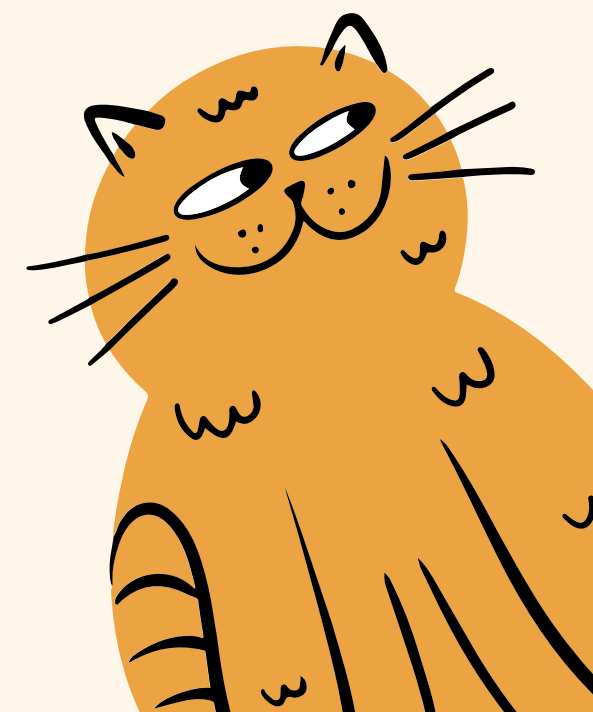

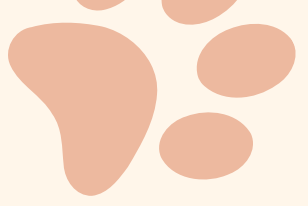


# **RUN YOUR OWN ANIMAL SHELTER**

Ms. Emily Grote





# **Standards** (This would be done in a 3rd grade classroom)

## **Communication**

3.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases

3.C.7 Engage collaboratively by following agreed-upon rules.

## **Reading**

3.R.9 Determine the most important points and key details presented in two nonfiction texts on the same topic.

## **Writing**

3.W.1 Produce writing that is organized appropriately to the task, purpose, or audience.

## **Inquiry & Research**

3.IR.2 Locate relevant information on a topic from a provided credible source or database. 3.IR.3 Use organizational tools to track information from a provided credible source relevant to a topic.



# Standards



## Math

3.GM.M.5 Solve authentic word problems involving dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbols appropriately.



## Art

VA:Cr2.3 a. Create artwork using a variety of artistic processes and materials by constructing representations, diagrams, or maps of places that are part of everyday life.

## Science

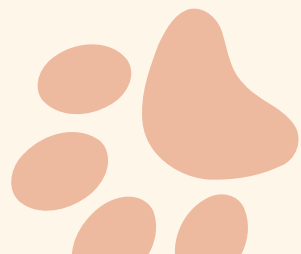
LS1.B: Growth and Development of Organisms -Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.



# Objectives



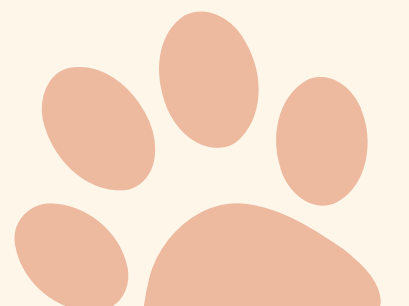
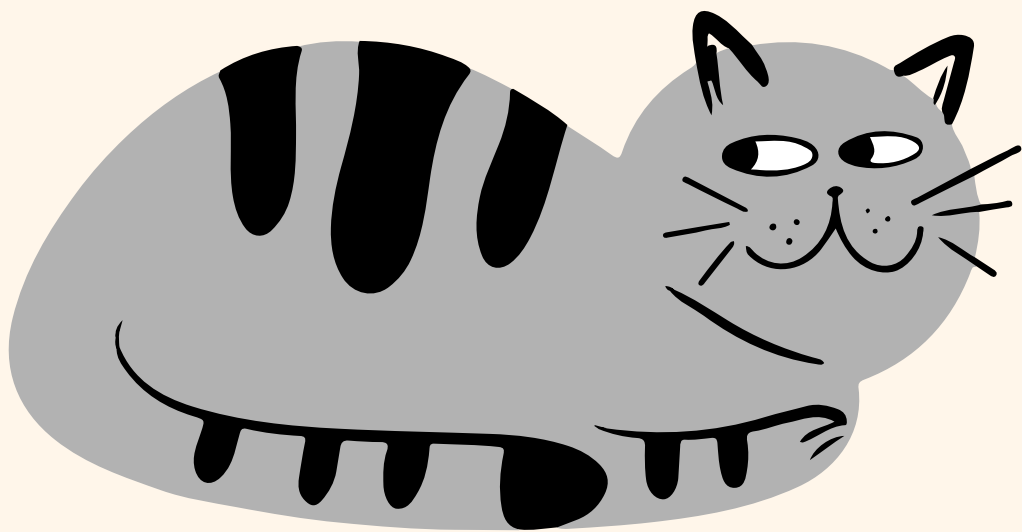
- Students will identify and define the problem (reasons why animals are on the streets) and then give examples as to what some solutions are. (This will go into their plan and help them start brainstorming ideas).
- Students will learn how to collaborate and use good communication skills to get their ideas across to their peers.
- Students will demonstrate reading, researching, and comprehension skills. They will also practice and demonstrate problem-solving skills.
- Students will develop a plan and organize the information they gathered to create a their animal shelter plan. They will also justify why they made the decisions they did for their shelter.



# Objectives



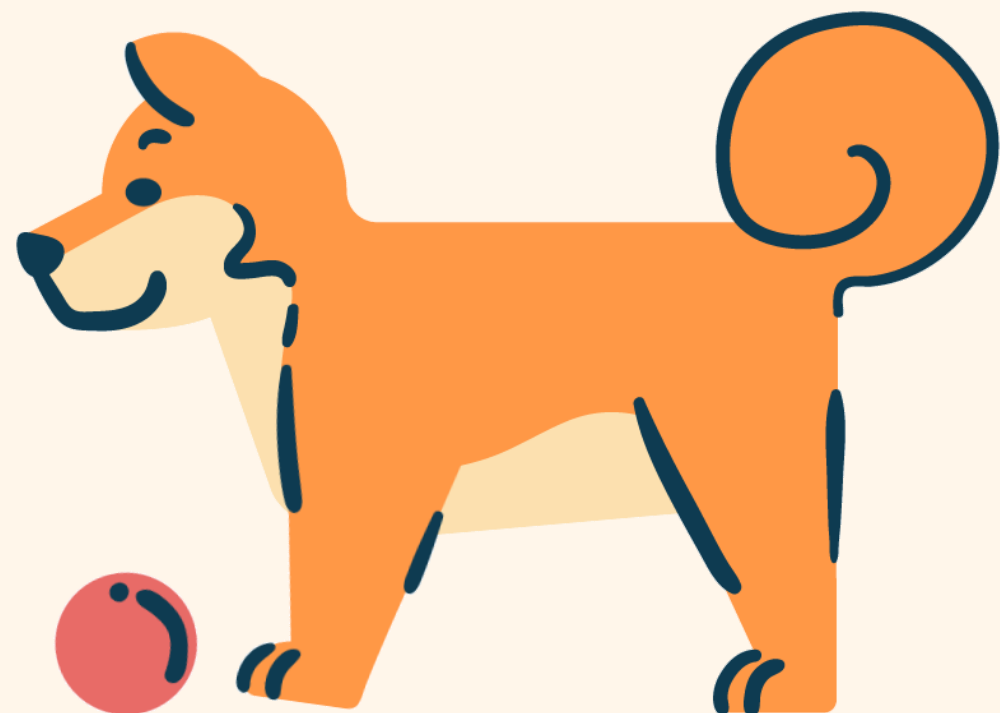
- Students will create a PowerPoint presentation on what their animal shelter plan is comprised of. The PowerPoint needs to be pleasing to the eye.
- Students will learn how to ask the right questions and demonstrate that by asking those questions.
- Students will calculate the expenses of their plan. They will demonstrate their knowledge of money and how to count it and the cost of things such as pet food and such things.
- Students will describe, determine, and apply what their animal shelter needs to support the animals they bring in.



# Driving Question

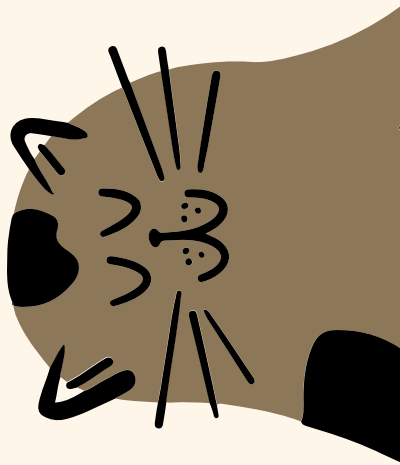


How can we get animals off the streets and into loving homes? What are some reasons animals might be on the streets or abandoned? What goes into creating an animal shelter? What are some things that would make your group's shelter a good shelter?





# What will students be learning about?



Students will learn about the real-world problem of pets and animals being mistreated and left on the streets to fend for themselves. Through this PBL students will learn about the realities of animals being abandoned. Students will study these problems and formulate solutions. Through “building” their own animal shelter students will demonstrate problem-solving skills, collaboration, comprehension of research, research skills and they will learn how much work goes into running a business.



# Questions students may ask

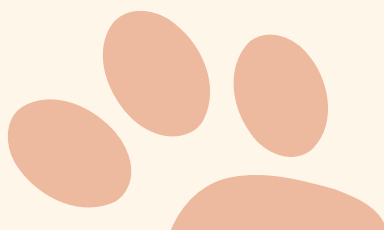
- Why are there so many animals on the streets? How can we help keep them off the streets in the first place?
- What are some ways to make pet care affordable?
- How much is it to take care of a pet?
- What goes into making an animal shelter?
- What are basic needs of certain animals? What types of animals would your animal shelter help?
- How would we make sure that animals are adopted into good homes?
- Is it easy to adopt animals? How can we make it easier?



# Authenticity



The real-world problem of abandoned animals out on the streets is something students in smaller communities might not know much about. It is good to educate them on what happens in bigger populations. In some cities there is a place where stray animals have taken over that rundown part of the city. This becomes problematic because those animals end up having no where to go especially when population pushes them out. They also have no food or sometimes water even. Having students make an animal shelter will help them learn about basic needs of animals, the amount of money and effort that goes into it, the real-word problem of having stray animals on the streets, and how we can help that problem. This PBL pushes students to dive into deeper thinking because it is not an easy fix to get all animals off the streets. This problems makes students explore in areas they may have never even thought to tap into.



# Student Voice & Choice



Students will have the choice of how they want to run their shelter. They get to decide the design and colors of the shelter and the rules. They also will get to decide the type of animals that they have in their shelter. They will decide how the shelter runs and where the shelter is. I will help students if they have questions or if they start to get off track I will gently guide them back on track. Students will learn many subjects from math and science to reading and art through this PBL. Students will have many freedoms but I will be there to help guide them so that they do not stray from the main idea of the lesson and I will make sure they are on track to learn what they are supposed to be learning through the PBL.



# Reflection/Critique & Revision



## Reflection

In about the middle of the students building their plan for the shelter, I would allow for them to discuss with other groups and talk about what they are doing so maybe they can get some ideas. This is also a time for them to come ask me questions.

## Critique & Revision

When all groups are done or close to done with their plan, they will be given time (like they were for the peer-reflection) to have another peer-reflection but this time it is more in depth. This time other groups will critique and give ideas to make the project better as a whole.



# Public Product

Students could present their products to the local vet or even the local animal shelter if there is one near the school. It would be good to get someone who actually takes care of animals and is involved with animals to give students good feedback. If a vet or animal shelter worker is not available a farmer or rancher would work. If it is possible try to get someone who works with animals so that they can give input to the students. The students' parents would also be invited.

