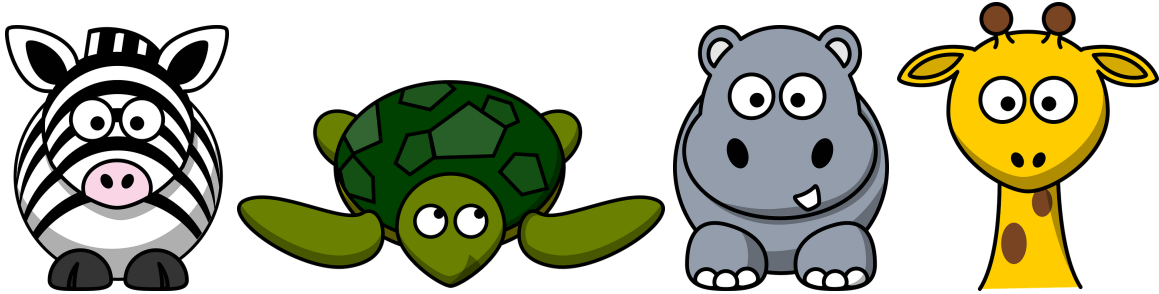


Third Grade Blizzard Bag Animal Project



Project Overview:

Students will be conducting a research project on an animal of his/her choosing. Students will become an expert on that animal and gather information including adaptations, habitat, diet, if the species is endangered or threatened and efforts taken to save the species. They will need to be investigators, problem solvers, creative and critical thinkers.

Students will be expected to show knowledge of their animal and will have creative control over how his/her final project will be presented. Examples include but are not limited to an imovie, diorama, tri fold poster board, etc.

Guiding Questions

- What are the animals physical characteristics?
- Where does my animal live? What is that habitat like?
- Describe its life cycle.
- What are some special adaptations my animal has for survival in this environment?
- What are predators and prey to my animal?
- What are interesting facts about my animal?
- What elements are specific to my animal's habitat (ex. Types of trees and plants, other animals, type of terrain and weather)
- What does my animal eat and how does it get its food?
- How does my animal survive weather in its habitat?
- Is my animal endangered or threatened? Not at risk?

Graphic organizers will be provide to help guide and organize research.

Standards

Science

3-LS4-3

Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive

3-LS4-4

Analyze and interpret given data about changes in a habitat and describe how the changes may affect the ability of organisms that live in that habitat to survive and reproduce.

Math

Represent and Interpret Data

3.MD.3

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

3.MD.4

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Reading

RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to this text as the basis for answers.

RI.3.5

Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing

W3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

MA3.A

Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements.

W3.7

Conduct a short research projects that build knowledge about a topic.

Speaking/ Listening

RL3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

RL3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

History Geography

#4

Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps.