

PROJECT OVERVIEW PART 1: *DEFINE*

Name of Project:	Plant vs. Animal Class Pet Proposal	Duration: 2-3 weeks
Subject/Course:	Science- determine the needs of a plant and an animal and how the classroom environment impacts them.	Grade Level: 2nd
Other subject areas to be included, if any:	Writing- plan and develop a proposal using facts and details to make a point	
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	In groups students will research the needs of taking care of a class plant and animal to determine which one would be the best choice for our classroom. Students will need to research the needs of the plant vs. animal, cost of taking care of the plant vs. the animal, and the amount of care for the plant vs. the animal including the time needed. Groups will need to make a decision about which would make a better classroom pet through reasoning and observations. Students will put together a proposal for this class pet and present their findings to a panel make up of teachers, principal, and custodian. The panel will choose our class pet based on the presentation and proposal that met the needs of the pet and the classroom.	
Driving Question	What would make a good classroom pet?	
Content and Skills Standards to be addressed:	<p>Science:</p> <p>L.OL.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</p> <p>L.OL.02.14 Identify the needs of plants.</p> <p>Writing:</p> <p>S.DS.02.04 plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.</p>	

		T+A	E			T+A	E
21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:	Collaboration	X		Other:			
	Presentation	X					
	Critical Thinking:	X					

			Presentation Audience:	
Culminating Products and Performances	Group:	Students will work in groups to research both a plant and animal. Students will look at the needs of each and whether or not we can meet the needs of the living thing in our classroom. Groups will present their findings to a panel, who will decide which proposal will work best in our classroom.	Class:	X
			School:	
			Community:	
	Individual:	Students will be expected to work collaboratively with group members to research, plan a presentation, and present findings. Students will be able to explain the different needs that a plant and animal would need to survive in our environment.	Experts:	
			Web:	
			Other: parents, principal, custodian	

PROJECT OVERVIEW PART 2: *DESIGN*

“Grabber” to launch inquiry & generate interest:						
Assessments	Formative Assessments (Checkpoints During Project)	Quizzes/Tests		Practice Presentations		
		Journal/Learning Log		Notes		
		Preliminary Plans/Outlines/Prototypes		Checklists- Criteria for Class Pet to be met		X
		Rough Drafts		Concept Maps- Class Pet Web		X
		Online Tests/Exams		Other:		
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric: _____		
		Oral Presentation, with rubric	X	Peer Evaluation		

		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	
Debriefing Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log		Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	
		Survey		Other:	
Resources Needed	On-site people, facilities:	Principal, custodians			
	Equipment:	Laptops with web access, presentation equipment (podium, easel, microphone)			
	Materials:	Books on pets, web access with bookmarked sites, classroom pet articles,			
	Community resources:	Pet Supply Advertisements, Classroom pet blog site- teachersnet.com			

PROJECT TEACHING AND LEARNING GUIDE

Project:	Course/Semester:
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Form Groups for project	Mini-lesson on Team Work →
Use prior knowledge to brainstorm plants and animals that could be a good class pet	Mini-lesson on using a graphic organizer → Graphic organizer (web, KWL, mind map)
Create a checklist of criteria to make a good class pet- include plant and animals needs, classroom needs, and school needs.	→ Articles on class pets Books and Poems about class pets Class visitation from Pet Store Expert Mini-lesson on writing a checklist
Research plants and animals using checklist	→ Websites on class pets, animals, plants Books about class pets, animals, plants,
Create a presentation to showcase chosen pet	→ Presentation rubric Mini-lesson on giving a group presentation Mini- lesson on using visual aids in a presentation
Present presentation to a panel of teachers, school employees, and pet shop expert	→ Panel of teacher, principal, custodian, pet shop expert.
Write a reflection on project	→ Group discussion Model a written reflection

PROJECT CALENDAR

Project: Class Pet Project

Start Date: September 28th-October 16th

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Read Book- "I
wanna Iguana" by
Karen Kaufman
Orloff and poem
"My new pet" by
Bruce Lansky

Introduce: Driving
Question

Form Groups

Brainstorm Pets
Mini- lesson on graphic
organizers

Read Article:

Class Visitor- Pet Store
Expert

Revisit graphic
organizer on class pets

Groups create Criteria
Checklist

PROJECT WEEK TWO

Revisit Brainstorm List
using Criteria
Checklist

Media Center: Research
pets with websites and
criteria checklist

Present presentation
rubric
Model how to write a
presentation with main
idea, details, and
conclusion.

Work in groups to write
presentation

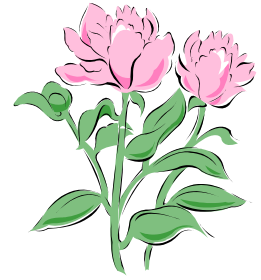
Mini Lesson: Use of a
visual for presentation

PROJECT WEEK THREE

<p>Group work on presentation written and visual.</p> <p>Mini Lesson: Use of a visual for presentation</p>	<p>Review Rubric for Classroom Presentations</p> <p>Work on presentations- review rubric</p>	<p>Review Rubric for Classroom Presentations</p> <p>Work on presentations</p>	<p>Presentations</p>	<p>Presentations and Reflection- "What did we learn"</p>
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Class Pet Help!!



Dear Room 14 All Stars,

Growing up my parents never allowed me to have a pet, even though I begged and pleaded with every reason I could come up with. Many years later, I got married and tried to convince my new husband that we needed a pet to complete are new family. Once again, I failed in my attempts.

Now I have my own classroom and would love to have a class pet. This is my seventh year teaching and I haven't been able to decide what pet to get. Do I get a butterfly, some kind of plant, a hermit crab, bunny, bird, or maybe just a pet rock? I need a pet that will be easy to care for, affordable, and able to live in a classroom environment, and safe with students that have allergies. To make it even harder to decide, my pet needs to be able to survive over the weekend without care. I have to be able to meet the needs of my new pet.

Do you see why I need your help? I have so many decisions and things to think about. I want to make the right decision. Can you help?

Thank you,

Mrs. Dex

