

Which Pet Would be Best for Room 302

*Before lesson:

- This is a problem-based lesson. My question was: **Which pet would be best for room 302?**
- Split the class into 4 different learning groups (bird, turtle, rabbit, fish) *Might consider ability level/behavior when making groups. *Also would change the animals to whatever you are interested in.
- Will need several non-fiction books about each animal.
- Will need brochures from pet stores about each animal.
- I made this a week-long lesson, but it could easily be adapted to a 2 week lesson plan or condensed into a 3-4 day lesson.
- There will be a small presentation at the end of the lesson. Send home posters the student made with the presentation rubric and have them practice at home.

Materials:

- Non-fiction books
- Brochures
- Chart paper
- Markers
- Kids appropriate videos about each animal.

Standard: K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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| <p>Day 1 Short intro. to set up the week.</p> | <p>Set the Problem: "Mrs. Deardoff has been thinking about getting a place pet. I would need lots of help to take care of the class pet. I have been thinking a lot about which class pet would be the best for Room 302, but I just cannot make the decision. My problem is I do not know enough information about each animal to make a good decision about which would be best for us. I need your help! Which class pet would be best for Room 302? I have narrowed it down to 4 pets I think would be interesting. You guys are going to do research to decide which would be best. At the end of our research we will vote on which we think is best."</p> |
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| | <ul style="list-style-type: none"> - Together lead the class into creating some questions about having a pet in the classroom. (How much would it cost?, What environment do they need?, What do they eat?, Would that pet be distracting to our learning? Who will take care of it? Does it need a lot of care? Is this pet safe? Do they bite? Etc.) This will need a lot of support from the teacher. - Explain that tomorrow they are going to research the animals to answer some of those questions. - Once our research is done each of you will be making a poster and will present your poster to the class on which you think would be the best class pet. |
| Day 2&3 | <ul style="list-style-type: none"> - Review prior knowledge. Meaning of non-fiction. Go over questions created yesterday. Review group work rules/expectations - Split the kids into 4 groups. Assign each group to an animal to research. (rabbit, bird, turtle, fish) - Model for the students how they will look through the non-fiction books and how they can gain facts by the pictures. Pictures give information, the students will rely on mostly pictures to gain facts. Teacher will walk around to each group to help them read some of the words and to help guide their research. Teacher will also read aloud from a non-fiction book at each group. - Also give the students the brochures from the pet stores to add details to the chart paper. - Give students chart paper with 3 categories (What does this animal need? What does this animal eat? What can this animal do?) - As the students are conducting their "research" they will write or draw their information on the chart paper. - Give students 12-15 to do their research and write/draw on the chart paper. - After the research have the kids turn to their neighbor and share if they think this would be a good class pet? - Rotate to a different animal. |

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| | <p>***By the end of day 3 students will have conducted research at each animal.</p> |
| <p>Day 4</p> | <ul style="list-style-type: none"> - Teacher will show kid appropriate videos about watch animal. - Teacher will go over chart paper from the first day. "Can we answer some of these questions that we created the first day. Go over the questions and discuss the environment for each animal. Discuss if the pet would be distracting. Teacher might really have to support these discussions. - Teacher will also go over the chart paper facts for each animal the students created in their groups. Students will share out what each animal needs, eats, does. Teacher can scribe for students. This will help students spell facts correct for their own posters. - Students will make the posters for which pet they think would be best. Criteria for the poster: Which animal is best? Why? What does the animal will need? Picture. Their opinion needs to be somewhat "meaty" and less opinion (I want a fish because they are cool would not be accepted. I want a fish because they are not expensive and would not be districting would be better.) - Send poster/rubric home and have students practice with their parents at home. |
| <p>Day 5</p> | <p>Share out posters.</p> <ul style="list-style-type: none"> - Go over the presentation rubric with the students. - Call on students to share out their poster. Most important, why they chose this pet and why they think it would be the best pet for room 302. - Class vote. - Get a pet! |
| <p>Other things we did across campus</p> | <ul style="list-style-type: none"> - I asked the art teacher to include our class pet into art. They all were able to make a painting of Peter Rabbit. - There is a teacher that does morning announcements. I sent videos of the presentations/pictures of the kids |

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| | working together in their groups and she added them to the announcements. |
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Presentation Rubric

| 4 | 3 | 2 | 1 |
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| I spoke clear and loud. I said which pet was best. I explained why with facts. | I spoke loud. I said which pet was best. I explained why. | I sometimes was hard to hear. I said which pet I liked. I explained but it was my opinion. | I was hard to hear. I didn't say which pet was best. I couldn't explain why. |

*** Peter Rabbit was a great addition to our classroom. She was also a huge help to students in different classrooms that needed help deescalating. They would come visit. Sit next to Peter, and calm down. They would soon be ready to go back to their own classroom.

