

To read about TechnoReport, go to:
<http://www.technokids.com/computer-curriculum/junior/endangered-species-lesson-plans-technoreport.aspx>

TECHNOReport

An Excerpt from TechnoReport

A Junior Technology Project

Teacher Guide

For Microsoft Word 2010



Copyright © 1993 – 2011 TechnoKids Inc.
All Rights Reserved

To order TechnoReport, please visit:
<http://www.technokids.com/Store/Junior-Projects/TechnoReport/TechnoReport-Page1.aspx>

SITE LICENSE AGREEMENT

DEFINITIONS

The Evaluator:

The Evaluator is the individual, school, company, or organization evaluating the Curriculum.

The Site:

The location where the Curriculum will be evaluated.

The Curriculum:

Collectively, all version and format of the projects (teacher guides, student workbooks, resource files), pamphlets, or other publications or documents prepared by or on behalf of TechnoKids Inc.

Evaluation Period:

The "Evaluation Period" is ninety (90) days, beginning on the date the Evaluator downloads the Curriculum from TechnoKids Inc.

ACKNOWLEDGMENTS

The Evaluator acknowledges that the field of endeavor in which TechnoKids Inc. is engaged is highly competitive and that their success is and will be substantially based upon the Curriculum. The Evaluator acknowledges that TechnoKids Inc. is providing them with access to the Curriculum which has been developed at great expense and effort. The Evaluator agrees that the unauthorized disclosure of the Curriculum may result in irreparable harm to TechnoKids Inc.

LICENSE GRANT

TechnoKids Inc. agrees that the Evaluator shall be permitted, subject to the terms of this Agreement, to print, install, and use the Curriculum, during the Evaluation Period for the sole purpose of evaluating the Curriculum for purchase. The Evaluator acknowledges that when the Evaluation Period expires, the Agreement terminates automatically.

AUTHORIZED USERS

The Curriculum may be evaluated by the Evaluator only at the Site.

The Curriculum may be disclosed only to persons at the Site having the need to know the information for the purpose of this Agreement.

Access to print, install, and use the Curriculum shall be limited to those employees and agents of the Site that have a need to know for the purpose of this Agreement.

Evaluator will use commercially reasonable efforts to restrict network or any other access to the Curriculum by anyone outside of Evaluator's facilities who are not authorized to evaluate the Curriculum.

TERMS OF USE

Evaluator agrees to treat the Curriculum as it does its own valuable and sensitive information of a similar nature.

Evaluator has the right to print the Curriculum. Printing is limited to no more than two (2) copies of the project (teacher guides and student workbooks) for evaluation by Authorized Users at the Site.

Evaluator has the right to install on no more than two (2) personal computers, workstations, or other digital electronic devices including wireless devices, the Curriculum, for evaluation by Authorized Users.

Evaluator shall be solely responsible for all expenses incurred in the printing, installation, and use of the Curriculum during the Evaluation Period.

RESTRICTIONS

Evaluator is prohibited from making any copies of the Curriculum on magnetic media, such as a CD-ROM or DVD.

Evaluator shall not remove any markings or notices of intellectual property rights from the Curriculum and shall ensure that all printed and digital files bear such marking or notices.

Distance learning is prohibited. This restriction applies to use of the Internet, Intranet, and CD-ROM / DVDs.

The Evaluator may not sell, lend, lease, rent, assign, or transfer the Curriculum to another party in any form.

The Evaluator may not translate, reverse engineer, de-compile, disassemble, or create derivative works based upon the Curriculum or any part thereof.

The Evaluator may not use or export the Curriculum to another country.

The Evaluator shall not use the Curriculum as part of a course.

OWNERSHIP

Evaluator acknowledges that TechnoKids Inc. retains all ownership and intellectual property rights in and to the Curriculum, all derivative works created using the Curriculum and any related materials. TechnoKids Inc. reserves all rights not expressly granted herein. TechnoKids Inc. shall retain all applicable rights to copyrights, trademarks, patents, trade secrets, and all other intellectual property rights in the Curriculum.

EXCLUSIONS OF WARRANTIES

The Evaluator acknowledges that the Curriculum is provided for evaluation purposes "as is" without any warranty of any kind. TechnoKids Inc. expressly excludes all express or implied warranties relating to the Curriculum, including, without limitation, warranties of merchantability, fitness for a particular purpose, or non-infringement. The Evaluator acknowledges that the entire risk arising out of use or performance of the Curriculum remains with the Evaluator.

LIMITATIONS OF LIABILITY

Evaluator agrees that TechnoKids Inc. shall not be liable for any direct, indirect, incidental, special or consequential damages, damages for loss of profits, revenue, data or data use, incurred by the Evaluator or any third party, whether in an action in contractor or tort, even if TechnoKids Inc. has been advised of the possibility of such damages.

SUPPORT SERVICES

At its sole discretion, TechnoKids Inc. may provide curriculum support for the Curriculum to the Evaluator. However, TechnoKids Inc. shall not be obligated to provide curriculum support for the Curriculum, to ensure the proper operations or compatibility of the Curriculum with any software or hardware, or correct any errors or defects in the Curriculum.

TERMINATION

This Agreement shall continue for the duration of the Evaluation Period. However, it will terminate if the Evaluator fails to comply with any of its terms and conditions.

If any breach of this Agreement by Evaluator occurs, TechnoKids Inc. may terminate this Agreement, whereupon this Agreement and all rights granted to Evaluator herein shall immediately cease.

The Evaluator agrees, upon termination, to promptly destroy any printed Curriculum and delete all Curriculum files from computers. In addition, Evaluator shall upon request promptly provide TechnoKids Inc. a letter certifying the destruction of the Curriculum, and shall take all reasonable steps within its power, alone or in conjunction with TechnoKids Inc. to prevent any further unauthorized use or disclosure of such Curriculum.

GENERAL TERMS

The Evaluator accepts the Agreement and understands that any violation will be prosecuted to the full extent of local law.

If any provision of this Agreement is declared by a court of competent jurisdiction to be invalid, illegal or unenforceable such provisions shall be severed from the licensing agreement, however, the other provisions shall remain in full force and effect.

All trademarks acknowledged.

No documentation provided by TechnoKids Inc. may be copied without written permission from TechnoKids Inc. unless produced under the terms of the Agreement.

TechnoKids Inc. reserve the right to alter licensing conditions at any time, without prior notice. No terms or conditions will affect the Evaluator's rights as defined under Canadian law.

At any time during or after the Evaluation Period, the Evaluator may purchase a license to use the Curriculum at the Site. However, TechnoKids Inc. acknowledges that there is no obligation for the Evaluator to purchase the Curriculum.

Project Overview

Introduction to TechnoReport

In this project, students write a report for the environmental newsletter "Friends of the Planet". They acquire word processing skills enabling them to write a report about an endangered species. To begin, they acquaint themselves with the Microsoft Word environment, specifically the ribbon, which allows them to edit the appearance of a report. Selecting an endangered species to research, students gather relevant facts about the threats against wildlife. Using this information, they produce a report identifying the problem and possible solutions to the diminishing populations. To complete this project the document is formatted to appear like a newspaper, with columns, pictures, and eye-catching text.

It is time to raise awareness. Write a report on an endangered species!



Students complete the following tasks:

- In session 1, students prepare to write a report on an endangered species. To begin, they learn about wildlife at risk of extinction. Afterwards, they examine Microsoft Word to become familiar with how to use the ribbon to perform basic word processing tasks. They apply this knowledge to edit a report on the Giant Panda, an animal who is at risk of becoming extinct.
- In session 2, students expand their awareness of endangered species around the world by visiting several bookmarked sites using Microsoft Internet Explorer. Selecting a topic to study, students gather relevant data to be used to write a report for the "Friends of the Planet" newsletter. As a class, the issues of plagiarism are discussed. Students are then taught the importance of citing the source of information.
- In session 3, students continue their online research. They collect three images of their topic. Learning how to cite the source of a picture, they continue to record the location of data gathered.
- In session 4, students write their report about an endangered species. To begin, they practice rewording text to put it into their own words by editing the report about the pallid bat. Once this activity is complete, students apply their newfound skills to reword the facts to produce their own report.
- In session 5, students improve the appearance of their report. The report begins to take on the look of a newspaper article by changing the paragraph formatting to columns. Students then customize the appearance of text by setting the alignment, as well as to format the font, style, size, and color.
- In session 6, students add the final element to their report – pictures! With the inclusion of visual media, students learn about text wrap. They explore various layout options to select the one that is right for the report. Things are wrapped up after the changes have been saved and the document is sent to the printer. These contributions to the Friends of the Planet newsletter will surely educate readers about endangered species.



SESSION 4

Write the Report

In this session, students write their endangered species report. To begin, they practice rewording text to put it into their own words by editing the report about the Pallid Bat. Once this activity is complete, students apply their newfound skills to re-word the facts to produce their own endangered species report.

Assignment 8: Proofread the Pallid Bat Report

Assignment 9: Write Your Own Report

Session 4 Skill Review

Session 4 Extension Activity: Make an Animal Habitat

Session 4: Write the Report

GETTING STARTED

Overview

In this session, students write their endangered species report. To begin, they practice rewording text to put it into their own words by editing the report about the Pallid Bat. Once this activity is complete, students apply their newfound skills to re-word the facts to produce their own endangered species report.

Materials

- Microsoft Word 2010
- Pallid Bat template
- Pallid Bat sample file
- Microsoft Internet Explorer
- Microsoft Word Review tab flashcards (Optional)
- Session 4 Skill Review (Optional)
 - Session 4 Skill Review instructions
 - Mountain Gorillas template
 - Mountain Gorilla edit
- TechnoReport Rubric (Optional - Located in Session 7)

Teacher Preparation

- The Report folder must be made available to students because it contains the Pallid Bat template needed for this session.
- (Optional) Print the flashcards listed in the materials list for this session. Refer to the Preparing to Teach section of this guide for complete instructions.

Teaching Strategy

In this session, students learn how to re-word their facts to produce a report about an endangered species. Explain scenario to students.

You cannot pretend that the facts you copied and pasted from the Internet are your own. That would be plagiarism. Instead, you must rewrite the facts to put them into your own words.

By adding, deleting, and changing words, you can turn each fact into a sentence that makes sense. Sometimes you may come across words you do not know. You can use the thesaurus or a dictionary to help you find another word.

When you are done, it is always a good idea to check spelling and grammar. Although in this session, you will use spell check, it is important to realize that it will not find all the mistakes. You still need to read over your work.

Assignment 8 Proofread the Pallid Bat Report

In this assignment, students learn how to rewrite facts and put them into their own words. This is a good opportunity to discuss the issue of plagiarism.

Assignment 9 Write Your Own Report

In this assignment, students apply their knowledge to rewrite the facts in their report.

About Assessment

If you plan to grade the work completed in TechnoReport you may wish to refer to the TechnoReport rubric located in Session 7. One section of the rubric contains criteria for the *report* portion of the project, completed in Session 4, Session 5, and Session 6. This document is available as a customizable Microsoft Word file in the TechnoReport Resource folder if you would like to make changes.

REPORT	1	2	3	4	Mark
Content	Many facts are illogically sequenced and worded unclearly.	A few facts are illogically sequenced and worded unclearly.	The facts are logically sequenced and worded clearly.	The facts are logically sequenced and worded clearly. The report includes insight into the animal/plant.	
Pictures	There are less than three pictures and some are not appropriate to the topic.	There are three pictures but some are not appropriate to the topic.	There are three pictures and each is appropriate to the topic. Pictures are limited in variety.	Pictures illustrate a variety of facts. There are three pictures and each is appropriate to the topic.	
Spelling	More than two words are spelled incorrectly.	Two words are spelled incorrectly.	One word is spelled incorrectly.	All words are spelled correctly.	
Grammar	There are major punctuation and capitalization errors.	There are several minor punctuation and capitalization errors.	There are only a few minor punctuation and capitalization errors.	There are no punctuation and capitalization errors.	
Layout	Pictures and text are not arranged attractively in columns.	Pictures and text are arranged somewhat attractively in columns.	Pictures and text are arranged attractively in columns.	Pictures and text are arranged attractively in columns, with additional formatting included.	
TIMELINESS	More than two days late.	Two days late.	One day late.	Handed in on due date.	

Lesson Plan

Assignment 8 - Proofread the Pallid Bat Report

- Open Microsoft Word.
- Open the Pallid Bat Report document.
- Read the facts about the pallid bat. Draw attention to the four areas of the document that require revision.
- Edit the report:
 - Rewrite two sentences by deleting information about the pallid bat.
 - Turn phrases into complete sentences about the pallid bat by deleting, adding, and changing text.
 - Use the thesaurus to replace words in a sentence.
 - Use the dictionary to learn the meaning of a word. Change the word to another one that is easier to understand.
 - Use the spell check feature of Microsoft Word to correct errors.
- Save the document as **Pallid Bat Edit**.
- Print the document.
- Exit Microsoft Word.

Assignment 9 - Write Your Own Report

- Open Microsoft Word.
- Open the endangered species report document.
- Rename the document as **report** using the Save As option.
- Apply knowledge to re-word the facts to produce a report.
- Save changes and Exit Microsoft Word.

Learning Objectives

Below is a list of the learning objectives for this session. Students should be able to complete each task independently.

Technical Skills:

Operating Environment

- open and close a program
- open a saved document
- save a document
- rename a document using *Save As*

Word Processing

- add and delete text
- use the thesaurus and dictionary
- use spell check to correct grammar and spelling errors

Applied Technology

- edit the content of a document

Assignment 8: Proofread the Pallid Bat Report

You do not want to plagiarize anyone. Plagiarism is when you take someone else's work and pretend it is your own. It is illegal.

For this reason, you need to take the facts you found on the Internet and put them into your own words. This is a difficult job.

There are four problems that you may have when re-wording your facts:

There is too much information: You will need to cut out words to make each sentence sound better.

The text is not in sentences: in this case, you will need to add, delete, or change the words to have them make sense.



The words used are not words you would normally use: in this case, you can use the thesaurus to find another word that you understand and that means the same thing.

Words may not be ones that you know: Sometimes you will need to use a dictionary to find out the meaning of an unknown word. Once you know what the word means you can re-word the fact.

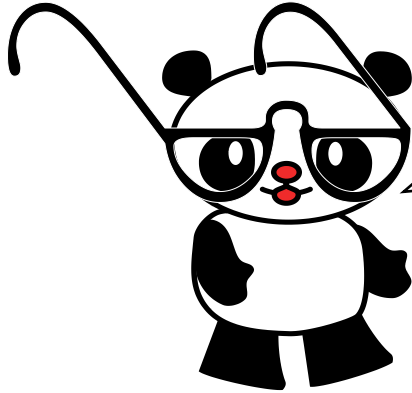
You will edit the report on the Pallid Bat. Editing this report is good practice so that you can write your own.



Open Microsoft Word

- ☞ Open Microsoft Word. 
- ☞ Click the *File* tab and choose *Open*. 
- ☞ Go to the **Report** folder (*ask your teacher how to do this*).
- ☞ Select the **Pallid Bat** document and click *Open*.

Read the Facts about the Pallid Bat



The Pallid Bat report has already been edited in places. You need to finish it. Edit the parts in blue, brown, purple, and red.

First, read the report and look at the four common problems.

Pallid Bat
By Marianne Jones

Appearance

The pallid bat is large and pale, with large ears, large eyes, a simple muzzle, a yellowish-brown pelage that is paler towards the hair tips and darker at the base. Its total length is 92 to 135 millimeters, tail length is 30 to 53 millimeters, foot length is 11 to 16 millimeters, ear length is 21 to 37 millimeters, wing length is 45 to 60 millimeters, and skull length is 18.6 to 20 millimeters. Females are larger than males (mass 13.6 to 24.1 grams in males, 13.9 to 28.1 grams in females).

Distribution

The pallid bat is a southwestern species that is found from northern Mexico to the Canada and U.S. border. It roosts in caves, mines, and cliff overhangs. Daytime roosts in buildings and crevices; less often in mines, hollow trees, and other shelters. Nighttime roosts in buildings, caves, mines, and cliff overhangs.

Population

In British Columbia only 12 were spotted in 1990. In other places, colonies are small and may contain 12-100 bats.

Reproduction

They may have one to four babies. Newborn bats weigh about 3 g and develop more slowly than other species. Their eyes open at 8-10 days of age. They have hair. Baby bats are volant by 6 weeks of age.

Diet

The pallid bat eats mainly crickets, scorpions, and other flightless arthropods. It also eats moths, froghoppers, leafhoppers, June beetles, and grasshoppers.

Threats

Pesticides are a threat because the pallid bat can be poisoned by insects that have been sprayed with chemicals.

These words are not ones you would use in your writing. Use the thesaurus to find other words that mean the same.

You do not know the meaning of these words. You need to use the dictionary to look them up. Once you know what the words mean you can rewrite the sentences.

These sentences are very long. They have TOO much information. Words need to be added, deleted, and changed to help the sentences make sense.

These facts are not in sentences. Words need to be added to have this information make sense.

Problem: Too Much Information

You want the report to be interesting to read. Sometimes there can be too much information in a fact. Delete it!

- ☞ Delete the underlined words in the sentences under the **Appearance** heading.

The total length is 92 to 135 millimeters, tail length is 35 to 53 millimeters, hind foot length is 11 to 16 millimeters, ear length is 21 to 37 millimeters, forearm length is 45 to 60 millimeters, and skull length is 18.6 to 24 millimeters. Females tend to be larger than males (mass 13.6 to 24.1 grams in males, 13.9 to 28.0 grams in females).

- ☞ Now read the sentences. What punctuation do you need to remove to have the sentences make sense? Make the changes.

Problem: Facts are Not in Sentences

Many times the facts are not written in complete sentences. You will need to add, delete, and change some words!

- ☞ Add the words "**The pallid bat lives in**", beside the fact **Deserts and canyons** in the first fact.
- ☞ Add the words "**In the Daytime it roosts**" to make the second fact make sense.
- ☞ Delete the words **less often**. In their place, add "**Sometimes it lives**" to make the third fact make sense.
- ☞ Add the words "**At Nighttime the pallid bat roosts**" to make the fourth fact make sense.
- ☞ Now reread those sentences. What punctuation or capitals do you need to correct to have the sentences make sense? Make the changes.


Problem: The Words are not Ones You Would Use

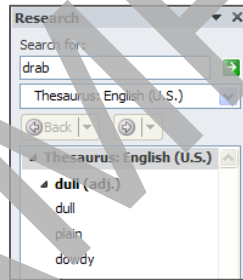


You may not use the word **drab** or **base**. The thesaurus will help you to find other words that you are more likely to use when you write.

- ☞ Under the **Appearance** heading, double click on the word **drab**.
- ☞ Click the *Review* tab. Find the *Proofing* group.

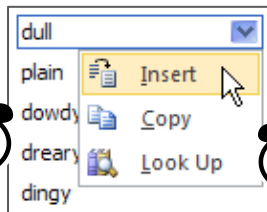


- ☞ Click the *Thesaurus* command. 
- ☞ Look in the *Research* pane at the list of suggestions.




- ☞ When you find a word to replace **drab**, move the mouse pointer **OVER** the word and click on the arrow on the right edge. **DO NOT CLICK THE WORD!**
- ☞ Choose *Insert* from the list.

TIP: If you click on the word, a list of synonyms will show up. If this happens, click the *Back* button.




TIP: Pick a word that fits with the sentence. For example, *dull* makes sense but *somber* does not.

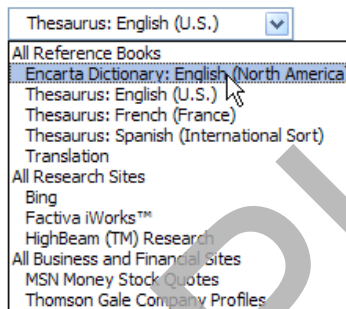
- ☞ Under the **Appearance** heading, double click on the word **base**.
- ☞ Click the *Thesaurus* command. 
- ☞ View the results and choose a different word.

Problem: You Do Not Know the Meaning of the Word

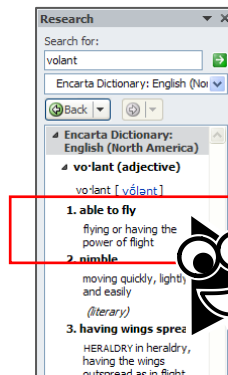


You may not know the meaning of some words.
The dictionary will help you out.

- ☞ Under the **Appearance** heading, double click on the word **pelage**.
- ☞ Click the *Thesaurus* command. 
- ☞ In the Research pane, click the *Thesaurus* arrow.
- ☞ *All Reference Books* list, and choose *Encarta Dictionary: English (North America)*.



- ☞ Read the definition. [a mammal's coat of fur, hair, or wool].
- ☞ Replace the word **pelage** with the word **coat**.
- ☞ **KEEP THE RESEARCH PANE OPEN.**
- ☞ Under the **Family** heading, double click on the word **volant**.
- ☞ Type **volant** into the *Search for* bar in the Research pane and then press ENTER.
- ☞ Read the definition.




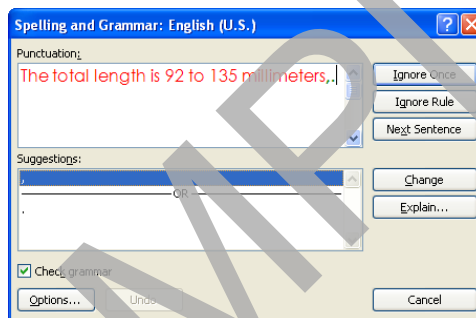
- ☞ Replace **volant** in the report with words that are easier to understand and that make sense in the sentence.

Spelling & Grammar Check



It is important to make sure you have the right spelling and punctuation. Microsoft Word has a spelling feature that will help you fix most problems. However, it is still a good idea to read over your work.

- ☞ Click the *Review* tab. Find the *Proofing* group.
- ☞ Click *Spelling & Grammar*. 
- ☞ To use it:
 - *Fix a Mistake*: Click on the correction in the *Suggestions* pane, then click *Change*.
 - *Type in a Correction*: Make a change in the upper window, then click *Change*.
 - *Ignore a Suggestion*: If the suggestion is not right, click *Ignore Once* or *Ignore Rule*.





- ☞ Click *OK* when the spell check is complete.

Save Changes to the Document

- ☞ Click the *File* tab and then click *Save As*. 
- ☞ Go to your student folder.
- ☞ Name the document **Pallid Bat edit** and click *Save*.

Print the Document and then Exit Microsoft Word

- ☞ Click the *File* tab and choose *Print*. 
- ☞ Click the *Print* button. 
- ☞ Exit Microsoft Word.

Assignment 9: Write Your Own Report

Rewrite the facts to make a report about an endangered species.

Open Microsoft Word

- ☞ Open Microsoft Word.



Open the Report

- ☞ Click the *File tab* and choose *Open*.
- ☞ Go to the place where you saved your work.
- ☞ Select your report and click *Open*.



Resave the Document

- ☞ Click the *File tab* and select *Save As*.
- ☞ Change the file name to read **report**.
- ☞ Click *Save*.



Edit Your Report



You want the report to be in **your own words**. Add, delete, and change the words to turn the facts into sentences.

Remember to use the thesaurus and dictionary tools to help you reword the facts.

When you are finished, use spell check to fix spelling and grammar problems.

Remember, spell check will not find all the errors. Read your report one more time to make sure it is perfect!

Save the Changes and then Exit Microsoft Word

- ☞ Click *Save* on the Quick Access Toolbar.
- ☞ Click the *File tab* and then click *Exit*.



Editing Tips

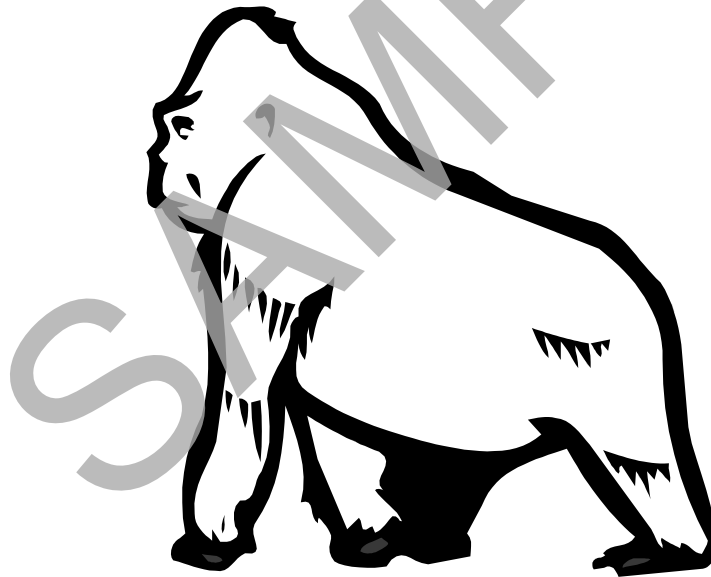
- *In your own words.* Read the fact on the report. Now type it into your own words.
- *Delete your worries.* Do not worry about deleting something important. You saved the report as a new document with a new filename, so you still have the original research.
- *Peer edit.* Have a friend read over the report to make sure that it makes sense.

SAMPLE

SESSION 4 SKILL REVIEW

Edit the report on the mountain gorilla.

1. Open Microsoft Word.
2. Open the document, "Mountain Gorillas" in the Report folder.
3. Replace the text "Christa Love" with **your name**.
4. Delete the underlined words under the **Appearance** heading.
5. Use the thesaurus to replace the words **survive**, **isolated**, **approximately**, and **inhabit** under the **Population** heading.
6. Rewrite the words under the **Food** heading to tell about the diet of the mountain gorilla.
7. Save the document as **mountain gorillas edit**.
8. Print the document.
9. Exit Microsoft Word.



Below is a sample of the completed skill review. View the file in the Session 4 Skill Review folder in the TechnoReport Resources.

Mountain Gorilla
By *Student Name*

Appearance

Male mountain gorillas reach an average of 6 feet tall and weigh 400 to 500 pounds, making them the largest of the great apes. Females are smaller, standing an average of 4 to 5 feet tall and weighing 150 to 200 pounds.

Habitat

Mountain gorillas can be found only in the forests of Rwanda, Zaire, and Uganda.

Family

Mountain gorillas have only one or two babies. When a baby is born it is very tiny and weighs only 4 pounds. A baby gorilla will cling to its mother's chest. When it is old enough it will ride on her back. The baby stays with its mother until it is five years old.

Population

Fewer than 650 mountain gorillas live today in two geographically remote populations. About 320 gorillas dwell in the Virunga volcanoes region of Rwanda, Zaire, and Uganda, while the remaining number live in Uganda's Bwindi National Park.

Interesting Fact

Males develop a streak of silver hair on their backs when they mature and are called "silverbacks."

Food

Mountain gorillas eat roots, leaves, stems of herbs, vines, bark from trees, and shrub-sized plants. Their favorite foods are wild celery, bamboo, thistles, stinging nettles, bedstraw and certain fruit.

Threats

The biggest threat to the mountain gorilla is the loss of their habitat. Humans want to use the land where gorillas live for farming. Poachers are another threat. They will kill entire family groups to catch infant gorillas for zoos. Sometimes the poachers will sell gorilla heads and hands as trophies.

Sources

Defenders of Wildlife. Mountain Gorilla. 15 October 2004.
http://www.kidsplanet.org/factsheets/mountain_gorilla.html

African Wildlife Foundation. Mountain Gorilla. 15 October 2004. <http://www.awf.org/wildlives/149>

SESSION 4 EXTENSION ACTIVITY: MAKE AN ANIMAL HABITAT

Animals live in specific habitats because they give them what they need to survive. The place where an animal lives must provide food, shelter, water, and safety. Animals have adapted over many years to suit their habitats. For example, a duck has webbed feet so it can swim in the water, a beak so it can catch fish and feathers to stay dry in the water. A polar bear has fur to stay warm in the cold Arctic, white fur to blend in with the snow, and sharp teeth and claws to catch food to eat.

Pick a habitat from the list. Draw a newly discovered animal that could live in this habitat. You must ensure that the appearance you give it suits the habitat. The animal must be able to catch food, make shelter, drink water, and be safe from predators.

Habitat

- Wetlands: bog, fens, marsh, swamp
- Fresh water: rivers, streams, lakes
- Salt water: ocean
- Rain forest
- Grasslands
- Deserts
- Polar lands

