

G3 Term 1 Science EOT Review

1	Students will understand that when a force is applied to an object, its motion changes. 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	U1M1L2	page 28
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3	Students will understand that when a force is applied to an object, its motion changes. 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	U1M1L2	page 28

Fill in the blanks:

- A _____ is a push or pull.
A) **force** B) friction C) gravity
- Pulling a train requires _____ (large force / small force), lifting a feather requires _____ (large force / **small force**).
- _____ is a force that occurs when one object rubs against another.
A) force B) **friction** C) gravity
- Friction pushes against moving objects and causes them to _____.
A) moves fast B) **slow down**
- Smooth surface has _____ friction, it is harder for an object to slow down and stop. (**less** / more)
- Circle the correct answer.



- Walking on the road is _____ than walking on ice. Friction between shoes and ice is _____.
a) (harder / **easier**) b) (less / **more**)

4	Students will ask questions that can be investigated to explore the effects of static electricity on objects. 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	U1M2L1	page 56
5	Students will ask questions that can be investigated to explore the effects of static electricity on objects. 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	U1M2L1	page 57
6	Students will ask questions that can be investigated to explore the effects of static electricity on objects. 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	U1M2L1	page 58

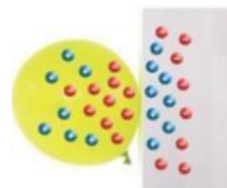
7. The property of matter that causes electricity is _____.

- A) electric current B) static electricity C) electric charge

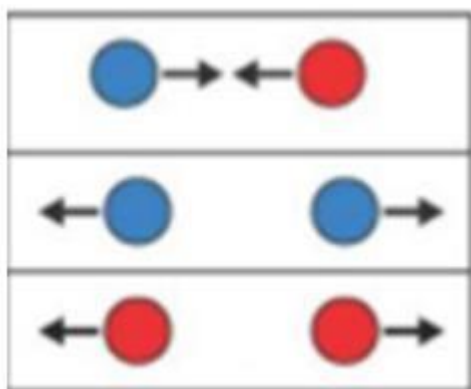
8. A buildup of electric charge is called _____

- A) electric charge B) electric current C) static electricity

9. If you hold a charged balloon near a wall, the negative(-ve) charge (attracts / repels) the positive (+ve) particles on the wall.



10. Write Attract / Repel in the blank for each picture.



Attract

Repel

Repel

11. A flow of charged particles is called an _____.

- A) electric charge B) electric current C) static electricity

7	Students will explain how magnetic forces can be used in designing solutions to problems. 3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	U1M2L2	page 70, 72
8	Students will explain how magnetic forces can be used in designing solutions to problems. 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	U1M2L2	page 72, 73
9	Students will explain how magnetic forces can be used in designing solutions to problems. 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	U1M2L2	page 77
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12. A _____ can attract objects made of *iron, cobalt, steel, and nickel*.

- A) magnetic field B) Magnetism C) **Magnet**

13. The ability of an object to *push or pull* on another object that has *magnetic property* is called _____.

- A. magnetic field B) **Magnetism** C) Magnet

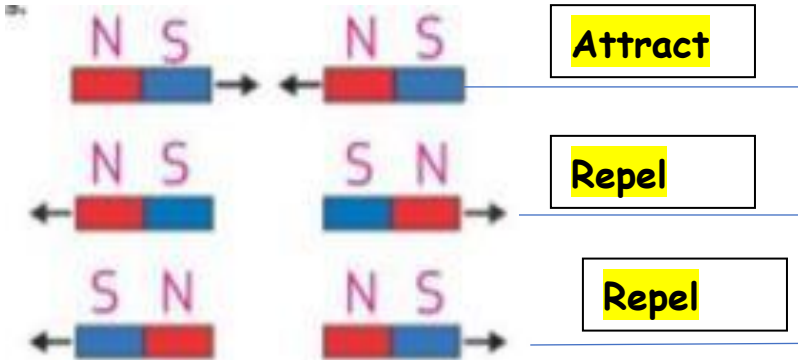
14. A magnet is strongest at its _____.

- A) magnet B) magnetism C) **poles**

15. Circle the objects which attract a magnet.



16. Write Attract / Repel for each picture.



17. A _____ is the area around a magnet where its force can attract or repel.

- A) magnet B) magnetism C) **magnetic field**

18. Identify the picture:



Magnetic Field

19. An _____ is a coil of wire around an iron nail which is connected to a battery.

- A) magnet B) magnetic field C) **electromagnet**

20. What are two ways to make the electromagnet stronger? Choose the correct option from (a) and (b)

- a) **Increase the number of times the wire is wrapped around the nail** / Decrease the number of times the wire is wrapped around the nail.
b) **Increase the number of batteries** / decrease the number of batteries.

21. _____ and _____ are two electromagnets in the house.

- A) speakers and doormats B) doorbells and doormats
C) **speakers and doorbells.**

10	Students will use evidence to explain what causes organisms to survive in their environment. 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	U3M1L1	page 10
11	Students will use evidence to explain what causes organisms to survive in their environment. 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.	U3M1L1	page 17
20	Students will use evidence to explain what causes organisms to survive in their environment. 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.	U3M1L1	page 10

22. Plants need, **Sunlight**, **water**, **air** and **nutrients**, **space**

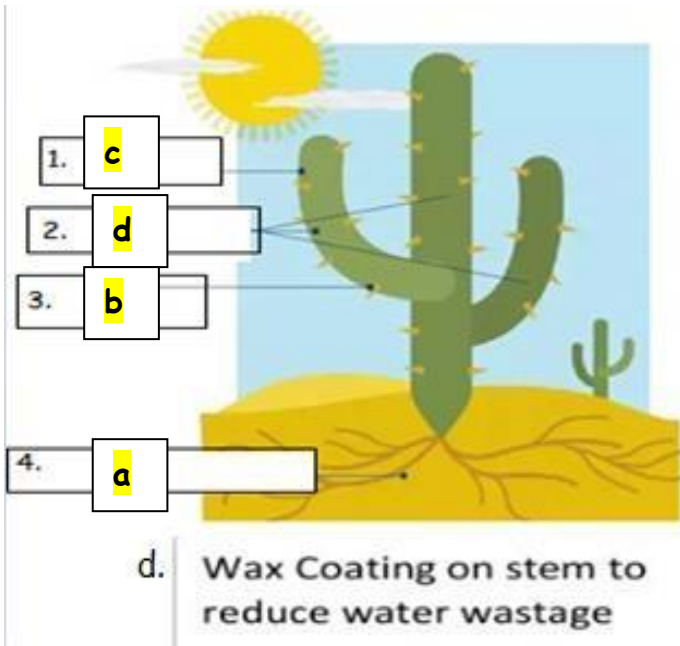
23. Plants take _____ (oxygen / **carbon dioxide**) from the air. This gas is used to make _____ (**food** / flower).

24. Plants take in _____ (oxygen / **water**) through their roots. It travels from the _____ (**stem**/flower) to the leaves. It helps a plant to _____ (**stand up**/wilt). It also uses water to make _____ (**food** /flower).

25. _____ (water / **nutrients**) are substances that help living things grow and stay healthy. Plants absorb _____ (**nutrients** / air) from the soil through their roots.

12	Students will argue from evidence that some animals survive better in certain environments than others. 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	U3M1L2	page 34
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26. Desert Adaptations : Read page 32 and answer the following:



a. Shallow roots to take water even in less rains

b. Spine /needle like leaves to reduce water loss and protect from animals.

c. Large Fleshy stem to store water

27. **Rattle snake** and **Coyote** are nocturnal. Nocturnal means they are active at **sleep** and **night** during the daytime.

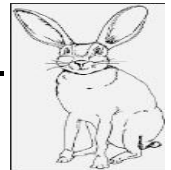


coyote



rattle snake

28. Jack rabbits stay cool by having **Long ears** and **Small bodies**.



29. Some animals have **Light-colored** bodies which absorb less **heat**.

light-colored small bodies night rattle snake
long ears sleep coyote heat

30. Ocean Adaptations

Read page 33 and answer the following:



This plant- like organism is called **algae**

They need **sunlight** to make their food. Some have root-like structures for attaching themselves to the ocean **floor**



Dolphins and whales breath **oxygen**. They can hold

their breath for a long time. When they need air they rise quickly to the **surface**.



Fish have **gills** for getting oxygen from water. **fins** help them swim quickly and control their movement.

Migrate means to **move** from one place to another.

Animals migrate to find **food**, to **reproduce**

,or because the water **temperature** has changed.

Answer Bank:

Gills

Algae

Floor

Surface

Fins

Oxygen

Sunlight

Answer Bank :

Food

Move

Temperature

Reproduce

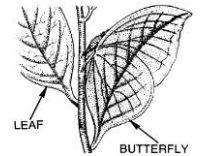
Forest Adaptations Read page 34, 35 and answer the following:

31. A **forest** is an environment in which many trees grow near one another. The tops of tall trees are in **sunlight**. Some **organism** are adapted to life in the tree tops.

Sunlight Organisms Forest

32. Mimicry helps an organism **hunt** without being seen.

33. **Mimicry** occurs when one living thing looks like another.



34. Skunk sprays a **Stinky chemical** to a predator.



35. Porcupine defends itself with many **Sharp quills**



36. During winter, the temperature is cold, and it is hard to find **food**

37. **Hibernate** means to rest through winter because food is hard to find.



38. Hibernation use little **energy** and they do not **eat**.




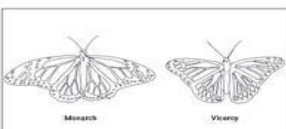
39. Bats **hibernate** in sheltered areas in winter.



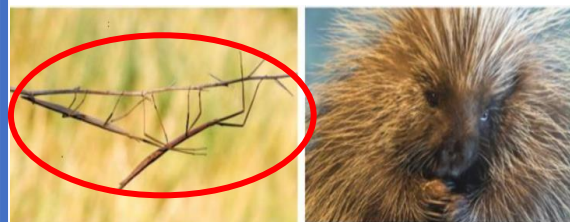
Answer Bank:

Hibernate sharp quills. hunt energy food
Mimicry stinky chemical eat hibernate

40. Identify the adaptations. (Mimicry, hibernate, camouflage, migrate)

camouflage	
hibernate	
migrate	
mimicry	

Circle the mimicry in the pictures.

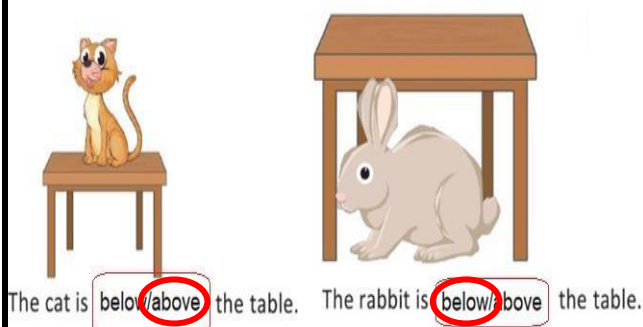


16	Students will create a model to show knowledge of patterns of motion. 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	U1M1L1	page 10
17	Students will create a model to show knowledge of patterns of motion. 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	U1M1L1	page 12

42. _____ is the location of an object.

- A) Direction B) Distance C) **Position**

43. Circle the correct answer: (Positional words: above/ below / next to / far away)



44. The amount of space between two objects or places is

A) position

B) distance

C) direction.

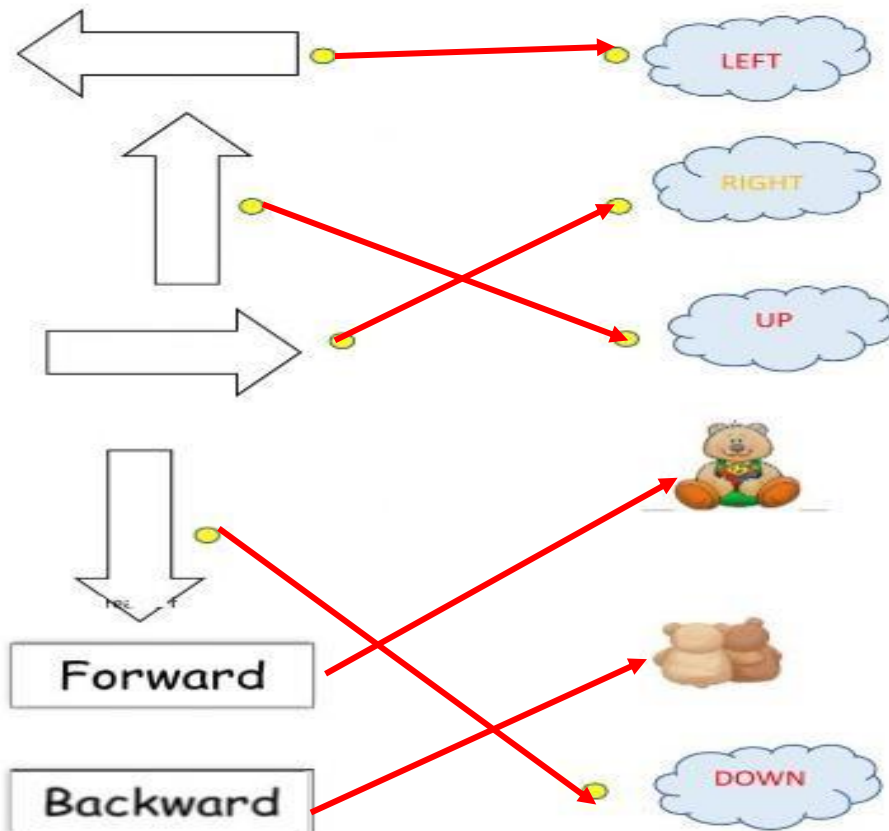
45. _____ tells which way a line points from one object or place to another.

A) position

B) distance

C) direction.

46. Match the following directional words.



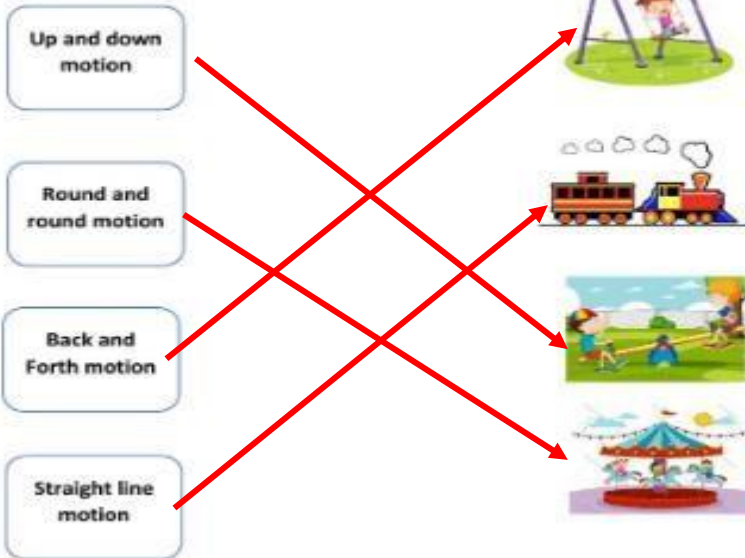
47. _____ is the process of *changing position*.

A) Direction

B) Speed

C) Motion

Motion Matching



48. _____ is the *measure of how fast or slow something moves*.

- A) motion B) **Speed** C) distance

49. What is the pattern of motion of the girl swinging in the photo?

Back and forth



19	Students will understand that when a force is applied to an object, its motion changes. 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	U1M1L2	page 12,28,29
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50. _____ are forces that *cancel each other out* when acting together on an object.

- A) friction B) **balanced force** C) unbalanced force

51. Balanced forces are (equal / unequal) in size and (same / opposite) in direction.

52. When an object is sitting still, all the forces acting on it are (balanced / unbalanced) forces.

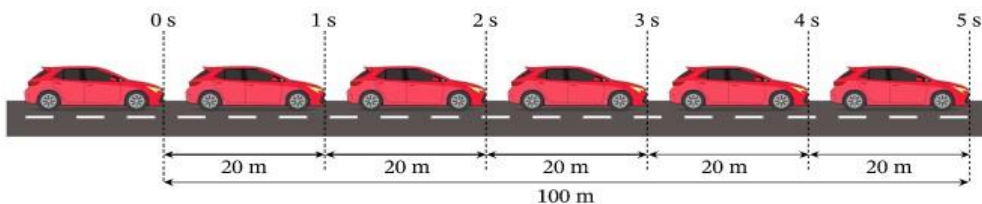


53. A motorized toy car is traveling at a constant speed. The forces acting on the car are _____.

A) balanced

B) unbalanced

C) friction



54. Forces that are not equal are _____.

A) friction

B) balanced force

C) unbalanced force

55. Fill in the blanks:



The forces applied to the stuffed bear are balanced, the bear is _____
(moving / not moving)



The dogs are applying a greater force to the sledge, the sledge is _____
(moving / not moving)