

4th & 5th Grade

# Compare Multiple Accounts



## Under the Sea Escape Room



PRINTABLE • GOOGLE • WEBSCAPE™



## Challenge #1

1. Read the passages and answer the questions.
2. Use your answers to help guide the Little Explorer home. Keep your eyes open for a sunken ship!
3. Collect any treasure you find along the way. Next, you'll make your way to the lost city of Atlantis.



# DIVE IN!

Students won't realize they are practicing Compare Multiple Accounts skills! They will be immersed in the storytelling and our original videos as they complete reading comprehension challenges.

*Learn more!*



# 4 Reading Challenges

## Challenge #2

1. Read the passages and answer the questions.
2. Use your answers to help guide the Little Explorer home. Keep your eyes open for the lost city of Atlantis!
3. Collect any treasure you find along the way. Make your way to a beautiful



## The Great Fire of London

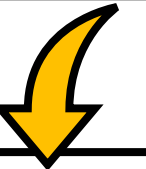
London was one of the largest cities in Europe in 1666. About 350,000 people lived in the city before a terrible fire swept through London, leaving massive destruction in its path. The city's layout at that time was exactly what a fire loves. The homes and buildings were tightly packed, almost touching each other in some cases. They were made of timber, covered in pitch (a highly flammable material), and roofed with thatch. Beside many of these buildings were yards and sheds full of hay and straw for the people's animals. Water was scarce after a long, dry summer. These conditions, coupled with windy weather, made London like a match just waiting to ignite. And ignite it did. On September 2, 1666, a fire broke out at a baker's shop on Pudding Lane in the city. The house belonged to Thomas Farriner, and he believed he'd successfully put out the fire. Three hours later, however, the house was blazing. Fires were common at the time, so no one really panicked at first. The speed at which the fire spread, thanks to a strong easterly wind, was what surprised people. It quickly moved down Pudding Lane, carried on down Fish Hill, and headed for the River Thames. Near the river, the fire gained more fuel when it hit warehouses full of oil and tallow, both combustible products. Since a section of the London Bridge had been destroyed by an earlier fire in 1633, the blaze was unable to spread south of the river.

Firefighting in those early days wasn't as organized as it is today. There was no fire department, and battling the blaze was challenging. The buildings were so close together that it was difficult to get down the narrow, crowded streets to put out the fire. Samuel Pepys, a resident of the city, observed what was happening and suggested to the King that some buildings be taken down to stop the fire from having fresh material to burn. This is called creating a firebreak, and this was a common fire-fighting technique in the 1600s. The Lord Mayor of London hesitated in allowing the creation of firebreaks, so the fire grew more powerful. But once the firebreaks were created, some made with the Navy's gunpowder, they did help somewhat.

1. Which of the following statements best describes one similarity between the two accounts?
  - a. Both accounts focus on how unprepared London was for the Great Fire.
  - b. Both accounts focus on Samuel Pepys' attempt to control the Great Fire.
  - c. Both accounts focus on the Great Fire of London.
  - d. Both accounts suggest that the fire was as dangerous as people thought it was.
2. Which of the following statements best describes one difference between the two accounts?
  - a. "The Great Fire of London" reveals how Samuel Pepys suggested creating firebreaks to stop the fire from burning further. "Samuel Pepys Diary" reveals how Pepys wasn't too concerned about the fire.
  - b. "The Great Fire of London" focuses on Samuel Pepys's heroic acts of bravery. "Samuel Pepys Diary" focuses on the life of Samuel Pepys after his famous acts of bravery.
  - c. "The Great Fire of London" reveals how many homes were lost to the fire. "Samuel Pepys Diary" reveals how Pepys's future was forever changed by the fire.
  - d. "The Great Fire of London" features a recollection of Sir Christopher Wren's role in rebuilding London. "Samuel Pepys Diary" features a diary entry of Samuel Pepys about the fire.
3. What clues in the text, "The Great Fire of London," let the reader know that this is a historical account?
  - a. The text uses "I," "me," and "we" pronouns.
  - b. The text is describing a personal memory.
  - c. The text uses statistics and specific details to portray an account of the Great Fire of London beginning to end.
  - d. The text is an excerpt from the diary of Samuel Pepys.

- Challenges focused on Author's Purpose
- Each challenge takes about 20-30 minutes
- 18 short nonfiction passages, 1 long nonfiction passage
- Multiple choice questions
- Passages in 4<sup>th</sup>-5<sup>th</sup> Grade Text Complexity band (740L-1010L)
- Passages and questions are scaffolded

Learn more!





## The Growth of Nairobi, Kenya

Nairobi is the largest city in Kenya. The name translates to "cool water," which is a reference to the Nairobi River. Nairobi has been nicknamed the Green City in the Sun. Nairobi is home to thousands of Kenyan businesses. 100 large international companies have a business hub there.

While this is a bustling city today, it was once an uninhabited swamp. The city began to develop after the Kenya Railway linked Kenya and Uganda. In 1898, a small town was designed around a railway depot as an area for railway workers to live. Nairobi became home to many local people who worked on the railway. European settlers came to the city to work in government and tourism. The city was segregated, and the Indians and African people who lived there were restricted to certain areas of the city.

What clues in the text, "My Best Experience Growing Up in Nairobi," let the reader know that this is a first-hand account?

- a. The adjectives in the text let the reader know that this is a first-hand account.
- b. The pronouns in the text let the reader know that this is a first-hand account.
- c. There are no clues that this is a first-hand account. It is a second-hand account.
- d. The third-person narrative of the text lets the reader know that this is a first-hand account.

What information found in "The Growth of Nairobi, Kenya" was not in "My Best Experience Growing Up in Nairobi?"

- a. information about the KICC, the Kenyatta International Conference Centre
- b. information about the public service vehicles known as 'matatus'
- c. information about how the city of Nairobi was segregated as a result of Europeans settling there

What was Belinda Odongo's favorite thing to eat in the "town" area of Nairobi?

- a. chicken
- b. chips
- c. ice cream
- d. chili

What fact stated in "My Best Experience Growing Up in Nairobi" could the author of "The Growth of Nairobi, Kenya" add to their account?

- a. Sunday afternoons are not very congested in Nairobi. This is a good time to tour the city.
- b. Chips and chicken are a very delicious and popular snack for people in Nairobi.
- c. The top of the KICC building has a beautiful view of the entire city of Nairobi and beyond.
- d. Everything is not really as it seems, and children are very fortunate to grow up in Nairobi.

Where would the text, "The Growth of Nairobi, Kenya," most likely be found?

- a. This text would likely be found in the diary of a teenager living in Paris.
- b. This text would likely be found in a newspaper article of a local Nairobi newspaper.
- c. This text would likely be read in a weather report for the city of Nairobi.
- d. This text would likely be found in a history book discussing different aspects of Kenya's history.

## Find a Sunken Ship

Enter your answers in the Little Explorer's Log. When you are ready to find the sunken ship.



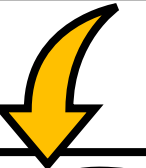
DO NOT go to the next page until you've answered the question on your brochure!



# 4 Reading Challenges

- Themed videos integrated throughout the Escape Room to keep kids engaged.
- Students work in groups, partners, or independently.

Learn more!





# The Baseball

2

In the early days of baseball, the game included the baseballers throwing the ball with their hands from the speed and smack of thrown baseballs then? They didn't. professionally-recognized

The answer: They didn't.

The answer: *They didn't.*

When baseball first began as a professionally-recognized sport, there was no need for hand protection. The ball was made of wood and didn't travel as fast as the ball of today's version of the game. It would have been considered a disgrace to wear a glove. There was no formal form of equipment to protect his hand from the baseball. The players' hands were often injured, with cuts, palms, bruises, and broken bones all occurring from playing baseball. The players seem like tough guys.

Finally, in 1872, the time had come to show that baseball players should wear a glove during the game.

Someone finally decided the time had come to show n  
first baseman, was possibly the first to wear a glove durin  
that he was using a glove though. He was actually rather e  
glove he hoped people wo  
fans and players ridicule  
the people

Among the people  
1871 and the Chicago W  
thrown to the pitcher  
his brothers started o  
himself didn't start u

- The adjectives in the text let the reader know that this is a firsthand account.
- The pronouns in the text let the reader know that this is a firsthand account.
- There are no clues that this is a firsthand account. It is a secondhand account.
- The third-person narrative of the text lets the reader know that this is a firsthand account.

- a. information about the KICC, the Kenyatta International Conference Centre
- b. information about the public service vehicles known as 'matatus'
- c. information about how the city of Nairobi was segregated as a result of Europeans settling there
- d. information about one of the most celebrated investigative journalists in the city

- One account focuses on a childhood memory of a trip to the KICC building. The other account focuses on the growth of the major Kenyan city, Nairobi.
- One account focuses on a child's view from the 29<sup>th</sup> floor of the KICC building in Nairobi. The other account focuses on the structure and materials used to build the great KICC building in Nairobi.

historical events of the  
account focuses on

Looking back, I am grateful that I grew up in Nairobi because every single experience was an adventure on its own. The funny thing is that when I was younger, I always wished that my parents would have moved from this city and lived abroad because all of the television shows and even the cartoons that I always watched made me feel like people from these areas were more privileged than I was. As I grew older, I learned that everything is not really as it seems and that I was very fortunate to grow up in Nairobi.

When I was younger, we did not have cell phones or video games. We always made adventures using the things that surrounded us. I had a strong and adventurous spirit that was always looking

I. What clues in the text, "My Best Experience Growing Up in Nairobi," let the reader know that this is a firsthand account?

The pronouns in the text let the reader know that this is a firsthand account.

There are no clues that  
this is a firsthand account.  
It is a secondhand account.




The third-person narrative of the text lets the reader know that this is a firsthand account.

Learn more!



- Print
- Google Slides
- Webscape™ (Our most popular experience)



	<b>PDF</b> 	<b>Google Slides</b> 	<b>Webscape™</b> 
<b>Format Type</b>	Printable	Digital	Digital
<b>Device</b>	N/A	Any Device	Any Device
<b>Required Prep</b>	Print & Go	Copy & Share	Zero Prep
<b>Student Answers</b>	Printable Answer Pamphlet	Google Sheets Decoder Tool	Integrated Challenge Hub
<b>Self Correcting</b>	Includes Answer Key	Self Correcting	Self Correcting
<b>Custom Videos</b>	QR Codes	Embedded You Tube	Embedded
<b>Audio Readings</b>	N/A	No Audio Readings	Contains Audio Readings
<b>Navigation</b>	N/A	Student Directed	Automatically Advancing
<b>Extras</b>	Early Finish Challenges	Movable Pieces	Interactive Animation

## 3 Versions

- Print
- Google Slides
- Webscape™ (Our most popular experience)

*Learn more!*





# Print

- Cut and paste stamps for each challenge
- Easy to follow
- Optimal for group or partner work
- Recording brochure for answers
- Self-checking decoder
- Certificate of completion

Learn more!



explorer find its way! It has been stuck at the bottom of the sea. Guide the Little Explorer toward the surface and home ship. Along the way, see what there is to discover. After gathering lost treasures that you find and paste them here.

**Little Explorer's Decoder**

Use the following codes for each challenge to gather your treasure and move to the next challenge.

**Challenge 1**

Question 1

a = We  
b = Just  
c = Where  
d = In

**Challenge 2**

Question 1

a = By  
b = The  
c = I  
d = We

**Challenge 3**

Question 1

a = The  
b = Many  
c = I  
d = We

**Challenge 4**

Question 1

a = A  
b = If  
c = We  
d = The

**UNDER THE SEA  
AUTHOR'S PURPOSE  
RECORDING  
BROCHURE**

Record your challenge answers along your journey.

**CHALLENGE 3**

	Answer	Code
1.	C	I
2.	D	Saw
3.	A	Many
4.		
5.		
6.		

What did you see in the coral reef?



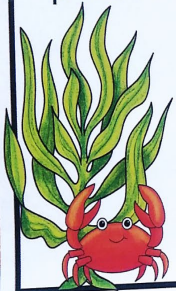
Mission Complete!



Laura D.

(Name)

has successfully completed the challenges  
presented and guided me back to my ship! I am so  
happy to be home!



28/08

(Date)

The Little Explorer

Scan the QR code or click  
[here](#) to view the video.



Ooops!

You left the Little Explorer behind.



YOU MUST STAY QUIET FOR 5  
MINUTES. NO SPEAKING!

© 2018 Laura D.

# Print

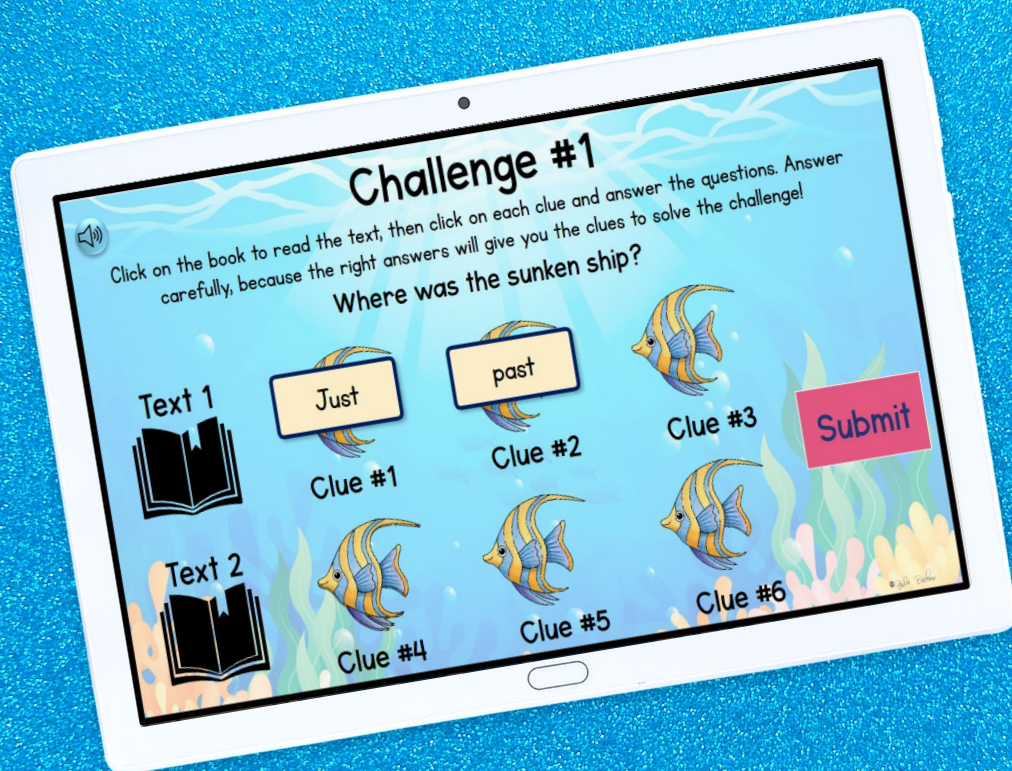
- OOPS! Cards for differentiation

Learn more!





# Webscape <sup>TM</sup>



- Most interactive experience
- Self correcting
- Embedded videos
- Embedded audio
- Animation
- Simple navigation

Learn more!

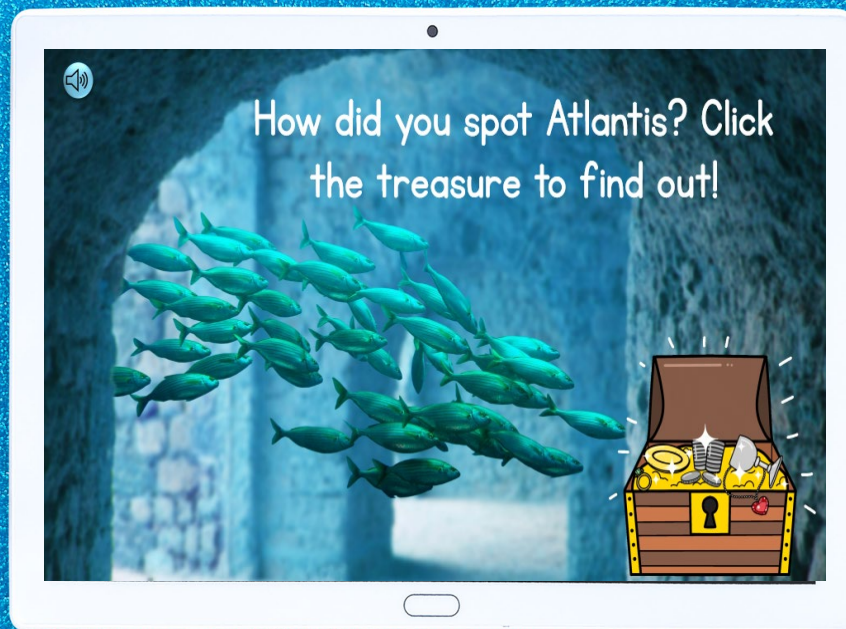




# Webscape <sup>TM</sup>

- No log ins or sign ups
- Works with any device that has an internet connection and web browser
- Zero prep! Just share the link with your students.

*Learn more!*





# Google Slides

2

July 9, 1942

*An entry from the diary of Anne Frank, dated July 9, 1942*

"Here's a description of the building... A wooden staircase leads from the downstairs hallway to the third floor. At the top of the stairs is a landing, with doors on either side. The door on the left takes you up to the spice storage area, attic and loft in the front part of the house. A typically Dutch, very steep, ankle-twisting flight of stairs also runs from the front part of the house to another door opening onto the street. The door to the right of the landing leads to the Secret Annex at the back of the house. No one would ever suspect there were so many rooms behind that plain grey door. There's just one small step in front of the door, and then you're inside. Straight ahead of you is a steep flight of stairs. To the left is a narrow hallway opening onto a room that serves as the Frank family's living room and bedroom. Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot's and my room... Now I've introduced you to the whole of our lovely Annex!"

©Julia Bachner

- One problem per slide
- Students drag to highlight their answers

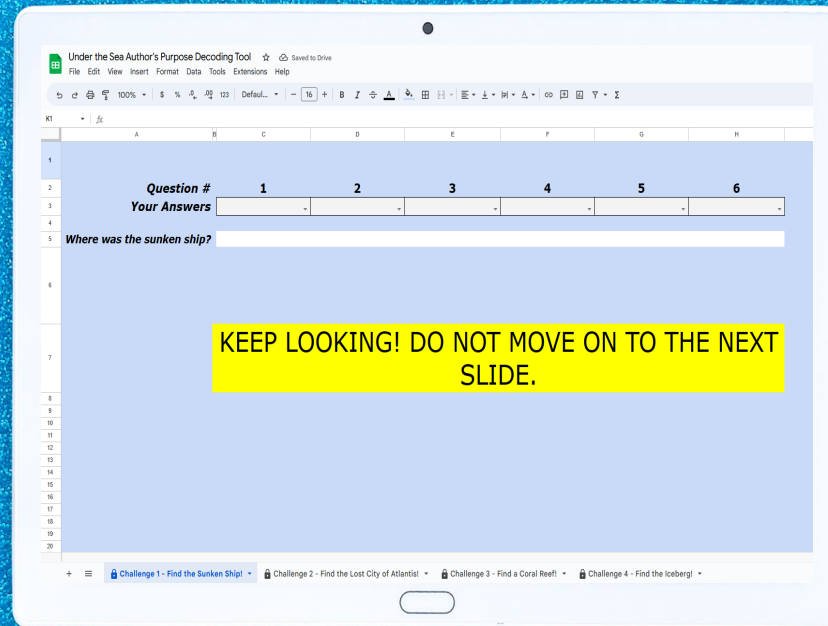
Learn more!





# Google Slides

- Toggle to self-checking decoder
- Decoder will prompt at the end of each challenge whether students are correct or need to check their work.



Learn more!

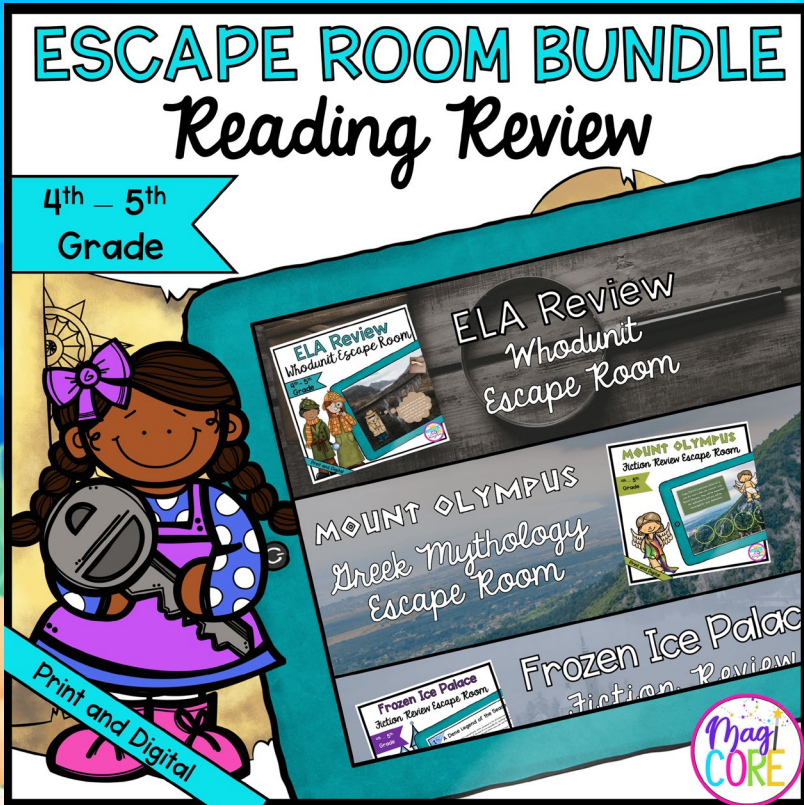




# Looking for More?

**ESCAPE ROOM BUNDLE**  
*Reading Review*

4th – 5th  
Grade



ELA Review  
Whodunit  
Escape Room

MOUNT OLYMPUS  
Greek Mythology  
Escape Room

Frozen Ice Palace  
Fiction Review  
Escape Room

Print and Digital

Magi  
CORE

**ESCAPE ROOM BUNDLE**  
*Reading Comprehension*

4th – 5th  
Grade



Main Idea  
Wizarding Escape Room

Context Clues  
Pirate Themed Escape Room

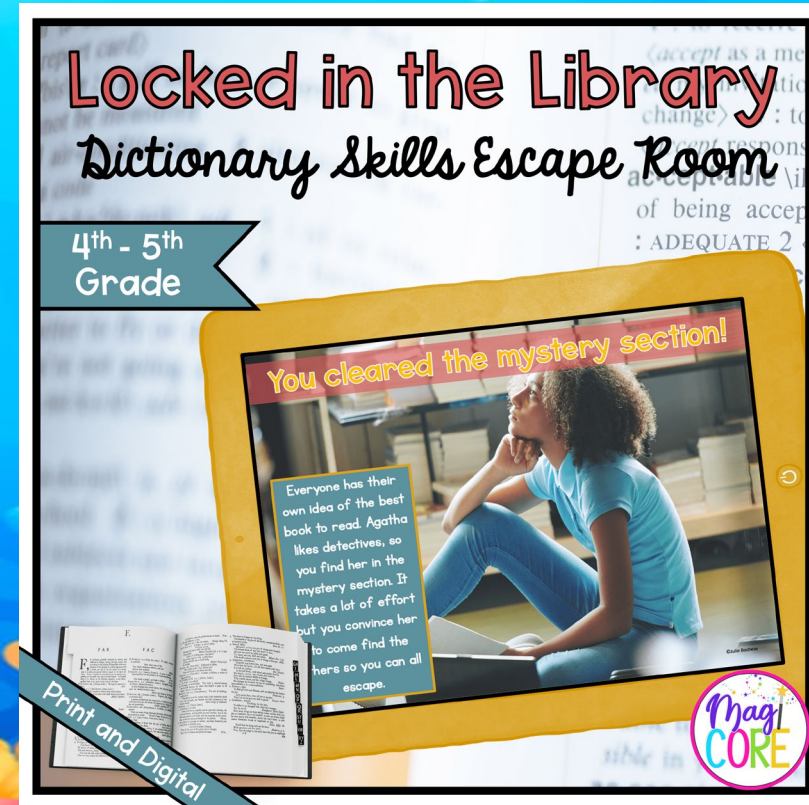
Text Features  
Mission in Space Escape Room

Print and Digital

Magi  
CORE

**Locked in the Library**  
*Dictionary Skills Escape Room*

4th – 5th  
Grade



You cleared the mystery section!

Everyone has their own idea of the best book to read. Agatha likes detectives, so you find her in the mystery section. It takes a lot of effort but you convince her to come find the here so you can all escape.

Print and Digital

Magi  
CORE