

Recounting Stories

In Wonderland Escape Room

1st Grade



Print and Digital



Print & Digital Options

Printable Directions

Materials:

- Printed challenges (passages & questions) & Puzzle piece set for each group
- Computer or tablet for videos (Optional)
- Printed QR codes for videos (Optional)
- Certificate of completion & "oops" cards (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.

Prep:

Print challenge materials. Each team will need the passage and related questions for each of the four challenges.

Directions:

1. Split your class into teams of 4-5 students. Ensure teams are multi-level. (Optional) Show the introduction video to the whole class.
2. Give each team their envelope for challenge #1.
3. Give time for each team to work through the challenge. As they are working, they should circle their answers.
4. Then, teams must turn in their answers to the teacher to check before the teacher will give them their puzzle piece, which grants them access to the consecutive challenge.
5. Teacher may show completion videos after each challenge is solved, or students can scan the provided QR codes to watch the video on their own device. These codes can be hung around the classroom. (Optional)
6. Add some friendly competition by awarding the first team to complete all four challenges and assemble their puzzle the provided certificate. 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. (Optional)



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Get Started!

Print

- Low prep
- Student collaboration
- Can eliminate technology

Google Slides

- Decoder included for self correcting
- Videos

Digital Instructions

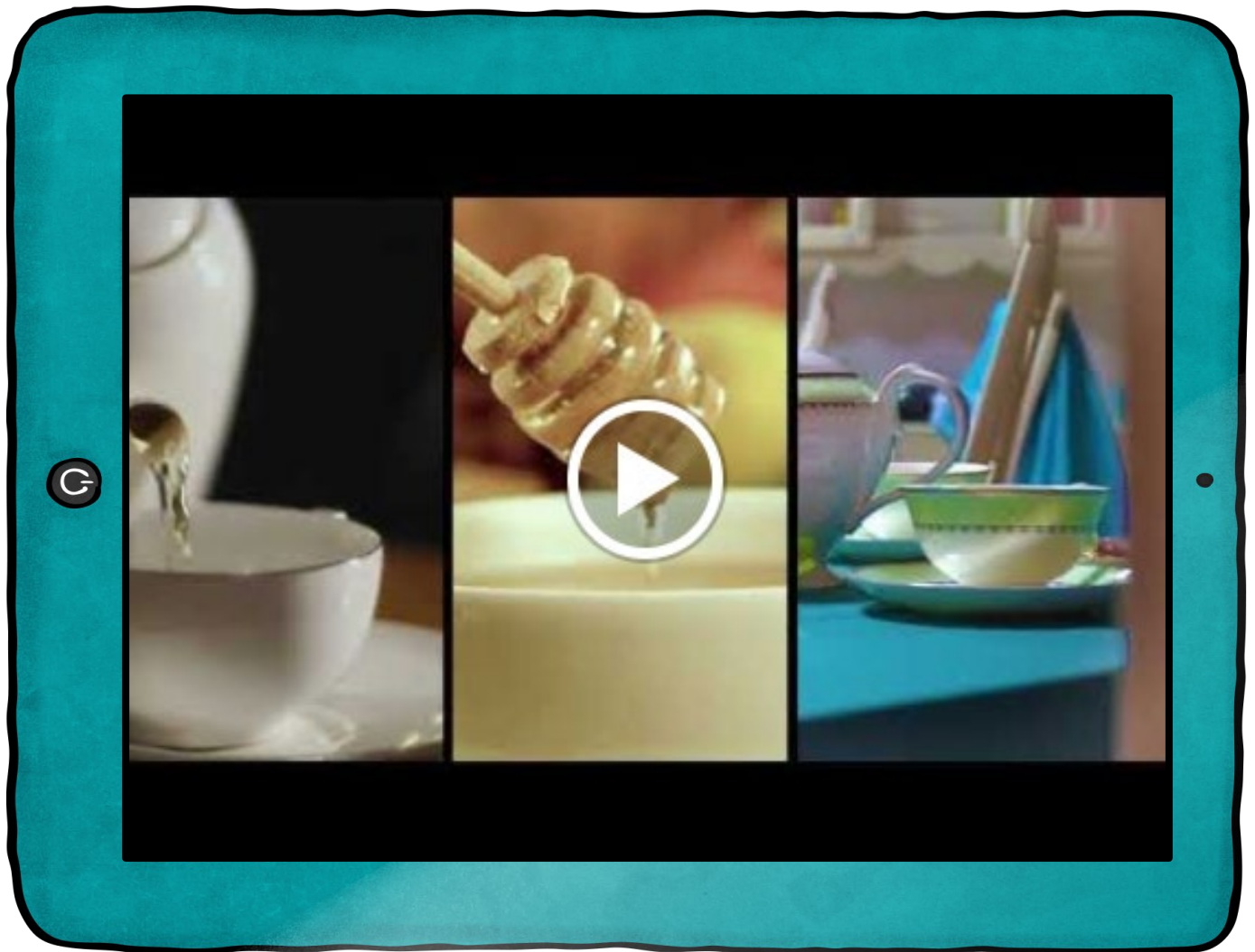
[Click here](#) to access the Google Slides version of this resource.
[Click here](#) to watch a video to see how to use the print and digital version of this resource.



Webscape

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

Videos Tell the Story



Four Comprehension Reading Challenges

Challenge #1

1. Read the stories.
2. Answer the questions.
3. Collect your puzzle piece.



Interactive



Aligned Passages

Floppy Ears

Axel pawed at his reflection in the lake. The water rippled. He could still see his ears, though. Why wouldn't they stand up like his dad's? German Shepherds were supposed to have tall ears. Axel's ears were floppy. He had his dad's brown and black coloring. He had big paws like his dad's. He had a nose good for sniffing like his dad's. His tail was fluffy like his dad's.

But Axel's ears refused to stand up.

He slumped to the ground by the water. A little bird landed on a rock nearby.

"Why are you so sad?" the bird asked.

"My ears won't stand up."

The bird studied Axel for a quiet moment. "Does it make it hard for you to hear?"

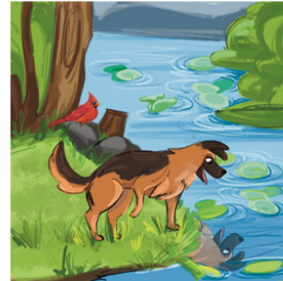
Axel lifted his head and shook it. His silly ears wiggled all over the place. "No."

"Then what's the problem?" the bird asked. "Ears are supposed to hear. You should appreciate that yours do."

Axel thought about this. His ears worked just fine even if they didn't stand up. He rose to his feet. Axel looked into the water again. The bird flew over and perched between his ears.

"Thank you, friend," Axel said to the bird. "You are right. I will be thankful for my ears from now on."

"I will sing you a song to enjoy with your ears." The bird let out a tweeting melody. It was the prettiest sound Axel's floppy ears had ever heard.



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Comprehensions Question Sets

1. Why did Axel feel sad at the beginning of the story?

- a. His ears would not stand up.
- b. He could not hear anything.
- c. There was a bird bothering him.
- d. He wanted to jump in the water, but he could not.

2. Where does this story take place?

- a. At a river
- b. At a lake
- c. At a pond
- d. At the ocean

3. When did Axel feel thankful?

- a. When he saw the little bird
- b. At the beginning of the story
- c. When the bird reminded him that his ears work
- d. When he saw his dad

Printable Version

Becoming

Stripe nibbled on a milkweed leaf. He'd been doing so since he'd hatched from his egg. Eating so much had turned him into a monarch caterpillar. He loved his yellow, black, and white stripes.

"You'll be a butterfly in no time, Stripe!" Hops called from a patch of dandelions. The big grasshopper sprang away.

Stripe had seen the monarch butterflies. They flapped their orange and black wings. Those wings looked so delicate. Zipping through the air seemed scary. Stripe preferred his sturdy body. He liked living on the milkweed leaves. He didn't want to change.

Maybe I can stay a caterpillar forever.

Stripe climbed down the milkweed. He planned to hide in the dirt below it. But Stripe felt strange. He inched to a woody branch. He spun a cocoon there. He stayed inside it for ten days.

When it broke open, he had orange and black wings. He took his first flight. It was so easy. He loved being able to fly.

"Looking good, Stripe!" Hops called up to him.

He did a trick in the air. "Becoming a butterfly is wonderful!"



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1. What was Stripe at the beginning of

- a. A butterfly
- b. A caterpillar
- c. A grasshopper
- d. A cocoon

2. How long did Stripe stay in his cocoon?

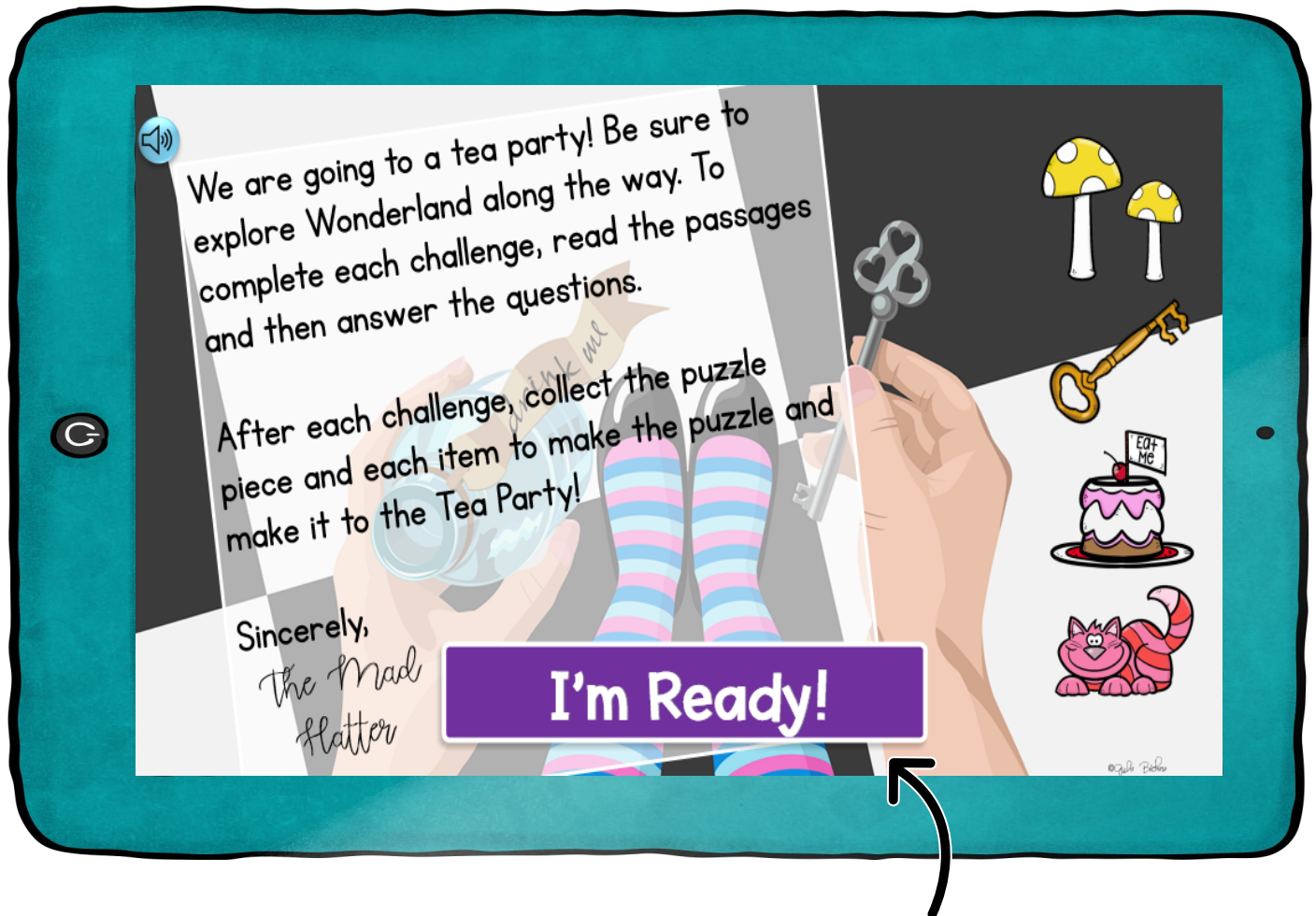
- a. 10 hours
- b. 10 minutes
- c. 10 days
- d. 10 months

3. What is the big idea of the story?

- a. Grasshoppers know everything.
- b. Caterpillars turn into butterflies.
- c. Monarch butterflies are orange.
- d. Milkweed leaves are tasty.

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Webscape™



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

Webscape™



More Than Lovely

I rested my fingers on the piano keys. I had been practicing all day. The concert was in one day, and I didn't feel ready. Not yet.

My mother came into the living room. "Are you done for the day?"

I shook my head. "I want to rehearse a few more times."

"You can have another hour," she said. "Then it's bedtime." She dropped a kiss on the top of my head. "What I've heard so far sounded lovely." She left the living room.

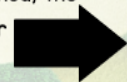
Lovely. That was nice, but I wanted my performance to be more than lovely. I wanted it to make people feel something. I wanted it to enchant them.

I played the tune several more times. My fingers moved automatically along the keys. I didn't even have to look at the notes. I had it all memorized by now, but was it good enough?

After playing a final time, I went to bed. My mom took me to the concert the next afternoon.

"Play from your heart," she said right before it was my turn to go on stage.

I took her advice. I played from my heart. I played for my mother. When my song was finished, the audience went wild. I stood and took a bow. I found my mother in the crowd. She put her hand over her heart, and I knew my music was more than lovely.



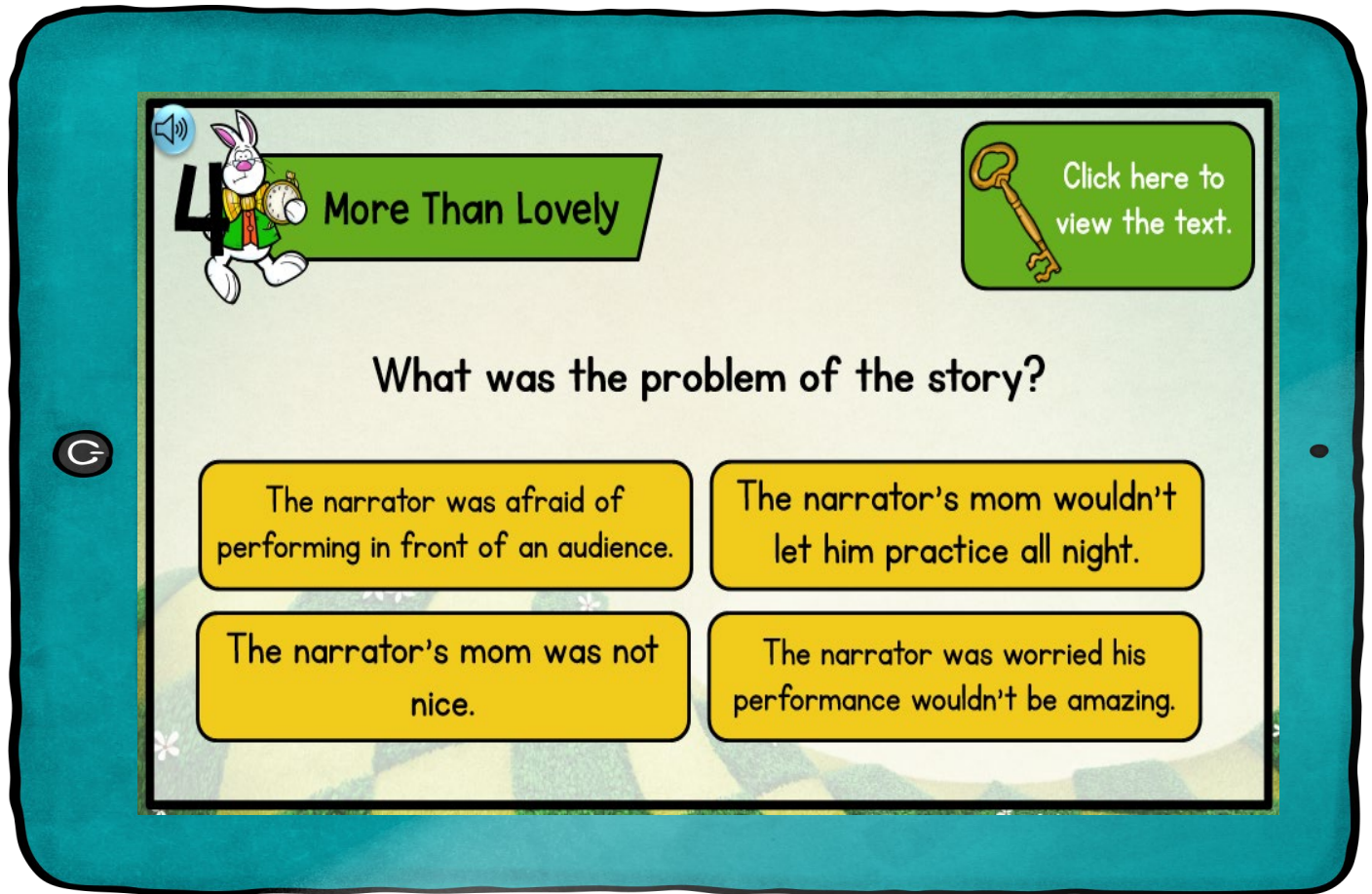
Includes option for audio on directions and questions.

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

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Questions review key 1st grade
reading comprehension skills.