

instructions

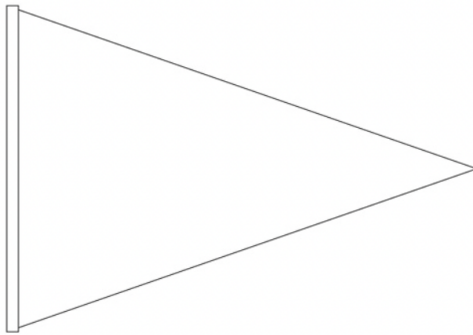
Quest Mountain

Links

[Quest Mountain Image](#)

How to Use Quest Mountain

1. Before class, I cut 36 triangular pennants from poster board. I also printed enough copies of the quests so each group in every class would have a copy. I put the copies in 11x14 brown envelopes and labeled them with the quest number. I put the envelopes at the front of the room. This all took about 20 minutes.



2. I put students in teams of three. I gave each group a blank pennant, a ruler, and two pieces of tape. **I set the timer for five minutes and told them to come up with a team name and create a flag before the timer went off.** Team names ranged from Feisty Flamingos to the Queen Bees. I loved their creativity with this part of the activity!
3. To make sure everyone understood the arguments and claims vocabulary, **we played Quizizz with our teams.** Each team had one computer they used, and they signed into the game using their team name. This was a great activity to get the students working together! [This is the link to the Quizizz I used](#) for arguments and claims. Each mini-lesson has a related Quizizz.

4. After the Quizziz, I tied my bandana around my neck, grabbed my hiking stick (a yard ruler), and **introduced Quest Mountain!**

I displayed the slide on my Promethean Board and froze the screen. Each team wrote their team name on a sticky note and stuck it next to the first flag. I told the students **their goal was to scale Quest Mountain by completing each quest.** I told them they were not alone, I would be their sherpa guiding them up the mountain.



5. I gave each group the first quest to work on. **As the group completed the quest, they waved their flag in the air to signal they completed the quest and were ready to be checked off.** This kept them from running up to me or yelling out at me to check their paper. I set the expectation ahead of time that I would only check groups if they were in their seats and silently waving their flag. If multiple flags went up simultaneously, I would let them know which groups I was going to first, second, third, etc. This lets them know I saw them and they could put their flag down.
6. **If they got everything right, they could move their sticky note up to the next flag and grab the next quest from the correct envelope. If they got something wrong, I circled it, gave some quick tips, and gave them time to correct it** while I checked on the next group.
 - For example, on quest two in the arguments and claims pack, students have to write evidence to support a claim. **They almost always write reasons instead of evidence the first time.** When I go to their tables, I ask them to

look at their notes and tell me what evidence is. When they say, “It facts, quotes, and statistics,” I ask them to look at what they wrote and circle their facts, quotes, or statistics. **Of course they can’t because they have personal reasons instead of evidence. At this point, the light bulb goes off, and they grab their computers to start looking up relevant evidence.**

7. We repeat this process until each group reaches the summit of Quest Mountain. **I tell the students the goal is not to get there first, it’s to scale the mountain.** This cuts down on frustration, rushing through their work, and discouragement when others finish before their group. When students reach the summit, they earned Kepley Kash, [an incentive program I have this quarter](#), and a [gold star](#). (it’s amazing what kids will do for a gold star sticker! I keep these on hand for random activities like this.)
8. **After we have all reached the summit, I give them Quest 5.** For the arguments and claims quests, it is an article that we read and analyze for the claim, evidence, counterclaim, and rebuttal. Typically the fifth quest is focused on applying the skill.

It was a lot of fun! **The time went by quickly, and the students really seemed to learn some foundational skills for arguments and claims.** I wish I had some pictures of the activity for you, but it was so fast-paced, and I was constantly going from table to table to check quests that I didn’t have time to take any.

The other great thing about this idea is that it can be used with any activity that you can split into four sections.

There are SIXTEEN quest packs to choose from! [Inference](#), [text evidence](#), [main idea](#), [objective summary](#) (fiction), [theme](#), [story elements](#), [plot](#), [conflict](#), [figurative language](#), [connotation and denotation](#), [mood and tone](#), [irony](#), [point of view](#), [objective summary](#) (informational text), [author’s purpose](#), and [arguments and claims!](#)