



# SCIENCE

Teacher's Guide

▶ **3rd Grade**

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# SCIENCE 300

## Teacher's Guide

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# STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The work-text format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels or in the glossary at the high-school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various

locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section 2. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero is the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys have the same numbering system as the LIFEPACs and appear throughout of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade-level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

## TEST SCORING AND GRADING

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per answer; however, the upper levels may have a point system awarding 2 to 5 points for various answers or questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.

### Example 1

<table border="1"> <tr> <td style="text-align: center;">58</td> <td style="text-align: center;">72</td> </tr> </table>	58	72		<b>SCORE</b> _____	<b>TEACHER</b> _____	_____ <small>initials</small>	_____ <small>date</small>
58	72						

### Example 2

<table border="1"> <tr> <td style="text-align: center;">84</td> <td style="text-align: center;">105</td> </tr> </table>	84	105		<b>SCORE</b> _____	<b>TEACHER</b> _____	_____ <small>initials</small>	_____ <small>date</small>
84	105						

A score box similar to ex.1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72). For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPAACs based on a maximum total score of 100 points.

**Example:**

LIFEPAAC Test	=	60% of the Total Score (or percent grade)
Self Test	=	25% of the Total Score (average percent of self tests)
Reports	=	10% or 10* points per LIFEPAAC
Oral Work	=	5% or 5* points per LIFEPAAC

\*Determined by the teacher's subjective evaluation of the student's daily work.

**Example:**

LIFEPAAC Test Score	=	92%	$92 \times .60 = 55$	points
Self Test Average	=	90%	$90 \times .25 = 23$	points
Reports	=		8	points
Oral Work	=		4	points

---

TOTAL POINTS = 90 points

**Grade Scale based on point system:**

100 – 94	=	A
93 – 86	=	B
85 – 77	=	C
76 – 70	=	D
Below 70	=	F

## TEACHER HINTS AND STUDYING TECHNIQUES

LIFEPAC activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
  - a. Read the introduction and study the section objectives.
  - b. Read all the text for the entire section, but answer none of the activities.
  - c. Return to the beginning of the section and memorize each vocabulary word and definition.
  - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
  - e. Read the self test but do not answer the questions.
  - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
  - g. Answer the questions to the self test without looking back.
  - h. Have the self test checked by the teacher.
  - i. Correct the self test and have the teacher check the corrections.
  - j. Repeat steps a–i for each section.
5. Use the SQ3R method to prepare for the LIFEPAC test.
  - S**can the whole LIFEPAC.
  - Q**uestion yourself on the objectives.
  - R**ead the whole LIFEPAC again.
  - R**ecite through an oral examination.
  - R**evise weak areas.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.



## GOAL SETTING AND SCHEDULES

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

### Possible Daily Schedule

8:15	-	8:25	Pledges, prayer, songs, devotions, etc.
8:25	-	9:10	Bible
9:10	-	9:55	Language Arts
9:55	-	10:15	Recess (juice break)
10:15	-	11:00	Math
11:00	-	11:45	History & Geography
11:45	-	12:30	Lunch, recess, quiet time
12:30	-	1:15	Science
1:15	-		Drill, remedial work, enrichment*

**\*Enrichment:** *Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.*

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about three to four days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long-range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAC takes three to four weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. Starting at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPACs in each subject.

## INSTRUCTIONS FOR SCIENCE

The LIFEPAC curriculum for grades two through twelve was written with the daily instructional material written directly in the LIFEPACs. The student is encouraged to read and follow his own instructional material, thus developing independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both subject content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned a quiet work activity when it is necessary to spend instructional time with one particular student.

The Teacher Notes section of the Teacher's Guide lists the required or suggested materials for the LIFEPACs and provides additional learning activities for the students. The materials section refers only to LIFEPAC materials

and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

If you have limited facilities and are not able to perform all the experiments contained in the LIFEPAC curriculum, the Science Projects List may be a useful tool for you. This list prioritizes experiments into three categories: those essential to perform, those which should be performed as time and facilities permit, and those not essential for mastery of LIFEPACs. Of course, for complete understanding of concepts and student participation in the curriculum, all experiments should be performed whenever practical. Materials for the experiments are shown in Teaching Notes—Materials Needed.

# SCIENCE PROJECTS LIST

## Key

- (1) = Those essential to perform for basic understanding of scientific principles.
- (2) = Those which should be performed as time permits.
- (3) = Those not essential for mastery of LIFEPAACs.
- S = Equipment needed for home school or Christian school lab.
- E = Explanation or demonstration by instructor may replace student or class lab work.
- H = Suitable for homework or for home school students. (No lab equipment needed.)
- V = This experiment is available on the Science Experiments video.

### Science 301

- pp 6 (1) H
- 11 (2) H
- 22 (1) H
- 29 (1) H
- 31 (1) H or S

### Science 302

- pp 6 (1) H or S
- 9 (1) H
- 19 (3) E
- 27 (3) H
- 31 (2) H
- 35 (1) H

### Science 303

- pp 9 (1) S
- 10 (2) S
- 12 (2) S
- 13 (2) S
- 19 (3) S
- 22 (3) H
- 44 (1) S
- 52 (2) S
- 54 (2) S

### Science 304

- pp 36 (3) S

### Science 305

- pp 8 (3) H
- 9 (3) H
- 15 (3) H
- 18 (2) S
- 19 (1) E
- 21 (1) S
- 27 (1) S
- 30 (2) H
- 36 (1) S

### Science 306

- pp 8 (1) S
- 9 (1) S
- 10 (1) S
- 19 (2) H
- 21 (2) S
- 22 (3) H
- 28 (2) S
- 37 (3) H
- 40 (2) H

### Science 307

- pp 8 (1) H
- 11 (1) H
- 15 (1) H
- 19 (1) H
- 43 (1) H

### Science 308

- pp 16 (1) S
- 18 (2) S
- 21 (1) H
- 46 (3) H
- 53 (3) H

### Science 309

- pp 7 (2) H
- 11 (1) S
- 15 (1) H
- 16 (2) H
- 19 (1) H
- 23 (3) S
- 31 (2) H
- 33 (1) H
- 37 (1) H
- 39 (1) H
- 44 (1) E

### Science 310

- 36 (1) H
- 44 (2) H
- 47 (1) s

# **SCIENCE 301**

## Unit 1: You Grow and Change

# TEACHING NOTES

## MATERIALS NEEDED FOR LIFE PAC

### Required

- clock with a second hand
- salt
- cocoa
- paper towel
- small drinking glass
- large drinking glass half full of water

### Suggested

- sponge

## ADDITIONAL LEARNING ACTIVITIES

### Section 1: Your Body Breathes Air

1. If a model of the lungs is available, use it for discussion. If not available, use pictures. Discuss placement and function of lungs, and so forth.
2. To show that air is everywhere, put soil into a jar. Slowly pour water into the jar (bubbles should rise). Ask students to record what they observe.
3. Ask students to blow up a balloon. Release the air slowly. Ask them to record what changes they see in the balloon both before and after it has been inflated. Write a report comparing the balloon to the lungs.
4. Make a picture showing the “balance of nature.” People and animals need oxygen. Plants need carbon dioxide. Both should be included in the picture (may be colored or painted).

### Section 2: Your Body Digests Food

1. Cut very small pieces of a turnip, potato, carrot, zucchini, and etc. for a “tasting” party. Ask students to describe taste. How can they tell what vegetable they are eating?
2. Have students put a teaspoon of salt in water. Then put a piece of apple in the large drinking glass half full of water. Observe and record what happens to the salt and to the apple.
3. On a sheet of paper, write the process of digestion:
  - a. teeth and saliva,
  - b. the stomach,
  - c. the small intestine,
  - d. in the blood, and
  - e. large intestine stores food that is not used and it passes from your body.

### Section 3: Your Body Exercises and Rests

1. Play “Jump the Shot.” Holding hands, make a circle. Drop hands. One person stands in the middle. He has a jumping rope with a bean bag tied tightly at the other end. He swings the rope around close to the ground. As the rope goes around, others jump. Change the rope swinger frequently. Stop occasionally to feel how much faster breathing and heartbeat is.
2. Have the student make a poster on 12” x 18” tagboard to show what can be done to keep muscles and bones healthy (exercise, rest, good food, good posture, etc.).

### Section 4: Your Body is Different from an Animal’s

1. Make a list on the board of things that people need to grow: food, sleep, exercise, good health. Discuss.
2. Make a list of things that show how you can tell boys and girls are “growing up.” For example:
  - a. getting bigger,
  - b. using tools better,
  - c. working more (cleaning your room),
  - d. thinking of others,
  - e. being more responsible,
  - f. keeping clean, and
  - g. being creative.Ask students to choose one of these items and make a picture of it.
3. Have students make a picture showing three or four boys and girls in the classroom. Show that not everyone grows at the same rate.
4. Ask students to write a short story about growth from birth to the present time. Students might use pictures to go with the story.
5. Ask students to think of an area where they are most creative. Then, have them write about it or create something in class.

# ANSWER KEYS

## SECTION 1

- 1.1** Example: The person who has been running used his supply of oxygen. He used his breath that had the oxygen.
- 1.2** Example: The body cannot get the oxygen it needs when air is not inhaled.
- 1.3** air
- 1.4** lungs
- 1.5** hairs
- 1.6** blood
- 1.7** warm
- 1.8** trachea
- 1.9** a. nostrils  
b. trachea  
c. two
- 1.10** The sponge became smaller.
- 1.11** The sponge became its size again.
- 1.12** yes
- 1.13** yes
- 1.14** My lungs were bigger because they had air in them.
- 1.15** yes
- 1.16** yes
- 1.17** no
- 1.18** yes
- 1.19** yes
- 1.20** yes
- 1.21** To inhale means to bring air into the lungs.
- 1.22** To exhale means to let the air out of the lungs.
- 1.23** Oxygen is taken from the air that is inhaled.
- 1.24** Carbon dioxide is exhaled.
- 1.25** 1. trachea  
2. create  
3. lungs  
4. oxygen  
5. nitrogen  
6. carbon dioxide  
7. nostrils

## SELF TEST 1

- 1.01** lungs
- 1.02** oxygen
- 1.03** carbon dioxide
- 1.04** nitrogen
- 1.05** nostrils
- 1.06** trachea
- 1.07** Joseph Priestley
- 1.08** body
- 1.09** oxygen
- 1.010** nose
- 1.011** cleans the air in nose
- 1.012** breathing in
- 1.013** breathing out
- 1.014** air becomes this before going into lungs
- 1.015** number of lungs
- 1.016** lungs are like this
- 1.017** man who studies life
- 1.018** a. trachea  
b. lungs  
c. nostrils

## SECTION 2

- 2.1 Food is chewed and made soft.
- 2.2 Saliva makes food soft.
- 2.3 A little door closes off the windpipe [trachea].
- 2.4 receives food for digestion
- 2.5 help the body move
- 2.6 more digestion
- 2.7 changing food for body use
- 2.8 Some things pass through paper while other things do not pass through paper.
- 2.9 The blood takes food to all parts of the body.
- 2.10 The food the body cannot use is pushed out as waste.
- 2.11 The food goes into the blood to all parts of the body or goes out as waste.
- 2.12
  - a. mouth
  - b. teeth
  - c. tongue
  - d. long tube
  - e. stomach
  - f. small intestine
  - g. blood
  - h. large intestine

## SELF TEST 2

- 2.01 saliva
- 2.02 stomach
- 2.03 oxygen
- 2.04 nostrils
- 2.05 windpipe [trachea]
- 2.06 waste
- 2.07 lungs
- 2.08 mouth
- 2.09 small
- 2.010 blood
- 2.011 5
- 2.012 3
- 2.013 1
- 2.014 4
- 2.015 2
- 2.016 2
- 2.017 1
- 2.018 3
- 2.019 Joseph Priestley found out about oxygen.
- 2.020 Digestion is changing food to use in the body.



## SECTION 3

- 3.1** Any order:  
 a. air  
 b. food  
 c. water  
 d. exercise  
 e. rest
- 3.2** faster
- 3.3** moves
- 3.4** faster
- 3.5** oxygen
- 3.6** Any order: oxygen, food, water
- 3.7** exercise
- 3.8** Teacher check
- 3.9** consonant
- 3.10** vowel
- 3.11** digging                      skipping  
 flopping                      hugging  
 grabbing                      swimming
- 3.12** Examples:  
 I am running fast.  
 Joe is digging a hole.  
 He was flopping into the chair at one o'clock.  
 Jane was skipping rope.  
 Ann was hugging her mother.  
 Bob was swimming in the pool.  
 Tom was grabbing the rail.
- 3.13** Examples:  
 a. playing ball              b. jumping rope  
 c. playing tag              d. biking  
 e. hiking                      f. running
- 3.14** Teacher check
- 3.15** brain
- 3.16** yes
- 3.17** yes
- 3.18** no
- 3.19** yes
- 3.20** yes
- 3.21** yes
- 3.22** yes
- 3.23** protects brain
- 3.24** carries messages
- 3.25** supports whole body
- 3.26** where two bones meet
- 3.27** 206
- 3.28** needed for a strong body
- 3.29** Answers may vary.

## SELF TEST 3

- 3.01** no
- 3.02** yes
- 3.03** no
- 3.04** no
- 3.05** no
- 3.06** yes
- 3.07** no
- 3.08** yes
- 3.09** no
- 3.010** no
- 3.011** h. framework
- 3.012** e. mouth
- 3.013** c. breathing muscle
- 3.014** g. pumping muscle
- 3.015** b. heart beat
- 3.016** a. inhale
- 3.017** f. exhale
- 3.018** d. takes food to body
- 3.019** Exercise helps take care of the body systems.
- 3.020** Food is chewed and softened.
- 3.021** The heart pumps blood through the body.
- 3.022** The spinal cord carries messages to the brain from the body.
- 3.023** The bones support and protect the body.
- 3.024** Digestion is changing food so the body can use it.
- 3.025** The pulse is the pumping of the blood you can feel in some spots of your body.

## SECTION 4

- 4.1 third
- 4.2 thirsty
- 4.3 under
- 4.4 church
- 4.5 purse
- 4.6 spirit
- 4.7 instinct
- 4.8 spirit
- 4.9 mind
- 4.10 creative
- 4.11 changing
- 4.12 measure
- 4.13 Any order

### Same:

water  
breathing system  
food  
bones  
muscles  
air  
life  
digestive systems

### Different:

conscience  
mind  
spirit

## SELF TEST 4

- 4.01 4
- 4.02 3
- 4.03 1
- 4.04 5
- 4.05 2
- 4.06 no
- 4.07 yes
- 4.08 no
- 4.09 yes
- 4.010 yes
- 4.011 no
- 4.012 no
- 4.013 no
- 4.014 yes
- 4.015 no
- 4.016-4.020 Examples:
- 4.016 Animals and people can breathe.
- 4.017 Animals and people need air, water, and food.
- 4.018 Animals and people digest food.
- 4.019 People have consciences.
- 4.020 People have spirits.

## LIFEPAC TEST

1. in mouth
2. openings in nose
3. breathe out
4. breathe in
5. carries messages
6. man has
7. 3
8. 5
9. 1
10. 4
11. 2
12. exercise
13. oxygen
14. carbon dioxide
15. Joseph Priestley
16. pulse
17. Example: People have consciences.
18. Example: People have spirits.
19. Example: Animals and people can breathe.
20. Example: Animals and people need air, water, and food.
21. Example: Animals and people digest food.
22. body
23. pulse
24. hairs
25. faster
26. diaphragm
27. rest

## ALTERNATE LIFEPAC TEST

1. pumps blood
2. man has
3. in mouth
4. digestive system
5. openings in nose
6. breathe out
7. 4
8. 3
9. 2
10. 1
11. 5
12. Joseph Priestley
13. diaphragm
14. slower
15. oxygen
16. hairs
17. Examples; either order:
  - a. Animals and people can breathe.
  - b. Animals and people digest food.
18. Examples; any order:
  - a. People have a spirit.
  - b. People have a conscience.
  - c. People can choose to think good thoughts (be creative, talk).
19. pulse
20. body
21. exercise
22. inhale
23. spirit
24. conscience

# SCIENCE 301

## ALTERNATE LIFEPAC TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

SCORE \_\_\_\_\_



Each answer = 1 point

Draw a line to match the words with the right phrase.

- |                 |                     |
|-----------------|---------------------|
| 1. heart ●      | a. pumps blood      |
| 2. conscience ● | b. openings in nose |
| 3. saliva ●     | c. man has          |
| 4. stomach ●    | d. digestive system |
| 5. nostrils ●   | e. breathe out      |
| 6. exhale ●     | f. in mouth         |

Number the places that food goes in the order of the digestive system.

- \_\_\_\_\_ small intestine
- \_\_\_\_\_ stomach
- \_\_\_\_\_ food tube
- \_\_\_\_\_ mouth
- \_\_\_\_\_ large intestine

**Fill in the circle in front of the right answer.**

12. The scientist who discovered oxygen was \_\_\_\_\_ .  
 William Jacobs       Jacob Pride       Joseph Priestley
13. The breathing muscle is the \_\_\_\_\_ .  
 stomach       head       diaphragm
14. When the heart beats slower, the blood moves \_\_\_\_\_ .  
 slower       faster       at the same rate
15. The body inhales \_\_\_\_\_ .  
 carbon dioxide       food       oxygen
16. Air in the nose is cleaned by \_\_\_\_\_ .  
 pulse       hairs       food

**Complete these activities.**

17. Name two ways people and animals are the same.  
a. \_\_\_\_\_  
b. \_\_\_\_\_
18. Name three ways people are different from animals.  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

**Fill in the circle in front of the right answer.**

19. To know how fast the heart beats you feel the \_\_\_\_\_ .  
 bones       nose       pulse
20. Blood takes oxygen to all parts of the \_\_\_\_\_ .  
 body       toes       fingers
21. To build a strong body, you must \_\_\_\_\_ .  
 eat too much       exercise       relax

22. When you take air into your lungs, you \_\_\_\_\_ .  
 inhale                       exhale                       blow
23. Animals do **not** have a \_\_\_\_\_ .  
 body                       head                       spirit
24. Animals do **not** have \_\_\_\_\_ .  
 bones                       a conscience                       a pair of lungs





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