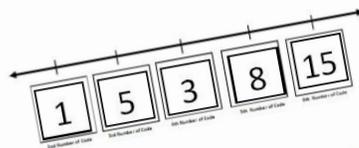# ESCAPE ROOM READING PRACTICE

Station 2

1) Read the paragraph "Fossil Mishap."
2) Decide how it is organized and choose the text structure that matches.
3) Choose the cards that complete the text structure and put them in the appropriate place.
4) Put your answers in the recording sheet. The first number of the code is the number of the text structure you chose.

EXAMPLE

Code 1 = 7

Recording Sheet

1st Number	Remainder of code from cards put into
7	1 5 3 8 15

Code = 7153158

1 5 3 8 15

Station 2

Fossil Mishap

...s important to think critically about the information that you receive, or ...e you may be led astray. For example, the brontosaurus is a type of ...osaur that never really existed. Many people still believe in the ...ntosaurus today, but the "brontosaurus" is actually the body of an ...osaurus with the head of a camarasaurus. This concocted creature ...made from two mismatched fossils. Had more people thought ...lly about these findings, analyzing the components that were ...ted, entire generations of school children may not have been ...ormed; therefore, think critically about the information that people ... even if it's information you find on a book or in a ...eet. Keep these problems in mind when conducting your studies.
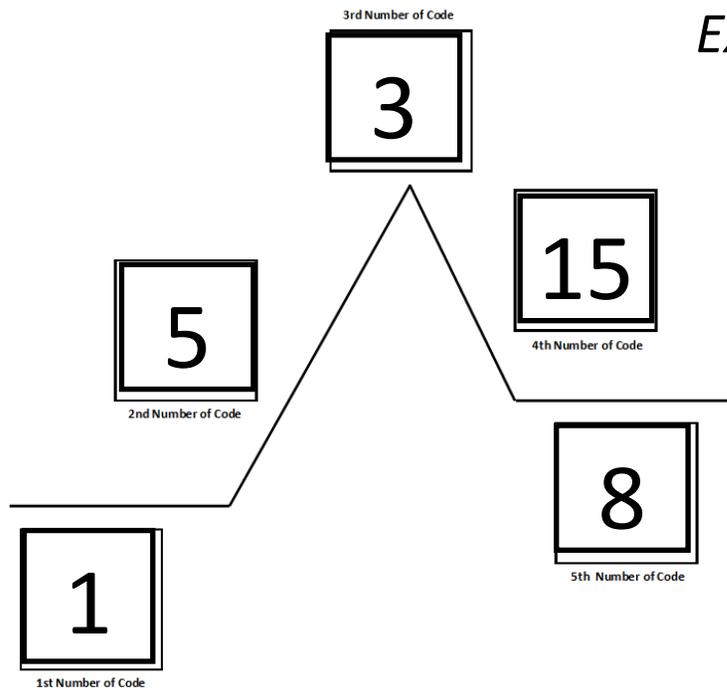
Teacher Instructions

1) Print and provide 1 copy of the station directions at each station.

2) Print and cut apart the pages that say "print and cut apart" on them. It would be best if you print them on cardstock. You might want to have several sets in Ziploc bags at each station. Put them at the correct station as labeled on the corner of each page.

3) Print several copies of the main page (Plot Diagram for Station 1, 3 pages of text structures for Station 2, Matching Terms for Station 3, and Context Clues for Station 4) and supply them at each station.

4) For station 1 and 3 you will need to go to the link provided to print and provide several copies of the text for those stations.

5) Give each student a recording sheet.

6) The easiest way to have your students complete the Escape Room is to have them complete their answer key before allowing them on technology. I divide them into even groups across the 4 stations. They then move at their own pace around the stations until they have completed their entire answer key. At that time, they may go to the google form and attempt to escape.

7) I do not have a timer for this Escape Room. I just have it be a race among the students. The link to the Google Form is below. You can share it on Google Classroom or write the link on the board for the students to enter on their own.

ESCAPE ROOM— GOOGLE FORM

Station 1

1) Read the story "Thank You, Ma'am" by Langston Hughes.

2) After reading, put the parts of the plot diagram in the correct spot on the "Plot Diagram" sheet. This will create your code.

3) Write your code down on your recording sheet and move onto the next station.

EXAMPLE

3rd Number of Code

3

15

4th Number of Code

5

2nd Number of Code

8

5th Number of Code

1

1st Number of Code

Recording Sheet

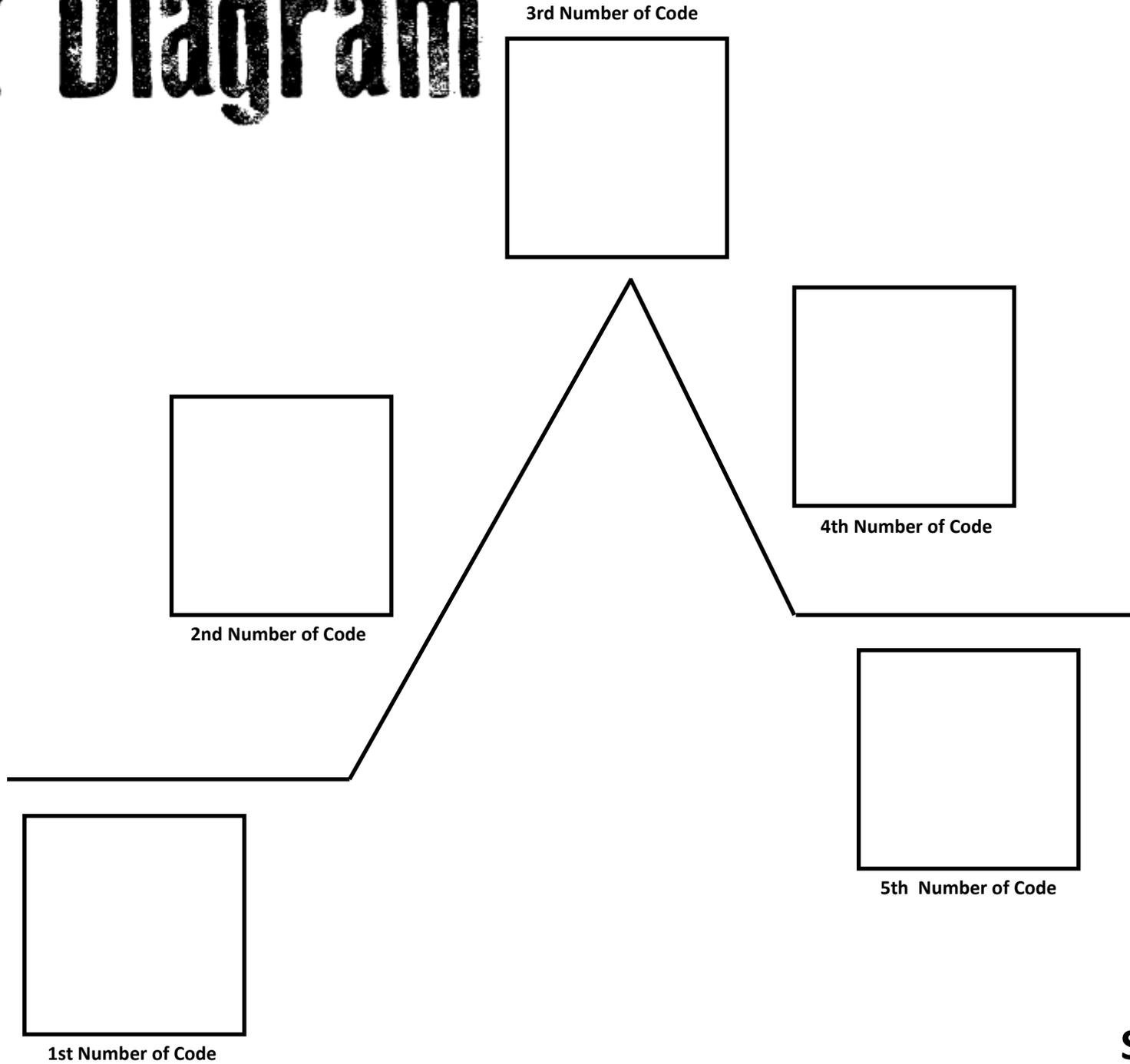| 1st Number	2nd Number	3rd Number	4th Number	5th Number
1	5	3	15	8

Code = 153158

Please go to the website below to get a copy of "Thank you, Ma'am" by Langston Hughes

http://staff.esuhsd.org/danielle/English%20Department%20LVillage/RT/Short%20Stories/Thank%20You,%20Ma%27am.pdf

Print off several copies for Station 1.

Plot Diagram

3rd Number of Code

2nd Number of Code

4th Number of Code

1st Number of Code

5th Number of Code

Station 1

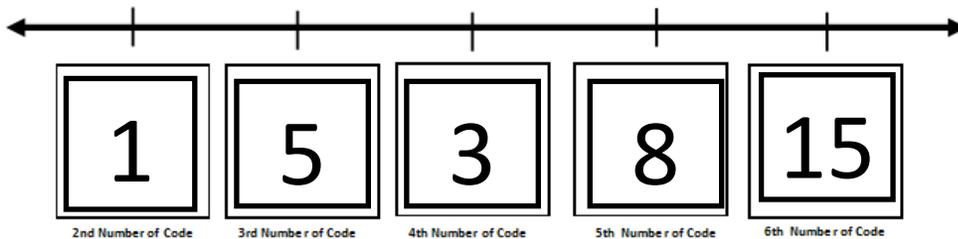|		
Mrs. Luella Bates Washington Jones was walking alone at night. Roger, a young teenager, tried to snatch her purse. **1**	Roger leaves the house and is mad that he made the decision not to run. **6**	Roger stays for dinner, and they become good friends. **11**
Mrs. Luella Bates tells Roger to wash his face, and he gets mad. **2**	Instead of running, Roger decides to stay and wash his face. **7**	Roger accidentally trips over a lady and then attempts to steal her purse. The name of the lady is unknown. **12**
Roger thanks Mrs. Jones and she shuts the door. Roger has learned a powerful lesson. **3**	Mrs. Luella Bates is walking alone at night. **8**	Roger didn't learn anything from Mrs. Jones. He is just glad she didn't call the cops. **13**
Roger washes his face without hesitating. He knows Mrs. Jones will be nice to him. **4**	Mrs. Jones is mean to Roger and tells him what an awful kid he is. **9**	Mrs. Jones drags Roger down the sidewalk to her house. She tells Roger to wash his face. Roger debates whether or not to run. **14**
Mrs. Jones is nurturing towards Roger. Roger offers to go to the store for Mrs. Jones, so he can earn her trust. They sit down and eat together. **5**	Roger and his friend attempt to steal Mrs. Luella Bates Washing Jones's purse as she is walking alone. **10**	Mrs. Jones is nice to Roger. **15**

Print and Cut Apart

Station 2

1) Read the paragraph "Fossil Mishap."

2) Decide how it is organized and choose the text structure that matches.

3) Choose the cards that complete the text structure and put them in the appropriate place.

4) Put your answers in the recording sheet. The first number of the code is the number of the text structure you chose.

EXAMPLE

Code 1 = 7

Recording Sheet

1st Number	Remainder of code from cards put into
7	1 5 3 8 15

Code = 7153158

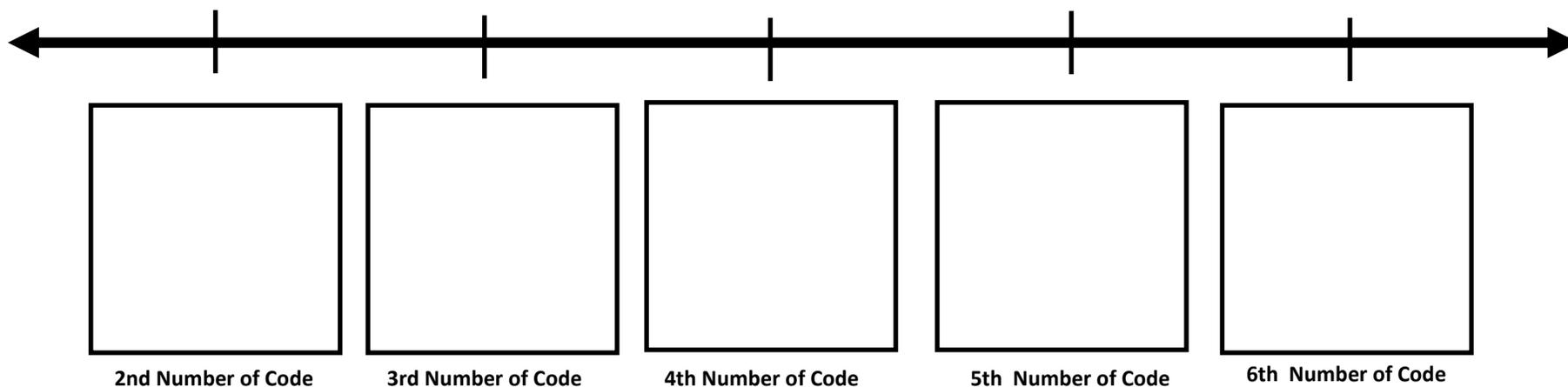| 1	5	3	8	15
2nd Number of Code	3rd Number of Code	4th Number of Code	5th Number of Code	6th Number of Code

Station 2

Fossil Mishap

It's important to think critically about the information that you receive, or else you may be led astray. For example, the brontosaurus is a type of dinosaur that never really existed. Many people still believe in the brontosaurus today, but the "brontosaurus" is actually the body of an apatosaurus with the head of a camarasaurus. This concocted creature was made from two mismatched fossils. Had more people thought critically about these findings, analyzing the components that were presented, entire generations of school children may not have been misinformed; therefore, think critically about the information that people tell you, even if it's information you find on a book or in a worksheet. Keep these problems in mind when conducting your studies.

First, you have to think critically about information. 1	The brontosaurus is a type of dinosaur that never really existed. 6	Then students wouldn't have been misinformed. 11
Next, the bronto-saurus didn't ex-ist. 2	If people had thought critically, this problem would have been avoided. 7	Last the brontosaurus is actually the body of an apatosaurus with the head of a camarasaurus. 12
It was made from to mismatched fossils. 3	Information found in a book or worksheet could be wrong. 8	Then analyze com-ponents that are presented. 13

Print and Cut Apart

Code 1 = 7

2nd Number of Code	3rd Number of Code	4th Number of Code	5th Number of Code	6th Number of Code

Station 2

Code 1 = 11

Problem

Solution

→
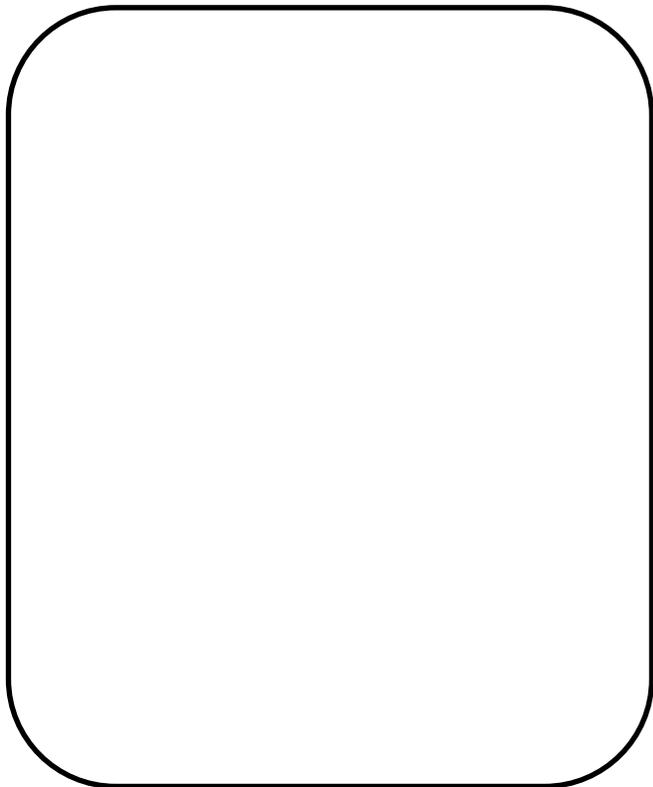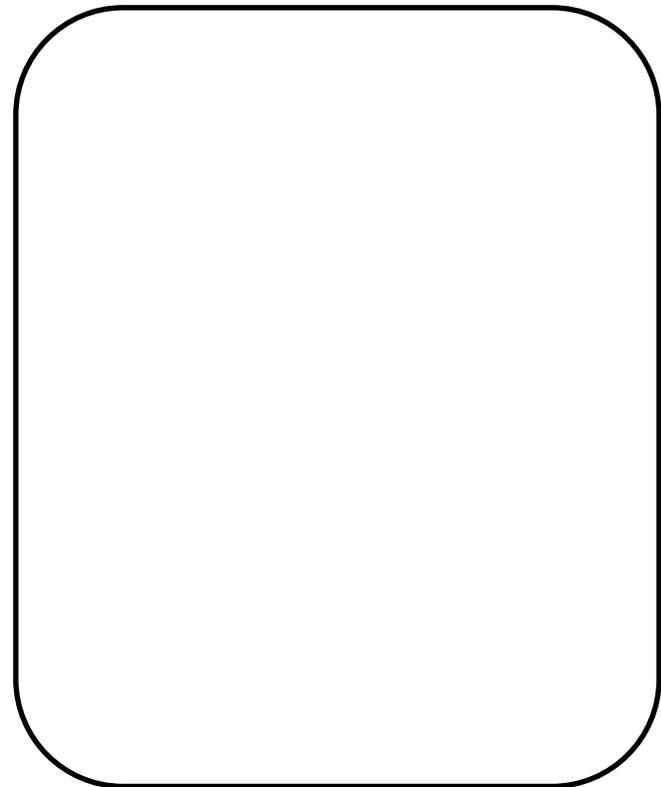
2nd Number of Code

3rd Number of Code

Station 2

Code 1 = 23

Cause
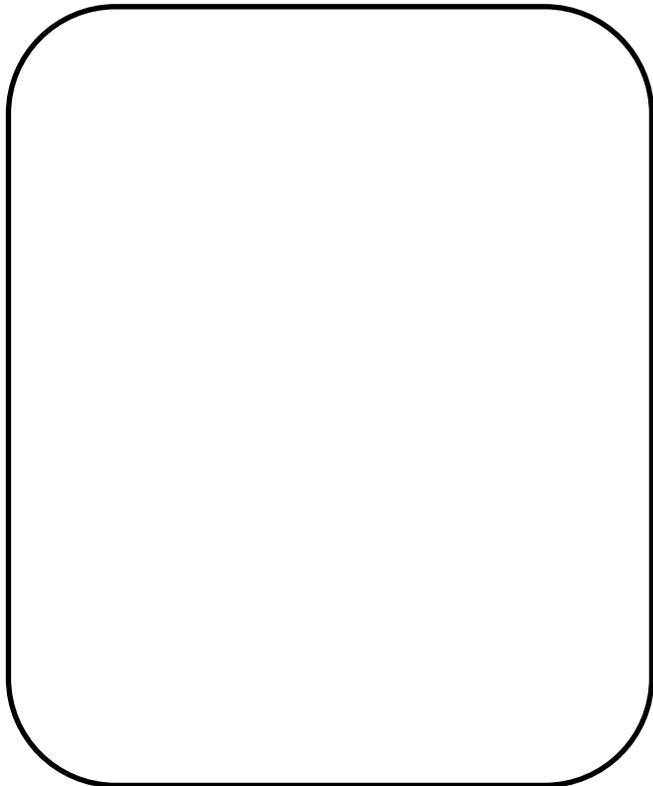
Effect
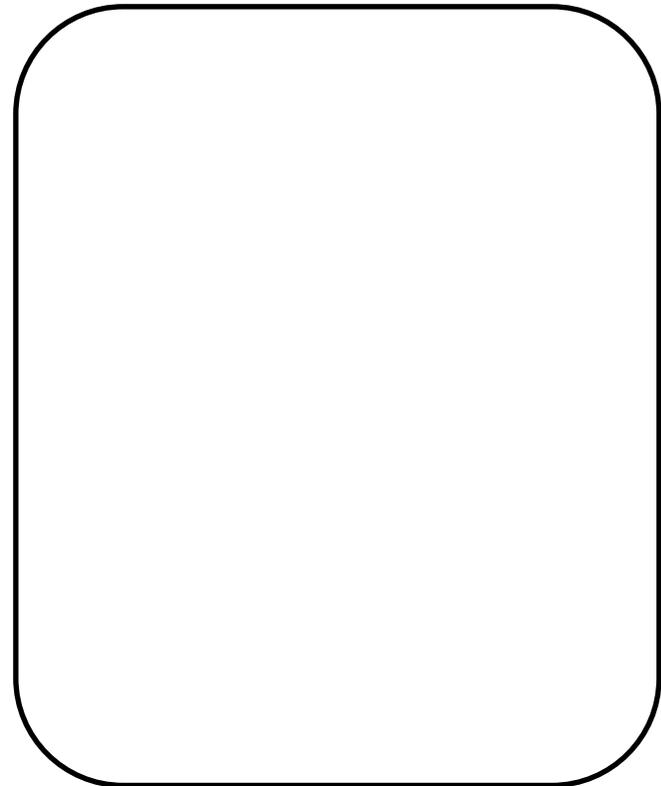
2nd Number of Code

3rd Number of Code

Station 2

Station 3

1) Match the definitions to the term on the "Matching Terms" page.

2) Put your answers on your recording sheet.

EXAMPLE

Matching Terms

1st Number of Code	2nd Number of Code	3rd Number of Code	4th Number of Code
1	5	3	8

Recording Sheet

1st Number	2nd Number	3rd Number	4th Number
1	5	3	8

Code = 1538

Matching Terms

1st Number of Code	2nd Number of Code	3rd Number of Code	4th Number of Code
Theme	Point of View	Internal Conflict	Tone

Station 3

Print and Cut Apart

Literary Terms

To cause a character to act a certain way. 1	A conflict taking place inside the character. "man vs. man" 2	The main idea of the passage. 3	The message or lesson the author is trying to express to the reader. 4
A conflict taking place outside the character. 5	The standpoint from which the story is told. 6	The attitude the author has in the text. 7	The way the passage makes you feel. 8

Station 3

Station 4

1) Read the poem "Design" by Robert Frost.

2) Use context clues to determine the meaning of the words on the "Context Clues" sheet.

3) Match the definition to the vocabulary word.

EXAMPLE

Context Clues

1st Number of Code	2nd Number of Code	3rd Number of Code	4th Number of Code	5th Number of Code
1	5	3	8	10

Recording Sheet

1st Number	2nd Number	3rd Number	4th Number	5th Number
1	5	3	8	10

Code = 153810

Please go to the website below to page 32 to print a copy of "Design" by Robert Frost.

http://poemhunter.com/i/ebooks/pdf/robert_frost_2004_9.pdf

Print off several copies for Station 4.

Context Clues

1st Number of Code	2nd Number of Code	3rd Number of Code	4th Number of Code	5th Number of Code
<u>assorted</u> in line 4	<u>wayside</u> in line 10	<u>kindred</u> in line 11	<u>thither</u> in line 12	<u>appall</u> in line 13

Print and Cut Apart

Context Clues

To horrify ₁	Various parts put together ₂	Similar in kinds ₃	The edge ₄	To a place ₅
To decorate ₆	To all be the same ₇	To be spirited ₈	In the center ₉	To learn a lesson ₁₀

Station 4

ESCAPE ROOM

Station 1

1st Number	2nd Number	3rd Number	4th Number	5th Number

Station 2

1st Number	Remainder of code from cards put into text structure

Station 3

1st Number	2nd Number	3rd Number	4th Number

Station 4

1st Number	2nd Number	3rd Number	4th Number	5th Number

ESCAPE ROOM

Station 1

1st Number	2nd Number	3rd Number	4th Number	5th Number
1	14	7	5	3

Station 2

1st Number	Remainder of code from cards put into text structure
11	6 7

Station 3

1st Number	2nd Number	3rd Number	4th Number
4	6	2	7

Station 4

1st Number	2nd Number	3rd Number	4th Number	5th Number
2	4	3	5	1

Answer Key