

Directions for the Traveling Quilt Scavenger Hunt
By Kelly Rickert

*This lesson is set up for a 90 minute block period

1. Review the following terms before starting the lesson: synonym, simile, syllables, adjectives, verbs.
2. Start the PowerPoint. Have students trace their hands on paper. Label one hand “Questions” and the other hand “What I Learned.” Before studying the quilt, ask students to brainstorm questions they have about the Iditarod, Alaska, and the quilt. Write the questions somewhere inside the hand.
3. Spread the quilt out on desks in the center of the room. Pass out the Traveling Quilt Scavenger Hunt worksheet. Before students gather around the quilt, explain that each square and its question on the paper correlate to the squares on the quilt. Start with number one being the square in the upper left hand corner of the quilt and end with square 25 in the bottom right hand corner. All answers are to be written on the worksheet. Also explain that some answers can be found within the square on the quilt, some answers will be personal opinions, and other answers may be found by working as a team with classmates. Depending on the age of the students, you may need 20 – 30 minutes to complete the worksheet.
3. Once students used the time limit set, students return to their seats and as a class review any questions missed one row at a time.
4. Now have students complete the “What I Learned” hand print by writing facts from the scavenger hunt worksheet or answering any questions listed before they started exploring the quilt.
5. Continue with the PowerPoint; reviewing the slides introducing the Iditarod. Add more facts to the “What I Learned” hand print.

6. Brainstorm 10 action verbs on the back of the hand print paper. Set the timer for 10 minutes and have a race to see how many 3 or more syllable verbs students can discover. You may decide to allow students to work in teams and use dictionaries. Suggest students test each verb by saying “to” before the word. Example: to cooperate, to navigate, to discover
The goal is to find new action verbs to use in their writing.

7. If you have time, start another race finding 10 adjectives with 3 or more syllables.

8. Save the last 10 minutes of the lesson to write a 3-5 sentence summary of what was learned and include as many 3 syllable verbs and adjectives as possible.

Other suggestions:

1. Each time a student is called on to share in the class discussion, have the student draw a star on his/her paper. The first one to create the Big Dipper using 6 stars gets a lunch line pass or homework pass.

2. Use colored pencils to trace the hands, circle any verbs, and highlight any adjectives.

3. Before sharing the quilt, set up a gallery walk. Place large posters around the room with one quote from the quilt per paper. Give students 10-15 minutes to walk around the room and write their responses to each quote on the poster paper. This will make them focus on one message at a time; creating curiosity about what’s happening next.

Traveling Quilt Scavenger Hunt

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| 1. Why are memories important? | 2. Describe what you see in the picture. | 3. What state is the City of Amo found in? | 4. Share one piece of advice given in this square. | 5. Define "beyond expectations." |
| 6. List 2 competitions you have participated in. | 7. What is the midnight sun? | 8. Complete: T _____ E _____ A _____ M _____ | 9. List a synonym for journey. | 10. How many miles is the Iditarod? |
| 11. How is a person's character defined? | 12. Draw the Big Dipper. | 13. What is the Iditarod? | 14. What city does the Iditarod start in? | 15. What 2 strategies can help you "hang on" in difficult times? |
| 16. Name 3 check points for finding success. | 17. What do you dream of achieving in the future? | 18. Define success. | 19. What is the capital of Alaska? | 20. Write the simile written by Gary Paulsen. |
| 21. Name the 5 states near Massachusetts. | 22. What is a musher? | 23. What qualities help you cross the finish line? | 24. Name a book written by Gary Paulsen. | 25. What are obstacles? |