**[A New Class Pet](http://nlutie.com/mmeade/tie542/Final%20Project/Webquest%20Template/index.htm)**

**Produced by:**

**Megan Meade**

**Introduction**

 “A New Class Pet” is a curriculum web designed for a second grade classroom. The students will have the task of choosing a class pet, while learning about different animals and habitats. The groups will learn about pet characteristics, pet safety, caring for the pet, and the cost of the pet.

**Aim**

This WebQuest introduces second grade students to the responsibilities of caring for and owning a pet. The students will be researching various websites to be able to knowledgably choose which pet is the best fit for the classroom setting.

 **Rationale**

The inquiry-based WebQuest allows the students to choose the best overall pet for the classroom. The students will learn that there are many factors that go into choosing a pet and all must be considered before making the final decision. This project integrates science, technology, literacy, and skills of inquiry. Students will be invested in the project because their research will impact their daily classroom life. The students will not only learn about pets and their characteristics, but also the cost, safety issues, and responsibilities that need to be taken into consideration. The teacher will give a list of pet choices that are suitable for the classroom and will provide websites to further educate the students on these pets. The students will be the ones responsible for choosing the pet, paying for the pet, and caring for the pet once it is purchased/adopted. This WebQuest will allow the students to inquire and investigate various aspects of owning a pet before making a decision based on what they want. The decision should be based on what is BEST for the pet, the students, and the classroom, rather than what the students WANT. In the end, the students will learn decision making skills and responsibility. These are two major lessons learned throughout one’s lifetime and it is important to teach and build on these skills at an early age.

 **General Educational Goals**

* This WebQuest was designed with an emphasis on responsibility and informed decision making at a young age.
* This WebQuest is also used as an approach to get elementary aged students involved in safe and fun exploration of the Internet. The students will learn that the Internet is full of knowledge and information. Although the students will not be allowed to surf the Internet on their own (direct links will be provided), the teacher can still use this opportunity to teach about Internet safety.
* It is designed to engage the learner in an inquiry based activity that eventually leads to a class pet.

**Description of Learners**

The learners taking part in this WebQuest are second grade students, but it can be used in other grade levels as well. The skills needed for this WebQuest are basic computer knowledge, reading, writing, collaboration, and presentation.

For students who have yet to master the prerequisites for this WebQuest, assistance will be provided. Each group will be chosen by the teacher and will include students of different ability levels. If one student is unable to complete certain tasks, the other members of the group will help that student in any way that is needed.

Modifications for learners with special needs:

* Additional time for skill mastery
* Printable version of WebQuest tasks and process and directions
* Peer assistance provided

 **Prerequisites**

Before beginning this WebQuest, students should be able to:

* Write words and coherent sentences
* Read at a second grade level or above
* Show knowledge of basic computer skills (use of mouse, keyboard, etc)
* Show knowledge of website skills (click on links, go back, get information, etc)
* Work cooperatively and collaboratively in a group

 **Subject-Matter**

The subject matter of this curriculum web involves research and investigation. The topics covered will include:

* Responsibility
* Basing decisions on information gathered
* Pet characteristics (size, sounds, smell, etc)
* Pet care (shelter, food, exercise)
* Pet cost (food, supplies, toys, etc)

 **Learning Objectives**

* Students will be able to work collaboratively and cooperatively in a group in order to complete the tasks.
* Students will learn how to create a list of pros and cons for each pet listed by the teacher.
* Students will be able to identify facts about different types of pets.
* Students will learn about the overall characteristics of each pet listed including size, sounds, smell, etc).
* After researching the given websites and links, students will be more knowledgeable about how to make a fully informed decision about which pet is best for the classroom and will be able to provide an explanation to accompany their decision.
* In their group, students will be able to present their proposal to the class by creating a poster and orally explaining their one pet choice. All four parts should be included on the poster (cost, safety, care, and characteristics).
* Students will be able to complete the WebQuest tasks and processes by using the computer to follow the links and gather information.

 **Instructional Plan**

The WebQuest is designed to allow individual students the opportunity to research on the Internet without the help of a teacher. The students will be able to access the WebQuest (with the given link) and follow all directions and procedures found on the site. The following is a list of steps that will be taken throughout the WebQuest.

* Introduce WebQuest and the main goals and desired outcome.
* Divide class into groups of 4 (teacher chosen by mixed ability levels)
* Teacher explains roles for group members (students choose roles within group; if necessary, teacher will step in and assign roles)
	+ Pet fact researcher: facts and characteristics of each pet
	+ Pet habitat researcher: home and survival needs
	+ Pet cost researcher: cost of pet and supplies for a year
	+ Pet care researcher: basic everyday needs
* Teacher lists 5 suitable pet choices that students will be researching: turtle, fish, frog, bird, guinea pig
* Students must work collaboratively to fill in the table template created by the teacher by researching on the web using the provided links. Each student will have one computer that they will be doing their research on. Students will take notes and write down necessary information that applies to their group role. Then, the groups will come back together to discuss their findings and complete the table.
* Groups will discuss which pet is the best fit for their classroom by creating one of the following outlining papers: a pros and cons list, an opinion paper, or a persuasive paper. *See attached worksheets.* The choice is up to the group, but must be handed in with the final project. In the end, the group must come to an agreement on one pet.
* Groups will begin to draft their final project idea.
* Final projects: 1) Make a poster 2) Create a newspaper article 3) Design a brochure 4) Other idea (Ask teacher first)
* Each final project must include the following: (all images should be printed from the internet)
	+ Name and picture of the pet
	+ Name of habitat/home and picture
	+ Two or more interesting facts about the pet
	+ Basic care for the pet (food, water, cleaning, etc)
	+ Cost of the pet (draw a table listing all the costs individually and the total cost)
	+ Three or more reasons for this type of pet to be the new class pet.
	+ Group member names and teacher name
* Culminating activity: Each group will have five minutes to orally present their final project to the class. The presentation should be persuasive, creative, interesting, and true.
* Students vote individually on the top presentation (not their own) to figure out which pet will be purchased/adopted.
* Additional activity: Have groups think of ways to raise money to pay for the pet and the supplies.

  **Materials**

* An internet linked computer lab (at least one computer per student)
* Speakers for each computer and headphones for each student
* SMARTboard or projector set up to instructor’s computer
* Pet information table per group
* Persuasion worksheet, opinion worksheet, pros and cons worksheet
* Copy of assessment rubrics for each student

 **Assessment and Evaluation**

The WebQuest will be evaluated using two rubrics: individual student rubric and group rubric. The students will also be observed throughout the week notes will be recorded by the teacher. The teacher will be looking for teamwork, collaboration, responsibility, focus, use of time, individual effort, and computer skills.

The students will also complete a web-based survey to evaluate the WebQuest. Below are the survey questions:

1. Have you ever completed a WebQuest before this one?
2. Did you find the website links provided in the unit for your research to be helpful?
3. Did you use the provided links?
4. Were the opinion, persuasion, and pros and cons papers helpful? Which did you think was the most helpful?
5. Did you enjoy having the assignment on the Internet and being able to use the computer?
6. Were the student rubric and group rubric helpful to stay on track?
7. Did you have any issues working in a group? If so, please list them.
8. What was your role in the project? Do you feel that there were enough websites and resources to help you find information about your topic?
9. Would you prefer to have more WebQuest lessons? If no, why not?
10. What was the hardest part about the WebQuest and final project?
11. What was the best part about the WebQuest and final project?
12. What is one thing that you learned from this WebQuest?

**Individual Student Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1-Beginning** | **2-Developing** | **3-Accomplished** | **4-Exemplary** | **Score** |
| **Individual Work Within Role** | Did not take on any role and found no information. | Took on role and found some information while researching. | Took on role and found good information while researching. | Student took on an active role and found quality information while researching. |  |
| **Contribution to the Final Project** | Student did not contribute or help his or her group with the final project. | Student had input and ideas for the final project, but did not work collaboratively with the group. | Student had input and ideas for the final project and somewhat contributed to the creation of it. | Student played a major role in the creation of the final project. Their effort was visible. |  |
| **Use of Class Time** | Did not use class time to focus on the project or often distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used time well during each class period. Focused on getting the project done. Never distracted others. |  |

**Group Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1-Beginning** | **2-Developing** | **3-Accomplished** | **4-Exemplary** | **Score** |
| **Completion of Pet Table** | Table was not complete | Table was complete with more than three errors | Table was complete with three errors or less | Table was neatly complete with no errors |  |
| **Completion of Outlining Paper** | Paper was not complete | Paper lacked information and neatness | Paper included some information and was fairly neat | Paper included valuable information and was neat |  |
| **Final Project** | Was missing many necessary components and lacked neatness and organization. | Was missing a few necessary components and was somewhat neat and organized. | Was missing one or two necessary components and was neat and organized. | Included all necessary components and was neat and organized.  |  |
| **Oral Presentation** | Not all group members participated and the presentation lacked organization and appeal | Not all group members played a role in the presentation and it was organized and somewhat appealing | All group members played a role in the presentation and it was organized and appealing | All group members played an active and equal role in the presentation and it was organized and appealing |  |
| **Persuasion/****Reasoning** | The group did not give any reasons why the class should choose this animal as the classroom pet. | The group gave one or two poor reasons why this animal should be chosen as the classroom pet. | The group gave three good reasons why this animal should be chosen as the classroom pet. | The group gave at least three great reasons why this animal should be chosen as the classroom pet. |  |
| **Collaboration within the group** | Team members did not work together during the WebQuest process. | Team members were able to work together, but not everyone had an active role in the WebQuest process. | The team members worked together with most members contributing equally, and used problem solving skills to come to agreements.  | The team members worked very well together to come to agreements and problem solve, making sure each member took an active role. |  |

Pet Table

Information Researched by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Turtle | Fish | Frog | Bird | Guinea Pig |
| Cost of pet (including supplies such as cage/bowl, food for the school year, accessories) |  |  |  |  |  |
| Size of pet |  |  |  |  |  |
| Special characteristics (noises, smells, etc)  |  |  |  |  |  |
| Type of home |  |  |  |  |  |
| Basic pet care (what they need to survive)  |  |  |  |  |  |
| Easy or difficult to care for? |  |  |  |  |  |
| Is it fun and interactive? |  |  |  |  |  |

**Resources**

**WebQuest Template:**

<http://webquest.sdsu.edu/LessonTemplate.html>

**Turtle:**
<http://www.petturtle.com/Default.htm>
<http://www.austinsturtlepage.com/Care/care.htm>
<http://www.turtlepuddle.org/american/boxcare.html>

**Fish**
<http://www.petgoldfish.net/goldfish-care.html>
<http://library.thinkquest.org/J003021/fish.html>
<http://www.biokids.umich.edu/critters/Carassius_auratus/>

**Frog**
<http://allaboutfrogs.org/info/mypets/firebellies.html>
<http://allaboutfrogs.org/info/doctor/first.html>
<http://www.kiddyhouse.com/Themes/frogs/>
<http://allaboutfrogs.org/info/housing/index.html>
<http://allaboutfrogs.org/info/doctor/common.html>

**Bird**
<http://www.dogbreedinfo.com/pets/bird.htm>
<http://www.petsintheclassroom.org/small-bird-fact-sheets-and-information/>
<http://www.aspca.org/aspcakids/pet-care/bird-care.aspx>

**Guinea Pig**
<http://www.petsintheclassroom.org/small-animal-fact-sheet-and-information/>
<http://www.petinfopackets.com/guineapigs/guineapiginfopacket.html>
<http://www.guinealynx.info/healthycavy.html>
<http://www.healthypet.com/PetCare/PetCareArticle.aspx?art_key=568ed708-4b88-4855-9bd3-bc051236bb51>

**Cost of Pet Supplies**
<http://www.petco.com/>
<http://www.petsmart.com/>
<http://www.thatpetplace.com/>
<http://www.petland.com/>

WebQuest: “A New Class Pet!”

**Introduction**: Have you ever dreamed of having a pet? Or maybe you already have one at home? Having a pet is a big responsibility, but this class has shown me that they have what it takes to be responsible and caring pet owners. It is time that we get a pet for our classroom! It is important to do a lot of research about the different types of pets available before we decide on the perfect pet for our classroom. Pets require food, shelter, water, and a lot of care and attention. It is your job to do your research and learn about how different pets are in order to make an informed decision. I welcome you on this journey to picking out the perfect pet for our second grade class!

**Task:** I will be assigning all students into groups and there you will be investigating five possible pets. In the end, you will choose the one that your group feels is the best fit for the whole class. The principal has provided a list of acceptable pets for our classroom. Here are your choices: turtle, fish, frog, lizard, and guinea pig.

Each group member will choose a very important role in helping make this very big decision. If you cannot agree on the role assignment, I will assign them to your group. The roles are listed below:

* + Pet fact researcher: facts and characteristics of each pet
	+ Pet habitat researcher: home and survival needs
	+ Pet cost researcher: cost of pet and supplies for a year
	+ Pet care researcher: basic everyday needs

Once all of the information has been gathered, your group will be creating a final project explaining your final pet choice. Your group may all not agree at first, but in the end, you must come to an agreement. Your final project options include but are not limited to: 1) Making a poster 2) Creating a newspaper article 3) Designing a brochure 4) Television commercial with hand written or typed lines. You will present your final project to the class and try to convince them why your pet choice is the BEST choice. After we hear from all of the groups, we will take a class vote.

**Resources**:

**Process:**

1. Teacher will break the class into groups of four.
2. Pick roles for each of the members of your group. Here are the roles listed again:
	1. Pet fact researcher: facts and characteristics of each pet
	2. Pet habitat researcher: home and survival needs
	3. Pet cost researcher: cost of pet and supplies for a year
	4. Pet care researcher: basic everyday needs
3. Each group member researches his or her topic and completes the appropriate section on the pet table. Each group member must print this table from the link here and fill in your individual sections. You may research the topic and pet using the following resources:
	1. Websites supplied by teacher
	2. Books
	3. Pet store ads
4. Once the information has been gathered, come together again as a group and compile all of the information into one pet table (reprint a clean copy).
5. Discuss what you have found with your group and give a recommendation for a new class pet. After all group members have shared, the group must work together to come to an agreement on the best class pet. This decision needs to be backed up with information that was found during research.
6. Once the decision is made, your group must fill out one copy of ONE of the following worksheets: pros and cons, opinion, or persuasion. This paper will be turned in with the final project.
7. Now it is time to create your group final project to be presented to the class. Remember, you are trying to persuade the class (and your teacher) that this is the best pet option for the class overall. You have many final projects options and the choice is up to your group as a whole. Your options include:
	1. Making a poster
	2. Creating a newspaper article
	3. Designing a brochure
	4. Creating a television commercial (hand written or typed lines must be handed in)
	5. OR you can come up with a different way to present your proposal (please talk to the teacher about this before doing it!)

Each final project must include the following:

* + Name and picture of the pet
	+ Name of habitat/home and picture
	+ Two or more interesting facts about the pet
	+ Basic care for the pet (food, water, cleaning, etc)
	+ Cost of the pet (draw a table listing all the costs individually and the total cost)
	+ Three or more reasons for this type of pet to be the new class pet.
	+ Group member names and teacher name
1. Now you will be presenting to the class! Each group will have five to ten minutes to present and each group member must participate in the presentation.

**Evaluation**

Your individual work and group work will be evaluated using two separate rubrics:

**Individual Student Rubric**

|  |  |  |  |  |  |
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**Conclusion**

Thanks for all of your help in choosing the newest member of our classroom! You have learned about five different kinds of pets, their characteristics, their cost, and their needs. You have also learned that caring for a pet is a big responsibility! Once all of the final projects have been presented, we will be taking a class vote to choose our pet. By this time next week, we will have our new friend in our classroom, and we need to make sure that we are experts on how to care for it.