

Science Grade 3 Daily PASS Review Questions

Day	Question	Answer
1	3-2.1 What is an adaptation?	An adaptation is a characteristic that improves the organism's ability to survive.
2	3-2.1 What is a habitat?	A habitat is a place where an organism or group of organisms live and obtain the air, food, water, shelter/space, or light needed to survive.
3	3-2.1 On which part of the plant are seeds found/produced?	Seeds are produced and may be stored in fruits.
4	3-2.1 What do seeds contain?	Seeds contain tiny undeveloped plants and enough food for growth to start.
5	3-2.1 What is the stage of the life cycle when a seed begins to grow?	Germination
6	3-2.1 What is a seedling?	A seedling is a young plant that produces the parts of the plant (root, stem, and leaves) that will be need for the adult plant to survive.
7	3-2.1 What is a mature plant? Illustrate the life cycles of seed plants.	A plant with roots, stems, leaves and they also develop flowers or cones which produce seeds. Pictures will begin with a seed, then should have a seedling (small plant with root, stem, and leaves), and then a mature plant with flowers and/or fruits.
8	3-2.1 Describe and illustrate what metamorphosis means in relation to a Bess beetle.	A Bess beetle undergoes changes in their life cycle in appearance, color, shape, and the growth of new structures. The states are called: egg, larva, pupa, and adult.
9	3-2.1 What do the words structure and function mean?	Structure is a part of a living organism and function is the job of that structure.
10	3-2.1 What is the function of the roots, stems, leaves, flowers, and fruit on a plant?	The roots take in water and nutrients from the habitat. Stems provide support; they also move and store water and nutrients in the plant. Leaves produce food for plant in the presence of light. Flowers attract organisms for pollination. Fruits are formed around seeds to protect them.
11	3-2.2 Describe what physical and behavioral adaptations mean. Explain how each of these allows organisms to survive.	A physical adaptation can be a body structure that an organism has that allows it to meet its needs in its habitat – body parts that help an animal defend itself (i.e., quills or claws). A behavioral adaptation can be an activity or action that helps an organism survive in its habitat – an animal playing dead, spraying or fighting to defend itself.
12	3-2.2 What does camouflage mean? Give an example of a camouflaged animal surviving.	Camouflage is a color or pattern that allows an animal to blend into its environment and protects it from being seen by its enemies or allows it to sneak up more easily on the type of food they eat. Deer blend in with the woods because they are the same brown as the trees and lions can't see them.
13	3-2.2 Describe some adaptations that plants have that allow them to survive.	Seed dispersal – for seeds to survive they must be carried away from the parent plant by water, wind, or animals. Color – Petals are colored and scented to attract insects for the purpose of pollination Response to light- plants need light to make their food and the stem and leaves will grow toward the light.
14	3-2.3 Recall the characteristics of an organism's habitat that allow the organism to survive there.	Organisms can only survive in an area where its basic needs (air, food, water, shelter or space, and light) can be met.
15	3-2.4 Explain how changes in the habitats of plants and animals affect their survival.	There are many examples of this, but one would be the amount of rainfall (drought or flood). If there is not enough rain, plants will die and so will the animals that eat those plants.
16	3-2.4 Explain how humans can cause habitat changes.	For example, clearing land to build homes. Animals that normally live there would have to find a new home. Plants that normally grew in that area would not find the basic needs to grow there

		anymore.
17	3-2.4 What does extinction mean and when might that occur?	Extinction means the loss of an entire group of organisms. If plants and animals cannot adapt to changes in the environment, they may become extinct.
18	3-2.5 What do all organisms need to survive? Where does this energy usually start?	All organisms need energy to survive. In most habitats, the sun provides this energy first.
19	3-2.5 What is a food chain? Summarize a simple food chain including the roles of producers, consumers, and decomposers (decomposers are not usually listed in a food chain).	This is a model that describes the way that energy is passed from one organism to another. There are usually no more than 6 organisms in this model. grass – producer caterpillar eats the grass –consumer praying mantis eats the caterpillar chicken eat the praying mantis humans eat chickens
20	3-3.1 What are the three classifications of rocks and how can they be classified?	There are three classifications of rocks – igneous, sedimentary, and metamorphic. Rocks can be classified by properties – how they are formed and how they look.
21	3-3.1 Identify characteristics of igneous, sedimentary, and metamorphic rocks.	<i>igneous</i> – was once melted magma or lava but has cooled and hardened <i>sedimentary</i> – made of pieces of rock called sediments that have been pressed and cemented together and may contain fossils <i>metamorphic</i> – was once another type of rock deep inside the Earth, but heat and pressing caused the minerals to change
22	3-3.1 How can soil be classified? Identify the 4 types of soil and characteristics of each.	Soil can be classified based on content, texture, or grain size. <i>humus</i> – soil that is made up of decayed parts of once-living organisms. It is dark, soft, and very crumbly. <i>Sand</i> – large grains with large spaces between the grains. Sand feels gritty and water will leave it quickly. <i>Clay</i> – very small grains, much smaller than sand or silt and holds water easily. Clay feels sticky when wet, but when it dries, it forms hard clumps. <i>Silt</i> – pieces that are smaller than sand. It feels like powder.
23	3-3.2 What are minerals?	Minerals are earth materials that are solid, formed in nature, have never been alive, and must be identified based on its properties.
24	3-3.2 Describe what the word property means.	Property is the size, shape, color, texture of a given object. Smell and taste can also be considered properties.
25	3-3.2 Describe the physical property of hardness that a mineral may have.	Hardness – this refers to whether the mineral can be scratched or can scratch something else. .
26	3-3.2 Describe the physical property of color that a mineral may have.	Color – this property can be used along with other properties to help identify a mineral. It can not be used alone because many minerals have the same color.
27	3-3.2 Describe the physical property of luster that a mineral may have.	Luster – this describes whether a mineral is shiny, pearly, glassy or dull.
28	3-3.2 Describe the special physical properties that minerals may have.	Special properties – if acid (vinegar) is placed on a certain type of mineral, it may bubble or fizz. Some minerals split into thin sheets or have magnetic properties.
29	3-3.3 What is a fossil?	It is the remains of a living thing that lived long ago that has turned to rock.
30	3-3.3 Describe a mold fossil.	This type of fossil is formed when a cavity or opening in a rock has the shape of the once living thing – leaves and footprints are good examples.
31	3-3.3 Describe a cast fossil.	This is mold that has been filled in with sediments which harden and take the shape of the once living thing.
32	3-3.3 Describe a preserved parts fossil.	This fossil is the actual parts of the living thing such as shells, bones, or teeth that have turned to stone.

33	3-3.4 Give one example of how fossils can give us information about what the environment was like in the location where the fossil was found.	Sharks teeth and shells are often found in the ground near Columbia, SC. We know from this information that at one time, the ocean used to cover the land near Columbia, SC.
34	3-3.5 What are oceans? Draw a picture of one.	Oceans are large bodies of salt water that surrounds a continent.
35	3-3.5 What are seas? Draw a picture of one.	Seas are large bodies of salt water that is often connected to an ocean. It may be partly or completely surrounded by land.
36	3-3.5 What are rivers and streams? Draw a picture of them.	Rivers are large, flowing bodies of fresh water that usually empty into a sea or ocean. Streams are small, flowing bodies of fresh water that flow into rivers.
37	3-3.5 What are lakes and ponds? Draw a picture of them.	Lakes and ponds are areas where water, usually freshwater, are surrounded by land. Lakes and ponds vary in size with ponds being smaller.
38	3-3.5 What are glaciers and where are they found?	They are huge sheets of ice that over land and are found where temperatures are very cold – in the mountains or near the poles of Earth.
39	3-3.6 What is a landform?	A landform is the natural shapes or features of the Earth's surface.
40	3-3.6 What is a volcano? Draw a picture of one and label it.	An opening in the Earth's surface from which lava flows.
41	3-3.6 What is a mountain and what is a valley? Draw and label a picture of each.	A mountain is a place on Earth's surface where the land is higher than the land that surrounds it. A mountain with a flat top is called a plateau. A valley is a lowland area between mountains.
42	3-3.6 What is an island and draw a picture of this. Also, draw and label a picture of a cavern and describe how it is formed.	An area of land that is entirely surrounded by water. The picture should be of a large cave or underground cavern. They are formed underground when water wears away the rock.
43	3-3.6 How is a canyon different than a valley?	A canyon is a deep valley with very steep sides and often carved from the Earth by a river.
44	3-3.7 How can Earth materials be used as fuel, a resource for building materials, and as a medium for growing plants?	Fuel such as oil and coal can be burned to produce heat or made into gasoline. Granite, marble, and sandstone can be used to make blocks for homes. Soil provides nutrients and support for plants.
45	3-3.8 Describe the changes to the Earth due to slow processes.	When weathering is taking place, rocks are being broken apart. When erosion is taking place, Earth materials like rock, sand, and soil are being carried away from their original location. When deposition is occurring, Earth materials that have been eroded are put in a new location.
46	3-3.8 Describe changes to the Earth due to rapid processes.	When a landslide happens, Earth materials on the side of a slope or cliff drop down to a lower location. When a volcanic eruption is happening, lava flows down the side of the mountain where it hardens. When a flood happens, a lot of water causes rivers and streams to overflow their banks to the surrounding land. When an earthquake happens, the surface of the ground shakes and rolls causing cracks in the Earth's surface and damages roads and buildings.
47	3-4.1 What is matter and what are the different forms of matter?	Matter is anything that has mass and takes up space. Matter is classified into the three different forms: solids (have a definite shape and size), liquids (have a definite volume, but take the shape of their container), and gases (do not have a definite shape or volume - they take the shape and size of their container).
48	3-4.1 Describe what mass and volume mean.	Mass is how much matter is in an object and can be measured with a balance. Volume is the amount of space an object takes up and can be measured with a beaker, graduated cylinder, or syringe.
49	3-4.2 Explain how water and other substances change from one state to another.	Water and other substances change from one state to another when either heat is added or removed. This can take place when melting, freezing,

		evaporating, boiling, and condensing happens. This should be related to cause and effect.
50	3-4.3 How does heat move easily from one object to another through direct contact and not so easily through other materials?	Heat makes things warmer. Conductors, like metals, allow heat to move through them from one object to another through direct contact. Insulators, like plastic and wood, do not allow heat to move easily through them. This should be related to cause and effect.
51	3-4.4 What are some sources of heat and how can heat be produced?	Sources of heat produce heat energy and make things warmer, like fires, stoves, toasters, ovens, the Sun, and light bulbs to name a few. Rubbing, burning, and using electricity are ways that heat can be produced.
52	3-5.1 What are some terms used to identify the position of an object relative to a reference point?	above, below, inside of, underneath, and on top of
53	3-5.1 What is distance and how can distance be measured?	Distance is the length between two locations or positions and be measured using meter tapes, sticks, or rulers. Distance can be recorded using the units of meters or centimeters.
54	3-5.2 How can motion be described? What do the words direction and speed mean?	Motion can be described in terms of speed and directions. Direction is the path/course along which something is moving. Speed is how fast an object moves.
55	3-5.3 Explain how the motion of an object is affected by the strength of a push or pull and the mass of an object.	The stronger the push or pull, the faster the object will move. The weaker the push or pull, the slower the object will move. If the strength of the push or pull is the same, an object of a greater mass would move slower than an object of lesser mass.
56	3-5.4 Explain the relationship between the motion of an object and the pull of gravity.	Gravity is everywhere. The pull of gravity holds things down to Earth. Objects (things) fall to Earth because they are pulled down by gravity.
57	3-5.5 How is sound produced? What materials can sound travel through and how does this happen?	Vibrating objects produce sound. Vibrations can be transferred from one material to another. They can travel through solids, liquids, and gases. Sound moves better through some materials than others. For example, when a metal spoon is tied to a string and hit so that it vibrates, the sound can be heard through the string held to the ears better than through the air only.
58	3-5.6 What do the words pitch and volume mean?	Pitch of a sound is how high or low it is. Changing the length of the vibrating object can change pitch. Volume is the loudness or softness of a sound.
59	3-5.7 How can the volume of sounds be changed?	The strength of the vibration can change the volume. If the source of the vibrations is farther away, the volume of the sound will be softer. if it is closer, it will be louder.
60	3-5.8 How does the vibration of an object affect pitch?	Pitch depends on how fast an object is vibrating. Pitch can be affected by length. Shorter materials vibrate faster which produces a higher pitch. Thickness can change pitch. Thinner strings vibrate faster than thicker ones producing a higher pitch. Tightness can change pitch. The tighter the stretch of string, the higher the pitch. This should be related using a cause and effect model.