

For the Love of Rats: Animal Adaptations

AL CCRS:

RI.4.7- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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

W.4.23- Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

W.4.27- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others.

SL.4.32- 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.

AL COS:

Life Science-4.5 – Describe the interdependence of plants and animals, describing behaviors and body structures that help animals survive in particular habitats.

ISTE Student Standards:

ISTE-3 -Students apply digital tools to gather, evaluate, and use information.

ISTE-4 -Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decision using appropriate digital tools and resources.

Project Description

Before introducing our Animal Adaptations unit, I researched which animals make the best class pets. Surprisingly, rats seemed to be at the top of many lists so I applied for a Pet Smart “Pets in the Classroom” grant. Our class was awarded one rat, a cage, and a starter kit. To help break rat stereotypes and get to know our new class pets a little better, students researched the unique physical and behavior characteristics of rats. Since we discovered rats are social animals, we ended up with three rats. In addition to promoting respect for animals, they provided wonderful hands-on learning experiences. From engineering rat playgrounds to pet photo shoots, home visits, and more, our rats ignited creative problem solving.

Activity 1: Socratic questioning- Teacher will facilitate a discussion about common stereotypes dealing with rats. Begin by asking the students to respond to the statement “Rats are so cute.”

Catherine Kenny



Catherine Kenny

Assessment:

Project Based Learning Product Rubric

Used at least three resources and rewrote information in your own words	1	2	3	4
Used time wisely and finished project in a timely manner	1	2	3	4
Can explain at least three new things learned during completion of the project	1	2	3	4
Engage effectively in a range of collaborative discussions with diverse partners	1	2	3	4

Resources:

- 1. _____
- 2. _____
- 3. _____

Three new things I learned:

- 1. _____

- 2. _____

- 3. _____

One thing I would improve if I completed this project again:

