

Science Answer Key: Weeks 9–12

Answers for objective items. For open items, look for the listed points. Accept reasonable answers that show the idea.

Week 9: Habitats & Environments

Part A: Answers depend on the child's survey. Look for: tally marks in both columns; most grass squares show more kinds of living things than hard squares.

1. Look for: names the square with more kinds; names something it had (grass, soil, worms, shade) that the other did not.

Part B: Pond: frog, trout, beaver. Forest: deer, owl, squirrel. Desert: camel, lizard, rattlesnake. Ocean: shark, whale, crab. (Accept beaver in forest or trout in a river with a reason.)

2. Look for: each place gives different food, water, or shelter; one piece of evidence from the survey or sort.

Scoring: Developing / Approaching / Proficient / Exemplary. *Proficient: sorts at least 10 of 12 animals correctly and gives a because-sentence that names a need a habitat provides.*

Week 10: Animals Depend on Plants

Part A: From a Plant: bread, apple, carrot, peanut butter, cereal. From an Animal: cheese, egg, milk.

1. Look for: the cow eats grass, a plant, so the plant is where the food starts.

Part B: Check: bird nest of twigs, beaver lodge of sticks, owl in a hole in a tree, squirrel nest of leaves. No check: spider web, snail shell.

2. Look for: seeds have hooks, spikes, or burrs that catch on fuzz or fur.

3. Look for: carries seeds on its fur or eats fruit and drops the seeds somewhere new; may mention bees carrying pollen.

Part D: Plants give animals: food and shelter. Animals give plants: a ride for their seeds (seed spreading), or moving pollen.

Scoring: Developing / Approaching / Proficient / Exemplary. *Proficient: sorts the foods correctly and explains one way animals need plants and one way plants need animals.*

Week 11: Seeds & Pollination

Part A: Look for: a drawing with petals, pollen on thin stalks, and a center labeled.

1. Look for: bright colors help bees, butterflies, or birds find the flower.

Part B: Answers depend on the child's trials.

2. Look for: a clear yes or no; a reason that uses the trial results (for example, more pollen in two of three trials).

Part C: dandelion puff: wind; maple helicopter: wind; berry eaten by a bird: animal; burr: animal; coconut: water.

3. Look for: pollen must move from one flower to another; then the flower can make seeds; seeds grow into new plants.

Scoring: Developing / Approaching / Proficient / Exemplary. *Proficient: labels the flower parts, matches all five seeds to how they travel, and explains that moved pollen lets flowers make seeds.*

Week 12: Plants & Animals Review

Part A: 1. b 2. f 3. a 4. d 5. g 6. e 7. h 8. c

Part B: Sun → grass → Rabbit → fox.

9. Look for: the rabbit would have no food; it would go hungry, move away, or die; the fox would be affected too.

Part C: Answers depend on the child's plants. The watered plant is usually taller, greener, and has more leaves.

10. Look for: compares the two plants; uses a number or detail from the table.

Scoring: Developing / Approaching / Proficient / Exemplary. *Proficient: gets at least 7 of 8 matches, completes the food chain, and backs the plant claim with evidence from the check-up.*

Weeks 9–12: Vocabulary and Big Ideas

Fill in the blank: 1. habitat 2. desert 3. shelter 4. depend 5. pollen 6. pollinator 7. petals 8. food chain. (Not used: seed, pond.)

9. Look for: animals get food and shelter from plants; animals carry seeds or pollen for plants; uses two word-bank words correctly.

Scoring: Developing / Approaching / Proficient / Exemplary. *Proficient: gets at least 7 of 8 blanks and explains both directions of the plant and animal connection.*

Weeks 9–12: My Reflection

No right or wrong answers. Look for: honest checks; a drawing tied to one of the four weeks; two sentences that name what was learned.

Scoring: Developing / Approaching / Proficient / Exemplary. *Proficient: the drawing and sentences name a real science idea from these weeks, such as a habitat, seed travel, or pollen.*