Park River Area Schools
Collaborate 21 Project

Image from The Partnership for 21st Century Skills: Story of the 4Cs, "4C's Poster".
Enduring Understanding:

Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. CCSS ESL SL.2.1

Earth supports many different animal habitats, each of which has distinct features and distinct plant and animal populations. Students should also be aware of how plants and animals interact with one another in the particular habitats. We can help protect these habitats. Understand that a habitat provides all that is necessary for life the life of the animal. NextGen 2-LS4-1
Our Project Goals

1) Students will read informational text to gain knowledge in order to make inferences.

2) Students will utilize the SUPER 3: PLAN, DO, REVIEW to research a topic.

3) Students will use research to write a report focusing on a topic sentence, introduction and conclusion.

4) Participate in a collaboration project to share research and create a product.
Project Abstract

This project is a collaboration between the second grade teacher, technology/instructional coach, and library media specialist with support and resources provided by the principal over the course of a twelve week period. This is a project that the second grade teacher and library media specialist had been collaborating on for a few years so it seemed like a good fit for further collaboration to incorporate Common Core Standards, 21st Century Skills, and a technology component. We wanted to take something that was working and make it better. Initially, students are exposed to various habitats both through their science curriculum in the classroom and a Jan Brett author study during library. Once exploration of Earth's habitats has taken place, students are asked to choose an animal that they would like to identify more factual information about. Through the use of databases and nonfiction literature, with the Super 3 process of inquiry as a guide, information is recorded on a graphic organizer. Finally, once students have gathered all of the required information and answered all inquiry questions that they established at the onset of the research process, they share their findings. Presentation of the information is accomplished through an individual expository writing assignment about their animal using the Six Traits of Writing model. Students are also grouped by habitat and work together to create a series of technology projects to share understandings of the diversity of life within their habitat. Padlet walls are used to compile information about each animal by habitat. These Padlet walls are then used as a sort of script in the creation of a PuppetPals video. All projects are inserted on a ThingLink to compile all components of the project in one place. Throughout the course of the unit, instructional partners meet to establish the learning targets, rubrics, and standards that will be addressed during each phase ensuring an emphasis on learning outcomes. A blog documenting the process is maintained both as a communication tool among partners, but also serves as a model of teamwork to encourage future collaborations among staff members.
Instructional Plan

Communication
Collaboration
Critical Thinking
Creativity

Project Outline:

Habitat Study - Miss Kastner
Communicated with Blogger

PRAES Collaborate 21

Park River Area School is participating in a grant project through VCSU. The purpose of our blog is to share the steps of our project with the world, but also to communicate with each other.

A Collaborative Process

Our final project is come together. Students have been busy at work created Puppet Pals videos explaining how the animal they researched has adapted to his surroundings and interacts with other animals. Students have also completed final copies of their animal research paper.

Thinglink Habitats across the globe.
Puppet Pals app allowed students to show their learning.

Our team used Blogger and Google sites to collaborate.

Students linked projects to Thinglink.com to share with others.
Here are some of the books we read.

Animal Kingdom

Research sources

Life in the Forest

We found some great images of our animal.

Our students used print resources.
The students used tools throughout the writing process.

Our students collaborated on Padlet Walls.

Tree frogs are small amphibians. They grow to be 2 inches long. Their skin is smooth and can be many colors including black, yellow, grey or brown. Tree frogs lay eggs in water, then turn into tadpoles, and then into adults. They have sticky tongues and small teeth. Tree frogs jump and climb using their 4 legs. They also have disk-like toes.

Tree frogs have many enemies and eat mostly insects. Enemies of the tree frog are birds, mammals, and reptiles. Tree frogs eat insects, worms, and spiders. They also sometimes eat smaller frogs. Since tree frogs’ teeth are too small to bite, they usually swallow their prey whole.

A tree frog lives in warmer habitats and has adaptations to help it survive in its environment. Tree frogs spend almost all their lives in trees in forests and jungles. They can be found in North America, South America, and Australia. Tree frogs are small so the branches of trees can support their weight. They also have disk-like toes that are like suction cups to give them a better grip when moving around in trees.
CONTENTS

1 Common Core State Standards
2 North Dakota State Standards for Science
3 ND Library and Technology Content Standards
4 AASL Standard

Common Core State Standards

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (eg. captions, bold print, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
## Amazing Animals Project

### BIG 3 Research Rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use basic search strategies to locate resources. (LibrTech K-5.IA.1)</td>
<td>3</td>
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</tr>
<tr>
<td>I can evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, and appropriateness. (LibrTech K-5.IA.6)</td>
<td>3</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Know and use various text features (eg. captions, bold print, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS ELA-Literacy RI.2.5)</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

### Writing Rubric

<table>
<thead>
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<th>Student 3</th>
<th>Student 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can select a topic and present my information to share. (CCSS ELA W.2.2)</td>
<td>3</td>
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<tr>
<td>I can revise and edit my writing with the help of others. (CCSS ELA W.2.5)</td>
<td>3</td>
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</tr>
<tr>
<td>I can write about a research topic. (CCSS ELA W.2.7)</td>
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### Technology Rubric

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>I can add visual displays (photos) to make my ideas, thoughts and feelings clear. (CCSS ELA SL.2.5)</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>I can use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess. (LibrTech K-5.MTL.11)</td>
<td>3</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>I can use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess. (CCSS ELA SL.2.5)</td>
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### 4C's of 21st Century Learning Skills

<table>
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<th>Student 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can collaborate with others to exchange ideas. (LibrTech K-5.IA.10)</td>
<td>3</td>
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</tr>
<tr>
<td>I can make connections between the comments of others. (CCSS ELA SL.2.1)</td>
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<tr>
<td>I can understand the diversity of life within different habitats. (NextGen 2-LS4-1)</td>
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Future Collaborations:

* 4th Grade N.D. Studies Project
* Publishing a collaborative eBook on iTunes bookstore with BookCreator app.
* 6th grade research project using Big 6
Technical Resources:

North Dakota State Library Databases
http://a-z-animals.com/animals/
www.padlet.com
www.thinglink.com
Puppet Pals app for iOS Device
Teacher’s Google Drive
Team Members

Park River Area Elementary School

@PRPonyPrideKids  @ParkRiverAggies  Park River Area School on Facebook

*Rochelle Kovarik, Library/Media Specialist
Rochelle.Kovarik@parkriverk12.com

*Sarah Kastner, 2nd Grade Instructor
Sarah.Kastner@parkriverk12.com

*Brenda Nilson, Elementary Principal
Brenda.Nilson@parkriverk12.com

*Jana Gudmundson, Instructional/Tech. Coach
Jana.Gudmundson@parkriverk12.com  @JanaGudmundson