

Outdoor Education Five Paragraph Essay

Foothill Horizons is a great outdoor school to go and learn about nature. My class at Sierra View went from January 7 to 10 in 2020. My three favorite things we did was play camouflage, sing interactive songs, and try new things to eat in nature.

My first favorite thing we did was play camouflage. This is a really fun game is similar to Hide and Seek, but is more surprising and exciting. To play, one person calls out “Camouflage!” and counts down from 10. Everybody else has to find a hiding place and watches the person in the middle. The middle person stays in one place and looks around for hiding people. When the counter finds somebody they call them out and have them sit in the middle. Then, the counter does a secret dance and everyone comes out of their hiding spot. Closing their eyes, the people that were hiding must correctly do the dance. If they did the dance right, they win. I really enjoyed Camouflage because the counter would call Camouflage at random times throughout a hike.

My next favorite thing we did was sing interactive songs, like “The Scat Song” and “Boom Chicka Boom.” Sometimes all the students and naturalists (the outdoor ed teachers) would gather around a campfire and sing these songs. Usually the students would sing the catchy chorus and the teachers sang the other verses. Most of the lyrics are absolutely hilarious, for example, this is from “The Scat Song,” “Starts with and S, ends with a T. Comes out of you, comes out of me. Some call it this, some call it that. But let’s be scientific and call it SCAT!” Even if you aren’t so great at singing you can still sing the easy to remember chorus of the many wonderful songs.

My last favorite thing was how our naturalist, Kaylee, had the class try new things in nature to eat. On one of our hikes we walked by manzanita trees and ate manzanita berries. The berries were really tiny and tasted bitter. The next day we went on another hike by a pine forest. Kaylee told us that if we wanted, we could eat a pine needle or two. I tried the needles and they were surprisingly good. It’s

hard to describe the texture, but it was stringy, chewy, and somewhat tasted like lemongrass.

In conclusion, going to 6th grade camp was really fun and I hope students in the future will go. My favorite things we did were trying new things to eat in nature, playing camouflage, and singing songs together. I also really want to volunteer to be a counselor in high school because I want kids to have a great experience at Foothill Horizons.

Parent Explanation Narrative
6th Grade
Score 4

This essay received an overall score of 4. The writing has a sharp focus and the ideas are developed with specific examples and details. The ideas are in a logical order and there is a sense of completion about the writing. The essay has excellent grammar, spelling, punctuation, and capitalization.

Common Core All-Subject Writing Rubric					
Writing Type(circle one): Argumentative Informative/Explanatory Narrative (ELA only)					
CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	X4
ORGANIZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback:			{{Student Reflection on Back}}		Total Points Earned
					Score
					4