

## Final Project Outline

Name: Carole Nicolow

School: Galesburg-Augusta Primary

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Title: Habitats

Subjects: Science , Social Studies, Writing

Intended Grade Level: Third

Description: Research Report and Project

Curriculum Benchmarks: E.L.O.: Habitats

NETS: #5 Technology Research Tools

Materials: animal, biome, and habitat books from library

Websites <http://mbgnet.mobot.org/>

<http://www.enchantedlearning.com/biomes/>

Teacher Preparation: laptop accessibility/website hotlinks

Books from library

Templates for graphic organizer, homework project,

rough draft, author page, source page,

hardcover books

rubrics

Student Preparation: website access

take notes in own words

find nonfiction books in the library

make slides in Kidpix, save

Activities/Evaluation: Students will be assigned a habitat to research.

Laptops and library will be available for research.

Teacher will guide students through each step:

? Graphic organizer

? Rough draft

? Author page

? Source page

? Final report copied into hardcover books

? Rubrics

Follow-up Activities: Class Slide Show

Author's Tea

Share with other classrooms

Display projects in cases in cafeteria

Name \_\_\_\_\_ Habitat \_\_\_\_\_

## Homework Project

### Habitat Research Project

PROJECTS ARE DUE ON May 16, 2005

Our class has been reading and reviewing informational text throughout the year. It is now time to move ahead in the area of reading by practicing the idea of **READING TO LEARN**. Reading informational text and reporting what has been learned is a great way to practice this reading skill.

In the classroom, each student will write an informational book about a habitat. We will use the library and the Internet. It would be a big help if your child had help finding information at home. Ideas for research sources include: books, encyclopedias, magazines, Internet, etc.

**Using this information, each student will also have a homework assignment. Your child will choose one homework project. It will be very important to get started as soon possible.**

Please take the time to guide your child in this project. Students will be able to use information they find at school in the completion of their project.

### Homework Project Choices

#### Project #1 –Habitat Illustration

Draw and color, or paint a picture of the habitat you are researching at school. Make sure you include two plants and three animals that live in your habitat. Plants and animals need to be labeled.

#### Project #2 – Clay Model

Create a clay model of your habitat. Make sure it shows some special features that you have researched, including two plants and three animals. Label the plants and animals.

#### Project #3 – Diorama Habitat

Create a diorama (a habitat in a shoebox). You can use clay, construction paper, your imagination, and other fun things you might find at home to create your diorama. Include two plants and three animals. Label your plants and animals.

#### Project #4 – Computer

If your child has access to a computer, they could do a project, record it on a disk, and share it with the class.

If you come up with another idea, check with me first.

If you need materials from the classroom, let me know.

School –484-2040 Home 665-9344 email [cnicolow@gacsnet.org](mailto:cnicolow@gacsnet.org)

**Report on Habitats**  
**Graphic Organizer**

**Directions: 1. Use the graphic organizer to write down information about your habitat.**

**2. Use the information on your organizer to write a report.**

**3. Use the information to complete your homework project.**

Name of habitat: \_\_\_\_\_

Location of habitat:

a. Continent(s) \_\_\_\_\_

b. Biome \_\_\_\_\_

Special features of habitat:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Plants found in habitat:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Animals found in habitat:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Characteristic of one of the plants or animals that helps it survive in this

habitat: \_\_\_\_\_

## Making A Poster : Habitats

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Teacher Name: **Mrs. Nicolow**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Required Elements</b>	At least 2 plants and 3 animals that actually live in the habitat are included and labeled.	At least 1 plant and 3 animals that actually live in the habitat are included and labeled.	At least 1 plant and 2 animals that actually live in the habitat are included and labeled.	Only 1 plant and 1 animal that acutally live in the habitat are included and labeled.
<b>Attractiveness</b>	The project is exceptionally attractive in terms of design, layout, and neatness.	The project is attractive in terms of design, layout and neatness.	The project is acceptably attractive though it may be a bit messy.	The project is distractingly messy or very poorly designed. It is not attractive.
<b>- Please Choose -</b>				

Date Created: **Feb 28, 2005 08:30 am (CST)**

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## Research Report : Biomes

Teacher Name: **Mrs. Nicolow**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Amount of Information</b>	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Internet Use</b>	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Graphic Organizer</b>	Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics.	Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics.	Graphic organizer or outline has been started and includes some topics and subtopics.	Graphic organizer or outline has not been attempted.
<b>Neatness</b>	Overall report is neat.	Most of the report is neat.	Some areas are not neat.	Messy.

Date Created: **Feb 26, 2005 10:16 am (CST)**