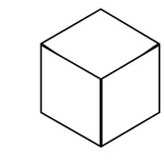
**Grade 3 Standard 1 Unit Test**

**Earth and Moon**

**Multiple Choice**

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



1. B. C. D.
2. What lights the moon’s surface so we can see it?
3. heat from the moon
4. sunlight
5. shiny rocks on its surface
6. stars
7. How would the moon and Earth appear if you were looking at them from space?
8. the moon would be larger
9. the moon would be smaller
10. the moon is a different shape than Earth
11. the moon cannot be seen from space
12. Why do we have day and night on Earth?
13. because Earth goes around the sun
14. because the sun goes around Earth
15. because the moon goes around Earth
16. because Earth rotates on its axis

8.3.1



K

Earth

1. What does this model show?
2. the rotation of Earth on its axis
3. the movement of stars in the night sky
4. the revolution of Earth around the sun
5. the difference between Earth and moon
6. What does the path marked with the “X” show?
7. the orbit of Earth
8. the movement of the sun
9. the location of the moon
10. the size of space
11. Why do the sun and moon appear to rise and set?
12. Earth rotates on its axis
13. Earth is large and round
14. Earth has oceans and taxes
15. Sun and moon travel around Earth

8.3.2

**Constructed Response**

1. What are two differences between Earth and moon that you could see from space?

2. Describe two ways that Earth moves.

3. Explain where the moon gets its light.

8.3.3

**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.

1. Earth spins on its axis (rotates), and it moves in an orbit (revolves) around the sun.
2. The moon’s light is reflected sunlight.

8.3.4

**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

8.3.5

**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 of 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.

8.3.6