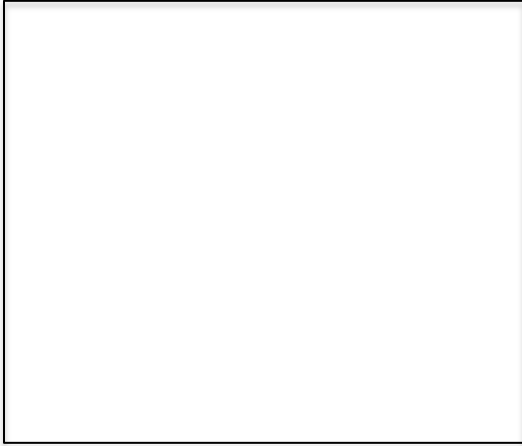


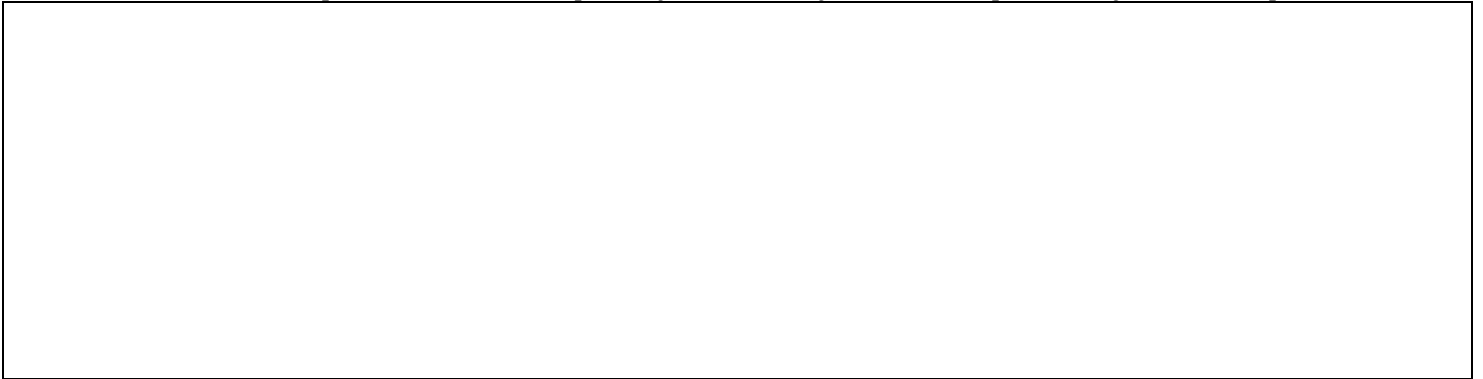
DIRECTIONS: Draw a diagram of a seed in the box below and label important parts. On the lines, describe how seeds are adapted to produce a fully grown plant. *(LS 1-1)*



DIRECTIONS: Draw an example of each root. On the lines, explain the difference between the two root systems and the advantages of each type of root. *(LS 3-2)*

TAP ROOT	FIBROUS ROOT

DIRECTIONS: Draw a picture of a decomposer you saw on your field trip. Identify and label parts as able.



DIRECTIONS: Answer the questions below in complete sentences.

1.) Why are producers, consumers, and decomposers important? *(LS 1-1)*

2.) How might decomposers be adapted for life underground? *(LS 3-2)*

DIVERSITY IN HABITATS - Rubric

Standard	10	8	6	Score
<p>NGSS LS1-1 Describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>	The student exceeds in making several clear and relevant observations by identifying the embryo, cotyledon, and seed coat with a thorough explanation of adaptation, and explaining the importance of producers, consumers, and decomposers in a habitat.	The student progressing in making observations by identifying the embryo, cotyledon and seed coat while explaining the importance of producers, consumers, and decomposers in a habitat.	The student struggles in identifying parts of a seed through observation and does not yet understand the importance of producers, consumers, and decomposers in a habitat.	
<p>NGSS LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.</p>	The student exceeds in creating a clear, concise, and correct explanation of adaptations in roots and decomposers to make them successful in their habitats.	The student progresses in explaining the adaptations of roots (tap and fibrous) and decomposers to make them successful in their habitats.	The student struggles in determining the difference between tap and fibrous roots and does not yet understand how adaptations make roots and/or decomposers successful in their habitats.	
<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:				