

Diversity in Habitats

Eco-Explorers Post Assessment (2nd grade)

DIRECTIONS: Think about the three different habitats you visited during your field trip to The Morton Arboretum: Wetland, Woodland, and Prairie/Meadow. Choose two of these habitats and draw a picture of the plants, animals, and resources you would find in each.

HABITAT #1:

HABITAT #2:

DIRECTIONS: Answer the questions below in complete sentences.

1.) What kind of producers would you find in each habitat? Would you find the same producers in both habitats? Why or why not? **(LS4-1)**

2.) What kind of consumers would you find in each habitat? Would you find the same consumers in both habitats? Why or why not? **(LS4-1)**

3.) What are decomposers? Why are they important in habitats? **(LS4-1)**

4.) Draw a food web from one of your habitats below. Label your picture. **(LS2-1)**



DIVERSITY IN HABITATS - Rubric

NAME:

Standard	10	8	6	Score
<p>NGSS LS4-1 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>NGSS LS2-1 Plan & conduct an investigation to determine if plants need sunlight and water to grow.</p>	The student creates a clear, concise, and correct model of a food web that includes sunlight, producers, primary consumer (herbivore), secondary consumer (carnivore), and decomposer.	The student creates a correct model of a food web that includes sunlight, a producer, a consumer, and a decomposer.	The student struggles making a food web that includes all of the following: sunlight, a producer, a consumer, a decomposer.	
<p>CCSS-ELA W.2 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 producer/consumer differs in habitats AND why some habitats have the same producer/consumer and gives a clear and concise definition of decomposers. The student uses scientific vocabulary correctly.	The student progresses in writing an informative or explanatory text that discusses how the producer/consumer differs in habitats AND why some habitats have the same producer/consumer and gives a correct definition of decomposers.	The student struggles in writing an informative or explanatory text that discusses how the producer /consumer differs in habitats. The student struggles explaining why some habitats have the same producer/consumer. They student struggles identifying what decomposers are in a habitat.	
<p>CCSS-ELA L.2 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: