

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 Diorama Rubric

**Peter Sloan, Sheryl Sloan**



## **Animal Habitat Diorama Rubric:**

Quests and Quandaries Jason S. McIntosh, 2024-11-25 Take your students on a learning journey to discover their personal intellectual interests and develop expertise Using a research based approach the lessons in Quests and Quandaries are designed to teach students how to think and behave as a scholar Along the way students will write SMART goals use the Depth and Complexity Icons to conduct research solve problems using the steps in the problem based learning model and synthesize what they learn into an Expertise Expo project presentation Designed for gifted students in grades six and up using the National Common Core Standards for Language Arts and NAGC s Learning and Development Standards this unit will guide teachers through the process of helping students identify an area of interest and then develop expertise over the course of a quarter semester or year Teacher friendly with supplemental resources and tips for how to use the unit online this book is a must have for educators looking for an engaging student centered curriculum for their classroom Harcourt Science HSP, 1999-04 Adopted by Rowan Salisbury Schools *Getting to the Common Core* Sharon L. Spencer, Sandra Vavra, 2015-01-01 The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards Teaching to standards is not a new concept teachers have adapted to new standards every few years for quite some time And teachers are adaptable as can be seen in this book We are writing this book to demonstrate how teachers use research based strategies to meet Common Core Standards while still focusing on students Our goal is to help teachers visualize students in action as other teachers describe the implementation of research based strategies in their own classrooms show student work samples and provide reflections of student success in achieving the standards Many Common Core Standards books focus on the standards but our approach focuses on strategies that engage the students in the classroom showing how different teachers at varying grade levels have used the strategies to meet the standards With this focus we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools one of the current stressors being unpacking the Common Core Standards This book actually focuses on practice We begin by laying out a rationale in our first chapter The Core Value s of Education Then each chapter focuses on a strategy including 1 a brief description about the research supporting each strategy and 2 several examples from different grade levels which include a description of how the strategy was used student work samples and a reflection on the use of the strategy The research descriptions are fairly short because while we believe professional educators aka teachers in this case should know the research that supports practice we know they are not typically interested in long diatribes about the research **The Handy 5** Kansas Association of School Librarians. Research Committee, 2001 **The**

**Handy 5** Shelia Blume,2007-07-19 The Handy 5 is an effective five step model that provides a framework for planning learning activities to accommodate frequent and systematic evaluation for the benefit of students success     **Instant Habitat Dioramas** Donald M. Silver,Patricia J. Wynne,2001 This guide to making dioramas 3 D paper models includes easy step by step instructions for 12 models of familiar habitats and the animals that live in them companion observation sheets that teach about polar regions rain forest oceans and more Illustrations     **Animal Habitats** ,     **Crinkleroots Guide to Knowing Animal Habitats** ,     **Animal Habitats** Peter Sloan,Sheryl Sloan,1994     **Animal Habitats** Hinkler Books Pty, Limited,Steve Parker,2010

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