

Walk of Wild Things

By:
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Unit Title: Walk of Wild Things

Topic: Animal Research/Collaboration

Teacher Name(s): Rebecca Crowder, Melinda Hammerschmidt, Dea Borneman

Teacher Grade: First and Third Collaborative Project

Teacher School: Greenwood Laboratory School

Teacher District: Missouri State University

Standards (Common Core and ISTE for Students, American Association of School Librarians [AASL] Standards for the 21st Century Learner):

First Grade Reading and Writing Standards

- *CCSS.ELA-Literacy.W.1.2* Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- *CCSS.ELA-Literacy.W.1.5* With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- *CCSS.ELA-Literacy.W.1.6* With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- *CCSS.ELA-Literacy.W.1.7* Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- *CCSS.ELA-Literacy.SL.1.1* Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups
- *CCSS.ELA-Literacy.SL.1.1a* Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- *CCSS.ELA-Literacy.SL.1.5* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- *CCSS.ELA-Literacy.RF.1.1* Demonstrate understanding of the organization and basic features of print
- *CCSS.ELA-Literacy.RI.1.1* Ask and answer questions about key details in a text
- *CCSS.ELA-Literacy.RI.1.5* Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text

Third Grade Reading and Writing Standards

- *CCSS.ELA-Literacy.W.1.2* Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- *CCSS.ELA-Literacy.W.1.4* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- *CCSS.ELA-Literacy.W.1.5* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- *CCSS.ELA-Literacy.W.1.6* Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- *CCSS.ELA-Literacy.W.1.7* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- *CCSS.ELA-Literacy.W.1.9* Draw evidence from literary or informational texts to support analysis, reflection, and research.
- *CCSS.ELA-Literacy.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.SL.2* Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- *CCSS.ELA-Literacy.SL.5* Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- *CCSS.ELA-Literacy.L.1* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- *CCSS.ELA-Literacy.L.2* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- *CCSS.ELA-Literacy.L.5* Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- *CCSS.ELA-Literacy.RF.4* Read with sufficient accuracy and fluency to support comprehension.

ISTE Standards-S

- ***Communication and Collaboration***
 - 2-b: communicate information and ideas effectively to multiple audiences using a variety of media and formats
- ***Research and Information Fluency***
 - 3-a: plan strategies to guide inquiry
 - 3-b: locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
 - 3-c: evaluate and select information sources and digital tools based on the appropriateness to specific tasks

- 3-d: process data and report results
- **Technology Operations and Concepts**
 - 6-b : select and use applications effectively and productively

AASL Standards for the 21st Century Learner

- **Inquire, think critically, and gain knowledge**
 - 1.1.9 Collaborate with others to broaden and deepen understanding
 - 1.4.3 Monitor gathered information, and assess for gaps or weaknesses
- **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge**
 - 2.1.2 Organize knowledge so that it is useful
 - 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings
 - 2.2.4 Demonstrate personal productivity by completing products to express learning
- **Pursue personal and aesthetic growth**
 - 4.1.8 Use creative and artistic formats to express personal learning

Essential Question:

How are animals interdependent with one another and with their environment?

Criteria for Success (How will you know students have gained the understanding of the concepts?):

- Students will demonstrate knowledge of their animal and its impact by presenting information in a variety of formats, including written and oral expression.
- Final Student products include:
 - An online book, with illustrations
 - Presentation board to present information to targeted audience
 - Oral presentation to targeted audience at which they present in first person

Resources (What resources will you and your students use?):

- **Computer Equipment to type in books—can be done in rotations**
- **Teacher Resources**
 - Rasinski, T., Harrison, D., & Faucett, G. (2009). *Partner poems for building fluency: Grades 4-6: 40 engaging poems for two voices with motivating activities that help students improve their fluency and comprehension.*

- **Variety of Nonfiction Books on animals**
 - *Benchmark Rockets Series: Animals*. New York, NY : Marshall Cavendish Benchmark, 2009-2010
 - *Zoo Animal Series*. New York, NY : Marshall Cavendish Benchmark, 2008-2010
- **Variety of Websites**
 - Enchantedlearning.com
- **Trifold Sites**
 - <http://www.trumanlibrary.org/histday.htm>
 - http://www.sciencebuddies.org/science-fair-projects/project_gallery.shtml
 - <http://school.discoveryeducation.com/sciencefaircentral/Science-Fair-Presentations/How-to-Create-a-Winning-Science-Fair-Display-Board.html>
 - <http://office.microsoft.com/en-us/templates/TC010162651033.aspx?pid=CT101172751033>
- **Bibliography Sites**
 - <http://easybib.com/cite/form/website>
 - <http://easybib.com/cite/form/book>

Management (How will students share technology resources? How will you break up the lesson into segments-the number of hours or days?)

- Two-four, 60-minute periods to introduce research folder, organization of project, bibliography card format, and discuss scoring for each part of the project
- Eight-fourteen days to conduct research, and write rough draft paragraphs during shared 40 minute writing time
- One 60-minute period to model writing paragraph from research notes
- Two-three, 40 minute periods to type panels for presentation boards(third grade), actual board to be completed at home (first grade)
- Four, 40 minute periods to practice two-voice poem
- Eight, 40 minute periods to type books into online publisher (this varies depending on availability of technology)
- One 90-minute time frame for Open House—Walk of Wild Things

Learner Diversity (What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project? Are there any special considerations such as assistive technologies or second-language learning to take into account?)

- Books were selected at a variety of reading levels to target both low and high readers.
- Research Buddies were partnered based on reading levels
- Variety of products to address differentiated learning styles

Engage:

Capture the students' attention, stimulate their thinking and help them access prior knowledge.

Day 1-4

Day 1 (1 hour)

- Introduce Research Project—Walk of Wild Things
 - Discussion on enduring understanding: Why do we study animals? Why are they important? [We are all interconnected and require one another to live]
 - Pose essential question: How are animals interdependent with one another and with their environment?
 - Hand out Needs Assessment [Appendix A] prior to the beginning of the unit. This will be given again at the end of the unit to assess growth in research skills.
- Selection of animals
 - Hand out list of animals [see Appendix A]
 - Go over list with students, pronounce each name
 - Third grade has been instructed prior to meeting with first grade to discuss choices with their research buddy. We discussed fair ways to arrive at decisions.
 - Students are to choose their top 5 choices; they are to number their top choice #1, second choice #2, and so on. Teacher then collects the lists, review choices, and makes assignments.
- The remaining time will be spent going over the instruction packet and the scoring guides. [see Appendix B]

Day 2 (1 hour) Discussion: Types of questions to guide research

- Assign discussion groups
- Task: Brainstorm questions you will want answered as you research your animal. You will have 10 minutes and then we'll meet back as a class.
- As students share the questions they chose, type them on SmartBoard in random pattern.
- Now ask: "How could we categorize these questions to organize our research? Can you see anything the questions might have in common?" (You want minimum of 3 categories of habitat, diet, anatomy.)
- Create a chart in Smart Notebook and sort questions as the students decide its category.
- Brainstorm additional questions, if any, that need to go in each category as a class.
- Hand out animal assignments—do this as one group, with both first and third graders. Make it fun to build excitement about the project.

Day 3-4 (1-2 hours) Discussion: Research folder and procedures

- Introduction to research folder [picture in Appendix A]

- Hand out 1 manila folder with four library pockets hot glued into inside of folder to each student
- Pull up chart from categories discussion yesterday [habitat, diet, anatomy]
- Students label library pockets to fit the research categories; fourth pocket is to be labeled "resources".
- Introduction to conducting research
 - Use National Geographic page about animals
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/baldeagle/>
 - Model reading information and recording the important information.
 - Show page one of the site and read for students.
 - Ask: Thinking about the categories we chose to research, what information from this passage is important to record?
 - Students should be able to identify that while there is interesting information on the page, most does not fit our categories, with the exception of "a bald eagle is not really bald". (page 2 of the site has better information for our categories)
 - Highlight/underline the information on the screen as students identify.
 - Demonstration of fact cards—demonstrate how to record the information from above on the note card. Pass out a supply (3-5) of 3 X 5 index cards to each student. Teacher should also have 3-5 cards. [see Appendix A]
 - "Fact Cards"—one fact per card— Discuss that the fact is important at this point, not sentence structure. Teacher will model filling out the index cards for the facts (fact card) from this site, the resource card for this page, and the numbering system.
 - Example card: wing span can be up to 8 feet across (page 2 of the site)
 - Where would we place this card within our research folder? [anatomy] Have kids place it in the appropriate pocket of their folder.
 - "Resource cards"—identifying the resources used.
 - One 3X5 note card per source
 - Each source should be numbered

- Example: Place #1 (because this is our first source) in the upper right hand corner of the first resource card and write <http://kids.nationalgeographic.com/kids/animals/creaturefeature/baldeagle/>

They should also write the name of the source—National Geographic

- Correlation between resource cards and fact cards
 - Each fact card should have a number that tells which resource that fact was found in. At this time we will label our first fact card with #1 in the upper right hand corner to show that our information about wingspan came from the National Geographic website.
- We then continue to fill out 2 additional cards from this page, and number them to match the resource card. (All fact cards at this point should have #1 in the upper right hand corner).
- Resource Card #2: Model using a second source so that students see how to follow through with numbering the cards.
 - Second source: <http://kids.sandiegozoo.org/animals/birds/bald-eagle#animals>
 - Read the paragraph with the students
 - Identify information
 - Fact card: "Can fly at speeds up to 200 miles per hour", this card should have a #2 in the upper right hand corner
 - Resource Card: #2 in upper right corner; web address in the middle, and the name of the source (San Diego Zoo)
 - Discuss which category this fact would fit.
 - Continue until students understand the process; use a fact that would go into each of the categories.
- Discussion of information required for resource cards
 - Teacher will identify information that is to be found for each type of resource.
 - Students use their 3X5 cards to write the information that is required for each type of resource. We use general guidelines, especially with web addresses, because author is not always readily available. I emphasize finding the name of the web site and the web address.

- Decorate cover of folder
 - Must have student's name, research buddy's name, the name of animal and of animal from Internet.

Explore:

Give students time to think, plan, investigate and organize collected information.

Days 4-13

- Students conduct research.
- Each day students will have research/writing time, as well as sharing time with their research buddy. In the beginning, all students are researching, but soon move to working at various stages of the project.
 - Research time: 35-40 minutes
 - Students read from a variety of resources, fill out fact and resource cards, and categorize information into their research folder.
 - Writing time
 - Students begin writing their paper with the habitat paragraph by using fact cards to organize writing into a logical paragraph. Students must write a rough draft and have it approved before typing the paragraph in Bookbuilder. All rough draft paragraphs must be approved by teacher by the due date. The due dates are set to ensure that all students are progressing at an appropriate pace towards the final due date.
 - Illustrations for books are drawn by the research buddies. Teachers then took pictures of their illustrations and uploaded them to a central file accessible by classroom computers. Students then accessed their illustrations from their file to import to Bookbuilder.
 - Once habitat, diet, and anatomy paragraphs are completed by most students, a mini-lesson to review opening and closing paragraphs is conducted with the third graders.

Explain:

Involve students in an analysis of their explorations. Use reflective activities to clarify and modify their understanding.

- Students are encouraged to discuss their animal with classmates during sharing times once a week. Students should be encouraged to ask questions about the animal. Students are also asked questions by the teacher as their rough drafts are approved to ensure that they understand.
 - Sharing time: 15 minutes once a week
 - Each student should share information they found that week.

- The sharing group should listen carefully as others share
- Make suggestions for information the student might look for next time.

Elaborate:

Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.

- Students are to reflect upon the essential question: *How are animals interdependent with one another and with their environment?*
 - Within their sharing group, students are to reflect upon their animals' connection to other animals and the environment. They should answer the questions:
 - What would happen if my animal disappeared from the environment?
 - If my animal is a carnivore, what would happen to animals that prey on my animal?
 - If my animal is an herbivore, what would happen to the plants that my animal eats?
 - What would happen to my animal if it's food source disappeared?

Evaluate:

Evaluate throughout the lesson. Present students with a scoring guide at the beginning. Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do. Consistent use of scoring tools can improve learning.

- Students will complete a research folder with data collected from reading in the form of fact cards and resource cards.
- Students will complete a 5-paragraph book with correct use of the rules for standard English.
- Students will give an oral presentation to classmates, parents, and staff, to demonstrate knowledge of information learned.
- Students will publish an online book to demonstrate knowledge of the topic.

The eMINTS staff has adapted this form from materials available at this website:

<http://www.mdk12.org/instruction/curriculum/science/5emodel.html>.

APPENDIX A

Teacher Resources

Surveys

Scoring Guides

Animal Selection List

Bookbuilder Directions

Two-Voice Poem Graphic Organizer

Sample Artifacts

Needs Assessment

**to determine participant level of confidence and areas for instruction. Students will put an X through their choice.

1. Do you know what research is?



2. Do you know how to create a research plan?



3. Do you feel confident in your ability to summarize information?



4. Do you feel you can identify important information from informational text?



5. Do you need help to understand information?



6. Do you know how to use an index?



7. Do you know how to use a table of contents?



8. Do you know how to find resources at your reading level?



9. Do you know where to locate information?



10. Do you know how to organize your information?



11. Do you know what a source is?



12. Do you know how to determine if a resource is reliable?



Smiley faces courtesy of: <http://iconbug.com/search/q/smiley/?pg=2>

Walk of Wild Things Oral Presentation Scoring Guide



Fair



Good



Excellent

1. I spoke with enthusiasm and expression.



2. I spoke clearly.



3. I had my presentation memorized and spoke fluently.



4. I maintained eye contact with the audience.



5. I spoke with an appropriate volume.



6. My partner and I had our presentation well-timed.



Walk of Wild Things Student Collaboration Scoring Guide



Fair



Good



Excellent

1. I treated my partner with respect.



2. I behaved responsibly throughout the project.



3. I communicated with my partner effectively.



4. I conducted my research and shared information correctly.



5. I worked with my partner to complete the project.



Walk of Wild Things Observation Field Guide for Student Collaboration

Rating Scale: 3=Excellent 2=Good 1=Fair

Researcher developed for targeted skill set. Researchers will observe all students and assess targeted skills throughout the program.

Dimension	Skill	Skill	Skill	Skill
Respect	Student listens attentively Rating:	Student does not interrupt Rating:	Student disagrees politely Rating:	Students work together Rating:
Responsibility	Student completes work on time Rating:	Student is prepared Rating:	Student exhibits effective use of time Rating:	Student consistently works towards goals Rating:
Communication	Student encourages their partner Rating:	Student participates in discussions Rating:	Student is part of the decision making process Rating:	Student uses age appropriate vocabulary Rating:
Research and information sharing	Student gathers information Rating:	Student shares useful ideas Rating:	Student records information correctly Rating:	Student cites sources Rating:
Collaboration	Both students contribute to the project Rating:	Students share the work Rating:	Students use problem solving strategies Rating:	Students take turns Rating:

Walk of Wild Things
Written Book
Scoring Guide



Fair



Good



Excellent

1. My ideas are presented clearly using grade appropriate vocabulary.



2. My writing is on topic and conveys the message clearly.



3. My writing includes appropriate details.



4. I have written in an organized and fluent way.



5. I have written using standard conventions of English capitalization, punctuation, and spelling.



Walk of Wild Things

Written Book Rating Checklist

Student Names	Ideas Are Presented Clearly Using Grade Appropriate Vocabulary	Writing Is On Topic Conveying Message Clearly	Writing includes appropriate details for task	Written in organized and fluent manner	Written with conventions of standard English capitalization, punctuation, and spelling
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

Rating Scale: 4=Always 3= Usually 2=Sometimes 1=Rarely

Adapted from several sources MH and RC 2013

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Walk With The Wild Things

Partner Responsibility

Rating Checklist

Rating Scale: 3=Excellent 2= Good 1=Fair

Student Names	Student Completes Work On Time	Student Is Prepared	Student Is Focused On Task	Student Consistently Works Toward Group Goals	Student Exhibits Effective Use of Time
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

Adapted from several sources MH and RC 2013

Walk With The Wild Things

Partner Respect Rating Checklist

Rating Scale: 3=Excellent 2= Good 1=Fair

Student Names	Students Listen Attentively	Students Do Not Interrupt Partner	Students Disagree Politely	Students Work Together Respectfully	Students Ask Questions Respectfully
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

Walk of Wild Things Partner Communication Rating Checklist

Rating Scale: 3=Excellent 2= Good 1=Fair

Student Names	Student Exhibits Problem Solving Strategies	Student Participates In Discussions	Student Is Part Of The Decision Making Process	Student Uses Age Appropriate Vocabulary
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

Walk of Wild Things

Partner Research and Information Sharing Rating Checklist

Rating Scale: 3=Excellent 2= Good 1=Fair

Student Names	Student Gathers Information	Student Shares Useful Ideas	Student Records Information Correctly	Student Cites Sources
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

Adapted from several sources MH and RC 2013

Walk With The Wild Things
Partner Collaboration
Rating Checklist

Rating Scale: 3=Excellent 2= Good 1=Fair

Student Names	Student Contributes To The Project	Student Shares The Work	Student Encourages Their Partner	Student Assist Their Partner
1.				
2.				
3				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

Adapted from several Sources MH and RC 2013

STUDENT SELECTION LIST

NUMBER	ANIMAL	RESEARCH BUDDIES
1	ALLIGATORS	
2	BATS	
3	BOAS	
4	CHEETAHS	
5	COYOTES	
6	CROCODILES	
7	ELECTRIC EELS	
8	ELEPHANTS	
9	GIRAFFES	
10	HUMMINGBIRDS	
11	JAGUARS	
12	KANGAROOS	
13	LIONS	
14	PANDAS	
15	PARROTS	
16	PLATYPUS	
17	CHEETAHS	
18	RACCOONS	
19	SCORPIONS	
20	SEA HORSES	
21	SHARK	
22	TASMANIAN DEVIL	
23	TIGERS	
24	WOLVES	

Research Questions Session

Questions the students came up with during small group brainstorming session. After brainstorming, students shared with class and we decided on research categories. Then we sorted questions into the correct category.

WWWIT QUESTIONS - SMART Notebook

File Edit View Insert Format Draw Help

Are they able to pick things up? How many bones do they have? Are they a good pet?

Is it a mammal? Do they live in water?

Are they fish or whales? Do they have gills? What state or country do they live in?

How do they survive? Can they swim?

What does their skin feel like? Why can't they talk? Are they cold-blooded or warm-blooded?

What color are they? How many eyes do they have? What does their poop look like?

How do they sleep? How big can they get?

What is their habitat? How smart are they? How long can they live?

Is it deadly and if so how deadly is it? Can it stand the cold weather?

Do they fly? Do they have fur? Can they stand the hot weather?

Where do they live? Will they hurt people? How big is their tail?

Do they have lots of teeth? Is it a herbivore, carnivore, or omnivore? How many legs do they have?

11:33 AM
Friday
2/21/2014

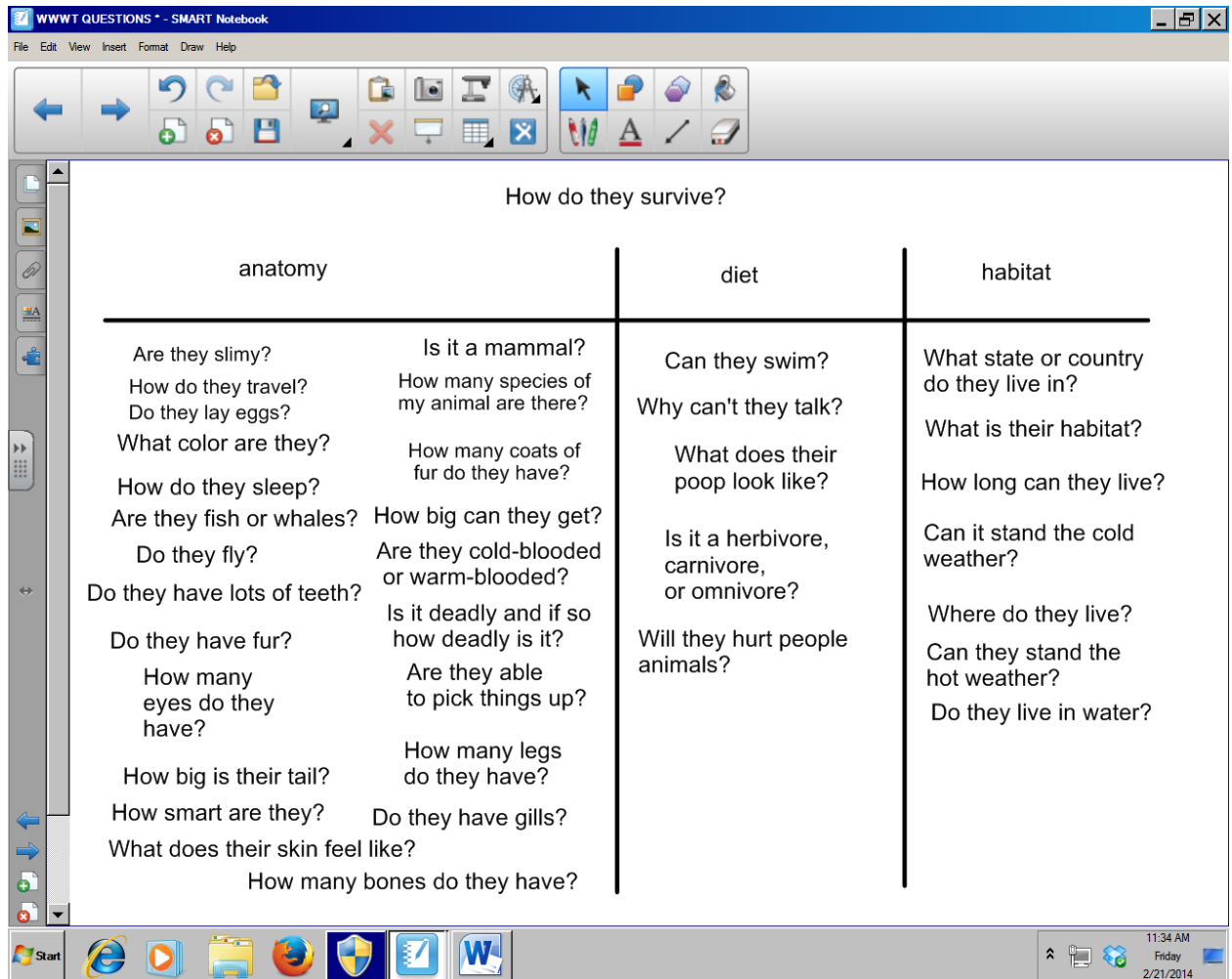


Figure 1 After we categorized questions into appropriate research area.

Two-Voice Poem
Graphic Organizer

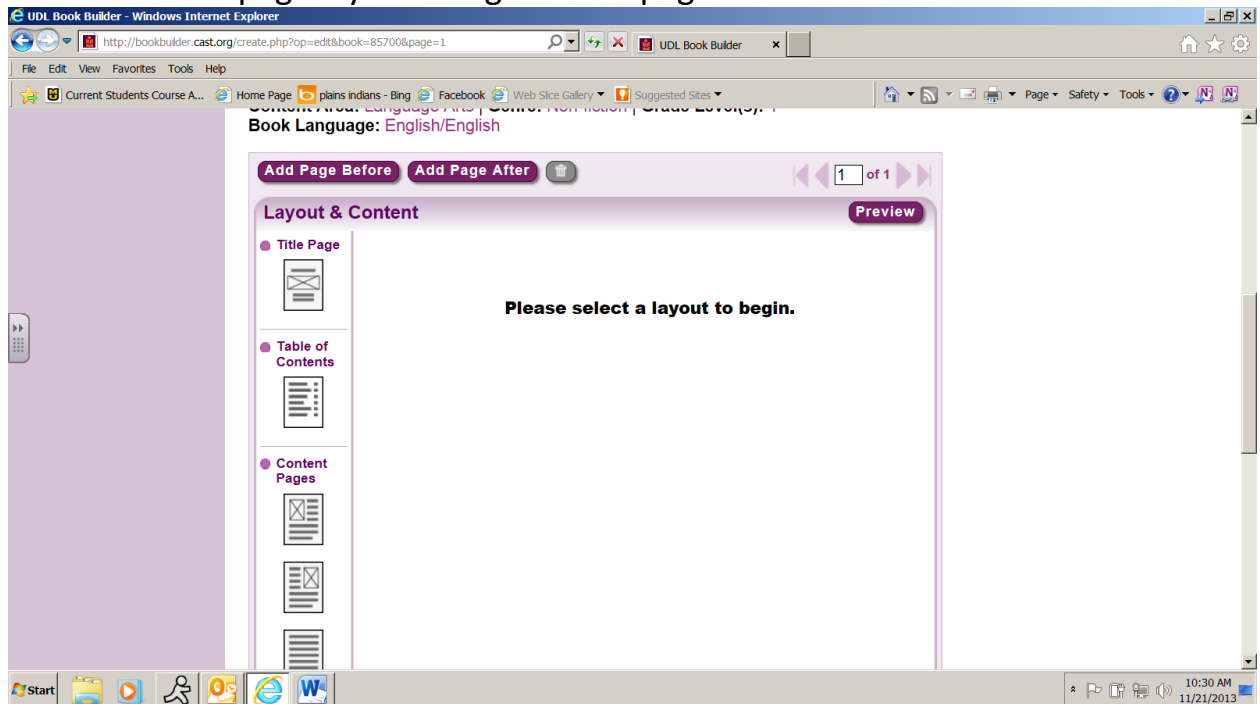
Students are allowed to change prescribed words if they do not fit their situation.

Voice 1	Both Voices	Voice 2
I am the _____		
		I am the _____
	We are the _____	
I live in (range) _____		
		My habitat is (environment) _____
	We like (type of climate) _____	
I like to eat		
		I eat _____
I eat _____		
		I eat _____
I eat _____		
	We eat for energy	

I get eaten by _____		
		I also get eaten by _____
	We are all part of the food chain	
My Body is _____		
		I have (anatomy) _____
I have (anatomy) _____		
	We have (anatomy) _____	
		My _____ help me move
My _____ helps protect me		
	We are _____ (size) Long	
I can (interesting fact) _____		
		I can (interesting fact) _____
	I can (interesting fact) _____	
I am the _____		
		I am the _____
	We are the	

Book Builder Directions

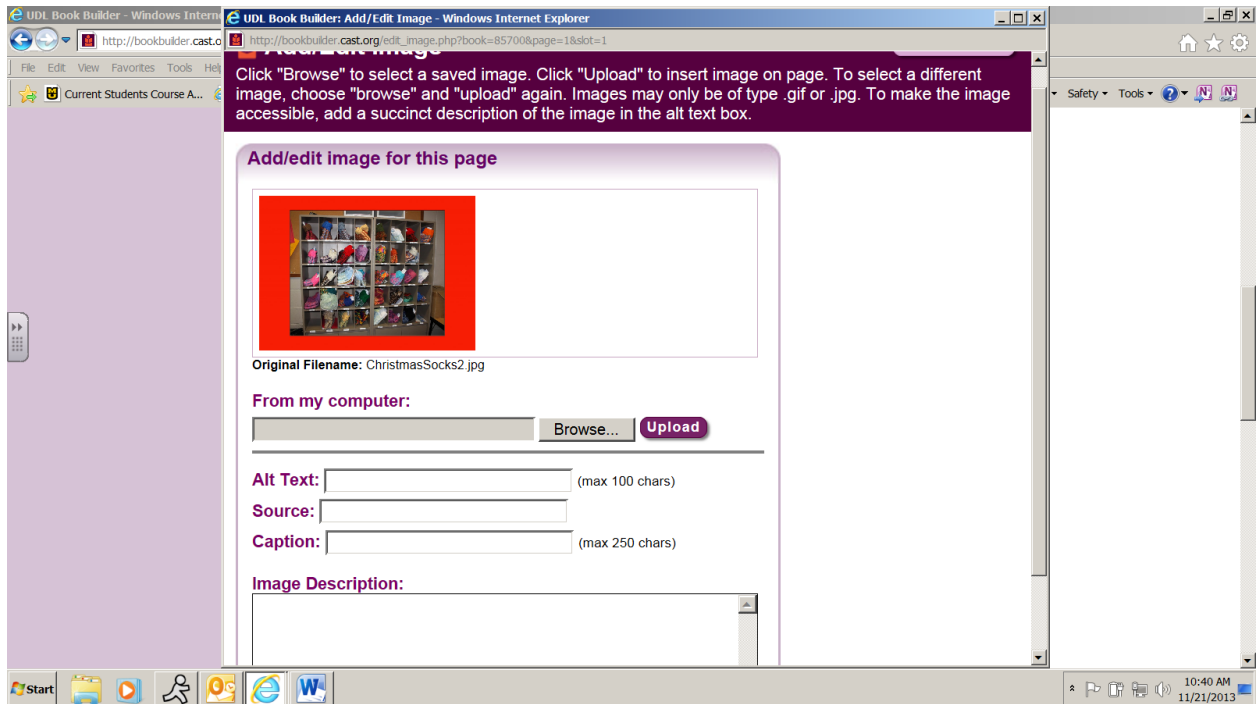
1. Login (Teacher will need to set up a general account for students to use)
2. Choose “Create and Edit My Books”
3. Choose “Start a New Book”
4. Type in Title of the Book—Your animal
5. Type in the Author names—first names only
6. Type in Illustrator names—first names only
7. Type in Greenwood Laboratory School under School/Group
8. Choose Language Arts
9. Choose Non-fiction
10. Choose 1 and 3 under grade level
11. Book Language-English
12. Choose your paper orientation-landscape or portrait
13. Choose up to 3 coaches (just choose one for demonstration)
14. Click submit
15. On the left are page layout designs—title page



16. On the right you will need to click “add/edit text” to add information.
Once you have entered information, do not forget to click save.
Change font and size as you want.

17. Second box is for your animal picture.

- a. Click “add image”
- b. Click “browse”
- c. Choose third grade folder, 2013-2014, then animal research, then your name
- d. Click on picture to be inserted and click “open”
- e. Click “upload”
- f. Click “save”



18. Click on add text for third box

- a. Put “written by name and name”
- b. A First-Third Grade Collaborative Book
- c. Published by “Cast UDL Book Builder”
- d. Click “save”

19. At the top of the screen is a “preview” button, click on this now to see the cover at this point. After viewing, if you can make changes by clicking on “add/edit text” for the section you want to change.

20. Click on “Table of Contents” (can’t add anything at this point)

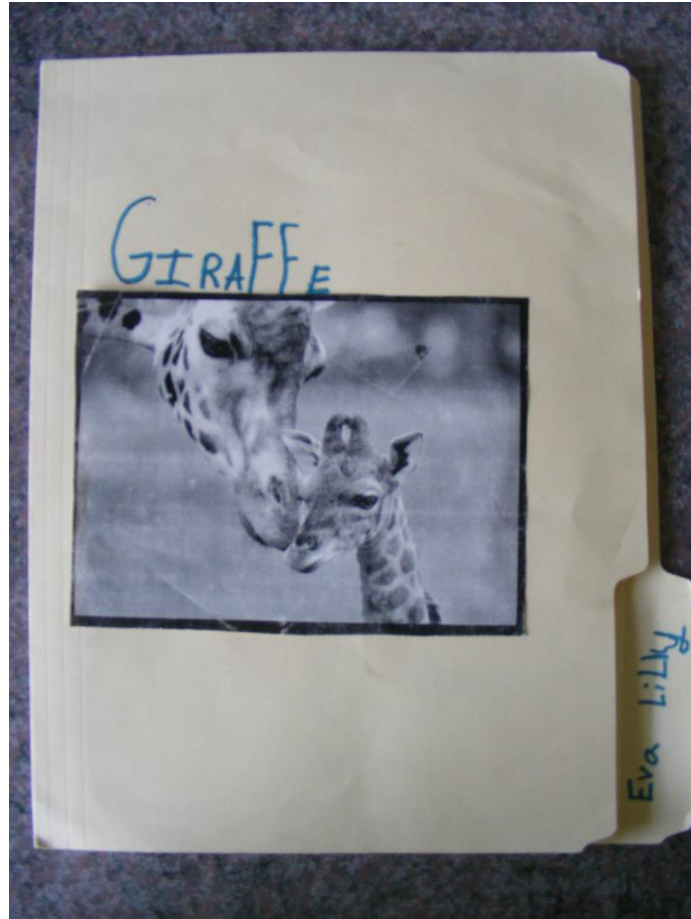
21. The next section is “content pages” where you have several options of layout design. Choose the design you want to work with—it can change for each page, or stay the same.

- a. Click on “add page after” then you can select layout design.

- b. From here you continue to add text and images for your book, using this system.
- 22.To add a question or comment from the coach
- a. Click on “add edit” under the coach you want to speak
 - b. Type what you want the coach to say in the box
 - c. Click “save”
- 23.When you are done with a page, click “add page after” and repeat step 21.
- 24.If you want the students to read their story, then you will need to record them reading the pages and save as an mp3 file. They can then import these into the story.
- 25.When done with book, click book completed.
- 26.Book can be downloaded as a PDF.

Research Folder

Outside Cover



Inside of folder

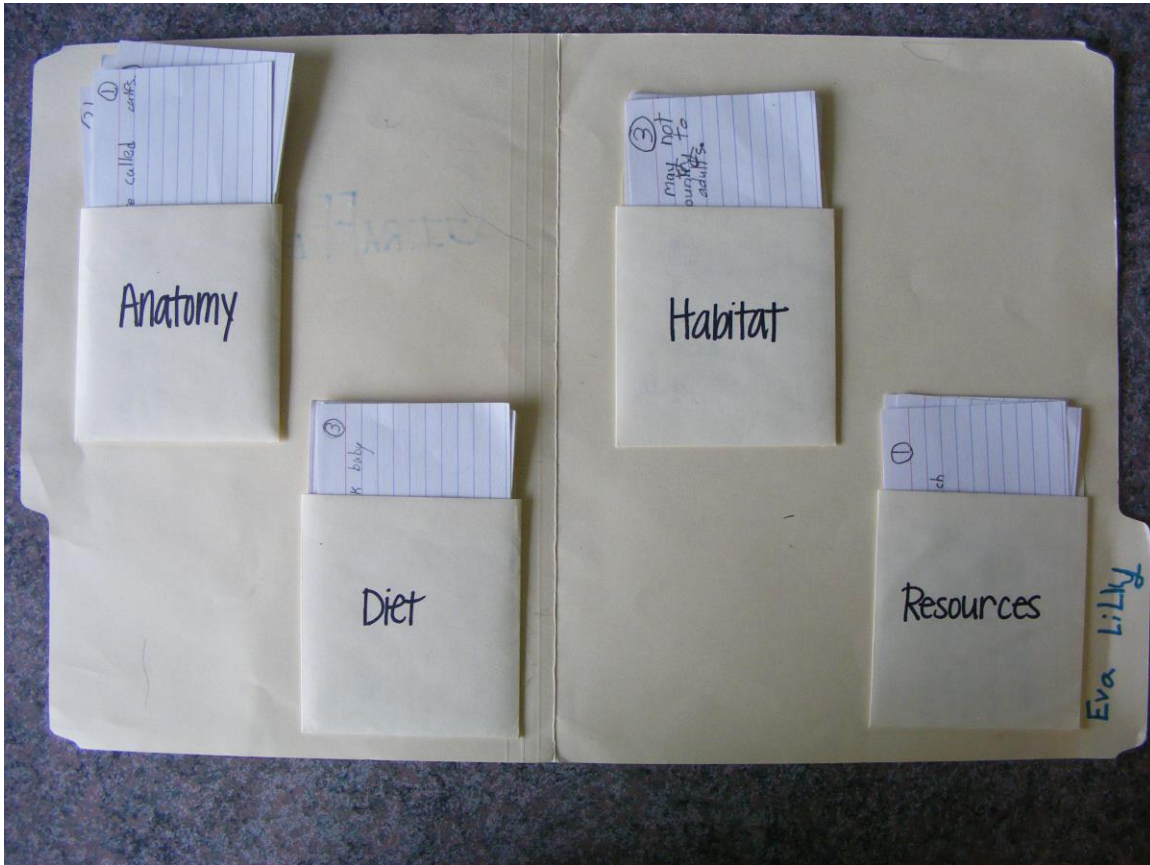


Figure 2 Library Pockets are labelled and hot glued into place prior to giving to students.

Fact Cards
One fact per card
Number corresponds to the resource

②
Mother giraffe will kick
enemies to scare them
away.

Figure 3 This card came from their second resource.

F
③
Lions, leopards, and hyenas attack baby
Giraffe.

Figure 4 This fact came from their third resource.

Resource Cards

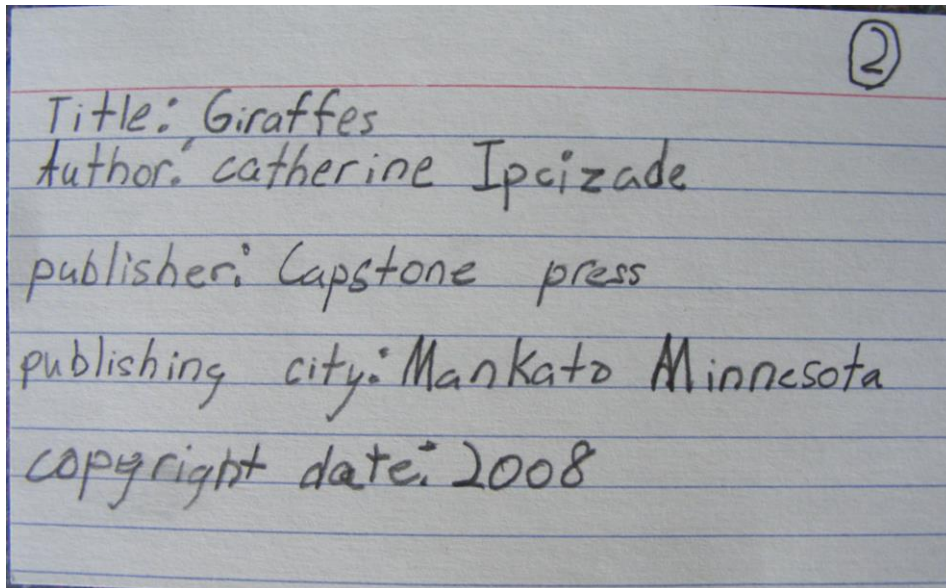


Figure 5 This resource corresponds to all fact cards with a number two in the upper right hand corner.

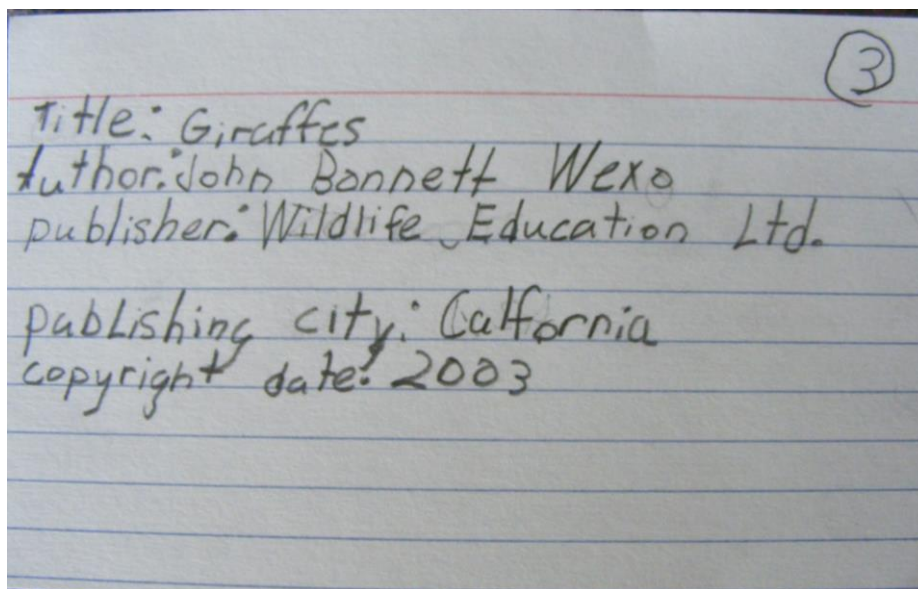


Figure 6 This resource card corresponds to all fact cards with a number three in the upper right hand corner.

APPENDIX B

Parent/Student Instruction Packet

Walk of Wild Things Reading Buddy Research Project

Welcome to the Annual Walk of Wild Things research project. This project was designed to be a collaborative effort between first and third grade and will involve reading buddies selecting an animal to research. For the most part all work will be done in class; however, there will be an evening performance event on Friday, December 6.

Program Objectives:

- Students will demonstrate knowledge gained through written and oral expression
- Students will read non-fiction material and identify pertinent information
- Students will practice cooperative learning skills
- Students will be able to explain a basic, introductory research plan
- Students will practice appropriate note-taking skills

Dates to Note:

Habitat research, paragraph, and illustration: complete by November 14

Diet research, paragraph, and illustration: November 18

Anatomy research, paragraph, and illustration: November 20

Introductory page and illustration complete by: November 22

Concluding page and illustration complete by: November 22

Book Complete by: November 26

Two Voice Poem complete by: December 3

Walk of Wild Things Presentation Night: December 6

Third graders will need to bring a package of 3 X 5 lined index cards as soon as possible. These may be white or colors, whatever the student wants. Third graders will type their Tri-Fold panels at school and these will be sent home with the first graders.

First graders will be completing a tri-fold board to put on display for the Walk of Wild Things. This is part of their sharing for the first grade classroom and a separate page is being sent home to explain the expectations for the board.

Third grade will type the panels for the board and these will be sent home with the First graders by November 22.

First graders will choose illustrations for the board and decorate the board with their parents. The boards are due back to school no later than December 2 for first grade sharing time.

For the evening performance event, students can dress up as their animal. Please keep it simple (ie...a sweat suit in the animal's color, headband with ears, and a tail!). If you cannot locate an animal costume for your child, then a dress up outfit is appropriate.

Visual Presentation

Tri-Fold Presentation Board

The Tri-fold can be purchased at stores like Wal-Mart and IPA. They can be white or a color (it's up to you!). It can be with or without a header. The Tri-fold will be on display at the Walk of Wild Things. **The tri-fold must be 36 inches by 48 inches.**

*****THE TRI-FOLD BOARD WILL NEED TO BE COMPLETED AT HOME—we do not have room in our classroom for students to work on them. We will print the panels at school, but we are asking that you assemble them at home. The students will need help with these, but do not do it for them. This is a great learning opportunity to discuss how to prepare a visually appealing presentation. We will discuss in class the importance of considering balance, color, font choices, and mounting the panels. Use RUBBER CEMENT to mount everything on the board (this is better than regular glue, and if it spills—just wait until it dries and then 'roll' it off. It also does not make the papers bumpy, and if you need to remove a panel and reposition it is much easier and does not ruin the board.)**

The following items need to be on the Tri-fold:

- At least one habitat panel
 - At least one diet panel
 - At least one anatomy panel
 - At least one interesting facts panel
 - A panel that tells what would happen if this animal disappeared
 - A panel that gives 3 questions you would still like to find out about your animal
 - Pictures of the animal, its diet, its anatomy, and a map showing the range. Other pictures can be included as the child wants.
-
- Panels and pictures should be mounted on construction paper/card stock then mounted on the presentation board

- Space should be utilized—there should not be big spaces with no information, nor should panels' pictures be all scrunched up—think Balance!
- You will need to use **rubber cement** to place panels/pictures on the board (**make sure you use this in a well-ventilated area!**)
- You can go to the following websites to see samples of completed boards from a science fair:
 - http://www.sciencebuddies.org/science-fair-projects/project_gallery.shtml
 - <http://school.discoveryeducation.com/sciencefaircentral/Science-Fair-Presentations/How-to-Create-a-Winning-Science-Fair-Display-Board.html>

this website gives helpful hints for creating a presentation

You can go to this website to view PowerPoint's from History Day that will show some nice presentation boards. Scroll down and click on "example of exhibit boards" in the shaded green area.

<http://www.trumanlibrary.org/histday.htm>

Remember to be creative! While there are some common factors in the information on the board, your choice on how to present that information leaves a lot of room for creativity as you will see if you take a look at the samples on the website.

APPENDIX C

Evaluation Questions Logic Models

Walk of Wild Things Logic Model for Process Evaluation

A Walk With the Wild Things A collaborative research project with first and third grade students.			
Strategies	Inputs	Outputs	Outcomes
<ul style="list-style-type: none"> • Reading strategies 	<ul style="list-style-type: none"> • Instructional delivery of strategies 	<ul style="list-style-type: none"> • Application of variety of reading strategies to meet students' individual needs 	<ul style="list-style-type: none"> • Comprehension improves as represented by Lexile scores • Increased fluency rate
<ul style="list-style-type: none"> • Research Process 	<ul style="list-style-type: none"> • Determine Instructional Methods • Planning for individual student levels and abilities 	<ul style="list-style-type: none"> • Utilize instructional level for skill development 	<ul style="list-style-type: none"> • Students will describe and implement a basic research process
<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Variety of Instructional approaches for best practices in writing 	<ul style="list-style-type: none"> • Students write and illustrate a book • Students will publish book online 	<ul style="list-style-type: none"> • Students will share information using written and visual expression
<ul style="list-style-type: none"> • Speaking 	<ul style="list-style-type: none"> • Variety of instructional strategies for public speaking 	<ul style="list-style-type: none"> • Students present a two-voice poem for parent and student audience • Speaking skills rubric 	<ul style="list-style-type: none"> • Students will share information using oral expression • Students demonstrate age appropriate speaking skills
<ul style="list-style-type: none"> • Collaboration 	<ul style="list-style-type: none"> • Instruction in cooperative learning skills 	<ul style="list-style-type: none"> • Demonstration of appropriate collaboration skills • Observation checklist 	<ul style="list-style-type: none"> • Students demonstrate cooperative work skills
<ul style="list-style-type: none"> • Evaluations and Assessment -Prior to instruction, during instruction and at the completion 	<ul style="list-style-type: none"> • Administration of Likert scale before and after project • Scholastic Reading Inventory (SRI) • Developmental Reading Assessment (DRA) 	<ul style="list-style-type: none"> • Self-evaluation • Lexile for each student prior to instruction and at the completion 	<ul style="list-style-type: none"> • improvement in student survey mean • Increase in Lexile reading level

Walk of Wild Things
Cost Effectiveness Logic Model

A Walk With the Wild Things A collaborative research project with first and third grade students.			
Category	Category Expanded	Cost	Collection Process
<ul style="list-style-type: none"> • Personnel 	<ul style="list-style-type: none"> • Teacher (s) • Janitors • Student Workers 	<ul style="list-style-type: none"> • Contracted 	<ul style="list-style-type: none"> • Collection of relevant salary data, then prorate according to time involved in unit to time allotted to monthly teaching/janitorial services • Compute hourly wage spent on unit by student workers
<ul style="list-style-type: none"> • Facilities 	<ul style="list-style-type: none"> • Classroom(s) • Gymnasium 	<ul style="list-style-type: none"> • Contracted 	<ul style="list-style-type: none"> • Collection of relevant data for use of classrooms and gymnasium. Prorate utilities, use assigned value for classroom/gymnasium for appropriate time involved
<ul style="list-style-type: none"> • Equipment 	<ul style="list-style-type: none"> • Computers • Research books 	<ul style="list-style-type: none"> • Contracted 	<ul style="list-style-type: none"> • Collection of relevant data from business office/technology department • Collection of relevant data from library on cost of books
<ul style="list-style-type: none"> • Other 	<ul style="list-style-type: none"> • Copies • Testing supplies • Table cloths • Tables 	<ul style="list-style-type: none"> • Contracted 	<ul style="list-style-type: none"> • Collection of data from business office or administration regarding cost of copies and testing costs • Collection of receipts for cost of table cloths • Collection of data from business office regarding cost of tables for the performance event

DATA COLLECTION AND ANALYSIS

WHAT	WHERE	HOW	WHO	PURPOSE	WHEN
STUDENT SURVEY	<ul style="list-style-type: none"> Private school First grade classroom Third grade classroom 	<ul style="list-style-type: none"> Copies made Handed out in class Oral directions given 	<ul style="list-style-type: none"> First and third grade students 26-first graders 24 third graders 	<ul style="list-style-type: none"> To determine student perception of their research knowledge 	<ul style="list-style-type: none"> All students take on same day prior to start of project All students take on same day following project
OBSERVATION CHECKLIST	<ul style="list-style-type: none"> Private school First grade classroom Third grade classroom 	<ul style="list-style-type: none"> Researcher constructed Utilizes common collaborative skills they are targeting Researchers will observe student interactions during student work time and make field notes with the checklist Students will be divided so researchers are not observing all students Specific skills will be targeted each class time 	<ul style="list-style-type: none"> First and Third grade students participating in the project 	<ul style="list-style-type: none"> To determine effective use of collaborative skills To analyze interaction between students of multi-ages 	<ul style="list-style-type: none"> During student work times Throughout project

SRI	<ul style="list-style-type: none"> • Computer lab 	<ul style="list-style-type: none"> • Whole class • Computerized, standardized test • Will utilize computer lab to access and take test 	<ul style="list-style-type: none"> • Third grade students 	<ul style="list-style-type: none"> • To determine changes in reading comprehension scores • To determine correlation between level of completion and change in comprehension 	<ul style="list-style-type: none"> • Prior to and following project • One setting each time • Test will be administered at same time of day each time
DRA	<ul style="list-style-type: none"> • Classroom and private office 	<ul style="list-style-type: none"> • One-on-one • Oral assessment • Given by reading specialist or classroom teacher • Scores transferred to lexiles 	<ul style="list-style-type: none"> • First grade students 	<ul style="list-style-type: none"> • To determine changes in reading comprehension scores • To determine correlation between level of completion and change in comprehension 	<ul style="list-style-type: none"> • Prior to and following project • Over course of a week • Each student will take the test at the same time of day each time
RUBRICS	<ul style="list-style-type: none"> • Private school • First grade classroom • Third grade classroom 	<ul style="list-style-type: none"> • Researcher constructed • Used to assess writing skills (book) • Used to assess speaking skills (oral presentation) • Used to assess research skills (research folder) • Used to assess two-voice poem 	<ul style="list-style-type: none"> • First and third grade students participating in the project 	<ul style="list-style-type: none"> • To determine student's level of completion • To compare level of completion to change in reading scores 	<ul style="list-style-type: none"> • At the conclusion of the project

STUDENT SAMPLES	<ul style="list-style-type: none"> • Private school • First grade classroom • Third grade classroom 	<ul style="list-style-type: none"> • Collected and coded • Will be maintained electronically with corresponding scores by the researchers • Originals will be returned to the students • Samples will consist of student products and video of oral presentation 	<ul style="list-style-type: none"> • First and third grade students participating in the project 	<ul style="list-style-type: none"> • To provide field notes on level of completion of project • To demonstrate possible themes to relationship of level of completion and change in reading scores 	<ul style="list-style-type: none"> • Samples will be collected at the end of the project
FLUENCY ASSESSMENT	<ul style="list-style-type: none"> • Private school • First grade classroom • Third grade classroom 	<ul style="list-style-type: none"> • One-on-one • In classroom or private office 	<ul style="list-style-type: none"> • First and third grade students participating in the project 	<ul style="list-style-type: none"> • To determine changes in fluency rate • To determine relationship between fluency change and comprehension change • To determine relationship between level of completion and fluency change 	<ul style="list-style-type: none"> • Pre- project • Post-project