

ESCAPE ROOM BUNDLE

PRINTABLE • GOOGLE • WEBSCAPETM

Print & Digital Options

Printable Directions

- Printed cards for each team
- Computer or Tablet for Videos (optional)

Duration: Approximately 90 minutes. You can also split this up into four 20- to 30-minute activities over four days, having students complete one challenge per day.

Print challenge cards and recording sheet for each team. Place challenge cards into envelopes.

- Split your class into teams of 4-5 students. Ensure teams are multi-level.
- (Optional) Show the introduction video
- Give each team their envelope for challenge
- Allow time for each team to work through each challenge. Once they solve the challenge, they should record answers in their brochure. Then, turn the code into the teacher to check before the teacher assigns the consecutive challenge. (Optional) Teacher may show completion videos after each challenge is solved. Students can scan the video using the provided QR codes. The first team to complete all four challenges will receive a place at the Mad Hatter's tea party.
- Assign "oops" cards to help create equity. Give an "oops" card to students who are taking the lead, to
- encourage them to step back and give other students a turn





Print

- Low prep
- Student collaboration
- Can eliminate technology

Google Slides

Decoder included for self correcting

Videos

Digital Directions

- Google Slides link for each student
- Google Sheets link for each student

Duration: Approximately two sixty-minute sessions. You can also split this up into four 30- minute activities, having students complete one challenge per day.

Directions

Assign your students the Google Slides and Google Sheets Digital Escape Room challenge. Students work through each challenge in the slides. Students input their code into the Google Sheet to self-check their answers. The Google Sheet will prompt students to check their work or move forward to the next challenge. Complete all four challenges to receive your Escape from Wonderland Certificate.

Webscape

- Self correcting
- Easy to follow
- Animation
- **Videos**
- **Audio**

Skill Focused Units



Videos Tell the Story



Reading Comprehension Challenges

1.

Inferences

As soon as the ball left my hand my mouth dropped open. I squinted my eyes, afraid to watch. The sound of shattering glass filled the air and sent my brother running into the room. I could feel his stare on the back of my head. I slowly turned around to meet his gaze. He did not have to say a word, I knew what he was thinking. When my parents came home and saw the broken window, I was in big trouble! This would be the second incident in less than a month.

Read this sentence from the story.

This would be the second incident in less than a month.

Why did the author include this detail in the story?

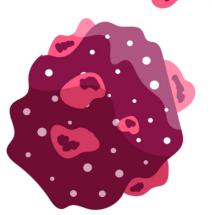
- a. The author wants the reader to infer that the character is a troublemaker.
- b. The author wants the reader to infer that the brother is overreacting.
- c. The author wants the reader to infer that the character's parents warned about throwing balls in the house.
- d. The author wants the reader to infer that the parents are mean.

@Gulo Bocheso

Challenges are Scaffolded

Challenge #1 (Level 1)





G

- I. Identify the text features.
- 2. Use your answers to pass through the Kuiper Asteroid Belt.
- 3. Collect the Hyperspace Drive to continue your mission in space.

@ Gulo Biches

Interactive



Short Passages

2

Find the Details

I opened my eyes and saw large red, orange, and blue blobs all around me. I closed my eyes, thinking I was dreaming. I opened my eyes again. I saw hundreds of balloons filling my bedroom! They floated all around me. They covered the floor and the ceiling.

Some slowly bobbed on my bed and desk. Just then, my parents and sister walked into my room singing. Suddenly, I remembered what day it was.



Which sentence gives information to support the central idea of *love and* celebration?

- a. They floated all around me.
- b. Just then, my parents and sister walked into my room singing.
- c. I closed my eyes, thinking I was dreaming.
- d. I saw large red, orange, and blue blobs all around me.

@galo Birlin

Long Passage

The Great Barrier Reef

The Great Barrier Reef is the largest coral reef. It is close to the coast of Australia. It is made up of 3000 coral reefs. There are also over 600 islands. It is so big that it can be seen from outer space! Unfortunately, the reefs are **threatened**. The biggest threat is coral bleaching. This is caused by high sea water temperatures. The water is warmer because of global warming.



Animal Species

G

The Great Barrier Reef has 1,500 species of fish and many other animals and corals. This includes many **vulnerable** species. Some of these animals can only be found on this reef. Six types of sea turtles come to the reef. These are the green sea turtle, leatherback sea turtle, hawksbill turtle, loggerhead sea turtle, flatback turtle, and the olive ridley turtle. The fifteen different types of seagrass attract the turtles. They also provide a food and shelter for fish. The most common kinds of seagrasses are *Halophila* and *Halodule*.

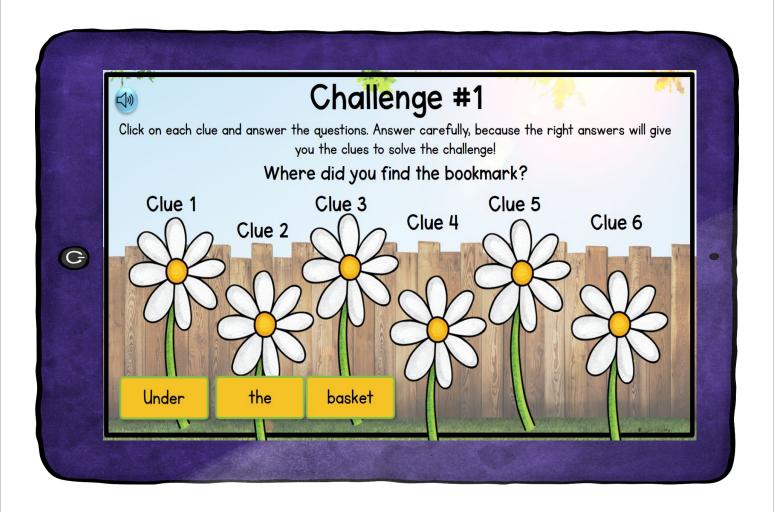
Couls Bires

WebscapeTM



Most immersive and easy-to-follow experience. Students follow directions with the click of a button.

WebscapeTM



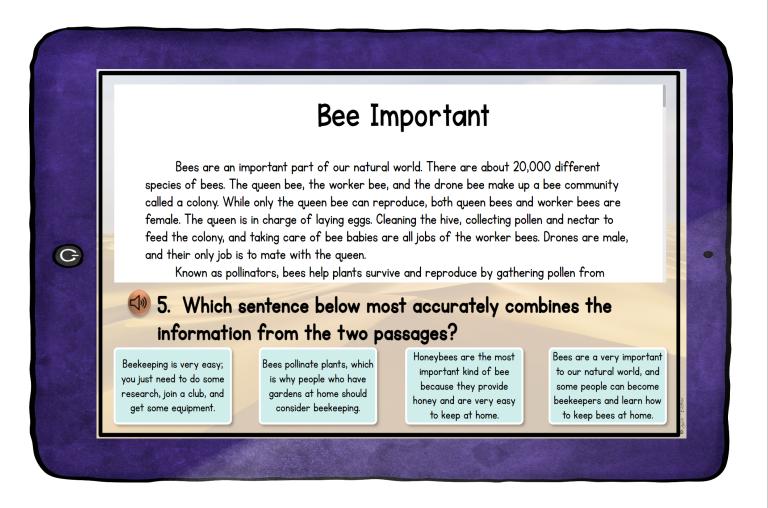
Includes option for audio on directions, passages, and questions.

WebscapeTM



Self-correcting but maintains rigor by ensuring students are not guessing.

WebscapeTM



Questions review key 4th - 5th grade reading comprehension skills.

Printable Version Includes "Ooops!" Challenges



Ooops!

You have been caught by the Tweedle Twins!



YOU MUST STAY QUIET FOR 5 MINUTES. NO SPEAKING!

en.0. ra.

Printable Version Includes Recording Brochure & Decoder

Safari Decoder

Use the following codes for each challenge to unlock the secret item and move to the next challenge.

	Question I	Question 2	Questio
Challenge 1	a = My b = It c = The d = On	a = lion b = animals c = zebras d = birds	a = it b = had c = aro d = wer
	Question I	Question 2	Questio
Challenge 2	a = My b = The c = His d = Her	a = feet b = tongue c = trunk d = path	c= the b= kept c= it d= pf
	Question I	Question 2	Questic
Challenge 3	a = They b = The c = I d = We	a = had b = used c = stole d = could	a = see b = a c = only d = hea
	Question I	Question 2	Quest
Challenge 4	a = A b = He c = She d = The	a = saw b = tried c = grabbed d = large	a = wl b = wl c = of d = to

CHALLENGE 1



	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

What was difficult about getting this snapshot?

CHALLENGE 2

Answer	Code
	Answer

What was difficult about getting this snapshot?



CHALLENGE 3

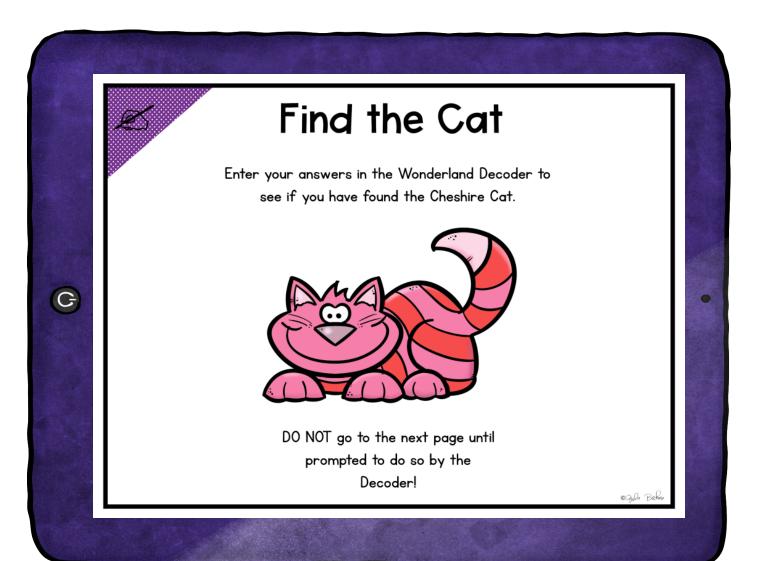


	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

What was difficult about getting this snapshot?

Oakle Bokes

Google Slides Prompt Students to use Decoder



Decoder in Digital Version is Self-Checking

