

تم تحميل هذا الملف من موقع المناهج الإماراتية



حل تجميعية أسئلة الكتاب وفق الهيكل الوزاري منهج انسابير

موقع المناهج ← المناهج الإماراتية ← الصف الخامس ← علوم ← الفصل الأول ← حلول ← الملف

تاريخ إضافة الملف على موقع المناهج: 20:07:18 2024-11-23

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة
علوم:

التواصل الاجتماعي بحسب الصف الخامس



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الخامس والمادة علوم في الفصل الأول

حل تجميعية صفحات الكتاب وفق الهيكل الوزاري منهج انسابير

1

حل مراجعة امتحانية وفق الهيكل الوزاري منهج انسابير

2

مراجعة امتحانية وفق الهيكل الوزاري منهج انسابير

3

حل الكراسة التدريبية للاختبار النهائي وفق الهيكل الوزاري

4

الكراسة التدريبية للاختبار النهائي وفق الهيكل الوزاري

5



EOT T1 Grade 5

هيكل الفصل الدراسي الأول

My Goal is to get 70% or above.

You can do it.





Writing Questions

الأسئلة الكتابية

% 40

الأسئلة الكتابية / FRO			
1	3-5-ETS1-3 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.		U1M1L1 page 11
2	5-PS1-3 Make observations and measurements to identify materials based on their properties.		U1M1L2 page 25
3	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Figure page 28	U4M1L2 page 28
4	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Figure page 32	U4M1L2 page 32
5	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Figure page 32	U4M1L2 page 31



1

3-5-ETS1-3 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

U1M1L1 page 11

الهدف من السؤال هو تحديد ما إذا كان خلط مادتين أو أكثر يؤدي إلى ظهور مادة جديدة



#من_طالب_إلى_قائد (معا نبني جيلا واعداء يرسم مستقبل الإمارات)-
#from_student_to_leader



2

5-PS1-3 Make observations and measurements to identify materials based on their properties.

U1M1L2 page 25

الهدف من السؤال: الطالب قادر أن يصنف الخليط تبعا لنوعه وخصائصه

1. List different types of mixtures that you see every day or that you have made. Identify the type of each mixture you list.

Example of a Mixture	Type of Mixture
milk and cereal	heterogeneous
hand soap	homogeneous
spray paint	colloid
oil and water	suspension
drink mix and water	solution

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Revisit the Page Keeley Science Probe on page 19.

EXPLAIN Lesson 2 Mixtures and Solutions 25

Q1: Fill the mind map with proper words :

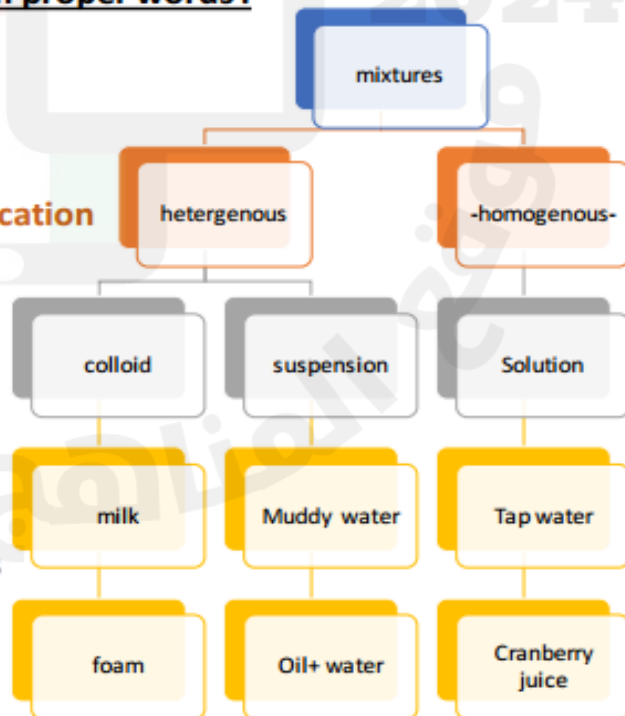
Bank words

1. Oil +water
2. Heterogeneous
3. Suspension
4. Foam
5. Cranberry juice
6. Homogeneous
7. Tap Water
8. Milk

Classification

Types

Examples



#من_طالب_إلى_قائد (معا نبني جيلا واعدا يرسم مستقبل الإمارات)-

#from_student_to_leader



الهدف من السؤال : الطالب قادر أن يصنف الخليط تبعا لنوعه و خواصه

Q2: Sort the mixtures according to their properties and types

Words

Oil + water / sugar +water / muddy water / fruit salad

Foam / wipped cream / mixture of candiies / handsoup

colloid	Suspension	Homogeneous	heterogeneous
foam	Oil+water	Suger+water	mixture of candiies
Wipped cream	Muddy water	Handsoup	fruit salad

Q3: Fill the blank with proper words:

A mixture is a physical combination of two or more substances

Mixtures that have parts that are not uniformly mixed together are called heterogeneous

A suspension can settle out over time, showing the parts of the mixture

A colliod is a heterogeneous mixture in which the parts are so small that do not settle out

A solution is a type of homogeneous mixture like tap water and sugar water



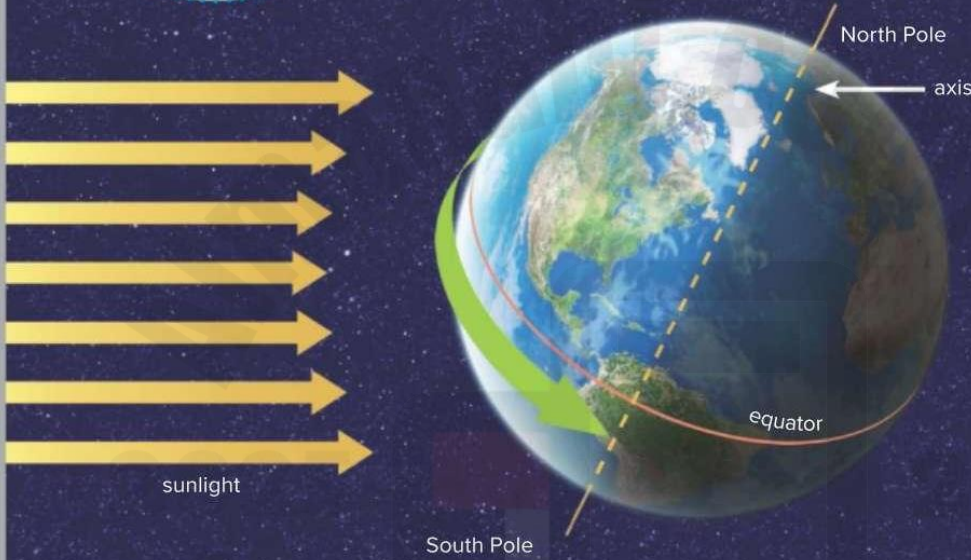
3

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Figure page 28

U4M1L2 page 28

This diagram shows Earth's rotation and axis. The green arrow represents the direction of Earth's rotation, while the dotted line shows Earth's tilt, or axis.



على الطالب يحفظ و يفهم
الصورة
ملم بالكلمات التالية
Rotation
Axis
Tilt
Day and night
24 hours
ملاحظة السهم الأخضر
بأي اتجاه
أشعة الشمس بأي اتجاه

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28 EXPLAIN Module: Earth's Patterns and Movements

#من_طالب_إلى_قائد (معا نبني جيلا واعداء يرسم مستقبل الإمارات)-
#from_student_to_leader



Answer the question:

The graph above shows one of the earth motion ,what is called ?

_____earth rotation_____

If the Earth was not tilted what will happen?

_____day and night will be equal_____

What this motion causes ?

_____day and night_____

How long will take earth to complete one spinning around it is axis ?

_____24 hours_____



3

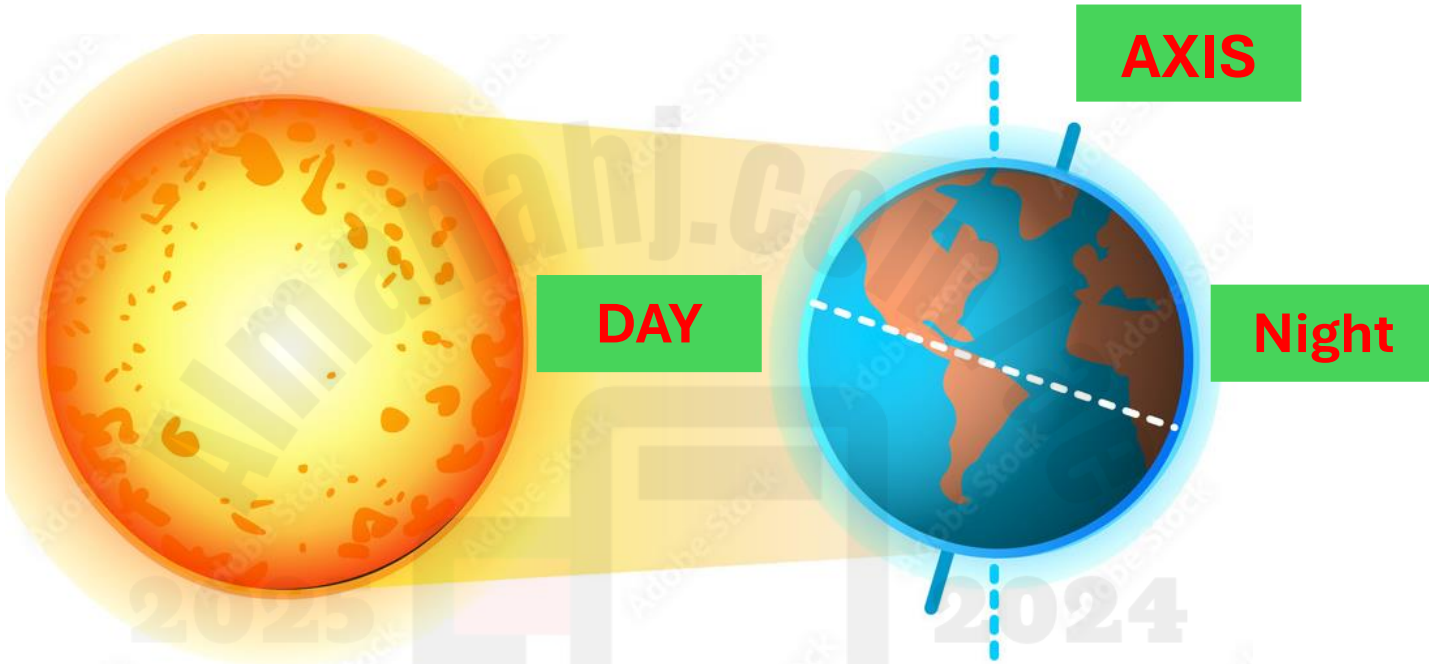
5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Figure page 28

U4M1L2 page 28

Q1: Fill the diagram with proper words

Night / axis / day





4

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Figure page 32

U4M1L2 page 32

على الطالب أن يحفظ مواقع الشمس في سماء كل فصل تكون عالية جدا في السماء خلال فصل الصيف و منخفضة جدا في السماء خلال فصل الشتاء و معتدلة أو في الوسط خلال فصلي الربيع و الخريف

Apparent Path of the Sun

Label the season in which the Sun follows each path.

Summer

Spring and Fall

Winter

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32 EXPLAIN Module: Earth's Patterns and Movements

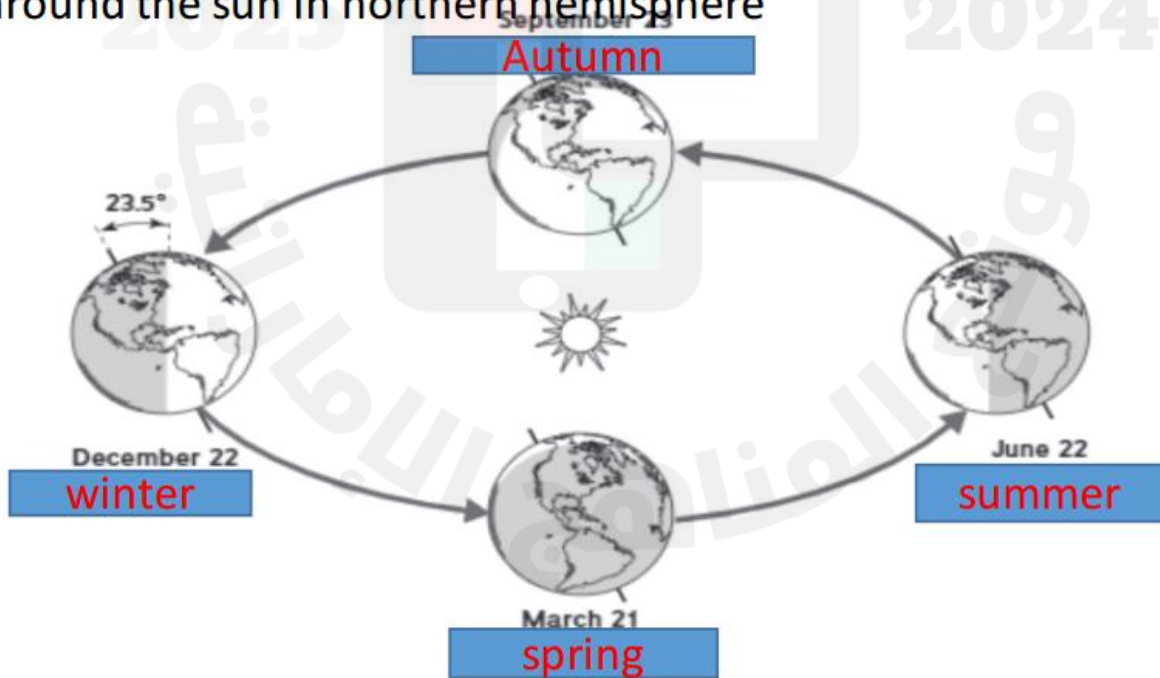
#من_طالب_إلى_قائد (معا نبني جيلا و اعدا يرسم مستقبل الإمارات)-
#from_student_to_leader



Seasons details in Northern hemisphere

	Summer	Winter	Autumn	Spring
Daylight	Not equally	Not equally	Equally	Equally
Start at	Summer solstic 21/june	Winter solstic 21/december	Autumnal or fall equinox 22/september	Spring /vernal Equinox 21 /march
Sun position	Highest in the sky	Lowest in the sky	At Middle of sky	At middle of sky

Label the seasons in which the earth revolve around the sun in northern hemisphere





Multiple Choice Questions

الأسئلة الاختيارية

%60

6	5-PS1-3 Make observations and measurements to identify materials based on their properties.	Figure page 10	U1M1L1 page 10
7	5-PS1-3 Make observations and measurements to identify materials based on their properties.	Figure page 13	U1M1L1 page 13
8	5-PS1-3 Make observations and measurements to identify materials based on their properties.	Figure page 12	U1M1L1 page 12
9	5-PS1-3 Make observations and measurements to identify materials based on their properties.	Figure page 19	U1M1L2 page 19
10	5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.		U1M1L2 page 31
11	5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Figure page 40	U1M1L3 page 40
12	5-PS1-3 Make observations and measurements to identify materials based on their properties.		U1M1L3 page 43
13	5-PS1-3 Make observations and measurements to identify materials based on their properties.		U1M1L3 page 43
14	5-PS1-3 Make observations and measurements to identify materials based on their properties.		U1M1L4 page 59
15	5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.	Figure page 14	U4M1L1 page 14
16	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.		U4M1L1 page 13
17	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.		U4M1L1 page 13
18	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.		U4M1L1 page 13
19	5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.		U4M2L1 page 60
20	5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.		U4M1L2 page 32

#من_طالب_إلى_قائد (معا نبني جيلا واعدا يرسم مستقبل الإمارات)-

#from_student_to_leader



6

5-PS1-3 Make observations and measurements to identify materials based on their properties.

Figure page 10

U1M1L1 page 10

الهدف من السؤال: الطالب قادر أن يصنف المواد تبعاً لخصائصها

VOCABULARY

Look for these words as you read:

chemical property
conductivity
magnetism
mass
matter
physical property
reflectivity
solubility
volume

Matter

Matter is anything that has mass and takes up space. The water you drink, the air you breathe, and you are all made up of matter.

All matter is made of tiny particles.

Mass is a measure of the amount of matter in an object. The more mass an object has, the more particles an object has.

Think about holding a golf ball and a table tennis ball. The golf ball is made up of more particles. It has more mass. As you hold the golf ball and table tennis ball, you are also feeling their weight. Weight is how strongly gravity pulls on an object.

The amount of space an object takes up is its

volume. Volume describes how large or small an object is. A golf ball and table tennis ball have roughly the same volume.



These rocks all have a different mass and volume.

1. Think about an inflated balloon with a small bag of marbles that is half its size. Which one has more volume? Explain your answer.

The balloon has more volume, because it takes up more space.

2. Which one has more mass? Explain your answer.

The bag of marbles has more mass, because it contains more matter.

10 EXPLAIN Module: Matter

ملاحظة : يجب حفظ التعاريف باللون الأصفر و الكلمات و التمييز بين كل خاصية

Mass : how heavy or light a matter “ amount of matter in an object “

Volume: how large or small is a matter “ space is taken by a matter”



1) Which would have the most mass?

MCQ examples



Which of the following is a property that describes how large or small is a matter

- a. mass
- b. **volume**
- c. Reflectivity
- d. Solubility

Which of the following have more volume?

- a. marble
- b. **Inflated Balloon**
- c. pencil
- d. Paper clip





Which of the following have more particles?

- a. **Group of Rock**
- b. Cup of water
- c. bottle of Apple juice
- d. Cup of Milk





MCQ examples

- Which of the following is a property that describes ability of matter to be burn
- a. **Combustibility**
- b. Conductivity
- c. Reflectivity
- d. Solubility
- 4) Which does not represent a physical change?
- cutting
- burning
- folding
- Which of the following is a property that describes ability of metals to react with air over time and cause it to rust
- a. Combustibility
- b. **Corrosion**
- c. Reflectivity
- d. Solubility
- The graph below shows hamdan's Bicycle after left it outside for long time is turn to red color.
- Which kind of chemical properties does hamdan's bicycle have
- a. Combustibility
- b. **Corrosion**
- c. Reflectivity
- d. Solubility
- 
- The graph below shows wood burning
- Which kind of properties does wood represent in this graph
- a. Corrosion
- b. Physical property
- c. Solubility
- d. **Chemical property**
- 



9

5-PS1-3 Make observations and measurements to identify materials based on their properties.

Figure page 19

U1M1L2 page 19

LESSON 2 LAUNCH

Salt and Water



A spoonful of salt has a mass of 10 grams. A cup of water has a mass of 300 grams. What do you predict will be the total mass of the saltwater when the salt is dissolved in the water? Circle the answer that best matches your thinking.

- A. more than 300 grams
- B. less than 300 grams
- C. 300 grams

Explain your thinking. What reasoning did you use to make your prediction?

Since the mass of the water is 300 grams, adding more mass to the water would increase its mass, even if the salt seems to disappear.

You will revisit the Page Keeley Science Probe later in the lesson.



10

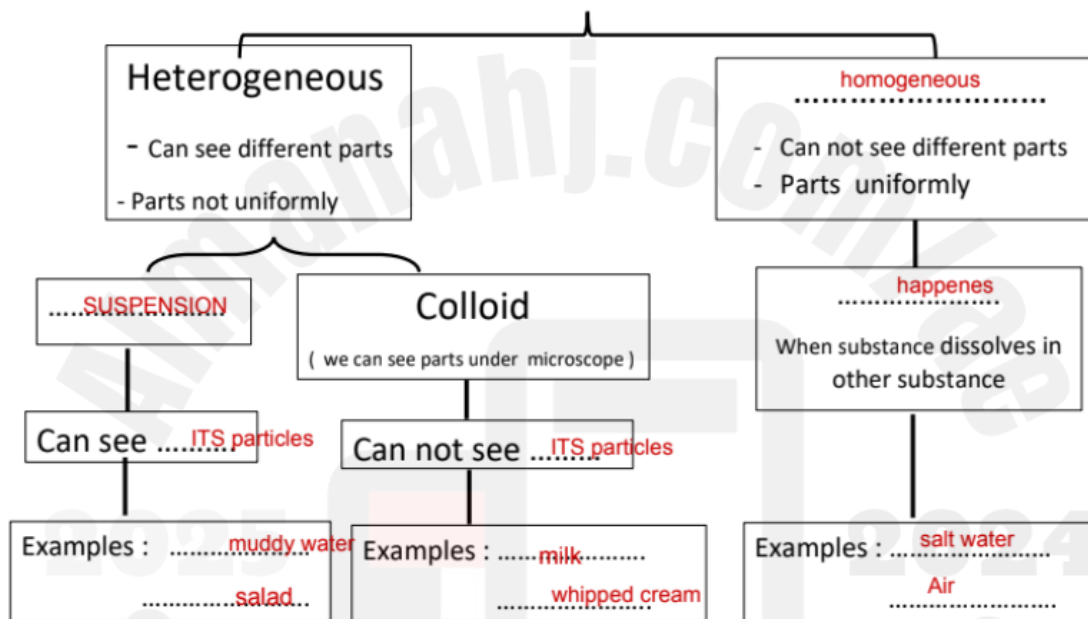
5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

U1M1L2 page 31

السؤال الخامس: الطالب قادر أنه يجري تحقيق لتأكد اذا نوع الخليط لمادتين مختلفتين ستعطي نفس نتيجة الخليط المعروف لذا على الطالب معرفة أنواع الخليط و أمثلة عليها

Mixture

Physical combination of two or more substances that are blended together without forming a new substance.



Three-Dimensional Thinking

1. Which mixture is most likely a solution?

- A. muddy water
- B. cranberry juice
- C. potting soil
- D. milk

2. How are mixtures formed and separated?

Mixtures are formed from the physical combination of materials such as stirring. They can be separated using different techniques depending on their physical properties. Some examples may include sorting materials by hand, using tools such as a sieve or magnet, or by the process of evaporation.



The graph shows Hamada's snack of raisins, nuts, and dried fruit.
Which kind of mixture was Hamada's snack?



Learning Outcomes Covered

SC14A01.03B

a. Solution

b. Colloid

c. Heterogeneous mixture ✓

d. Suspension

Which of the following best describes the whipped cream mixture?



Learning Outcomes Covered

SC14A01.03B

a. Solution

b. Colloid ✓

c. Suspension

d. Homogeneous mixture





➤ Which of the following is a type of mixtures where all parts are uniformly

- Water
- Foam
- Milk
- Wiped cream

➤ Which of the following is a type of mixtures where all parts are uniformly

- Solution
- Colloid
- Suspension
- Heterogeneous

➤ Which of the following mixtures have same prosperities

A	B	C	D
			

- A and D
- A and B
- A and C
- B and D

➤ The graph shows Nouf's mixture water and sugar, the sugar dissolve in water what is your conclusion



- New substances form and the kind of mixture still homogenous
- No new substance form because no particles can be seen.
- New substance form and kind of mixture change from homogeneous to heterogeneous
- No new substances form because water still water



11

5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Figure page 40

U1M1L3 page 40

الهدف من السؤال:1) أن يفهم الطالب كيف أن الكتلة الكلية أي مادتين تم خلطهما، طبخهما، تبريدهما تظل دائماً نفسها (قانون حفظ الكتلة)

2) أن يُفرّق بين التغير الفيزيائي والكيميائي

Changes in Matter

Think about the ways the banana was changing. Matter can be changed in many ways. A

physical change begins and ends with the same kind of matter. A

chemical change—also called a chemical reaction—is a change that produces new matter with different properties from the original matter. The law of **conservation of mass** states that matter is neither created nor destroyed during a physical change or chemical reaction. For example, when you mix baking soda with vinegar, particles in the baking soda and vinegar link up in new ways. During the chemical change, bubbles form and a solid is left behind. The new substances formed have different properties than the starting materials.

GO ONLINE Watch the video *Identifying Chemical Changes* to learn more about how to recognize a chemical change.

على الطالب فهم قانون حفظ الكتلة :
أي تفاعل كيميائي أو اتحاد فيزيائي المنتج النهائي يكون مجموع جميع العناصر التي ساهمت في حدوث التفاعل

Combine 150 g of water to 25 g of sugar

The final product mass= the total masses of all substances

$150 + 25 = 175 \text{ g}$

الكتلة محفوظة لا تنشئ من العدم و لا تدمر
Conservation of mass= masses neither created nor destroyed
through any chemical reaction or physical combined

#من_طالب_إلى_قائد (معا نبني جيلا واعداء يرسم مستقبل الإمارات)-

#from_student_to_leader



على الطالب معرفة الفرق بين التغيير الفيزيائي (لا ينتج مادة جديدة) والتغيير الكيميائي (ينتج مادة جديدة مختلفة عن المادة الأصلية، لا يُمكننى إعادة المادة إلى نفسها مرة أخرى)

Chemical and Physical Changes

Chemical change: A chemical reaction forms new products.

Physical change: Matter changes form but not chemical identity.

Combustion

Rotting

Melting

Shredding

Rusting

Digestion

Boiling

Chopping

sciencenotes.org

12

5-PS1-3 Make observations and measurements to identify materials based on their properties.

U1M1L3 page 43

The 5 Signs of a Chemical Reaction

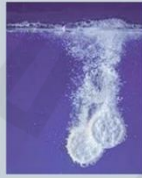
There are five main signs that a chemical reaction has taken place:



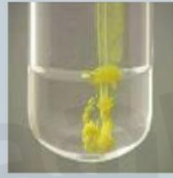
Odor
Change



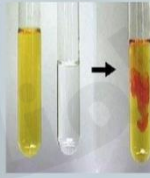
Temperature
change



Production
of a gas



Formation of
a **SOLID**







Color
change

- الهدف من السؤال:
معرفة الطالب للأدلة التي
تبيّن لنا حدوث تغيير
كيميائي (تكوّن مادة
جديدة) وهي 5 أدلة
- 1) تغيير رائحة
 - 2) تغيير لون
 - 3) تغيير درجة الحرارة
 - 4) إنتاج غاز
 - 5) تكوّن مادة راسبة

#من_طالب_إلى_قائد (معا نبني جيلا واعداء يرسم مستقبل الإمارات)-
#from_student_to_leader

Physical and Chemical Changes

Identify if the actions depict a physical or chemical change.

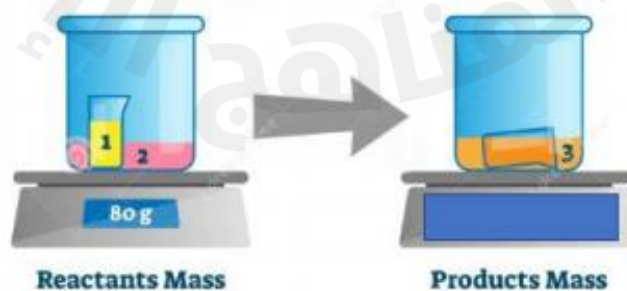
<p>1)</p>  <p>cutting an apple</p> <p><input type="checkbox"/> physical change</p> <p><input type="checkbox"/> chemical change</p>	<p>2)</p>  <p>baking a cookie</p> <p><input type="checkbox"/> physical change</p> <p><input type="checkbox"/> chemical change</p>
<p>3)</p>  <p>burning wood</p> <p><input type="checkbox"/> physical change</p> <p><input type="checkbox"/> chemical change</p>	<p>4)</p>  <p>melting ice</p> <p><input type="checkbox"/> physical change</p> <p><input type="checkbox"/> chemical change</p>

As the picture shows, a spoonful of salt with a mass of 10 grams was added to water that has a mass of 300 grams. What do you predict will be the total mass of saltwater when the salt is dissolved in the water?



- a. More than 300 grams ✓
- b. Less than 300 grams
- c. 300 grams
- d. We cannot predict

The graph below shows chemical reaction where matter number 1 "yellow color" is combined with matter number 2 "pink color" and heated to form matter number 3 "orange color". What is the mass of matter number 3 "orange color"?



- a) Less than 80
- b) 80 grams
- c) More than 80 grams
- d) 75 grams



14

5-PS1-3 Make observations and measurements to identify materials based on their properties.

U1M1L4 page 59

على الطالب فهم أشكال المادة و حالاتها الثلاث :صلب ، سائل و غاز و خواص كل منها
حفظ المفاهيم باللون الأصفر و التمييز بينها

Properties	Solid	Liquid	Gas
Shape	Definite shape	No definite shape	No definite shape
Volume	Definite volume	Definite volume	No definite volume
Arrangement of particles	Tightly packed together, Regular pattern	Less tightly packed, Random arrangement	Much farther apart, Random arrangement
Movement of particles	Vibrate in the place	Can move and slide past one another	Move around in all directions
Diagram			

The graph below shows three different states of water. Which one of the followin describes the state of water, which has a definite shape, a definite volume and it particles are tightly packed and vibrate in place?



Learning Outcomes Covered

2.3.04.006

a. Solid state ✓

b. Liquid state

c. Gas state

d. Density



Which of the following matter has definite volume and no definite shape

- a. Book
- b. Pencil
- c. Ball
- d. **water**



Which of the following matter can fill the container and the particles move in all direction

- a. Book
- b. **Oxygen gas**
- c. Water
- d. Watch

Which of the following state of matter has no definite shape and volume?

- a. Solid state
- b. Liquid state
- c. **Gas state**
- d. mass

Which of the following is NOT a liquid state?

A	B	C	D
			

- a. A
- b. B
- c. **C**
- d. D



15	5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.	Figure page 14	U4M1L1 page 14
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على الطالب التمييز بين المصطلحات باللون الأصفر

نيزك Meteor يكون في الغلاف الجوي

نيزك Meteorite عندما يصل للسطح ويضرب الأرض

Meteors and Meteorites

Objects other than the Sun and planets are found in our solar system. Sometimes, Earth's gravity will pull these objects into Earth's atmosphere.

Meteors You may have heard meteors be called shooting stars but a meteor is not a star at all. A **meteor** is a space rock that enters Earth's atmosphere. It appears as a bright streak in the sky. If a meteor does not break apart and burn up in the atmosphere, it can hit Earth's surface.

Meteorites A meteor that strikes Earth's surface is called a **meteorite**. Many places on Earth, like the Barringer Crater on page six, show evidence of meteorite impacts.





9	S-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.		U4M11.1 page 12
11	S-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Figure page 14	U4M11.1 page 14
12	S-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.		U4M11.2 page 28
13	S-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.		U4M11.2 page 28

المذكور في السؤال:

رسمة توضح أنماط الظل المختلفة خلال اليوم و أنماط النجوم المختلفة خلال الفصول و
علاقتها بدوران الأرض حول نفسها و حركة الأرض حول الشمس
كربط للمعلومات في السؤال مع الصفحة المذكورة
يتكون الظل بسبب حركة الأرض حول نفسها

Rotation causes shadows changes during day

تتكون الفصول بسبب حركة الأرض حول الشمس

Seasons happen when earths revolve around the sun this motion

called **revolution**

و كلتا الحركتين تحدث بسبب الجاذبية بين الأرض و الشمس

Both rotation and revolutions occurs because earth's and sun gravity

Gravity : is a force of attraction or pull between any two objects

The Pull of Earth's Gravity

Gravity is a force of attraction, or pull, between any two objects. The Barringer Crater is the result of gravity pulling a meteor to Earth's surface. The strength of gravity is affected by the total mass of the objects and the distance between them. The pull of gravity decreases when the total mass of the two objects decreases or they are further apart.

On Earth, gravitational pull is the attraction between an object and Earth. No matter the location on Earth's surface, gravity pulls objects on all sides down toward the center. Every object that has mass experiences a gravitational pull. When an object is dropped from a certain height on Earth, it rushes downward due to gravity.





19

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

U4M2L1 page 60

المطلوب من هذه الصفحة هو الانتباه وحفظ اسم كل كوكب بالترتيب (مثال: ترتيب كوكب الأرض هو ثالث أقرب كوكب للأرض)
التفريق بين الكواكب الداخلية والكواكب الخارجية (تُصنّف الكواكب إلى داخلية وخارجية حسب قربها أو بُعدها من الشمس، قريبة = داخلية
بعيدة = خارجية

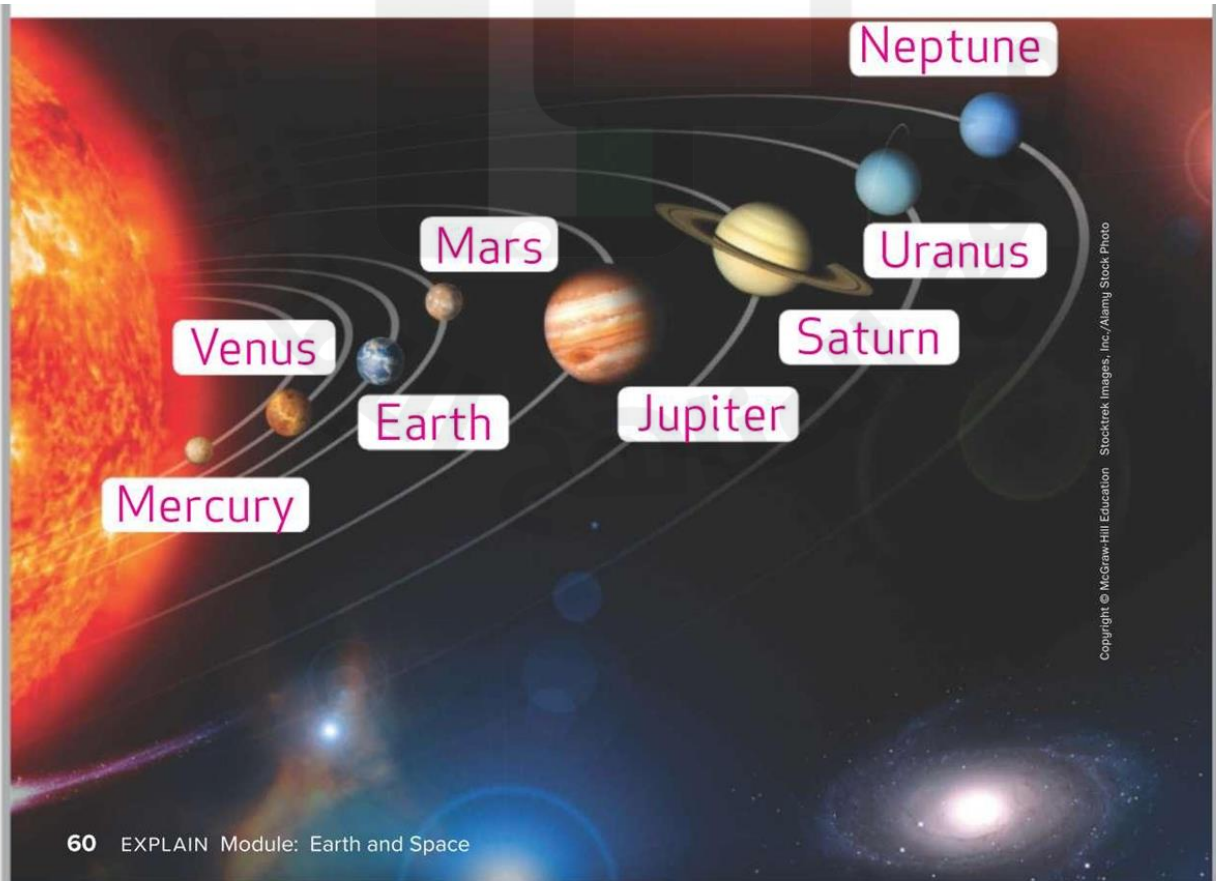
The Solar System

Page : 60

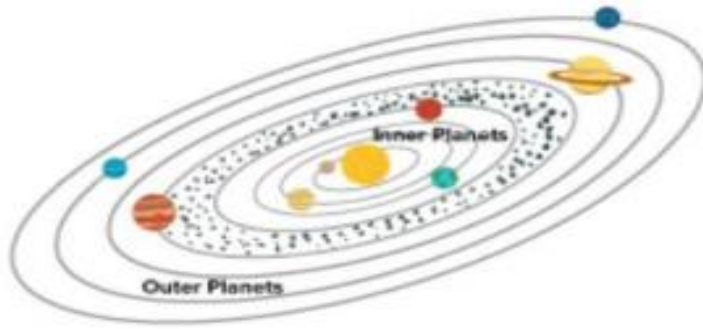
Within the Milky Way galaxy is our solar system, which consists of the Sun and all of the objects that orbit around it. One type of object that orbits the Sun are planets. A planet is a large, round object in space that orbits a star.

Planets of the Solar System From nearest to farthest from the Sun, the planets in our solar system are Mercury, Venus, Earth, and Mars, or the inner planets. Next are Jupiter, Saturn, Uranus, and Neptune, or the outer planets. The planets revolve in elliptical, or nearly circular, orbits around the Sun. Several planets are visible in the night sky from Earth from time to time, even without a telescope. Visible planets include Mercury, Venus, Mars, Jupiter, and Saturn. Planets do not make their own light, but reflect the light from the Sun.

Between the inner and outer planets is a belt of space rocks called asteroids. These are rocky or metallic objects that also orbit the Sun within the solar system.



5) This diagram shows the eight planets and one dwarf planet in the solar system.



Between the inner and outer planets, there is a belt of space rocks called ____.

- asteroids
- meteors
- comets
- stars



Three-Dimensional Thinking

1. Based on the data table, what conclusion can you draw?

Planet	Length of Day (hours)	Length of Year (Earth years)	Distance from the Sun (AU)
Mercury	1,408	0.2	0.4
Venus	5,832	0.6	0.7
Earth	24	1.0	1.0
Mars	25	1.9	1.5
Jupiter	10	11.9	5.2
Saturn	10	29.4	9.5
Uranus	17	84.0	19.2
Neptune	16	164.8	30.0

- A. The farther a planet is from the Sun, the longer its day.
 - B. The farther a planet is from the Sun, the longer its year.
 - C. A day on Earth is longer than a day on Venus.
 - D. Uranus is the coldest of all the planets.
2. A planet is a large, round space object that _____ the Sun.
- A. attracts
 - B. orbits
 - C. follows
 - D. reflects
3. Circle all that apply.
- Stars appear to move in the sky because of Earth's _____.
- A. axis
 - B. rotation
 - C. poles
 - D. galaxies
 - E. revolution










Name: _____

Solar System Match Up

Directions: Read each description below and match it to the correct planet.

1. The largest planet in the solar system.  Mercury
2. The sixth planet from the sun in the solar system.  Venus
3. The brightest planet in the solar system.  Earth
4. The planet with the nickname "Red Planet".  Mars
5. The coldest planet in the solar system.  Jupiter
6. A dwarf planet in the solar system.  Saturn
7. The planet closest to the sun in the solar system.  Uranus
8. The planet farthest from the sun in the solar system.  Neptune
9. The only known planet to support life.  Pluto

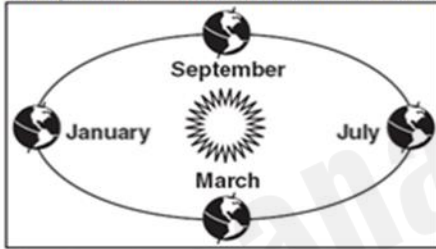
<https://rattlesandheels.com>



1) Which is of the following describes a planet?

- a swirling ball of gases
- a star
- a huge ball made out of rock
- a large object that orbits a star

2) The picture below shows Earth travelling around the Sun.



How long does it take Earth to complete one revolution around the Sun?

- one day
- one week
- one month
- one year

3) Fill in the blanks using the available answer choices.

Planets revolve around the Sun in an _____ orbit.
(Blank 1)

Blank 1 options

- circular
- elliptical



4

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Figure page 32

U4M1L2 page 32

على الطالب أن يحفظ مواقع الشمس في سماء كل فصل تكون عالية جدا في السماء خلال فصل الصيف و منخفضة جدا في السماء خلال فصل الشتاء و معتدلة أو في الوسط خلال فصلي الربيع و الخريف

Apparent Path of the Sun

Label the season in which the Sun follows each path.



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32 EXPLAIN Module: Earth's Patterns and Movements

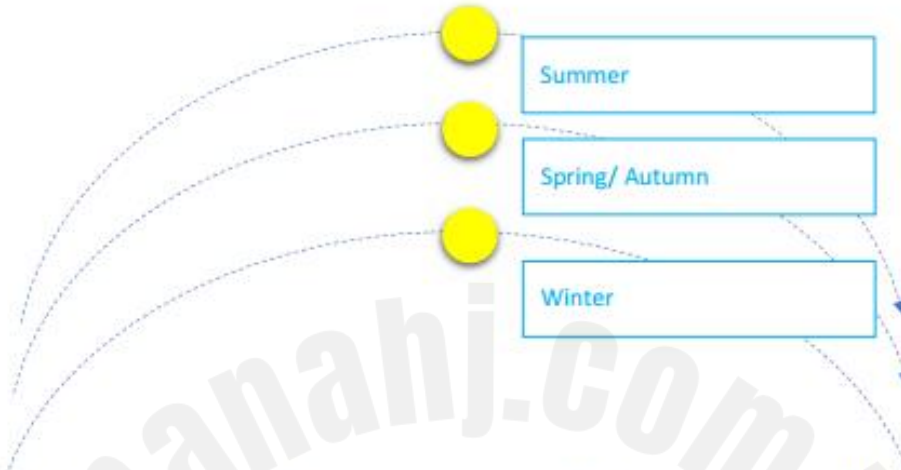
#من_طالب_إلى_قائد (معا نبني جيلا و اعدا يرسم مستقبل الإمارات)-
#from_student_to_leader



5. Earth's Revolution – Seasons and the Sun

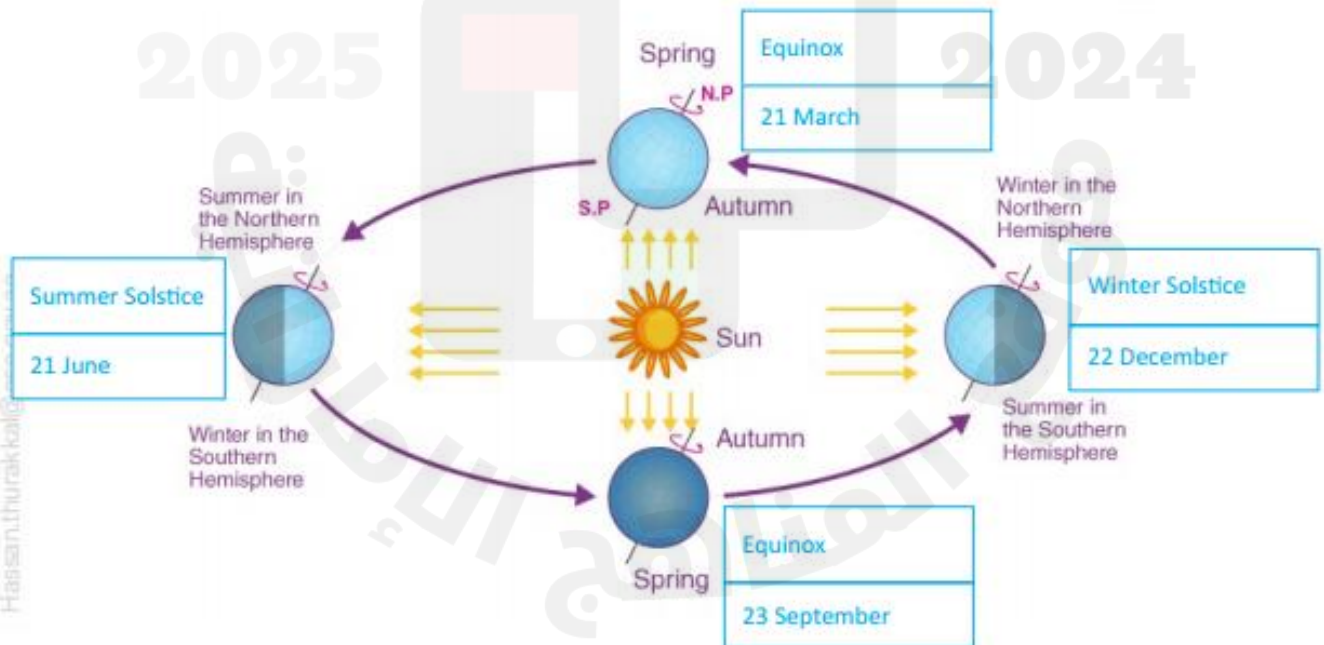
1. Label the seasons in which the Sun follows each path using the words given below:

Summer Winter Spring/Autumn



2. Label the Solstice and Equinox with the approximate date in a year in the following diagram.

Winter Solstice Equinox Summer Solstice
22 December 21 March 21 June 23 September

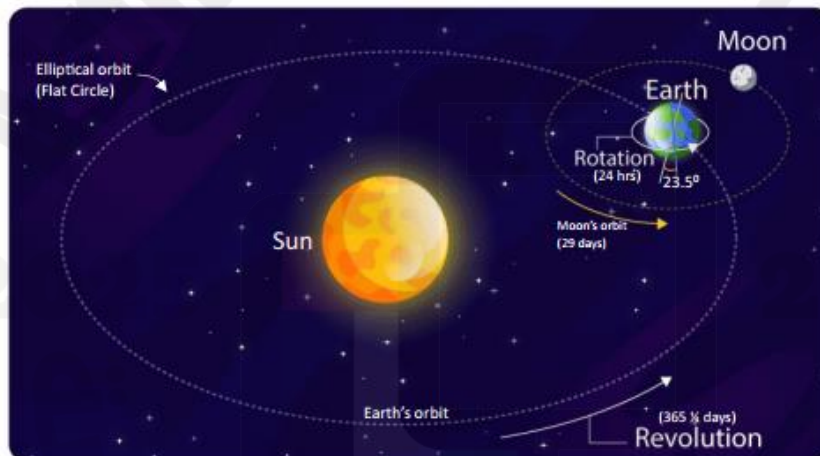


#من_طالب_إلى_قائد (معا نبني جيلا واعداء يرسم مستقبل الإمارات)-
#from_student_to_leader

Seasons details in Northern hemisphere

	Summer	Winter	Autumn	Spring
Daylight	Not equally	Not equally	Equally	Equally
Start at	Summer solstic 21/june	Winter solstic 21/december	Autumnal or fall equinox 22/september	Spring /vernal Equinox 21 /march
Sun position	Highest in the sky	Lowest in the sky	At Middle of sky	At middle of sky

Exploring the Earth's motion:



Analyze the diagram to answer the questions below:

- The Earth orbits the Sun.
- The Moon orbits the Earth.
- The Earth's orbit is having a flat circle (elliptical) shape.
- The Earth has a combined motion of Rotation and Revolution.
- Always half of Earth's surface faces the Sun and it is Day and the other half of Earth's surface has night.
- The Earth is tilted at an angle of 23.5°.
- The Earth takes 24 hours to complete one rotation. This is equal to 1 day(s).
- The Earth takes 365 1/4 days to complete one revolution. This is equal to 1 year(s).
- The Moon takes 29 days to complete one revolution around the Earth.