

Fur, feathers, skin, scales, shells or hair?

Animal Research Project Overview

1. Brainstorm an animal that interests you.
2. Talk to your family for input on different animals.
3. Briefly research the animal and gather information about what type of animal it is?, its life cycle, habitat, food, predators, is it extinct or endangered, location where it's found, what do they do?, appearance, features and any other interesting facts.
4. Consider the resources available to you for research (books, websites, videos, etc.) and make sure there is enough information to complete your project.
5. Think about what aspects of the animal you find the most interesting and would like to focus on.



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Animal Research Gathering Information

1. Check out educational websites such as National Geographic, BBC News, World Encyclopedia or World Atlas to find reliable information about your animal. Be sure to record the websites you use for information.
2. Use Britannica Kids website to find animal facts about our planet's wildlife. Again, be sure to record the websites you use for information.
3. Be sure to take breaks and manage your time effectively. Don't try to do all your research in one sitting. Instead, break it up into smaller chunks and take breaks regularly.
4. Finally, remember to enjoy the process of learning about an animal! You may discover new interests and passions along the way.



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Animal Research Project Rubric

Category	Basic	Sound	Thorough	Extensive
Introduction (animal name, habitat, length/weight)	Does not introduce animal or misses key details like habitat or animal group	Introduces some of the key details about the animal	Introduces all key details about animal	Introduces all key details about animals using specific vocabulary and data.
Details (predators, prey, diet)	Does not include details	Names some details about the animal, but not complete	Names predators, prey, and diet of the animal	Describes the key details using vocabulary and interesting information
Adaptations	Does not identify any animal adaptations	Identifies one adaptation	Identifies 2 adaptations and begins to describe them	Identifies 2 adaptations and describes how the animal uses them to survive
Pictures (drawings, diagrams)	Does not include pictures or drawings	Includes some pictures or drawings	Includes pictures in each box but are missing labels	Pictures are shown in each box and include labels or captions
Sources (website or book name, author)	Does not include sources	Names 1 source	Names 2 sources	Names 2 or more sources and includes authors for books



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ORAL PRESENTATION RUBRIC: Fur, feathers, skin, scales, shells or hair? Animal Research Project

	Extensive	Thorough	Sound	Basic
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/ or monotonous tone, which causes audience to disengage
Content/ Organisation	<ul style="list-style-type: none"> * Presents information in logical, interesting sequences which the audience can follow. • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> * Presents information in logical sequence which the audience can follow. • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Audience has difficulty following the presentation because the student does not present information in an organised manner. • Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject 	<ul style="list-style-type: none"> • Audience cannot understand presentation because there is no sequence of information • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Grammar	<ul style="list-style-type: none"> • Uses appropriate grammatical structures throughout the presentation, including appropriate tense and a variety of simple, compound and complex sentences 	<ul style="list-style-type: none"> • Generally uses appropriate grammatical structures, including appropriate tense and a variety of simple, compound and complex sentences 	<ul style="list-style-type: none"> • Attempts to use appropriate grammatical structures at times, including appropriate tense and a variety of simple, compound and complex sentences 	<ul style="list-style-type: none"> * Does not use appropriate grammatical structures.
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic • Significantly increases audience understanding and knowledge of 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of

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topic; convinces an audience to recognise the validity and importance of the subject

topic

Comments



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Animal Research Project Overview Years 2 - 6 on **Fur, feathers, skin, scales, shells or hair?**

Due: Monday, 24th June

Classroom Presentations: Throughout Week 9 - Monday, 24th June to Friday, 28th June

Showcase Afternoon: Monday, 1st July from 2:15-3pm (Parents Welcome)

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