

# Score One for Oman

## Grade Cluster - K-2

### NETS-S – 3 - Research and Information Fluency

#### Quick Look:

Students go on the offense to research Asian countries competing in soccer's World Cup. With assists from their upper grade literacy buddies, the students SCORE! by creating online posters about their teams that they share during their own World Cup celebration.

#### Scenario:

Soccer is on the mind of every young student in Ms. Kay's class. Many students play on local soccer teams, however today's the day they get to pick their global teams for a month-long research project. The kickoff was last Friday when Ms. Kay showed the students the FIFA (Fédération Internationale de Football Association) web site, illustrating that all the continents of the world would be represented in the next World Cup. Using an [interactive whiteboard](#), students took turns selecting a continent, and then clicking on the team's link to see which countries are involved in the games (6a). Students are now beginning to understand the difference between a continent and a country.

Students anxiously gather in the Morning Meeting circle to find out which continent the class will be further exploring, as well as which country teams of students will be researching, and representing in the class's own World Cup celebration next month. Cheers rise from the group as Ms. Kay announces that the continent they will be studying is Asia. Using the *interactive whiteboard*, Ms. Kay brings up the FIFA site for Asia. She informs the students of the makeup of their two-person study team and the pairs proceed to decide which of the 43 Asian countries competing for the World Cup they will be investigating. Once the groups determine their country, they draw their country's flag and write its name on a piece of white paper, and then proudly hang their flag on the wall outside their class where Ms. Kay had previously set up the space with a World Cup Soccer banner she had created.

Ms. Kay contacts the University of Vermont's Asian Studies Outreach Program to borrow books, audio-visuallys, units, and cultural kits. She also schedules guests who will help to bring the flavor of the Asian world to her class (3b). She has found these people not only through the Asian Studies program, but also by a request through the school's parent email system.

With upper grade literacy buddies acting as coaches for the teams, students use a [visual organizer](#), with such topics as native food, clothing, shelter, climate, music, landforms and landmarks to help them organize their information (3a). After the *visual organizers* have been created, students and their buddies use a [safe search](#) to locate information on their topics (3b). Facts are added to the "bubbles" in their *visual organizer*. Source URLs

are included, as well. Once the teams have completed and shared their research with each other, they use a *visual organizer* to create Venn diagrams to compare and contrast Asian countries (6b, d). The teams' completed *visual organizers* are printed in color to be used for the remainder of the project, and shared during the upcoming class World Cup celebration.

Students search *Creative Commons* for copyright free images to use in their Asian country presentations (3b, c). These images are saved in the students' network spaces (6a). The soccer teams, with the help of their upper grade coaches, use [Glogster](#) to create an online poster of all their country information with the saved images (3d). The teams remember to cite their sources to give proper credit for the facts they've used. In order to find out more about soccer in Asia, students choose five nations they've studied and use [ePals](#) to locate classrooms in these countries. They ask the contacted students such questions as: "Do you play any sports? Does your climate affect when you play? Is soccer popular where you live? Do both girls and boys play soccer?" Students use [Google Earth](#) to locate where their Asian friends live (6b). When the online [glogs](#) are completed, the students "visit" with their Asian ePals using [Skype](#), verifying information they have learned through their studies (6a).

Ms. Kay coordinates a class soccer tournament with the school's PE teacher. It's East meets West and North versus South the teams representing Asian countries rearrange themselves for the two matches. The tournament is held during the class's World Cup celebration, when students display their visual organizers and glogs, sharing their new learning with family, friends, and fellow schoolmates, as well as their flag-waving, cheerleading upper-grade, literacy buddies.

### **Resources:**

FIFA web site - <http://www.fifa.com/worldcup/preliminaries/>

FIFA web site for Asia -

<http://www.fifa.com/worldcup/preliminaries/asia/teams/index.html>

University of Vermont's Asian Studies Outreach Program web site -

<http://www.uvm.edu/~outreach/>

ePals for Asia - <http://www.epals.com/search/maps/asia/>

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**Student Standards** – The following NETS-S are noted in the Scenario:

3. Research and Information Fluency – A, B, C, D
6. Technology Operations and Concepts – A, B, D

**Teacher Standards** – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity - A, B, C, D
2. Design and Develop Digital-Age Learning Experiences and Assessments – A, B, C
3. Model Digital-Age Work and Learning – A, B, C, D
4. Promote and Model Digital Citizenship and Responsibility – B, C, D
5. Engage in Professional Growth and Leadership – A, B, C

## Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

### History and Social Sciences GEs: Grades 1 – 2

#### **H&SS1-2:1 Students initiate an inquiry by...**

- Asking questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched as a class (e.g., How is living in Vermont different than living in Florida?).

#### **H&SS1-2:3 Students design research by...**

- Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).
- Planning how to organize information so it can be shared.

#### **H&SS1-2:4 Students conduct research by...**

- Following directions to complete an inquiry.
- Asking questions and observing during the investigation process.
- Recording observations with words, numbers, symbols, and/or pictures (e.g., drawing or labeling a diagram, creating a title for a drawing or diagram, recording data provided by the teacher in a table).

#### **H&SS1-2:5 Students develop reasonable explanations that support the research statement by...**

- Organizing and displaying information (e.g., table, chart, graph).
- Classifying information and justifying groupings based on observations, prior knowledge, or experience.

#### **H&SS1-2:7 Students communicate their findings by...**

- Speaking, using pictures, (including captions) or creating a simple report or “painted essay” containing a focus statement, details, and conclusions.

### Government and Society

#### **H&SS1-2:14 Students act as citizens by...**

- Demonstrating positive interaction with group members (e.g., working with a partner to complete a task).
- Participating in setting and following the rules of the group, school, community.

### Physical Education Grade Expectations

#### Grades 1-2

#### **GE 12: Students show appropriate social interactions by...**

- Demonstrating responsibility for following simple game rules safely, with good sports like behavior (with and without direct teacher supervision).
- Demonstrating a willingness to work with any child in the class.
- Demonstrating cooperation by taking turns, sharing, and giving encouragement to others (verbally and nonverbally).