

interactive SCIENCE



WORKBOOK

Grade 3



SEMESTER

2

Name: _____

Class: _____

Teacher: _____

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GRADE 3

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WORKBOOK CHECKLIST



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Name: _____ Date: ____ / ____ / ____

Lesson 3: How do Plants Use Roots and Stems to Grow? (use with pages 122 - 127)**Words to Know: Define the word below.**

1. A nutrient is

**True or False: Write T if the statement is correct and F if not.**

- _____ 1. Carrots and dandelions are examples of **taproots**.
- _____ 2. The roots **make food** for the plants.
- _____ 3. Stems **have different** shapes, sizes, and colors.
- _____ 4. Stems of cactus **help them survive** in a desert.

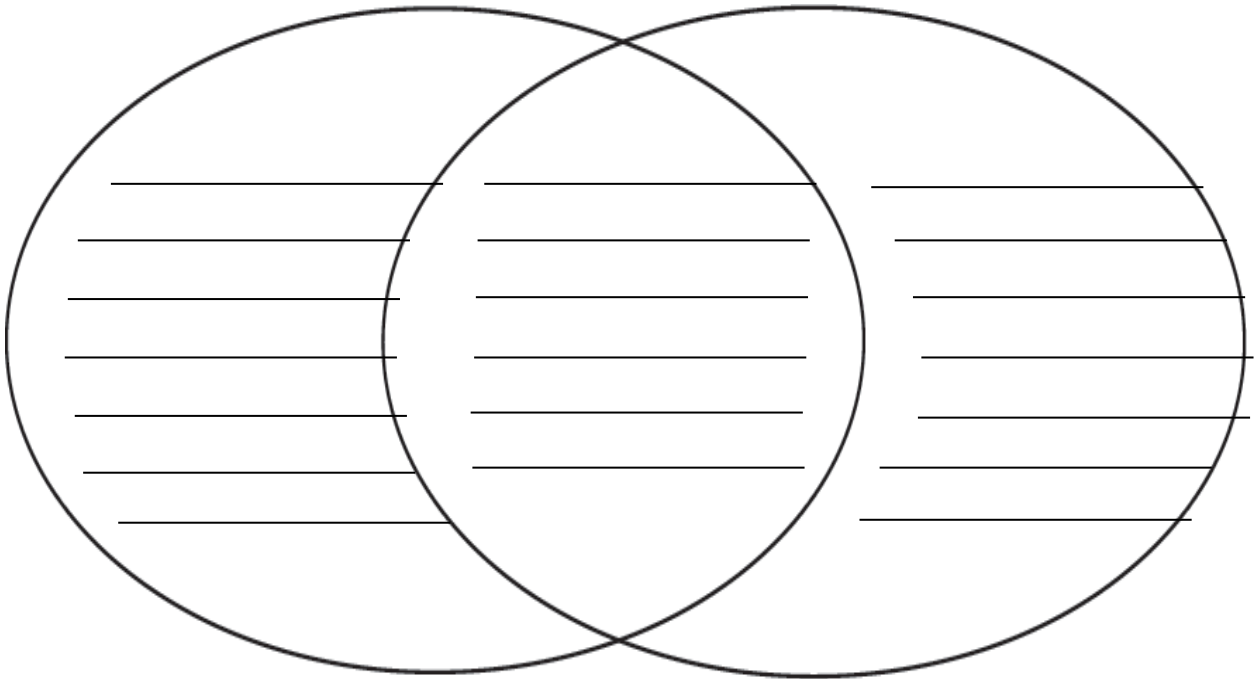
**Apply Concepts**

1. Draw arrows to show which direction food and water move in the roots and stem of this plant. Label your arrows.





2. Tell how taproots and fibrous roots are the same and different.



taproots

fibrous roots



Name: _____ Date: ____ / ____ / ____

Lesson 4: How do Plants Use Flowers or Cones to Reproduce? (use with pages 128 - 133)



Words to Know: Match the definitions to the correct terms.

- | | |
|---------------------------------------|--------------|
| ____ 1. To carry pollen | a. germinate |
| ____ 2. To begin to grow | b. pollinate |
| ____ 3. To make more of the same kind | c. reproduce |



True or False: Write T if the statement is correct and F if not.

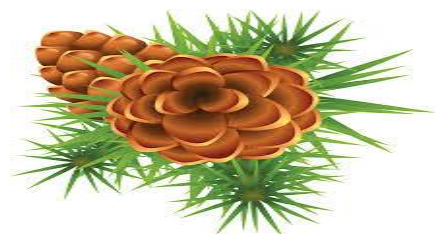
- ____ 1. Conifer plants **grow flowers** instead of cones.
- ____ 2. Flowering plants **grow flowers** that make seed.



Apply Concepts

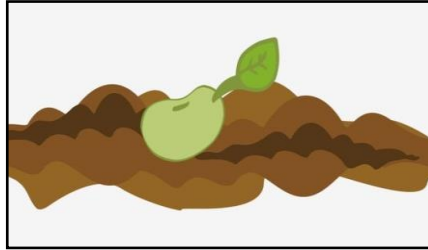
1. Tell three ways that flowering plants and conifers are different. Tell one way they are the same.

Flowering Plants	Both Flowering Plants and Conifers	Conifers





2. Study the picture of a seed. Tell how seeds help a flowering plant grow and change. Use all of the vocabulary words in your answer.



Name: _____ Date: ____ / ____ / ____

Lesson 5: What are the Life Cycles of Some Plants? (use with pages 134 - 139)



Words to Know: Write the word next to the description it matches.

Life cycle

Pollination

Conifer

- _____ 1. The transfer of pollen from one flower to another.
- _____ 2. A plant that grows cones instead of flowers to make seeds.
- _____ 3. The stages through which a living thing passes during its life.



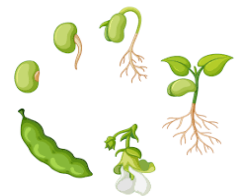
True or False: Write T if the statement is correct and F if not.

- _____ 1. A pumpkin is a kind of **flowering plant**.
- _____ 2. Pine trees are **flowering plants**.
- _____ 3. A spore can start to grow **when it falls to the ground**.
- _____ 4. Farmers have to plant new green bean seeds **every month**.



Explain: Tell if each statement is true or false. Explain your choice.

1. The life cycle of all plants includes a germinating seed.



This statement is _____

because _____

2. An adult plant is no longer part of the plant life cycle.



This statement is _____

because _____



Apply Concepts

1. A friend tells you that you can get rid of dandelions in your lawn by cutting the stems without digging up the roots. Do you agree? Explain.



Name: _____ Date: ____ / ____ / ____

Lesson 1: How Can You Classify Animals? (use with pages 160 - 167)



Words to Know: Complete the sentences below.

arthropod invertebrate trait vertebrate

1. An animal without a backbone is called a(n) _____.
2. Hair color is an example of a _____ that is passed from a parent to its offspring.
3. A giraffe is a(n) _____ because it has a backbone.
4. An animal classified as a(n) _____ has a skeleton on the outside of its body.



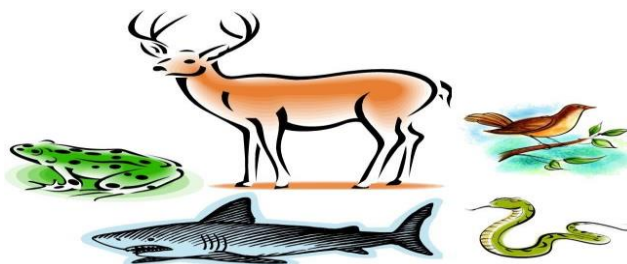
True or False: Write T if the statement is correct and F if not.

- _____ 1. A Trait can include an animal's **behavior or its physical characteristics.**
- _____ 2. Birds and fishes are an example of **vertebrates.**
- _____ 3. Reptiles have **smooth, moist skin.**
- _____ 4. Mammals are **warm-blooded** vertebrates.



Explain: Answer the question below

1. What are four ways you can classify animals?

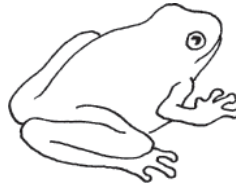




Apply Concepts

1. Classify each animal below as a vertebrate or invertebrate.
Then identify which vertebrate or invertebrate group it belongs.







Name: _____ Date: ____ / ____ / ____

Lesson 2: How Are Offspring Like Their Parents? (use with pages 168 - 175)



Words to Know: Write the word next to the description it matches.

Inherit

Instinct

Migrate

- _____ 1. A behavior that an animal is born able to do.
- _____ 2. An instinct to move when the seasons change.
- _____ 3. To receive from a parent.



True or False: Write T if the statement is correct and F if not.

- _____ 1. Young plants and animals are called **offspring**.
- _____ 2. Hair color is an **acquired characteristic**.
- _____ 3. The animals **don't need** as much food to survive.
- _____ 4. Brown leaves are an **acquired characteristic**.



Explain: Tell if each statement is true or false. Explain your choice.

1. A dog with a scarred ear will probably pass the scar to its offspring.

This statement is _____

because _____



2. Some animals learn to hibernate.

This statement is _____

because _____





Apply Concepts

1. A mother bear takes her cubs hunting with her. As the cubs watch, she catches fish from a river. What type of behavior is this? Explain.



Name: _____ Date: ____ / ____ / ____

Lesson 3: What are the Life Cycle of Some Animals? (use with pages 176 - 183)



Words to Know: Write the word next to the description it matches.

Larva

Pupa

Metamorphosis

- _____ 1. A change in form during an animal's life cycle
- _____ 2. The second stage in the life cycle of some insects
- _____ 3. the stage in an insect's life cycle between larva and adult.



True or False: Write T if the statement is correct and F if not.

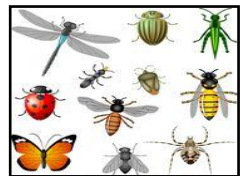
- _____ 1. A butterfly larva is called a caterpillar.
- _____ 2. An animal's life begins with an egg.
- _____ 3. The length of an animal's life is called life span.
- _____ 4. A pupa is the stage between larva and adult.

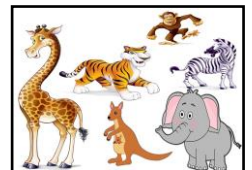


Explain: Tell if each statement is true or false. Explain your choice.

1. Insects and mammals do not look like their parents when they are born.

This statement is _____
because _____





2. An adult frog breathes differently than a tadpole.

This statement is _____

because _____



Apply Concepts

1. A giraffe is a mammal. Describe the life cycle of a giraffe, including each stage it passes through.



Name: _____ Date: ___/___/___

Lesson 1: What is an Ecosystem? (use with pages 205 – 209)



Words to Know: Write the word next to the description it matches.

ecosystem

habitat

population

community

_____ 1. All the populations that live in the same place.

_____ 2. Living things of the same kind that live in the same place.

_____ 3. Living and nonliving parts interacting in an environment.

_____ 4. Place where a living thing makes its home.



True or False: Write T if the statement is correct and F if not.

_____ 1. The living and nonliving parts of an environment **interact**.

_____ 2. Sunlight is a **living part** of an environment.

_____ 3. Populations in a community **depend on each other**.



Explain: Tell if each statement is true or false. Explain your choice.

1. Living parts of an ecosystem do not depend on nonliving parts.

This statement is _____ because _____

2. Populations in a community depend on each other.

This statement is _____ because _____



Apply Concepts

1. Think about where you live. Give three examples of populations that are part of your ecosystem. How do they interact?



Name: _____ Date: ___/___/___

Lesson 2: How Do Living Things Get Energy? (use with pages 211 - 215)



Words to Know: Write the word next to the description it matches.

Producer

Consumer

Decomposer

- _____ 1. A living thing that eats other living things.
- _____ 2. A living thing that makes its own food.
- _____ 3. A living thing that breaks down waste, dead plant, and animal matter



True or False: Write T if the statement is correct and F if not.

- _____ 1. Most ecosystems get energy **from sunlight**.
- _____ 2. Consumers eat **only plants** are called **carnivores**.
- _____ 3. Ecosystems have **many food chains**.



Explain: Tell if each statement is true or false. Explain your choice.

1. Decomposers get their energy directly from the sun.
This statement is _____ because _____
- _____
- _____
2. A consumer in a food web eats all the producers in that food web.
This statement is _____ because _____
- _____





Apply Concepts

1. Suppose that a large number of rabbits leave an ecosystem.
What effect might this have on the consumers that eat rabbits?



Name: _____ Date: ___/___/___

Lesson 3: How Do Ecosystems Change? (use with pages 216 - 223)



Words to Know: Write the word next to the description it matches.

Migrate

Adaptation

Hibernate

- _____ 1. To sleep through the winter.
- _____ 2. To move.
- _____ 3. A trait that helps a living thing survive in its environment.



True or False: Write T if the statement is correct and F if not.

- _____ 1. Ecosystems are **always** changing.
- _____ 2. Many plants and animals **have adaptations** that help them survive changes in the environment.
- _____ 3. Ash from the forest fire makes soil **poor in nutrients**.



Explain



- 1. Write about how a groundhog digging a burrow can help and harm an ecosystem.

- 2. Suppose that a cool, rainy ecosystem has a very hot, dry summer. Identify two changes that might occur in the ecosystem.





Apply Concepts

1. Some animals shed their thick, fur coats in the summer. How does this adaptation help the animals survive in their environment?



Name: _____ Date: ___/___/___

Lesson 4: What Can We Learn From Fossils? (use with pages 224 - 227)



Words to Know: Write the word next to the description it matches.

extinct

fossil

- _____ 1. The remains or mark of a living thing from long ago.
- _____ 2. Plants or animals that are no longer living on Earth.



True or False: Write T if the statement is correct and F if not.

- _____ 1. Fossils show how plants and animals **have changed over time.**
- _____ 2. The sharp teeth are a sign that T. rex **ate meat.**
- _____ 3. Some fossils are **actual parts of living things,** such as bones.



Explain: Answer the questions on the lines below.

1. What is one type of fossil?

2. What do fossils tell us about plants and animals?





Apply Concepts

1. Look at the picture. Explain two ways these animals might leave fossils for scientists to find today.

