

## تجميع أسئلة مراجعة وفق الهيكل الوزاري الجديد منهج انسابير



### تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثالث ← علوم ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 20:23:17 2025-11-10

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة  
علوم:

إعداد: Almarzooqi Muna

### التواصل الاجتماعي بحسب الصف الثالث



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الثالث والمادة علوم في الفصل الأول

كراسة تدريبية مراجعة وفق الهيكل الوزاري الجديد منهج بريدج

1

حل ملف شامل وفق الهيكل الوزاري الجديد منهج بريدج

2

أسئلة الاختبار التكويني الأول بدون الحل

3

ملف شامل وفق الهيكل الوزاري الجديد منهج بريدج

4

نموذج إجابة تجميع أسئلة وفق الهيكل الوزاري الجديد منهج بريدج

5

# Science Final Exam Review

## Term 1

### 2025/2026



**Ms. Muna Almarzooqi**

# Type of Questions

**MQC = 20 Questions**  
**FRQ = 4 Questions**  
**Total = 100 marks**

## What is include:

- Lesson 1: Motion (10/12)
- Lesson 2: Forces can change (28/29)
- Lesson 3: Electricity (56/57)
- Lesson 4: Magnets (70/72/73/76/77/83)
- Lesson 5: Plant needs (10)
- Lesson 6: Animal needs (13)
- Lesson 7: Ecosystem (14)

Unit 1  
Lesson 1: Motion  
P. 10 (Position)

**LO:** Students will be able to look at a picture and choose the sentence that best describes how the objects are arranged

**Q1:** Image below shows three boxes, one on top of the other. Write short sentences about their positions.



Ex:

- 1. Box 3 is **below** Box 2.
- 2. The green box is at the **top**.
- 3. The red box is **down**.
- 4. The green box is **up**.
- 5. The blue box is **between** the green and red boxes.

In the figure below, what is the **position** of the **ball**?



|   |                                 |
|---|---------------------------------|
| A | On the table                    |
| B | Under the table                 |
| C | Between the table and the chair |

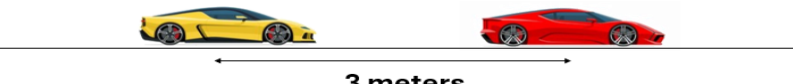
# Unit 1

## Lesson 1: Motion

### P. 10 - 12 (Position – Speed)

**LO:** Students will be able to identify and describe the position, direction, and distance of objects using everyday spatial language.

Students will be able to use a motion diagram to compare the movement of objects and determine which one is moving faster or slower.

| Question                                                                                                                                                                                                         |  |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|
| <p>The yellow car is behind the red car and the blue car.</p> <p>Yellow                      Red                      Blue</p>  |  | True / False |
| <p>The blue car is in front of the yellow car.</p> <p>Red                      Blue                      Yellow</p>           |  | True / False |
| <p>The red car is in front of the blue car.</p> <p>Yellow                      Blue                      Red</p>              |  | True / False |
| <p>The red car is 3 meters to the right of the yellow car</p> <p>Yellow                      Red</p>                          |  | True / False |

# Unit 1

## Lesson 1: Motion

### P. 10 (Distance)

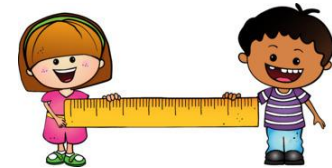
**LO:** Students will be able to identify the correct units used to measure a given quantity

**Q2:** In what units can distance be measured?

| Unit       | Symbol |
|------------|--------|
| meter      | m      |
| millimeter | mm     |
| centimeter | cm     |
| kilometer  | km     |

| Unit | Symbol |
|------|--------|
| inch | in     |
| yard | yd     |
| mile | mi     |

| Question                              |        |
|---------------------------------------|--------|
| Which of these is a unit of distance? |        |
| A                                     | Meter  |
| B                                     | Second |
| C                                     | Gram   |

| Question                                                                                        |          |
|-------------------------------------------------------------------------------------------------|----------|
| ..... is the <b>space</b> between two objects and can be measured using a tape <b>measure</b> . |          |
|             |          |
| A                                                                                               | Position |
| B                                                                                               | Motion   |
| C                                                                                               | Distance |

Unit 1  
Lesson 1: Motion  
P. 10 (Distance)

**LO:** Students will be able to identify the correct units used to measure a given quantity

**Q3:** What measuring instrument could you use to measure distance?

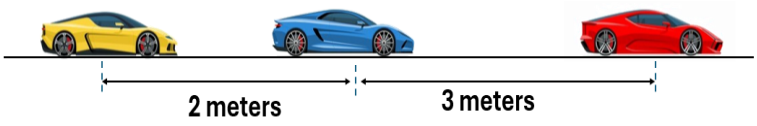
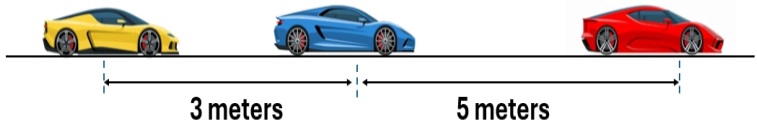


Ruler



Meterstick

| Question                                                       |             |  |
|----------------------------------------------------------------|-------------|--|
| Which tool helps us measure distance in meters or centimeters? |             |  |
| A                                                              | Thermometer |  |
| B                                                              | Ruler       |  |
| C                                                              | Clock       |  |

| Question                                                                                                                                                     |              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p>The distance between the yellow car and the red car is 5 meters.</p>   | True / False |
| <p>The distance between the yellow car and the blue car is 5 meters.</p>  |              |

# Unit 1

## Lesson 1: Motion

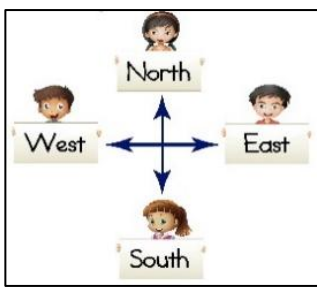
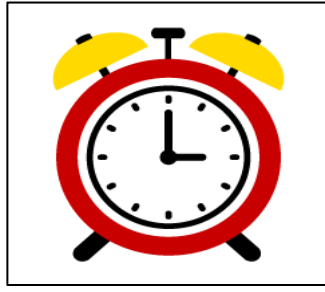
### P. 12 (Time)

**LO:** Students will be able to identify the correct units used to measure a given quantity

**Q4:** In what units can time be measured?

| Unit   | Symbol |
|--------|--------|
| Second | s      |
| Minute | min    |
| Hour   | h      |

| Question                          |        |  |
|-----------------------------------|--------|--|
| Which of these is a unit of time? |        |  |
| A                                 | Meter  |  |
| B                                 | Minute |  |
| C                                 | Inch   |  |

| Question                                                                                                                   |                                                                                     |                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| The figure below shows three different variables that can measure motion, which picture represent the <b>time factor</b> . |                                                                                     |                                                                                      |
|                                         |  |  |
| A                                                                                                                          | B                                                                                   | C                                                                                    |

Unit 1  
Lesson 1: Motion  
P. 12 (Time)

**LO:** Students will be able to identify the correct units used to measure a given quantity

**Q5:** What measuring instrument could you use to measure time?



Clock



Watch



Stopwatch

| Question                                                                            |                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>Which do we use to measure short time, like a race?</p>                          |                                                                                     |                                                                                      |
|  |  |  |
| A                                                                                   | B                                                                                   | A                                                                                    |

# Unit 1

## Lesson 1: Motion

### P. 12 (Speed)

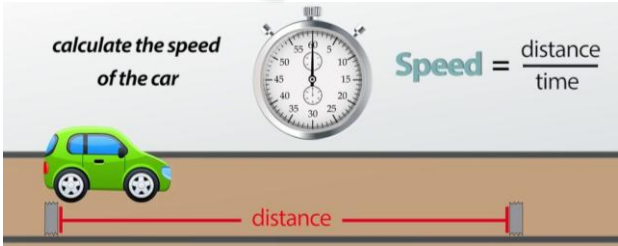
**LO:** Students will understand what speed is and identify the quantities needed to measure it.

**Q6:** In what units can time be measured?

| Unit   | Symbol |
|--------|--------|
| Second | s      |
| Minute | min    |
| Hour   | h      |

| Question                                            |          |  |
|-----------------------------------------------------|----------|--|
| Is the measure of how fast or slow something moves. |          |  |
| A                                                   | Distance |  |
| B                                                   | Speed    |  |
| C                                                   | Time     |  |

**Q7:** What are the two quantities needed to calculate speed?



| Question                |                    |  |
|-------------------------|--------------------|--|
| To find speed, we need: |                    |  |
| A                       | Distance and Time  |  |
| B                       | Weight and Height  |  |
| C                       | Time and Direction |  |

Unit 1  
Lesson 1: Motion  
P. 12 (Speed)

**LO:** Students will understand what speed is and identify the quantities needed to measure it.

| Question |  |  |
|----------|--|--|
|----------|--|--|

Which truck is faster, green or red? Explain

**Green**



Start



1 second

**Red**



Start



1 second

Which truck is slower, green or red? Explain

**Green**



Start



1 second

**Red**



Start



1 second

Unit 1  
Lesson 2: Forces Can change motion  
P. 28 (Forces)

**LO:** Students will be able to define a force as a push or a pull.

| Question            |          |
|---------------------|----------|
| Is a push or a pull |          |
| A                   | Force    |
| B                   | Friction |
| C                   | Motion   |

Question

In the figure below, which image shows a **push force**?



**A**

**B**

**C**

Question

In the figure below, which image shows a **pull force**?



**A**

**B**

**C**

Unit 1  
Lesson 2: Forces Can change motion  
P. 28 (Friction)

**LO:** Students will be able to describe friction as a force that opposes motion

| Question                   |                               |  |
|----------------------------|-------------------------------|--|
| Friction happen when ..... |                               |  |
| A                          | Things rub against each other |  |
| B                          | Things fly in the sky         |  |
| C                          | Things disappear              |  |

| More Friction<br>( Rough surface) | Less Friction<br>(Smooth surface) |
|-----------------------------------|-----------------------------------|
| Sandpaper                         | Ice                               |
| Carpet                            | Glass                             |
| Dry road                          | Wet road                          |
| Wood                              | Water                             |

| Question                                                                             |                                                       |  |
|--------------------------------------------------------------------------------------|-------------------------------------------------------|--|
| Which boy in the graph below is affected by the <u>more frictional force</u> ?       |                                                       |  |
|  |                                                       |  |
| A                                                                                    | The boy who is using skates on <u>snow</u> .          |  |
| B                                                                                    | The boy who is wearing rubber shoes on <u>grass</u> . |  |
| C                                                                                    | None                                                  |  |

Unit 1  
Lesson 2: Forces Can change motion  
P. 28 (Friction)

**LO:** Students will be able to describe friction as a force that opposes motion

| Question                                                                                                                                                                |                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <p>Which boy in the graph below is affected by the <b>less frictional force</b>?</p>  |                                                       |
| A                                                                                                                                                                       | The boy who is using skates on <u>snow</u> .          |
| B                                                                                                                                                                       | The boy who is wearing rubber shoes on <u>grass</u> . |
| C                                                                                                                                                                       | None                                                  |

| Question                                                                                                                                                                                                                                                                     |        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <p>Ahmed is playing with marbles on three different surfaces, glass, wood and carpet. Which of the following surfaces will cause <b>the least frictional forces on the marbles</b>?</p>  |        |
| A                                                                                                                                                                                                                                                                            | Glass  |
| B                                                                                                                                                                                                                                                                            | Wood   |
| C                                                                                                                                                                                                                                                                            | Carpet |

Unit 1  
Lesson 2: Forces Can change motion  
P. 28 (Friction)

**LO:** Students will be able to describe friction as a force that opposes motion

| Question                                                                                                                                                                                                                                                                   |        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <p>Ahmed is playing with a car on three different surfaces, glass, mirror and carpet. Which of the following surfaces will cause <b>the most frictional forces on the marbles?</b></p>  |        |
| A                                                                                                                                                                                                                                                                          | Glass  |
| B                                                                                                                                                                                                                                                                          | Carpet |
| C                                                                                                                                                                                                                                                                          | Mirror |

| Question                                  |           |
|-------------------------------------------|-----------|
| <p>Friction makes moving things .....</p> |           |
| A                                         | Go faster |
| B                                         | Slow down |
| C                                         | Fly       |

Unit 1  
Lesson 2: Forces Can change motion  
P. 29 (Balanced and unbalanced Force)

**LO:** Students will be able to identify examples of balanced and unbalanced forces

| Question                                    |                                                                    |  |
|---------------------------------------------|--------------------------------------------------------------------|--|
| <b>Match the words with the definitions</b> |                                                                    |  |
| <b>Unbalanced Force</b>                     | Forces that <b>equal</b> in size and <b>opposite</b> in direction. |  |
| <b>Balanced Force</b>                       | Forces that <b>not equal</b> to each other.                        |  |

| Question                                                                                                            |  |  |
|---------------------------------------------------------------------------------------------------------------------|--|--|
| <b>Fill in the blanks below with one of the following words:</b><br><b>Balanced, friction, unbalanced, position</b> |  |  |
| 1- A force that happens with an object rubs another object is called .....                                          |  |  |
| 2- The forces that make an object move are called ..... forces.                                                     |  |  |
| 3- Motion is the process of change in an object's .....                                                             |  |  |
| 4- ..... forces act on an unmoving object.                                                                          |  |  |

# Unit 1

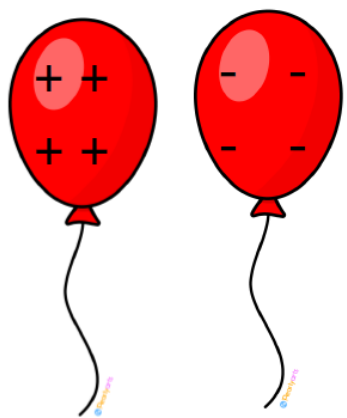
## Lesson 3: Electricity

P. 56 - 57 (Electricity)

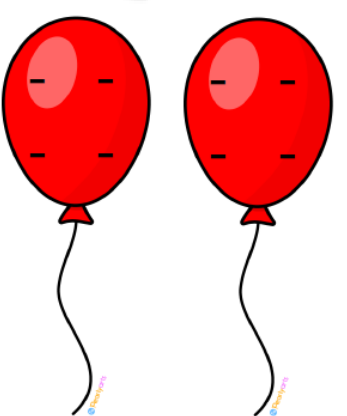
**LO:** Students will be able to describe the property of matter that causes electricity and explain what static electricity is.

| Question                      |                                             |
|-------------------------------|---------------------------------------------|
| What is an electrical charge? |                                             |
| A                             | The weight of an object                     |
| B                             | A property of matter that makes electricity |
| C                             | The size of an atom                         |

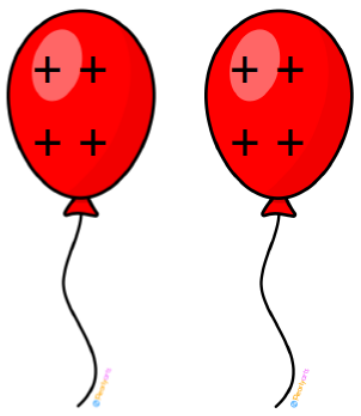
| Question                                                       |          |
|----------------------------------------------------------------|----------|
| Which of the following is an example of electricity in nature? |          |
| A                                                              | Lighting |
| B                                                              | Volcano  |
| C                                                              | Rain     |



Attract



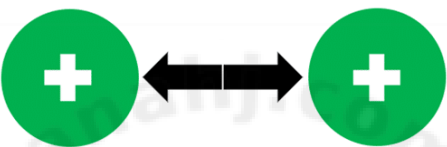
Repel

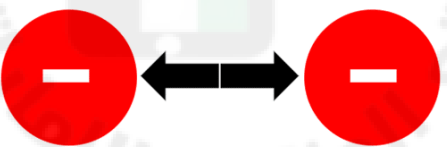


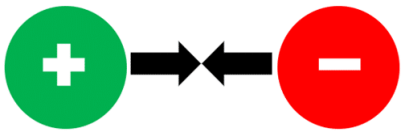
Repel

Unit 1  
Lesson 3: Electricity  
P. 56 - 57 (Electricity)

**LO:** Students will be able to identify that like charges repel each other and opposite charges attract each other

| Question                                                                                                                                                       |                     |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--|
| <p>The image below shows two positive charges. What will happen to them?</p>  |                     |  |
| A                                                                                                                                                              | Attract             |  |
| B                                                                                                                                                              | Nothing will happen |  |
| C                                                                                                                                                              | Repel               |  |

| Question                                                                                                                                                         |                     |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--|
| <p>The image below shows two negative charges. What will happen to them?</p>  |                     |  |
| A                                                                                                                                                                | Repel               |  |
| B                                                                                                                                                                | Nothing will happen |  |
| C                                                                                                                                                                | Attract             |  |

| Question                                                                                                                                                                              |                     |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--|
| <p>The image below shows a positive charge and a negative charges. What will happen to them?</p>  |                     |  |
| A                                                                                                                                                                                     | Repel               |  |
| B                                                                                                                                                                                     | Attract             |  |
| C                                                                                                                                                                                     | Nothing will happen |  |

# Unit 1

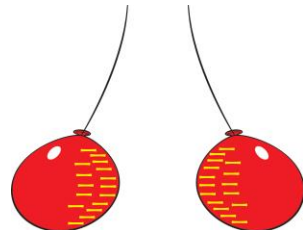
## Lesson 3: Electricity

### P. 56 - 57 (Static Electricity)

**LO:** Students will be able to describe what happens when two objects are rubbed with the same material.

| Question                                                       |                     |
|----------------------------------------------------------------|---------------------|
| What is it called when electric charges build up on an object? |                     |
| A                                                              | Current electricity |
| B                                                              | Static Electricity  |
| C                                                              | Magnetism           |

| Question                                                                           |                    |
|------------------------------------------------------------------------------------|--------------------|
| Which of the following will cause a <b>shock</b> when a person touches a doorknob? |                    |
|  |                    |
| A                                                                                  | Insulated wires    |
| B                                                                                  | Electrical current |
| C                                                                                  | Static Electricity |

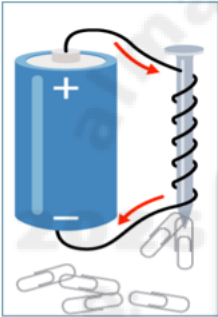
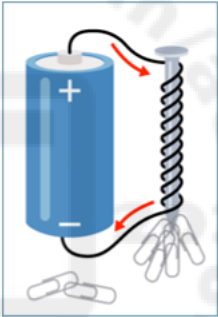
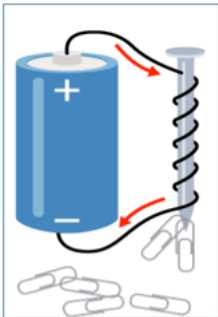
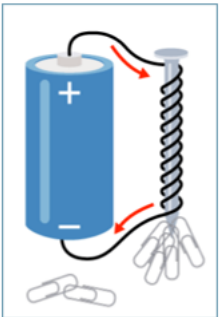
| Question                                                                                                 |                           |
|----------------------------------------------------------------------------------------------------------|---------------------------|
| Two balloons are rubbed with identical wool cloths as shown below. What will happen to the two balloons? |                           |
|                      |                           |
| A                                                                                                        | Push away from each other |
| B                                                                                                        | Come together             |
| C                                                                                                        | Nothing will happen       |

# Unit 1

## Lesson 4: Magnet

### P. 76 - 77 (Electromagnet)

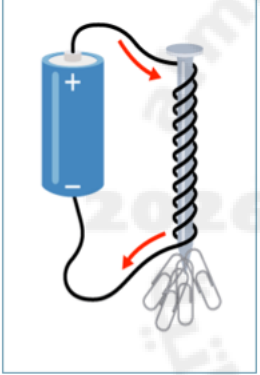
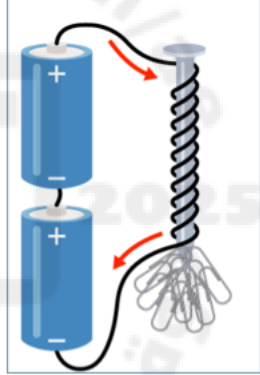
- LO:** Students will be able to identify what causes the magnetic field in an electromagnet.
- LO:** Students will be able to compare electromagnets and identify which one is stronger or weaker

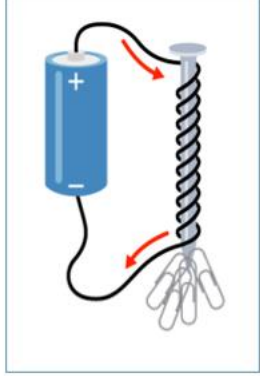
| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Which electromagnet is stronger? -----</p> <div><div><p><b>A</b></p></div><div><p><b>B</b></p></div></div> <p>Which electromagnet is weaker? -----</p> <div><div><p><b>A</b></p></div><div><p><b>B</b></p></div></div> |

Unit 1  
Lesson 4: Magnet

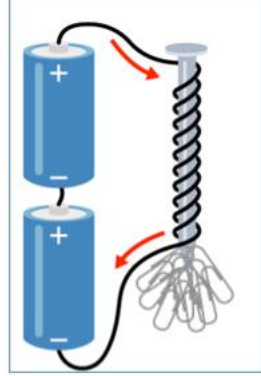
P. 76 - 77 (Electromagnet)

- LO:** Students will be able to identify what causes the magnetic field in an electromagnet.
- LO:** Students will be able to compare electromagnets and identify which one is stronger or weaker

| Question                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Which electromagnet is stronger? -----</p> <div><p><b>A</b></p></div> <div><p><b>B</b></p></div> |



**A**

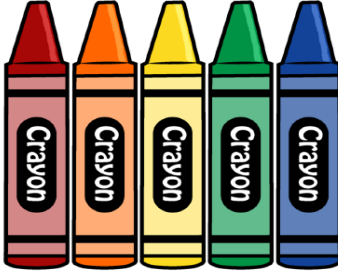
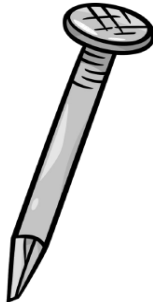
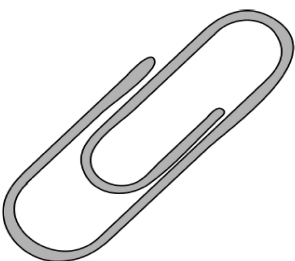


**B**

Unit 1  
Lesson 4: Magnet  
P. 70 – 72 – 73 – 83 (Magnet)

- LO:** Students will be able to explain what magnetism is.  
**LO:** Students will be able to complete sentences using correct vocabulary related to magnets and magnetic forces.

| Question                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p><b>Fill in the blanks below with one of the following words:</b><br/><b>magnet, poles, metal, magnetic field</b></p> <p>1- A material that is affected by the push or pull of magnet is called .....</p> <p>2- ..... Is the region of magnetic force around the magnet.</p> <p>3- A ..... is an object with a force that can attract or repel other materials.</p> <p>4- The magnet ends are called .....</p> |  |  |

| Question                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p><b>In the figure below, which letter represents an object that <b>will not get attracted</b> to the magnet?</b></p> <div></div> <div><p><b>A</b></p><p><b>B</b></p><p><b>C</b></p></div> |  |  |

Unit 1  
Lesson 4: Magnet  
P. 70 – 72 – 73 – 83 (Magnet)

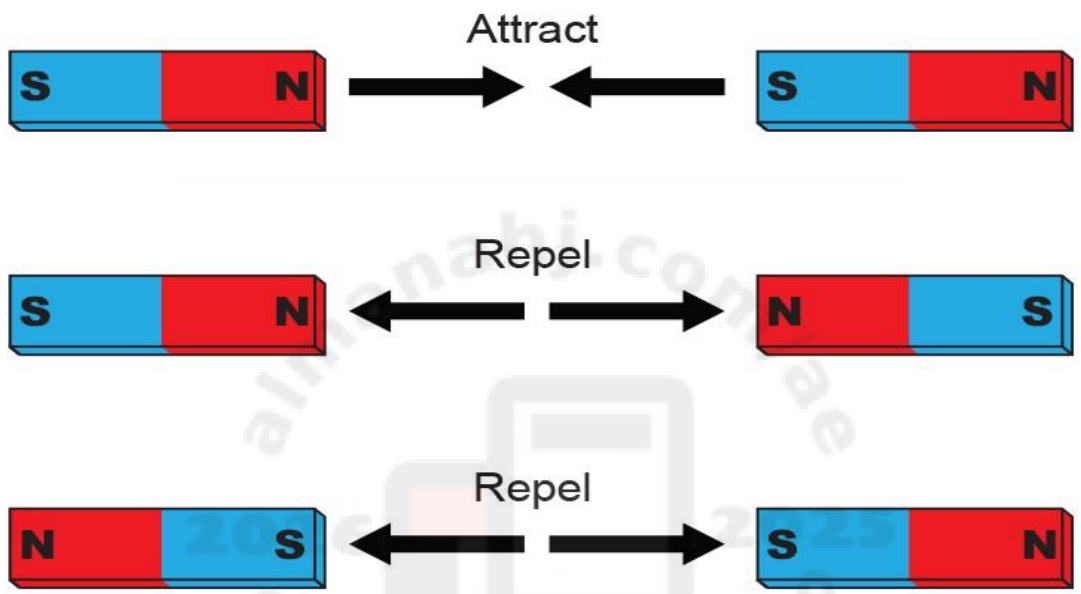
**LO:** Students will be able to identify materials that are attracted by a magnet.

| Question                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In the figure below, which letter represents an object that <b>will get attracted</b> to the magnet?</p> <div><p>A                      B                      C</p></div> |

| Question                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Which letter represents a tool that can use be used for separate iron filling from paper pieces?</p> <div><p>A                      B                      C</p></div> |

Unit 1  
Lesson 4: Magnet  
P. 70 – 72 – 73 – 83 (Magnet)

**LO:** Students will be able to name the two poles of a magnet.



| Question                          |                            |
|-----------------------------------|----------------------------|
| What are the two ends of a magnet |                            |
| A                                 | North and south poles      |
| B                                 | Positive and negative ends |
| C                                 | Top and bottom             |

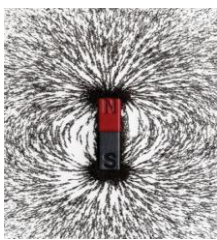
| Question                                |                            |
|-----------------------------------------|----------------------------|
| Which metals are attracted by a magnet? |                            |
| A                                       | Plastic, Wood, and Glass   |
| B                                       | Iron, Nickel, and Cobalt   |
| C                                       | Aluminum, Copper, and Gold |

Unit 1  
Lesson 4: Magnet  
P. 70 – 72 – 73 – 83 (Magnet)

**LO:** Students will be able to identify whether two magnets will attract or repel.

| Question                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Draw two bar magnets facing each other so that they repel one another.</b></p> <p><b>Draw two bar magnets facing each other so that they attract one another.</b></p> |

**LO:** Students will be able to recognize the pattern formed by iron filings around a bar magnet shows the magnetic field

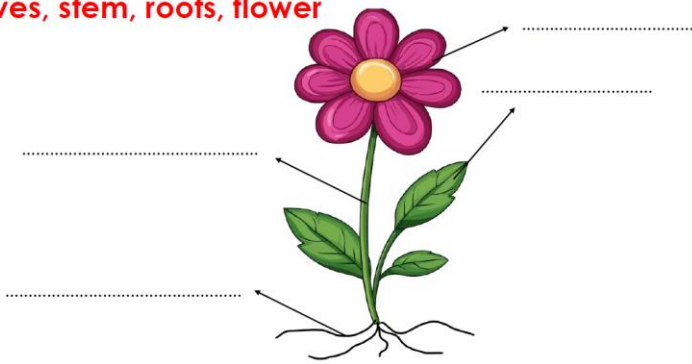
| Question                                                                                                                                                        |                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>What do iron filings show when sprinkled around a bar magnet?</b></p>  |                         |
| A                                                                                                                                                               | The shape of the magnet |
| B                                                                                                                                                               | The magnetic field      |
| C                                                                                                                                                               | The color of the magnet |

Unit 3  
Lesson 2: Survive the environment  
P. 10 (Plant needs )

**LO:** Students will be able to identify the part of a plant that takes in water

|                                                                                   |                                                                                   |                                                                                    |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Question                                                                          |                                                                                   |                                                                                    |
| <p>Which of the following is not a need for plant</p>                             |                                                                                   |                                                                                    |
|  |  |  |
| A                                                                                 | B                                                                                 | C                                                                                  |

|                                                    |        |  |
|----------------------------------------------------|--------|--|
| Question                                           |        |  |
| Which part of a plant absorbs water from the soil? |        |  |
| A                                                  | Leaves |  |
| B                                                  | Roots  |  |
| C                                                  | Stem   |  |

|                                                                                      |  |  |
|--------------------------------------------------------------------------------------|--|--|
| Question                                                                             |  |  |
| <p>Label each part with one of the followinga</p> <p>Leaves, stem, roots, flower</p> |  |  |
|   |  |  |

# Unit 3

## Lesson 2: Survive the environment

### P. 13 (Animal needs )

**LO:** Students will be able to identify animals that use gills.

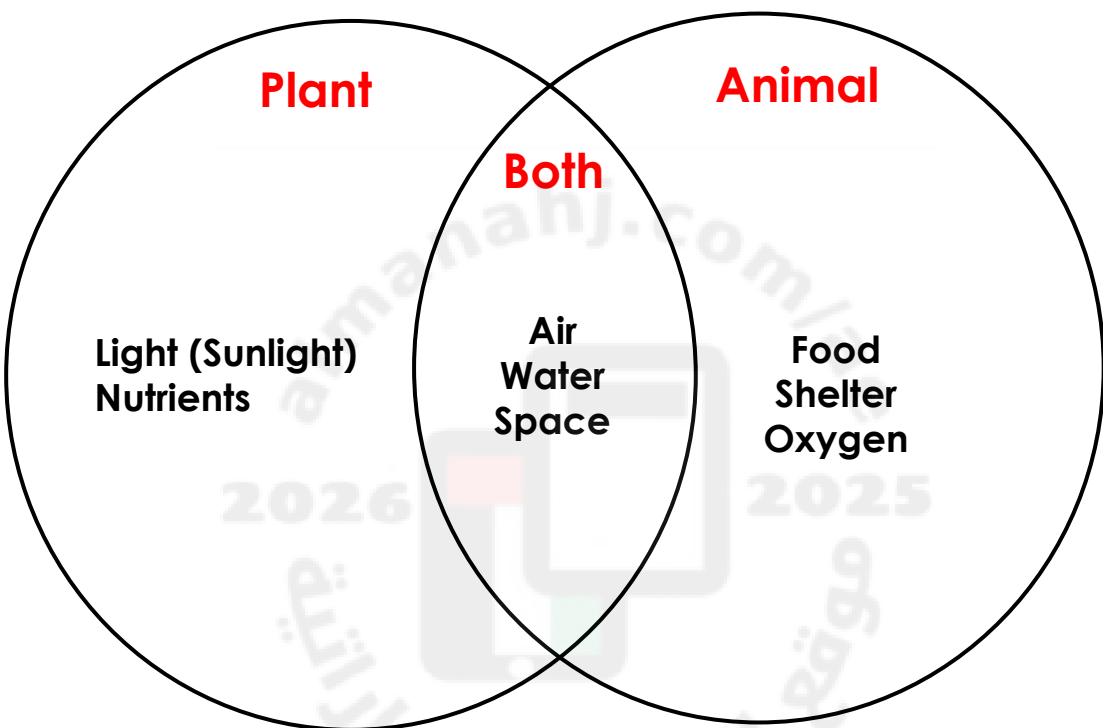
| Question                                                                          |                                                                                   |                                                                                    |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Which animal uses gills?</b>                                                   |                                                                                   |                                                                                    |
|  |  |  |
| <b>A</b>                                                                          | <b>B</b>                                                                          | <b>C</b>                                                                           |

| Question                       |                       |  |
|--------------------------------|-----------------------|--|
| <b>Why do fish have gills?</b> |                       |  |
| A                              | To see underwater     |  |
| B                              | To swim faster        |  |
| C                              | To breathe underwater |  |

| Question                                                 |                |  |
|----------------------------------------------------------|----------------|--|
| <b>Which of the following is not a need for animals?</b> |                |  |
| A                                                        | Water          |  |
| B                                                        | Carbon dioxide |  |
| C                                                        | Shelter        |  |

Unit 3  
Lesson 2: Survive the environment  
P. 10 - 13 (Plant and Animal needs)

**LO:** Students will be able to classify the basic needs of animals and plant.



Unit 3  
Lesson 2: Survive the environment  
P. 10 - 13 (Plant and Animal needs)

**LO:** Students will be able to classify the basic needs of animals and plant.

| Question                                                                                                                                               |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p><b>Classify the following needs into Plant Needs and Animal Needs.</b></p> <p><b>shelter, air, oxygen, water, nutrients, light, food, space</b></p> |                |
| <b>Plants</b>                                                                                                                                          | <b>Animals</b> |
| <div></div>                                                                                                                                            | <div></div>    |
| <p><b>Which of the following are both plant needs and animal needs?</b></p> <p>.....</p> <p>.....</p> <p>.....</p>                                     |                |

# Unit 3

## Lesson 2: Survive the environment

### P. 14 (Ecosystem)

**LO:** Students will be able to explain what an ecosystem is..

| Question                                                                           |                      |
|------------------------------------------------------------------------------------|----------------------|
| <b>What is an ecosystem?</b>                                                       |                      |
|  |                      |
| A                                                                                  | Living things only   |
| B                                                                                  | Nonliving only       |
| C                                                                                  | Living and nonliving |

| Living things     | Nonliving things              |
|-------------------|-------------------------------|
| Plants<br>Animals | Rocks<br>Soil<br>Water<br>Air |

| Question                                                |          |
|---------------------------------------------------------|----------|
| <b>Which of these is a living part of an ecosystem?</b> |          |
| A                                                       | Water    |
| B                                                       | Tree     |
| C                                                       | Sunlight |

| Question                                                   |        |
|------------------------------------------------------------|--------|
| <b>Which of these is a nonliving part of an ecosystem?</b> |        |
| A                                                          | Soil   |
| B                                                          | Fish   |
| C                                                          | Flower |

# Unit 3

## Lesson 2: Survive the environment

### P. 14 (Ecosystem)

**LO:** Students will be able to explain what a resource is.

| Question                              |                      |  |
|---------------------------------------|----------------------|--|
| What are resources for living things? |                      |  |
| A                                     | Only rocks and soil  |  |
| B                                     | Food, water , air    |  |
| C                                     | Things we cannot use |  |

**LO:** Students will be able to describe what competition means in nature

| Question                                    |                                                            |  |
|---------------------------------------------|------------------------------------------------------------|--|
| What does competition mean in an ecosystem? |                                                            |  |
| A                                           | Living things helping each other                           |  |
| B                                           | Living things trying to get the same food, water, or space |  |
| C                                           | Animals playing together                                   |  |

