

First Grade - CCSS District Writing Assessment
 Teacher Instructions and Resources
 Characteristics of a Habitat - Informational Writing

Title:	Characteristics of a Habitat (CCSS.ELA-W.1.2, L.1.1, L.1.2)
Assignment:	Students will watch an informational power point on different habitats, learn and sing songs, and talk with classmates about different habitats and the characteristics of each. Then students will write an informational/explanatory essay addressing the following: Choose one of the following five habitats: Forest, Desert, Ocean, Antarctic or Arctic and write everything you know about it. Explain the characteristics of the habitat including information about the animals and plants that live there.
Steps to follow:	<p>In order to plan and compose an Informational/Explanatory essay, students will do all of the following:</p> <p>Part 1. Watch the singing/videos Habitats Song I Got a Habitat Song</p> <p>Discuss with classmates: The different habitats mentioned, the names, characteristics of them, and what animals and plants might be found there.</p> <p>Next, teach the students the song sung in the videos. Practice singing the song several times.</p> <p>Part 2. Sing the Habitats song together for review. Picture Slideshow of Habitats Facts Slideshow of Habitats</p> <p><u>Extra Resources:</u> Habitats Website Book Ideas about Habitats What habitat do certain animals live in?</p> <p>Discuss with classmates: <i>Were the habitats the same or different then the song? Did they discover anything new? Characteristics, animals, etc. Which do they like best? Where would they like/not like to visit, etc.</i></p> <p>Part 3. Sing the Habitats songs together for review.</p> <p>Show the “landscape” pictures of one of the habitats on your classroom screen. Brainstorm facts about the five different habitats based on what was learned from the songs, slideshows and/or the extra resources.</p> <p>Parts 4 & 5. Individually plan, draft, and revise an informational essay based on the prompt at the top.</p> <p><i>Note: The DWA is strictly assessing students’ writing skills. Therefore, when going through the articles and the note taking process, reading and discussing the information together is <u>encouraged</u>.</i></p> <p><i>Also, specific times have been removed from each “part” of the assessment. Teachers can determine the approximate class time needed for each part based on individual classes. This being said PLEASE DO NOT TAKE MORE THAN ONE WEEK to complete the district writing assessment. Until Smarter Balanced has determined if specific time allocations will be assigned to the “parts” of the performance task we will allow for teacher discretion.</i></p>