

## Around the World in 80 Days

This unit can be used cross curricular and cross grade level.

- Class will be divided into small groups
- Groups will be assigned sequential tasks which must be completed in order
- Each group will be doing either identical or very similar tasks to ensure all students are able to get the full educational experience
- Tasks will vary to an extent based on grade level and content area
- The goal is to complete all the given tasks within a given amount of time (maybe 30 minutes) and “escape the room.”
- Groups will be competing against each other to see which groups can “escape” the fastest.
- The teacher has the responsibility of keeping the competition close to ensure success for all students.
- Students will be “traveling around the world,” and will have to stay on 3 different continents of their choice (possibly excluding Antarctica).
- Each continent will have a unique task assigned to it which can vary based on the content area and grade level.
- While elementary teachers may want to include all subject areas, middle and high school teacher can focus on their specific content areas.
- Possible activities for each subject area could include:
  - Math: currency (unit conversions, counting money, etc. depends on grade level.
  - English: writing journals/travel guides based on continent and grade level
  - Reading: reading excerpts based on continent and grade level
  - Social Studies: exploration of a cultural aspect of the country (religion?)
  - Science: temperature, climate, biomes, weather, plant life and wildlife, maybe some form of experiment that is related to the continent.

Example: 7th grade cross curriculum task. Students have to pick 3 continents to visit on their trip around the world and have 30 minutes to complete their journey. The students may pick which continent they may visit first second and third.

For each continent students will need to

1. Convert their money from dollars to a currency from a country in that continent (Euros in Europe for example)
2. Identify a major religion from the continent and write down 2 of the religion’s main beliefs
3. Write one “journal” about their “experience” in that country.

## K-2 WEEKLY SPELLING: TIC-TAC-TOE STUDENT CHOICE ACTIVITIES

Anchor Standard: LA/Language: Conventions of Standard English

**Common Core Standard:**

- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing

<p><b>1. Newspaper Letters</b></p> <p>Cut out <b>letters</b> from a newspaper or magazine to spell each word. <b>Glue</b> down on another sheet of paper. Be neat.</p>	<p><b>2. Story</b></p> <p><b>Write a story</b> using 4 of your spelling words. Check for errors.</p>	<p><b>3. ABC Order</b></p> <p>Write all of your spelling words in <b>alphabetical order</b> then each word 3 times.</p>
<p><b>4. Tongue Twister</b></p> <p>Choose five of your spelling words and write <b>tongue twister sentences</b> using each spelling word in a sentence. (Example: Pink pigs <u>play</u> the piano.) Underline each spelling word.</p>	<p><b>5. Sentences with Vowels</b></p> <p><b>Write a sentence</b> with each word. Underline each spelling word and <b>circle the vowels</b>.</p>	<p><b>6. Rainbow Writing</b></p> <p><b>Write</b> your spelling words in pencil, making sure there is space between each letter. Then use three different <b>colored crayons</b> and trace over each letter so it looks like rainbow letters.</p>
<p><b>7. Syllables</b></p> <p><b>Write</b> each spelling word. Next to each word, write the number of <b>word parts</b>, or <b>syllables</b> it has. Example: together = 3</p>	<p><b>8. Code Writing</b></p> <p>Create an <b>original code</b> for each letter of the alphabet. <b>Write</b> your spelling words using this code. Example: 1=a, 2=b, 3=c, 4=d, 5=e. (bed=2,5,4)</p>	<p><b>9. Pyramid Writing</b></p> <p>For each of your spelling words, <b>write</b> the first letter of the word, then on the next line, write the first two letters of the word. Continue doing this until you have the word spelled. <b>Circle</b> the vowels.</p> <div style="text-align: center; margin-top: 10px;"> <p>c</p> <p>ca</p> <p>cat</p> </div>

I/we chose activities # \_\_\_\_, # \_\_\_\_, and # \_\_\_\_.

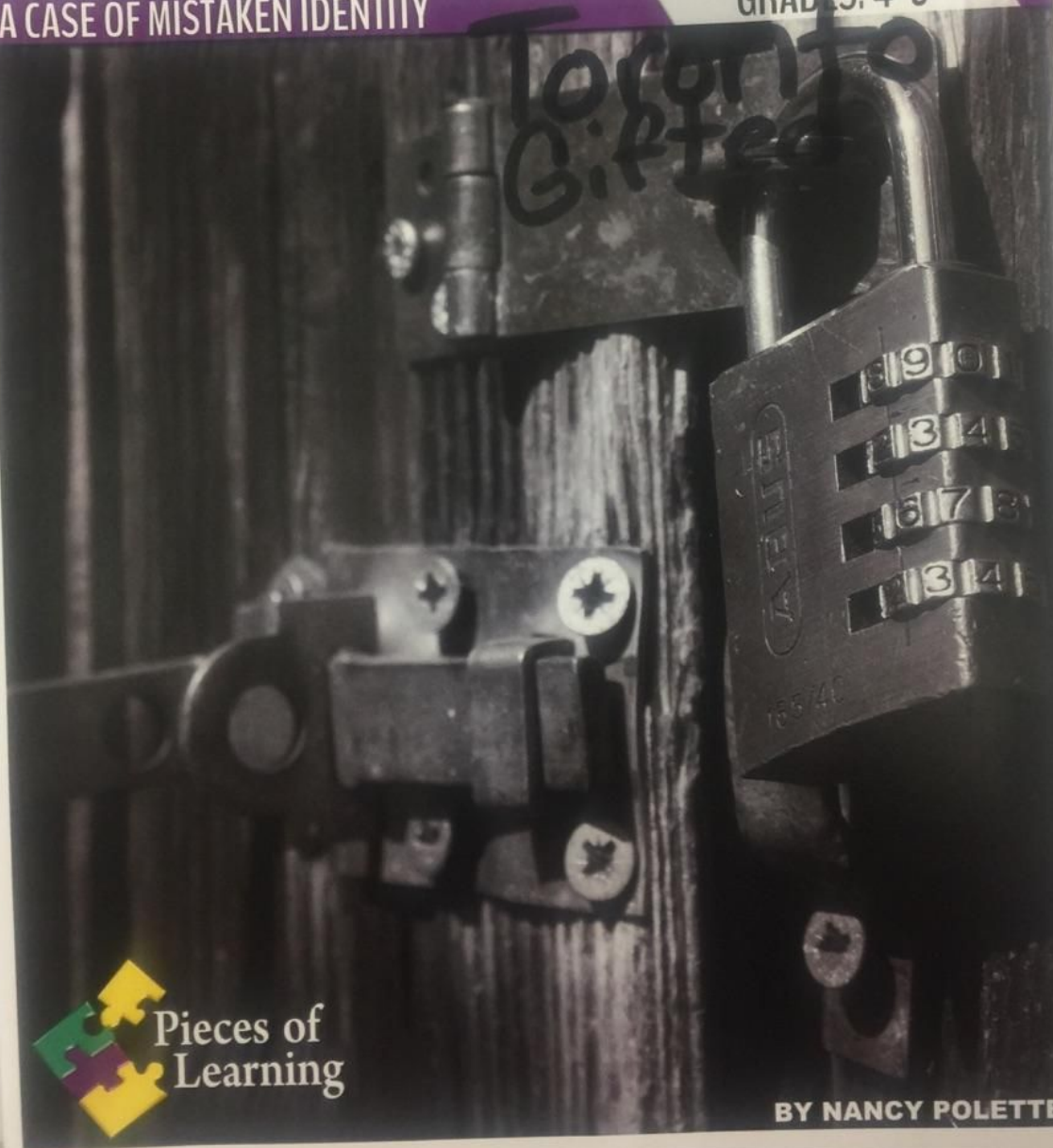
Name \_\_\_\_\_ Due dates \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

# ESCAPE ROOM

30 MINUTE MYSTERIES FOR THE CLASSROOM

A CASE OF MISTAKEN IDENTITY

GRADES: 4-8



**Objectives**

- ✓ Make judgments, predict outcomes, and draw conclusions based on evidence provided.
- ✓ Use inductive reasoning to form generalizations.
- ✓ Acquire, analyze, interpret and communicate information or data by careful observation.
- ✓ Identify a problem, formulate and evaluate alternative solutions.
- ✓ Cooperate with others in applying problem-solving and decision-making skills.
- ✓ Use research tools effectively.

**Materials Provided**

- Pig Pen cipher clue
- Three pictures: Abraham Oakey Hall, Henry Wadsworth Longfellow, the Lucky Lady
- Pig Pen code
- Almanac message
- Longfellow poem
- Notebook message in code
- Key and Congratulations Page

**Additional Materials Needed**

- an almanac
- a calendar
- a notebook with blank pages
- a book that features pigs
- balloons (not blown up)

