

# Animal Homes: Habitat Hunt Post Field Trip Assessment

**DIRECTIONS:** Visit a habitat (it can be the one outside school or in your backyard!). Find as many things in the categories below as you can. Check each box. Try keeping a tally of how many you find!

<p><b><u>A source of water</u></b></p> <p><input type="checkbox"/> River, stream, or brook</p> <p><input type="checkbox"/> Dew or rain</p> <p><input type="checkbox"/> A plant</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>Shelter for a large animal</u></b></p> <p><input type="checkbox"/> Cave or den</p> <p><input type="checkbox"/> Hole in tree</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>Food for an animal</u></b></p> <p><input type="checkbox"/> A plant</p> <p><input type="checkbox"/> Another animal</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>Something a decomposer could eat</u></b></p> <p><input type="checkbox"/> Rotting leaves</p> <p><input type="checkbox"/> Rotting wood</p> <p><input type="checkbox"/> Other:</p>
<p><b><u>Something out of place in this habitat</u></b></p> <p><input type="checkbox"/> A newly fallen tree</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>A decomposer</u></b></p> <p><input type="checkbox"/> Rolly Polly</p> <p><input type="checkbox"/> Worms</p> <p><input type="checkbox"/> Beetles</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>Shelter for an insect</u></b></p> <p><input type="checkbox"/> Tree cavity</p> <p><input type="checkbox"/> Ant hill or hive</p> <p><input type="checkbox"/> A rotting log</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>Something harmful to the habitat</u></b></p> <p><input type="checkbox"/> Human garbage</p> <p><input type="checkbox"/> Other:</p>
<p><b><u>A sign that something was eaten</u></b></p> <p><input type="checkbox"/> Holes in a leaf</p> <p><input type="checkbox"/> Holes in a dead log</p> <p><input type="checkbox"/> Animal remains</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>An animal</u></b></p> <p><input type="checkbox"/> Squirrels</p> <p><input type="checkbox"/> Insects</p> <p><input type="checkbox"/> Birds</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>Something that eats plants</u></b></p> <p><input type="checkbox"/> Insects</p> <p><input type="checkbox"/> Rabbits</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>Something that gets its energy from the sun</u></b></p> <p><input type="checkbox"/> Tree</p> <p><input type="checkbox"/> Grass</p> <p><input type="checkbox"/> Other:</p>
<p><b><u>Something that eats animals</u></b></p> <p><input type="checkbox"/> Hawk</p> <p><input type="checkbox"/> Spider</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>Something an animal could use for shelter</u></b></p> <p><input type="checkbox"/> Fallen log or tree</p> <p><input type="checkbox"/> A hole</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>A plant</u></b></p> <p><input type="checkbox"/> Tree</p> <p><input type="checkbox"/> Shrub/bush</p> <p><input type="checkbox"/> Flower</p> <p><input type="checkbox"/> Other:</p>	<p><b><u>A sign that an animal was here</u></b></p> <p><input type="checkbox"/> Scat/Prints</p> <p><input type="checkbox"/> Eaten food</p> <p><input type="checkbox"/> Other:</p>

**TYPE OF HABITAT:**



## HABITAT HUNT - Rubric

Standard	10	8	6	Score
<p><b>NGSS LS4-1</b> Make observations of plants and animals to compare the diversity of life in different habitats.</p>	The student exceeds in making several clear and relevant observations of plants and animals in the habitat.	The student progressing in making observation of plants and animals in a habitat that at times are unclear or irrelevant.	The student struggles in making observations of plants and animals in a habitat and/or make zero clear or relevant observations.	
<p><b>CCSS-ELA W.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement of section.</p>	The student exceeds in writing an informative or explanatory text that introduces a clear and relevant topic, discusses how the animals gets food, water, and shelter, by referring to their observations, develops relevant and clear points as to how this animal plays into a life or carbon cycle, and provides a clear and satisfying concluding statement.	The student progressing in writing an informative or explanatory text that introduces a topic relevant to the writing prompt. The student may not discuss all the following in their writing: (1) how the animal gets food (2) water, (3) shelter, or (4) how the animal plays into a cycle. Their points are present but weak or unclear. A concluding statement is unclear or weak.	The student struggles in writing an informative or explanatory text that introduces a topic relevant to the writing prompt OR provides a text irrelevant to the prompt. The student is missing several key points such as: (1) how the animal gets food (2) water, (3) shelter, or (4) how the animal plays into a cycle. A concluding statement is missing.	
<p><b>CCSS-ELA L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	The student exceeds in conventions with no errors in capitalization, punctuation, or spelling.	The student is progressing in conventions with 1-5 errors in capitalization, punctuation, or spelling.	The student is struggling in conventions with more than 5 errors in capitalization, punctuation, or spelling.	

**COMMENTS:**