

Jungle Animal Research & 99Chats Discussion

Grades: 1st-3rd



OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none">• Work in groups and research their particular jungle animal they are assigned• They will make a presentation with their collected research• Their groups will then login to 99chats to discuss their animal with the rest of the class in a group discussion
MATERIALS	<ul style="list-style-type: none">• Computer Access• Power Point• 99 Chats• Group Members
PROCEDURES	<ol style="list-style-type: none">1. Introduce the project to the class. Explain what each student will be doing and explain to the students that this will be a group project. Present each of the groups so group members can get together and begin their work.2. Students will actively participate in a chat room discussing with others their information from their research3. Take the students into the computer lab so they can begin.4. Research is open to any information being included; the groups just need to present the animal the best that they can to their classmates.5. Explain to the students that they will be posting on 99chats, which is a chat website, to find out what other students in the class

	<p>know about their animal and if they knew any of the topics that were researched.</p> <ol style="list-style-type: none"> 6. Students will actively participate in a chat room discussing with others containing their information from their research 7. They will then gather information from others knowledge and will compare it to their findings 8. Student's will collect all of their information from the research and discussion 9. Presentations in class and they will also present the comments in which they received on 99chats previous to presentation of their animal.
<p>ASSESSMENT</p>	<p>Use the following rubric to evaluate students' work during this lesson.</p> <ul style="list-style-type: none"> • Twenty-Five points: Students were highly engaged in checking online discussions; enthusiastically participated in research; were able to demonstrate an understanding of the basics of their information; and created unique presentations that clearly identified their topic. • Twenty points: Students participated in checking online discussions; participated in research; were able to demonstrate a basic understanding of the importance of their topic; and created somewhat unique and colorful presentation that identified some form of answer to classmates posts on 99chats. • Ten points: Students participated minimally in checking online discussions; did not participate in research or were disruptive during the research times; were unable to demonstrate an understanding of the importance of the topic; and created incomplete or incorrect presentations of their animal.
<p>STANDARDS</p>	<p><u>SC.K.4.2 2000 -</u> Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.</p> <p><u>S.C. 1.4 2000-</u>Living Environment: Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive.</p> <p><u>SC.1.4.3 2000-</u> Observe and explain that animals eat plants or other animals for food.</p> <p><u>SC.2.4.1 2000-</u> Observe and identify different external features of</p>

	plants and animals and describe how these features help them live in different environments.
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Adapted from: Myself