

Colonial Fun Park Treasure Hunt

Fall 2004

Pam Tishberg, 2nd Grade Esther Nemier, 1st Grade
Massena Central School

Treasure Hunt Skills & Concepts

Station 1: Barn Activity

- Compare/Contrast
- Listening and following directions
- Making connections
- Speaking
- Reading and interpreting Reader's Theatre

Station 2: Pond/Nature Trail

- Listening and following directions
- Classifying and sorting
- Read and understand how to record observations on a T-chart
- Creating and interpreting a pictograph

Station 3: Miniature Golf

- Understanding how to use tally marks
- Interpreting data to create and read a bar graph

Station 4: Discovery Pit

- Making and recording logical predictions
- Making comparisons with recorded predictions and results
- Interpreting data to make reasonable predictions
- Use data to create a bar graph to compare collected results

Preparation

- Divide students into groups of five
- Organize materials to be used for each station in canvas bags for group leaders
- Collect read alouds that will be used at the four stations
- Copy provided data sheets, instructional cards, riddles, and project descriptions to be placed into leader bags
- Create Reader's Theatre props for story characters
- Gather a variety of balls and containers to use for discovery pit

Fun Park Schedule

We have included an example of how we scheduled our day at the fun park. We placed the students into groups of five with a group leader. There was a combination of first and second grade students in each group. We placed a (1) or (2) after each child's name to designate the student's grade level. Two groups were scheduled to work and travel together to each station throughout the day.

Group #1 Angela Wood

Chandler (2)
Evan C. (2)
Dylan (2)
Emily P. (1)
Nicole (1)

Group #3 Mrs. Tishberg

Danielle (2)
Anna (2)
Joey (2)
Abbie (1)
Sydney (1)

Schedule:

10:00 – 10:40 Barn
10:40 – 11:20 Pond/Nature Trail
11:30 – 12:00 Lunch
12:00 – 12:40 Discovery Pit
12:40 – 1:20 Miniature Golf
1:20 – 1:50 Free Time/Laser Tag
1:50 Load bus

Project Description

You will be participating in a treasure hunt at the park today. You will be given a riddle that you and your friends will need to solve together. This riddle will give you clues that will lead you to the next station in the park. At each station you will be asked to complete a task. When your group has completed the task that your leader has given you, then you will receive a gold coin and your next riddle. You will have four stations to complete throughout the day. After completing the stations and collecting all four gold coins, then you will be rewarded for all of your hard work. Before you begin your journey around the park you need to create a name for your group.

Leaders: Please take 6 pictures at each station of your students completing the planned activities.

Barn Riddle:

- I am a place where you will find something on four legs.
- I am a place with stalls and many smells.

Miniature Golf Riddle:

- I am a place where you can get a hole in one.
- I am a little place with 18 holes.

Discovery Pit Riddle:

- I am a place where you can bury yourself in colors.
- I am a place where you can have a ball.

Nature Trail/Pond Riddle:

- I am a place where you might find slimy, wet animals. (pond)
- I am a leafy, curvy path. (Nature trail)

Barn/Three Billy Goats Gruff

Barn:

- Lead students to the barn
- Have the students observe animals in the barn
- Ask students to tell you things that are the same about the animals
- Then discuss things that are different about the animals

Three Billy Goats Gruff:

- Ask if anyone knows a story about a goat
- Have the students retell the story **The Three Billy Goats Gruff**
- Tell the students they will be doing a Reader's theatre or play after hearing the story read to them.
- Ask the students where the story took place.
- Help the students find a place where it would remind them of the setting in the story (bridge).
- Read **The Three Billy Goats Gruff** aloud to the students.
- Choose one group to act out the story on the bridge while the other group is the audience.
- Change places to allow the other group to act out the story.

Extension Activity

1. The students will compare and contrast characteristics of a horse and a goat using a Venn diagram.
2. The teacher will read aloud **The Truth About Three Billy Goats Gruff**, by Steven Otfinoski. Students will create a T-chart to compare the two stories of the Three Billy Goats Gruff.
3. Using story sequencing cards, the students will work together in groups to retell the story.

Discovery Pit

One group will work on completing the Ball activity while the other group is working on completing the Ramp activity

Ramp Activity: (20 min.)

- Pass out individual **Student Prediction/Result Ramp Data Sheet**
- Show all **3** Ramps that will be used to the students (1-small colored roller ramp, 2-long, red, bumpy ramp, 3-red smooth, steep ramp).
- Show all **6** balls to the students, (tennis ball, bowling ball, smiley squishy ball, smiley bouncy ball, soccer ball, beach ball)
- Have the students select **2** balls that they would like to compare.
- Students will check the spot on data sheet that they think will get to the bottom of the ramp the fastest.
- Leader will place the two selected balls side by side on each ramp one at a time. Release balls at the same time ***leaders just release balls not push balls***
- Have the students check on results side of the data sheet which ball actually got to the end of the ramp the fastest.

Ball Activity: (20 min.)

- Pass out individual **Student Prediction/result Data Sheet.**
- Show the students all **5** containers.
- Have the students make predictions for how many balls will be needed to fill each container to the top (not overflowing).
- Fill and count the number of balls used to fill each container.
- Record actual number of balls used to fill each container in the **Student Prediction/Results Data Sheets.**

Extension Activity:

Ramps: Students will list properties that determine what made a ball go down a ramp faster (smaller, bigger, heavier, lighter).

Balls: Students will list properties that determine how many balls fit into the different containers (size and shape).

Name: _____

Ramp Activity

		Predictions			Results		
Trial 1	Ramps	Roller	Bumpy	Steep	Roller	Bumpy	Steep

Ball #1							

Ball #2							
Trial 2	Ramps	Roller	Bumpy	Steep	Roller	Bumpy	Steep

Ball #1							

Ball #2							
Trial 3	Ramps	Roller	Bumpy	Steep	Roller	Bumpy	Steep

Ball #1							

Ball #2							

Put a ✓ in the winner (prediction & results) for each ramp.

Name: _____

Ball Activity

Container	Prediction	Results
Big Round Blue Tub		
Green Rectangular Crate		
Small Round Bucket		
Red Square Box		
Clear Rectangular Tub		

Nature Trail/Pond

Pond: (20 min.)

- Read aloud **All Eyes on the Pond.**
- Lead the students to both ponds to observe and record plant or animal observations on the Student T-charts.



Nature Trail: (20 min.)

- Read riddle #2 and lead to Nature Trail
- Read aloud **Autumn Leaves**
- Pass out Leaf Collection Bags
- Explain that students need to collect only 1 of each different kind of leaf that they may find.
- Students may also collect other nature treasures (ex. Acorns, pinecones, seeds, etc.)

Extension Activity:

1. The students will share their nature treasures that they found on the nature trail.
2. The students will work in groups to sort and classify different kinds of leaves. They will use these groups of leaves to create a pictograph.

Name: _____

Pond Activity	
 Animal Life	 Plant Life

Laser Tag Extension Activity:

Students will use tally marks to show how many hits were made against each team. Students will count and record the total number of hits for their team. Students will create a bar graph to compare the number of hits that were made for each team. Students will answer questions about the graph.

Laser Tag

Mrs. Nemier's	Mrs. Tishberg's

Treasure Hunt Rubric

	1	2	3	Total
Barn Activity	*No Contributions to Discussion *No Participation	*Very Little Discussion *Minimal Participation	*Actively involved in Discussion *Full participation in Reader's theatre	
Pond/Nature Trail	*No Information on T-chart *No leaves in collection	*Very little Information on T-chart *Few leaves in collection	*Completed T-chart *a wide variety of leaves in collection	
Miniature Golf	*No Tally Marks	*Tally Marks written incorrectly	*Tally Marks accurate & complete	
Discovery Pit	*No Data *No Group Participation	*Very little data recorded *Minimal Participation	*Accurate & complete data recorded *Full Participation	
Score				