

Grade: 3<sup>rd</sup> Grade

Subject: Science

## Types of Consumers

### Carnivores, Herbivores, Omnivores

**Background:** You have been studying all about animals and their habitats in science. Use what you have learned to create Minecraft models showing carnivores, herbivores, and omnivores and what they eat.

**Design Challenge:** Design and build 7 model animal pens in Minecraft. Three pens will hold carnivores, three pens will hold herbivores, and 1 pen will hold omnivores. Each pen will need a water source and food source for your animals. When you finish building use the camera and book and quill to take pictures of your pens and then create a book about your animals.

#### **Criteria:**

- Three pens will have examples of animals that are carnivores.
- Three pens will have examples of animals that are herbivores.
- Three pens will have examples of animals that are omnivores.
- Each pen must have a water and food source (if your animal eats the food source then make sure you write about it in your book)
- Your book will need to have a picture for each animal pen and at least 3 sentences for each.

#### **Materials:**

- Any block in the inventory that will represent the parts of your model.

#### **Brainstorming and Planning Questions to consider:**

1. What Minecraft EDU animals will you use in your pens?
2. How will you design your water source?
3. What food source will you put in the pen?
4. Is there anything else you need to add to your animal's pen that they need in their habitat?

Carnivore

Herbivore

Carnivore

Herbivore

Carnivore

Herbivore

Omnivore

**Rubric:**

| <b>Criteria Assessed</b>   | No Evidence | Attempts to meet criteria shows limited understanding | Meets some criteria with room for improvement | Meets most criteria with room for improvement | Meets all criteria |
|--|-------------|---|---|---|--------------------|
|  | 0           | 1   | 2   | 3   | 4                  |
| <b>Guided Portfolio</b>  |             |   |   |   |                    |
| The problem is restated.   |             |   |   |   |                    |
| A clear plan for the pen is indicated.   |             |   |   |   |                    |
| Student discussed and answered the brainstorming questions.  |             |   |   |   |                    |
| Student reflected on the project and evaluated their own work.   |             |   |   |   |                    |
| <b>Project</b>   |             |   |   |   |                    |
| All 7 animal pens have the correct animals in them.  |             |   |   |   |                    |
| Each pen has a water source  |             |   |   |   |                    |
| Each pen has a food source shown or written about in the book.   |             |   |   |   |                    |
| Book should contain at least one picture of each pen and at least 3 sentences about what animals are in the pen. |             |   |   |   |                    |
|  |             |   |   |   |                    |
|  |             |   |   |   |                    |
| <b>Oral Presentation/Group Work</b>  |             |   |   |   |                    |
| The student uses grammatically correct language.   |             |   |   |   |                    |
| The student uses clear and specific vocabulary to communicate ideas.   |             |   |   |   |                    |
| The student speaks clearly.  |             |   |   |   |                    |
| The student uses appropriate volume and pitch.   |             |   |   |   |                    |
| The student speaks at an understandable rate.  |             |   |   |   |                    |
|  |             |   |   |   |                    |