

# The Greatest of All Time (G.O.A.T.) of Classroom Pets Unit

Written by Johanna Vander Wilt



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## Finding the “Greatest of All Time” of Classroom Pets Outline

Day 1	<p><b>21.3-5.ES.1</b> - Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p> <p><b>21.3-5.TL.4</b> - Use technological resources to develop and refine questions for investigation.</p> <p>KWL Chart about our pet Hedgehog:            What do we Know? What do we Want to know? What did we Learn?            Have students brainstorm:            Where can we find information? What resources do we have?            Using the questions from the W column on our KWL chart, put students into groups to research a question (each group should research a different question). Students will come back together to present findings and fill out the L column on our KWL chart.</p>
Day 2	<p><b>21.3-5.ES.1</b> - Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p> <p>Is a hedgehog a good pet to have in our classroom? Why or why not?            Are there any other animals that could be better?            Introduce pet projects            Students pick their pets – each should have a different one</p>
Day 3	<p><b>21.3-5.ES.5</b> - Demonstrate productivity and accountability by producing quality work.</p> <p>Research day – keep students on task, redirecting if necessary.</p>
Day 4	<p><b>W.4.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Students will write a fictional story about their chosen pet.            They should first write rough drafts, then trade with a peer to do peer editing, then revise to create a final draft.</p>
Day 5	<p><b>21.3-5.ES.5</b> - Demonstrate productivity and accountability by producing quality work.</p> <p>Finish narratives/finish research day - check in with each student on their progress.            Students can/should practice their presentations.</p>
Day 6	<p><b>SL.4.4</b> - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Presentation Day</p>

## Wartburg College Lesson Plan Outline

<b>Candidate:</b>	Johanna Vander Wilt	<b>Dates:</b>	Day 1	<b>Subject(s):</b>	Pets in the Classroom
<b>School:</b>	TBA	<b>Grade Level:</b>	4th	<b>Student #:</b>	15-30
<b>Lesson Title:</b>	Finding the G.O.A.T. of Classroom Pets*				
<b>Standard(s):</b>	<p><b>21.3-5.ES.1</b> – Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p> <p><b>21.3-5.TL.4</b> – Use technological resources to develop and refine questions for investigation.</p> <p>Source: <a href="https://iowacore.gov/iowa-core/grade/4">https://iowacore.gov/iowa-core/grade/4</a></p>				
<b>NGSS:</b>	<p><b>3-LS4-3.</b> – Construct an argument with evidence that in a particular habitat some organism can survive well, some can survive less well, and some cannot survive at all.</p> <p><b>3-LS4-2.</b> – Use evidence to construct an exploration for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>				
<b>Objective:</b>	<p>SWBAT work well with their peers by being respectful, communicating their ideas clearly, and using their time and resources wisely.</p> <p>SWBAT ask questions and effectively explore their questions on animal habitats and animal characteristics.</p>				

\*G.O.A.T. = greatest of all time

### Supporting Reading(s):

- Read Aloud: *Hedgehogs in the Hall* by Lucy Daniels

### Materials & Supplies:

- *Hedgehogs in the Hall* by Lucy Daniels
- Poster paper or white board
- Whiteboard markers
- Computers/Tablets
- Notebooks
- Pencils

### Anticipatory Set/ Enticement (Pre-reading & Prerequisite Skills):

- Vocabulary: habitat, herbivores, carnivores, omnivores, predator, prey, climate

### Modeling/ Explanation (I can):

- Start reading through *Hedgehogs in the Hall* by Lucy Daniels (can spread this out over the whole unit or just during the beginning stages).
- Create a KWL chart on poster paper or a whiteboard: Know, Want to know, Learn
- Ask students: where are places that we can find information? (answer: books in our class, the school or public library, professionals, the internet)

## Wartburg College Lesson Plan Outline

### Guided Practice/ Engagement & Exploration (We can):

- What do we know about hedgehogs? Fill in the know column of our KWL chart about our hedgehog; some examples could be what he eats, when he sleeps, enemies, where he lives, climate/temperature, etc.
- What do we want to know about hedgehogs? Have students pair up to discuss somethings they want to learn about the hedgehog, each pair should come back to the group and share one thing they want to learn
- Fill in the want to know column of our KWL chart
- Have students pick the top five things they want to learn (or if there are multiples of certain topics from the pairs)
- Put students into 5 groups to each research a different topic from the want to learn

### Independent Practice/ Elaboration (You can):

- Utilize books in the classroom, their computers/tablets, and/or the school library to find information on group topic
- Students should be using time wisely, being respectful of their peers, and making sure that everyone is doing their part (could even assign group roles: leader, notetaker, keep on task person, include everyone person, etc.)
- Students should take notes on the things they find out about their topic (if using group roles, this is the notetaker's job, if not everyone can write notes)
- Each group should prepare what they are going to say to respond to their question, making sure more than one person talks to the class

### Closure:

- Come back together as a class and have groups share out what they learned
- What did we learn about hedgehogs? Fill in the learned column on our KWL chart
- Question for students to think about for tomorrow: Is a hedgehog a good pet to have in our classroom? Why or why not?

### Assessment/ Evaluation

- Students will be evaluated on their ability to work well with their peers, their input in the sharing of what they learned.
- Students will need to have asked questions and explored for answers.
- Groups will have to fill out evaluations of each of their group members to be turned in by the end of class.

### Enrichment/ Extension

- To further today's lesson, students can research (on their own or in groups) more questions from the want to know column or other questions they have about hedgehogs.

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### Differentiation:

- RTI (response to intervention): For students who may struggle with speaking in front of the class or having quick responses to questions, have small group(s) time to do a separate KWL chart for those students to be able to participate.
- TAG (talented and gifted): For students to go above and beyond, have them create their own KWL chart on a piece of paper. See if they can, on their own or maybe with a partner, research their “want to know” column on their chart.
- Differing Abilities: For students with lower abilities, provide a list of good places to start looking for resources. Some examples could be [natgeokids.com](http://natgeokids.com), [livescience.com](http://livescience.com), [onekindworld.org](http://onekindworld.org).

## Wartburg College Lesson Plan Outline

<b>Candidate:</b>	Johanna Vander Wilt	<b>Dates:</b>	Day 2	<b>Subject(s):</b>	Pets in the Classroom
<b>School:</b>	TBA	<b>Grade Level:</b>	4th	<b>Student #:</b>	15-30
<b>Lesson Title:</b>	Finding the G.O.A.T. of Classroom Pets*				
<b>Standard(s):</b>	<p><b>21.3-5.ES.1</b> - Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p> <p><b>21.3-5.ES.5</b> - Demonstrate productivity and accountability by producing quality work.</p> <p><b>21.3-5.TL.4</b> - Use technological resources to develop and refine questions for investigation.</p> <p>Source: <a href="https://iowacore.gov/iowa-core/grade/4">https://iowacore.gov/iowa-core/grade/4</a></p>				
<b>NGSS:</b>	<p><b>3-LS4-3.</b> – Construct an argument with evidence that in a particular habitat some organism can survive well, some can survive less well, and some cannot survive at all.</p> <p><b>3-LS4-2.</b> – Use evidence to construct an exploration for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>				
<b>Objective:</b>	<p>SWBAT show responsibility by using time wisely, creating quality work, and utilizing their resources to further their knowledge for their projects.</p> <p>SWBAT create an argument with evidence, of habitats and characteristics, to support why their chosen animal is better than our hedgehog.</p>				

\*G.O.A.T. = greatest of all time

### Supporting Reading(s):

- Read Aloud: *Hedgehogs in the Hall* by Lucy Daniels

### Materials & Supplies:

- *Hedgehogs in the Hall* by Lucy Daniels
- Computers/Tablets
- Notebooks
- Pencils

### Anticipatory Set/ Enticement (Pre-reading & Prerequisite Skills):

- Vocabulary: habitat, herbivores, carnivores, omnivores, predator, prey, climate
- KWL chart on hedgehogs

### Modeling/ Explanation (I can):

- Continue reading through *Hedgehogs in the Hall* by Lucy Daniels (can spread this out over the whole unit or just during the beginning stages).
- Write on board: Question: Is a hedgehog a good pet to have in our classroom? Why or why not?

## Wartburg College Lesson Plan Outline

- Ask students to tell what they learned yesterday (can refer to the KWL chart, or try to have them get it on their own first)

### Guided Practice/ Engagement & Exploration (We can):

- Discuss as a class why or why not hedgehogs are a good classroom pet
- After the discussion on the hedgehog slows down, ask the class: are there any other animals that could be a better pet than our hedgehog?
- Introduce the Finding the G.O.A.T. of Classroom Pets project
  - o Students will create a project on an animal of their choosing, the goal being to convince the rest of the class that their chosen animal would make a better pet than our hedgehog
  - o The final part of this project will be a poster (and they will have to be able to talk about their poster) that they will present at a science fair of sorts that parents/guardians will be invited to
  - o Go over expectations from the rubric, invite students to ask questions
  - o \*Rubric included on separate sheet

### Independent Practice/ Elaboration (You can):

- Students will choose the animal they are going to convince us is a better pet than our hedgehog (each student should have a different animal, could have them write on the board what they are doing when they decide, to prevent duplicates)

### Closure:

- Tell some jokes to finish out class today
  - o Q: What do you get when you cross a giraffe with a hedgehog?
  - o A: A six-foot toothbrush
  - o Q: When does a hedgehog go “moo”?
  - o A: When it is learning a new language
  - o Q: What is a hedgehog’s favorite kind of chips?
  - o A: Prickled Onion!

### Assessment/ Evaluation

- Students should have been participating in class discussion, and being respectful of their peers while they are talking
- Before students leave class, they should have written their animal on the board (or informed you) and begin brainstorming where they will find their information

### Differentiation:

- RTI (response to intervention): Students who are unwilling or unable to speak in front of others may choose to write a persuasive paper instead of doing a presentation.

## Wartburg College Lesson Plan Outline

- TAG (talented and gifted): Students who wish (and are able to) go above and beyond may create a physical model of their animal or their animal's habitat to include with their poster presentation.
- Differing Abilities: Students with differing abilities can choose to work with a partner on their project or create an alternative to a poster, such as something online (power point, brochure, etc.) or to do a verbal presentation. These students may also be provided with a list or selection of books and websites to use for their research.
- Other adaptations for students can be allowing freedom of seating choice or the ability to listen to music while they are working.



# The Greatest Classroom Pet of All Time RUBRIC

The goal of this project is to research and present your chosen animal at our open house in a creative and understandable way. You will have a week to complete this project. There will be three days in class to do your research and poster creating. You will need to create a poster with information about the animal you chose, including a comparison to show why it is better than our hedgehog. Also, you will need to write a short, creative narrative about your chosen animal.

**Requirements:**

Information:

- Comparison to hedgehog
- Life span
- What does it eat?
- Where does it live?
- Preferred climate
- Enemies?
- Size, Appearance

Other requirements:

- 2 electronic sources
- 2 book sources
- Use of pictures and color
- Narrative
- Reasons why it's the best
- Interesting facts

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

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

	0-1 Needs Improvement	2-3 Developing	4 Satisfactory	5 Exemplary
<b>Organization</b>	Does not have the needed information and is not clearly presented.	Information presented clearly but missing pieces.	Has all needed information but is not presented clearly.	Presents all needed information clearly and neatly.
<b>Poster Product</b>	Does not use any visual aids.	Uses 1 visual aid.	Uses 2 visual aids.	Uses more than 2 visual aids.
<b>Resources</b>	Used 0-1 sources.	Used 1 online and 1 book source.	Used 2 online and 1 book or 2 book and 1 online source.	Used 2 online and 2 book sources.
<b>Narrative</b>	Narrative is not completed.	Narrative is completed but has many mistakes.	Narrative is completed and with few mistakes.	Narrative is creative and complete with few mistakes
<b>Overall Responsibility</b>	Project was not completed in time and did not make use of class time.	Project was not completed on time but did make use of class time.	Everything completed on time but did not make use of class time.	Everything completed on time and used class time well.

\_\_\_\_\_ Organization

\_\_\_\_\_ Poster Product

\_\_\_\_\_ Resources

\_\_\_\_\_ Narrative

\_\_\_\_\_ Overall Responsibility

Total Points \_\_\_\_\_/20

## Wartburg College Lesson Plan Outline

<b>Candidate:</b>	Johanna Vander Wilt	<b>Dates:</b>	Day 3/5	<b>Subject(s):</b>	Pets in the Classroom
<b>School:</b>	TBA	<b>Grade Level:</b>	4th	<b>Student #:</b>	15-30
<b>Lesson Title:</b>	Finding the G.O.A.T. of Classroom Pets*				
<b>Standard(s):</b>	<p><b>21.3-5.ES.5</b> - Demonstrate productivity and accountability by producing quality work.</p> <p><b>21.3-5.TL.4</b> - Use technological resources to develop and refine questions for investigation.</p> <p>Source: <a href="https://iowacore.gov/iowa-core/grade/4">https://iowacore.gov/iowa-core/grade/4</a></p>				
<b>NGSS:</b>	<p><b>3-LS4-3.</b> – Construct an argument with evidence that in a particular habitat some organism can survive well, some can survive less well, and some cannot survive at all.</p> <p><b>3-LS4-2.</b> – Use evidence to construct an exploration for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>				
<b>Objective:</b>	<p>SWBAT use both books and technology to create a poster detailing why their chosen animal is the best option for a classroom pet.</p> <p>SWBAT create an argument with evidence, of habitats and characteristics, to support why their chosen animal is better than our hedgehog.</p>				

\*G.O.A.T. = greatest of all time

### Supporting Reading(s):

- Read Aloud: *Hedgehogs in the Hall* by Lucy Daniels

### Materials & Supplies:

- *Hedgehogs in the Hall* by Lucy Daniels
- Poster boards or papers
- Notebooks
- Pencils
- Markers
- Computers/Tablets
- Optional: colored paper, scissors, glue

### Anticipatory Set/ Enticement (Pre-reading & Prerequisite Skills):

- Vocabulary: habitat, herbivores, carnivores, omnivores, predator, prey, climate
- KWL chart on hedgehogs
- Students should have chosen the animal for the pet project and brainstormed some ideas of where to gather their information

## Wartburg College Lesson Plan Outline

### Modeling/ Explanation (I can):

- Continue reading through *Hedgehogs in the Hall* by Lucy Daniels (can spread this out over the whole unit or just during the beginning stages).
- Monitor student work, redirect if necessary – have students review the rubric if they are stuck on what to do or look for

### Independent Practice/ Elaboration (You can):

- RESEARCH DAY: utilize the resources of the internet, the library, and your classroom to create a poster on your animal

### Closure:

- Discuss the science fair/"class zoo." Provide students with handout to invite their parents/guardians to come to see their presentations.

### Assessment/ Evaluation

- Students will be evaluated based on the rubric of their presentations. Day 3 and 5 they will be assessed on their productivity and abilities to stay on task and not distract their peers.

### Enrichment/ Extension

- Students should feel free to take their posters home to work on them (as long as you trust them to bring it back on time) or to go above and beyond expectations for the presentation.
- Some examples of extra things to add to their presentation would be: drawings of their animal, create a model of a habitat for their animal, interview someone who has had their chosen animal as a pet, be creative with the style of their poster, and/or create a video or slideshow

### Differentiation:

- RTI (response to intervention): Students who are unwilling or unable to speak in front of others may choose to write a persuasive paper instead of doing a presentation.
- TAG (talented and gifted): Students who wish (and are able to) go above and beyond may create a physical model of their animal or their animal's habitat to include with their poster presentation.
- Differing Abilities: Students with differing abilities can choose to work with a partner on their project or create an alternative to a poster, such as something online (power point, brochure, etc.) or to do a verbal presentation. These students may also be provided with a list or selection of books and websites to use for their research.
- Other adaptations for students can be allowing freedom of seating choice or the ability to listen to music while they are working.

## Wartburg College Lesson Plan Outline

<b>Candidate:</b>	Johanna Vander Wilt	<b>Dates:</b>	Day 4	<b>Subject(s):</b>	Pets in the Classroom
<b>School:</b>	TBA	<b>Grade Level:</b>	4th	<b>Student #:</b>	15-30
<b>Lesson Title:</b>	Finding the G.O.A.T. of Classroom Pets*				
<b>Standard(s):</b>	<b>W.4.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>21.3-5.ES.5</b> - Demonstrate productivity and accountability by producing quality work. Source: <a href="https://iowacore.gov/iowa-core/grade/4">https://iowacore.gov/iowa-core/grade/4</a>				
<b>Objective:</b>	SWBAT write fictional narratives about an animal of their choosing using descriptive details, a logical sequence of events, and with few grammar mistakes.				

\*G.O.A.T. = greatest of all time

### Supporting Reading(s):

- Read Aloud: *Hedgehogs in the Hall* by Lucy Daniels

### Materials & Supplies:

- *Hedgehogs in the Hall* by Lucy Daniels
- Computers/Tablets
- Notebooks
- Pencils

### Anticipatory Set/ Enticement (Pre-reading & Prerequisite Skills):

- Vocabulary: habitat, herbivores, carnivores, omnivores, predator, prey, climate
- KWL chart on hedgehogs
- Some knowledge (from their research on day 3) of their chosen pet
- Some knowledge on how to write a narrative

### Modeling/ Explanation (I can):

- Continue reading through *Hedgehogs in the Hall* by Lucy Daniels (can spread this out over the whole unit or just during the beginning stages).
- Talk through what a narrative is about to the class: Narratives are stories about real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Independent Practice/ Elaboration (You can):

- Students will create a story (one page minimum) about what their chosen pet would do when there aren't any students in the classroom.
- After students have written a rough draft of their story, they should trade with a peer and edit each other's work.

## Wartburg College Lesson Plan Outline

### Closure:

- Ask for volunteers to have a few students read all or part of their narrative.

### Assessment/ Evaluation

- Students will be evaluated on the quality (few grammar and spelling mistakes), creativity (original, clear thought put into it), and collaboration (peer editing) of their narrative.

### Enrichment/ Extension

- Students with extra time can draw and color a picture to go along with their narrative.

### Differentiation:

- RTI (response to intervention): Students with writing difficulties or difficulties staying on task could meet with the teacher in small groups or individually to discuss progress and to find starting points for their writing. These students can also use the small groups or a peer to help brainstorm narrative ideas.
- TAG (talented and gifted): Students at a higher level can write a narrative that includes both their animal and our hedgehog, and what that interaction might be like.
- Differing Abilities: Students with differing abilities could dictate their narrative for a peer or teacher to write for them, create a verbal narrative, or draw pictures of a narrative.

## Wartburg College Lesson Plan Outline

<b>Candidate:</b>	Johanna Vander Wilt	<b>Dates:</b>	Day 6	<b>Subject(s):</b>	Pets in the Classroom
<b>School:</b>	TBA	<b>Grade Level:</b>	4th	<b>Student #:</b>	15-30
<b>Lesson Title:</b>	Finding the G.O.A.T. of Classroom Pets*				
<b>Standard(s):</b>	<b>SL.4.4</b> - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Source: <a href="https://iowacore.gov/iowa-core/grade/4">https://iowacore.gov/iowa-core/grade/4</a>				
<b>NGSS:</b>	<b>3-LS4-3.</b> – Construct an argument with evidence that in a particular habitat some organism can survive well, some can survive less well, and some cannot survive at all. <b>3-LS4-2.</b> – Use evidence to construct an exploration for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.				
<b>Objective:</b>	SWBAT present clear knowledge of their chosen animal by giving clear, descriptive details and presenting in an organized manner. SWBAT use their research as evidence, to support their claims about their chosen animal, on their poster clearly and in an organized fashion.				

\*G.O.A.T. = greatest of all time

### Materials & Supplies:

- Student posters
- Technology (if necessary)
- Optional: snacks/refreshments for the guests

### Modeling/ Explanation (I can):

- At the beginning of class remind students that this is an opportunity for them to showcase their knowledge and also their hard work.

### Independent Practice/ Elaboration (You can):

- Set up posters around the room before the guests arrive.
- Present your projects!
- Students should make sure that they are speaking clearly and at a good pace, including details, and not reading directly off their poster.

### Closure:

- Make sure both you and the students thank our guests for coming!
- So, what do we think? Is there a better classroom pet than our hedgehog?

### Assessment/ Evaluation

- Students will be evaluated on their presentations by the project's rubric

## Wartburg College Lesson Plan Outline

### Enrichment/ Extension

- Students can take turns going around to their peers' posters to hear about the other animal options. At the end, students can vote on which animal they thought would make the best pet.

### Differentiation:

- RTI (response to intervention): Students who have trouble speaking may choose to just put their poster out and not talk about it and just present to just the teacher. Other students who may have difficulty specifically with speaking in front of others, may choose to present to a smaller group of people.
- TAG (talented and gifted): Students who are very on top of their project can help the other students with setting up their project and/or presenting.
- Differing Abilities: Students with differing abilities can present their adapted projects, put their product out and not speak, speak only, have a peer or teacher help them present, or present to a smaller group of people or just the teacher.