

# PLAN AN EASTER EGG HUNT

## A PBL PROJECT

### THE HUNT LOCATION

You have begun to research places to have the Easter egg hunt and you've narrowed down to four choices. Write down four places you would like to have it. Then, think about this location would be a good place to have the hunt. At the bottom of the page, choose one of the four locations as the final location for your Easter egg hunt and write it on the line.

#### Location #1:

Why this would be a good place to have an Easter egg hunt:

#### Location #2:

Why this would be a good place to have an Easter egg hunt:

#### Location #3:

Why this would be a good place to have an Easter egg hunt:

### EGG HUNT INVITES

Create an invitation to your Easter egg hunt that you'll send out to your friends. Illustrate the front of the invitation showing what the hunt will look like and fill on the important details on the back of the card.

Front

### HUNT TEXT MESSAGES

This phone belongs to:

Your friend is sick and can't come to the Easter egg hunt. Write down a texting conversation between you and your friend during the hunt. In the message, include the things you are seeing at the hunt.

### EGG DECORATING



Decorating eggs is an Easter tradition that many people participate in. What would you like your Easter egg to look like this year? What color will it be? Will it have designs on it? Draw and color six eggs for this year.

### PLANNING THE HUNT

Once you've decided on your location for the hunt, it's time to start planning some details. Add 3 ideas to each of the sticky notes.

#### Supplies Needed

### Read All About It

Reporter: \_\_\_\_\_ City: \_\_\_\_\_

INFORMATIVE

NARRATIVE

### FILL THOSE EGGS

Here comes the fun part: filling your Easter eggs with goodies and treats. Think about what you could put into your Easter eggs. Write down 10 ideas and why they would be a good item to put in an Easter egg.

### EASTER HUNT SELFIES

An Easter egg hunt wouldn't be complete without a few selfies! Create two selfies below and describe the location where you took them.

### THE MISSING BUNNY

Oh no! It's almost Easter and the Easter bunny has gone missing. What could have happened to him/her? Color their pictures in the photo frames below and write what you think happened to the Easter bunny. Use complete sentences and include details.



missing because:

PRINT &  
DIGITAL



CREATED BY: SHELLY REES



# Teacher Unit Guide

## Easy to Implement

### EASTER EGG HUNT PBL PROJECT PBL UNIT GUIDE

TOPIC:	PLANNING AND CREATING AN EASTER EGG HUNT
ENTRY EVENT:	As a class, brainstorm ideas and words related to Easter and Easter egg hunts. In groups, discuss what an Easter egg hunt would be like. Share possibilities with the class and make a master list.
CONTENT:	<ul style="list-style-type: none"><li>• Design, writing</li><li>• Math</li><li>• Planning, solving</li><li>• Design, mapping</li><li>• Narrative, creative writing</li></ul>
DRIVING QUESTION:	How could we plan a successful Easter egg hunt?
STUDENT CHOICE:	<ul style="list-style-type: none"><li>• Easter egg hunt map</li><li>• Planning and creating an Easter egg hunt</li><li>• Advertising for an event</li><li>• Design a game</li></ul>
INQUIRY:	<ul style="list-style-type: none"><li>• Asking questions to make choices</li><li>• Research options and activities</li><li>• Research different cooperative games</li></ul>
CRITIQUE & REVISION:	Partner/small group critique and feedback throughout the unit
PUBLIC AUDIENCE:	Students publish and present Easter egg hunt maps, newspaper articles, and a game designed for the hunt
21 <sup>st</sup> CENTURY COMPETENCIES	<ul style="list-style-type: none"><li>• Collaboration to design a game</li><li>• Communication in making design/material choices</li><li>• Critical Thinking/Problem Solving</li></ul>

### ABOUT THIS PACKET

What better way to reinforce and practice real-life math, reading, and writing skills than planning an Easter egg hunt? Your students will love completing each step of this Easter activity planning from beginning to end!

The pages included in this packet are not all necessary for a successful PBL unit in your classroom. You can pick and choose those sheets that work best for your own situation.

While many teachers will choose to have their students work in small groups to complete some parts of this packet, you can also choose to have students work independently. Keep in mind, however, that students working in groups may develop communication skills as a result of working together.

I personally would suggest printing out the desired sheets and assembling them into unit booklets for each student. This way, students can easily access their booklet and keep it all in one place as they work through the unit.

Idea... This unit will include certain key components: a driving question, student inquiry, a driving question, student inquiry. By using the unit guide on the following page, you have the option to meet those PBL expectations.

I truly hope you and your students enjoy this PBL unit.  
Happy Learning!

Shelly Rees



# High-Interest NO PREP Activities

## *Print and Go!*

**THE HUNT LOCATION**

You have begun to research places to have the Easter egg hunt and you've narrowed down to four choices. Write down four places you would like to have it. Then, think about this location would be a good place to have the hunt. At the bottom of the page, choose one of the four locations as the final location for your Easter egg hunt and write it on the line.

Location #1: \_\_\_\_\_  
Why this would be a good place to have an Easter egg hunt: \_\_\_\_\_

Location #2: \_\_\_\_\_  
Why this would be a good place to have an Easter egg hunt: \_\_\_\_\_

Location #3: \_\_\_\_\_  
Why this would be a good place to have an Easter egg hunt: \_\_\_\_\_

Location #4: \_\_\_\_\_  
Why this would be a good place to have an Easter egg hunt: \_\_\_\_\_

**EGG HUNT INVITES**

Create an invitation to your Easter egg hunt that you'll send out to your friends. Illustrate the front of the invitation showing what the hunt will look like and fill on the important details on the back of the card.

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**HUNT TEXT MESSAGES**

This phone belongs to: \_\_\_\_\_

**EGG DECORATING**

Decorating eggs is an Easter tradition that many people participate in. What would you like your Easter egg to look like this year? What color will it be? Will it have designs on it? Draw and color six eggs for this year.

**Read All About It!**

Reporter: \_\_\_\_\_ City: \_\_\_\_\_

INFORMATIVE

NARRATIVE

PERSUASIVE

**FILL THE BLANK**

Here comes the fun part: filling your Easter egg with what you could put into your Easter egg. Write a good item to put in an Easter egg.

**PLANNING THE HUNT**

Once you've decided on your location for the hunt, it's time to start planning some details. Add 3 ideas to each of the sticky notes below.

Supplies Needed	Games to Play
• • •	• • •
Food to Have	Where to Hide Eggs
• • •	• • •
Egg Colors	Extras
• • •	• • •

**EASTER HUNT SEL**

An Easter egg hunt wouldn't be complete without a few selfies! Draw a picture of the location where you took them.

**THE MISSING BUNNY**

Oh no! It's almost Easter and the Easter bunny has gone missing. What could have happened to him/her? Color their pictures in the photo frames below and then write what you think happened to the Easter bunny. Use complete sentences and specific details.

is missing because \_\_\_\_\_

is missing because: \_\_\_\_\_



# 3 PBL Final Projects

*Choose One or Use All Three!*

EASTER EGG HUNT MAP by: \_\_\_\_\_

Map Key:

EASTER EGG HUNT MAP by: \_\_\_\_\_

Map Key:

## MAPPING YOUR EASTER HUNT

### Directions:

On the grid paper or blank paper, create a map for the Easter egg hunt. Think about the location of your hunt, different landmarks that will already be there, etc. Create a key like the one shown here and place it on your map. Be sure to include at least 4 areas, 5 landmark symbols, and several places where you plan to hide your eggs.

### Map Key:



### Example Hunt Map

#### Oak Hill Park



## WRITE ALL ABOUT IT!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

We write for different purposes. Through the three modes of writing, you can **persuade** people to attend your Easter egg hunt, **inform** them about the event, and describe (**narrate**) what happened at the event. Plan a paragraph about the parade for each of the three modes of writing. Use the boxes below to plan your three paragraphs. Then write the final copies on the provided newspaper page template. Finally, draw two pictures showing scenes from the Easter egg hunt.

### Persuasive Paragraph

Opening Sentence: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Closing Sentence: \_\_\_\_\_

### Informative Paragraph

Opening Sentence: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Closing Sentence: \_\_\_\_\_

## Read All About It!

Reporter: \_\_\_\_\_

City: \_\_\_\_\_

Date: \_\_\_\_\_

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INFORMATIVE

NARRATIVE

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PERSUASIVE

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ASIDE

## WIN THAT TROPHY

What will your trophies look like for first, second and third place? Design the trophies that you will give out to the winners of your game.



## DESIGN A GAME



Your assignment is to design a game that will be played at during your Easter egg hunt. Think about games related to an egg hunt like the three-legged race or an egg relay obstacle course. You'll need to design everything from the rules, directions, number of players, supplies needed, and of course, the prize for winning. Answer the questions below and on the following page, draw a picture of what your game would look like. Finally, you will need to present your game to your class as if they were going to be playing. Make sure you have clearly thought through your directions and ideas.

1. How many players are allowed to play? Will there be teams of players?

\_\_\_\_\_

2. How will the game be played?

\_\_\_\_\_

3. What are the rules of the game?

\_\_\_\_\_

4. How will you win the game?

\_\_\_\_\_

5. How will you set up your game?

\_\_\_\_\_

What supplies will be needed in your game?

\_\_\_\_\_

What prizes will be needed in your game?

\_\_\_\_\_





# DIGITAL VERSION INCLUDED! PLAN AN EGG HUNT PBL UNIT

*Assign through Google Drive!*

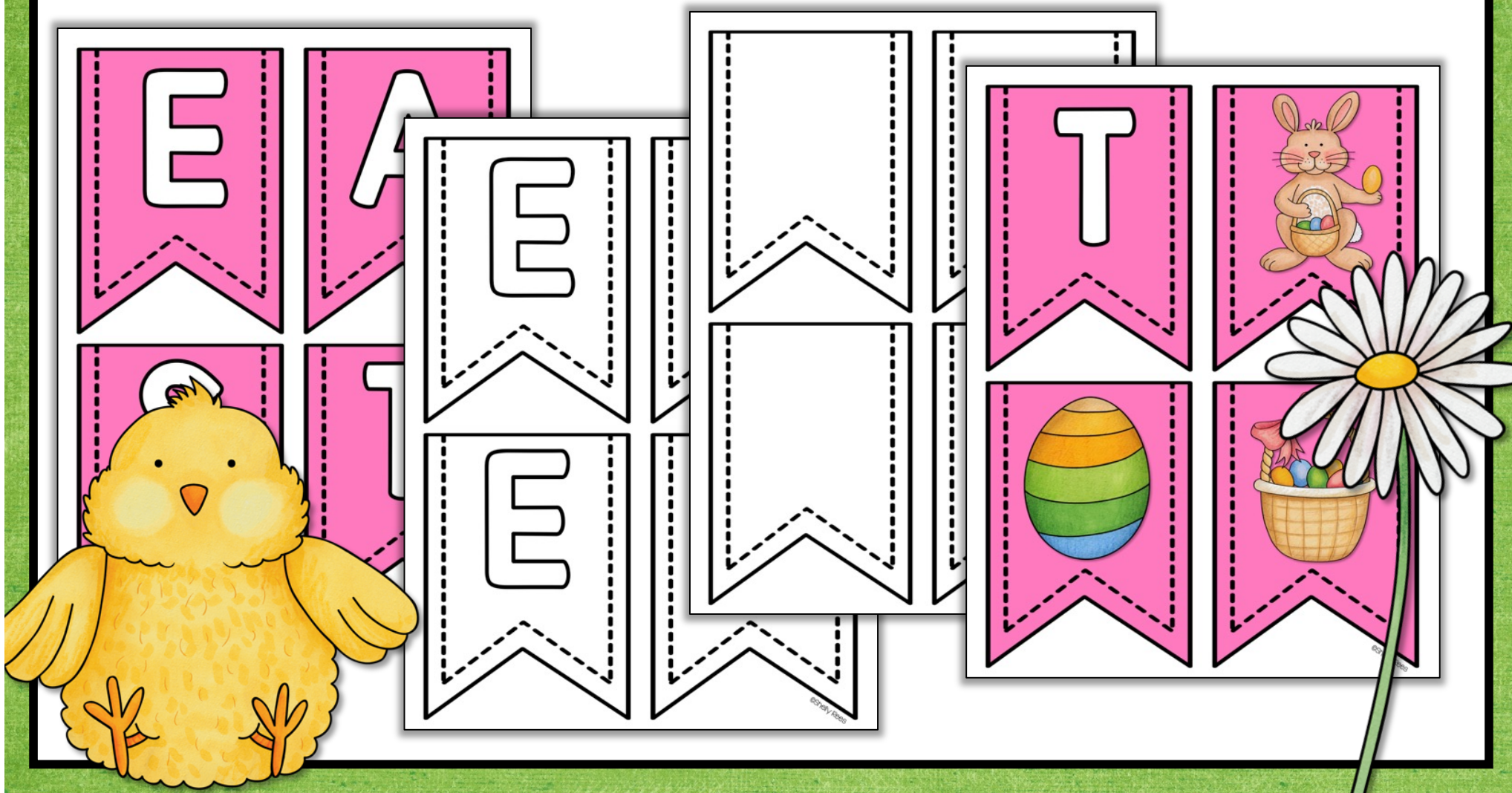


Students can  
complete  
independently  
or in small  
groups using  
a device of  
their choice.



# BONUS EASTER EGG HUNT MINI BANNER

*Color and Black & White Options*





# Project Scoring Rubrics Included

## *Easier Grading of Projects!*

### Design a Game Scoring Rubric

Name: \_\_\_\_\_

	<b>4</b> Exceeds Expectations	<b>3</b> Meets Expectations
<b>Required Information</b>	The questions are answered thoroughly, with pertinent details and in complete sentences.	The questions are answered in complete sentences.
<b>Creativity</b>	The game is unique and creative in its design.	The game is creative in its design.
<b>Rules</b>	The rules are descriptive and explain thoroughly how to play the game.	Word choice helps support the appropriate illustrations.
<b>Theme</b>	The game clearly has a unique theme that is related to an Easter egg hunt.	The game has a theme that is related to an Easter egg hunt.
<b>Presentation</b>	The game instructions were presented in a clear, concise manner. The speaker was confident and easy to hear.	The game instructions were presented in a clear, concise manner. The speaker was confident and easy to hear.
<b>Total Points</b>		

### Easter Egg Hunt Map

Name: \_\_\_\_\_

	<b>4</b> Exceeds Expectations	<b>3</b> Meets Expectations
<b>Map Key</b>	The map key is clearly labeled with at least 5 symbols.	The map key is labeled with at least 4 symbols.
<b>Areas</b>	There are at least 4 distinct areas clearly shown and labeled on the map.	There are 4 areas shown and labeled on the map.
<b>Neatness</b>	The map is extremely neat and organized.	The map is neat and organized.
<b>Color and Design</b>	The map is colorful and has a well thought out design.	The map is somewhat colorful and has a design that makes sense.
<b>Total Points</b>		

### Write All About It! Newspaper Scoring Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>4</b> Exceeds Expectations	<b>3</b> Meets Expectations	<b>2</b> Partly Meets Expectations	<b>1</b> Does Not Meet Expectations
<b>Pictures</b>	Two event pictures are attractive, completed, and neatly colored.	Two event pictures are completed and neatly colored.	Two event pictures are provided.	One picture is provided or both are provided, but not related to the event.
<b>Persuasive Paragraph</b>	The paragraph strongly convinces the reader of the writer's opinion.	The paragraph provides information about the topic and provides 3 supporting details in separate sentences.	The paragraph provides information about the topic and provides 1-2 supporting details.	The paragraph does not convince the reader or does not offer any supporting details.
<b>Informational Paragraph</b>	The paragraph provides information about the topic and provides 3 clear, supporting details in separate sentences.	The paragraph tells of an experience or event and provides 3 supporting details in separate sentences.	The paragraph tells of an experience or event and provides 1-2 supporting details.	The paragraph does not tell of an experience or event, or it does not provide any supporting details.
<b>Narrative Paragraph</b>	The paragraph tells of an experience or event and provides 3 clear, supporting details in separate sentences.	The newspaper page is very neatly completed and colored.	The newspaper page is completed and colored, but lacks neatness.	The newspaper page is difficult to read and lacks completion and/or neatness.
<b>Neatness</b>	The newspaper page is very neatly completed and colored.	The newspaper page is nicely completed and colored.	The newspaper page is completed and colored, but lacks neatness.	The newspaper page is difficult to read and lacks completion and/or neatness.
<b>Conventions</b>	The page is free of grammatical and spelling errors. Sentences are well-constructed and complete.	The page is mostly free of grammatical and spelling errors. Most sentences are well-constructed and complete.	The page contains several grammatical and spelling errors. Some sentences are incomplete.	There are many grammatical and spelling errors. Many sentences are incomplete.
<b>Total Points</b>				