KID CONGRESS Ep. 7: Animals Know What's Up

Learning Target:
- Students will gain a better understanding of teamwork by exploring animal behavior.

Materials:
- Video: Kid Congress - Animals Know What's Up
- Paper
- Pencils or Drawing Materials
- Research Materials (computers, library books)
- Animal Research Choice Board
- Animal Fact Research Sheet

VIEW

the video Kid Congress: Animals Know What's Up

ENGAGE

students in a discussion about the video:
- What can we learn from the animal kingdom?
- How do some animals work together to make the animal kingdom more awesome?
- How do you think Trace learned all the facts he shared?
- Where can you go to learn interesting facts about animals?

GENERATE

a class list by asking students to share what they wonder about animals using one of the suggestions below:
- Have students write their wonders on sticky notes and place the notes somewhere in your room.
- Have students share out their questions and write them on the white board or project them using a computer.
- Share on a virtual collaborative wall like Padlet or Wakelet.
- Share orally through a video recording tool like Flipgrid.
- Create a shared document for collaboration in Google Docs or Microsoft Word.

NOTE TO TEACHERS: *Utilize your Media Specialist for additional support throughout the research process. Students can also access kid safe search engines such as Google Safe Search, Kiddle, and KidRex to conduct their research.*

EXPLAIN

to students that they will be creating a class list of 10 Things to Learn from Animals. They will do this by researching facts about animals, then drawing conclusions about life lessons we can learn from these animals.

NOTE TO TEACHERS: *Guide students to move beyond basic research skills and engage in higher order thinking as they analyze how animals' behaviors can be interpreted by people and used to help others.*

DIRECT

students to focus on one animal that they would like to research. Give students 2 minutes to write as many questions as they can about the animal they chose.

SHARE

with students that good research needs clear keywords to yield larger results. Then, have students circle the keywords in their questions to help guide their research.

MODEL

a search for students. Show how students can identify the components of a website in a Google search, or how a student can find topics within a book using the table of contents. Discuss website domains that are more trustworthy than others such as .org, .gov, .mil, .com, or .edu.

NOTE TO TEACHERS: *If this is the first research project for your class, or you would like to guide students in more purposeful research practices, check out these 50 Mini Lessons for Research by Kathleen Morris.*

GUIDE

students as they research their animal using the questions and keywords they have written. As students find facts about their animals, encourage them to consider what they think others can learn from that behavior or trait. (Use the Animal Fact Research Sheet below)

ENCOURAGE

students to share their facts by creating an artifact using the Animal Research Choice Board.

PARTICIPATE

in a gallery walk to view and share students' work with the class. Direct students to discover new ways to help others from the animal facts found by their peers.

CREATE

a class Top 10 Things to Learn from Animals list by having students vote on their favorite facts that help people work better together. Create a unique class title for this list.

(Teachers: Share your class Top 10 List in the [Kid President in the Classroom Facebook Community](#)!)

EXTEND: *To extend the lesson, [Skype](#) with a Zoologist or animal expert to learn more facts about animals. Students can also share some of the interesting facts they learned during their research with the expert. Encourage students to ask questions to learn more about the ways animals can show people how to be more awesome.*

An additional extension could be with the use of [GridPals](#), a virtual way to connect with other classrooms and share content! Once another class is found, students can connect with their #GridPals and share the amazing facts they learned from their animal.

Anchor Standards

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

ISTE Standards for Students

Standard 2b-Digital Citizen

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Standard 3a-Knowledge Constructor

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Standard 3b-Knowledge Constructor

Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Standard 6- Creative Communicator:

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Standard 7- Global Collaborator:

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

CHOICE BOARD

CREATE A CARTOON OR COMIC

Have students create a cartoon illustrating the behavior they learned from their animal.

Tech Option: Powtoon or Stop Motion

TWEET ABOUT IT

Have students write a "Tweet" about their animal, providing an idea of how someone should be like that animal. (Be sure to include some fun hashtags.)

Tech Option: Post to the classroom Twitter account or use a fake Twitter generator

SPEAK IT OUT!

Create a short speech sharing the information about your animal and what we can learn about teamwork from your animal.

Tech Option: Anchor.Fm, Vocaroo, or Flipgrid to record your speech

WHAT DO YOU MEME?

Create a meme about your animal by drawing a picture and adding funny text to describe your animal's behavior!

Tech Option: Adobe Spark Post or Google Drawing

YOUR CHOICE

Share an idea of your own with your teacher! If it is approved, then start working on your awesome idea!

TITLE IT

Design a title page for your animal, creating a unique title such as, Hold Hands More!, Create Like a Spider!, or Fly Farther Together!.

Tech Option: Canva or Piktochart

WRITE A STORY

Create a story that includes a fun animal fact you learned from your research. This story can show how the animal fact helps people work better together!

Tech Option: StoryboardThat or Book Creator

ACT IT OUT!

Play Charades by acting out the helpful fact you learned about your animal. See if your classmates can guess the animal and the action.

Tech Option: Create a Google Form or Microsoft Form for peers to guess your animal (and receive hints if needed!)

TOP FACTS LIST

Create a video showcasing the top facts you learned about your animal! Don't forget to include how people can learn to be more awesome from your interesting facts.

Tech Option: Touchcast, DoInk or iMovie

ANIMAL FACT RESEARCH SHEET

ANIMAL: _____

AWESOME ANIMAL FACT	"PEOPLEY" INTERPRETATION	SOURCE