# Decomposition: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment.

1. _____ eat the remains of dead animals and plants and also any waste products they find.

   - **A.** Decomposers
   - **B.** Producers
   - **C.** Consumers
   - **D.** Omnivores

2. Fungi and bacteria are helpful to an ecosystem because they break down dead matter and waste. They are _____.

   - **A.** producers
   - **B.** decomposers
   - **C.** scavengers
   - **D.** consumers

3. Which of the following is **not** an example of a decomposer?

   - **A.** soil
   - **B.** fungus
   - **C.** worms
   - **D.** bacteria

4. Microorganisms are involved in processes like decomposition, mineralization, and degradation of waste material underneath the soil. How is landscape altered by these activities?

- **A.** air content of the soil increases
- **B.** size of soil particles decreases
- **C.** the nutrients in the soil increase
- **D.** moisture content decreases in the soil

5. Decomposers _____.

- **A.** consume dead plants and animals
- **B.** use sunlight to produce their own food
- **C.** hunt and kill their prey
- **D.** produce food using photosynthesis

6. Which of the following organisms is not a decomposer?

- **A.** bacteria
- **B.** mushroom
- **C.** paramecium
- **D.** mold

7. Organisms that consume waste and dead animals and plants are called _____.

- **A.** herbivores
- **B.** producers
- **C.** omnivores
- **D.** decomposers

8. Lisa wants to set up an experiment to find out whether paper or plastic will decompose faster. She gets 2 boxes and fills them with soil. She buries a paper plate in one and a disposable diaper in the other. Which organism below would act as a decomposer in the soil?

- **A.** amoeba
- **B.** paramecium
- **C.** algae
- **D.** bacteria

9. John wanted to plant a garden so he started digging in his yard. Which of the following organisms that he saw while digging would let him know that his soil is high in organic material?

- **A.** rabbits
- **B.** spiders
- **C.** earthworms
- **D.** slugs

# Energy from the Sun: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

1. What does sunlight provide for plants?

   - **A.** protein
   - **B.** fats
   - **C.** water
   - **D.** energy

2. If you removed all the leaves from a houseplant, the plant would not be able to _____.

   - **A.** take in energy
   - **B.** soak up water
   - **C.** hold itself in the soil
   - **D.** fight off disease

3. Consumers need producers for food. What do producers need from the sun?

   - **A.** energy
   - **B.** food
   - **C.** carbon dioxide
   - **D.** oxygen

4. What is the role of the sun in any food chain?

- **A.** provide oxygen
- **B.** use oxygen
- **C.** provide energy
- **D.** use energy

5. In order to grow, what do plants require?

- **A.** oxygen from animals
- **B.** energy from the moon
- **C.** magnetism from the earth
- **D.** light from the sun

6. Where do plants and other photosynthetic organisms ultimately get the energy they need to carry out life processes?

- **A.** the Sun
- **B.** the ground
- **C.** the waste they produce
- **D.** the food they eat

7. In which parts of a tree does photosynthesis take place?

- **A.** roots
- **B.** seeds
- **C.** leaves
- **D.** bark

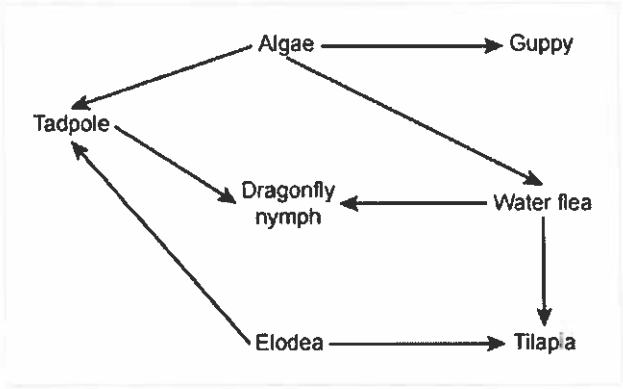
# Parts of a Food Chain: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment.

1. *Elodea* is a producer that is part of freshwater food webs. Which other organism in the food web below is also a producer?




- **A.** water fleas, because they eat algae
- **B.** water fleas, because they are food for dragonfly nymphs and tilapia
- **C.** algae, because it gets its energy from the sun
- **D.** algae, because it is food for the tadpole and water flea

2. A scientist is trying to construct a model of a grassland food web. She has gathered observations about the diet of various grassland animals.

| Animal | What it Eats |
|---|---|
| Zebra | Plants |
| Termites | Wood |
| Cheetah | Zebras |
| Hyenas | Zebras |
| Elephants | Plants |
| Vultures | Any dead animals |

Which of the following is an accurate grassland food chain based on her data?

- **A.** Vultures → elephants → zebras
- **B.** Hyenas → zebra → termites
- **C.** Plants → zebra → hyena
- **D.** Termites → vultures → plants

3. Look at this diagram of a simple food chain.

Sun → Plants → Grasshopper → Toad → Snake → Hawk

Which of the following events involves both a consumer and a producer?

- **A.** A hawk eats a snake.
- **B.** A toad eats a grasshopper.
- **C.** A grasshopper eats a plant.
- **D.** A plant gets energy from the Sun.

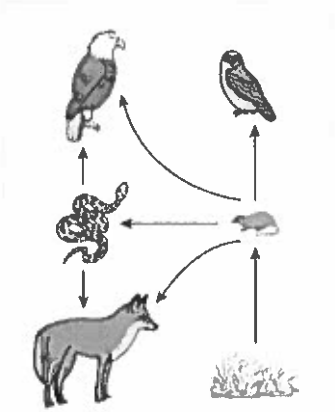
4. What do herbivores depend upon for food energy?

- **A.** soil
- **B.** animals
- **C.** sunlight
- **D.** plants

5. Cows are in a pasture eating only grasses for their diet. This means that cows are _____.

- **A.** producers
- **B.** herbivores
- **C.** omnivores
- **D.** carnivores

6. Use the food web given below to answer the question.



Which of the following organisms gets its energy from the snake?

- **A.** bird
- **B.** hawk
- **C.** rabbit
- **D.** grasshopper

7. Which of these animals obtains energy by eating plants?

- **A.** coyotes
- **B.** jack rabbits
- **C.** mountain lions
- **D.** red wolves

8. _____ is an example of an herbivore.

- **A.** A deer
- **B.** A sunflower
- **C.** A mushroom
- **D.** A coyote

9. The prairie region was once home to large herds of herbivores. What did these animals spend most of their time doing?

- **A.** protecting their water supply
- **B.** preying on rodents
- **C.** marking their territory
- **D.** grazing for food

10. Which of the following is an example of an herbivore?

- **A.** rabbits
- **B.** humans
- **C.** herbs
- **D.** wolves

11. What would herbivores compete most for on the prairie?

- **A.** small animals
- **B.** grass
- **C.** insects
- **D.** territory

12. The following is an example of a food chain: grass, _____, toad, snake, hawk, decay. Which herbivore completes the chain?

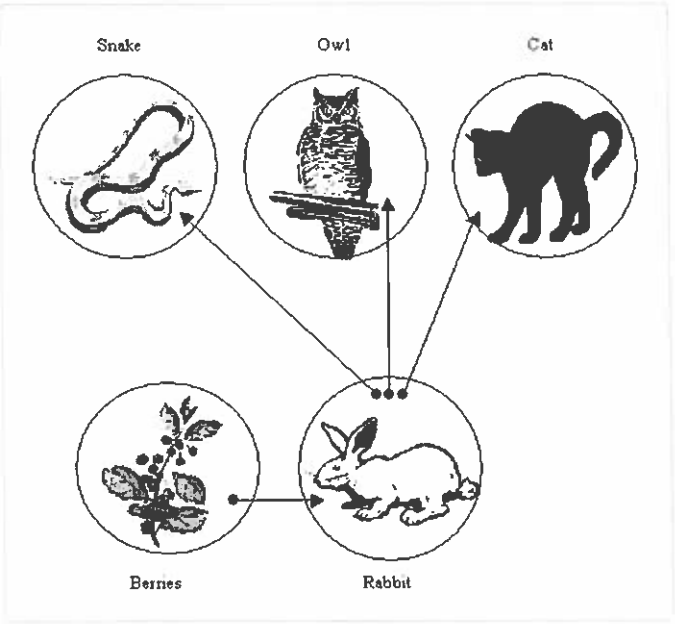
- **A.** wildflowers
- **B.** water
- **C.** grasshopper
- **D.** mushrooms

13.

Plants have chlorophyll and can make their own food through the process of photosynthesis. They can then store this food. When they need energy for growth, making seeds, or producing flowers they can release energy from the food they have stored. Which of these words best describes a plant?

- **A.** producer
- **B.** decomposer
- **C.** scavenger
- **D.** consumer

14. The plants in the food web shown below would be classified as




- **A.** consumers.
- **B.** decomposers.
- **C.** producers.
- **D.** herbivores.

15. Organisms can be categorized by the function they serve in an ecosystem. Which of the following is **not** considered a producer?

- **A.** plant
- **B.** human being
- **C.** algae
- **D.** bacteria

16. A deer's diet consists of grasses, the soft parts of plants, and leaves. Which term describes the deer according to how it obtains food for energy?

- **A.** omnivore
- **B.** herbivore
- **C.** carnivore
- **D.** decomposer

17. Organisms can be classified as producers, decomposers or consumers. A _____ is an example of a producer.

- **A.** plant
- **B.** human
- **C.** mold
- **D.** fungi

18. Which of the following organisms is a carnivore?

- **A.** mushroom
- **B.** rabbit
- **C.** tree
- **D.** snake

19. A bear eats both plants and animals so it is a(n) _____.

- **A.** carnivore
- **B.** decomposer
- **C.** scavenger
- **D.** omnivore

20. An herbivore is an animal that eats _____.

- **A.** plants
- **B.** animals
- **C.** decomposers
- **D.** plants and animals

21. Squirrels eat nuts because they are _____.

- **A.** carnivores
- **B.** producers
- **C.** decomposers
- **D.** herbivores

22. Which of the following is not correct?

- **A.** frog-carnivore
- **B.** mouse-herbivore
- **C.** hawk-carnivore
- **D.** squirrel-carnivore

23. Populations of organisms can be categorized by the function they serve in an ecosystem; _____ are producers.

- **A.** humans
- **B.** plants
- **C.** bacteria
- **D.** soil

24. Which sentence correctly describes the way plants and animals obtain food?

- **A.** Both plants and animals make their own food.
- **B.** Plants consume animals and animals consume plants.
- **C.** Plants make their own food and animals consume plants and other organisms.
- **D.** Animals make their own food and plants consume animals and other organisms.

# Energy Flow in the Environment: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment.

1. What do secondary consumers eat?

   - **A.** plants
   - **B.** animals
   - **C.** decomposers
   - **D.** producers

2. What do primary consumers eat?

   - **A.** decomposers
   - **B.** other animals
   - **C.** secondary consumers
   - **D.** plants

3. What does a consumer receive from a producer?

   - **A.** carbon dioxide
   - **B.** wastes
   - **C.** energy
   - **D.** nothing

4. If a squirrel ate an acorn, what level of the food chain would the squirrel be?

- **A.** It would be a producer.
- **B.** It would be a niche.
- **C.** It would be a consumer.
- **D.** It would be a decomposer.

5. When organisms die, they help new organisms grow by doing all of the following **EXCEPT** _____.

- **A.** adding materials to the soil as they are decomposed
- **B.** providing food for decomposers
- **C.** providing food for plants
- **D.** producing bacteria and worms

6. Which of these animals normally eats only producers?

- **A.** deer
- **B.** jaguar
- **C.** hawk
- **D.** lion

7. What is the main function of producers in any community?

- **A.** to hunt other organisms
- **B.** to create other species
- **C.** to make food for consumers
- **D.** to decompose dead material

8. Which of the following promotes healthy plant growth?

- **A.** using pesticides to kill all insects
- **B.** growing the same crop year after year
- **C.** allowing plants to die and decay into the ground
- **D.** exposing the soil to the Sun by cutting down forests for lumber

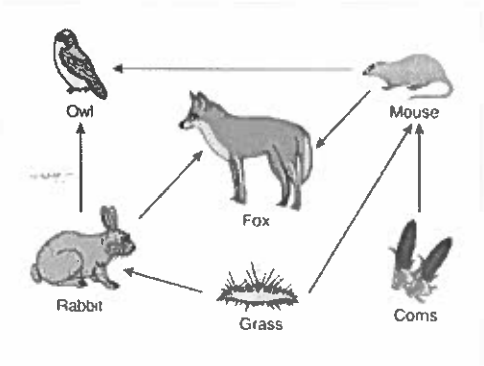
9. _____ are the primary source of food in an ecosystem.

- **A.** Reproducers
- **B.** Producers
- **C.** Composers
- **D.** Consumers

10. Following is an example of a food chain. Which option completes the chain? _____, grasshopper, toad, snake, hawk, decay.

- **A.** water
- **B.** grass
- **C.** aphid
- **D.** ladybug

11. Look at the food web below to answer the question.




What is the role of fox in the food web?

- **A.** decomposer
- **B.** tertiary consumer
- **C.** primary consumer
- **D.** secondary consumer

12. An aquarium contains carnivores, omnivores, herbivores, and producers. Which of the following organisms would provide a food source for the herbivores?

- **A.** parasitic bacteria
- **B.** water plants
- **C.** insect larvae
- **D.** water beetles

13. Decomposers are essential to life on Earth because they

- **A.** prevent large numbers of predators.
- **B.** increase the carbon dioxide level.
- **C.** produce nutrients essential for plant growth.
- **D.** decrease the number of hours of sunlight.

14. Living organisms impact the creation of a rich top soil. Which of the following is **NOT** an example about the impact of living organisms on soil?

- **A.** The waste material of bugs living in plant roots adds to the organic material in soil.
- **B.** Plants take root in the cracks of rock and help break down rock so that a layer of soil forms.
- **C.** Burrowing animals help loosen sediments and move them to the surface so that weathering occurs.
- **D.** Natural acids in rainwater weather the surface of rocks to break down rocks to create soil.

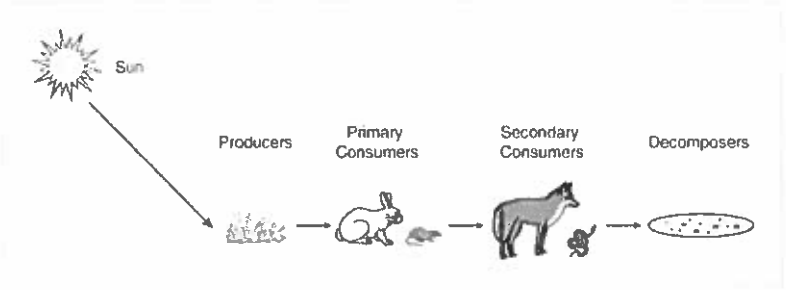
15. A food web _____.

- **A.** is more complex than a food chain
- **B.** is less complex than a food chain
- **C.** is another name for a food chain
- **D.** has nothing to do with food chains

16. Which of the following would most likely occur if decomposers became extinct?

- **A.** The oxygen level would increase.
- **B.** Plant growth would increase.
- **C.** The carbon dioxide level would decrease.
- **D.** Plant growth would decrease.

17. The picture shows an image of a food chain.




Which organisms recycles nutrients and returns them back to the soil?

- **A.** producers
- **B.** decomposers
- **C.** primary consumers
- **D.** secondary consumers

# Gravity: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

1. The force that pulls objects toward the Earth is

   - **A.** gravity.
   - **B.** lunar.
   - **C.** solar.
   - **D.** magnetic.

2. Which force allows a basketball to **fall** into the basketball hoop?

   - **A.** momentum
   - **B.** friction
   - **C.** gravity
   - **D.** motion

3. Why would a satellite orbiting Earth most likely fall into the atmosphere?

   - **A.** its batteries weakened
   - **B.** a collision with an asteroid
   - **C.** gravity's pull
   - **D.** contact with another satellite

4. Gravity is the force that determines the _____.

- **A.** volume of matter
- **B.** shape of matter
- **C.** color of matter
- **D.** weight of matter

5. An object is pulled to Earth by _____, an attraction between the mass of Earth and the mass of an object.

- **A.** reaction
- **B.** gravity
- **C.** force
- **D.** mass

6. When you lie on the ground and feel as if you are being held in place, you are experiencing the effects of _____.

- **A.** movement
- **B.** imbalance
- **C.** windbreaks
- **D.** gravity

# Changing the Speed of Motion: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

1. When you swing at a golf ball and miss the ball, the ball does not move. This is an example of _____.

- **A.** Newton's First Law of Motion
- **B.** Newton's Second Law of Motion
- **C.** Newton's Third Law of Motion
- **D.** Newton's Fourth Law of Motion

2. All of the following are examples of forces acting upon an object to change its velocity **except** _____.

- **A.** a consistent mass
- **B.** angle of contact
- **C.** pull of gravity
- **D.** amount of friction

3. While ice skating, Lakeshia is pushed from behind by her friend Jamal.
What is the effect on her motion?

- **A.** It causes her to stop.
- **B.** It decreases her speed.
- **C.** It increases her speed.
- **D.** It does not change her motion.

4. If all of the following vehicles are traveling at 30 miles per hour on a straight road, which vehicle would be the hardest to stop?

- **A.** a bicycle
- **B.** a compact car
- **C.** a tractor trailer
- **D.** a tractor trailer loaded with foam rubber

5. The Earth has a large mass and would require a _____ force to _____ its motion.

- **A.** smaller; maintain
- **B.** smaller; change
- **C.** large; maintain
- **D.** large; change

6. Jose is riding his skateboard. He hits the curb and the skateboard stops.
What happens to Jose?

- **A.** He falls forward.
- **B.** He falls backward.
- **C.** He falls sideways.
- **D.** He stops with the skateboard.

7. Objects on Earth do *not* travel in continuous motion because there are opposing forces which slow them down to a stop. Which of the following is one of those forces?

- **A.** friction
- **B.** momentum
- **C.** acceleration
- **D.** air pressure

8. Raul is pushing a grocery cart for his mother. The wheel hits a rock which sticks in the front of the wheel.
What effect does the rock have on his speed?

- **A.** It is a force with no effect on the speed.
- **B.** It is a force which will decrease the speed.
- **C.** It is a force which will increase the speed.
- **D.** It is a force which will stop the speed.

9. Acceleration happens when an object speeds up, slows down, or _____.

- **A.** generates heat
- **B.** changes direction
- **C.** has a chemical change
- **D.** stays in the same place

# Describing Motion: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

1. Jamal was riding his bike. He took 10 minutes to travel 1 kilometer. What was his speed?

   - **A.** .1 km per minute
   - **B.** 1 km per minute
   - **C.** .5 km per minute
   - **D.** 10 km per minute

2. Use the picture to answer the question.

An orange is falling down. Which statement is correct about the position and speed of the orange?

   - **A.** only speed is changing
   - **B.** only position is changing
   - **C.** both the position and speed are changing
   - **D.** both the position and speed remain constant

3. Margarite notices that the position of her golf ball on the green has changed in comparison to the flagpole in the hole. This change is a result of _____.

- **A.** motion of the flagpole
- **B.** motion of the ball
- **C.** speed of the ball
- **D.** speed of the flagpole

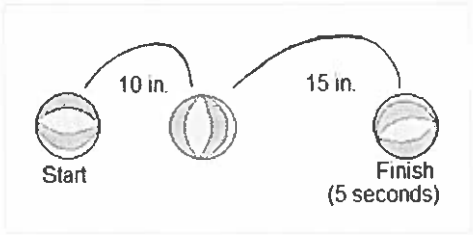
4. The speedometer in a car shows the speed a car is moving. What does speed mean?

- **A.** The distance a car travels.
- **B.** The time it takes to get somewhere.
- **C.** The change of motion during the time traveled.
- **D.** The distance traveled in a certain amount of time.

5. One morning, Ellie saw a snail on her front porch. The next morning, she knew that the snail had moved, although she never *saw* it moving. How did she know that motion had occurred?

- **A.** The snail seemed hungry and thirsty.
- **B.** The snail began moving when it saw Ellie.
- **C.** The snail was no longer in the same place.
- **D.** The snail had been pushed or pulled by a force.

6. Look at the bouncing beach ball below.




What is the average speed of the bouncy ball?

- **A.** 25 inches per second
- **B.** 0.2 inches per second
- **C.** 125 inches per second.
- **D.** 5 inches per second

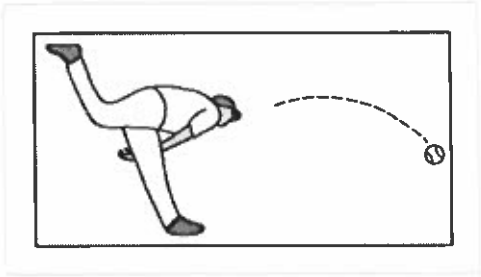
# Changing Direction: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

1. Look at the diagram of Butch's pitch at the baseball game.



Why is the pitch curving down?

- **A.** His throw was weak.
- **B.** His throw was a fast ball.
- **C.** The gravity of Earth pulls the ball down.
- **D.** The angle of the pitchers mound is not correct.

2. A bucket of water is tied to a rope. Jimmy swings the bucket and rope around his head in a clockwise direction until the bucket is moving at a constant speed and the rope is tightly stretched. If the rope suddenly breaks, which of the following best describes the outcome?

- **A.** The bucket would not change any of its motion characteristics.
- **B.** The bucket would continue away from Jimmy in a straight line.
- **C.** The bucket would fall to the ground immediately.
- **D.** The bucket would continue in a clockwise direction at a slower speed.

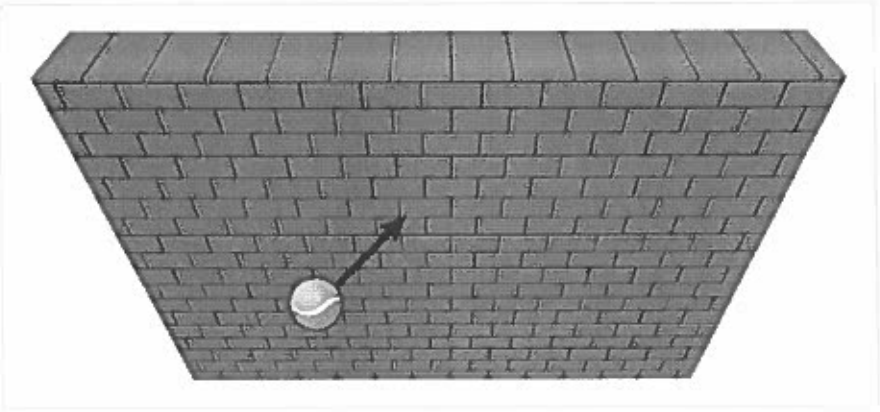
3. A marble is rolled down a smooth, steep incline. Which factor had the greatest effect on its downward movement?

- **A.** gravity
- **B.** mass
- **C.** friction
- **D.** work

4. Rockets in space fire small jets to change the direction of the rocket. What do the small jets do to cause the rocket to turn?

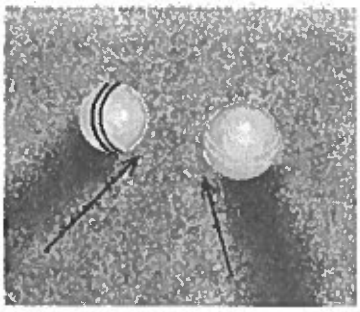
- **A.** They reduce the amount of gravity in space.
- **B.** They increase the speed of the rocket helping it turn.
- **C.** They apply a new force to the moving rocket to change its direction.
- **D.** They reduce the speed of the moving rocket allowing it to be able to turn.

5. You throw a ball against a wall as shown in the drawing. In what direction will the ball most likely bounce off the wall?



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

6. Look at the diagram of your lawn ball moving into the path of another ball.



What will happen to the direction of your ball when it is hit by the second ball?

- **A.** It will come to a stop.
- **B.** It will continue in a new direction.
- **C.** It will continue in the same direction.
- **D.** It will be pushed up and over the other ball.

7. Phong is ice skating. Vicki pushes him from the side. What most likely happens to his movement?

- **A.** He stops.
- **B.** He spins around.
- **C.** He changes direction.
- **D.** He continues in the same direction.

# Refraction: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

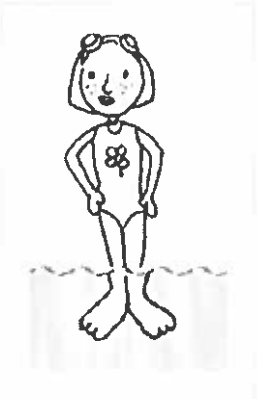
1. The appearance of a drinking straw being bent in a glass of water demonstrates the _____ of light.

   - **A.** reflection
   - **B.** radiation
   - **C.** translation
   - **D.** refraction

2. A straw appears bent in a glass of water. This is _____ of light.

   - **A.** reflection
   - **B.** radiation
   - **C.** reformation
   - **D.** refraction

3.



The swimmer's legs appear shorter while in the pool because of the _____ of light.

- **A.** reflection
- **B.** movement
- **C.** refraction
- **D.** inclination

4. Which kind of lens is thick in the middle and thin at the edges?

- **A.** a plane lens
- **B.** a concave lens
- **C.** an opaque lens
- **D.** a convex lens

5. The shape of the lens _____ light in different ways.

- **A.** reflects
- **B.** refracts
- **C.** absorbs
- **D.** deflects

6. A prism _____ light to show the colors that make up the visible light spectrum.

- **A.** reflects
- **B.** absorbs
- **C.** transmits
- **D.** refracts

7. Given your knowledge of light and its properties, which statement is *not* true?

- **A.** Refraction occurs when light bounces off a surface.
- **B.** Light is a form of energy.
- **C.** An object's color comes from the light it reflects.
- **D.** Light tends to travel in a straight line.

8. The bending of waves due to a change in speed best describes which of the following?

- **A.** reflection
- **B.** refraction
- **C.** absorption of light
- **D.** visible light

# Reflection: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

1. What word is used to describe light as it strikes a smooth, shiny surface and bounces off?

   - **A.** shadow
   - **B.** energy
   - **C.** reflection
   - **D.** wave length

2. When light bounces off a mirror it is _____.

   - **A.** absorbed
   - **B.** reflected
   - **C.** corrected
   - **D.** refracted

3. The image reflected from a _____ surface may be larger, smaller, or upside down.

   - **A.** flat
   - **B.** shiny
   - **C.** curved
   - **D.** rough

4. Which of the following materials will reflect light the best?

- **A.** a piece of wood
- **B.** a glass of water
- **C.** a plastic spoon
- **D.** a metal spoon

5. Shining a flashlight on a flat mirror proves that light can

- **A.** pass through objects.
- **B.** only travel in a straight line.
- **C.** be reflected.
- **D.** be absorbed by the mirror.

# Sound Waves: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

1. In order for an object to make a sound, it must:

- **A.** not move.
- **B.** vibrate.
- **C.** be in a vacuum.
- **D.** be living.

2. Through which material do sound waves travel the **slowest?**

- **A.** steel
- **B.** water
- **C.** plastic
- **D.** air

3. Sound waves move _____ from an object that makes a sound.

- **A.** outward in one direction
- **B.** outward in all directions
- **C.** upward
- **D.** downward

4. When you watch fireworks, you always hear the bang after you see the flash. This is because:

- **A.** when something explodes, the sound always happens after the flash.
- **B.** sound travels faster through the air than light.
- **C.** sound travels slower through the air than light.
- **D.** your ears take longer to send messages to your brain than your eyes do.

5. Suppose an astronaut is looking out the window of her spacecraft in outer space when two small comets collide and explode in front of her. She would:

- **A.** see and hear the explosion.
- **B.** see the explosion but not hear it.
- **C.** hear the explosion but not see it.
- **D.** not see or hear the explosion.

6. Through which material do sound waves travel the **fastest?**

- **A.** steel
- **B.** water
- **C.** space
- **D.** air

7. Suppose you are listening to a radio that is playing music. As you walk away from the radio, the music becomes less loud. This is because sound waves _____ as they travel.

- **A.** gain energy
- **B.** collect together
- **C.** spread out
- **D.** slow down

8. As sound waves travel farther from the object that made the sound, they:

- **A.** become louder.
- **B.** grow larger.
- **C.** change direction.
- **D.** become smaller.

# Pitch: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

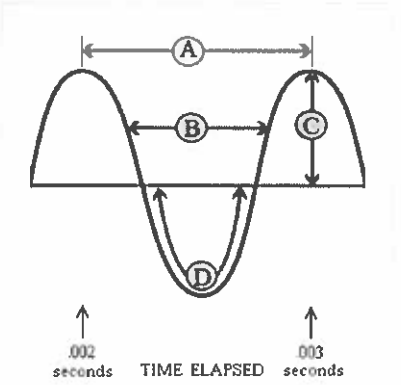
1. What must change to get a higher pitch?

   - **A.** raise the volume
   - **B.** lower the volume
   - **C.** raise the frequency
   - **D.** lower the frequency

2. What happens to an instrument's pitch if you loosen the strings?

   - **A.** the pitch gets lower
   - **B.** the pitch gets longer
   - **C.** the pitch gets shorter
   - **D.** the pitch gets higher

3. Look at the following diagram.




Which part would be used to determine pitch?

- **A.** A
- **B.** B
- **C.** C
- **D.** D

4. When a high pitch is produced (compared to a low pitch), the rate of vibration is _____.

- **A.** slower
- **B.** faster
- **C.** softer
- **D.** louder

5. A player struck a string of a guitar at different positions. This resulted in a change of the wavelength of the sound produced. Which of the characteristics of sound will definitely change?

- **A.** pitch of the sound
- **B.** speed of the sound
- **C.** loudness of the sound
- **D.** amplitude of the sound

6. In a piano there are short and long strings. The short strings have a high frequency. How does that change the pitch?

- **A.** the pitch lowers
- **B.** the pitch gets higher
- **C.** the pitch gets louder
- **D.** the pitch gets softer

# The Cycle of Day and Night: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

1. Rotation of Earth on its axis causes _____.

   - **A.** seasons
   - **B.** eclipses
   - **C.** tides
   - **D.** day and night

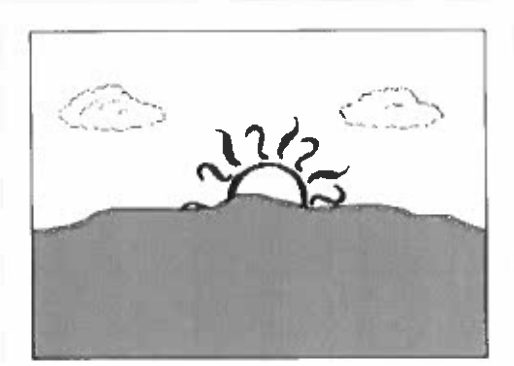
2. Because the Sun appeared to rise in the eastern sky and set in the west, people in the past thought that _____.

   - **A.** planets do not travel through space
   - **B.** the Sun revolved around the Earth
   - **C.** the Earth revolved around the Sun
   - **D.** the Earth moved closer to the Sun at night

3. Earth rotates once every 24 hours. What would happen if Earth rotated faster?

   - **A.** Each day would be shorter.
   - **B.** Each day would be longer.
   - **C.** Each day would be darker.
   - **D.** Each day would be brighter.

4.



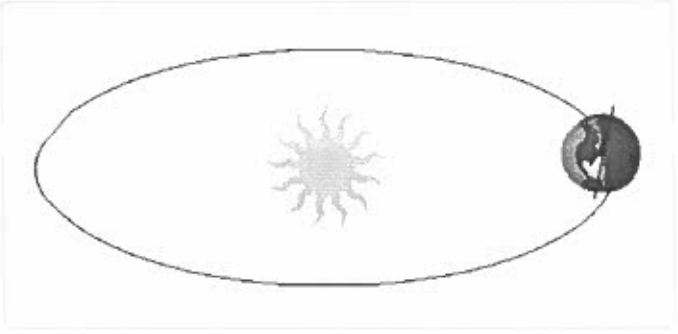
The Sun appears to rise in the east and set in the west. This occurs because the Earth _____.

- **A.** orbits around the sun
- **B.** has day and night
- **C.** rotates on its axis
- **D.** tilts toward the North Pole

5. The Eastern Hemisphere is experiencing nighttime. Where is the Sun?

- **A.** The Sun is eclipsed.
- **B.** The Sun is to the north.
- **C.** The sun is rotating around Earth.
- **D.** The Sun is shining on the Western Hemisphere.

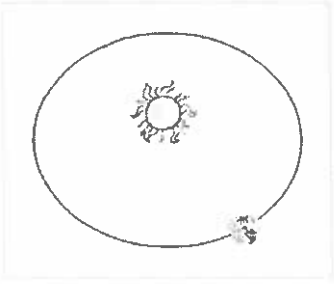
6.



Why does the sun appear to move across the sky from morning to night?

- **A.** The Earth revolves around the Sun every 365 days.
- **B.** The Sun revolves around the Earth every 24 hours.
- **C.** The Sun rises in the East and sets in the West every day.
- **D.** The Earth completes a rotation on its axis every 24 hours.

7.



Why do we have a day that is 24 hours long?

- **A.** Earth's axis tilts away from the Sun and back every 24 hours.
- **B.** It takes the Sun 24 hours to revolve once around the Earth.
- **C.** It takes Earth 24 hours to revolve once around the Sun
- **D.** It takes 24 hours for the Earth to rotate once.

8. Because the earth rotates on its axis as it travels around the Sun, we have

- **A.** day and night.
- **B.** seasons of the year.
- **C.** high tide and low tide.
- **D.** solar eclipses.

# The Seasons: Practice Assessment

Student Name: _____

**INSTRUCTIONS**

Check your understanding with this practice assessment

1. Which statement describes why Earth has different seasons?

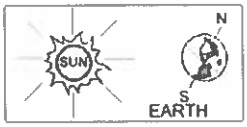
   - **A.** The heat from the moon warms Earth in different patterns.
   - **B.** Earth is tilting on its axis as it revolves around the sun.
   - **C.** The sun is tilting on its axis as it revolves around Earth.
   - **D.** The moon is tilting on its axis as it revolves around Earth.

2. Why does almost all of the Earth have different seasons?

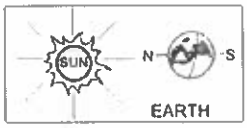
   - **A.** The Sun moves closer and farther to the Earth during the year.
   - **B.** The Earth is tilted on its axis as it revolves around the Sun during a year.
   - **C.** Some parts of the Earth are tropical and some parts are temperate.
   - **D.** The Poles tilt away from the Sun and are always cold.

3. North America is marked with a white triangle in the pictures below. Which picture shows **summer** in North America?

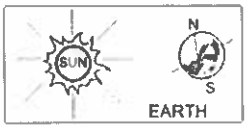
**A.**



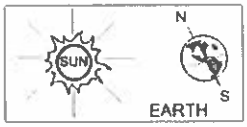

**B.**




**C.**




**D.**




4. Which statement is correct regarding the amount of the Sun's energy that reaches the Earth's surface?

**A.** Earth receives equal amounts of solar energy all over.

**B.** Earth receives more solar energy for densely forested regions.

**C.** Earth receives more solar energy on the equator than on the poles.

**D.** Earth receives more solar energy on the poles than on the equator.

5. Twice a year our Sun is directly over the equator resulting in a(n) _____.

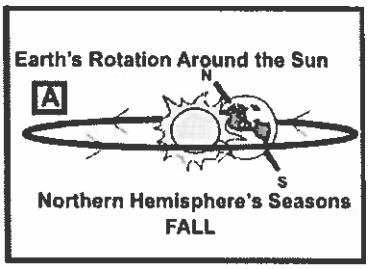
**A.** ellipse

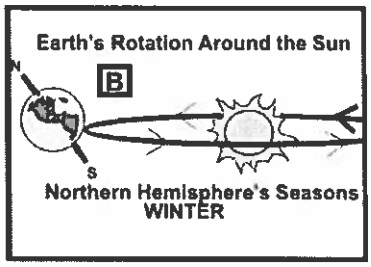
**B.** hemisphere

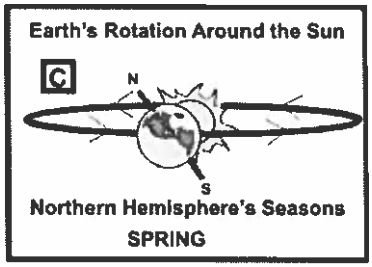
**C.** equinox

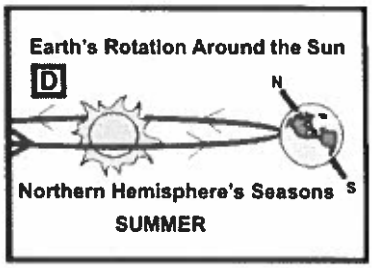
**D.** solstice

6. Look carefully at the pictures below.



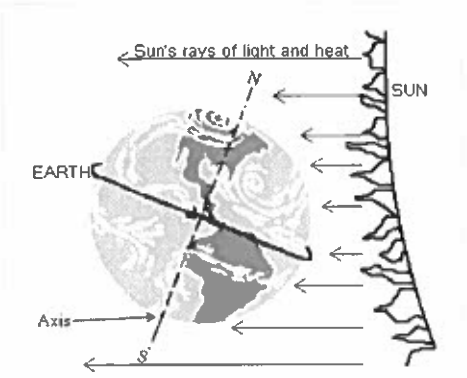




As the Earth tilts towards the sun **in picture D**, which hemisphere will have the **most** sun exposure?

- **A.** Northern Hemisphere
- **B.** Southern Hemisphere
- **C.** Western Hemisphere
- **D.** Eastern Hemisphere

7. When the sun's rays are more directly over the northern hemisphere of the Earth, the United States experiences what season?

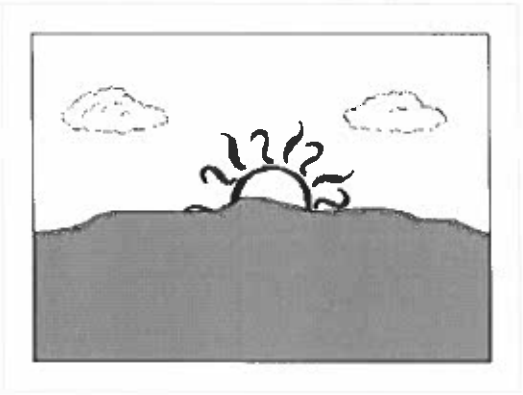



- **A.** summer
- **B.** winter
- **C.** spring
- **D.** fall

8. It takes a _____ for Earth to revolve around the Sun.

- **A.** day
- **B.** month
- **C.** year
- **D.** season

9.



What time of day is shown in the picture?

- **A.** midnight
- **B.** noon
- **C.** sunrise
- **D.** early afternoon