

## Arrrgggghhhhh!!!! We be findin' treasure!!!!

**WebQuest Description:** A Webquest treasure hunt that incorporates geocaching and an internet scavenger hunt. The scavenger hunt will be a review of all the things we learn this year in first grade.

**Grade Level:** K-2

**Curriculum:** Science

**Keywords:** Science, Social Studies, Language Arts, and Math review.

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### Introduction

Click here

This webquest is for first graders to remember all the great things they learned during their first grade experience in an exciting way! Technology is a great way to explore the world around us and we will be using technology as a tool to explore the internet and to better understand our world through the use of a GPS. A GPS is a tool to find your way from place to place, anywhere in the world, kind of like a compass. We will use a GPS and the internet to explore on land and through the world wide web.

### Tasks

Arrrgggghhhhh!!!! There be pirates about and they left a few things hidden while they were snooping around the school! After hearing the screeching sound of the gym teacher's whistle, they went a running back to their ship located on the banks of the coastal shore. As they were bustling to gather as many valuable things as possible from around the school, they had bumped into one another and left a few papers lying on the ground. After a careful look, I noticed that these papers had a special code! They looked like the same type of code you put into a GPS! Maybe the pirates were Geocaching! To learn more about Geocaching click here! or watch the video below. Like Geocaching, we will use the GPS to find the objects the pirates have hidden! After you have found the hidden objects there will be a secret code to lead us to their hidden treasure! Once you have found the secret codes, click on the Process Tab to find the hidden treasure. If you want to find out how to get a GREAT grade, click on the Evaluation Tab.

### Process

Before you begin your adventure, you will need to have a pencil and paper to write down the answers you find. X Click Here to Start Your Adventure X When you are done with your adventure, you will need to type a paragraph about where you went, what you learned, and what you liked most about your treasure hunt. We will be typing our paragraphs in the computer lab. After you are done with the paragraph, you can click on the Conclusion tab.

### Evaluation

This page will tell you how you get a grade! The bigger your number, the better you did!

Category and Score	Beginning	Developing	Good	Scholarly	Score
Participation	Little or no talking.	Talked to at least one person.	Talked to at least two people.	Talked to three or more people in your group.	3
Completing Adventure	Found one answer.	Found two answers.	Found three or four answers.	Found five answers.	4
Writing a paragraph about your adventure.	Wrote one sentence or can't read very well.	Wrote two sentences that we can read.	Wrote three or four sentences that we can read easily.	Wrote five or more sentences and is fun for the reader.	3
				Total Score	10

## Conclusion

Congratulations on your adventure! I hope you didn't take too much of the loot the pirates had stowed away!&nbsp; You never know, they might try to get it back some day! Aaaaarrggggghhh!If you are interested in reading more about pirates, go here to take a peek!

## Teacher Page

In order to engage all learners in my classroom I designed several stages students will need to access based on their prearranged groupings (all based on abilities: captains hat=high performing, parrot=medium performing, and eye-patch=low performing).&nbsp; Students will use the GPS technology to better understand why we use directional cues, such as North, East, South, and West, in our daily lives and how our lives would be affected if we did not know these basic skills.&nbsp; After students identify the hidden codes, they will work in groups to review and formulate new meaning based on the interactive sites linked throughout the website. By allowing a variety of kinesthetic&nbsp; and interactive opportunities, students will be more engaged and willing to learn. This page is also to show the the following Michigan standards and benchmarks for first grade used throughout this webquest:Technology Standards:PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate conceptsPK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified projectPK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and othersPK-2.RI.1. interact with Internet based resourcesPK-2.CT.1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)PK-2.CT.2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partnersPK-2.TC.6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainmentPK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)Math Standards:N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.\*M.UN.01.03 Tell time on a twelve-hour clock face to the hour and half-hour.Science Standards:L.HE.01.11 Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.Social Studies Standards:1-G1.0.3 Construct simple maps of the classroom to demonstrate aerial perspective. Give examples of places that have absolute locations (e.g., home address, school address).1-G1.0.4 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.Language Arts:W.PR.01.02 draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

### Standards

### Credits

### Other