Student's Name: _____

Animal Habitat Diorama

Project: The student will create a diorama out of a shoebox to model an animal's habitat. The habitat must show the animal's shelter and water and food supply.

	4	3	2	1
Neatness	Diorama is very neat	Diorama is neat	Diorama has stray marks.	Diorama is messy
Accuracy	Diorama is very accurate and shows the animal's shelter and water and food supply	Diorama is missing one component.	Diorama is missing two components.	Diorama is missing three components or is not accurate.
Creativity	The student used available materials to construct a diorama that was very creative.	The student constructed a creative diorama.	The student could have put forth more effort in creating the diorama.	The student did not use available materials to construct a creative diorama.
Presentation	The student presented his/her diorama to the class and accurately explained the animal's habitat.	The student presented his/her diorama to the class but could have explained the animal's habitat more.	The student presented his/her diorama to the class but did not explain the animal's habitat.	The student did not present his/her diorama to the class or explain the animal's habitat.
Color	Student used all local color to model the animal and animal's habitat.	Student mostly used local color to model the animal and animal's habitat.	Student rarely used local color to model the animal and animal's habitat.	Student used subjective color with no regard to local color.

Total Points: _____

Grade: _____

Grading Scale:

20-19 Points: A
18-17 Points: B
16-15 Points: C
14-12 Points: D
11-0 Points: F

Animal Habitat Rubric 1st Grade

Holly Rafidi

Animal Habitat Rubric 1st Grade:

Habitats Local and Far Away, Grade 1 Carla C. Johnson,Janet B. Walton,Erin E. Peters-Burton,2024-03-13 What if you could challenge your first graders to imagine saving an endangered species learning about different global habitats along the way With this volume in the STEM Road Map Curriculum Series you can Habitats Local and Far Away outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary four lesson module uses project and problem based learning to help students develop an action plan to encourage preservation of an endangered species Students will work in teams to describe the habitat characteristics of a species outside their home region explain why the species is endangered and offer solutions about how humans might be able to support this species survival In developing their plan they will act as explorers of species locally and around the world learning about climate plant and animal inhabitants and key factors affecting habitat vitality or decline To support this goal students will do the following Explain that there are various types of habitats that vary with geographical location around the world Identify several habitats in the U S and globally Explain how various habitats meet animals basic needs Identify climatic characteristics of several habitats Identify humans as species that live within and in interaction with various habitats Identify technological advances and tools that scientists use to learn about habitats and endangered species Design and construct models to demonstrate understanding of features of various habitats local and global and endangered species Apply their knowledge of habitat characteristics interdependence in ecosystems and endangered species to develop an action plan to help preserve their selected endangered species The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Habitats Local and Far Away can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach *How to Create and Use Rubrics for Formative Assessment and Grading* Susan M. Brookhart,2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment

tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn

Solving the Assessment Puzzle Piece by Piece ,2011 **Academic Language in Diverse Classrooms: Definitions and Contexts** Margo Gottlieb,Gisela Ernst-Slavit,2014-04-22 With the rigorous content of College and Career Readiness standards academic language use has moved to the forefront of educational priorities School leaders and teachers must ensure that academic language becomes the focus of new curricula instruction and assessment with special attention to linguistically and culturally diverse students Margo Gottlieb and Gisela Ernst Slavit s six book series on academic language is already the definitive resource on the topic This companion volume provides a concise thorough overview of the key research concepts and effective practices that underlie the series It includes Definitions and examples of the dimensions of academic language A step by step template to incorporate academic language use into plans for student learning Graphic models that illustrate the construct of academic language and its classroom application Language is the most fundamental building block of education Be sure your school is as strong as it can be with this indispensable book **Academic Language in Diverse Classrooms: English Language Arts, Grades K-2** Margo Gottlieb,Gisela Ernst-Slavit,2013-10 This title offers guidance to educators in how to target academic language in planning for student learning as states undergo the implementation of the Common Core and corresponding English language proficiency standards in preparation for the upcoming consortia led assessments **Science, Grade 1** Holly Rafidi,2016-01-04 Interactive Notebooks Science for grade 1 is a fun way to teach and reinforce effective note taking for students Students become a part of the learning process with activities about living and nonliving things habitats states of matter light soil weather and more This book is an essential resource that will guide you through setting up creating and maintaining interactive notebooks for skill retention in the classroom High interest and hands on interactive notebooks effectively engage students in learning new concepts Students are encouraged to personalize interactive notebooks to fit their specific learning needs by creating fun colorful pages for each topic With this note taking process students will learn organization color coding summarizing and other important skills while creating personalized portfolios of their individual learning that they can reference throughout the year Spanning grades kindergarten to grade 8 the Interactive Notebooks series focuses on grade specific math language arts or science skills Aligned to meet current state standards every 96 page book in this series offers lesson plans to keep the process focused Reproducibles are included to create notebook pages on a variety of topics making this series a fun one of a kind learning experience **Habitats in the United States, Grade K** Carla C. Johnson,Janet B. Walton,Erin E. Peters-Burton,2024-03-12 What if you could challenge

your kindergarten students to compare their local habitats with other habitats in the United States With this volume in the STEM Road Map Curriculum Series you can Habitats in the United States outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary three lesson module uses project and problem based learning to help students look at their own neighborhood city state and beyond to learn about the geography and habitats of various regions of the United States Students will gather information on habitats and their similarities and differences based on weather climate and the animals plants and people residing there to develop a reference manual for local zoo officials reorganizing their animal displays To support this goal students will do the following Explain that there are different types of habitats in different parts of the U S Explain how various habitats sustain animals and plants Identify climatic characteristics of several habitats Apply their knowledge of habitats to develop a reference guide about habitats in the U S Utilize technology to gather research information and communicate Identify technological advances and tools that scientists use to learn about sustainable systems Design and construct models of habitats Understand local weather patterns and make connections among weather patterns and plant and animal life where they live The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Habitats in the United States can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach **180 Days: Hands-On STEAM: Grade K ebook** Chandra Prough,2022-05-20 Incorporate hands on lab activities that integrate STEAM concepts with 180 days of daily practice This invaluable resource provides weekly STEAM activities that improve students criitcal thinking skills and are easy to incorporate into any learning environment Students will explore STEAM concepts through the inquiry process with hands on lab activities Each week introduces a STEAM problem need or phenomena that they will address through a guided step by step challenge Aligned to Next Generation Science Standards NGSS and state standards this resource includes digital materials Provide students with the skills they need to think develop problem solving skills with this essential resource *Collaborative Teaching in Elementary Schools* Wendy W. Murawski,2010 Using marriage as a metaphor this lighthearted highly practical and teacher friendly resource helps general education teachers and special service providers successfully set up conduct and maintain co teaching partnerships *Our Changing Environment, Grade K* Carla C. Johnson,Janet B. Walton,Erin E. Peters-Burton,2022-05-30 What if you could challenge your kindergartners to come up with a way to reduce human impact on the environment With this volume in the STEM Road Map Curriculum Series you can Our Changing Environment outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning

into K 12 classrooms This interdisciplinary three lesson module uses project and problem based learning to help students investigate the environment around them with a focus on ways that humans can impact the environment Working in teams students will investigate various types of human impact on the environment including pollution littering and habitat destruction will participate in a classroom recycling program and will explore the engineering design process as they devise ways to repurpose waste materials To support this goal students will do the following Identify human impacts on the environment Identify technological advances and tools that scientists use to learn about the changing environment and use technology to gather data Explain discuss and express concepts about the environment through development and design of a publication to report their scientific findings about the environment around the school Chart and understand local weather patterns and make connections between weather conditions and their observations of the environment Identify and demonstrate recycling practices including sorting materials and tracking amounts of materials recycled and participate in a class recycling program The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Our Changing Environment can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach *Designing Authentic Performance Tasks and Projects* Jay McTighe,Kristina J. Doubet,Eric M. Carbaugh,2020-02-18 Aimed at the growing number of educators who are looking to move beyond covering the curriculum Designing Authentic Performance Tasks and Projects provides a comprehensive guide to ensuring students deeper learning in which they can transfer their knowledge skills and understandings to the world beyond the classroom Readers will learn how to Create authentic tasks and projects to address both academic standards and 21st century skills Apply task frames to design performance tasks that allow voice and choice for students Design and use criterion based evaluation tools and rubrics for assessment including those for students to use in self assessment and peer assessment Incorporate performance based instructional strategies needed to prepare students for authentic performance Differentiate tasks and projects for all students including those needing additional support or challenge Effectively manage the logistics of a performance based classroom Use project management approaches to facilitate successful implementation of tasks and projects Develop performance based curriculum at the program school and district levels Authors Jay McTighe Kristina J Doubet and Eric M Carbaugh provide examples and resources across all grade levels and subject areas Teachers can use this practical guidance to transform their classrooms into vibrant centers of learning where students are motivated and engaged and see relevance in the work they are doing *Many Texts, Many Voices* Penny Silvers,Mary C. Shorey,2012 On any given day a visitor to Mary Shorey s classroom will find elementary students using a variety of learning tools from books to wikis and blogs to pose critical questions about the world and take action to make a difference in the lives of others Whether sponsoring a book drive for victims of Hurricane Katrina using a multimedia presentation to persuade the principal to adopt

their recycling plan or challenging a senior citizen s eviction it s all in a day s work for Mary s students Her young learners are becoming conscious consumers creative thinkers and effective communicators even while fulfilling the mandated curriculum and Common Core Standards As Shorey and coauthor Penny Silvers write in Many Texts Many Voices Critical literacy requires that the reader consumer examine multiple perspectives and ask Whose interests are being served and Whose voice is heard or silenced Rather than an addition to a lesson or curriculum critical literacy is a way of thinking communicating analyzing and living a literate life Critical literacy also implies the possibility of taking some kind of social action in order to support a belief make a difference or simply help during a time of need Always mindful of what is appropriate for young children Shorey and Silvers continually search for opportunities to embed critical literacy and inquiry in the everyday lives of primary students Through a rich array of rubrics sample lessons text sets unit designs and professional resources Silvers and Shorey share their reflective practices so that all teachers can use print visual and digital tools to transform student learning Using Technology with Classroom Instruction That Works Howard Pitler,Elizabeth R. Hubbell,Matt Kuhn,2012-08-02 Technology is ubiquitous and its potential to transform learning is immense The first edition of Using Technology with Classroom Instruction That Works answered some vital questions about 21st century teaching and learning What are the best ways to incorporate technology into the curriculum What kinds of technology will best support particular learning tasks and objectives How does a teacher ensure that technology use will enhance instruction rather than distract from it This revised and updated second edition of that best selling book provides fresh answers to these critical questions taking into account the enormous technological advances that have occurred since the first edition was published including the proliferation of social networks mobile devices and web based multimedia tools It also builds on the up to date research and instructional planning framework featured in the new edition of Classroom Instruction That Works outlining the most appropriate technology applications and resources for all nine categories of effective instructional strategies Setting objectives and providing feedback Reinforcing effort and providing recognition Cooperative learning Cues questions and advance organizers Nonlinguistic representations Summarizing and note taking Assigning homework and providing practice Identifying similarities and differences Generating and testing hypotheses Each strategy focused chapter features examples across grade levels and subject areas and drawn from real life lesson plans and projects of teachers integrating relevant technology in the classroom in ways that are engaging and inspiring to students The authors also recommend dozens of word processing applications spreadsheet generators educational games data collection tools and online resources that can help make lessons more fun more challenging and most of all more effective **Student-generated Rubrics** Larry Ainsworth,Jan Christinson,1998 The model guides students to develop task specific rubrics for evaluating their own and their peers work **180 DaysTM: Hands-On STEAM for Grade 3** Kristin Kemp,2022-05-20 Help third grade students improve their critical thinking skills with hands on lab activities that integrate STEAM concepts using the inquiry process Easily

approach these activities with support and ideas to implement in today s learning environments **180 DaysTM: Hands-On STEAM for Grade 5** Kristin Kemp,2022-05-20 Help fifth grade students improve their critical thinking skills with hands on lab activities that integrate STEAM concepts using the inquiry process Easily approach these activities with support and ideas to implement in today s learning environments *Harcourt Science: Life science, [grade] 4, units A and B, teacher's ed* ,2000 Motivating Reading Comprehension Allan Wigfield,2004-05-20 This text discusses motivating reading comprehension covering subjects such as classroom contexts for engaged reading scaffolding for motivation and engagement in reading the cognitive strategies of reading comprehension and science inquiry in the CORI framework **Project Based Learning Made Simple** April Smith,2018-05-08 100 ready to use projects to challenge and inspire your third fourth and fifth graders Project Based Learning Made Simple is the fun and engaging way to teach twenty first century competencies including problem solving critical thinking collaboration communication and creativity This straightforward book makes it easier than ever to bring this innovative technique into your classroom with 100 ready to use projects in a range of topics including Science and STEM Save the Bees Class Aquarium Mars Colony Math Literacy Personal Budgeting Bake Sale Family Cookbook Language Arts Candy Bar Marketing Modernize a Fairy Tale Movie Adaptation Social Studies Build a Statue Establish a Colony Documenting Immigration Informal Learning and Field Trips Leah M. Melber,2015-02-03 Turn every field trip into a high quality learning experience What youngster isn t excited at the prospect of taking a field trip Enthusiastic students present teachers with the ideal scenario for creating meaningful out of the classroom encounters and giving students the building blocks to help them become active participants in their own educational process This resource helps educators take full advantage of off site educational opportunities by developing lessons that connect informal learning with content standards Based on constructivist philosophy and inquiry based learning the book provides numerous sample lesson plans and technology tips and includes Learner centered activities for language arts math science social studies and fine art Ways to support English Language Learners and special education students Guidelines for developing corresponding classroom activities Strategies for building partnerships with informal learning sites Methods for bringing museum type activities into the classroom when a trip is not possible Field trips turn the whole world into a classroom Informal Learning and Field Trips helps enrich students lives as they explore the world outside the school grounds and gives teachers a prime opportunity to revitalize the learning experience

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