تم تحميل هذا الملف من موقع المناهج الإماراتية

حل تجميعة صفحات الكتاب وفق الهيكل الوزاري منهج انسباير

موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الخامس ⇦ علوم ⇦ الفصل الثالث ⇦ الملف

تاريخ إضافة الملف على موقع المناهج: 2024-06-06 16:11:29

إعداد: Granil Gilson

التواصل الاجتماعي بحسب الصف الخامس

اضغط هنا للحصول على جميع روابط "الصف الخامس"

روابط مواد الصف الخامس على تلغرام

التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

المزيد من الملفات بحسب الصف الخامس والمادة علوم في الفصل الثالث

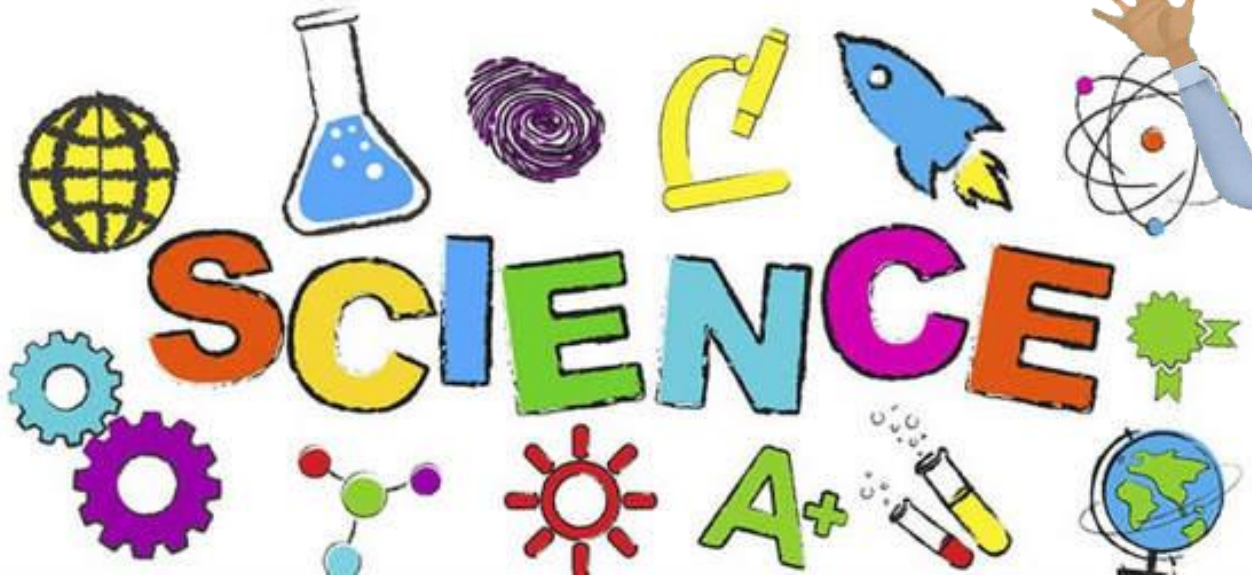
1	حل النموذج التدريبي للامتحان النهائي منهج بريدج
2	النموذج التدريبي للامتحان النهائي منهج بريدج
3	حل تجميعة أسئلة وفق الهيكل الوزاري
4	تجميعة أسئلة وفق الهيكل الوزاري
5	مراجعة تجميعة أسئلة وفق الهيكل الوزاري متبوعة بالإجابات

Academic Year العام الدراسي	2023/2024
Term الفصل	3
Subject المادة	Science/Inspire علوم/انسبير
Grade الصف	5
Stream المسار	General العام
Number of MCQ عدد الأسئلة الموضوعية	15
Marks of MCQ درجة الأسئلة الموضوعية	60
Number of FRQ عدد الأسئلة المقالية	5
Marks per FRQ الدرجات للأسئلة المقالية	40
Type of All Questions نوع كافة الأسئلة	MCQ/ الأسئلة الموضوعية FRQ/ الأسئلة المقالية
Maximum Overall Grade الدرجة القصوى الممكنة	100
Exam Duration - مدة الامتحان	120 minutes

End of Term 3 Exam 2023-2024

Grade 5 Science

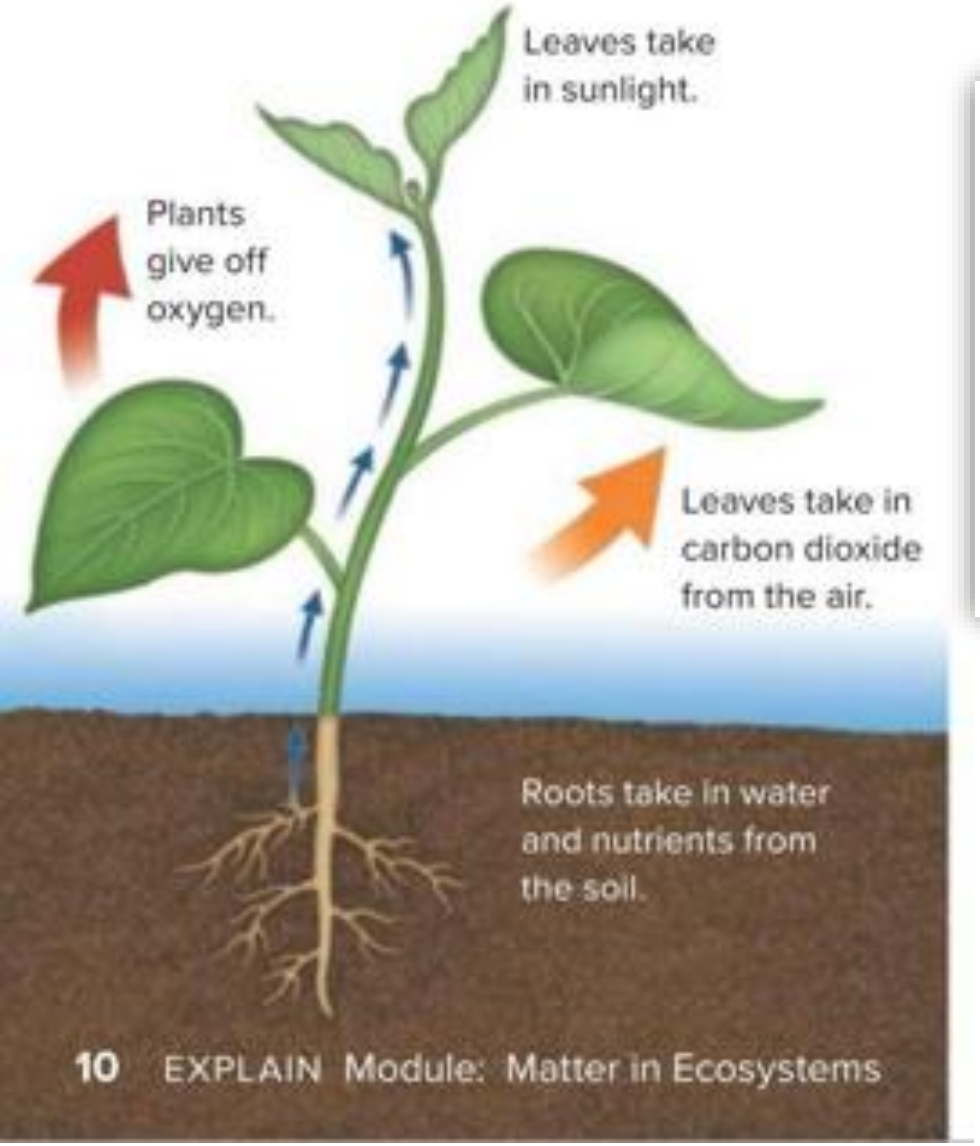
Al Aasimah School C2 Boys



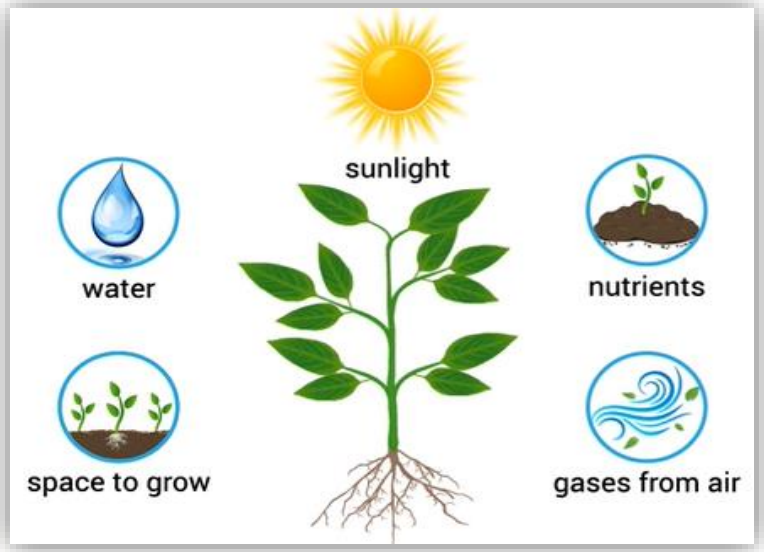
Mr. Gilson Granil

Teacher

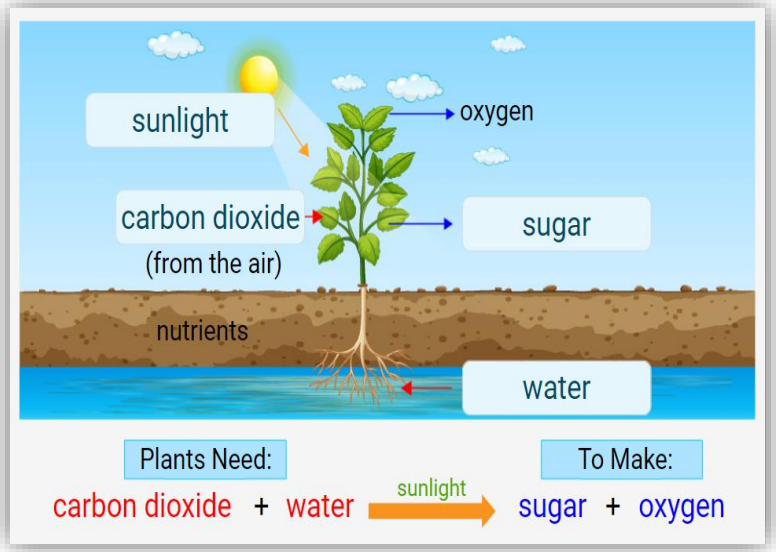
1	5-LS1-1 Students will support an argument that most of the mass of a plant is obtained from water and air and not from soil.	Figure page 10	U2M1L1 page 10



What Plant Needs



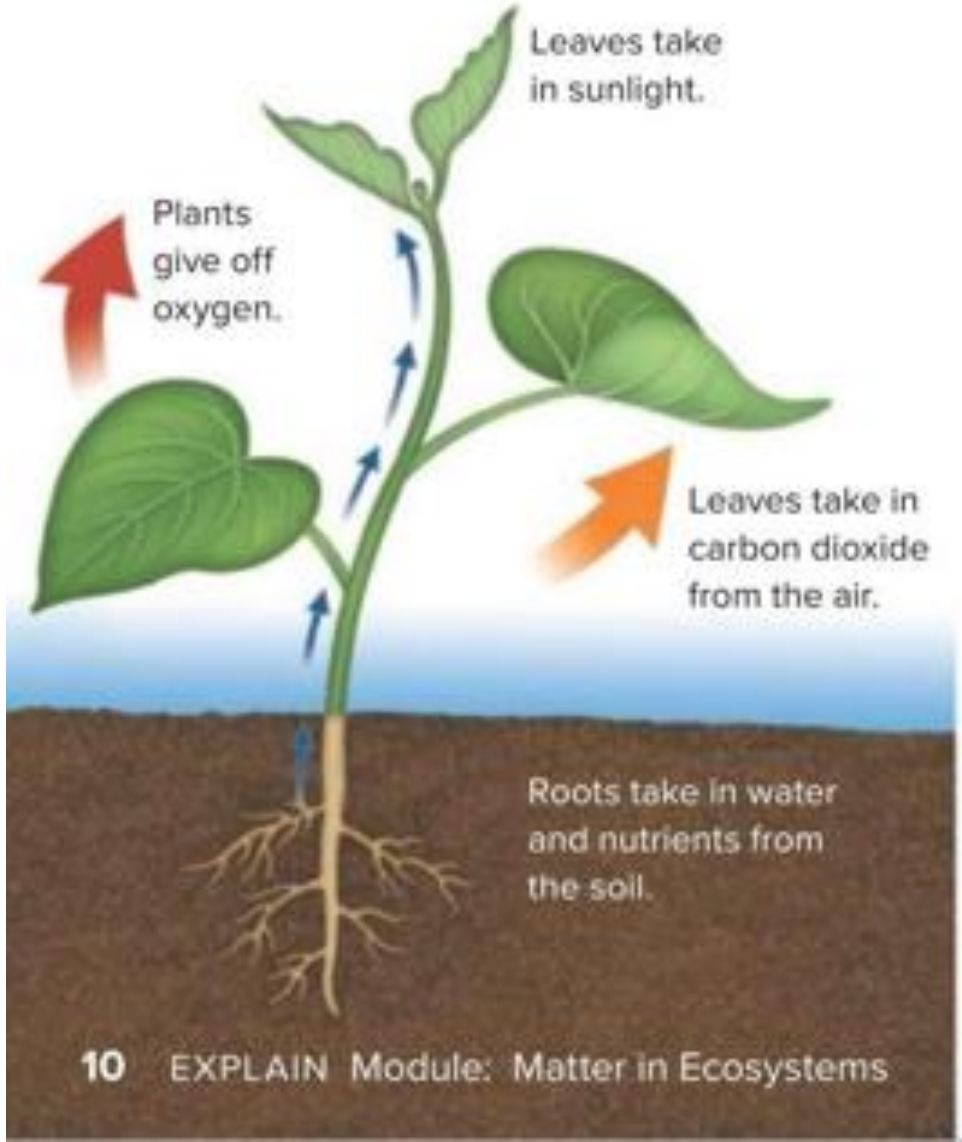
How Plants make Food



Special Plant Structures

1. **Stomata –** tiny openings underside of leaves
2. **Xylem –** found inside the stem; moves water upward
3. **Phloem –** moves sugars to all plant parts

2	5-LS1-1 Students will support an argument that most of the mass of a plant is obtained from water and air and not from soil.	Figure page 10	U2M1L1 page 10
15			



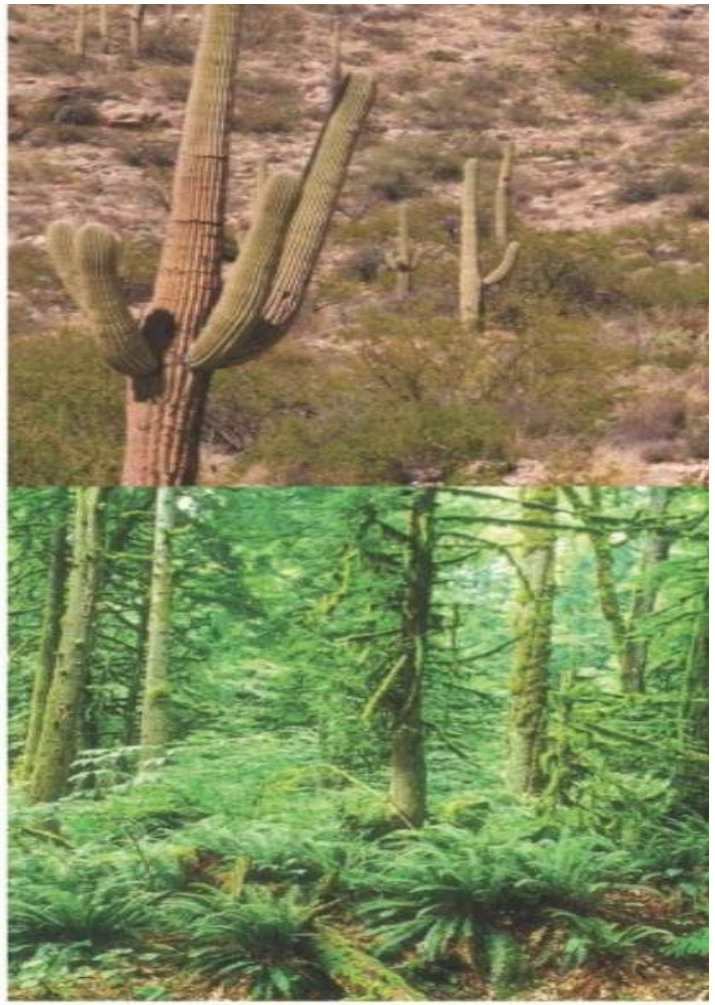
Explain how the diagram **provides evidence** of the major roles of the different plant parts and the **flow of energy**, water, and air.

1. Leaves
- take in carbon dioxide
- give off oxygen
- capture energy from the Sun.

2. Roots
- take in water and nutrients.

3. Stem
- moves water and nutrients from roots to leaves

3	5-LS1-1 Students will support an argument that most of the mass of a plant is obtained from water and air and not from soil.		U2M1L1 page 11



Some plants need more water than others. Cacti can survive in deserts with little rain, while the plants in a rain forest live in a very wet area.

Three-Dimensional Thinking

1. Which is found inside the stem of a plant?

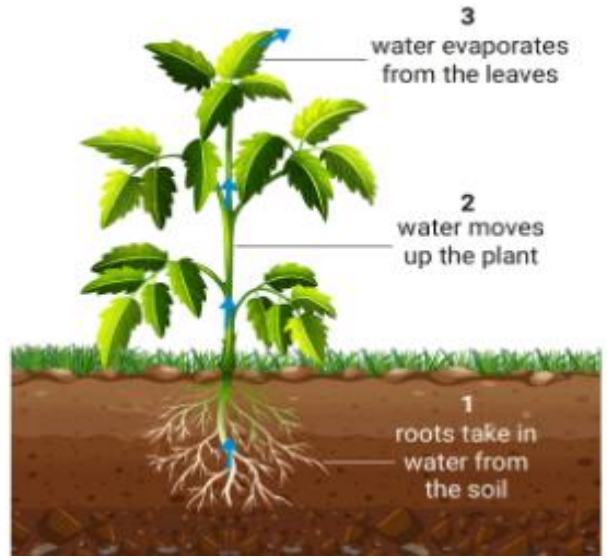
   A. epidermis

   B. root hairs

   C. xylem

   D. leaves

2. Explain the process of transpiration.



Transpiration is the loss of water through a plant's leaves. It drives the movement of materials throughout a plant. As water evaporates from the leaves, more water is carried from the bottom of the plant to the top. Water moves into the leaf, replacing the water that has evaporated.

4	5-LS1-1 Students will support an argument that most of the mass of a plant is obtained from water and air and not from soil.	Figure page 15	U2M1L1 page 15

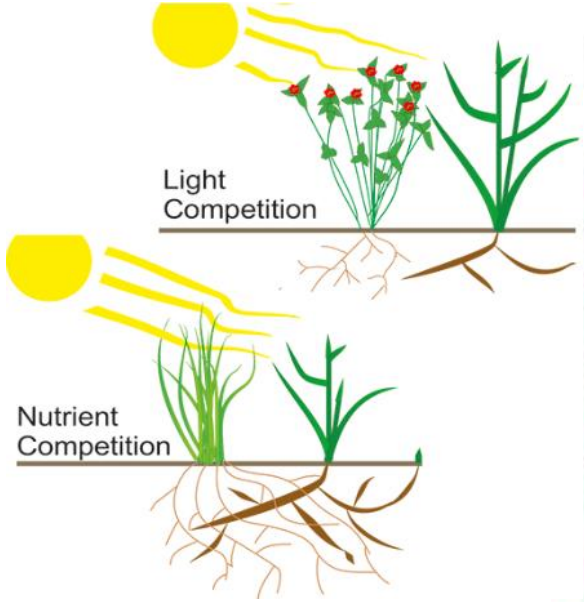
Soil-less Gardens

Agricultural and food science technicians might study how to grow food crops without soil. Research ways of growing plants without soil by reading the Investigator article *Soil-less Gardens*, going online to teacher-approved websites, or by finding books on hydroponics at your local library.

WRITING Connection Write a persuasive argument for why plants should be grown with or without soil by

Hydroponics is a method of growing plants without soil. Hydroponic plants are exposed to light and plant roots are exposed to water to allow for the process of photosynthesis.

5	5-LS1-1 Students will support an argument that most of the mass of a plant is obtained from water and air and not from soil.		U2M1L1 page 11
14			



1. Why would it be a disadvantage if plants grow too close together?

Plants that grow too close together compete for the same resources or need more space to grow bigger.

2. Some woody vines can grow on rainforest trees and climb high into the tree canopy. Why would this be an advantage?

Vines can access sunlight more by climbing the stem of taller plants.

6	5-LS2-1 Students will use models to show the relationships between living things in an ecosystem.		U2M1L2 page 28

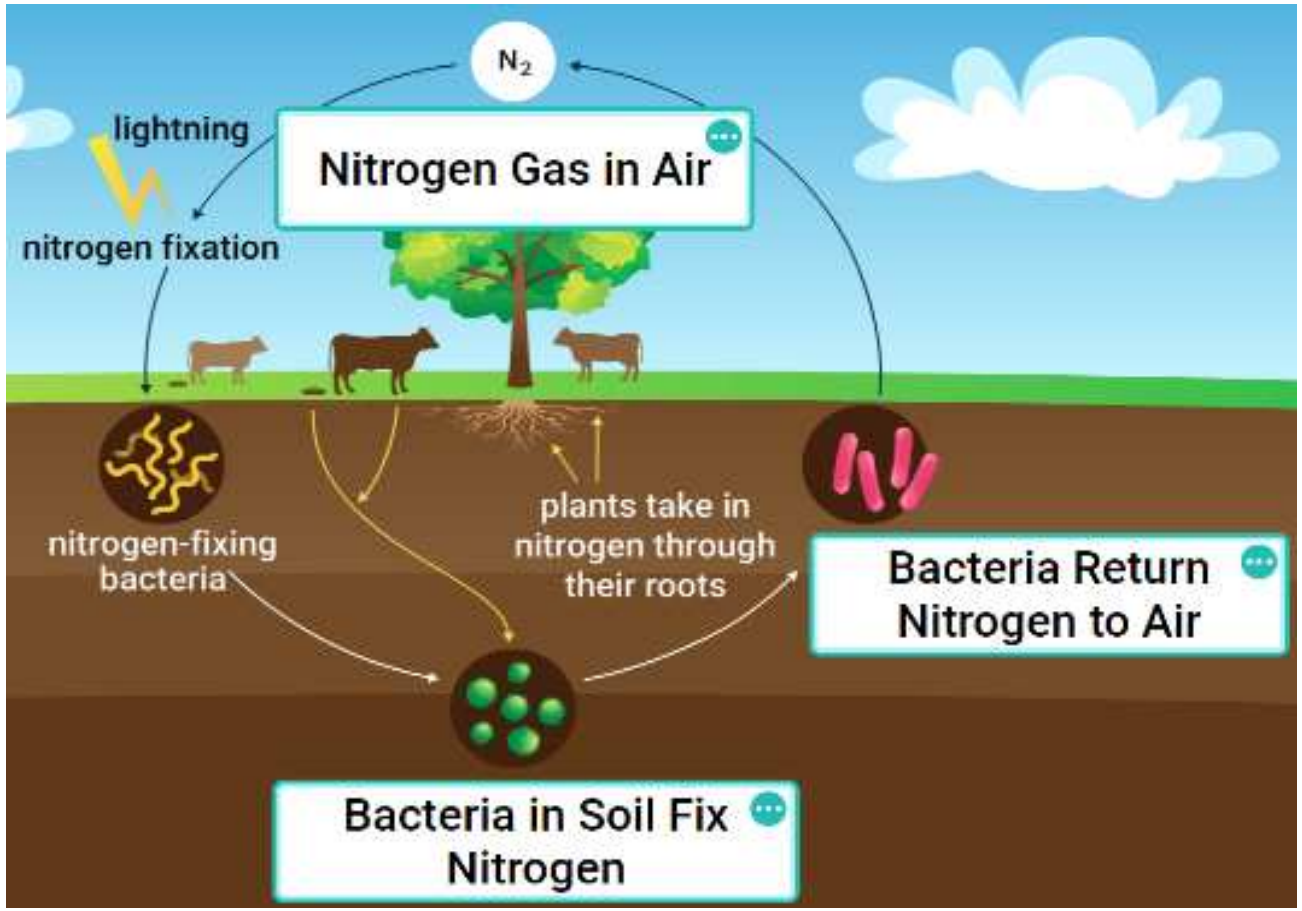
Cane toads from South America were introduced to Australia to eat the large amount of beetles in the sugar cane crops.

An organism that is put into a new ecosystem and causes harm to that area is called an **invasive species.**

Characteristics of invasive species:

1. causes harm
2. causes diseases
3. spreads quickly
4. no known predator

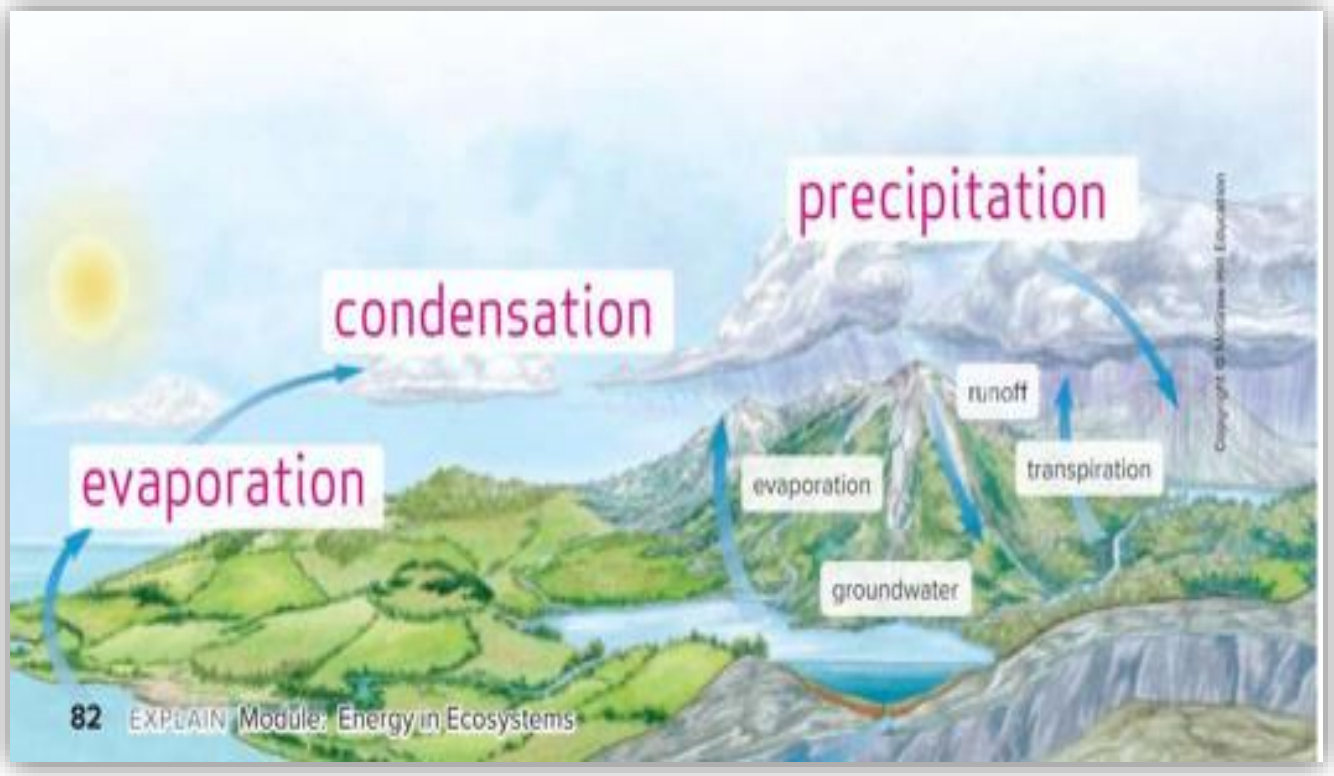
7	5-LS2-1 Students will develop and use models of how matter cycles through ecosystems. Students will also be able to explain how these cycles affect the ecosystem.		U2M2L2 page 83



nitrogen cycle

The **nitrogen cycle** is the continuous movement of nitrogen from air to soil to organisms over and back to air or soil.

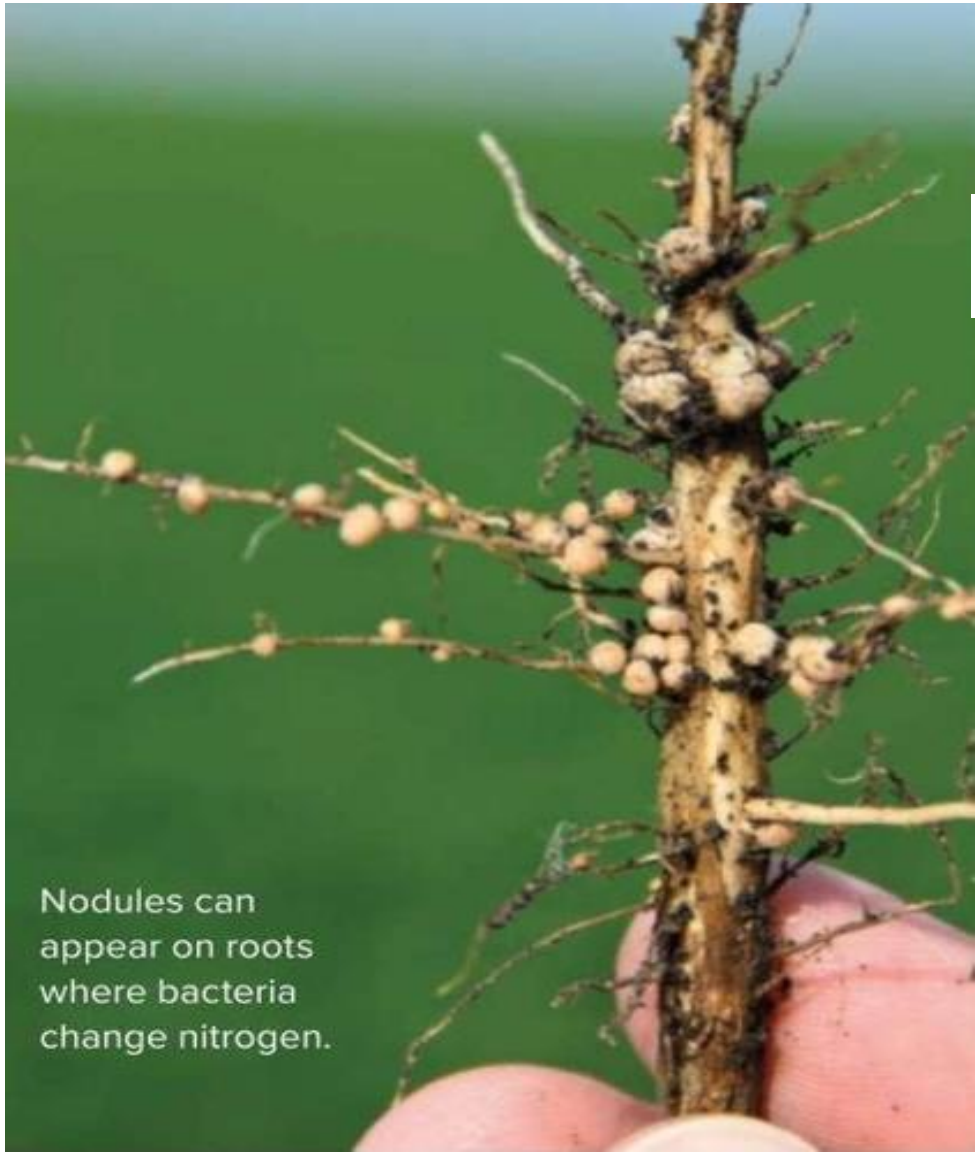
8	5-LS2-1 Students will develop and use models of how matter cycles through ecosystems. Students will also be able to explain how these cycles affect the ecosystem.	Figure page 82	U2M2L2 page 82



water cycle

The **water cycle** is the continuous movement of water between Earth's surface and air.

9	5-LS2-1 Students will develop and use models of how matter cycles through ecosystems. Students will also be able to explain how these cycles affect the ecosystem.	Figure page 83	U2M2L2 page 83



Nodules can appear on roots where bacteria change nitrogen.

Three-Dimensional Thinking

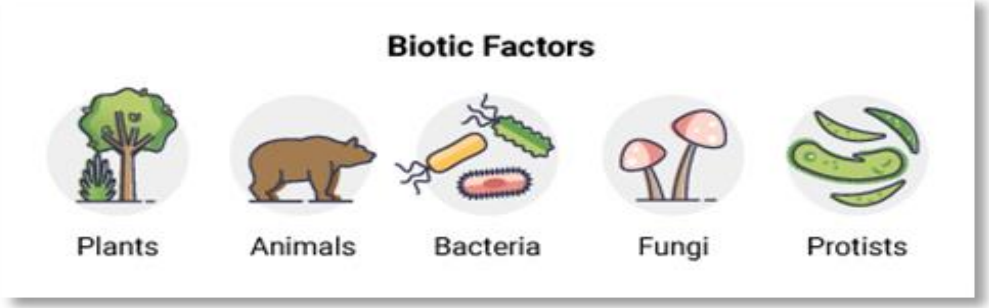
2. Construct an explanation about the role that bacteria play in the nitrogen cycle.

Some bacteria live in the roots of plants. They pull nitrogen from the air and trap it in the soil. Plants use this nitrogen to grow. Animals that eat plants benefit from the nitrogen in plants that is used to make proteins.

10	5-LS2-1 Students will use models to show the relationships between living things in an ecosystem.		U2M1L2 page 26

- All of the living and nonliving things in an environment make up an ECOSYSTEM.
- Ecosystem are different sizes. Some are large, and some are small.
- Living things depend on other living things and the nonliving things in their environment.

- The living things are called BIOTIC factors.
- The nonliving things are called ABIOTIC factors.



11	5-LS2-1 Students will use a model to identify matter on Earth as part of Earth's systems.		U2M2L1 page 82

Three-Dimensional Thinking

1. The water cycle includes water evaporating into water vapor which can form clouds.

   A. True

   B. False

3. **ENVIRONMENTAL Connection** How does conserving the amount of water we use affect the water cycle? Circle all that apply.

   A. limits the amount of water we remove from natural waterways

   B. allows natural water levels to remain at healthy levels

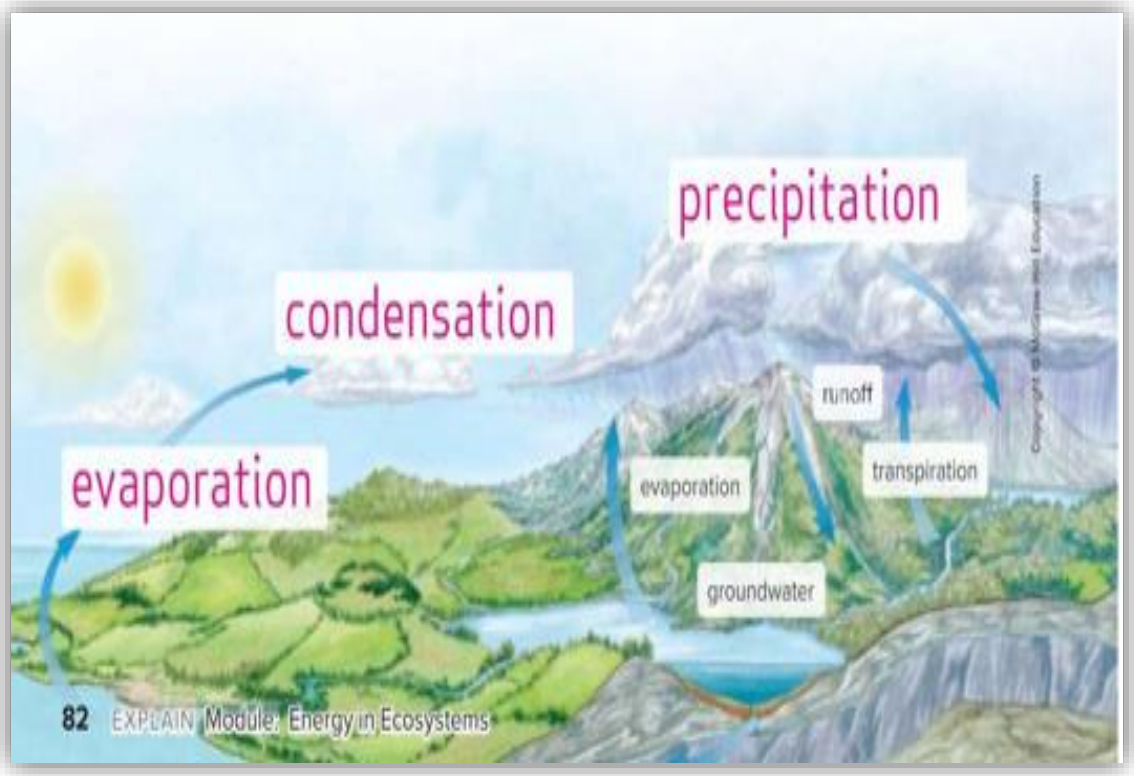
   C. adds pollution to nearby waterways

12	5-LS2-1 Students will develop and use models of how matter cycles through ecosystems. Students will also be able to explain how these cycles affect the ecosystem.		U2M2L2 page 82

The **Sun** is energy source for water cycle.

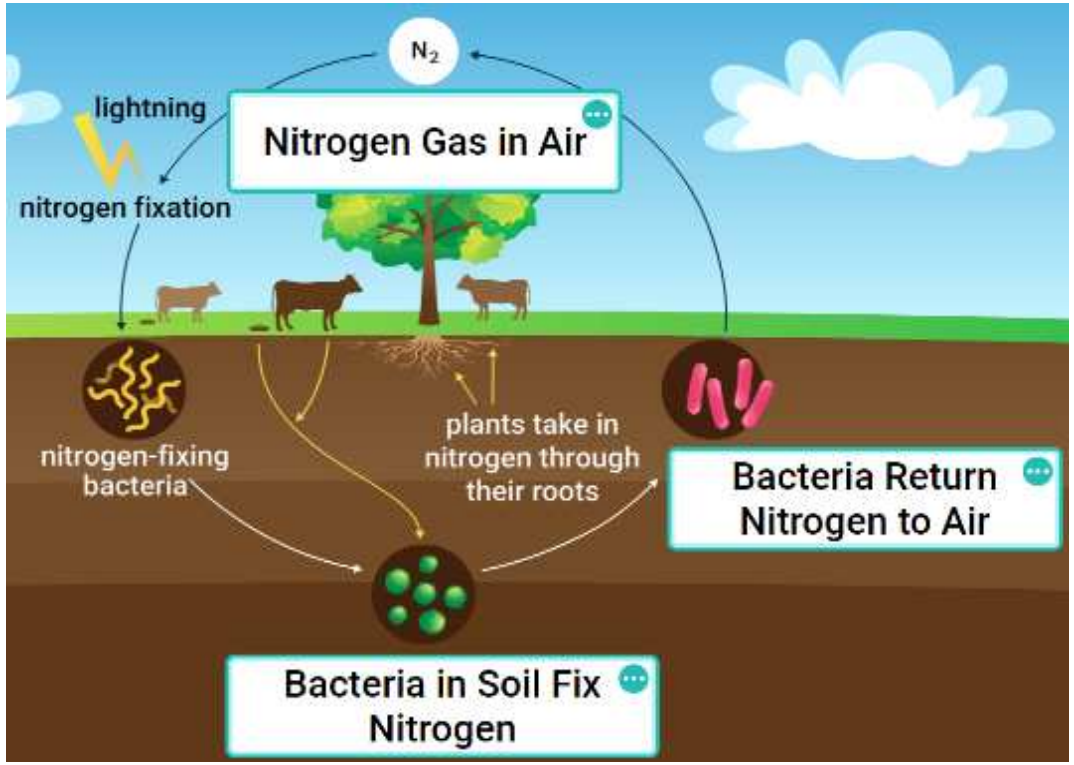
Processes in the Water Cycle:

1. **Evaporation** – liquid to vapor
2. **Transpiration** – evaporation of water from plant's leaves
3. **Condensation** – vapor to liquid
4. **Precipitation** – water falls from clouds as rain, snow, sleet or hail
5. **Runoff** - water flows over Earth's surface and collects on bodies of water



water cycle

13	5-LS2-1 Students will develop and use models of how matter cycles through ecosystems. Students will also be able to explain how these cycles affect the ecosystem.		U2M2L2 page 83



nitrogen cycle

1. Nitrogen makes up **78%** of air. It is needed by organisms to live and make proteins.
2. Nitrogen can't be used directly but must be fixed first to usable compounds by bacteria in the soil or by lightning.
3. Decomposers and bacteria help return the nitrogen back into the air by decaying plants and animals

16	5-LS1-1 Students will support an argument that most of the mass of a plant is obtained from water and air and not from soil.	Figure page 9	U2M1L1 page 9

4. **MATH Connection** Parker investigated how the amount of sunlight affects plant growth. Using his data below, calculate the average growth of each plant. Assume that each plant was provided 20 mL of water per day.

	Amount of Sunlight Per Day	Height in Week 1	Height in Week 2	Height in Week 3	Average
Plant A	4 hours	1 cm	3 cm	6 cm	3.3 cm
Plant B	8 hours	1.5 cm	4 cm	8 cm	4.5 cm
Plant C	16 hours	1 cm	2 cm	3 cm	2.0 cm

Communicate Information

5. Which conditions favored the most growth?

The plant that was exposed to 8 hours of light showed the most growth.

6. Which plant had the least growth? What can you infer from those results?

Plant C showed the least growth. When exposed to more sunlight, plants might need more water to grow.

17	5-LS2-1 Students will use models to show the relationships between living things in an ecosystem.		U2M1L2 page 30

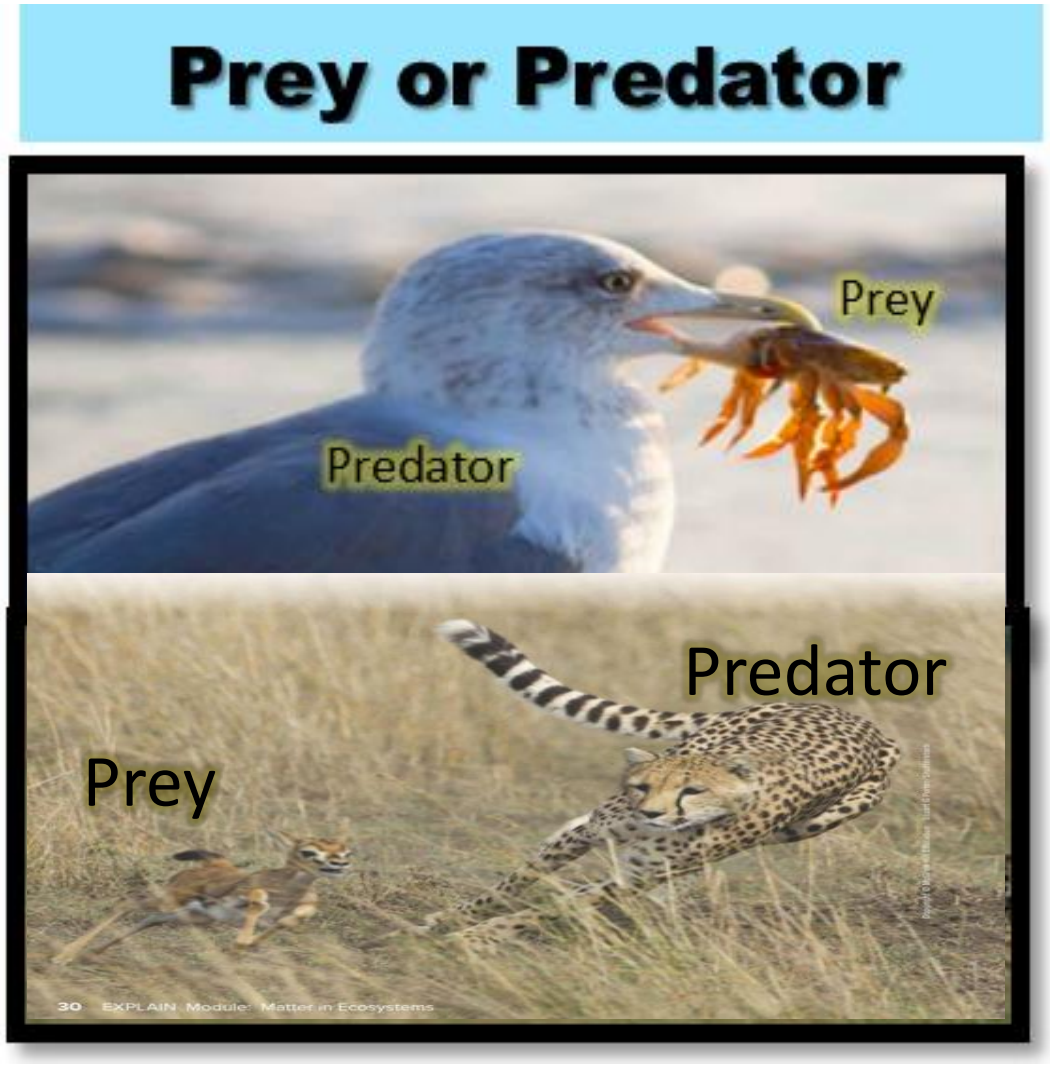
Energy Roles

- Organisms that make their food are called producers.
- Organisms that get food by eating are called consumers.

3 Types of consumers

1. Herbivore – eats plants only
2. Carnivore – eats animals only
3. Omnivore – eats both plants and animals.

18	5-LS2-1 Students will use models to show the relationships between living things in an ecosystem.	Figure page 30	U2M1L2 page 30



The organisms that hunt for their food are predators.

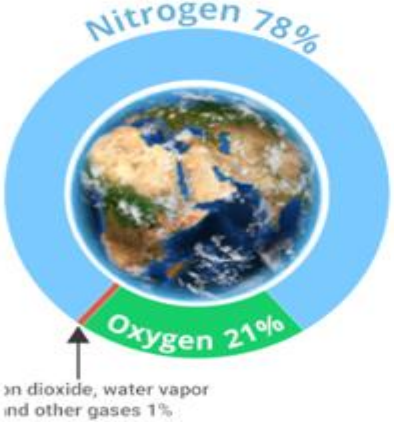
The organisms that are hunted and killed are prey.

Population is a group of the same organisms living in the same area.

19	5-ESS2-1 Students will use a model to identify matter on Earth as part of Earth's systems.		U2M2L1 page 66

The **atmosphere** is made up of layers of gases that surround Earth.

These gases protect life on Earth and provide oxygen and carbon dioxide needed by living things.



The **geosphere** is made up of all rocks on Earth. It includes rocks found on and below Earth's surface.

Examples: mountains, volcanoes, soil, and rocks

The **hydrosphere** has all of Earth's water in solid and liquid form.

Salt and fresh water cover more than 70% of Earth.

The **biosphere** includ es all living things on Earth.

All parts of Earth where life is found - the air, water, and land make up the biosphere.

19	5-ESS2-1 Students will use a model to identify matter on Earth as part of Earth's systems.		U2M2L1 page 66

Three-Dimensional Thinking

1. Which of the following is *not* part of Earth's geosphere?

   A. mountains

   B. soil

   C. rivers

   D. volcanoes

2. The biosphere contains all of the nonliving things on Earth.

   A. True

   B. False

3. The _____ includes all the gases around the Earth.

   A. hydrosphere

   B. atmosphere

   C. geosphere

   D. biosphere

20	5-LS2-1 Students will use models to show the relationships between living things in an ecosystem.		U2M1L2 page 27

Habitat or Niche?

The place where an organism lives is called its habitat.

The specific role an organism has is its niche.

20	5-LS2-1 Students will use models to show the relationships between living things in an ecosystem.		U2M1L2 page 27

Three—Dimensional Thinking

1. An organism's role in an ecosystem is its _____.

   A. habitat

   B. niche

   C. producer

   D. prey

2. Think about a marine ecosystem such as an ocean. There are many interactions between living things within this ecosystem. Marine biologists study the population of the plants and animals in this ecosystem when they notice a change. Suppose a predator population suddenly decreased even though the prey population stayed the same. Besides disease, what could explain this change? Circle all that apply.

   A. The predator had its own predator whose population increased.

   B. The population of producers in the ecosystem died out.

   C. The population of prey stayed the same.

   D. A competing predator entered the ecosystem and is getting to the prey first, leaving the original predator without resources.

بارك الله فيك

Barakallahou Fik

May Allah Bless You.

Mr. Gilson Granil
Teacher

Mr. Mohamed Refat
Teacher