Monster Match 2018

**Monster Match Collaboration 2018 Facilitated by NYS Distance Learning Consortium Members**

Project Coordinator: Kristin Edwards * Center for Instruction, Technology & Innovation * kedwards@citiboces.org

Students in grades kindergarten through third grade practice following directions, reading and writing skills as well as collaborating, speaking and listening through an interactive videoconferencing project. See specific Common Core Standards addressed on the last page.

Two classrooms will be paired and each class will create a monster using materials from the materials list. The class will then write a description of their monster and send the description to their partner class via email. Each class will recreate their partner class's monster based only the written description. The classes will then connect via a videoconference to compare their recreated monsters with the original monster sharing similarities and differences, as well as how the monster descriptions were written and interpreted.

TIMELINE:

- **Friday 9/28:** Registration ends. Please register at **https://tinyurl.com/citimm2018 or https://docs.google.com/forms/d/e/1FAIpQLSfDY8bQsXeDnrUaWJiVFNvS2QkV3BIxJgmahVegee ujkNSvvQ/viewform?usp=sf_link**
- **NOW until Friday 10/12:** Create your classroom monster and write the description. Tip: Depending upon your age group, a monster can be broken down and assigned to small groups. Ex: Group A is responsible for the right leg, Group B is responsible for the head, etc. They create the body part and write the description. Then the teacher, or a different group, puts the monster together. This is a good option for the older students. Your class can start the monster creation and description NOW, because it takes some time.
- **Friday 10/5:** Classrooms will be paired and partner teacher contact information will be emailed.
- **Friday 10/12:** Original monster completed, and descriptions emailed to partner teacher. It's very important that you email your directions by this date to give your partner teacher's class enough time to recreate your monster.
- **10/15-10/19:** Test connections with partner schools. These should be completed by your videoconferencing technical support person; please let them know.
- **10/24-10/26:** Monster Match videoconferences with partner schools!
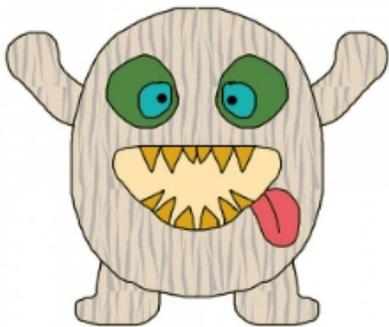
Monster Match Materials: Construction paper, glue, newspaper, shoe boxes, balloons, cups, butcher paper, paper plates, and string. You may use crayons, paint, etc. to add details.

NOTE: Some classrooms opt to send very specific detailed directions and other classrooms aren't as specific so the directions are left more open to interpretation. In my experience with this project, the more specific the directions that you send the easier it will be for your partner class to reconstruct the monster. This is, of course, part of the learning experience for your students so if you receive directions on the vague side, look at it as a teachable moment. 😊

IMPORTANT:

If you don't receive an email with your partner teacher information by Sunday, 10/7, please email Kristin Edwards (kedwards@citiboces.org).

If you don't receive your partner teacher's directions by Monday, 10/15 please email your partner teacher *and* Kristin Edwards.

Suggested videoconferencing AGENDA: (30 minutes)

- o Welcome and Introductions: (5 minutes)
    - ▪ Each class introduces themselves and their school/district. *Please plan a quick introduction to share about your school, your class, etc. If possible, your students should present this information.*
- o Presentations: (20 minutes)
    - ▪ Classroom A:
        - • Show the monster that you MADE from the directions that were sent to you.
    - ▪ Classroom B:
        - • Show the ORIGINAL monster.
        - • Teacher A facilitates discussion: Compare similarities, differences and how the descriptions were interpreted.
    - ▪ Classroom B:
        - • Show the monster that you MADE from the directions that were sent to you.
    - ▪ Classroom A:
        - • Show the ORIGINAL monster.
        - • Teacher B facilitates discussion: Compare similarities, differences and how the descriptions were interpreted.
- o Closing: (5 minutes)
    - ▪ Classes exchange compliments.
    - ▪ Questions and answers as time permits.
        - • Before the videoconference, please brainstorm appropriate questions with your class to ask your partner class about their school and their community.
        - • Writing questions on index cards or chart paper for students to read from during the videoconference works very well.

For questions, please contact:

Kristin Edwards

Center for Instruction, Technology and Innovation

kedwards@citiboces.org

Speaking and Listening Standards

Comprehension and Collaboration:

K.1. a, b	1.1. a, b, c	2.1. a, b, c	3.1. a, b, c, d
K.2	1.2	2.2	3.2
K.3	1.3	2.3	3.3

Presentation of Knowledge and Ideas

K.4	1.4	2.4	3.4
K.5	1.5	2.5	3.5
K.6	1.6	2.6	3.6

Note on range and content of student speaking and listening
(From NYS Common Core Learning Standards for English Language Arts and Literacy)
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Writing Standards

Text Types and Purposes

K.1	1.1	2.1	3.1

Production and Distribution of Writing

K.5	1.5	2.5	3.5

Note on range and content of student writing
(From NYS Common Core Learning Standards for English Language Arts and Literacy)
To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Reading Standards

Key Ideas and Details

K.1	1.1	2.1	3.1

Range of Reading and Level of Text Complexity

K.10	1.10	2.10	3.10