

**Al Noor International School**  
Riyadh, Saudi Arabia



Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Section: \_\_\_\_\_

Academic Year: \_\_\_\_\_

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**Lesson 1: Describe Matter** (use with pages 6-11)



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

**Matter**

**Solid**

**Liquid**

**Gas**

**Properties**

1. \_\_\_\_\_ are the traits or features of an object.

2. \_\_\_\_\_ is anything that has weight and takes up space.

3. \_\_\_\_\_ is matter that does not have its own shape.

4. \_\_\_\_\_ is matter that has its own size and shape.

5. \_\_\_\_\_ is matter that does not have its own shape and size.



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

\_\_\_\_\_ 1. Some properties you can observe with your senses.

\_\_\_\_\_ 2. Not all balls are solid.

\_\_\_\_\_ 3. Water is solid.

\_\_\_\_\_ 4. The ice cube is liquid.



### **Explain**

1. If you freeze water, what is the effect ?

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### **Apply Concepts**

1. What would cause an ice cube to turn back into liquid water ?

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**Lesson 2: Properties of Matter** (use with pages 14 – 18)



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

**Weight      Texture      Magnetic      Flexibility      Hardness**

1. \_\_\_\_\_ is how something feels.

2. \_\_\_\_\_ is how heavy an object is.

3. \_\_\_\_\_ is an object that can be pushed or pulled by a magnet.

4. \_\_\_\_\_ is a property that tells how hard or solid an object is compared to other objects.

5. \_\_\_\_\_ is able to bend.

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

\_\_\_\_\_ 1. Scientists can't measure accurately.

\_\_\_\_\_ 2. Weight is how heavy an object is.

\_\_\_\_\_ 3. Some metals are magnetic.

\_\_\_\_\_ 4. You can test if an object will sink or float.





### **Explain**

1. What can you observe about an object?

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### **Apply Concepts**

1. Look at the object. List three of its properties.



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**Lesson 3: Use Solids** (use with 20-25)



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

**Solid**

**Purpose**

..... matter that has its own size and shape.

..... is the use of an object.



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

\_\_\_\_\_ 1. We might use solids to build a house.

\_\_\_\_\_ 2. Wood and Bricks are liquids.

\_\_\_\_\_ 3. All solids have the same shapes and sizes.

\_\_\_\_\_ 4. A cup is a solid.



**Explain**

What will happen if we put heavy bricks on the roof of a house?

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### **Apply Concepts**

1. *Tell what materials can be used to build a house.*

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Name: \_\_\_\_\_

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**Lesson 4: Use Liquids and Gases** (use with pages 26-32 )



**Words to Know:**

1. What is a state of matter?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

- \_\_\_\_\_ 1. Liquids and gases have a shape.  
\_\_\_\_\_ 2. Liquids and gases take the shape of their container.  
\_\_\_\_\_ 3. Water can be a gas.  
\_\_\_\_\_ 4. You can measure liquids.  
\_\_\_\_\_ 5. Gasoline is a liquid that we can drink.



**Explain:**

Tell one way you use a liquid.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Apply Concepts:**

*What are some ways you could use liquids and gases in the kit?*

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Name: \_\_\_\_\_

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**Lesson 1: Observe Changes in Matter** (use with pages 48-53 )**Words to Know: Identify the word " Matter " :**1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**True or False: Write T if the statement is correct and F if not.**

- \_\_\_\_\_ 1. Matter can change.
- \_\_\_\_\_ 2. A solid can't be changed into liquid.
- \_\_\_\_\_ 3. A liquid can be changed into solid.
- \_\_\_\_\_ 4. A matter stills the same after changing it.

**Explain**

1. How can a solid be changed? Give an example.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How can a solid fruit be changed into liquid? Give an example.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Apply Concepts**

1. *What are the matters that a sidewalk can be made of? Explain.*

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Lesson 2: Temperature and Matter** (use with pages 54– 59 )



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

**Property**

**Reversible**

1. \_\_\_\_\_ Some changes made by heating and cooling can be changed back to the way they were.

2. \_\_\_\_\_ is something about an object you can observe with your senses.



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

\_\_\_\_\_ 1. You can't measure temperature.

\_\_\_\_\_ 2. The Arctic is very hot.

\_\_\_\_\_ 3. Heating and Cooling can change matter.

\_\_\_\_\_ 4. **All** changes made by heating can be reversible cooling.



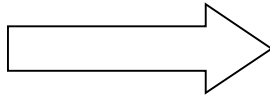
**Explain** 1. How can Warmth change matter in the Arctic?





## **Apply Concepts**

1. Explain how this change can be reversible.



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**Lesson 2: Matter Within Objects** (use with pages 60–64)

**Words to Know: Identify the word “Assemble”**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

- \_\_\_\_\_ 1. Objects are built from **one big material**.
- \_\_\_\_\_ 2. Objects are built using materials that have certain properties.
- \_\_\_\_\_ 3. You have to follow a certain sequence in order to put something together correctly.
- \_\_\_\_\_ 4. Objects can be built using smaller materials.



**Explain:** How different materials can be used to build an object?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Apply Concepts:** *List the different steps to build objects.*

1.

2.

3.

4.

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**Lesson 1: Describe the Surface of Earth.** (use with pages 82-89)



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

**Landform – Slope – Plains – Plateau – Canyon**

1. \_\_\_\_\_ is an area that slants up.  
\_\_\_\_\_
2. \_\_\_\_\_ are flat areas that are often in valleys.  
\_\_\_\_\_
3. \_\_\_\_\_ is a feature made of rock and dirt.  
\_\_\_\_\_
4. \_\_\_\_\_ are deep valleys.  
\_\_\_\_\_
5. \_\_\_\_\_ are raised parts of Earth's surface that are flat on top.



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

- \_\_\_\_\_ 1. Soil is loose material that plants can grow in.
- \_\_\_\_\_ 2. The highest landforms are hills.
- \_\_\_\_\_ 3. Many canyons are formed by rivers.
- \_\_\_\_\_ 4. A low are between mountains or hills is called Valley.



### **Explain**

1. Why Mauna Kea is the tallest mountain in the world?

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### **Apply Concepts**

1. How canyons are formed?

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**Lesson 2: What are Some Properties of Matter?** (use with pages 90-97)



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

**Fresh Water**

**Glacier**

1. \_\_\_\_\_ is water that has very little salt.
2. \_\_\_\_\_ are very large bodies of flowing ice.



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

- \_\_\_\_\_ 1. Glaciers move downhill **very fast.**
- \_\_\_\_\_ 2. Streams are **bodies of flowing water.**
- \_\_\_\_\_ 3. Most creatures **depend on glaciers to live.**
- \_\_\_\_\_ 4. Glaciers form when there is **a lot of rain.**



**Explain**

1. Where would someone need a bridge to cross the water?

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### **Apply Concepts**

1. *List two bodies of liquid water and one body of solid water.*

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Lesson 3: What Are Solids, Liquids and Gases?** (use with pages 98 – 103)



**Words to Know: Draw a line from each word to the definition it matches**

- |            |  |
|------------|--|
| 1. Modal ● | ● is a way to compare the distance between Two objects on the map to the real-life ones. |
| 2. Key ●   | ● explains what pictures or signs on the map mean.                                       |
| 3. Scale ● | ● matter that does not have its own shape and takes the shape of its container.          |



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

- \_\_\_\_\_ 1. Maps are **much bigger** than the real places.
- \_\_\_\_\_ 2. There can be many **different maps** for the same area.
- \_\_\_\_\_ 3. Maps **do not need a key.**
- \_\_\_\_\_ 4. A map is **a modal.**



**Explain**

1. Give two examples of maps.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





### **Apply Concepts**

2. Which map you would use to get to a museum? Why?

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**Lesson 1: Earth changes quickly.** (use with pages 118-123)



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

**Lava – earthquake – flood - landslide**

1. \_\_\_\_\_ comes out of the crater when the volcano goes off.
2. \_\_\_\_\_ is the sudden shaking of the ground.
3. \_\_\_\_\_ is when the side of a hill or mountain falls down.
4. \_\_\_\_\_ is a large amount of water that quickly covers land not usually covered by water.



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

- \_\_\_\_\_ 1. Flood can happen when there is **heavy rain for a long time.**
- \_\_\_\_\_ 2. **Earthquakes** change the surface of Earth quickly.
- \_\_\_\_\_ 3. Lava **never hardens.**
- \_\_\_\_\_ 4. Water **makes the soil loose.**



### **Explain**

1. Tell three things that change the surface of the earth.

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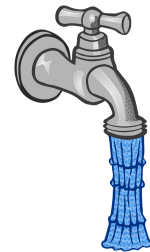
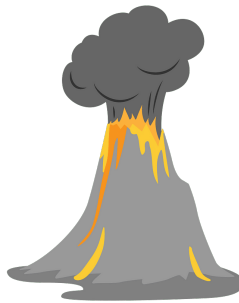
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### **Apply Concepts**

1. Circle the pictures that show what could not change the Earth's surface.



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**Lesson 2: Earth Changes Slowly** (use with pages 124 – 129)**Words to Know: Write the word next to the description it matches.****Weathering – erosion – deposition**

1. \_\_\_\_\_ happens when soil, sand, and small bits of a  
\_\_\_\_\_ rock are removed.
2. \_\_\_\_\_ is the breaking up of rock.  
\_\_\_\_\_
3. \_\_\_\_\_ happens when wind and water drop sand,  
\_\_\_\_\_ soil, and small bits of rock in a new place.

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

- \_\_\_\_\_ 1. Roots **can break** the rocks into pieces.
- \_\_\_\_\_ 2. People **do not erode** rock and dirt when they walk on it.
- \_\_\_\_\_ 3. Mountains are not part of the **surface of the Earth.**
- \_\_\_\_\_ 4. Slow changes to the surface of Earth only take few years.

**Explain**

1. How **erosion** happens? Give an example.

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### **Apply Concepts**



1. Tell how erosion is different from an earthquake and how it is similar.

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Name: \_\_\_\_\_

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**Lesson 3: People Can Change Earth** (use with pages 130 – 137)



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

**Dike – levee – windbreak**

1. \_\_\_\_\_ is a row of objects that blocks the wind.  
\_\_\_\_\_
2. \_\_\_\_\_ is a long wall built to hold back ocean water.  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_ is a short wall along a river.  
\_\_\_\_\_



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

- \_\_\_\_\_ 1. Rivers **deposit eroded soil and rock** into the ocean.
- \_\_\_\_\_ 2. Levees **protect farm fields and cities.**
- \_\_\_\_\_ 3. People make some changes that **slow down erosion and deposition.**
- \_\_\_\_\_ 4. Windbreak can be **made of trees and fences.**



**Explain**

1. What changes people make that slows down erosion or deposition?

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### **Apply Concepts**

1. Name a structure that we can use to keep water from flooding an area that experiences heavy rain.

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Name: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Lesson 1: Animal and Plant Life Cycles** (use with pages 154 – 161)



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

**Life cycle**

**Plant**

**Animal**

1. \_\_\_\_\_ is a living thing that can you energy  
\_\_\_\_\_ from the sun to make food for itself.

2. \_\_\_\_\_ is a living thing that cannot make its  
\_\_\_\_\_ own food. It must eat.

3. \_\_\_\_\_ is the way plants and other living  
\_\_\_\_\_ things grow and change.



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

\_\_\_\_\_ 1. Some animals eat other animals.

\_\_\_\_\_ 2. The adult plant grows flowers that turn into fruit.

\_\_\_\_\_ 3. The seeds start the cycle again.

\_\_\_\_\_ 4. Dogs, birds, and insects are all animals.



**Explain**

1. How caring for a plant or animal may change throughout its life cycle?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

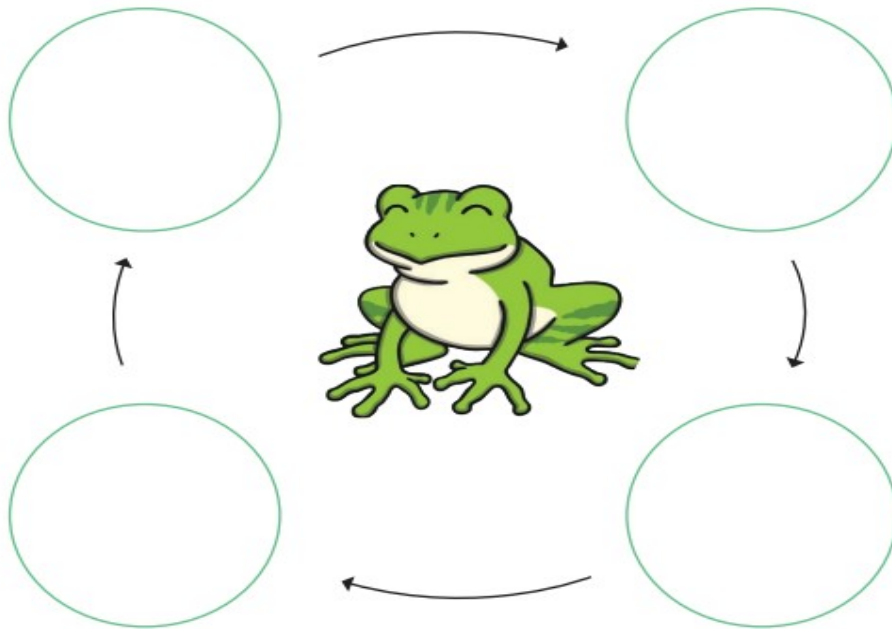
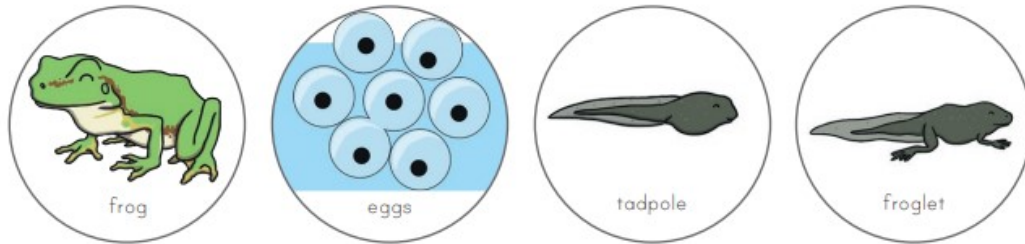
\_\_\_\_\_

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## Apply Concepts

1. Put the life cycle of the frog into the correct order.



Write few sentences about the frog life cycle.

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Name: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Lesson 2: Plant Needs** (use with pages 162 – 167)



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

**Stem**

**Roots**

**Nutrients**

1. \_\_\_\_\_ is a food material that a living things need.

2. \_\_\_\_\_ is a part of the plant that carries water and nutrients to the leaves.

3. \_\_\_\_\_ are parts of the plant that hold the plant in place and take in water and nutrients.



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

\_\_\_\_\_ 1. Plants **without** enough space will be small.

\_\_\_\_\_ 2. In some plants, **seeds form in the flower**.

\_\_\_\_\_ 3. All plants have **stem, roots and leaves only**.

\_\_\_\_\_ 4. Plants **need** air, water, sunlight, space and nutrients to grow.



**Explain**

1. How do you know water moves through plants?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **Apply Concepts**

1. What should a guide about plants say about something plants need?

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Name: \_\_\_\_\_

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**Lesson 3: Animal Needs** (use with pages 168 – 173)



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

**Sense of smell**

**Shelter**

1. \_\_\_\_\_ is a place that protects animals.

2. \_\_\_\_\_ helps animals find food.



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

\_\_\_\_\_ 1. Animals use their body parts **to get what they need**.

\_\_\_\_\_ 2. All animals **have the same** basic needs.

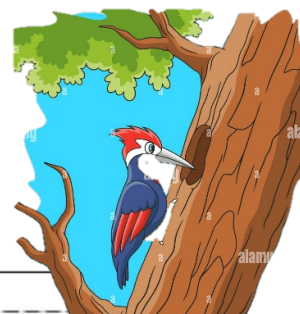
\_\_\_\_\_ 3. Animals **can make** their own food from the sun.

\_\_\_\_\_ 4. Not all animals **need much space**.



**Explain**

1. How does a bird's beak help get what it needs?  
Give an example.




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### **Apply Concepts**

1. What need do pollinating animals have when they are attracted to a flower.

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Name: \_\_\_\_\_

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**Lesson 4: Animals Can Help Plants Reproduce** (use with pages 174 – 179)



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

**Disperse**

**Pollinators**

**Pollination**

1. \_\_\_\_\_ means to scatter in different directions.
2. \_\_\_\_\_ is the spreading of pollen from flower to flower.
3. \_\_\_\_\_ are animals that move pollen.



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

- \_\_\_\_\_ 1. Plants **do not need pollen** to make seeds.
- \_\_\_\_\_ 2. Seeds can float **long distances**.
- \_\_\_\_\_ 3. **Both animals and plants** get something from pollination.
- \_\_\_\_\_ 4. Butterflies **are not** pollinators.



**Explain**

1. How do animals help plants make more plants?

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### **Apply Concepts**

1. *Why would it be helpful if a squirrel forgot where it hid seeds?*

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Name: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Lesson 1: Identify Habitats** (use with pages 196 – 201)



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

**Diversity**

**Habitat**

**Adaptation**

1. \_\_\_\_\_ is a place where a plant or an animal lives.

2. \_\_\_\_\_ is how many different plants and animals live in a place.

3. \_\_\_\_\_ are characteristics of a living thing that help survive.



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

\_\_\_\_\_ 1. Habitats **can be only** in water.

\_\_\_\_\_ 2. The soil below a rock is **a small habitat**.

\_\_\_\_\_ 3. One habitat may have **many different kinds** of plants and animals.

\_\_\_\_\_ 4. Plants and animals **do not need** their habitats to survive.



**Explain**

1. How does a fish can adapt and survive in its habitat?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





### Apply Concepts

1. My animal is \_\_\_\_\_

2. It lives in \_\_\_\_\_

The climate where my animal  
lives is \_\_\_\_\_.

Its body is covered with:

\_\_\_\_\_

This helps it because:

\_\_\_\_\_

\_\_\_\_\_

Here are some things that my  
animal eats.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is what my animal looks like.



Name: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Lesson 2: Living Things in Land Habitats** (use with pages 204 – 209)



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

**Desert**

**Forest**

**Tundras**

1. \_\_\_\_\_ habitat.  
\_\_\_\_\_
2. \_\_\_\_\_re few plants  
can live.  
\_\_\_\_\_
3. \_\_\_\_\_tats, and they  
have frozen soil.  
\_\_\_\_\_



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

- \_\_\_\_\_ 1. Forests **have** many kinds of plants and animals.
- \_\_\_\_\_ 2. Cactuses and camels **live in some desert**.
- \_\_\_\_\_ 3. It rains often in tundra.
- \_\_\_\_\_ 4. Grasslands are hot and dry lands.



**Explain**

1. What animals can be found in the arctic tundra? How can they survive?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## **Apply Concepts**

1. Which habitat is more diverse? Why do you think it is more diverse?

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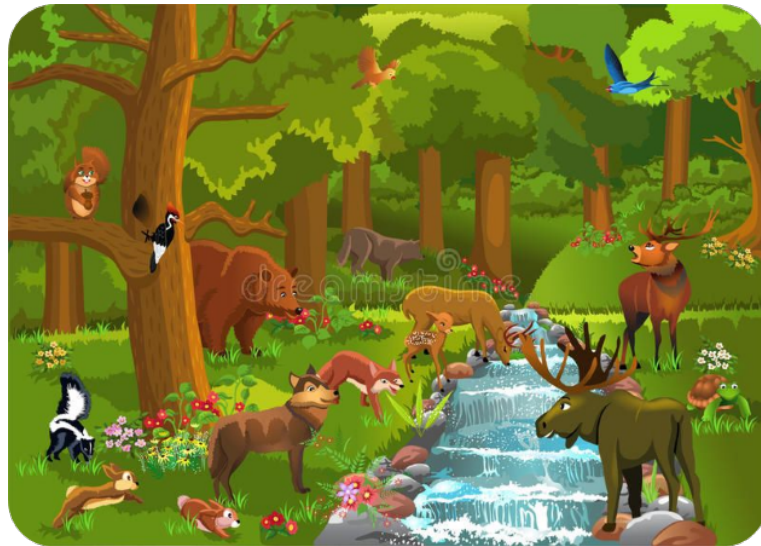
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Name: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Lesson 3: Living Things in Water Habitats** (use with pages 210 – 217)



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

**Marsh**

**Swamp**

**Wetland**

\_\_\_\_\_  
\_\_\_\_\_  
1. \_\_\_\_\_th land and  
water.

\_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_grasses.

\_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_trees.



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

- \_\_\_\_\_ 1. Ocean water does not contain salt.  
\_\_\_\_\_ 2. Different plants and animals live in the ocean.  
\_\_\_\_\_ 3. Many animals use wetland to raise their young.  
\_\_\_\_\_ 4. The soil in wetlands is always dry.



**Explain**

1. why is it important to protect a water habitat?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### **Apply Concepts**

1. Write three facts about a water habitat.

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