

Summative Assessment 2 for Living Things



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Summative Assessment 2

Lovely Looney Living Things

Performance Assessment

Duration: 2 class periods

Standard(s) Assessed: SC.F.2.1.2.1.1, SC.F.2.1.2.1.2, SC.F.2.1.2.1.3, SC.F.1.1.4.1.1, LA.B.1.1.2.1.1, LA.B.1.1.2.1.2, LA.B.1.1.2.1.3, LA.B.1.1.2.1.4, Goal 3 Standard 1 and Standard 4

Description of Assessment Activity: The students will create an imaginary living thing with an adaptation for survival and an adaptation to its environment. The student will create a diorama to demonstrate understanding of an appropriate environment for his or her living thing. The student will write a paragraph to describe his or her living creature. The student will describe the creature's environment in regards to characteristics of climate and tell about a structural part that has helped it adapt to its environment. The student will also explain something the living thing does that helps it survive.

Teacher Directions:

1. Provide various arts and craft materials for the students to use in creating their imaginary living things.
2. Prior to beginning the project, download the rubric for Lovely Looney Living Things Project and make an overhead transparency of it to share with the class.
3. Remind students about correct paragraph formation.

Student Directions:

1. Think about what we have learned about how living things adapt. We have talked about how special plant parts and animal body parts help them adapt to their environments. We have talked about actions they do that help them survive.
2. You are to make an imaginary living thing out of the materials provided. It cannot be a plant or animal you already know about. It needs to be a new type of living thing.
3. Make your living thing have one special part that helps it adapt to its environment. For instance, you might make something called a pigurtle. It could look like a pig but have a tough body covering like a turtle.
4. Next you will need to decide what kind of environment your animal will live in. We have studied about the desert, the rainforest, and a polar region. We know the desert can be hot and dry. We know the rainforest is wet and has a mild climate. We know Polar Regions are cold and have lots of snow and ice.
5. Use the art materials to make an environment for your living thing inside your shoebox. For instance, I want my pigurtle to live in a desert. So I will make my pigurtle's environment look like a desert. I will put sandpaper on the bottom. I will make cacti and tape them in the background. I'll make a bright yellow sun because the climate is hot and dry. I will add a few rocks. I will make my shoebox look like a desert.
6. We've learned that deserts can be hot and dry. Because it lives in the desert, my pigurtle has adapted to the hot, dry climate by sleeping during the day and coming out only at night when it is cooler. It does this to help it survive.

7. Now I have created my living thing with a special part, I have made an environment for it, and I have thought of an action it does to help it survive.
8. Last, you will write a paragraph to tell about your imaginary creature, its name, its environment, a part of your living thing that helps it adapt to the environment, and one thing it does to survive.
9. Model this for the students and write the sample paragraph on the board.
A paragraph for my pigurtle might look like this:



















I made a pigurtle. A pigurtle has the body of a pig. It has a hard shell over its body. This hard shell helps keep him safe from his enemies. My pigurtle's habitat is a hot, dry desert. My pigurtle sleeps during the day when it is so hot. This helps him survive.

10. As a group discussion, have students assess the sample pigurtle project using the rubric that is provided.
11. The teacher then shows examples of other sample projects, informs students about art supplies and procedures, and answers any student questions.
12. Students begin their projects.

Scoring Method & Criteria:

A rubric will be used to assess knowledge of characteristics of environments, adaptations to environments, and adaptations for survival.

**Rubric for
Lovely Looney Living Things Project
Summative Assessment 2**

<p style="text-align: center;">My Creature</p>	<p>  I made a living thing that is different from other real living things I already know about.</p> <p>  My living thing has a special plant part or animal body part that helps it adapt to its environment.</p> <p>  My living thing does something special that helps it survive in its habitat.</p>
<p style="text-align: center;">My Creature's Environment</p>	<p>I made an environment that is just right for my living thing:</p> <p>  I put things in my shoebox to show about the climate of its environment (rain, sun, snow, ice) and other plants or animals that live in that environment.</p>
<p style="text-align: center;">My Paragraph</p>	<p>  My paragraph names my living creature.</p> <p>  My paragraph tells what kind of environment it lives in (desert, rainforest, polar region, etc.)</p> <p>  My paragraph tells about the climate of the environment my creature lives in.</p> <p>  My paragraph tells about a special part of my living thing that helps it adapt to its environment.</p> <p>  My paragraph tells something my living thing does that helps it survive.</p>