

Dear Parents/Guardians,

Re: Adaptations Unit and Science Fair Invitation

We hope this letter finds you well. We are excited to share that our students have been exploring the fascinating world of adaptations in their science class. As part of this unit, we warmly invite you to attend our upcoming **Science Fair**.

Over the past few weeks, students have been investigating how plants and animals adapt to their environments to survive and thrive. This unit has provided valuable insights into the intricate relationships between organisms and their surroundings.


To deepen their learning, students have been working on a **science fair-style project**, which they will present to the school. As part of their assignment, they are required to include an **interactive component** to engage their audience. This may take the form of a diagram, activity, display, diorama, or any other creative idea they choose.

We kindly ask that students bring in any materials they need for their project or, if preferred, complete it at home. These resources will enable hands-on exploration and allow students to practically demonstrate their understanding of adaptations.

Students will be given **several class sessions** to complete their projects. However, if additional time is needed, they will be expected to work on it at home. This assignment will also form part of their **homework for the remainder of the term**.

Science Fair Details

 **Date:** Thursday, 3rd April

 **Time:** 2:15 - 3:15 pm

 **Location:** WPS K Block (Yr 6 Classrooms)

We encourage you to attend and celebrate the students' creativity, critical thinking, and scientific discoveries. This is a wonderful opportunity to engage with the projects, ask questions, and see firsthand the knowledge your child has gained.

If you have any questions regarding the **adaptations unit, interactive component, or the Science Fair**, please do not hesitate to contact your child's teacher or the school office.

Thank you for your ongoing support in your child's education. We look forward to seeing you at the Science Fair and celebrating the outstanding work of our young scientists!

Attached, you will find a copy of the **assignment details and grading rubric**.

Yours sincerely,

Ethan McInnes

Assistant Principal, Stage 3

Adaptation Project – Stage 3, Term 1, 2025

Title: *Amazing Adaptations: Exploring Survival Strategies in Plants or Animals*

Objective:

The aim of this assessment task is to investigate and showcase the fascinating adaptations that help plants or animals survive and thrive in their environments.

Instructions:

1. **Choose** either plants or animals as the focus of your project.
2. **Research** and identify at least three different adaptations that enable your chosen plants or animals to survive in their specific habitat.
3. **Create an informative display** for the Science Fair that highlights the adaptations you have researched.

Your display should include:

- **Introduction:** Clearly state the purpose of your project and provide background information on your chosen plants or animals.
- **Visuals:** Incorporate **labeled diagrams, a diorama, illustrations, photographs, or a poster** that visually represent the adaptations.
- **Descriptions:** Write clear and concise **TXXXC paragraphs** for each adaptation, explaining how it helps the plant or animal survive in its environment.
- **Interactive Element:** Include an interactive component, such as a quiz, game, or hands-on activity, to engage viewers and reinforce their understanding of the adaptations.
- **Conclusion:** Summarise your key findings and emphasise the importance of these adaptations in the survival of your chosen plants or animals.

Presentation:

Present your display at the **Science Fair**, be prepared to explain your research findings, and answer questions from visitors.

Amazing Adaptations: Exploring Survival Strategies in Plants or Animals
Stage 3 Term 1 2025 - Assessment Rubric

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Emerging (1)
Introduction	Clearly states the purpose of the project with detailed background information. Demonstrates deep understanding of the chosen plant or animal.	States the purpose and provides relevant background information. Shows good understanding of the topic.	States the purpose but with limited background information. Shows basic understanding.	Purpose is unclear or missing. Background information is minimal or inaccurate.
Visuals	High-quality, well-labeled visuals (diagrams, illustrations, photographs, or posters) that clearly showcase adaptations.	Good-quality visuals with appropriate labels that demonstrate key adaptations.	Some visuals included but may lack detail, clarity, or proper labels.	Few or unclear visuals with minimal effort or missing labels.
Adaptation Descriptions	Three or more adaptations are thoroughly explained using TXXXC structure. Descriptions clearly connect adaptations to survival in the environment.	Three adaptations are explained with some connection to survival using the TXXXC structure.	Fewer than three adaptations OR explanations lack clarity and connection to survival.	Adaptations are unclear, missing, or not explained using TXXXC structure.
Interactive Element	Engaging, creative, and well-designed interactive element (quiz, game, hands-on activity) that enhances learning.	Interactive element included and supports understanding, though it may lack some creativity or engagement.	Interactive element is basic, lacks engagement, or does not effectively reinforce understanding.	No interactive element included or it does not relate to the topic.
Conclusion	Strong summary of key findings, clearly emphasizing the importance of adaptations in survival.	Clear summary of findings with a relevant conclusion on adaptation importance.	Basic summary included but lacks depth or clarity on significance.	No clear summary or does not address the importance of adaptations.
Presentation & Engagement	Confident, well-prepared, and engaging presentation with clear explanations and responses to questions.	Presents clearly and answers questions with confidence, but may lack engagement.	Presents but may struggle with clarity or answering questions. Limited engagement.	Unclear or unprepared presentation with little engagement or difficulty answering questions.