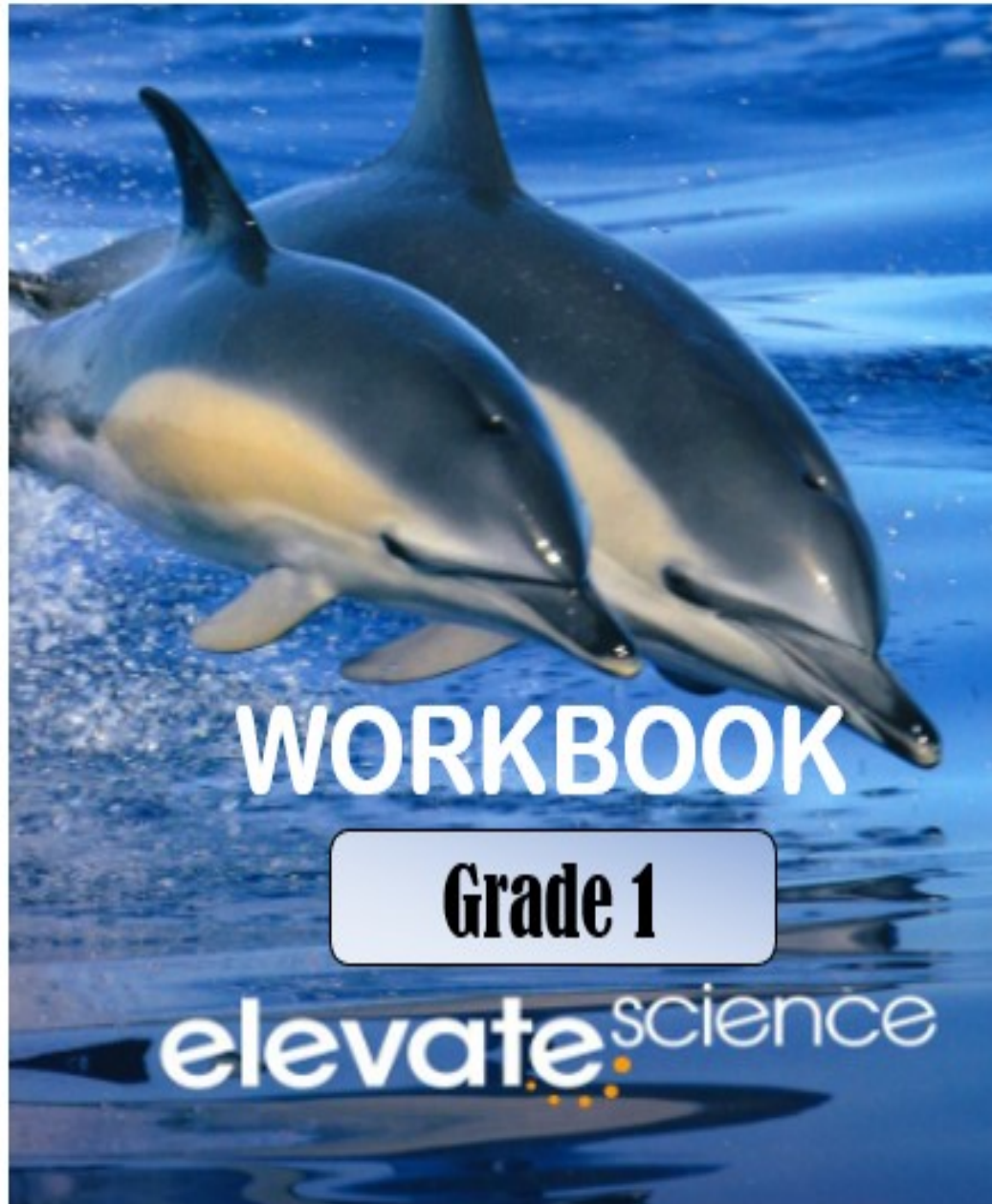


**Al Noor International School
Riyadh, Saudi Arabia**



Name: _____

Grade: _____ Section: _____

Academic Year: _____

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WORKBOOK CHECKLIST



LESSON	PAGE NO.	✓	TEACHER'S SIGNATURE	PARENT'S SIGNATURE
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Topic 5: Living Things				
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Name: _____

Date: ____/____/____

Lesson 1: Plant Parts (use with pages 148-153)

a. Words to Know: Write the word next to the description it matches.

leaf

root

stem

1. A _____

is the part of a plant that takes in water.

2. A _____

is the part of a plant that takes water from the roots to the leaves and holds the plant up.

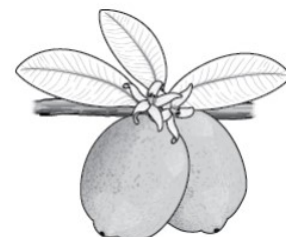
3. A _____

is the part of a plant that makes food.

b. Use the picture to answer questions 1 and 2.

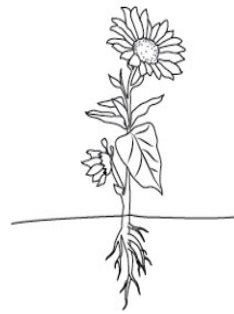
1. Look at the picture. Flowers and fruit are growing from the branch. How do the flowers help the tree meet its needs?

- A. Flowers make food for the plant.
- B. Flowers hold the plant in the ground.
- C. Flowers move water through the plant.
- D. Flowers contain parts for making seeds.



2. How does the fruit help the tree meet its needs?
- A. Fruit makes food. The plant uses the food.
 - B. Animals eat fruit. Their waste helps move the seeds.
 - C. Fruit contains eggs and pollen. They make seeds.
 - D. Trees drop fruit. This takes weight off the branches.
3. Look at the picture. It shows the parts of a plant. Which part makes food for the plant?

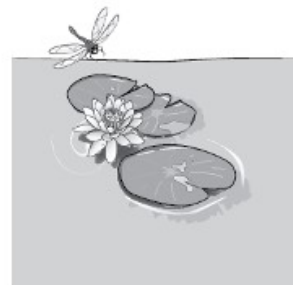
- A. the flower
- B. the stem
- C. the leaves
- D. the roots



4. The leaves of lotus plants have tiny structures that make it hard for water or soil to stick to the leaves.

People copied the lotus leaves. They made a product. It is like the lotus leaves. Which is it?

- A. wall paint that is easy to clean
- B. helmets for bicycle riders
- C. stakes that hold tents to the ground
- D. cameras that see in different directions



Name: _____

Date: ____/____/____

Lesson 2: Animal Parts (use with pages 154-161)

a. Words to Know: Write the word next to the description it matches.

Gills

scales

1. Fish and snakes have hard plates called

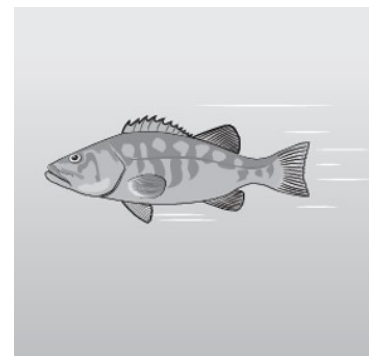
2. _____ are parts on fish that let them breathe underwater.

b. Use the picture to answer questions 1 and 2.

1. Look at the picture. The fish is swimming. The fish has scales.

How do its scales help the fish meet its needs?

- A. The fish's scales protect the fish.
- B. The fish hears with its scales.
- C. The fish uses its scales to move.
- D. The fish breathes through its scales.



2. What body part helps fish breathe?

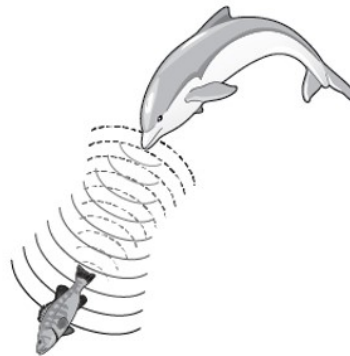
- A. fins
- B. scales
- C. lungs
- D. gills

3. What body part does a squirrel use to sense danger?

- A. its mouth
- B. its ears
- C. its legs
- D. its tail

4. Look at the picture. The dolphin uses sound to find food in the water. Which sense helps people and dolphins use sound?

- A. hearing
- B. smelling
- C. seeing
- D. touching



Name: _____

Date: ____/____/____

Lesson 3: People learn from plant and animal parts (use with pages 162-165)



Words to Know: Write the word that completes each sentence.

Mimic

Acorn

1. _____ is a smooth oval nut.

2. To imitate someone or some actions is to _____



True or False: Write T if the statement is correct and F if not.

- _____ 1. Plants and animals have the same body parts.
- _____ 2. Porcupines have sharp wings.
- _____ 3. The fences keep animals from walking away.
- _____ 4. People mimic what plants and animals do.



Explain

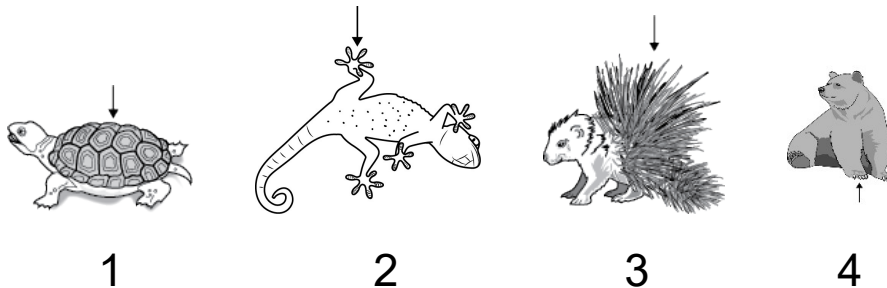
Scientists made something that held clothing together. Which plant or animal part did they copy?

- A. Plant seeds that have hooks
- B. Ridges on a gecko's feet
- C. Shell of a coconut
- D. Scales on a lizard



Apply Concepts

Use the pictures to answer the question.



A rock climber uses gloves to get the best grip. Which animal part is most like the gloves?

- A. 1
- B. 2
- C. 3
- D. 4

A mosquito's mouth is sharp. It is hollow. It is used to suck up blood. Which is most like the mouth of the mosquito?



- A.** Drill for making holes in wood.
- B.** Needle for sewing.
- C.** Knife with a very narrow tip.
- D.** Needle for giving shots.

Name: _____

Date: ____/____/____

Lesson 4: Where plants and animals live (use with pages 168- 173)



Words to Know: Write the word that completes each sentence.

Environment

Nonliving

1. Water and air are _____ things.

2. _____ is everything that is around a living thing.

True or False: Write T if the statement is correct and F if not.



_____ 1. To observe things, we use our senses.

_____ 2. Animals are not part of the environment.

_____ 3. There are land and water environments.

_____ 4. Nonliving things are not part of the environment.



**Plants and animals get what they need from their environments.
What is part of an environment?**

A. living things

B. nonliving things

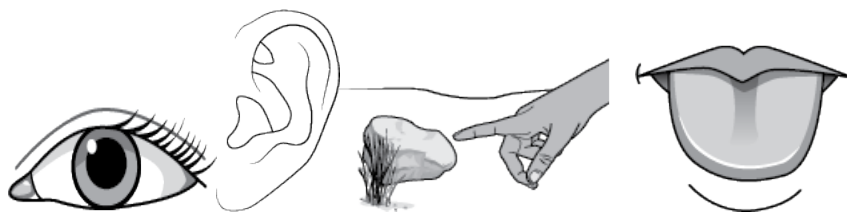
C. both living and nonliving things

D. neither living nor nonliving things

Apply Concepts



Use the pictures to answer the questions.



Nicole is walking in a forest. She uses her senses. She observes things.

She observes the color of a flower. Which body part does she use to make this observation?

- A. 1
- B. 2
- C. 3
- D. 4

Nicole thinks the texture of the bark on a tree is rough. Which body part can she use to find out?

- A. 1
- B. 2
- C. 3
- D. 4

Name: _____

Date: ____/____/____

Lesson 1: Plant and animal life cycles (use with pages 190–193)**Words to Know: Write the word next to the description it matches.****Life cycle****Offspring**

1. _____ is an animal's young.

2. _____ is the way living things grow and change.

**True or False: Write T if the statement is correct and F if not.**

- _____ 1. An offspring will grow and look **different from its parent.**
- _____ 2. A plant grows into an **adult plant.**
- _____ 3. Animals do not have **lifecycles.**
- _____ 4. Plants and animals are **living things.**

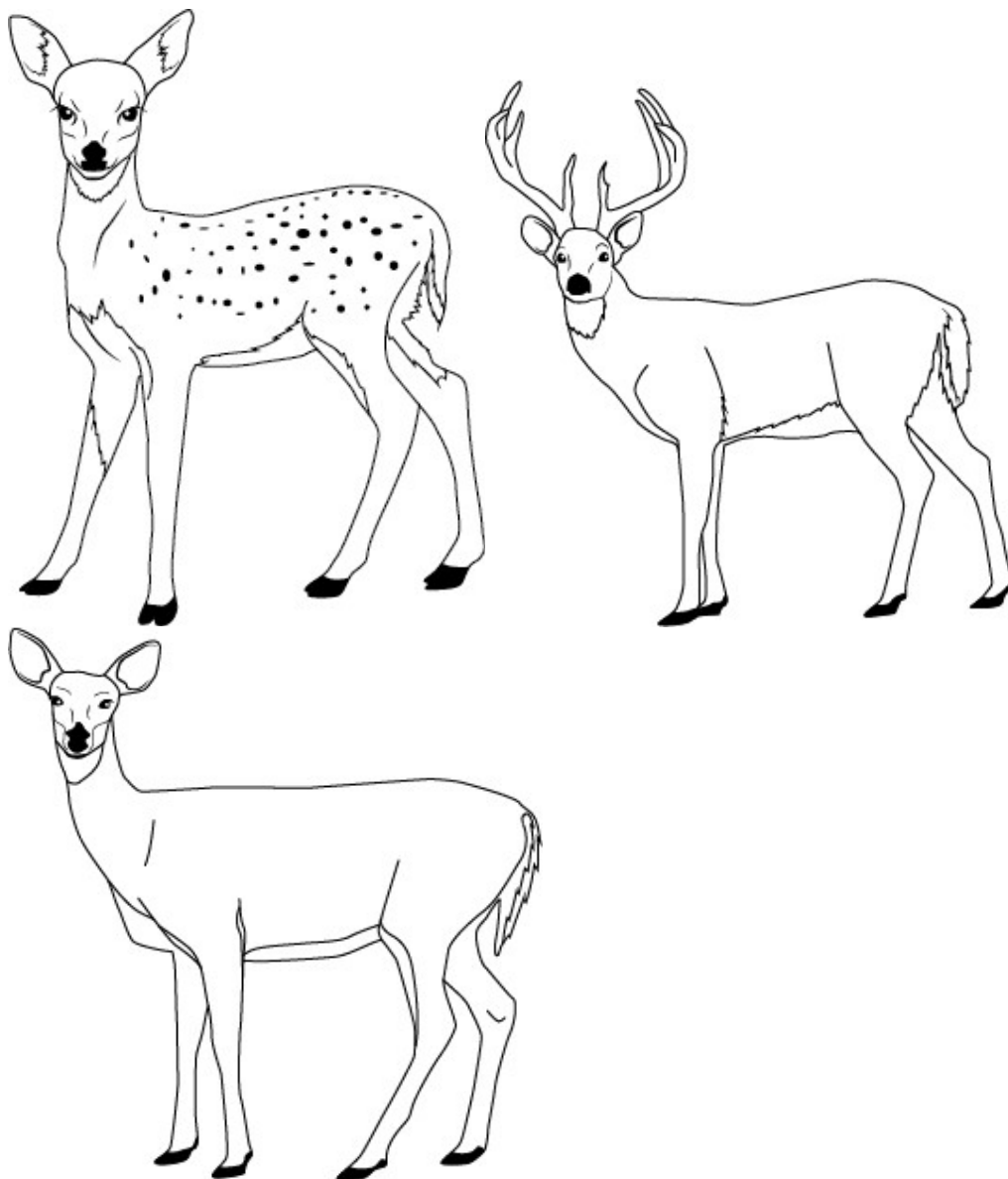
**Why can one plant produce more plants?**

- A. Each seed can grow into a new plant.
- B. The plant has pretty flowers.
- C. The adult plant protects its young.
- D. People can eat the fruit.



Apply Concepts

Look at the pictures.



How is the young animal different from its parents?

- A. It is bigger
- B. It has spots
- C. It has antlers
- D. It has a tail

Name: _____

Date: ____/____/____

Lesson 2: Observe parents and young (use with pages 196–202)



Words to Know: Write the word next to the description it matches.

Compare

Contrast

1. _____ is to tell how two things are different.

2. _____ is to tell how two things are alike.



True or False: Write T if the statement is correct and F if not.

_____ 1. Parent plants have **less leaves**.

_____ 2. All plants have the **same size**.

_____ 3. Plants of the same kind are **different**.

_____ 4. Young plants and animals look like their parents **in some ways**.



Use the picture to answer questions A and B.

A. How are the kittens like their parent?

A. They are the same size.

B. They are the same color.

C. They are the same age.

D. They are the same kind of animal.

B. Will these kittens look exactly like their parent when they grow up?

- A. Yes, because all cats look the same.
- B. Yes, because they have the same parents.
- C. No, because they are different kinds of animals.
- D. No, because animals of the same kind are not exactly alike.



Apply Concepts

Look at the picture. _____



Are these flowers all the same kind of plant?

- A. Yes, because they look similar and have the same parts.
- B. Yes, because they are in the same place.
- C. No, because some are bigger than others.
- D. No, because they are different colors.

How are young animals different from their parents?

- A. They are bigger.
- B. They are smaller.
- C. They are like plants.
- D. They are like a different animal.

Name: _____

Date: ____ / ____ / ____

Lesson 3: Patterns in Animal Behavior (use with pages 206-213)



Words to Know: Write the word next to the description it matches.

Protect

Pattern

Behavior

1. To _____ something is to keep it away from danger.

2. _____ is how someone acts.

3. Something that repeats is a _____



True or False: Write T if the statement is correct and F if not.

_____ 1. Parents **feed** their young.

_____ 2. Animals need **food, water and clothes.**

_____ 3. Young stay close to their parents **to stay warm.**

_____ 4. Parents **do not protect** their young.



The picture shows baby birds in a nest.
Use the picture to answer the questions below.



How does the nest help the baby birds?

- A. It feeds them.
- B. It gives them shelter.
- C. It gives them water.
- D. It teaches them.

Who made the nest?

- A. The babies made it.
- B. People made it.
- C. Parent birds made it.
- D. The tree made it.



Apply Concepts

Look at the picture.



How is this animal getting what it needs?

- A. It is eating food.
- B. It is drinking water.
- C. It is playing a game.
- D. It is making a shelter.

Which is an example of behavior?

- A. Elephants are big.
- B. Penguins are birds.
- C. Kangaroos have a pouch.
- D. Parents stay close to their young.

A parent lion shows its young how to hunt. What is the parent doing for its young?

- A. protecting it
- B. giving it water
- C. giving it shelter
- D. teaching it

Name: _____

Date: ____/____/____

Lesson 1: Observe the Sky (use with pages 80-85)



Words to Know: Write the word that completes each sentence.

Star

Sun

Gravity

1. _____ is the force by which a planet or other body draws objects toward its center.

2. _____ is an exploding ball of burning gas held together by gravity.

3. _____ the star around which the planets revolve, from which they receive heat and light



True or False: Write T if the statement is correct and F if not.

- _____ 1. The sun is the farthest star to earth
- _____ 2. We cannot see most stars in the day.
- _____ 3. Gravity makes a ball foam into space.
- _____ 4. We can live without heat and light from the sun.



Scientists do not know the exact number of stars in the sky.

Why are scientists not sure how many stars there are?

- A. There are too many stars to easily count.
- B. Stars cannot be seen during the day.
- C. Stars are too small to be seen.
- D. Stars are not always visible.



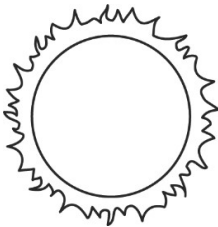
A boy holds a toy car in the air and then opens his hand.

What will happen to the toy car?

- A. Gravity will pull the toy car toward the ground.
- B. Gravity will push the toy car toward the boy.
- C. Gravity will force the toy car into space.
- D. Gravity will make the toy car float in the air.



Two of the pictures in Cassie's poster show things that look different from Earth. But they are the same kind of object. Look at the pictures.



Which two things are the same?

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

Name: _____

Date: ____/____/____

Lesson 2: Patterns in the Sky (use with pages 86-93)



Words to Know: Write the word that completes each sentence.

Rotation

Sunrise

Sunset

Moon phase

1. The changing shapes of the moon are called _____

2. _____ is a pattern that happens when the sun seems to rise in the morning.

3. When Earth spins in space. This motion is called _____

4. _____ is a pattern that happens when the sun seems to set in the evening.



True or False: Write T if the statement is correct and F if not.

_____ 1. Earth makes one spin every 48 hours.

_____ 2. The moon seems to change shape.

_____ 3. Sunrise is the moment when the upper limb of the Sun appears on the horizon in the morning.

_____ 4. The moon brightens by itself at night.



Use the picture to answer the questions 1 and 2.



1. Two students are working together to model the effects of Earth's movements in space. The girl spins the model Earth one time. How much time has passed?
 - A. 24 hours
 - B. 48 hours
 - C. one week
 - D. one year

2. In this model, what does the flashlight represent?
 - A. the moon
 - B. the sun
 - C. Earth
 - D. a planet

Name: _____

Date: ____/____/____

Lesson 3: Daylight changes and seasons (use with pages 94-101)



Words to Know: Write the word that completes each sentence.

Daylight

Season

1. _____ are summer, fall, winter and spring.
2. _____ is when you can see the sun from where you are, and
its light and heat can reach you.



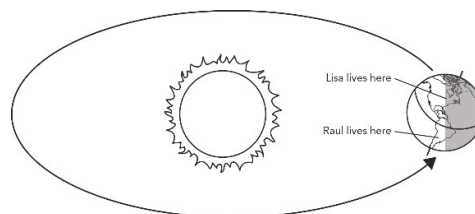
True or False: Write T if the statement is correct and F if not.

- _____ 1. Earth makes one path around the sun every year.
- _____ 2. There are 5 seasons in a year.
- _____ 3. During fall the daylight hours get shorter.
- _____ 4. In winter, the Earth gets the least amount of sunshine.



Apply concept

Use the picture to answer questions 1–3.



1. Lisa and Raul are friends. Lisa lives in the northern part of Earth. Raul lives in the southern part of Earth. Raul tells Lisa that it is summer where he lives.

Which season is it where Lisa lives?

- A. fall
- B. spring
- C. summer
- D. winter

2. **Look at where Lisa lives.**

What pattern can you predict for this time of year?

- A. Daylight hours are short.
- B. Daylight hours are long.
- C. There is a lot of sunshine.
- D. Temperatures are warm.

3. **Which sentence describes the pattern where Raul lives?**

- A. Daytime hours are longer than nighttime hours.
- B. Nighttime hours are longer than daytime hours.
- C. It is daytime 24 hours each day.
- D. It is nighttime 24 hours each day.

Name: _____

Date: ____/____/____

Lesson 1: Types of weather (use with pages 116-121)



Words to Know: Write the word that completes each sentence.

Rain gauge

anemometer

Thermometer

tornado

blizzard

weather

1. A storm with high winds and snow is _____

2. _____ is a storm with high winds.

3. The tool scientists use to measure rain falls is _____

4. _____ is how it feels and looks outside.

5. The tool that measures temperature is _____

6. _____ measures how fast the wind moves



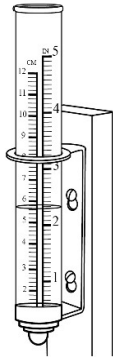
True or False: Write T if the statement is correct and F if not.

- _____ 1. **Temperature** is how hot or cold something is.
- _____ 2. Scientists use **anemometer** to study weather.
- _____ 3. Heavy rain or snow is a **storm**.
- _____ 4. Tornadoes **cannot** destroy buildings.



Use the picture to answer the questions below.

Kate's neighbor has this tool next to her garden.



What is the tool called?

- A. rain gauge
- B. thermometer
- C. anemometer
- D. wind sock

What does the tool measure?

- A. wind speed
- B. temperature
- C. how cloudy it is
- D. how much rain falls



Apply Concepts

**Paul hears a weather report. A thunderstorm is forecast for that day.
What will he likely to see out the window that day?**

- A. snow and fog
- B. rain and snow
- C. lightning and rain
- D. fog and lightning



What is a blizzard?

- A. a cold, sunny day
- B. a warm, foggy day
- C. a storm with strong winds and rain
- D. a storm with strong winds and snow



Name: _____

Date: ____/____/____

Lesson 2: Weather changes and seasons (use with pages 126-131)



Words to Know: Write the word that completes each sentence.

Shelter

Seasons

1. There are four _____



2. A place that provides protection is _____



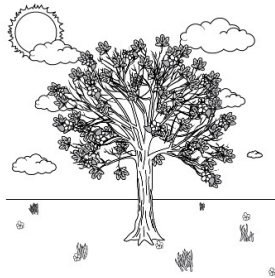
True or False: Write T if the statement is correct and F if not.

- _____ 1. The weather can change from day to day.
- _____ 2. There are five seasons.
- _____ 3. Days in winter are short.
- _____ 4. Plants grow in winter.

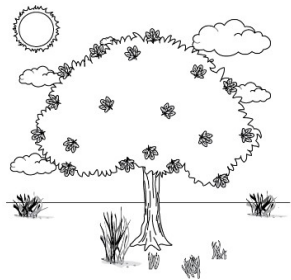


Which picture shows a tree in spring?

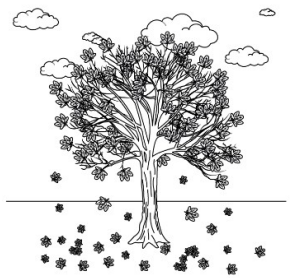
A.



B.



C.



D.





Apply Concepts

Circle words to finish the sentence correctly.

In the spring, the sun rises (early, late) and the days get (longer, shorter).

Use the table to answer the questions.

Bonnie is making a chart about summer and fall.

Summer	Fall
Plants and animals grow.	Leaves fall from trees.

What else should she write in the summer column?

- A. The days are long and hot.
- B. The days are short and cold.
- C. Many animals have their young.
- D. Animals store food and make shelter.



What else should she write in the Fall column?

- A. The days are long and hot.
- B. The days are short and cold.
- C. Many animals have their young.
- D. Animals store food and make shelter.



Name: _____

Date: ____/____/____

Lesson 1: Describe Sound (use with pages 6-11)



Words to Know: Write the word that completes each sentence.

Vibrate

Pitch

Volume

1. _____ is how high or low a sound is.

2. _____ means to move back and forth very quickly.

3. _____ is how loud or soft a sound is.

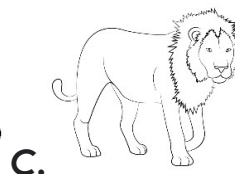
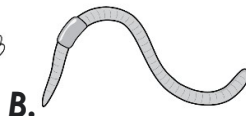
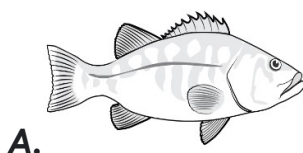


True or False: Write T if the statement is correct and F if not.

- _____ 1. Sound comes from objects that vibrate.
- _____ 2. The way objects sound can be loud only.
- _____ 3. Sounds can be seen.
- _____ 4. Animals use sound to send messages.



Which animal can make a loud sound?





Apply concept:

Max is sorting sounds he can hear at home to make a chart.

Loud	Soft
dog's bark	kitten's purr

Which sound should he add to the Loud column?

- A.** clock ticking
- B.** door slamming
- C.** window opening
- D.** water dripping

Which sound should he add to the soft column?

- A.** police siren
- B.** baby crying
- C.** soft drink fizzing
- D.** food processor



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Name: _____

Date: ____/____/____

Lesson 2: Making sound (use with pages 12-17)



Words to Know: Write the word that completes each sentence.

Percussion

Instruments

Vocal cords

1. _____ One of two small bands of muscle within the larynx that vibrates to produce the voice.
2. _____ is an object that can be used to produce music.
3. _____ instruments are ones you strike to make sound.

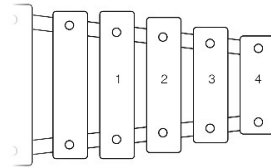


True or False: Write T if the statement is correct and F if not.

- _____ 1. Similar instruments can make different sounds.
- _____ 2. Sounds don't make vibration.
- _____ 3. Drums and bells are instruments you strike to make sound.
- _____ 4. Flute is a wind instrument.



1. Which bar of the xylophone should Martha tap to make the sound with the lowest pitch?



A. 1

B. 2

C. 3

D. 4



2. Which bar of the xylophone should Martha tap to make the sound with the highest pitch?

A. 1

B. 2

C. 3

D. 4



Apply concept:

Similar stringed instruments can make different sounds. A small instrument with short strings can make higher sounds.

Which kind of instrument can make lower sounds?

A. A small instrument with longer strings.

B. A small instrument with shorter strings

C. A large instrument with longer strings.

D. A large instrument with shorter strings.



Name: _____

Date: ____/____/____

Lesson 3: Uses of sound (use with pages 20-24)**Words to Know: Write the word that completes each sentence.****Communicate****Satellites****Connect**

1. _____ is a small object that orbits, or revolves around,
_____ a larger object in space.



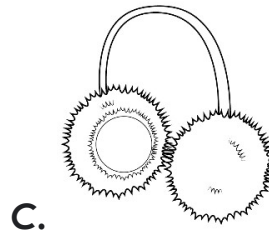
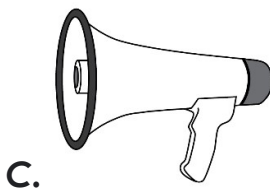
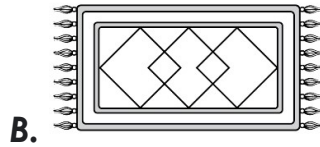
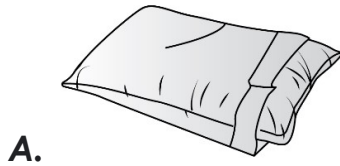
2. _____ means to share information.
3. Nowadays, it is easy to _____ far away.

**True or False: Write T if the statement is correct and F if not.**

- _____ 1. People first used drums and bells to send messages.
- _____ 2. The first phones could make calls to far places.
- _____ 3. Before, the sound traveled long distances.
- _____ 4. Phones are the only means of communication.



1. Which of these can be used to make sound louder?



Apply concept:

Think about the differences between how people communicate now and how people first sent messages using sound.

Which of these tools did people first use to send messages using sound?

- A. computers
- B. Drums
- C. phones
- D. audiotape



Name: _____

Date: ____/____/____

Lesson 1: Observe Light (use with pages 42-47)



Words to Know: Write the word that completes each sentence.

Light

Shadow

1. A _____ is a dark shape. It is made when light is blocked.

2. _____ is what allows you to see things.



True or False: Write T if the statement is correct and F if not.

_____ 1. Cars use lights so drivers can drive faster.

_____ 2. Light travels in a straight line.

_____ 3. Rocks give off light.

_____ 4. Darkness is when there is no light.





Apply concept:

Use the picture to answer questions 1 and 2. James is on a camping trip. He sees this on his friends' tent.



1. How do people in the tent make shadow shapes?

- A.** They reflect the light with a mirror.
- B.** They shine dark flashlights on the tent.
- C.** They block the light with their legs and feet.
- D.** They block the light with their hands and arms.

2. Where is the light coming from?

- A.** the sun
- B.** the friends' hands
- C.** a flashlight inside the tent
- D.** a flashlight in James' hand



Circle the words to finish the sentence.

A shadow has the same (shape, size) as whatever is blocking the light but can be a different (shape, size).

Name: _____

Date: ____/____/____

Lesson 2: Light and Matter (use with pages 48-53)



Words to Know: Write the word that completes each sentence.

Matter Opaque Transparent Translucent Reflect

1. Matter that lets almost all light through is _____

2. Anything that takes up space is _____

3. _____ matter blocks some light.

4. Matter _____ reflects light when the light bounces off it.

5. Matter that blocks all light is _____.

True or False: Write T if the statement is correct and F if not.



_____ 1. A tree is not made of matter.

_____ 2. You cannot see through something opaque.

_____ 3. Air blocks light.

_____ 4. Mirrors and foil reflect light.



Tim shines light on two objects. The first object blocks all of the light. The second lets all light pass through. Which words describe the objects?

- A.** The first is opaque. The second is translucent.
- B.** The first is translucent. The second is opaque.
- C.** The first is opaque. The second is transparent.
- D.** The first is transparent. The second is opaque.

Apply concept

Jack will write what happens to light when a mirror reflects it. Which sentence should he write?

- A.** Light goes straight through a mirror.
- B.** Light increases when it hits a mirror.
- C.** Light disappears when it hits a mirror.
- D.** Light changes direction when it hits a mirror.

Which object reflects light the most ?



Name: _____

Date: ____/____/____

Lesson 3: Uses of light (use with pages 58-63)**Words to Know: Write the word that completes each sentence.****communicate****Lights**1. _____ keep you safe and keep you from tripping.
_____2. You _____ when you share a message.
_____**True or False: Write T if the statement is correct and F if not.**

_____ 1. Bright light helps when reading and writing.

_____ 2. Light can be used only to see.

_____ 3. Theater uses only dark purple light.

_____ 4. A lit-up sign can tell you when a store is open.

Which sentence tells about bright yellow lights and dark purple lights in a theater?**A.** They both create a mood.**B.** They both warn of danger.**C.** The both tell when the theater is open.**D.** They both help when reading and writing.

Use the picture to answer questions 1 and 2.



- 1. Why is this driver using headlights now?**
 - A. so, someone in the car can read
 - B. to make shadows on the road
 - C. so, the car will go faster
 - D. to see what is ahead

- 2. Which change would make the driver not need to use headlights?**
 - A. The road becomes a highway.
 - B. There is more traffic on the road.
 - C. The sun rises and it becomes light outside.
 - D. Someone else in the car takes over the driving.