

Name: _____

Practice makes Perfect!!!!

You **MUST** read aloud **with expression** for 10 minutes.

You **MUST** read your novel silently to yourself.

Update your Home Reading Diary after you have read exactly as detailed in the example page!!



In Year 5 students of Trinity College must complete 40 minutes of homework every night - Monday to Thursday. (check your diary)

Term 3, 2017

	Teacher
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Reading Record: Week 1 and Week 2

Week 1.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 2.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 1

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

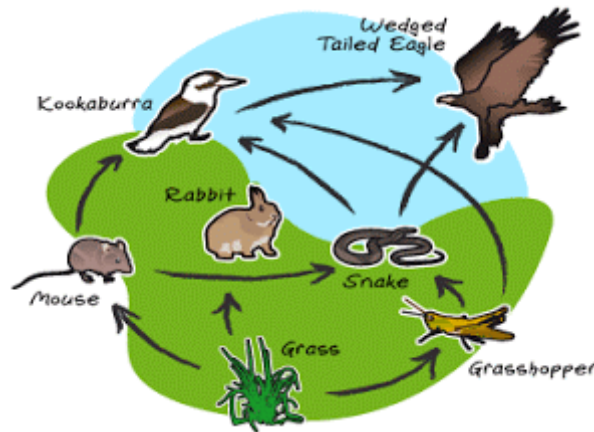
Topic is "Where is it?"	Uninterrupted, Silent, sustained Writing!!!

Introduction to Biomes

The world is made up of many different biomes. **Biomes** are large regions of the world with similar plants, animals, and other living things that are adapted to the climate and other conditions.¹ There are many different classifications of biomes, but we will focus on six major terrestrial (land) ones:

- 1) Tundra
- 2) Taiga
- 3) Rain Forest - tropical and temperate
- 4) Desert
- 5) Grasslands - tropical and temperate
- 6) Temperate Deciduous Forest

A biome is made of many similar ecosystems. **Ecosystems** are the interactions between the living things and the nonliving things in a place. In an ecosystem, the plants, animals, and other organisms rely on each other and on the physical environment – the soil, water, and nutrients, for example. An ecosystem is often much smaller than a biome, although the size varies.² At any given time, ecosystems may get out of balance and will adapt/change.



Within each biome, the living organisms have adaptations to help them survive in these sometimes extreme environments. For example, a rabbit in the tundra may have larger feet to hop on the snow and white fur to hide from its enemies.

The unique climate and living conditions of each biome create wide variety on our wonderful planet. You are an ecologist who is researching the biomes of the world and the adaptations of the plants and animals that inhabit the different biomes. What does each biome look like? How does the climate in a particular biome affect the lives of the living things that live there? How have plants and animals adapted to survive in each unique biome? It is your challenge to find out!

Follow this webquest:

Ecosystem



Biome



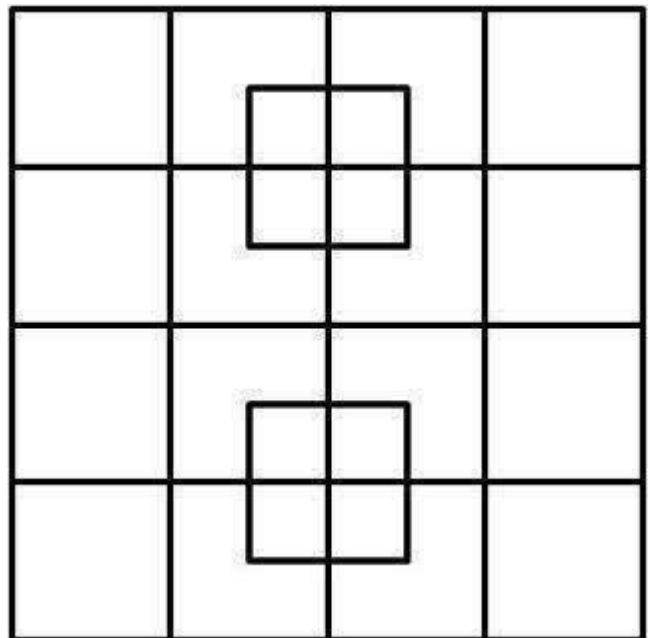
Let's work out how many squares:

**How many 1 by 1 squares
are there?**

**How many 2 by 2 squares
are there?**

**How many 3 by 3 squares
are there?**

**How many 4 by 4 squares
are there?**



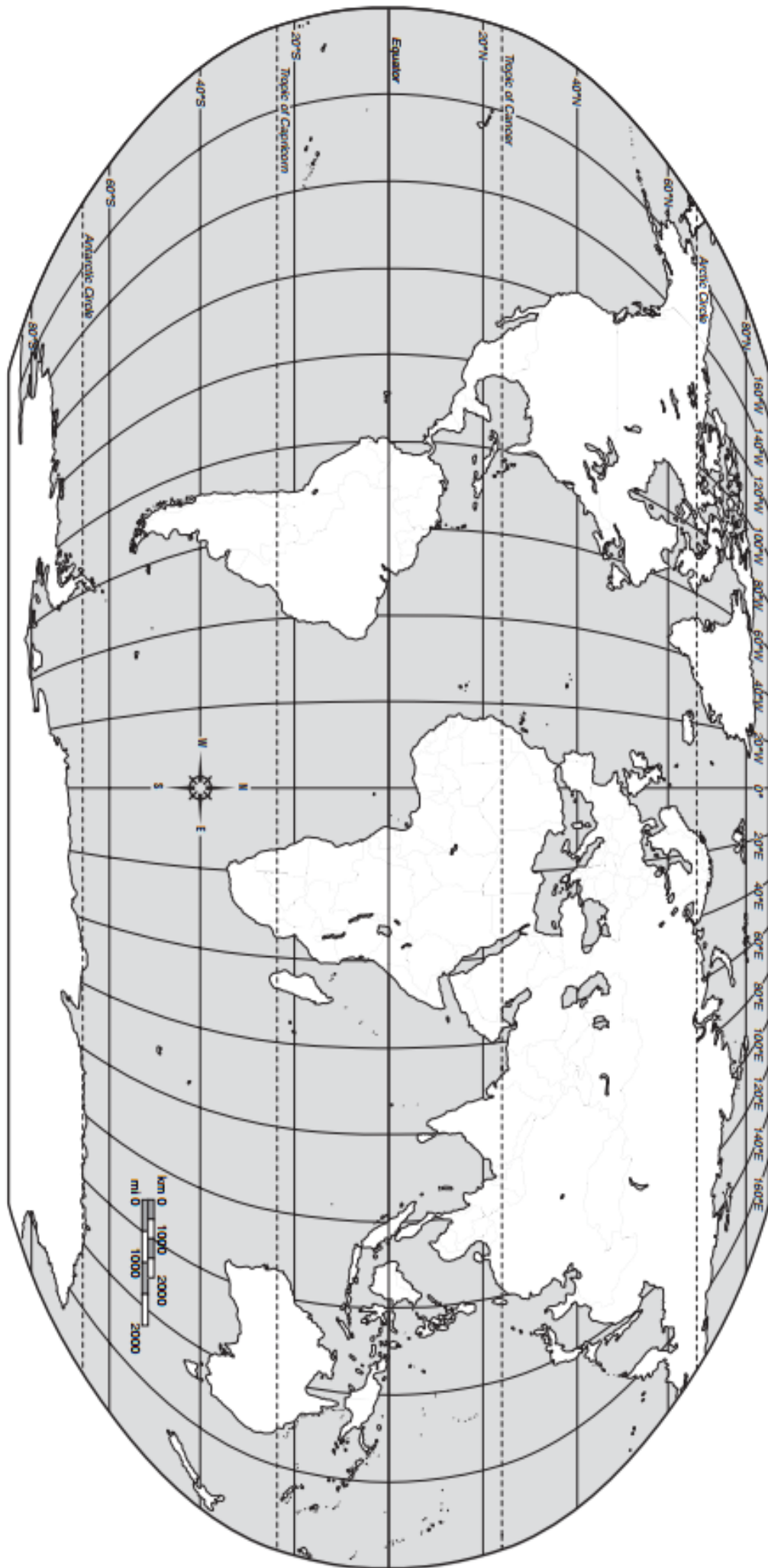
OK! So how many squares are there on a chessboard, which is 8 by 8?Ok

Week 2

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

Fix all mistakes and rewrite:

At the start of school Dora was afraid of her new Teacher. Mrs. Davis seemed nice, but she had so many rules for the class to follow. Scare someone to pieces. As the school year continued, Dora began to understand how the Teacher come up with the rules The rules were their so students would be respectful of themselves and each other. By the end of the year, Dora thought Mrs. Davis was the best Teacher she ever had!



Biome Map: Biomes are typically classified by their average temperature and precipitation. Then, colour the blank world map to show where different biomes are located. (Use the *Biomes of the World* link for reference.) Be sure to create a key for your coloured map and write the definition of "[biome](#)" on the map. **Due at the end of Week 2.**

[Blank World Map](#)

[Biomes of the World](#)

Which number should come next in this series?

A slave has to plant some olive trees in his master's garden. The master wants to create a harmonious pattern and tells him to plant 10 olive trees in 5 rows, each row containing 4 olive trees. If the slave is unable to do so, he will receive 10 lashes of the whip. What must the slave do to save his skin?

Reading Record: Week 3 and Week 4

Week 3.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 4.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 3

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

Begin Task 2. Due Friday 18th August

My biome is _____

You have been assigned a biome to research. Your research includes a biome description, climate, plants, animals and adaptations made by living things in the biome. You will plan your research and record data using the form below. Biome information can be found using the Internet Links and other online resources found on the Resources page. Your biome research can be supplemented using books from the library, encyclopaedias and other non-fiction books.

Below are links to websites that will help you.

It will be easier for you to access these from the ["Biomes Webquest"](#) page.

DO NOT WASTE TIME.

In each of the boxes below you are to record **WHAT YOU DID TOWARDS COMPLETING THIS TASK**. You are expected to spend at least 30 minutes on this task **EVERY** night / morning.

Monday 7 th	Tuesday 8 th	Wednesday 9 th	Thursday 10 th	Friday 11 th
Monday 14 th	Tuesday 15 th	Wednesday 16 th	Thursday 17 th	Due Date 18 th August

Biome Name	Research Form	Internet Links
Deciduous Forest	<u>Form DF</u>	<u>Forest</u> <u>Forest Animals</u> <u>Forest Plants</u>
Taiga	<u>Form T</u>	<u>Taiga</u> <u>Taiga Animals</u> <u>Taiga Plants</u>
Desert	<u>Form D</u>	<u>Desert</u> <u>Desert Animals</u> <u>Desert Plants</u>
Rainforest	<u>Form R</u>	<u>Rainforest</u> <u>Rainforest</u> <u>Animals / Animals 2</u> <u>Rainforest</u> <u>Plants / Plants 2</u>
Grasslands/Savannah	<u>Form GS</u>	<u>Grassland</u> <u>Grassland Animals</u> <u>Grassland Plants</u>
Arctic Tundra	<u>Form AT</u>	<u>Tundra</u> <u>Tundra Animals</u> <u>Tundra Plants</u>

Unique Characteristics of your biome:

Annual Temperature Range	Annual Precipitation	Latitude Range	Seasonal Changes	Possible Extreme Weather Events

Plants: - research 3 plants in your biome

Plant (name/picture)	Adaptations and how they help it to survive in this biome

Animals: - research 3 animals in your biome

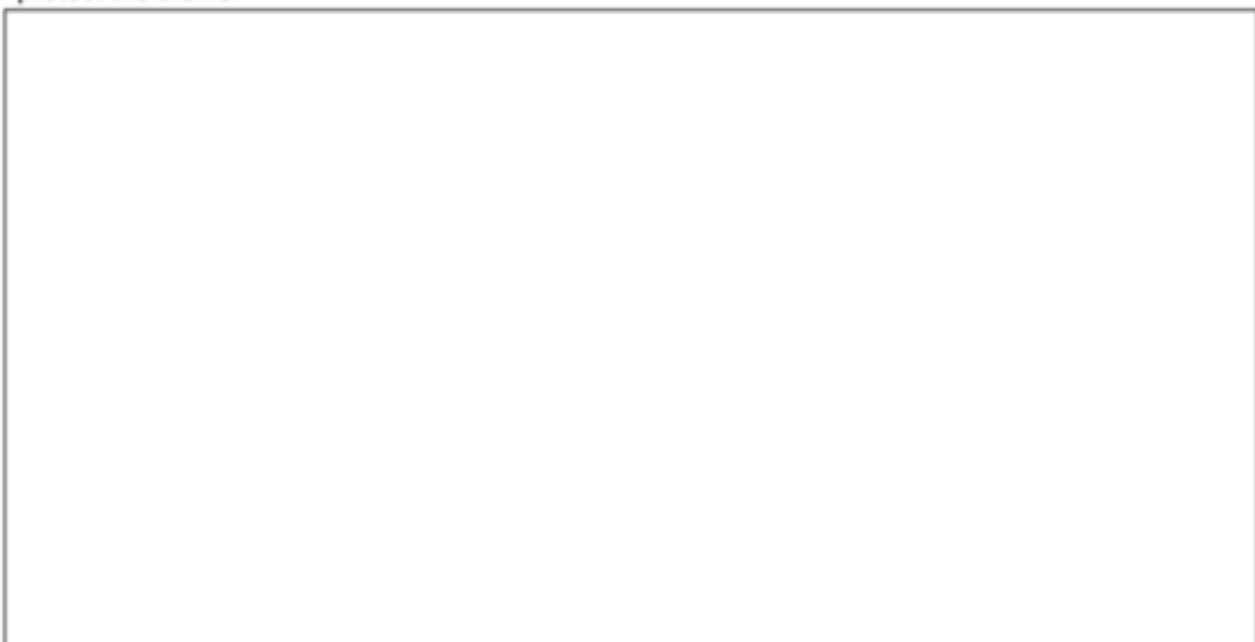
Animal (name/picture)	Adaptations and how they help it to survive in this biome

Interdependence: Draw a food web of at least three levels (1st level: *primary consumers*, 2nd level: *secondary consumers*, 3rd level: *tertiary consumers*) appropriate to this biome. Label each organism's role in the ecosystem (*producer, decomposer, or consumer, including type of consumer: omnivore, herbivore, carnivore*).



Natural Resources: List any natural resources. Include information on human use of natural resources.

Threats: Describe any issues that endanger your biome. Include information on what can be done to protect the biome.



Additional Information: Any other information that is unique or important about your biome (e.g., type of soil, sunlight, wind, or any other abiotic features).

Week 4

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

Next Biomes Task: Begin Week 5. Due date: 1st September

Scrapbook: After completing your biome research, you will create a "biome scrapbook" document that presents the important information from your research and pictures supporting your research. This document must meet the requirements as outlined in the link below, including a title page, a description/climate page, animal pages, and plant pages. You will put your A3 pages together in a folder the teacher will give you. The instructions also include options for extra credit. You may work with others who researched the same biome as you did, or you may prefer to work alone. Scrapbook instructions include a planning sheet to determine who will complete each part of the assignment. You will present your scrapbook to the class, discussing the adaptations of the plants and animals in that biome necessary for survival. Once each scrapbook review is complete, all members of the class should have a good understanding of the critical details of the six major biomes.

BIOME SCRAPBOOK

Task: Create a biome scrapbook for one of the major biomes. Team members will present scrapbook to class.

Directions:

A) **Researching Your Biome** – Use your online resources, textbook, encyclopedias, and non-fiction books to research the following:

1. **Location of biome and general description** (what biome looks like)
2. **Climate of your biome** (including temperature, precipitation, and seasonal changes)
3. **Animals in your biome** (research 3 animals)

For each animal, research the following:

- Physical Description – what animal looks like
- Adaptations – physical and/or behavioral adaptations and how these help it survive

4. **Plants in your biome** (research 3 plants)

For each plant, research the following:

- Physical Description – what plant looks like
- Adaptations – physical adaptations and how these help it survive

If you can't find enough information for one plant, you may also give a general overview of plant adaptations to the climate in your biome.

Research Due: _____

B) **Creating Your Scrapbook** – Your scrapbook must include the following:

1. **Title Page**
 - Title and 3-5 pictures depicting biome
2. **General Description, Location and Climate Page**
 - Paragraph containing description and location of biome (6-8 sentences)
 - Paragraph containing information on biome's climate (5-8 sentences)
 - 3-5 pictures (must include a map showing location of biome)
3. **Animal Pages** – one per animal
 - Paragraph containing physical description of animal (5-8 sentences)
 - Paragraph describing climate animal has to adapt to, adaptation(s), and how adaptation(s) help the animal to survive (5-8 sentences)
 - 3-5 pictures of animal / environment
4. **Plants Pages** – one per plant
 - Paragraph containing physical description of animal (5-8 sentences)
 - Paragraph describing climate plant has to adapt to, adaptation(s), and how adaptation(s) help the plant to survive (5-8 sentences)
 - 3-5 pictures of plant / environment

C) **Extra Credit Options**

1. Create an interesting facts page at end of scrapbook
2. Additional plants or animals pages above the 3 required for each
3. Your choice – must be approved by teacher

Scrapbook Due: _____

BIOME SCRAPBOOK PLANNING SHEET

Name: _____

Class: _____

Other Team Members: _____

Biome: _____

Section	Short Description	Responsible
Title Page		
Location/Desc.		
Biome Map		
Climate		
Animal #1	Animal Type:	
Animal #2	Animal Type:	
Animal #3	Animal Type:	
Plant #1	Plant Type:	
Plant #2	Plant Type:	
Plant #3	Plant Type:	

BIOME INDIVIDUAL SCORING SHEET

Research Notes

	1	2	3	4	5
Research	Individual research incomplete or minimal effort	Missing some info or many details not relevant to biome	Info <i>complete</i> ; relevant details; <i>single source</i>	Info complete; relevant details from <i>multiple sources</i>	Clear, excellent, relevant details from multiple sources
Critical Thinking	Information not understood or applied	Some information understood; no application	Most information understood; minimal application	Good understanding of information; some application	Insightful understanding & application of information

Scrapbook Page(s)

	1	2	3	4	5
Well-written	Paragraphs less than required 5 sentences	Average paragraphs with 5-6 sentences	Average paragraphs with 7-8 sentences	Well-written, informative paragraphs with 5-6 sentences	Well-written, informative paragraphs with 7-8 sentences
Visuals	Less than 3 relevant images per page	3 relevant images per page associated with topic	4 relevant images per page associated with topic	5 relevant images per page associated with topic	5 relevant images enhancing understanding of topic
Spelling / Grammar	Spelling, mechanics, and grammar at unacceptable level	Minimal control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Evident control of grammar, mechanics, spelling, usage and sentence formation
Group Performance	Missing or irrelevant details on multiple required sections	Missing or irrelevant details on a single required section	Completed descriptions for minimum required sections	Average desc. & application for all required sections	Excellent desc. & application for all required sections
Bibliography	Bibliography not complete	Single source used, but not cited properly on bibliography page	Multiple sources used, but not cited properly on bibliography page	Multiple sources used, and most cited properly on bibliography page	Multiple sources used & cited properly on bibliography page

Presentation

	1	2	3	4	5
Information Presented	Multiple sections with missing info or not highlighted using scrapbook & props	Single section with missing info or not highlighted using scrapbook & props	All required info presented; not highlighted with scrapbook & props	All required info presented; highlighted details with scrapbook & props	Audience engaged by details of scrapbook and props
Presentation Skills	Message unclear; minimal eye contact or volume too low	Message missing multiple key points; intermittent eye contact or volume	Message missing key point; good eye contact or volume	Message mostly clear; good eye contact and volume	Message clearly communicated; excellent eye contact & volume

Total Score: _____ / 45 = _____%

Reading Record: Week 5 and Week 6

Week 5.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 6.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 5

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

Week 6

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

In each of the boxes below you are to record **WHAT YOU DID TOWARDS COMPLETING THIS TASK**. You are expected to spend at least 30 minutes on this task **EVERY** night / morning.

Monday 21 st	Tuesday 22 nd	Wednesday 23 rd	Thursday 24 th	Friday 25 th
Monday 28 th	Tuesday 29 th	Wednesday 30 th	Thursday 31 st August	Due Date Friday 1 st September End of Week 6

Reading Record: Week 7 and Week 8

Week 7.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 8.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 7

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

A new research task: for details visit this website:

<https://sites.google.com/a/pennridge.us/mr-j/teacher/biome-research>

You will spend the next few weeks working on a research paper. The topic is an ocean or land animal of your choice. The assignment will require you to do the following:

- Find a minimum of 3 different resources.
- Take notes on labeled note cards.
- Write an organized outline from your notes.
- Write a bibliography of your resources.
- Create a written report including illustrations for the animal and its habitat.
- Create and dress in a costume to display their animal or create a poster highlighting adaptations.
- Give an oral presentation (in costume).

Note: We will start work on this research project **in class** and each night you will be given a set task to do. **You must do this at that time, or you will fall behind. You must write this task in your diary each night.**

The assignment will progress one step at a time. There will be specific due dates for note cards, outline, paper, and costume / poster. These dates will be posted on the website and on the whiteboard at the front of the room. You will be given class time and library time for research.

Week 8

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

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Reading Record: Week 9 and Week 10

Week 9.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 10.	Title	Pages	Parent initials
Monday			
Tuesday			
Wednesday			
Thursday			

Week 9

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

Week 10

Monday: Look at each list word in the diary. Copy it here. Check. Is it correct?	Tuesday: Look at each list word in the diary. Copy it here. Check.	Wednesday: Look at each list word in the diary. Copy it here. Check.	Thursday: Look at each list word in the diary. Copy it here. Check.

Homework task record: Write what you did after school each night.

Monday	Tuesday	Wednesday	Thursday	Friday
4th September	5th	6th	7th	8th
11	12	13	14	15
18	19	20	21	22
25	26	27 Task Completed!	28 Presentation Day	29th