

# *Scrambling for Eggs*

## Students will:

- Practice grade-level appropriate writing skills.
- Develop logical reasoning.
- Use descriptions, vivid language, and effectively edit their writings for mechanics and grammar.

## Examples of Possible Academic Standards to Incorporate:

As you read the activity keep in mind the specifics skills your students need to practice and master in the different grade levels and use them to guide your approach in how you present the activities and what you have the students do. You can add additional SPIs in your plans that are outside the specific ones listed below.

### Kindergarten:

- 1.3.3 Add descriptive words and details to writing.
- 1.3.2 Use temporary/creative spelling to spell independently as needed.
- 1.3.4 Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.

### 1<sup>st</sup> Grade:

- 1.3.6 Begin to add descriptive words and details to writing.
- 1.3.5 Arrange events in a logical and sequential order when writing.
- 1.3.4 Use temporary/creative spelling to spell independently as needed.

### 2<sup>nd</sup> Grade:

- 1.3.8 Continue to add descriptive words and details to writing.
- 1.3.7 Arrange events in a logical and sequential order when writing.
- 1.3.6 Use temporary/creative spelling to spell independently while transitioning to standard spelling in first drafts.
- 1.3.9 Create legible documents for reading by forming legible letters and utilizing correct spacing.

### 3<sup>rd</sup> Grade:

- 1.3.13 Revise writing to improve detail (e.g., rearrange words, sentences, and paragraphs; add descriptive words; remove unnecessary information; vary sentence structure).
- 1.1.7 Spell correctly high-frequency and commonly misspelled words appropriate to grade level.

- SPI 301.1.20 Determine word meaning through context clues.
- 1.3.13 Revise writing to improve detail (e.g., rearrange words, sentences, and paragraphs; add descriptive words; remove unnecessary information; vary sentence structure).

4<sup>th</sup> Grade:

- 1.3.12 Construct varied sentences (i.e., syntactic variety) to add interest.
- 1.3.17 Revise to clarify and refine ideas; to distinguish among important, unimportant, and irrelevant information; and to enhance word selection.
- 1.3.15 Incorporate vivid language into writing.

5<sup>th</sup> Grade:

- 1.3.3 Practice writing to narrative and descriptive prompts within a specified time limit.
- 1.2.3 Give multi-step directions.
- 1.3.10 Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, evaluating, etc.

6<sup>th</sup> Grade:

- 1.3.6 Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.
- 1.3.7 Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., use chronological order with sufficient time signals for the reader to follow easily).
- 1.3.11 Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.
- SPI 1.3.12 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions,).

7<sup>th</sup> Grade:

- SPI 1.3.13 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions).
- SPI 1.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).
- 1.3.11 Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.

8<sup>th</sup> Grade:

- 1.3.14 Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.
- 1.3.12 Use correct sentence structures that are appropriate for audience and purpose.

- 1.3.11 Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.

9<sup>th</sup> Grade:

- 1.3.6 Include relevant, specific, and compelling details.
- 1.3.8 Use transitional words and phrases to signal organizational patterns and to indicate relationships among ideas.
- SPI 1.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

10<sup>th</sup> Grade:

- SPI 2.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
- 2.3.6 Include relevant, specific, and compelling details.
- SPI 2.5.1 Make inferences and draw conclusions based on evidence in text.

11<sup>th</sup> Grade:

- SPI 3.1.9 Proofread for errors in capitalization and punctuation.
- SPI 3.1.8 Choose correctly or incorrectly spelled words.
- 3.3.6 Include relevant, specific, and compelling details.
- 3.3.10 Use precise language appropriate to audience and purpose
- 3.3.9 Use transitions to signal organizational patterns and to connect and contrast ideas.

12<sup>th</sup> Grade:

- 5.3.17 Edit writing for mechanics (e.g., punctuation, capitalization), spelling, grammar (e.g., pronoun-antecedent relationship, use of modifying phrases), style (e.g., eliminating verbiage), and tone and mood as appropriate to audience, purpose, and context.
- 5.1.3 Know and use Standard English conventions for punctuation, capitalization, and spelling.
- 5.5.1 Construct and complete challenging word analogies.

# Scrambling for Eggs

The spring egg hunt is a classic, but there's nothing wrong with switching it up every now and then. In fact, change can be healthy and exciting! So why not do the egg hunt with a clever twist this year?

## Materials

- Bag(s) of filled hollow plastic eggs
- Paper and pencils for writing clues

Option: Use paper from a 3 1/2 X 3 1/2 inch note tablet for writing the clues. That will eliminate the need for cutting paper into pieces. Small children will use larger print and create less complex clues. Older children will often use smaller print and can figure out more complex clues. Both will fit nicely on

that size paper.

- Permanent Marker(s)
- Paper Sack (for holding completed clues)
- Prize for writing the best clues

## Here's How:

### 1. Gather supplies

Younger children will probably be happy with fewer clues to work out than older children, but the number they choose really depends on the child and how many clues they are willing to write. Too many clues can make the game tedious, but too few won't be challenging enough.

### 2. Number the Eggs:

Writing the numbers on the eggs can make sure that students don't just grab any egg, but grab the correct egg that matches the clue they draw out. The numbers can be very small and the numbers will correspond to the clue.

### 3. Have students determine where to hide the eggs

Remind students that the plastic eggs should not be hidden where other players could easily spot them without the clues, behind a photo on a table or on the floor behind a table leg, for example. The hiding places can be anywhere in the area. Older children will enjoy branching out, but younger children might do better creating the clues if confined to smaller areas.

### 4. Students write out the clues

Have students write a clue. They can write them in rhyme but it isn't necessary. Encourage students to give clues that will make the other child think. For example, if they hide an egg near a refrigerator, they can say something like "Look in a place where food is kept cold." That hint



would work for a younger child, but might be too easy for an older child. For early readers, much of the fun is in the reading, so the clues can be pretty easy.

Clues may be elaborate and complex or very simple but must be grammatically correct with correct structure and spelling. For example, students may wish to make the egg hunter perform several actions before they are allowed to go in search of an egg.

SAMPLE Clues: simple

- Walk over by the tree and look near the roots.
- The egg is hidden next to a red object.

SAMPLE Clues: more complex

- Look up, look down, look all around. Wink your left eye and try to spy an egg that's hidden way up high. Oops, that's not where it's found. Spin around, don't fall down, look at your toes and follow your nose to where a little bush grows. Look under it.
- This egg is worth a hop or two, so jump three times, and then read my clue. Did you hop? How about four? Go on jump, then read some more. I like to see you jump and skip, don't worry I won't make you flip. Hop over to the swing set and see if you can spy an egg hidden by me. It should be on the swing that's number three.

5. **Then, hide the eggs.**

After having their clue checked for grammatical accuracy and format errors by a teacher, they give the clue to the teacher (who puts it in a bag) get to place the egg in the proper hiding place and come back for another egg. The number of clues they write is the number of eggs they get to hunt.

6. **And, follow the clues:** Students must follow the directions on their clues EXACTLY as they are written.