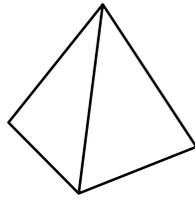


Multiple Choice

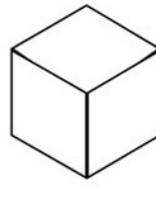
1. Which of these objects is shaped like Earth and moon?



A.



B.



C.



D.

2. What lights the moon's surface so we can see it?

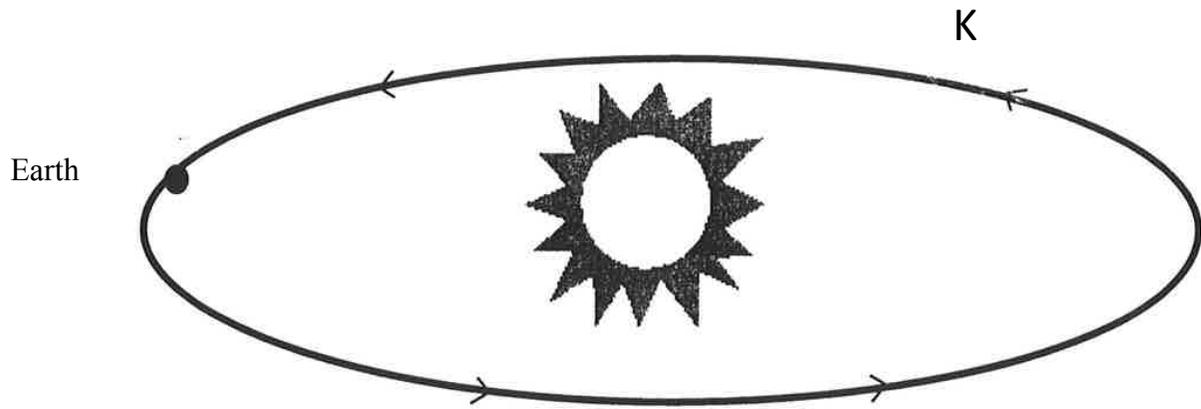
- A. heat from the moon
- B. sunlight
- C. shiny rocks on its surface
- D. stars

3. How would the moon and Earth appear if you were looking at them from space?

- A. the moon would be larger
- B. the moon would be smaller
- C. the moon is a different shape than Earth
- D. the moon cannot be seen from space

4. Why do we have day and night on Earth?

- A. because Earth goes around the sun
- B. because the sun goes around Earth
- C. because the moon goes around Earth
- D. because Earth rotates on its axis



5. What does this model show?
- A. the rotation of Earth on its axis
 - B. the movement of stars in the night sky
 - C. the revolution of Earth around the sun
 - D. the difference between Earth and moon
6. What does the path marked with the "X" show?
- A. the orbit of Earth
 - B. the movement of the sun
 - C. the location of the moon
 - D. the size of space
7. Why do the sun and moon appear to rise and set?
- A. Earth rotates on its axis
 - B. Earth is large and round
 - C. Earth has oceans and taxes
 - D. Sun and moon travel around Earth

Answers to Grade 3 Standard 1 Unit Test

Multiple Choice:

1. D
2. B
3. B
4. D
5. C
6. A
7. A

Constructed Response

1. Differences may include: Earth is larger, has an atmosphere and ocean, and is a blue and white color. Moon is smaller, no atmosphere or oceans, visible craters and a white color.
2. Earth spins on its axis (rotates), and it moves in an orbit (revolves) around the sun.
3. The moon's light is reflected sunlight.

Answers to Standard 1 Unit Test:

Multiple Choice

1. D
2. B
3. A
4. B
5. D
6. A
7. C
8. B
9. D
10. C
11. D
12. A
13. A
14. C

Constructed Response

1. The sun evaporates water off of oceans, evaporated water condenses to form clouds and rain.
2. The temperature is different; it is hot in St. George in summer and cold in Salt Lake in winter.
3. Water evaporates from the ocean, is carried by wind as water vapor to Utah and condenses and falls as rain.
4. It may become runoff and flow to the nearest stream or river. It may soak into the soil until it gets to rock it cannot get through. It may find its way to the surface as a spring.
5. Oceans, atmosphere, lakes, stream, snow, icecaps, groundwater, glaciers

Performance Assessments

Title: Day and Night

Activity Description

Students will model the rotation of Earth to produce day and night.

Materials Needed

Light source or sun drawn on the board.

Prior to Assessment

Students should be familiar with the term “rotate”

Time Needed for Assessment

20 minutes

Procedure

1. Tell students that they will become a model of planet Earth. Their heads will be the rotating planet.
2. Show students the “sun,” whether it is a light source or drawing on the board.
3. Have students stand and look at the “sun”. If a light source is used, turn off the classroom lights.
4. Ask students to turn in a quarter circle away from the sun and to their right. Ask them if they can still see the sun and if so, what time of day it would be. It may take them a minute to decide that it is sunset.
5. Ask them to turn another quarter circle and ask the same question. It is now night.
6. Another quarter circle will result in sunrise, and then another will result in daytime.
7. Repeat the process again.
8. Now that the students are familiar with where they need to turn to get to the different times of day, play a version of “Simon Says” and ask them to turn to the different times during the day and see if “Simon” says.
9. Play as long as desired.

Scoring Guide:

Students should all participate if physically able.