

Science Answer Key: Weeks 29–32

Week 29: Ecosystems & Food Webs

1. Producer: grass, clover. 2. Consumer: grasshopper, frog, snake, hawk, rabbit. 3. Decomposer: mushroom.
4. sun → grass → grasshopper → frog → snake → hawk. 5. sun → clover → rabbit → hawk (grass also accepted in place of clover).
6. The grasshopper and the rabbit lost food. Accept a note that the frog, snake, and hawk were then affected too.
7. Open.

Look for:

- Names what the hawk eats (snake, rabbit) or that it is in more than one chain.
- Uses "because" with a reason about the web, such as too many rabbits if the hawk is gone.

Scoring: Developing / Approaching / Proficient / Exemplary. Proficient: sorts all 8 living things correctly, completes both chains, and explains one effect of removing a living thing.

Week 30: Adaptations for Survival

- 1–4. Predictions vary. Expected best beaks: seeds, clothespin (cardinal); worms in mud, tweezers (robin); tiny pond food, slotted spoon (duck); nectar, straw (hummingbird). Accept test results the child actually recorded.
5. Numbers vary; the blubber glove should last longer (up to 20 seconds).
6. Green is usually hardest to find on grass because it matches the grass.
7. B: thick fur, webbed feet, sharp claws. A: birds fly south in winter, a bear sleeps all winter, an opossum plays dead.
8. Open.

Look for:

- Says the nectar is deep inside a flower.
- Connects the long beak (like the straw) to reaching food.

Scoring: Developing / Approaching / Proficient / Exemplary. Proficient: fills the beak table with a result for each food, sorts all six traits, and explains one adaptation with a reason.

Week 31: Life Cycles

Part A drawings vary.

Look for:

- Day 1 shows dry or damp beans; Day 3 shows swelling or a tiny root; Day 5 shows a sprout or root.
 - Each day has one fitting word (wet, bigger, root, sprout).
1. Frog: egg 1, tadpole 2, tadpole with legs 3, frog 4.
 2. Butterfly: egg 1, caterpillar 2, chrysalis 3, butterfly 4.
 3. Bean: seed 1, sprout 2, plant with flowers 3, plant with seed pods 4.
 4. seeds (or plants). 5. The tadpole (or the egg).
 6. The last stage makes new eggs or seeds, so the cycle starts again.
 7. Any of: all start as an egg or seed; all grow and change; every adult makes new eggs or seeds.

Scoring: Developing / Approaching / Proficient / Exemplary. Proficient: orders all three cycles correctly and explains why a life cycle repeats.

Week 32: Biodiversity Review

1–2. Counts vary; the grass square should show more kinds than the pavement square.

3. Open.

Look for:

- Names soil, water, plants, or food in the grass.
- Contrasts with pavement being hard and dry.

4. rock: hard. 5. sponge: soft, bends. 6. rubber band: soft, bends. 7. plastic lid: hard, floats (a thin lid may also bend). 8. metal spoon: hard.

Accept "floats" for the sponge and rubber band if the child observed it in the test.

9. Soak up a spill: sponge. 10. Hold a door open: rock.

Scoring: Developing / Approaching / Proficient / Exemplary. Proficient: records both tallies, explains the difference with a property of the place, and checks properties with at most one error.

Weeks 29–32: Vocabulary and Big Ideas

1. producer 2. decomposer 3. food web 4. adaptation 5. camouflage 6. life cycle 7. biodiversity 8. property

Unused: consumer, habitat.

9. Open.

Look for:

- Names what the animal eats, so it is a consumer.
- Names a real adaptation (beak, claws, long tongue) and how it gets food.

Scoring: Developing / Approaching / Proficient / Exemplary. Proficient: fills at least 7 of 8 blanks correctly and ties one adaptation to eating.

Weeks 29–32: My Reflection

Self-check. No right answers.

Look for:

- Drawing shows one real idea from Weeks 29–32.
- Two lines explain the drawing in the child's own words.

Scoring: Developing / Approaching / Proficient / Exemplary. Proficient: checks honestly and writes one clear sentence that names a science idea from these weeks.