Growing and Flowing

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Core: \_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENTS- In an effort to make our assessments fit your individual learning styles better, for this unit we will be trying a Tic-Tac-Toe board assessment. This means that you will get to choose your own tests! Just like in a game of Tic-Tac-Toe, you will choose three different tasks to complete. Unlike the game, though, you don’t have to go in a straight line! The only rule is that each task you choose has to be from a different column. If you prefer to take the “standard” multiple-choice test, that is also an option! If you don’t have your project to turn in **ON THE DUE DATE**, however, you will take the test on that day, ***no exceptions****.* This is just our way of making sure that everyone has something for us to grade! ☺

PARENTS- Please review the options below and determine which is best for your child. CIRCLE the three options that you and your child have chosen below and return this sheet signed. The rubric sheet is yours to keep to use as general guidelines for this assignment. THIS IS TO BE DONE PRIMARILY **OUTSIDE** THE CLASSROOM.

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| Vocabulary [Entire Unit]  (MINOR)  DUE: 11/6 | Plant Structure & Processes  (MAJOR)  DUE: 11/20 | Food Webs & Energy Pyramid  (MAJOR)  DUE: 12/11 |
| Word Wall  *Using a file folder and Post-It notes, create a wall of word stacks with a definition and picture for each word.* | Extra-Large Flower Diagram  *Create a colorful, extra-large flower diagram with labels of parts and explanations of processes.* | Build a 3-D Model  *Using supplies found at home, build a 3-D model of the Energy Pyramid, detailing how food webs within interact.* |
| Vocabulary Song & Video  *Create a rhyming song that explains the definition for each word and create a video for the song/OR present song in front of class.* | Write a Newspaper  *Using the Title: Can Plants Survive?! Create a fake newspaper with sections that cover the plant structure and processes.* | Create a Book  *Be the author and illustrator of your own book. Take a character through a journey of the food webs and energy pyramid.* |
| Vocabulary Quiz  WITH completed study guide | “Standard” Test  WITH completed study guide | “Standard” Test  WITH completed study guide |

**Vocabulary:** pollination, fertilization, photosynthesis, chloroplast, chlorophyll, glucose, respiration, transpiration, stomata, guard cells, abiotic, biotic, food web, food chain, energy pyramid, biome, predator, prey, carnivore, omnivore, herbivore, anther, filament, nectar, ovary, petal, pistil, pollen, ovules, sepal, stamen, stigma, style

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| Vocabulary [Entire Unit]  (MINOR)  DUE: 11/6 | Plant Structure & Processes  (MAJOR)  DUE: 11/20 | Food Webs & Energy Pyramid  (MAJOR)  DUE: 12/11 |
| **Word Wall**  Each word stack contains:   * Vocabulary word on top \_\_\_/ 1pt for each word * Detailed, Colored picture of the word 2nd \_\_\_/ 1pt for each word * Definition of the word on bottom in a complete sentence \_\_\_\_/ 1pt for each word * 1 point for quality: is the handwriting neat? * Total: \_\_\_\_\_\_/100pts | **Life-Size Flower Diagram**   * Flower is cut out from a large poster or other large paper \_\_\_\_/ 10pts * All flower parts are labeled \_\_\_\_/ 20 pts * Each flower part is thoroughly described \_\_\_\_\_/ 40pts * Flower processes are included \_\_\_/20pts * Flower is colorful and detailed \_\_\_\_\_/ 10pts * Total: \_\_\_\_\_\_/100pts | **Build a 3-D Model**   * Each layer of the energy pyramid is clearly labeled in the appropriate section \_\_\_/30pts * Examples of organisms with pictures are included at each level \_\_\_\_/30pts * Organisms are categorized based on what they consume \_\_\_\_/20pts * Model is at least 1ft x 1ft x 1ft and is colored and detailed \_\_\_/10pts * Includes map of the different roles (predator, prey, etc) for each organism and how the energy flows through that food web\_\_\_\_/10pts * Total: \_\_\_\_/100pts |
| **Vocab Song & Video/Performance**   * Each word is included \_\_\_\_/ 1pt for each word * Each word is clearly defined within the song \_\_\_\_/1pt each * Song structure: rhyming, flow, makes sense \_\_\_\_/14pts * Student performs the song in a video or in front of the class without the use of note cards \_\_\_/20pts * Total: \_\_\_\_\_\_/100pts | **Newspaper**   * Project resembles a newspaper structure: large title, name of paper, date, >3 sections per page, pictures, etc. \_\_\_\_/20pts * Plant parts are pictured and described \_\_\_\_/40pts * Plant processes are thoroughly described \_\_\_\_/40pts * Total: \_\_\_\_\_/100pts | **Create a Book**   * Book has a hard cover with title, relevant picture, and author name and at least 5 pages \_\_\_\_/10pts * Explanation & picture of the energy pyramid is included (with examples) \_\_\_\_/30pts * Explanation & picture of food web is included (with examples) \_\_\_/30pts * Relevant vocabulary is included and explained/defined \_\_\_\_/20pts * Book is neat & colorful \_\_\_\_/10pts * Total: \_\_\_\_\_/100pts |
| **Quiz**  Students will have to identify the correct word or definition. | **Test**  This test will cover the plant parts/process essential for plant survival. Study guide will be given the week of the test. | **Test**  This test will cover the food web and energy pyramid and how organisms fall into those categories. Study guide will be given the week of the test. |

**Vocabulary:** pollination, fertilization, photosynthesis, chloroplast, chlorophyll, glucose, respiration, transpiration, stomata, guard cells, abiotic, biotic, food web, food chain, energy pyramid, biome, predator, prey, carnivore, omnivore, herbivore, anther, filament, nectar, ovary, petal, pistil, pollen, ovules, sepal, stamen, stigma, style