

Animal Habitats



By:

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I. Project Overview

The teaching of special needs students is a real challenge to classroom teachers. It is also something that all classroom teachers have to deal with given the reality of “least restrictive environment” legislation that impacts every classroom in our state and country. One tool that can be of great assistance to the classroom teacher is that of technology. The subjects for this project will include two specific types of special needs students in West New York: the Project Prep students of the Alternative Program and a 2nd grade bilingual education class. During the course of this year we will be looking at the utilization of technology in the teaching of special needs students. The students will be using a combination of United Streaming videos, web quests, and computer lab sessions in room 209 at PS#5 to help them achieve the

project goal. The main concentration will be on Animal Habitats, but correlations will be shown to other subject areas as well.

Content Objectives

The Second Grade Bilingual Students will:

- Describe places where animals live
- Understand that a habitat is a place where plants and animals live
- Understand that habitats are not all alike and have different features
- Understand that a habitat provides all that is necessary for the life of the animal
- Understand that there are different animal classifications
- Make a diorama of their animal and its habitat
- Describe the effects of pollution on animal habitats
- Draw a picture describing healthy and unhealthy habitats
- Locate places on a globe

The Alternative Education Students will:

- Explain what a habitat is
- Understand that the oceans of our planet are composed of more than one habitat

- Explain the different ocean habitats of the clown fish, the great white shark, and the Greenland shark
- Put into writing these three ocean habitats in a 2 to 3 page essay

Technology Objectives

The Second Grade Bilingual Students will:

- Use the Internet for research
- Use a teacher made template
- Learn to save information on their hard drive
- Make a PowerPoint presentation

The Alternative Education Students will:

- Learn about and complete a Web Quest
- Use Microsoft Word to write an essay paper
- Make a PowerPoint presentation

New Jersey Core Content Curriculum Standards

2nd Grade:

Technology Core Content Curriculum Standards: 5-8.8.1.A.1

5-8.8.1.A.2 5-8.8.1.A.3 5-8.8.1.A.4 5-8.8.1.A.5 5-8.8.1.A.6
5-8.6.1.A.8 5.8.8.1.A.9 5-8.8.1.A.10 5-8.8.1.A.11
5-8.8.1.A.12 5-8.8.1.B.2 5-8.8.B.4 5-8.8.1.B.6.a 5-8.8.1.B.6.b
5-8.8.1.B.7

Science Core Curriculum Content Standards: 2.5.1.A 2.5.2.A 2.5.3.A
2.5.4.A 2.5.3.C.1 2.5.3.D.1 2.5.4.C.1 2.5.5.A.1 2.5.5.A.2 2.5.5.B.1
2.5.8.B.2 2.5.5.B.3 2.5.8.B.4 2.5.8.D.1 2.5.10.A.1

Math Core Curriculum Standards: 2.4.1.A.2 2.4.1.A.3 2.4.1.B.1.a
2.4.1.B.4.a 2.4.1.B.4.b 2.4.1.B.5.a 2.4.1.C.2 2.4.3.C.2.a 2.4.5.A.2.a
2.4.5.B.1.b 2.4.5.B.2 2.4.5.B.4 2.4.5.E.3 2.4.5.F.6

Social Studies Core Curriculum Content Standards: 2.6.6.A.1.1
2.6.6.A.1.2 2.6.6.A.1.3 2.6.6.A.2 2.6.6.A.3 2.6.6.B.1 2.6.6.B.2
2.6.6.E.1 2.6.6.E.3

Language Arts Core Curriculum Content Standards: 2.3.1.A.1 2.3.1.A.2
2.3.1.D.1 2.3.1.D.2 2.3.1.D.3 2.3.1.D.4 2.3.1.D.5 2.3.1.D.4
2.3.1.H.22.3.2.A.1 2.3.2.A.2 2.3.2.A.3 2.3.2.A.4 2.3.2.A.5 2.3.2.A.6
2.3.2.A.72.3.2.A.8 2.3.2.A.9 2.3.2.A.10 2.3.2.A.11 2.3.2.A.12
2.3.2.A.132.3.2.B.1 2.3.2.B.3 2.3.2.C.1 2.3.2.C.2 2.3.2.C.3 2.3.2.C.4
2.3.2.C.52.3.2.C.6 2.3.2.D.1 2.3.2.D.2 2.3.2.D.3 2.3.2.D.4 2.3.2.D.5
2.3.3.A.12.3.3.A.2 2.3.3.A.3 2.3.3.A.4 2.3.3.B.1 2.3.3.B.2 2.3.3.B.3
2.3.3.B.42.3.3.C.1 2.3.3.C.2 2.3.3.D.1 2.3.3.D.2 2.3.3.D.3 2.3.4.A.1
2.3.4.A.22.3.4.A.2 2.3.4.A.3 2.3.4.B.1 2.3.4.B.2 2.3.5.A.1 2.3.5.A.2
2.3.5.A.32.3.5.A.4 2.3.5.A.5

7th Grade:

Technology Core Curriculum Content Standards: 8.8.1.B.6.a,
8.8.1.B.6.b, 8.8.1.A.2, 8.8.1.A.5, 8.8.1.A.6, 8.8.1.A.8, 8.8.1.B.7, 8.8.1.B.8,

Science Core Curriculum Content Standards: 5.5.4.B.1, 5.5.4.B.3, 5.5.4.B.5, 5.5.4.A.1, 5.1.8.A.1, 5.1.8.A.5, 5.1.8.A.6, 5.1.8.B.1, 5.1.8.B.3

Language Arts Core Curriculum Content Standards: 7.3.2.C.6, 7.3.2.C.7, 7.3.2.D.1, 7.3.1.A.1, 7.3.1.A.2, 7.3.1.H.1, 7.3.1.H.4, 7.3.2.A.2, 7.3.2.C.1, 7.3.2.C.2

Lesson Plans

2nd Grade

TECHNOLOGY LESSONS

Lesson Plan 1

Time allotment: Four Class Periods.

Objectives

Students will be able to identify the Control, Alt and Delete keys to be able to log on. Students will be able to access internet. They will be able to log off.

Materials

Computers, pencil, paper and students' password written on index card, Smart Board.

Activities: Students will follow directions on how to log on. They will access the Board of Education's web page and write their names and passwords to access internet. Students will follow directions by listening and observing the smart board.

They will be able to type GOOGLE in the URL line. They will also type a word(s) to begin a search. (e.g., animals, polar habitats). They will also learn the steps to log off.

Lesson 2

Time allotment: Five Class Periods

Objectives

Students will be able to research about the animal chosen. They would be able to take notes following the model given.

Materials

Computers, pencils, PowerPoint template, index cards with students' passwords.

Activities

Students will turn the computer on, they will log on. They will start Internet Explorer and go to Google search engine. They will explore different web pages to collect information required for their projects. They will also write down the web pages used. They will be able to log off.

Lesson 3

Time allotment: Seven Class Periods

Objectives

Students will be able to follow directions to enter the information in PowerPoint.

Materials

Computers, pencils, index cards with students' passwords, PowerPoint template printout, and PowerPoint rubric.

Activities: Students will log on; they will find the Shortcuts to PS5 docs folder on the desktop. They will double click on the folder with their room number. They will find the file Habitat PowerPoint; double click on that file to open it. Once the file is open, the students must save the file in their h-drive. They will do this by clicking on the Office Button; click "Save as", they will click on the first choice on the menu given. In the "Save as" window, they will click on "My Computer" (on the left of the screen). When "My Computer" opens, click on their storage area-the h drive), then click "Save". The template with the information needed for their project is saved in their h-drive. They now will be able to add information and make changes. They will also need to check their rubric before adding any information in their template.

Lesson 4

Time allotment: Four Class Periods

Materials

Computers, pencils, index cards with students' passwords, PowerPoint Template printout.

Objectives

Students will be able to insert pictures in their PowerPoint template and animate each slide.

Activities

Students will open their PowerPoint presentation, insert pictures where needed and animate each slide. They will find the pictures from the web pages researched, they will click on them, go to the Office Button, click on it, then go to "Save as" and save them in their h-drive. Go to their PowerPoint click on Insert, click on Picture, open the picture file and click Insert. They will use the arrows to resize or move the picture around. For the advancement of the slides they will click on animations, then advance slide (click the top arrow to advance "automatically after 4 seconds"). Do this with each slide.

Technology Core Content Curriculum Standards: 5-8.8.1.A.1

5-8.8.1.A.2 5-8.8.1.A.3 5-8.8.1.A.4 5-8.8.1.A.5 5-8.8.1.A.6

5-8.6.1.A.8 5.8.8.1.A.9 5-8.8.1.A.10 5-8.8.1.A.11

5-8.8.1.A.12 5-8.8.1.B.2 5-8.8.B.4 5-8.8.1.B.6.a 5-8.8.1.B.6.b

5-8.8.1.B.7

SCIENCE LESSONS

Lesson 1

Time Allotment: Eight Class Periods*

Objectives

Children use prior knowledge and visual clues to compare themselves to another animal.

Materials

Science book, pictures of different animals, pencils, notebooks, crayons.

Activities

Children look at an animal in a picture and draw what they see, then each child in a group (groups of 4) will act out the different kind of animal he or she would like to be. Other group members try to guess the animal. Children should then tell how they are like the animal: How many eyes, ears, mouth. They should also note differences between the animal and themselves: body covering. Read from Science book pages A4-5 and do the Discover Activity part on page A5.

*Includes all Science lessons

Lesson 2

Objectives

Children describe places where animals live.

Materials

Science book, notebooks, copy of Science workbook, pencils, crayons, pictures of different animals and their habitats.

Activities

Brainstorm a list of places where animals live. Read Science book pages A24-25, do Explorer's Activity Guide. Talk about the different animals in the pictures. Then children will draw and color a picture of an animal in the place where it lives.

Lesson 3

Objectives

Children will be able to learn that a habitat is a place in which plants and animals live and that different habitats have different physical features.

Materials

Science book, copy of Explorer's Activity Guide, page 15, notebooks, pencils, crayons.

Activities

Ask children what they think a habitat is. Introduce the vocabulary word: **habitat**. Read pages A26-27, do page 15 in the Activity Guide worksheet. Have children revise their definition of "habitat". It will be explained that land habitats include forests, tropical forests, grasslands, and deserts. Freshwater habitats include standing water (lakes and ponds) and running water (streams and rivers). Saltwater habitats include the open ocean, coastal waters, bays, and estuaries.

Lesson 4

Objectives

Students will be able to learn that a habitat provides all the things necessary for a living thing to survive. By learning how a habitat provides all the things necessary for an animal to live and grow, the children will understand the eco systems and their interactions.

Materials

Science book, pages A30-31, worksheet from Explorer's Activity Guide, page 17, pencils, crayons, notebooks, pictures of animals.

Activities

Ask children to list things an animal gets from its habitat: food, water, air, protection. They will read pages A30-31; do Activity page 17.

Lesson 5

Objectives

Students will be able to learn that some animals are classified as mammals, birds, amphibians, fish, or reptiles.

Materials

Science book: ScottForesman Science: Discover the Wonder, ScottForesman Explorer's Activity Guide, pencils, crayons, easel paper, markers.

Activities

Write the names of different mammals, birds, amphibians, fish, insects, and reptiles on cards. Ask children to group the cards, and to explain how the animals in a group are alike. Provide pictures of animals from each group and let children compare them to the illustration in the book. Read pages A48-49 from Science book, do Explorer's Activity Guide, page 30.

Lesson 6

Objectives

Students will be able to make a diorama of an animal and its habitat.

Materials

boxes, crayons, pencils, plastic models of animals, scissors, glue, string.

Activity

Students will make a diorama of different animals and their habitats using the information previously researched.

Science Core Curriculum Content Standards: 2.5.1.A 2.5.2.A 2.5.3.A
2.5.4.A 2.5.3.C.1 2.5.3.D.1 2.5.4.C.1 2.5.5.A.1 2.5.5.A.2 2.5.5.B.1
2.5.8.B.2 2.5.5.B.3 2.5.8.B.4 2.5.8.D.1 2.5.10.A.1

Math/Science Connection:

On easel paper, write different habitats: ocean, desert, polar. Have children name an animal that lives in each habitat. Add the animal names to the list on the easel. Then have children make up number sentences about the animals:

25 fish in the ocean + 7 polar bears in the Arctic region = 32 animals

Invite children to count the number of animals shown in the picture for each animal group. Write their responses on easel paper. Ask children to solve word problems about the animals:

How many more legs does a kitten have than a bird?

How many wings altogether do the birds in one cage have?

How many wings altogether do the birds in both cages have?

How many more fish than frogs are there?

Math Core Curriculum Standards: 2.4.1.A.2 2.4.1.A.3 2.4.1.B.1.a
2.4.1.B.4.a 2.4.1.B.4.b 2.4.1.B.5.a 2.4.1.C.2 2.4.3.C.2.a 2.4.5.A.2.a
2.4.5.B.1.b 2.4.5.B.2 2.4.5.B.4 2.4.5.E.3 2.4.5.F.6

Science/Social Studies Connection

Students will draw pictures of healthy and hazardous marine and freshwater environments. Students will describe the effects of the pollution of plastics on wildlife.

Use pictures from books and magazines to help children associate geographic terms with visual images, pictures of a desert, rain forest, Polar Regions, ocean, rivers, etc to stimulate conversation about the features of a desert, Polar Regions, and other habitats. Talk about many different places and imagine what it would be like to visit them.

Using the globe, indicate where the North Pole, South Pole, and the Equator are. Also the Western Hemisphere, the Eastern Hemisphere, and in which some animal habitats are located. Identify the lines of *longitude* and *latitude*.

Children use different maps to learn about places in the world (see resources page for web site).

Teach children ecological responsibility by brainstorming ways in which people harm the planet then have children draw pictures of themselves helping the Earth.

Social Studies Core Curriculum Content Standards: 2.6.6.A.1.1
2.6.6.A.1.2 2.6.6.A.1.3 2.6.6.A.2 2.6.6.A.3 2.6.6.B.1 2.6.6.B.2
2.6.6.E.1 2.6.6.E.3

Language Arts

During the eight class periods of the Science lessons children will be given Open Ended Questions, Explanatory Prompt, Poem Prompt, Speculative Prompt or compare and contrast questions related to Science.

-Draw a picture of your favorite animal. Write two sentences beneath the picture telling where the animal lives and how it finds food.

-Different animals live in different places called habitats. Some live in the water, others in the forest and some in places where there is lots of snow. Where would you like to live? What special adaptations do you need to be able to live in your chosen habitat?

-Compare and contrast an animal that lives in the ocean with an animal that lives in the dessert.

-If you could become an animal what kind would you like to be? Give three reasons why.

-Write a poem prompt about the poem “Nature’s Good Story” by Malcolm Louis Kantzler (see page 15).

-Speculative Prompt: Children will write about the picture (see page 16).

-Animals that are alike are grouped together. Some animals are grouped as mammals, others as fish, and some as reptiles. Human beings belong to the mammal group. What are some of the characteristics we share with the animals in that group? What are some of the differences?

-Write a story about an animal.. Make your story interesting by writing about its adventures, where this animal lives its friends.

Language Arts Core Curriculum Content Standards: 2.3.1.A.1 2.3.1.A.2
2.3.1.D.1 2.3.1.D.2 2.3.1.D.3 2.3.1.D.4 2.3.1.D.5 2.3.1.D.4
2.3.1.H.22.3.2.A.1 2.3.2.A.2 2.3.2.A.3 2.3.2.A.4 2.3.2.A.5 2.3.2.A.6
2.3.2.A.72.3.2.A.8 2.3.2.A.9 2.3.2.A.10 2.3.2.A.11 2.3.2.A.12

2.3.2.A.13 2.3.2.B.1 2.3.2.B.3 2.3.2.C.1 2.3.2.C.2 2.3.2.C.3 2.3.2.C.4
2.3.2.C.5 2.3.2.C.6 2.3.2.D.1 2.3.2.D.2 2.3.2.D.3 2.3.2.D.4 2.3.2.D.5
2.3.3.A.1 2.3.3.A.2 2.3.3.A.3 2.3.3.A.4 2.3.3.B.1 2.3.3.B.2 2.3.3.B.3
2.3.3.B.4 2.3.3.C.1 2.3.3.C.2 2.3.3.D.1 2.3.3.D.2 2.3.3.D.3 2.3.4.A.1
2.3.4.A.2 2.3.4.A.3 2.3.4.B.1 2.3.4.B.2 2.3.5.A.1 2.3.5.A.2
2.3.5.A.3 2.3.5.A.4 2.3.5.A.5

Visual and Performing Arts

Students will draw and color pictures of different animals and their habitats.

Dioramas made using different art materials.

Throughout the lessons music depicting different nature and animal sounds was played.

Visual and Performing Arts Core Curriculum Content Standards:

2.1.1.B.3 2.1.2.B.1 2.1.2.D.1 2.1.2.D.3 2.1.2.D.4 2.1.3.B.1 2.1.3.D.1
2.1.3.D.2 2.1.4.A.2 2.1.4.B.1 2.1.4.B.2

Lesson Plans 7th Grade

Lesson 1: Internet Searches

Objectives: Students will be able to (SWBAT) conduct an internet search finding information on assigned topics, determine if the information they find is good/bad usable/unusable.

Activities/Assignments: The students will be given various topics to research on the internet (chosen by the teacher). The student will use index cards to collect information on their topic. The websites visited must be included on the index cards.

Resources: computer with internet connection; index cards.

Standards: NJ Core Curriculum Content Standards

Improve structured thinking, logical thinking, and problem-solving skills. (8.1.8.B.8, 8.1.8.B.9, 8.1.8.B.10)

Demonstrate the ability to correctly cite Internet sources. (8.1.4.B.2, 8.1.4.B.3, 8.1.4.B.4, 8.8.1.8.B.6, 8.1.8.B.7)

Duration of Lesson: Five forty (40) minute class periods.

Assessment: Teacher will review the index cards comparing them to the websites visited. Feedback will be given to each student based on their submitted cards.

Lesson 2: Creating PowerPoint presentations.

Objectives: SWBAT learn how to use the basic functions PowerPoint, make a 5-7 slide PowerPoint presentation based on information they have gathered.

Activities/Assignments: The students will be taught the basic procedures of using PowerPoint including: starting a new PowerPoint presentation, changing backgrounds, transitions, builds, hyperlinks, clip art, selecting colors and fonts, creating headers and footers, changing the slide master, developing professional looking slides. Students will be given the hand out "Starting PowerPoint as a beginner" (download.microsoft.com/download/f/0/7/f0735a4d-df07-4541-8da1-e56a567831b0/start.doc). They will work through the handout to develop the skills needed to complete the next lesson activity of creating a power point presentation. Their PowerPoint presentations will be saved to their hard drives.

Resources: computer with internet connection; index cards;
PowerPoint Tutorial:
<http://www.microsoft.com/Education/PPTTutorial.msp>.

Standards:

Create, review and apply skills from Microsoft Office Suite program to a content area topic. (8.1.8.A.5, 8.1.8.A.6, 8.1.8.A.8, 8.1.8.A.9)

Complete word processing, spreadsheet, and multimedia presentation projects as per Essential Outcomes chart. (8.1.4.A.4, 8.1.4.A.5, 8.1.4.A.6, 8.1.8.A.5, 8.1.8.A.7, 8.1.8.A.8)

Duration of Lesson: Five forty (40) minute class periods.

Assessment: Teacher will view the PowerPoint presentation of each child.

Lesson 3: Introduction to Web Quests

Objectives: SWBAT explain what a Web Quest is; the purpose for putting one together; and how to complete one.

Activities/Assignments: The teacher will explain that the students will be learning a new type of assignment. The teacher will then play the United Streaming video “*Writing and Web Quest Applications*” for the students. Following the viewing of the video complete the following web quest with the class:

<http://questgarden.com/78/50/7/090319115052/index.htm>

Resources: computer with internet connection; pencils and paper.

Standards:

Create, review and apply skills from Microsoft Office Suite program to a content area topic. (8.1.8.A.5, 8.1.8.A.6, 8.1.8.A.8, 8.1.8.A.9)

Complete word processing, spreadsheet, and multimedia presentation projects as per Essential Outcomes chart. (8.1.4.A.4, 8.1.4.A.5, 8.1.4.A.6, 8.1.8.A.5, 8.1.8.A.7, 8.1.8.A.8)

Duration of Lesson: Two forty (40) minute class periods.

Assessment: Teacher will view the PowerPoint presentation of each child.

Bibliography

Books Read

- [Frogs Ranas](#) by Susan Canizares and Daniel Moreton
- [Vertebrates](#) by Ted O'Hare
- [Polar Bears Osos polares](#) by Susan Canizares and Daniel Moreton
- [Living in a Rainforest](#) by Patty Whitehouse
- [Living in a Desert](#) by Patty Whitehouse
- [River Life](#) by Barbara Taylor
- [Life in the Ocean](#) by George Huxley
- [On Safari](#) by Gare Thompson
- [In the Tree](#) by Zoe Sharp
- [Life in the Rain Forest](#) by William K. Gibbons
- [Animals and their Environment](#) by Jennifer Boothroyd
- [Animal Habitats](#) by Michael Chinery
- [The Abcs of Habitats](#) by Bobbie Kalman
- [Sea Animals \(Animals and their Habitats\)](#) by Francine Galko
- [A Forest Habitat \(Introducing Habitats\)](#) by Bobbie Kalman
- [The Arctic Habitat](#) by Molly Aloian and Bobbie Kalman
- [What Lives in the Tundra?](#) By Oona Gaarder-Juntti
- [Living in a Grassland](#) by Patty Whitehouse
- [What Lives in the Savanna?](#) By Oona Gaarder-Juntti
- [The Great Panda](#) by Judith Janda Presnall
- [Endangered Animals and Habitats-Dolphins and Porpoises](#) by Stuart A. Kallen
- [Animal Life Cycles](#) by Pam Zollman
- [A Kid's Guide to Protecting and Caring for Animals. How to Take Action](#) by Cathryn Berger Kaye
- [What is a Marine Mammal?](#) By Bobbie Kalman and Jacqueline Langille
- [About Mammals: A Guide for Children](#) by Cathryn Sill and John Sill
- [Everything Reptile: What Kids Really Want to Know about Reptiles](#) by Cherie Winner
- [What is an Amphibian](#) by Jacqueline Langille
- [About Birds: A Guide for Children](#) by Cathryn Sill

-Simon & Schuster Children's Guide to Insects and Spiders by Jinny Johnson

In addition, students also watched the new released movie Earth

Poem Prompt

"Nature's Good Story"

By Malcolm Louis Kantzler

The world is full of wondrous things;
We see them every day,
The birds that soar up high and sing,
The treetop squirrels that play.

The sun that fills the sky with light
And brings warmth to the days,
The moon and stars that shine at night
Steal darkness with their rays.

The ocean crests of foamy white
Rush up on bubbling sand.
The mountains in their towering height
Look down upon the land.

The valleys and the rolling hills,
The rivers and the plains,
The mountain stream and lake it fills,
The winter snow and springtime rains.

The pinewood forest and desert sands,
The islands in the sea,
Bird flocks angled for distant lands,
The clouds' soft imagery.

The beauties of this Earth, so dear,
Each day for all unfold
Treasures we feel, or see, or hear
Nature's story so well told.

Speculative Prompt



Resources

<http://www.helium.com/items/1445696-childrens-poem-of-nature>

<http://kids.nationalgeographic.com/Photos/>

<http://www.yourchildlearns.com/owlmouse.htm>

<http://www.kidsforsavingearth.org/>

Discover the Wonder: ScottForesman; c. 1996

Sounds of Nature Sampler CD

Baby Einstein World Music CD

Sound of Nature-Animals CD

Rubrics

Evaluación

Nombre _____ fecha _____

Escribí y deletree el nombre del animal correctamente.



Escribí también mi nombre.



Escribí correctamente lo que este animal come.



Escribí su nombre científico sin errores.



Escribí correctamente donde vive el animal.



Escribí la clasificación del animal sin errores gramaticales (pez, reptil, mamífero).






Las fotos concuerdan con el nombre del animal, lo que come y con su habitat.







Student Self-Assessment




Name _____ Date _____

I wrote the animal's name and spelled it right.   




I wrote my name.   

I wrote what the animal eats and spelled it right.   

I wrote the animal's scientific name and spelled it correctly.   

I wrote what the animal's habitat is and spelled it the right way.   

I wrote what the animal's classification is (fish, mammal, reptile).   

The pictures of the animal, what it eats, and where it lives are the correct ones.   

Rubric for paper

CATEGORY	4	3	2	1
Organization	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

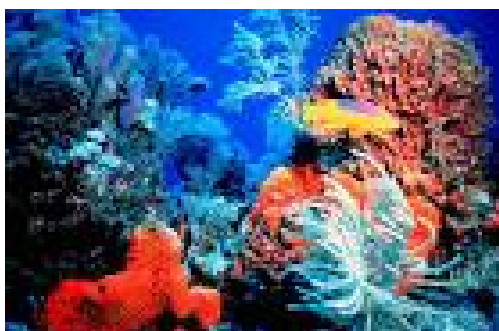
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
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Rubric for PowerPoint Presentation					
Category	4	3	2	1	Score
Text—Font choice and formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.	
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation	Several graphics are unattractive AND detract from the content of the presentation.	
Background	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.	
Sounds--planning	Careful planning has gone into sounds. All sounds improve the content or "feel" of	Some planning has gone into sounds. Most enhance the content or "feel" of the	Sounds that are chosen are appropriate for the topic, but some detract from the overall	Sounds are not appropriate for the presentation.	

	the presentation.	presentation, but 1-2 seem to be added for no real reason. None detract from the overall presentation.	presentation.		
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.	
Effectiveness	Project includes all material needed to gain a comfortable insight into the person.	Project includes most material needed to gain a comfortable understanding of the person but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements.	
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	
Timing	All slides are timed well and there is	All but one or two slides are	Only one or two slides are timed	Presentation moves too	

	enough time to complete reading on each slide.	timed will, with enough time to complete reading each slide.	correctly.	quickly, it is difficult to grasp anything.	
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Ocean Habitat Web Quest



Introduction: Oceans cover about 70% of the Earth’s surface. When most people think about the ocean they think of it as being one habitat. But, that is an incorrect view of the Earth’s oceans. Lying within the oceans are several different habitats. During the course of this Web Quest you will be exploring three of these habitats and learning about their similarities and differences.

Task: You will explore various ocean habitats to learn about the lives of three ocean creatures: the clown fish, the great white shark, and the Greenland shark.

You will use the internet to find information about these three ocean creatures. You will learn what they look like, where they live, and what they eat.

You will also learn how the habitats of these three ocean creatures are similar and different.

You will then complete a 2-3 page paper in which you detail the similarities and differences between the ocean habitats of these three ocean dwellers.

You will finally prepare a power point presentation on the shark, clownfish, and octopus.

Process:

Clownfish



Let's begin our exploration of the clownfish by reading the following information: http://tolweb.org/treehouses/?treehouse_id=3390

Next go to this site and study the habitat of the clownfish:
<http://www.fishbase.org/Summary/SpeciesSummary.php?id=9209>

Finally, visit this site for more information on clownfish habitat:
<http://wonderclub.com/Wildlife/fish/clownfish.html>

Greenland Shark



Next, let's examine the Greenland Shark:

http://en.wikipedia.org/wiki/Greenland_shark

Now check out the following site for more information on the Greenland Shark:

<http://www.marinebiodiversity.ca/shark/english/greenland.htm>

Great White Shark



Finally, let's turn our attention to the Great White. Begin your quest by looking here:

<http://www.ucmp.berkeley.edu/vertebrates/Doug/shark.html>

Next read this selection:

<http://animals.nationalgeographic.com/animals/fish/great-white-shark.html>

And finally this selection: <http://marinebio.org/species.asp?id=38>

Process 2: Now that you have examined the clownfish, the great white shark, and the Greenland shark it is time to put into writing and PowerPoint what you have learned. Using Microsoft Word you will write a 2-3 page paper. The paper will include the similarities and differences in the habitats of the three ocean dwellers you studied as well as differences in the diets. Your grade will be based on how well you differentiate these three ocean habitats. When you have finished your paper you will prepare a PowerPoint presentation to present your findings to your fellow students.

Evaluation: Your finished products, both the paper and the PowerPoint presentation will be evaluated using the following rubrics. Please familiarize yourself with the rubrics to ensure maximum score on each and your highest grade possible.

Conclusion:



Now that you have finished the web quest it's time for reflection and further exploration. Think about what you have learned concerning the various ocean habitats. Prior to your undertaking of the web quest were you aware of the vast differences that exist in the ocean and the differences in the animals that live in each of the habitats? For further exploration you might want to visit the following web pages to learn more about the ocean and its diverse habitats:

<http://www.onr.navy.mil/focus/ocean/>

<http://nasascience.nasa.gov/earth-science/oceanography>

<http://www.tos.org/>

<http://www.kidsolr.com/science/page15.html>

<http://www.cce.uri.edu/news/releases/?id=4034>

Project Evaluation

Mercedes

My original intent was to have my Eisenhower Project subject matter centered on mathematics. However, I soon changed my subject to something the children would enjoy doing more. I settled on the topic of animals and their habitats. Early on I experienced a lot of frustration trying to get the children to work well with the computers. However, as they grew in their ability to work well with the computers my level of frustration eased. The children grasped the knowledge of technology in a fun way. Going to the Eisenhower

lab became something very exciting for the children, including myself. When my supervisor visited the class on one occasion while we were using the lab she stated something that I had learned over the course of this project: children when given the chance can do more than we expect of them.

Marcel

I had three goals in mind when I began this project. Two of the goals fell within the time restraints of the project while the third goal is beyond the time frame of the project. The first goal was to teach myself and my students what a Web Quest is. The second goal was to have my students successfully complete a Web Quest that we worked on together. The third, and final goal, is to be able to use what I have learned from the development of this Web Quest to develop further Web Quests to be used in my teaching in the future. The first two goals were successfully completed during this school year. I, and my students, have developed an appreciation for the Web Quest that

wasn't there before. The process of developing and completing the Web Quest has proven to be beneficial to both myself and my students. I will begin working on my third goal during the summer. I would recommend that teachers wishing to incorporate Web Quests into their teaching explore www.webquest.org and listen to the following audio file:

<http://mediashare.discoveryeducation.com/mediashare/index.cfm?event=showMedia&title=EdTechConnect%20featuring%20Bernie%20Dodg%20e%20Emp4&vidPath=http%3A%2F%2Fmediashare%2Ediscoveryeducation%2Ecom%2Fassets%2Fflvs%2F2fbe1b6d%2D1cc4%2D4143%2D6a46%2Dc5028f85d51d%2Eflv>