Grades: 1-3

Objective: Students will combine their knowledge of birds and adaptations with their imagination to create a new bird that has adaptive features. Students will start by thinking of a home for the bird and imagine a bird that can survive in the home that the student creates.

What's Inside?
- Students Instructions
- 3 Student Writing Organizers
- Lesson Rubric

Sources: The Massachusetts Consortium for Innovative Education Assessment
Fantasy Bird
Student Instructions (Teacher Prompt to Read)

**Teacher Prompt:** This unit, we have learned a lot about bird’s body parts and how they are used for survival. We have also learned a lot about the structure and purpose of informational text and text features.

The First Grade will be creating their own *fantasy* bird book. Your task is to create your own bird and page for the book. Your entry will show your understanding of the importance of different body parts and senses, and your understanding of non-fiction text features.

**Part 1:**
- Decide on a home (desert, forest, Arctic, pond, ocean, mountains, city)
- List what body parts, special functions, and senses a bird would need to live in that home.
- Name your bird and its home.
- Compare and contrast your bird to another bird we have studied.

**Part 2:** Now, you are going to draw your bird and label it with its name, special body parts, and home.
- Using your description of the bird’s home and body parts and special features, draw a picture of your bird.
- Label your bird’s body parts.
- Also, include the name of your bird and its home on the drawing.

**Part 3:** Take your notes and picture of the bird, and write 2-3 sentences about the bird.
- Remember to describe your bird, its home, and its body parts and features.
- Be sure to include text features in your writing and illustration.

**Part 4:** We have created our birds and our pages about our birds. Our final step is to share our birds with the class. Each of you will show your bird and tell the class about the special body parts and home of the bird.

[https://www.mciea.org/uploads/1/2/0/7/120788330/mciea_fantasy_bird_task.pdf](https://www.mciea.org/uploads/1/2/0/7/120788330/mciea_fantasy_bird_task.pdf) retrieved 05.16.22
Fantasy Bird: Part 1

1. Where is your bird’s home?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. What are some body parts your bird needs in this home? What do they do for the bird?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. Name your bird.

__________________________________________________________________

4. Name your bird’s home.

__________________________________________________________________

5. Compare and contrast your bird to another bird we have learned about:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Fantasy Bird: Part 2

1. Draw your bird.
2. Label your bird (name, body parts, and home)
Fantasy Bird: Part 3

Turn your notes about your bird into sentences.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
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__________________________________________________________________
**MCIAA Fantasy Bird Rubric**

<table>
<thead>
<tr>
<th>Use Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-LS1-1: Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</td>
</tr>
</tbody>
</table>

**Text Features**

<table>
<thead>
<tr>
<th>W1-4: Produce writing in which the development and organization are appropriate to task, purpose, and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used text features appropriate to the task.</td>
</tr>
<tr>
<td>I used text features to organize my work in a way that helps the reader understand it.</td>
</tr>
<tr>
<td>I used text features to explain my ideas in an organized way.</td>
</tr>
</tbody>
</table>

**Informative Writing**

<table>
<thead>
<tr>
<th>W1-2: Write informative/explanatory texts that inform about a topic, supply facts, define concepts, and provide a sense of closure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I chose a clear topic and have a clear ending.</td>
</tr>
<tr>
<td>I chose a clear topic, used facts to develop my points, and have a clear ending.</td>
</tr>
<tr>
<td>I chose a clear topic, used facts to develop my points, and have a clear ending.</td>
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</tbody>
</table>

**In this task:**

<table>
<thead>
<tr>
<th>I still need to work on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Evidence</td>
</tr>
<tr>
<td>I still need to work on:</td>
</tr>
</tbody>
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**MCIA Fantasy Bird Rubric**

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<td>Meets</td>
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<td>I selected strong evidence and applied it in original and creative ways.</td>
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The following outlines the MCIEA way of thinking about rubric design. While MCIEA shared rubrics will generally be designed with the following principles in mind, you may decide to design your locally developed rubrics in a different way. We share the following details to both guide you in understanding the format and coherence behind MCIEA shared rubrics as well as share our current understanding of best practices for the design of high-quality rubrics.

- **Task Neutral**
  - MCIEA rubrics will be aligned to learning goals (competencies, standards, high-leverage skills, learning targets), rather than aligned to the task. This means that the items that go into the leftmost column are a description of what you want students to understand and be able to do, rather than a description of different elements of the task. Rubrics designed in alignment to tasks tend to read like student directions, rather than a tool for assessment.

- **Selection of Learning Goals**
  - These are important considerations when selecting items for the leftmost column. The principles below may lead you to combine groups of similar standards (sometimes called power standards).

- **Performance Levels**
  - Our rubrics are designed with 3 performance levels (Exceeds, Meets, Not Yet). We place them in that order from left-to-right to put the highest performance level in student’s view first. The following list is in the order which we suggest you develop rubrics.

  - **Meets**
    - The student has satisfactorily demonstrated that they are on level in this learning goal.

  - **Exceeds**
    - There are many ways to approach the development of this category. The important consideration is that you decide a consistent system for developing your exceeds category and apply it cohesively. For MCIEA, we recommend looking at the deepening of the skill or content area for developing your exceeds category and applying it consistently. For example, if your exceeds category is improving your understanding over what this level means, then under the exceeds category of a high-leverage learning target, you may include:
      - **Grain Size**
        - These are micro, meso, and macro levels.
      - **Number**
        - Rubrics are the opportunity to highlight the most high-leverage learning goals. The goals should be important enough to be built over time and transferred to new contexts.

- **Selection of Learning Goals**
  - These are important considerations when selecting items for the leftmost column. The principles below may lead you to combine groups of similar standards (sometimes called power standards).
<table>
<thead>
<tr>
<th>Fantasy Bird</th>
<th>What is the same about these birds?</th>
<th>Bird we studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Fantasy Bird</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>