

Third Grade Summative Assessment
“Pill Bug Habitat Project”



Instructional activity:

Students will use appropriate measurements to draw a habitat for a pill bug.

Concepts:

1. Develop a pill bug habitat using graph paper
2. Make a daily log of a day in the life of a pill bug
3. Compare and contrast data regarding temperature in a pill bug habitat
4. Write a descriptive letter from a pill bug persuading others to move to its new community

Teacher directions for activity:

1. Lead a class discussion including what pill bugs need in a habitat, their predators, habitat location, and range of temperature in the habitat.
2. Explain that grid will include length of the pill bug, perimeter and area of habitat using metric measurement, range of temperature in a five day period.
3. Students will compare the length of time it takes a pill bug to find new protection or shelter.

Student directions for activity:

1. Students will discuss and determine with partner/group what is needed in their pill bug habitats.
2. Students will create habitat on graph paper estimating linear metric measurement (millimeter, centimeter, decimeter, meter). Students will find actual measurement.
3. Students will use graph diagram to determine area and perimeter of habitat.
4. Students will create a scale key interpreting what each square unit stands for.
5. Students will use knowledge of pill bug life to create a daily log over a five day period. The daily log should include temperature each day and daily activities of a pill bug in narrative form.
6. Students will write a descriptive letter persuading other pill bugs to move to its new community that includes a pill bug’s purpose on Earth, protection from predators, dimensions of the community, temperature of comfort, and student added creativity.

Extension Activities:

1. Write a habitat want-ad for things needed to build a thriving pill bug habitat.
2. Estimate how long it will take a pill bug to travel a kilometer.

TEKS focus: Content, Skills, Process:

Science (3.2) The student uses scientific inquiry methods during field and laboratory investigations. (A-E)

Math (3.11) The student directly compares the attributes of length, area, and uses comparative language, to solve problems and answer questions. (A-C)

Writing (3.14D) The student writes for a variety of audiences and purposes and in various forms such as letters to invite.

Social Studies (3.2A) Identify reasons people have formed communities; including a need for security, law, and material well being.

Social Studies (3.3B) Students understands the concepts of time and chronology. The students is expected to create and interpret time lines.

**First Semester Summative Assessment
 “Pill bug Habitat Project”
 Scoring Guide**

Requirements	WOW! Outstanding 13-15 points 	Exceeds Expectations 11-12 points 	Meets Expectations 10 points 	Needs Improvement 6-9 points 
Students work well with partner/group on discussing a pill bug habitat.				
Graph paper habitat was created showing estimated and actual metric measurements (mm, cm, dm or m).				
Students determined area and perimeter of habitat.				
Students created a scale key interpreting what each square unit stands for (mm, cm, dm, or m).				
Students created a daily log of pill bug life that includes temperature over a five day period as well as the time it takes to find a new shelter.				
Students wrote a persuasive letter convincing other pill bugs to move based on their role in the environment, protection, dimensions of community, temperature, and they included creativity.				

