Pick That Pet!

Our class is ready to adopt a class pet! The pet we choose to adopt is going to be a class decision. You and your group mates will select three potential class pets that you will investigate to determine if they would be good fits for our classroom. You must take into consideration the conditions of our classroom and the animal's individual features. Your group will choose one class pet animal to present to your classmates. You will present your group's opinion about which class pet we should adopt, as well as evidence to support your idea. Our class will vote and adopt the pet!

Project Tasks

1. With your classmates, develop a list of three possible class pets that you would like to research.

2. Begin your research about each animal's unique features to determine which choice would be the best fit for our classroom environment. You may use any resources you prefer: Internet research resources (like KidRex [www.kidrex.org]), library books, animal videos (no longer than ten minutes), or professionals.

3. Complete an "Animal Features Page" for each animal in your group.

4. With your group, choose the best fit from your three possible selections. Prepare a presentation to share with your classmates that would convince them to choose your pet suggestion for our class pet. You may choose any presentation tool, program, or app you are familiar with, including Smore (www.smore.com), Prezi (https://prezi.com), Google Slides (www.google .com/slides), iMovie (www.apple.com/mac/imovie), Book Creator (http://bookcreator.com), Glogster (www.glogster.com), and ThingLink (www.thinglink.com). Use the "Presentation Planning Guide," and review the "Presentation Guidelines" (page 278).

5. After all presentations have been given, construct an opinion writing piece to explain which animal you will vote for and your thinking behind why that animal is a perfect fit. Then, the class will vote to determine which class pet we will adopt. Review the "Opinion Writing Guidelines" (page 278).

6. Finally, create a new class pet handbook or guide for other students and classes in our school. This can take many forms—use your imagination and your resources! Guides could be in the form of videos, commercials, presentations, brochures, or written reports. Review the "Pet Handbook Guidelines" (page 278).

7. Purchase the class pet!

Animal Features Page

Animal: _____

Sources: _____

Animal features:	
Animal habitat:	
Pros:	Cons:

Presentation Planning Guide

Animal choice:	
Presentation tool, program, or app:	
Animal features:	
Animal habitat:	
Pros:	Cons:

Presentation Guidelines

When you are creating your pet presentation, please be sure to include the following information.

☐ Pet choice

☐ Animal features

☐ Animal habitat requirements

☐ Pros (positives) for your pet choice

☐ Cons (negatives) for your pet choice

Opinion Writing Guidelines

When you are writing your opinion piece, please follow these guidelines.

☐ Include a sentence that introduces the topic you are writing about.

☐ Clearly state your opinion about your choice for a class pet.

☐ Support your opinion with at least three reasons that are directly connected to information about the animal's features or habitat.

☐ Include a conclusion statement that restates your opinion.

☐ Use correct grammar, capitalization, and punctuation throughout your writing piece.

Pet Handbook Guidelines

When you are creating your pet handbook, please be sure to include the following information.

☐ Schoolwide rules we should adopt to make choosing a class pet easier for classrooms

☐ Teachers' and students' responsibilities when adopting a class pet

☐ Suggestions for three top class pet options and the reasoning behind your choices

☐ Topics and rules for food, shelter, and exercise

Use the following table for organizing class pet ideas.

Presentation Listening Guide

Class pet suggestion:	
Pros:	Cons:
Animal features:	
Animal habitat:	

Use the following table to organize your thoughts when listening to presentations.

Group Presentation Feedback

POSITIVE FEEDBACK	POSITIVE FEEDBACK	AREA FOR GROWTH
My opinion:		

Scoring Rubric

	1 SIGNIFICANT REVISION NEEDED	2 SOME REVISION NEEDED	3 PROFICIENT	4 EXCEEDS EXPECTATIONS
Objective 1: Students will investigate and analyze the features and habitats of potential class pets.	Student research does not represent his or her own thinking or analysis. Much of the information is simply transferred from one source to another. Some animal features organizers are missing or irrelevant. Student does not utilize the "Presentation Planning Guide." Student presentation meets few of the requirements listed on the guidelines page. The presentation is incomplete or irrelevant.	Student research shows some individual thinking and analysis. Some of the information is simply transferred from one source to another, while there may be attempts to paraphrase. Animal features organizers are included for three animal choices but have missing parts. Student completes the presentation guide but does not use the guide to create a presentation. Student presentation meets some of the requirements listed on the guidelines page. The presentation is complete but unorganized.	Student research shows adequate individual thinking and analysis. Information is accurately paraphrased. Animal features organizers are complete and correct for three animal choices. Student adequately utilizes the planning guide to build a presentation around the initial plan. Student presentation meets all the requirements listed on the guidelines page. The presentation is organized and complete.	Student research shows remarkable individual thinking and analysis. Information is accurately paraphrased. Animal features organizers are complete and organized and show exceptional thoughtfulness. Student completes the planning guide with no flaws and uses the guide to build and organize a presentation. Student presentation meets all the requirements listed on the guidelines page and may include additional, but relevant, information. The presentation is organized and is creatively designed.

	1 SIGNIFICANT REVISION NEEDED	2 SOME REVISION NEEDED	3 PROFICIENT	4 EXCEEDS EXPECTATIONS
Objective 2: After viewing classmate presentations, students will make a decision about which class pet option would be the best fit for the classroom and construct an opinion writing piece to support their decision.	The class pet guide is poorly organized and does not communicate clear ideas. Student does not contribute to group efforts. Student does not include an introduction or conclusion statement. Student does not state an opinion. Student's opinion is not supported with adequate reasoning. Student does not show grade-level competency in language mechanics, even with support from the teacher.	The class pet guide is somewhat organized and may communicate some clear ideas. Student contributes somewhat to group efforts. Student includes either an introduction or conclusion statement. Student states an opinion that lacks clarity. Student's opinion is supported with very little reasoning. Student shows some competency in grade-level language mechanics. Student may require support from the teacher.	The class pet guide is well organized and communicates clear ideas. Student adequately contributes to group efforts. Student includes both an introduction and conclusion statement. Student adequately states a clear opinion. Student's opinion is supported with adequate reasoning. Student shows competency in grade-level language mechanics. Student requires little support from the teacher.	The class pet guide is exceptionally organized and communicates clear ideas. Student shows leadership in group research efforts. Student includes a creative introduction and conclusion statement. Student states a clear and strong opinion. Student's opinion is supported with exceptional reasoning. Student shows exceptional competency in grade-level language mechanics. Student requires very little support from the teacher.