children to be included in the table.

Caregiver could suggest and provide materials to fill the table with, such as sand, pasta, etc.

For a more personalized version, each family could adapt the treasure hunt to represent their family. They could bring in a select amount of items meaningful to their family and have the students hunt for the items. This would be a great way for families to share as well as for everybody to get to know them. If one family had Family Friday and made pizzas and played games every Friday as a family and that was very important to them, the class could have a treasure hunt for various ingredients in a pizza and complete the hunt with the family and class making a pizza.

Parents/caregiver could also be key components in assisting at the center during discovery time.

Caregiver could model language for the children as well as document and collect data for what the child's vocalizations were for each object.

Caregiver could evaluate the activity through talking with the child about the activity or directly observing the activity.