

Name: \_\_\_\_\_



# BIOME RESEARCH

## *Cooperative Project*

### Information

With your partner(s), you will research one of the ten (10) biomes discussed in class. You will discover important information about your biome, and present this in a creative way. This project will contain all of the research, in a visual and written format. You will include written pieces, describing your biome and how animals have adapted to live in your biome.

Save this sheet as a checklist while you work. The rubric here will also show you how you will be graded. Keep in mind that although this is a cooperative project, your individual grade can change based on effort, how well you behave during class and how you cooperate with your partner(s). Your writing is also graded individually.

### Directions

1. Draw a picture of your biome. This can be one large picture, or it can be several smaller scenes. It depends on how you are presenting your project. (You will plan this out and sketch it on smaller paper first.)
2. Label the name of your biome.
3. Draw and label any special land and water features. (Mountains, etc.)
4. Write and label the **average temperatures** in your biome. Include high temperatures, low temperatures, and any seasons. As much information as you can find.
5. Write and label the **average precipitation** (rain and snow) in your biome, if there is any.
6. Animal populations: list and draw at least 5 animal populations found in your biome, shown in their natural habitat.
7. Plant populations: list and draw at least 3 plant populations found in your biome, shown as they would be found naturally.

Name: \_\_\_\_\_

## Writing Directions

1. Each student chooses one animal that has adapted to live in your biome.
2. Draw and label a picture of the animal you have chosen on a **separate page**.
3. Write a descriptive essay about how the animal has **adapted** or changed over time to live in the biome. (2-5 paragraphs should be fine.)
4. Be specific in your details. Give **more than one adaptation**, and explain **HOW** they help the animal survive.
5. Describe the animal's **habitat**, as well. Does it live in a specific type of home within your biome? (nest, cave, underground, etc.)
6. Don't forget to write clearly, with details, and the proper parts of a paragraph (indent, opening and closing).
7. This will be graded as part of your project, AND as a writing grade.

## Cooperation

Since you are not working on your own for this project, it is important to show cooperation with your partner or partners. Part of the grade you receive on this project will be based on your own individual participation.

During the days you work on this in class, I will observe how well you work together. Make sure you are on task and helping with the project, rather than waiting for your partner to finish for you.

Your group decides how to split the work. You may wish to all work on the same task at once. Or you may divide the project, having one member responsible for each section. As long as you continue to work, and cooperate, you will receive full points for the individual grade.

See the rubric on the next page to see how you will receive your grade. You may wish to use it as a checklist, as well, to keep track of the requirements for the poster.

Name: \_\_\_\_\_

**Rubric**

	1	2	3	4
<b>Picture of Biome</b> Detailed, shows major features of the biome, and temperature, rainfall, etc.	More than two facts or features are missing. Picture not very detailed.	Two facts or features are missing. Picture could use more detail.	One fact or feature not included. Picture is detailed	All facts and features are included. Picture is very detailed.
<b>Populations</b> 5 Animal and 3 plant populations included.	More than half of the populations not included.	Three or four populations not included in the picture.	One or two populations not included in the picture.	All 8 populations drawn and labeled appropriately.
<b>Writing: Information</b> Details about habitat, adaptations of the animal.	Little to no details about adaptations and habitat of animal.	Descriptions of adaptations and habitat could use more detail.	Detailed description of adaptations and habitat.	Very detailed description of adaptations and habitat of the animal.
<b>Writing: Mechanics</b> Spelling, punctuation, grammar, opening & closing.	Many mechanics errors get in the way of reading the writing.	Several mechanics errors, missing opening and/or closing.	Mechanics and paragraph structure could use some work.	Writing done well with opening, closing, proper mechanics.
<b>Cooperation</b> Students participated and worked well together.	Students do not cooperate, unmotivated, often off-task.	Students are often off-task, and/or do not cooperate.	Students cooperate; occasionally off-task.	Students cooperate, are motivated to succeed, on-task
<b>Effort &amp; Detail</b> Students showed planning, creativity, and effort.	Work looks rushed, almost no planning shown.	Work took some time, but could be a lot better.	Not bad effort. A little sloppy in places.	Well done! Creative, colorful, interesting design.

**Total Points Earned = \_\_\_\_\_/24**

**Comments:**

Name: \_\_\_\_\_

### Possible Projects:

Your group may present your information in any of the following ways. Some of these will take more time, but if they are done correctly, the payoff could be a much higher grade, as well as accomplishing something interesting. Be creative and have fun!

- **Poster** – a colorful and well-planned poster with all information
  
- **Big Book** – poster folded in half, with pieces of paper inserted to make a big book.
  
- **Travel pamphlets** – folded brochures helping people who may visit your biome
  
- **PowerPoint Presentation** – you and your partner should lock in extra computer time to work on this, but it could look really good if you do it right.
  
- **Bulletin Board** – Use one of the boards in the classroom to show your research. You could even have it interactive, so other students can use the board.
  
- **Movie** – if you and your partner have the ability and time (especially out of school) to work on a film, go for it! I may even let you use one of my cameras during school hours.
  
- **Lesson** – Use handouts, the board, or anything else in the room to share your project with the class.
  
- **Play or Musical** – present your information as a dramatic play or musical. Make sure you make it visual and exciting.
  
- **Your own idea** – be creative, and use your own plan if it's approved by me