

Guinea Pig 5-Day Internet Lesson Plan

4th grade

Overall scope of the lesson:

Students will be given the formal assessment rubric at the onset of the lesson to enable them to devise a plan for the entirety of the lesson. (Appendix B). Students will research necessary steps in caring for a guinea pig, then create a powerpoint describing the proper care and information that is essential for a healthy and happy guinea pig. At the end of the project, students will share their powerpoints with the class.

Instructional Objectives:

Using the list of website addresses and questions (Appendix C), the student will research and demonstrate how to care for guinea pigs. Then the student will display their knowledge of their uses on a powerpoint created by the student and one other partner.

Learning Outcomes:

Students will be able to explain and demonstrate how to care for guinea pigs and will display the learning through a powerpoint created as the end-of-lesson assessment. Each student will have opportunity to demonstrate this at different times throughout the school year as students rotate the responsibility of caring for Pippin, our class guinea pig pet.

Student will also locate countries that consider guinea pigs a delicacy. The student will demonstrate understanding of the importance of not plagiarizing by including the references stating where the information came from.

Faith Integration Principle(s):

God has given us the responsibility and joy of caring for the animals we have. We need to do all we can to understand our guinea pig and the attention it requires in order to do our best in tending to it, and helping it to have a happy and stress-free life.

Proverbs 12:10 "A righteous man has regard for the life of his animal, but even the compassion of the wicked is cruel."

Proverbs 27:23 "Know well the condition of your flocks, and pay attention to your herds:"

Placement Test:

Provide each student a lap dry erase board, and ask students to list things that they already know about guinea pigs. Then, ask students to write 1-2 questions about guinea pigs for which they hope to learn the answer. This provides the teacher with basic information about the students' understanding of guinea pigs before the lesson begins.

Anticipatory Set (how you introduce the lesson and relate it to students' experiences):

The teacher will begin by talking with students about things that they own and appreciate. Some possibilities are bicycles, video games, instruments, books, 4-wheeler, etc. The teacher will ask why these are so important to them, and would they like someone else to come take them away and claim them as their own without permission?

Then the teacher will ask for some really neat ideas that students have had in the past, or that day. Ideas such as stories they want to write, things they want to do at recess, or any idea that they would want credit for when it was finished.

The teacher might take one of the ideas shared and claim it as her own and tell the class, "We are going to do this great idea that I came up with." The student who thought up the idea should not appreciate that, and is expected to speak up and say that isn't right.

The teacher would then refer to the books in the classroom, and ask questions about who wrote them. The teacher would then ask students, "What if I liked a story so much that I wanted to put my name on it as if I wrote it?" Students should know that is not fair, nor is it right. The teacher will also relate this to the computer and all of the information available there. The same holds true for this information.

The teacher will explain, "Taking things that belong to someone else is called stealing. Taking words that someone else has spoken and claiming them as our own words is called, "Plagiarism" and is just as wrong. Therefore, we need to be sure to always give credit to whom credit is due."

The teacher will say, "Anyone who has animals to care for at home, raise your hand. If one of these animals is a guinea pig, raise both hands." The teacher will begin a class discussion about the animals that the students have at home, and how they care for them; especially if someone has a guinea pig.

By now, students will realize that the class pet in our classroom is a guinea pig. The teacher will introduce Pippin and initiate a discussion about the class guinea pig. All students will be encouraged to ask any questions they might have.

Some possible and regular questions are:

How old is he? (*1 year old*)

When did you get him? (*July 2014*)

What is his name? (*Pippin*)

Does he stay at school? (*Pippin stays at school during the school year, but goes home with me during the summer*)

Does he ever come out of the cage? (*Yes, he does. I may carry him around, let him play on the floor, and at times, as a class reward referred to as "Pippin-Time," he is placed on the floor in the middle of a circle of students sitting on the floor*).

Teaching Input (what media or instructional techniques you will use to teach the lesson):

The teacher will instruct students to use the computer to look for information as required in this assignment. The teacher will also remind students to be sure to identify where they get the information, and demonstrate for the students how they will set up each index card in preparation for taking notes.

Modeling (what examples will you provide to show student what you are looking for?):

Using the teacher computer and the Promethean board for all students to watch, the teacher will demonstrate the path through the Internet to the pages students will be visiting. This enables students to be a little familiar with the pages they will be looking for. Then students will search for and find the information requested of them.

Teacher will also have a set of completed notecards prepared as examples to follow in creating their own notecards.

Diagnostic Test:

Using lap-sized dry erase boards, ask students to identify 3-5 facts about guinea pigs that they have recently learned, and questions they are still unsure about. Allow students approximately five minutes to discuss with their partners about what they know. After five minutes, the teacher will initiate a class discussion about what has been learned, and about anything that the students are still curious about.

Guided Practice (how will you allow students to demonstrate mastery by working through an activity or exercise under your supervision?):

Students will be allowed to research the given websites independently as the teacher walks around the room monitoring student's work and the pages they are visiting on the computer, as well as answering questions as necessary. Students will be working independently, but will also be allowed to help their neighbors as necessary.

Closure (how will you bring the lesson to an end, helping students to clarify and organize what they have learned?):

Teacher will discuss with the students about how to care for our class guinea pig, and demonstrate slightly using the class guinea pig as students share. Then the teacher will divide students into pairs and allow them to create a powerpoint to demonstrate their learning.

Independent Practice (what opportunity will you provide for students to independently practice what you have taught?):

Students will use computer laptops independently. Students may also use the dictionary and the encyclopedia for their research. Throughout the school year, students will take turns caring for our class pet; a guinea pig, named, "Pippin."

Formative Assessment (how will you know that your students understand what you are teaching during the instructional process?)

Teacher will monitor all student's progress and learning throughout the lesson by listening to their conversations, talking with the students, and observing the websites they are viewing, as well as reviewing and reading the notes they are taking on their index cards. Occasionally, the teacher will check students understanding by asking a question and allowing students to answer on their lapboards.

Summative Assessment: (how will you know that your students have mastered your general instructional objectives and can perform your specific learning outcomes?)

The teacher will know how well the students have truly mastered the objectives, as they are observed throughout the school year caring for the class guinea pig. However, a more immediate demonstration of their learning will be viewed in the powerpoint created by each pairs of students. This powerpoint will be given a grade with the use of the rubric that was presented to the students at the beginning of the lesson.

Differentiated Instructions & Accommodations for ELL and Exceptional Students (how will you ensure that special populations master the concepts you are teaching?):

The special population students will be paired with a regular ed. student, but both will be expected to use their own computer. These pairs will also be allowed to discuss and help each other.

Instructions and examples will remain posted on the board for any student to review throughout the assignment.

The teacher will also speak carefully, stopping often to be sure the conversation is understood by everyone; possibly asking various students to restate what has been said.

Materials (identify any materials needed, including software and hardware):

- One laptop computer per student
- 3x5 note cards, pencil
- Notebook-sized map of the world
- List of website addresses for each student
- Internet service, paper
- Promethean Board
- Projector
- Regular paper
- Lapboards

(Although each student will have their own list of website addresses, it will save time and frustration for everyone if the laptop computers would have the address already included in the bookmarks bar. This would make it simpler and faster for the students to find these sites.)

Duration (identify the amount of time needed to complete the lesson):

This lesson will be completed in approximately five sessions of 45-60 minutes each.

DAY 1 URL: <http://petguineapigcare.com/>

What students will find: Information about guinea pigs

Student assignment: On one index card, student will write the website address at the top left and their name at the top right. On this card, student will write the following information found at this website:

Find another term that refers to guinea pigs, *then click on "other types of guinea pigs"*, and count how many types there are. Identify the type of guinea pig our "Pippin" is, and explain what made you choose this type.

Click on food and diet and create a T-chart to list of foods that are good and necessary for guinea pigs on one side of the "T", and a list of food they should *not* eat on the other side of the T-chart. (This can be done on the back of the index card). Are guinea pigs consumers or producers? Are they herbivores, carnivores, or omnivores? How do you know?

How long do guinea pigs generally live? Compute how many months and weeks.

What is their general length of a guinea pig when full-grown in inches? In centimeters? How long is Pippin?

Click on "Cage and Habitat". Take notes on how a guinea pig lives.

DAY 2 URL: <http://www.guinealynx.info/grooming.html>

What students will find: Information about how to care for a guinea pig

Student assignment: On another 3x5 index card, the student will write the website address at the top left and their name at the top right. On this card, student will write the following information found at this website:

Explain how to pick up and carry a guinea pig. What are people cautioned about when picking up a pig?

Click on "Cleaning Tips". Does a guinea pig need to be bathed? How often?

Click on "Housing". What kind of home does a guinea pig need? What size? Where should the guinea pig house be located? Where should it not be located and why?

What kind of bedding is best? Should the cage be cleaned? How often?

Click on "Grooming". Does a guinea pig need a haircut? Do their toenails need to be trimmed?

DAY 3 URL: https://www.youtube.com/watch?v=esONT_AB_u8

What students will find: A video of guinea pigs performing tricks

Student assignment: On a third 3x5 index card, the student will write the website address at the top left and their name at the top right. On this card, student will write the following information found at this website:

Students will watch the video and create an idea for a toy or a trick that Pippin (our class guinea pig) might possibly be able to play with or learn.

Student will draw a picture of their idea on the back of the index card.

DAY 4 URL:

<http://www.npr.org/sections/thesalt/2013/03/12/174105739/from-pets-to-plates-why-more-people-are-eating-guinea-pigs>

What students will find: information about other uses for guinea pigs

Student assignment: On a fourth 3x5 index card, the student will write the website address at the top left and their name at the top right. On this card, student will write the following information found at this website:

Student will identify another use for guinea pigs, and write a few sentences stating an opinion about these other uses. Are guinea pigs a predator or prey? How do you know?

The teacher will display communication she has had with friends from Ecuador, Peru, and Argentina via Facebook about how guinea pigs are used in those particular countries.

On a notebook-sized map (Appendix A), locate the continent and countries that use guinea pigs in this fashion. Create a color key and color the map to identify these countries and our own country. For example, color our own country yellow, and color the countries red that use guinea pigs differently.

DAY 5 URL: <http://petgames.my-pet-care.com/guinea-pig-games/guinea-pig-catch.html>

What students will find: a game of catching guinea pigs

Student assignment: On a fifth 3x5 index card, the student will write the website address at the top left and their name at the top right. On this card, student will write the following information found at this website:

Students will play the game and catch 4 guinea pigs in the game.

Students will join a partner and create another game using fake guinea pigs. The game will be described along with any pictures drawn for it on the index card.

After creating the game, the pair of students will then create a powerpoint to summarize and share the information they have learned. Their newly created game will be one of the slides within the power point. If the students choose, the teacher will encourage and help students add music and animation to their power point.

Once all students have created their powerpoints, each pair of students will prepare and present their powerpoints. All students will have opportunity to practice good audience behavior, and offer appropriate responsible and respectful critique of their peers' presentations.

MISSOURI LEARNING STANDARDS

ELA

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words

RF.4.4 Read with sufficient accuracy and fluency to support comprehension

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4 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.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

MATH

MD.4.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.

MD.4.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

SCIENCE

4.2.A.4

- a. Classify populations of organisms as producers and consumers by the role they serve in the ecosystem.
- b. Differentiate between the types of consumers
- c. Categorize organisms as predator or prey in a given ecosystem

7.1.C.4.

- c. Measure length to the nearest centimeter, mass using grams, temperature using degrees Celsius, volume to the nearest milliliter, force/weight to the nearest Newton
- d. Compare amounts/measurement
- e. Judge whether measurements and computation of quantities are reasonable

8.3.A.4

- b. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member

SOCIAL STUDIES

SS.7.A.4 Identify, select and use visual, graphic and auditory aids

SS.7.A.4 Identify and use library and media resources

SS.7.B.4 Create maps, timelines, diagrams and cartoons to enhance studies in civics, history, economics and geography

ART PP.1.3.B.4 Create an example of graphic art

MUSIC PP.4.A.4 Create rhythmic and/or melodic ostinati and soundscapes

THEATER PP.1.E.4 Model appropriate audience behavior

AP.1.A.4 Develop and apply appropriate criteria to use in critiquing the work of others

P.E./HEALTH HPE.1.B.4 Identify food choice and how it relates to a healthy lifestyle

ISTE (International Society for Technology in Education) **technology standards for students addressed by your lesson:**

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - a. Apply existing knowledge to generate new ideas, products, or processes
 - b. Create original works as a means of personal or group expression.
2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - a. Interact, collaborate, and publish with peers, experts, or others employing variety of digital environments and media.
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
 - d. Contribute to project teams to produce original works or solve problems.
3. Students apply digital tools to gather, evaluate, and use information.
 - a. Plan strategies to guide inquiry.
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - d. Process data and report results.
4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - a. Identify and define authentic problems and significant questions for investigation.
 - b. Plan and manage activities to develop a solution or complete a project.
 - c. Collect and analyze data to identify solutions and/or make informed decisions.
 - d. Use multiple processes and diverse perspectives to explore alternative solutions.
5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - a. Advocate and practice safe, legal, and responsible use of information and technology.
 - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - c. Demonstrate personal responsibility for lifelong learning.
 - d. Exhibit leadership for digital citizenship.
6. Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - a. Understand and use technology systems
 - b. Select and use applications effectively and productively
 - c. Troubleshoot systems and applications
 - d. Transfer current knowledge to learning of new technologies.

ISTE technology standards for teachers addressed by your lesson:

1. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
 1. Promote, support, and model creative and innovative thinking and inventiveness.
 2. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
 3. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
 4. Model collaborative knowledge construction by engaging in learning with students, colleagues, and other in face-to-face and virtual environments.

2. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS.S.
 1. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
 2. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
 3. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
 4. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

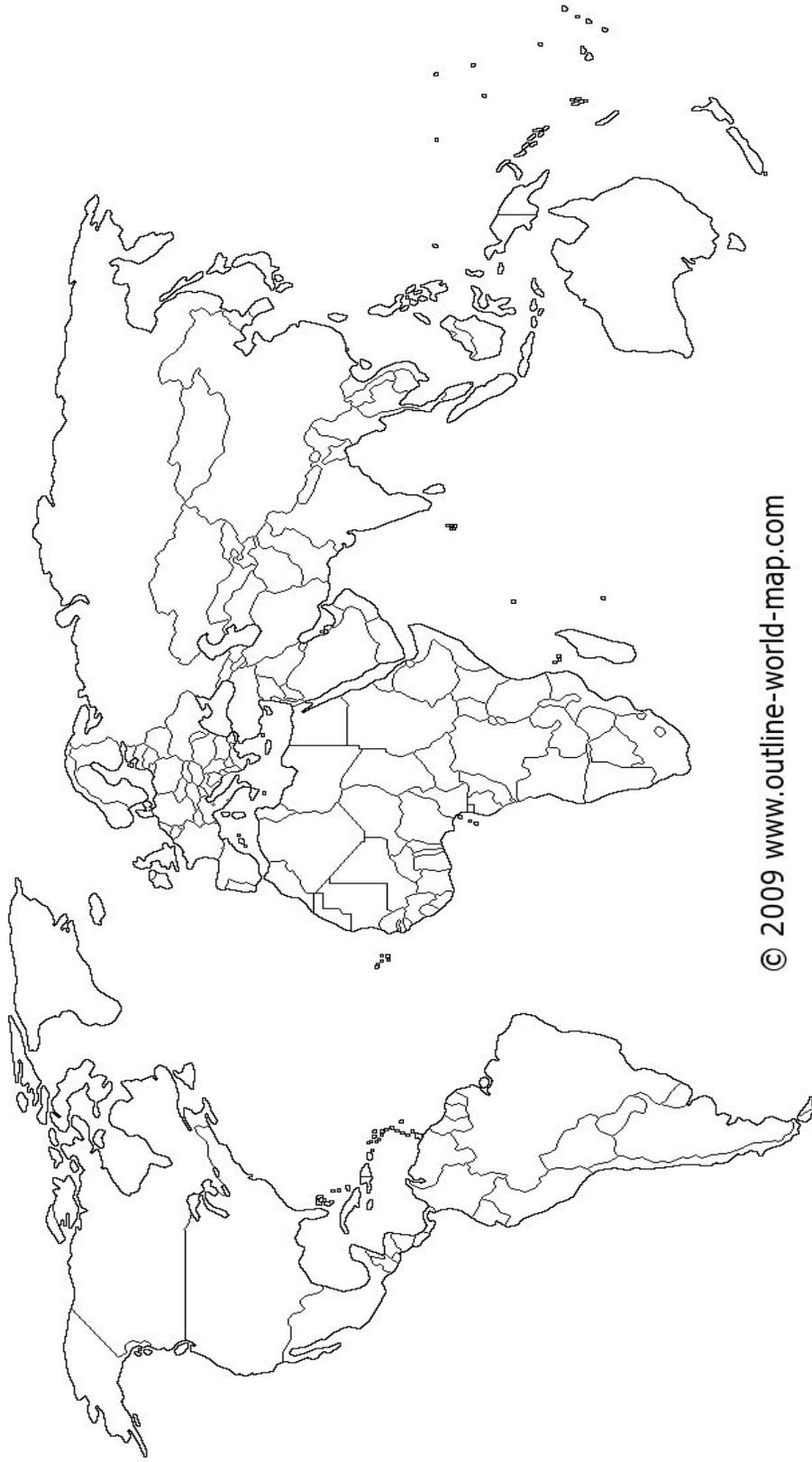
3. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
 1. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
 2. Collaborate with students, peers, parents, and community members using digital tools and resources to support students' success and innovation.
 3. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.
 4. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
 1. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
 2. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
 3. Promote and model digital etiquette and responsible social interactions related to these of technology and information.
 4. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

5. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

1. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
2. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
3. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
 1. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Appendix A



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Appendix B

GUINEA PIG POWERPOINT RUBRIC Name _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------|---|---|--|---|
| Content - Accuracy | All content throughout the presentation is accurate. There are no factual errors. | Most of the content is accurate but there is one piece of information that might be inaccurate. | The content is generally accurate, but one piece of information is clearly flawed or inaccurate. | Content is typically confusing or contains more than one factual error. |
| Sequencing of Information | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card. | Most information is organized in a clear, logical way. One card or item of information seems out of place. | Some information is logically sequenced. An occasional card or item of information seems out of place. | There is no clear plan for the organization of information. |
| Spelling and Grammar | Presentation has no misspellings or grammatical errors. | Presentation has 1-2 misspellings, but no grammatical errors. | Presentation has 1-2 grammatical errors but no misspellings. | Presentation has more than 2 grammatical and/or spelling errors. |
| Cooperation | Group delegates tasks and shares responsibility effectively all of the time. | Group delegates tasks and shares responsibility effectively most of the time. | Group delegates tasks and shares responsibility effectively some of the time. | Group often is not effective in delegating tasks and/or sharing responsibility. |
| Text - Font Choice & Formatting | Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content. | Font formats have been carefully planned to enhance readability. | Font formatting has been carefully planned to complement the content. It may be a little hard to read. | Font formatting makes it very difficult to read the material. |
| Originality | Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. | Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. | Presentation shows an attempt at originality and inventiveness on 1-2 cards. | Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. |

| CATEGORY | 4 | 3 | 2 | 1 |
|------------------|---|--|---|---|
| Background | Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic. | Background does not detract from text or other graphics. Choice of background is consistent from card to card. | Background does not detract from text or other graphics. | Background makes it difficult to see text or competes with other graphics on the page. |
| Use of Graphics | All graphics are attractive (size and colors) and support the theme/content of the presentation. | A few graphics are not attractive but all support the theme/content of the presentation. | All graphics are attractive but a few do not seem to support the theme/content of the presentation. | Several graphics are unattractive AND detract from the content of the presentation. |
| Effectiveness | Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide. | Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide. | Project is missing more than two key elements. It would make an incomplete study guide. | Project is lacking several key elements and has inaccuracies that make it a poor study guide. |
| Sounds -planning | Careful planning has gone into sounds. All sounds improve the content or \"feel\" of the presentation. | Some planning has gone into sounds. Most enhance the content or \"feel\" of the presentation, but 1-2 seem to be added for no real reason. None detract from the overall presentation. | Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation. | Sounds are not appropriate for the presentation. |

Appendix C

DAY 1 URL: <http://petguineapigcare.com/>

Find another term that refers to guinea pigs, *then click on "other types of guinea pigs"*, and count how many types there are. Identify the type of guinea pig our "Pippin" is, and explain what made you choose this type. *Click on food and diet* and create a T-chart to list of foods that are good and necessary for guinea pigs on one side of the "T", and a list of food they should *not* eat on the other side of the T-chart. (This can be done on the back of the index card).

Are guinea pigs consumers or producers?

Are they herbivores, carnivores, or omnivores? How do you know?

How long do guinea pigs generally live? Compute how many months and weeks.

What is their general length of a guinea pig when full-grown in inches? In centimeters? How long is Pippin?

Click on "Cage and Habitat". Take notes on how a guinea pig lives.

DAY 2 URL: <http://www.guinealynx.info/grooming.html>

Explain how to pick up and carry a guinea pig. What are people cautioned about?

Click on "Cleaning Tips". Does a guinea pig need to be bathed? How often?

Click on "Housing". What kind of home does a guinea pig need? What size? Where should the guinea pig house be located? Where should it not be located and why?

What kind of bedding is best? Should the cage be cleaned? How often?

Click on "Grooming". Does a guinea pig need a haircut? Do their toenails need to be trimmed?

DAY 3 URL: https://www.youtube.com/watch?v=esONT_AB_u8

Watch the video and create an idea for a toy or a trick that Pippin (our class guinea pig) might possibly be able to play with or learn. Then draw a picture of your idea on the back of the index card.

DAY 4 URL:

<http://www.npr.org/sections/thesalt/2013/03/12/174105739/from-pets-to-plates-why-more-people-are-eating-guinea-pigs>

Identify another use for guinea pigs, and write a few sentences stating your opinion about these other uses.

Are guinea pigs a predator or prey? How do you know?

Locate on a map the continent and countries that use guinea pigs in this fashion. Create a color key and color the map to identify these countries and our own country. For example, color our own country yellow, and color the countries red that use guinea pigs differently.

DAY ite 5 URL: <http://petgames.my-pet-care.com/guinea-pig-games/guinea-pig-catch.html>

Play the game and catch 4 guinea pigs in the game.

Join your partner and create another game using a fake guinea pig. The game will be described along with any pictures drawn for it on the index card. After creating the game, create a power point to summarize and share the information you have learned. The newly created game will be one of the slides within your power point. If you choose, the teacher will help you add music and animation to your power point.

Once all students have created their power points, each pair of students will prepare and present their power points.