

Name: _____

Date: ____/____/2025

Grade-3 Science

Ms. Sridevi

Type of Questions MCQ = 20 Questions (3M) FRQ = 4 Questions (9-11M)	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)						
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							
1. ____ is the <u>location</u> of an object. A. Direction B. Distance 2. Draw an X on the inner tubes that are above the polka- dotted pink inner tube. 3. Write down suitable words for circled objects from the word bank. Below above next to Far away Above next to Below Faraway							
In the figure below, what is the position of the ball? <table border="1"> <tr> <td>A</td> <td>On the table</td> </tr> <tr> <td>B</td> <td>Under the table</td> </tr> <tr> <td>C</td> <td>Between the table and the chair</td> </tr> </table>		A	On the table	B	Under the table	C	Between the table and the chair
A	On the table						
B	Under the table						
C	Between the table and the chair						

P. 10 (Distance)LO: Students will be able to identify the correct units used to measure a given quantity

2a

Distance between two continents 	Distance of a marathon race 	Length of a baby's feet 
cm / m / km	cm / m / km	cm / m / km
Length of a dolphin 	Width of a towel 	Length of a sailboat 
cm / m / km	cm / m / km	cm / m / km

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

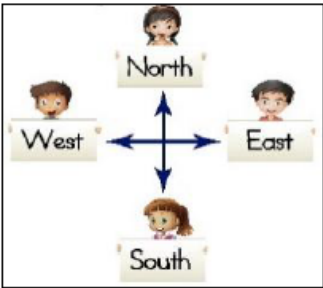
Question-2	
Which unit would be best to measure the distance between two cities?	
A. Centimeters	B. Millimeters C. Meters D. Miles and Kilometers

Question	3			
Which of these is a unit of distance?				
A	Meter			
B	Second			
C	Gram			

Time)

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

Question	1			
Which of these is a unit of time?				
A	Meter			
B	Minute			
C	Inch			

Question	2			
The figure below shows three different variables that can measure motion, which picture represent the time factor.  A  B  C				

P. 12 (Speed) LO: Students will understand what speed is and identify the quantities needed to measure it.

Question

Which do we use to measure short time, like a race?



A



B



A

Question-3

A bus traveled 35 kilometers in one hour. Which is the speed of the bus?

A. 70 kilometers per hour

B. 35 kilometers per hour

C. Kilometers per hour

D. 10 kilometers per hour



Question

To find speed, we need:

A Distance and Time

B Weight and Height

C Time and Direction

1. Choose the type of motion from word bank.

Back and forth

straight-line

Circular motion

TYPES OF MOTION

Identify different types of motion



Back and forth motion

Straight line motion

Circular Motion

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

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

Question		
In the figure below, which image shows a pull force?		
 A  B  C		

P. 28 (Friction)

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

Question	
Which boy in the graph below is affected by the less frictional force?	
	
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	
Ahmed is playing with marbles on three different surfaces, glass, wood and carpet. Which of the following surfaces will cause the least frictional forces on the marbles?	
	
A	Glass
B	Wood
C	Carpet

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

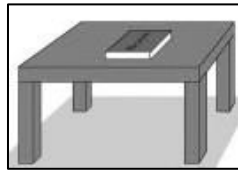
Question	
Friction makes moving things	
A	Go faster
B	Slow down
C	Fly

P. 29 (Balanced and unbalanced Force)

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

Look at each diagram. Write **balanced forces** or **unbalanced forces**.

 <u>Balanced force</u>	 <u>Unbalanced force</u>
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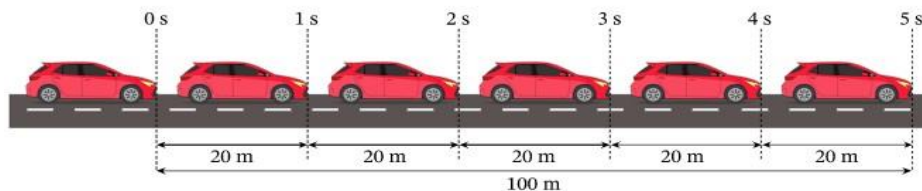
Question	
1. What happens when forces on an object are balanced? a) The object starts moving quickly b) The object changes direction c) The object stays still or moves at the same speed d) The object disappears	
2. Which of these is an example of unbalanced forces? a) A book lying on a table b) A ball rolling and slowing down c) A car parked in the garage d) A swing hanging still	

3. When you kick a soccer ball and it starts moving, what kind of forces are acting on it? a) Balanced forces
b) **Unbalanced forces**
c) No forces
d) Heavy forces



4. A motorized toy car travels at a constant speed. The forces acting on the car are _____.

- a) **balanced** b) unbalanced c) friction

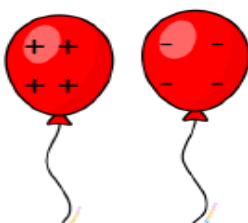


P. 56 - 57 (Electricity)

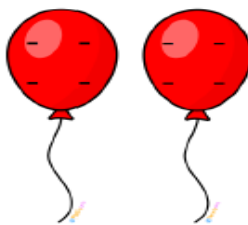
LO: Students will be able to describe the property of matter that causes electricity and explain what static electricity is.

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

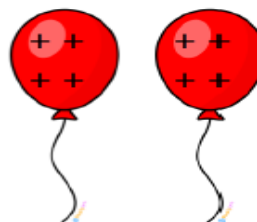
Write down **attract/Repel**.



attract



repel



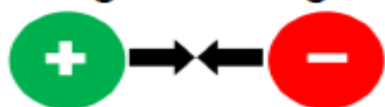
repel

P. 56 - 57 (Electricity)

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

Question	
Refer page- The image below shows two positive charges. What will happen to them? 	
A	Attract
B	Nothing will happen
C	Repel

Question	
The image below shows two negative charges. What will happen to them? 	
A	Repel
B	Nothing will happen
C	Attract

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

Write Attract /Repel.

	attract
	repel
	repel

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?

Refer page-1

A Current electricity

B Static Electricity

C Magnetism

Question

Which of the following will cause a shock when a person touches a doorknob?



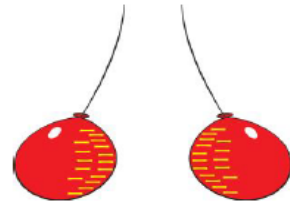
A Insulated wires

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

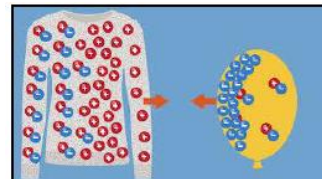
B Come together

C Nothing will happen

Question

What happens when you rub a balloon on your sweater?

- A. The balloon gets warmer
- B. The balloon loses all its charges
- C. The balloon picks up extra negative charges**
- D. The balloon turns into a sweater



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

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

Write down if it is **magnetic** or **non-magnetic**.

Paperclip 	Magnetic
Piece of paper 	Nonmagnetic
Scissors 	Magnetic
Building block 	Nonmagnetic
Metal spoon 	Magnetic

1. Decide whether each pair of bar magnets will **attract** or **repel** each other.



These two magnets will repel.



These two magnets will attract.



These two magnets will repel.

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

Question		
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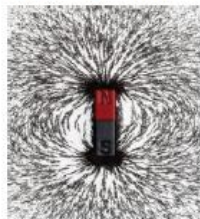
Which metals are attracted by a magnet?

- | | |
|---|----------------------------|
| A | Plastic, Wood, and Glass |
| B | Iron, Nickel, and Cobalt |
| C | Aluminum, Copper, and Gold |

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

Question		
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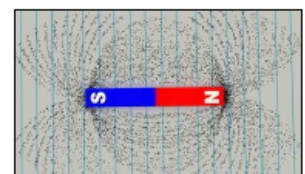
What do iron filings show when sprinkled around a bar magnet?



- | | |
|---|-------------------------|
| A | The shape of the magnet |
| B | The magnetic field |
| C | The color of the magnet |

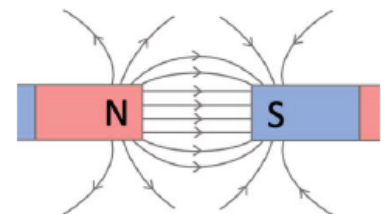
What is a magnetic field?

- a) The color of a magnet
- b) The area around a magnet where it can pull or push objects
- c) The sound a magnet makes
- d) The shape of the magnet



How can you tell where a magnetic field is?

- a) You can see it
- b) You can feel the push or pull with another magnet
- c) You can hear it
- d) You can smell it



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

Which of the following is not a need for plant



A



B



C

Question

Which part of a plant absorbs water from the soil?

A Leaves

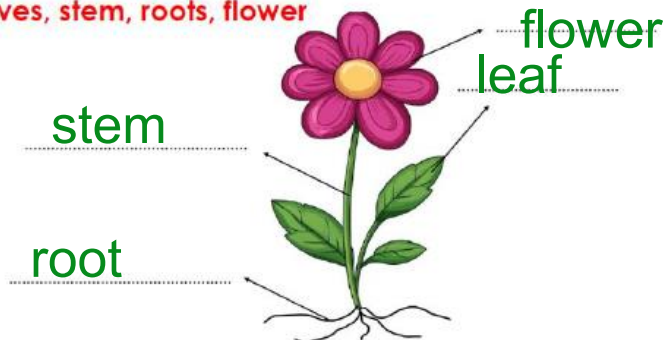
B Roots

C Stem

Question

Label each part with one of the following

Leaves, stem, roots, flower



Question 1 . _____ is the struggle among living things for resources.

A. Ecosystem

B. Resources

C. Competition

Lesson 2: Survive the environment P. 13 (Animal needs)
LO: Students will be able to identify animals that use gills.

Question

Which animal uses gills?



A



B



C

Question

Why do fish have gills?

A To see underwater

B To swim faster

C To breathe underwater

Question

Which of the following is not a need for animals?

A Water

B Carbon dioxide

C Shelter

Unit 3 Lesson 2: Survive the environment . P. 14 (Ecosystem)
LO: Students will be able to explain what an ecosystem is.

Question	
What is an ecosystem? 	
A	Living things only
B	Nonliving only
C	Living and nonliving

Living things	Nonliving things
Plants Animals	Rocks Soil Water Air

Question	
Which of these is a living part of an ecosystem?	
A	Water
B	Tree
C	Sunlight

Question	
Which of these is a nonliving part of an ecosystem?	
A	Soil
B	Fish
C	Flower

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

Writing Questions

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:

- Box 3 is below Box 2.
- The green box is above red box .
- The red box is down.
- The green box is up.
- The blue box is between the green and red boxes.



P. 10 - 12 (Position – Speed)

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

The yellow car is behind the red car and the blue car. Yellow Red Blue	True / False
The blue car is in front of the yellow car. Red Blue Yellow	True / False
The red car is in front of the blue car. Yellow Blue Red	True / False
The red car is 3 meters to the right of the yellow car Yellow Red 3 meters	True / False

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

In what units can distance be measured?

Refer page

Unit	Symbol
meter	m
millimeter	mm
centimeter	cm
kilometer	km

Unit	Symbol
inch	in
yard	yd
mile	mi

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

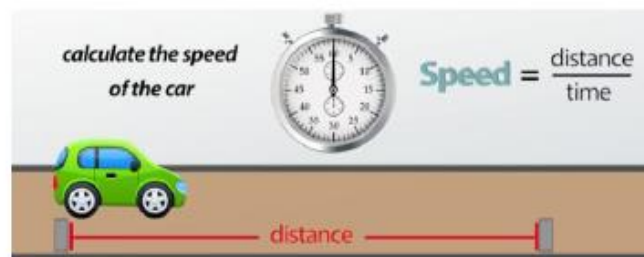
In what units can time be measured?

Unit	Symbol
Second	s
Minute	min
Hour	h

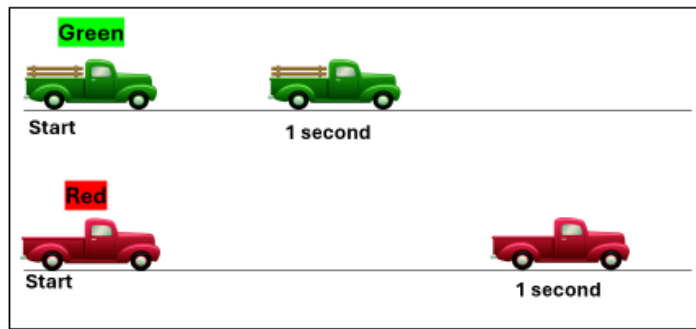
P. 12 (Speed)

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

What are the two quantities needed to calculate speed?

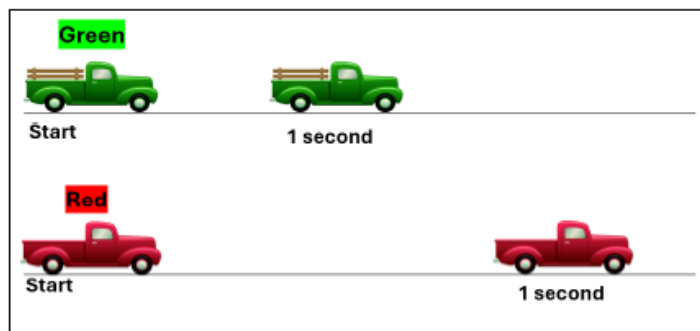


Which truck is faster, green or red? Explain



The red truck is faster because it travels a longer distance in 1 second

Which truck is slower, green or red? Explain



The green truck is slower because it travels a shorter distance in 1 second

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

More Friction (Rough surface)	Less Friction (Smooth surface)
Sandpaper	Ice
Carpet	Glass
Dry road	Wet road
Wood	Water

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

Match the words with the definitions

Unbalanced Force Forces that **equal** in size and **opposite** in direction.

Balanced Force Forces that **not equal** to each other.

Question

Fill in the blanks below with one of the following words:

Balanced, friction, unbalanced, position

1- A force that happens with an object rubs another object is called **friction**.....

2- The forces that make an object move are called **unbalanced** forces.

3- Motion is the process of change in an object's **position**.....

4- **Balanced** forces act on an unmoving object.

22. Fill in the blanks:

a)



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

b)



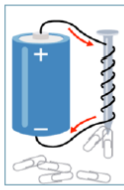
The dogs are applying a greater force to the sled, the sled is _____ (**moving** / not moving)

Lesson 4: Magnet P. 76 - 77 (Electromagnet)

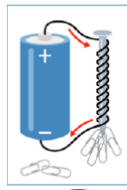
LO: Students will be able to identify what causes the magnetic field in an electromagnet.

LO: Students will be able to compare electromagnets and identify which one is stronger or weaker

Which electromagnet is stronger? -----

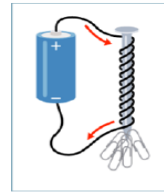


A

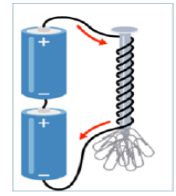


B

Which electromagnet is stronger? -----

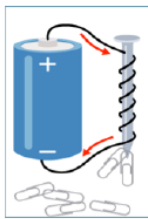


A

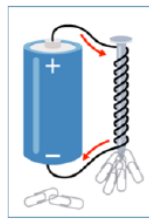


B

Which electromagnet is weaker? -----

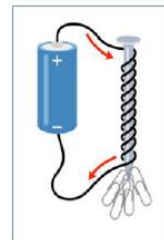


A

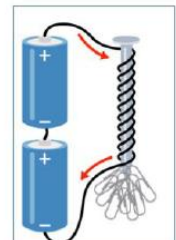


B

Which electromagnet is weaker? -----



A



B

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.

Fill in blanks using word bank.

poles magnetic attract repel magnetism

1. The area around a magnet where its force can attract or repel is called a magnetic field.
2. A magnet has two ends called poles.
3. Magnets can attract objects made of iron, steel, cobalt, and nickel.
4. When two north poles are put together, they repel each other.
5. The ability of a magnet to push or pull is called magnetism

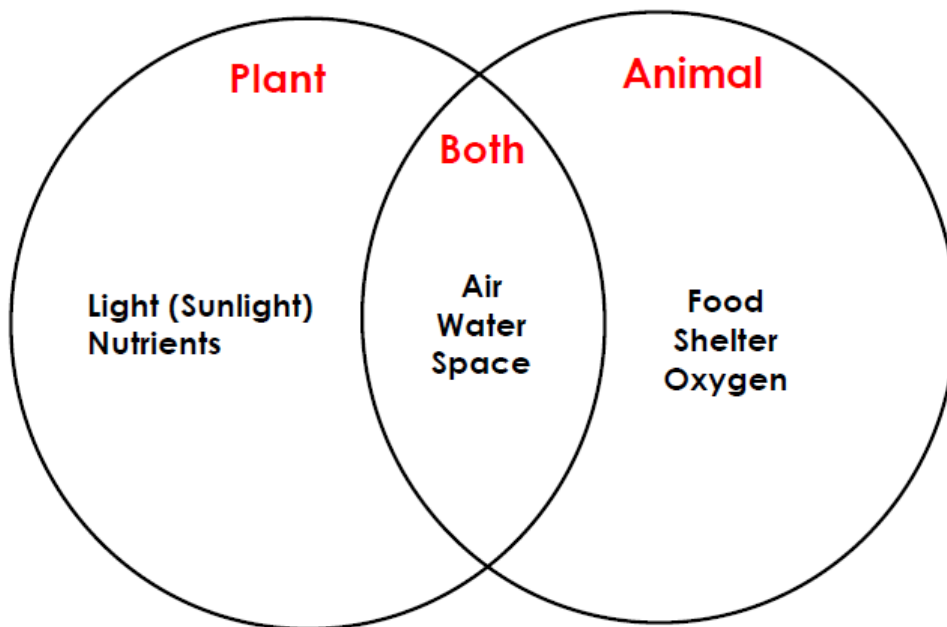
Draw two bar magnets facing each other so that they repel one another.

refer page-11

Draw two bar magnets facing each other so that they attract one another.

refer page-11

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



Section A: The Five Needs of Plants (Basic Recall)

Air | Water | Light | Space | Food | House | Nutrients

Directions: List the five essential things plants need from their environment to survive.

1. air
2. water
3. light
4. space
5. nutrients

Section A: The Five Needs of Animals (Basic Recall)

Food | soil | water | nutrients | oxygen | space | shelter

Directions: List the five essential things animals need to survive, based on your lesson.

1. food
2. water
3. oxygen
4. space
5. shelter

Section A: Definitions (Basic Recall)

Directions: Complete the definition of an ecosystem using words from the list below.

nonliving | interact | living | environment |

Survive

1. An **Ecosystem** includes all living things and non-living things that interact in an environment.
2. A **Resource** is a material that living things use to survive.
3. **Competition** is the struggle among living things for resources.