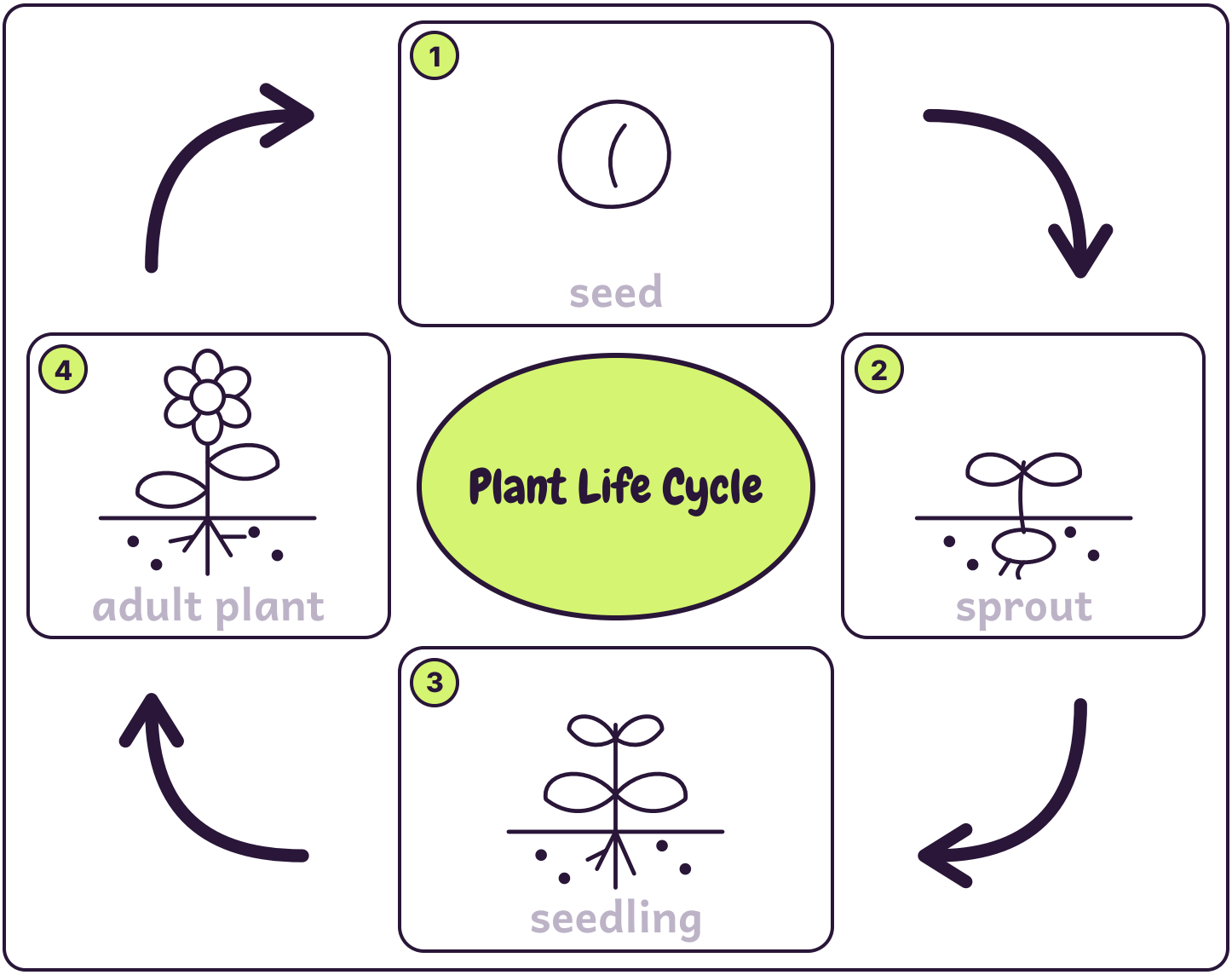
SCIENCE · PLANT LIFE CYCLE · GRADES K–1

The Life Cycle of a Plant

A four-stage plant life cycle to color, with each stage name to trace: seed, sprout, seedling and adult plant.

Name: _____ **Date:** _____





Draw a seed you have seen. (A bean? An apple seed?)

Draw your favorite stage.

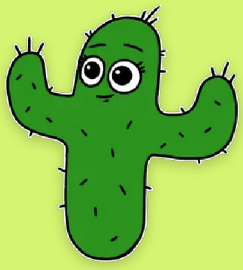
Art © Kevin Coulston

SCIENCE · PLANT LIFE CYCLE · GRADES K–2

Plant Life Cycle Cut and Paste

Cut out the four pictures and glue them around the circle in order, starting with the seed.

Name: _____ **Date:** _____



Glue the pictures in order. The seed goes in box 1.

1
Start: the seed

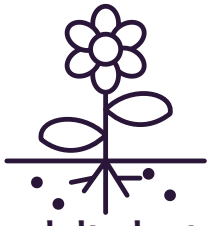
2
glue here

3
glue here

4
glue here

Plant Life Cycle

✂ Cut out the cards on the dashed lines.


adult plant


seed


seedling


sprout

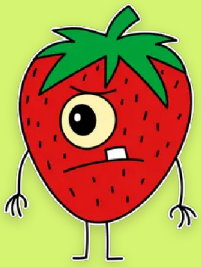
Art © Kevin Coulston

SCIENCE · PLANT LIFE CYCLE · GRADES 1–3

Parts of a Plant

Label the flower, petal, leaf, stem and roots, then match each part to the job it does.

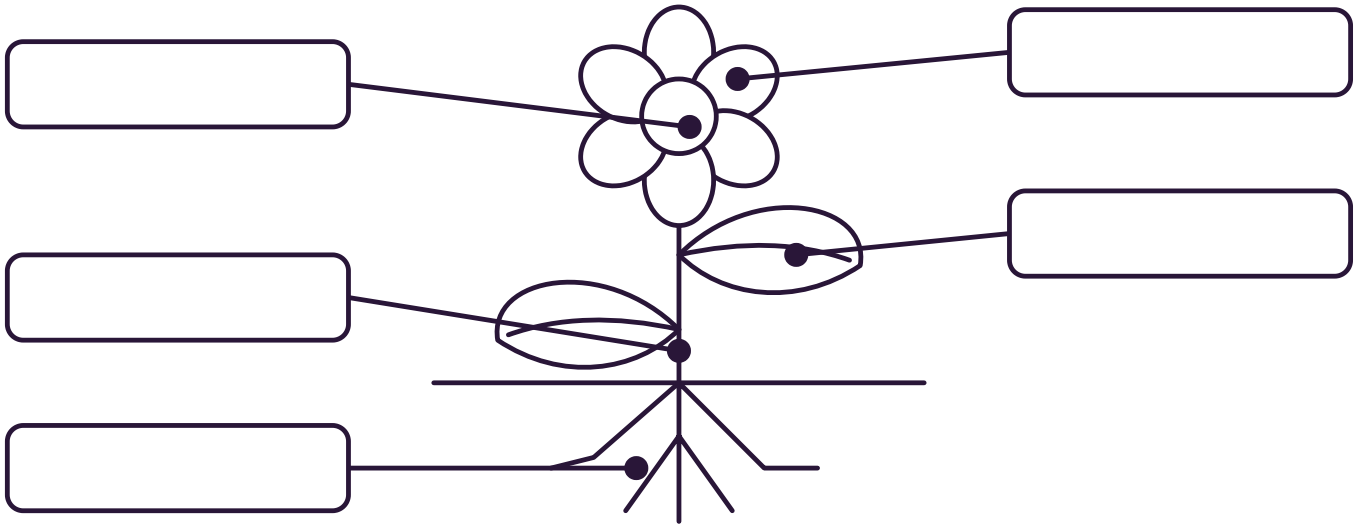
Name: _____ **Date:** _____



Word bank

flower | petal | leaf | stem | roots

Write the name of each part.



Draw a line from each part to its job.

roots ●	● makes food from sunlight
stem ●	● take in water from the soil
leaf ●	● makes seeds
flower ●	● carries water up and holds the plant up

Art © Kevin Coulston

SCIENCE · PLANT LIFE CYCLE · GRADES K–2

What Do Plants Need?

Color the five things a plant needs to grow, then predict what happens to a plant with no water.



Name: _____ **Date:** _____

Color the 5 things a plant needs to grow. Put an X on the others.

sunlight	candy	water	a toy car
shoes	air	a pillow	soil
a TV	space to grow	a book	a hat

Draw a plant that gets water every day.

Draw a plant that gets no water for two weeks.

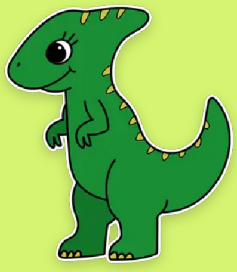
What do you think happens to the plant with no water?

Art © Kevin Coulston

SCIENCE · PLANT LIFE CYCLE · GRADES 1–3

Bean Plant Journal

Grow a bean in a bag and draw, measure and describe it six times over two weeks.



Name: _____ **Date:** _____

Set it up: fold a wet paper towel into a zip bag, slide a dry bean between the towel and the plastic, and tape the bag to a sunny window. Keep the towel damp.

Day 1

Height: _____ cm

I see: _____

Day 3

Height: _____ cm

I see: _____

Day 5

Height: _____ cm

I see: _____

Day 7

Height: _____ cm

I see: _____

Day 10

Height: _____ cm

I see: _____

Day 14

Height: _____ cm

I see: _____

Art © Kevin Coulston

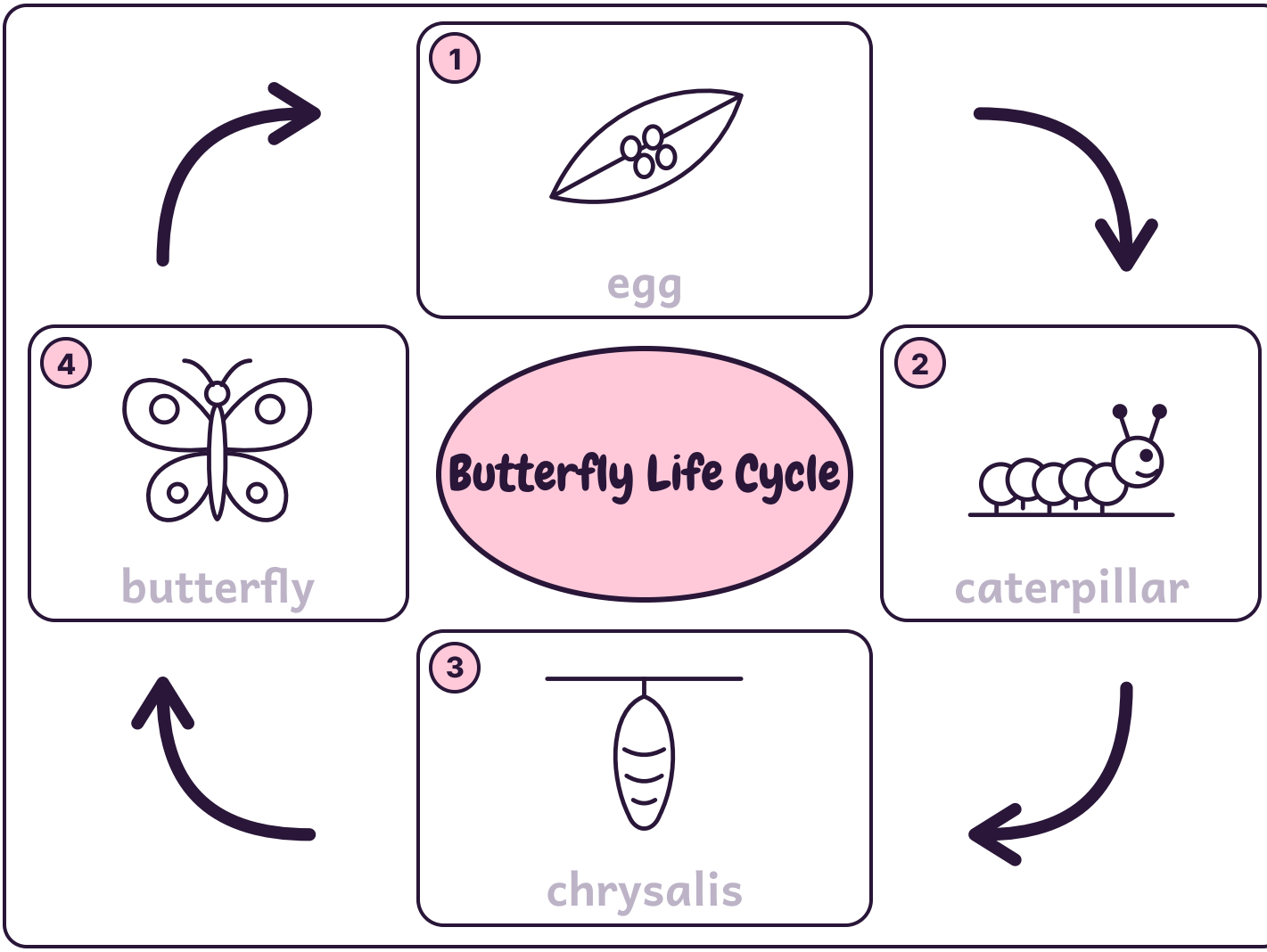
SCIENCE · BUTTERFLY AND FROG LIFE CYCLES · GRADES K–2

The Life Cycle of a Butterfly

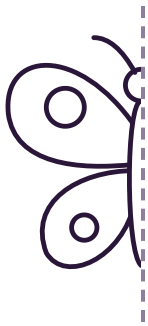
Egg, caterpillar, chrysalis and butterfly to color and trace, plus a butterfly with matching wings to draw.

Name: _____ **Date:** _____





A butterfly's wings match on both sides. Finish the butterfly so both wings match, then color it.



Art © Kevin Coulston

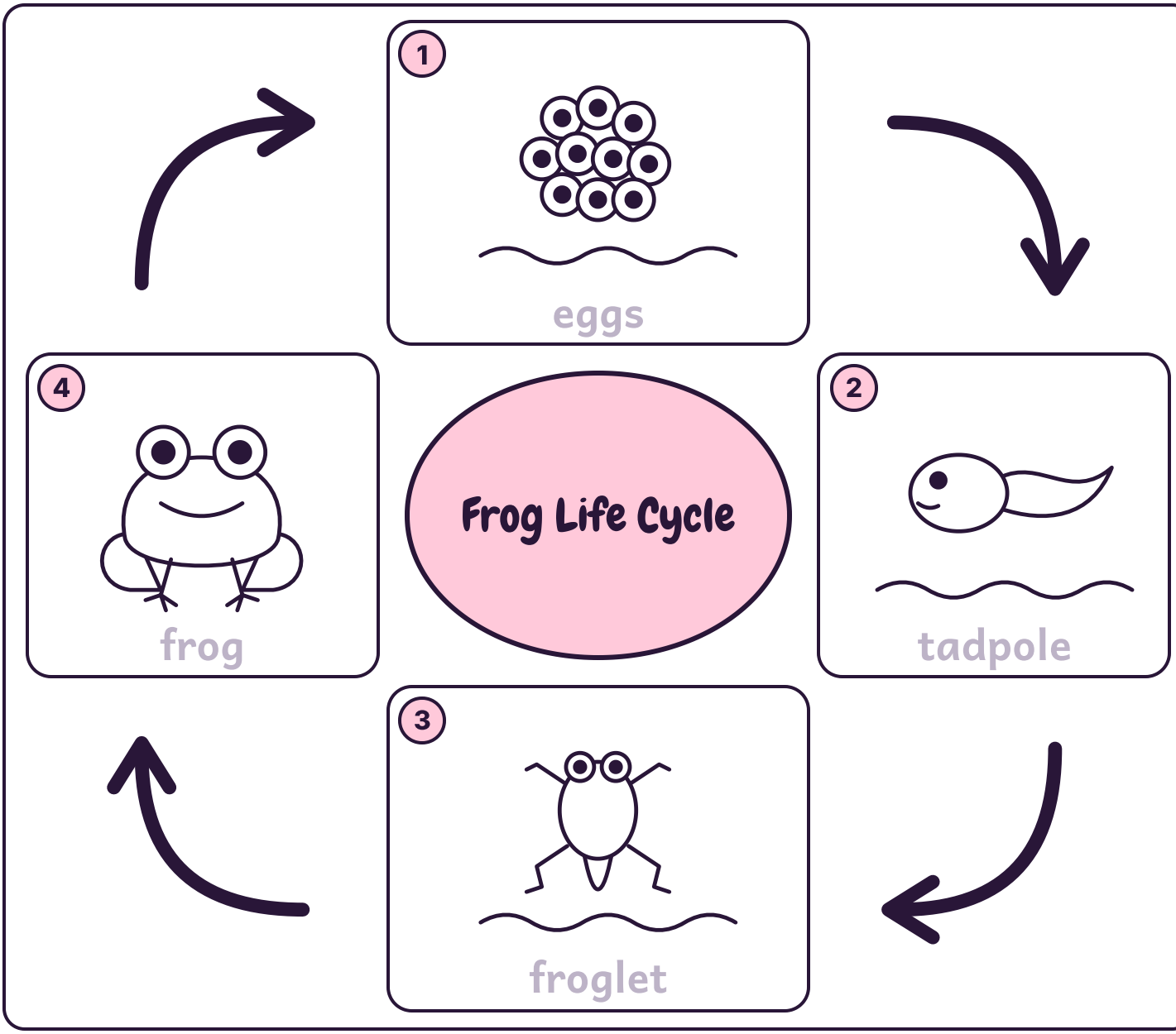
SCIENCE · BUTTERFLY AND FROG LIFE CYCLES · GRADES K–2

The Life Cycle of a Frog

Eggs, tadpole, froglet and frog to color and trace, plus two quick questions about frogs.

Name: _____ **Date:** _____





Circle the answer.

Tadpoles live in — water | sand | trees

A frog starts life as an — apple | egg | ant

Art © Kevin Coulston

SCIENCE · BUTTERFLY AND FROG LIFE CYCLES · GRADES K–3

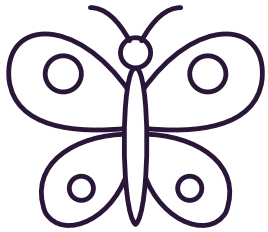
Put the Life Cycles in Order

Number the butterfly stages and the frog stages from 1 to 4.

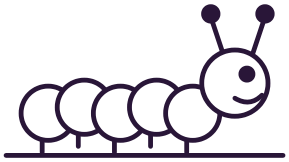
Name: _____ **Date:** _____



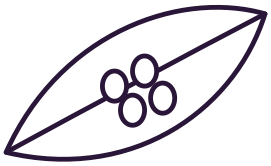
Butterfly: write 1, 2, 3 and 4 to put the stages in order.



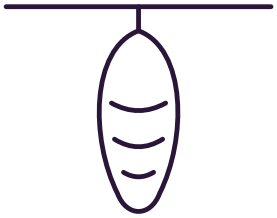
butterfly



caterpillar

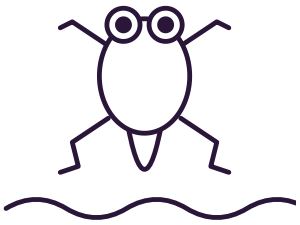


egg

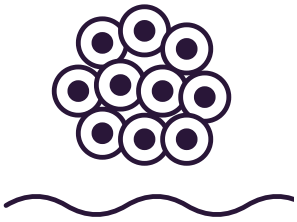


chrysalis

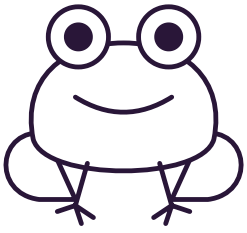
Frog: write 1, 2, 3 and 4 to put the stages in order.



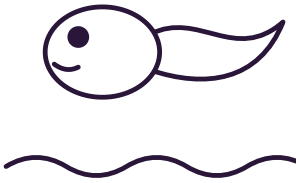
froglet



eggs



frog



tadpole

How are the two life cycles alike?

Art © Kevin Coulston

SCIENCE · BUTTERFLY AND FROG LIFE CYCLES · GRADES 1–3

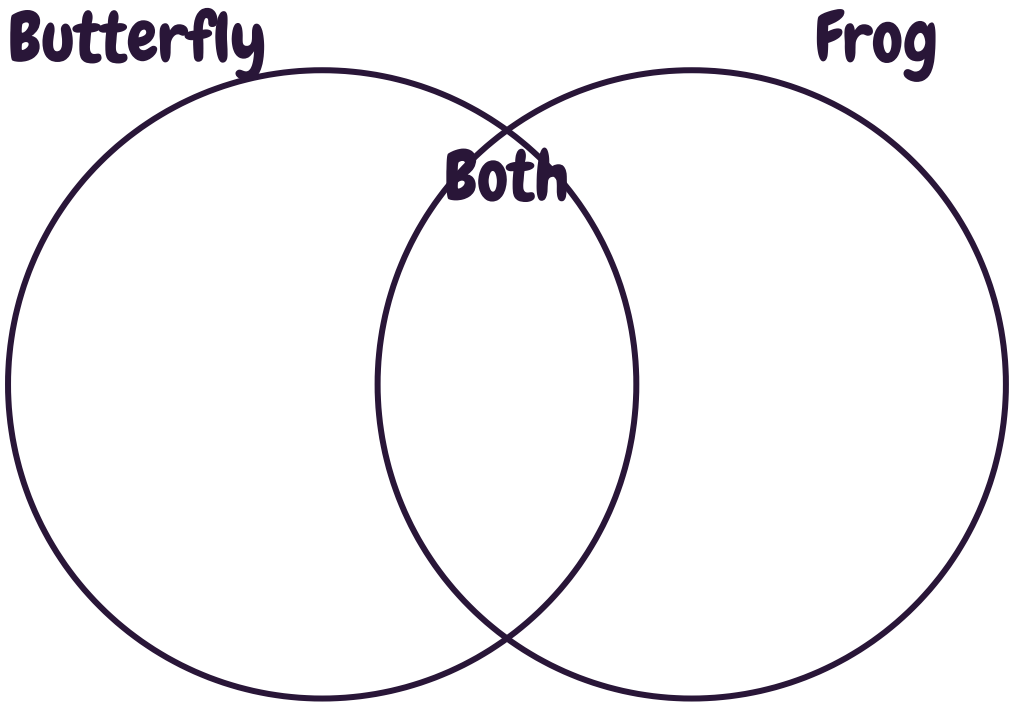
Butterfly, Frog or Both?

Sort ten facts into butterfly, frog or both: a compare and contrast sheet for two life cycles.



Name: _____ **Date:** _____

Write the number of each fact in the right part of the diagram.



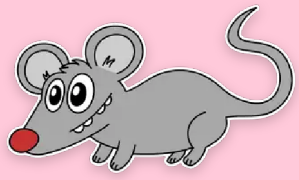
1. starts life as an egg
2. lays eggs in water
3. lays eggs on a leaf
4. makes a chrysalis
5. has a tail as a baby
6. the adult has wings
7. goes through metamorphosis
8. babies breathe with gills
9. the adult has six legs
10. changes shape as it grows

Art © Kevin Coulston

SCIENCE · BUTTERFLY AND FROG LIFE CYCLES · GRADES 2–3

Life Cycle Words

Match larva, pupa, metamorphosis, tadpole, froglet and gills to their meanings, then fill in a short life cycle story.



Name: _____ **Date:** _____

Draw a line from each word to its meaning.

larva	a baby frog with a tail that lives in water
pupa	the caterpillar stage of a butterfly
metamorphosis	body parts a tadpole uses to breathe underwater
tadpole	the stage inside a chrysalis, when the body changes
froglet	a young frog with legs and a short tail
gills	a big change in body shape as an animal grows

Word bank

egg · leaves · chrysalis · wings · larva

1. A butterfly lays an _____ on a leaf.
2. A caterpillar, or _____, hatches out.
3. The caterpillar eats lots of _____ and grows.
4. It makes a _____ around itself.
5. A butterfly with _____ comes out.

Art © Kevin Coulston

SCIENCE · WEATHER · GRADES K–2

My Weather Calendar

A month calendar for drawing the weather each day, with a symbol key for sunny, cloudy, rainy, snowy, windy and stormy.



Name: _____ **Date:** _____

Month _____

Sun	Mon	Tue	Wed	Thu	Fri	Sat

Weather key: draw the symbol for each day.



sunny



cloudy



rainy



snowy



windy



stormy

Art © Kevin Coulston

SCIENCE · WEATHER · GRADES K–2

Weather Words and Symbols

Match six weather symbols to their words, then draw what to wear on a rainy day and a snowy day.

Name: _____ **Date:** _____



Draw a line from each symbol to its word.













- snowy
- sunny
- stormy
- cloudy
- windy
- rainy

Draw what you wear on a rainy day.

Draw what you wear on a snowy day.

Art © Kevin Coulston

SCIENCE · WEATHER · GRADES 1–3

Graph the Weather

Tally a month of weather, make a bar graph and answer questions about the data.



Name: _____ **Date:** _____

1. Each day, make a tally mark for the weather.

sunny	cloudy	rainy	snowy	windy
Total: _____	**Total:** _____	**Total:** _____	**Total:** _____	**Total:** _____

2. Color one box for each day to make a bar graph.



3. Read your graph.

The weather we had the most was _____

The weather we had the least was _____

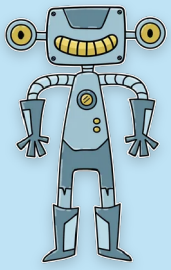
How many more sunny days than rainy days? _____

Art © Kevin Coulston

SCIENCE · WEATHER · GRADES 2–5

Daily Weather Log

Record the temperature, sky, wind and rain or snow every school day for a week, then predict tomorrow.



Name: _____ **Date:** _____

Week of _____ **Place** _____

Day	Temperature (°F)	Sky: draw it	Wind: calm, breezy or windy	Rain or snow?
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Highest °F _____ **Lowest °F** _____ **Difference °F** _____

My forecast for tomorrow, and why:

_____

_____

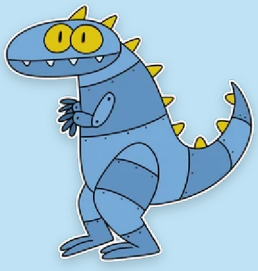
Art © Kevin Coulston

SCIENCE · WEATHER · GRADES 3–5

Weather Tools

Match the thermometer, rain gauge, wind vane, anemometer and barometer to what they measure, and read four thermometers.

Name: _____ **Date:** _____

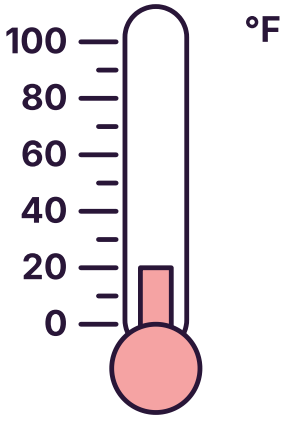


1. Draw a line from each tool to what it measures.

thermometer ●	● which way the wind blows
rain gauge ●	● air pressure
wind vane ●	● temperature (how hot or cold)
anemometer ●	● how fast the wind blows
barometer ●	● how much rain falls

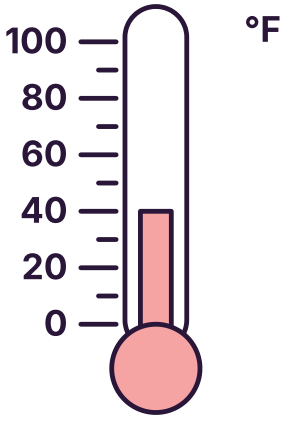
2. Read each thermometer. Write the temperature.

A



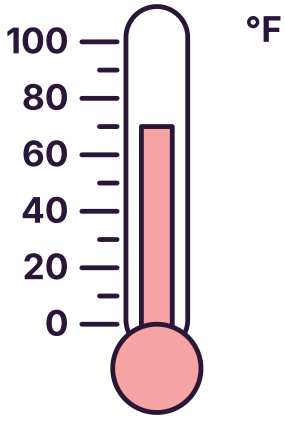
_____ °F

B



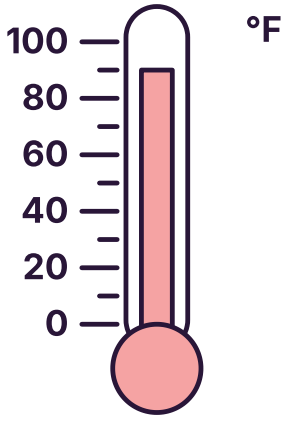
_____ °F

C



_____ °F

D



_____ °F

3. Which thermometer shows freezing weather (below 32 °F)? Letter: _____

Art © Kevin Coulston

SCIENCE · SOLAR SYSTEM · GRADES 1–3

The Planets in Order

Label the eight planets in order from the sun, with a word bank and a sentence to remember the order.

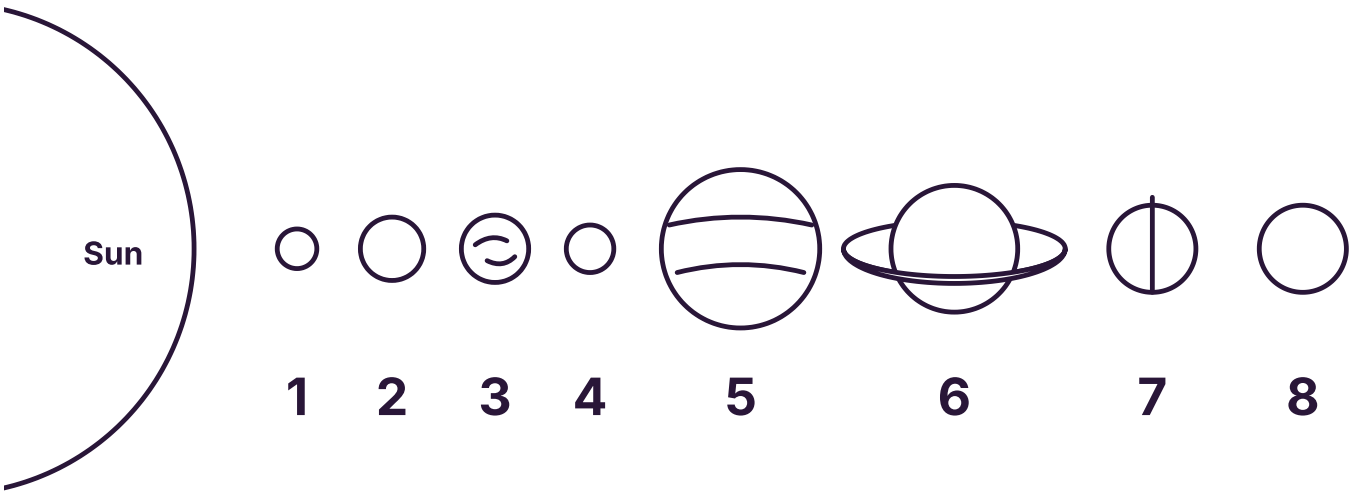


Name: _____ **Date:** _____

Word bank

Jupiter | Earth | Uranus | Mercury | Mars | Venus | Neptune | Saturn

Write the name of each planet in order from the sun.



1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

Remember the order: My **V**ery **E**asy **M**ethod **J**ust **S**peeds **U**p **N**aming. Each word starts with the same letter as a planet.

The planet we live on is _____

The biggest planet is _____

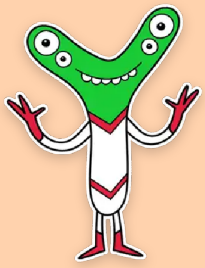
The planet closest to the sun is _____

Art © Kevin Coulston

SCIENCE · SOLAR SYSTEM · GRADES 2–4

Rocky Planets and Giant Planets

Sort the planets into rocky planets and giant planets, then answer five questions about them.



Name: _____ **Date:** _____

The four planets closest to the sun are small and **rocky**. The four planets farther out are **giant planets** made mostly of gas and ice.

Write each planet in the right box.

Rocky planets	Giant planets

Circle the answer.

Which planet is the Red Planet? **Mars** **Venus** **Neptune**

Which is a giant planet? **Earth** **Saturn** **Mercury**

Which giant planet is the biggest? **Jupiter** **Uranus** **Neptune**

Where would you find a solid surface to stand on? **Mars** **Jupiter** **Uranus**

Which planet is farthest from the sun? **Saturn** **Uranus** **Neptune**

Art © Kevin Coulston

SCIENCE · SOLAR SYSTEM · GRADES 3–5

Phases of the Moon

Label the eight phases of the moon, then answer questions about how the moon seems to change.

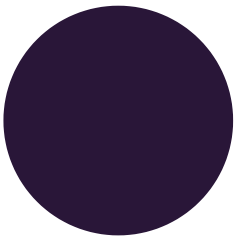


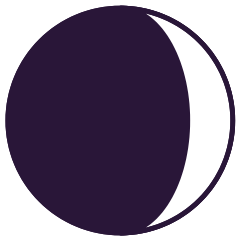
Name: _____ **Date:** _____

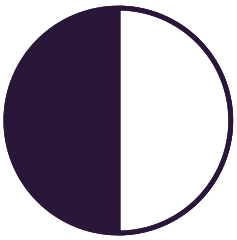
Word bank

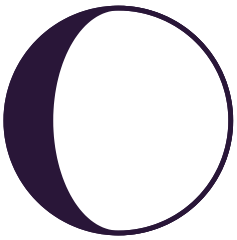
new moon | waxing crescent | first quarter | waxing gibbous | full moon | waning gibbous | third quarter | waning crescent

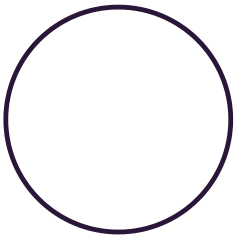
Label each phase. The moon goes through all eight in about 29½ days.

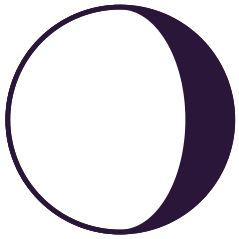
1 

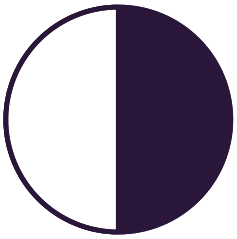
2 

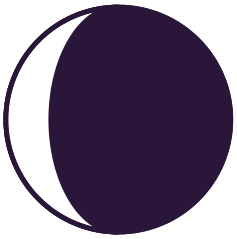
3 

4 

5 

6 

7 

8 

Circle the answer.

The moon shines because it

(makes its own light) (reflects light from the sun)

"Waxing" means the lit part is (getting bigger) (getting smaller)

A full moon looks like (a whole bright circle) (a thin sliver)

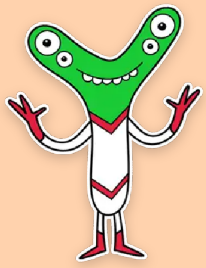
Art © Kevin Coulston

SCIENCE · SOLAR SYSTEM · GRADES 2–5

Space: True or False?

Ten facts about the sun, moon and planets to mark true or false, then fix two false ones.

Name: _____ **Date:** _____



Circle True or False.

The sun is a star.	True	False
Earth is the third planet from the sun.	True	False
The moon makes its own light.	True	False
Jupiter is the biggest planet.	True	False
Mars is called the Red Planet.	True	False
Saturn is the only planet with rings.	True	False
Earth takes about 365 days to go around the sun.	True	False
Venus is the hottest planet.	True	False
Earth spins around once every week.	True	False
Neptune is the closest planet to the sun.	True	False

Pick two false sentences and fix them so they are true.

_____

_____

_____

Art © Kevin Coulston

SCIENCE · SOLAR SYSTEM · GRADES 2–5

My Planet Report

A research template for one planet: a drawing, its order from the sun, moons, length of a year and fun facts.

Name: _____ **Date:** _____



Draw your planet.

My planet _____

Number from the sun _____

Rocky or giant? _____

Number of moons _____

One year there lasts _____

Three facts about my planet:

_____

_____

_____

Would you visit it? Why or why not?

_____

_____

Where I found my facts _____

Art © Kevin Coulston

SCIENCE · HABITATS AND ADAPTATIONS · GRADES 1–3

Animal Habitat Sort

Cut out twelve animals and glue each one under its habitat: ocean, desert, arctic or rainforest.



Name: _____ **Date:** _____

Glue each animal under its habitat.

Ocean	Desert	Arctic	Rainforest

✂ Cut out the cards on the dashed lines.

arctic fox	walrus	poison dart frog	octopus	sea turtle	polar bear
camel	toucan	roadrunner	sloth	scorpion	shark

Art © Kevin Coulston

SCIENCE · HABITATS AND ADAPTATIONS · GRADES 1–3

What Does an Animal Need?

Pick an animal and draw its habitat, showing where it finds food, water, shelter and space.



Name: _____ **Date:** _____

My animal _____ **Its habitat** _____

Draw your animal at home in its habitat.

Food: what does it eat?

Water: where does it drink?

Shelter: where does it stay safe?

Space: how much room does it need?

Art © Kevin Coulston

SCIENCE · HABITATS AND ADAPTATIONS · GRADES 2–5

Animal Adaptations Match

Match seven animals to the adaptation that helps them live where they do.

Name: _____ **Date:** _____



An **adaptation** is a body part or a behavior that helps an animal live in its habitat.

Draw a line from each animal to the adaptation that helps it.

polar bear ●	● big eyes see in the dark
camel ●	● webbed feet push through water
duck ●	● sharp quills keep enemies away
giraffe ●	● thick fur and fat keep it warm
owl ●	● changes color to hide
chameleon ●	● a long neck reaches high leaves
porcupine ●	● a hump stores fat for long trips

Pick one animal. How would it do in a different habitat?

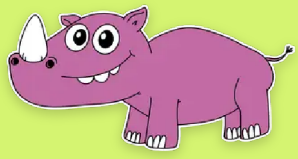
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Art © Kevin Coulston

SCIENCE · HABITATS AND ADAPTATIONS · GRADES 3–5

Physical or Behavioral?

Sort ten adaptations into physical (body parts) and behavioral (things animals do).



Name: _____ **Date:** _____

Physical adaptations are body parts, like a beak or fur. **Behavioral** adaptations are things an animal does, like sleeping all winter.

Write each adaptation in the right column.

colors that blend in | hunting at night | a long, sharp beak | flying south for winter | sharp claws | sleeping all winter (hibernating) | webbed feet | living in a herd | playing dead | thick fur

Physical	Behavioral

Name one adaptation people have. Is it physical or behavioral?

_____

_____

Art © Kevin Coulston

SCIENCE · HABITATS AND ADAPTATIONS · GRADES 3–5

Design an Animal

Pick a habitat, invent an animal that could live there, draw it and label three adaptations.

Name: _____ **Date:** _____



My animal lives in the: ☐ ocean ☐ desert ☐ arctic ☐ rainforest ☐ grassland ☐ pond

Draw your animal in its habitat. Label three adaptations.

My animal's name _____

How do the three adaptations help it live there?

_____

_____

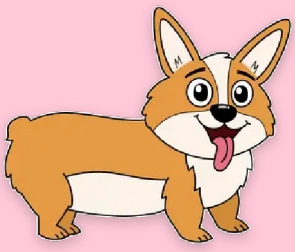
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Art © Kevin Coulston

SCIENCE · FIVE SENSES · GRADES K–1

My Five Senses

Match the eye, ear, nose, tongue and hand to see, hear, smell, taste and touch.



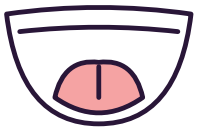
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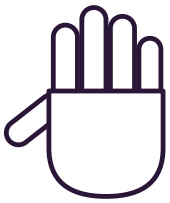
Draw a line from each body part to its sense.











- smell
- touch
- see
- taste
- hear

Trace the sentence.

I have five senses.

Art © Kevin Coulston

SCIENCE · FIVE SENSES · GRADES 1–2

Which Sense Would You Use?

Cut out ten things and sort them by the sense you would use most: see, hear, smell, taste or touch.



Name: _____ **Date:** _____

Glue each card under the sense you would use most.

see	hear	smell	taste	touch

✂ Cut out the cards on the dashed lines.

a rainbow	a dog barking	a sour lemon	cookies baking	the stars
soft kitten fur	a drum	a flower	salty popcorn	a prickly cactus

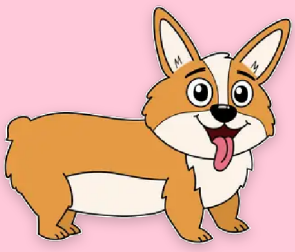
Art © Kevin Coulston

SCIENCE · FIVE SENSES · GRADES K–2

Five Senses Walk

Take a walk outside and draw what you see, hear, smell and feel.

Name: _____ **Date:** _____



I see...

I hear...

I smell...

I feel...

Safety first: use your eyes, ears, nose and hands on a senses walk, but never taste anything you find outside.

Art © Kevin Coulston

SCIENCE · FIVE SENSES · GRADES K–2

Popcorn with My Five Senses

Describe popcorn with all five senses, with a word bank of describing words.



Name: _____ **Date:** _____

Word bank

fluffy | crunchy | salty | white | popping | warm | buttery | bumpy | yummy | light



Popcorn looks _____



Popcorn sounds _____



Popcorn smells _____



Popcorn feels _____



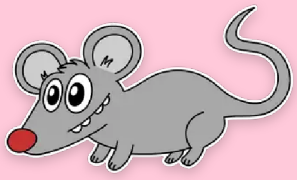
Popcorn tastes _____

Art © Kevin Coulston

SCIENCE · FIVE SENSES · GRADES K–2

Sense Detective: Mystery Bag

Feel four mystery objects without looking, describe them, guess and check.



Name: _____ **Date:** _____

How to play: a grown-up hides one object in a bag. Reach in without looking. Use only your sense of touch, then make a guess. Take it out to check!

Bag	It feels…	My guess	It really was…
1	☐ soft ☐ hard ☐ smooth ☐ bumpy ☐ heavy ☐ light		
2	☐ soft ☐ hard ☐ smooth ☐ bumpy ☐ heavy ☐ light		
3	☐ soft ☐ hard ☐ smooth ☐ bumpy ☐ heavy ☐ light		
4	☐ soft ☐ hard ☐ smooth ☐ bumpy ☐ heavy ☐ light		

How many did you guess right? _____

Art © Kevin Coulston

SCIENCE · STATES OF MATTER · GRADES 2–3

Solid, Liquid or Gas?

Cut out twelve things and sort them into solids, liquids and gases.



Name: _____ **Date:** _____

Glue each card in the right column.

Solid	Liquid	Gas

✂ Cut out the cards on the dashed lines.

a book	an ice cube	steam from a pot	air in a balloon	bubbles in soda	rain
juice	milk	the air we breathe	a rock	honey	a pencil

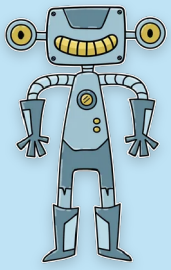
Art © Kevin Coulston

SCIENCE · STATES OF MATTER · GRADES 3–5

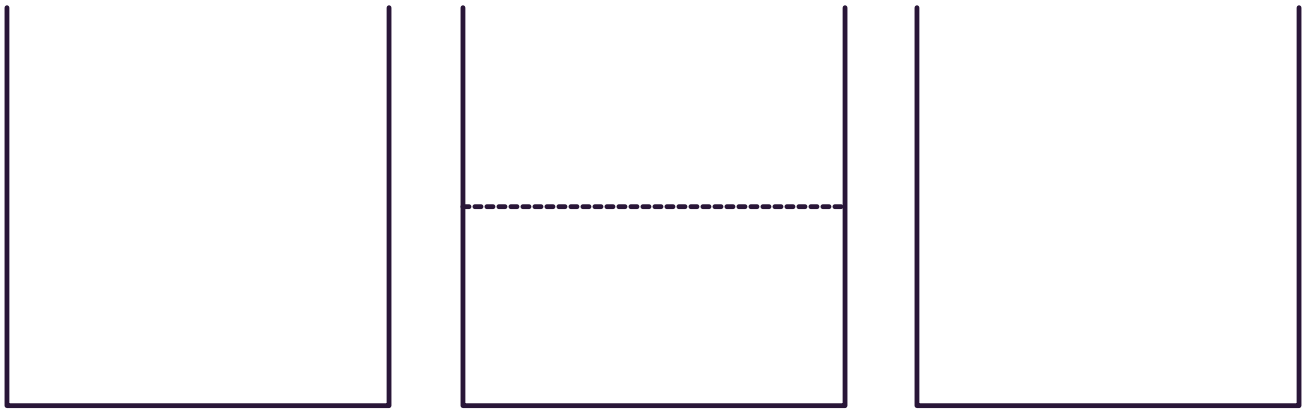
Matter Up Close

Draw the particles in a solid, a liquid and a gas, then check the facts that are true for each state.

Name: _____ **Date:** _____



Draw the particles. Solid: packed tight in rows. Liquid: close together but able to slide. Gas: spread far apart.



Solid Liquid Gas

Check each box that is true.

	Solid	Liquid	Gas
keeps its own shape			
takes the shape of its container			
spreads out to fill the whole container			
can be poured			
particles are packed tightly			
particles are far apart			

Art © Kevin Coulston

SCIENCE · STATES OF MATTER · GRADES 3–5

Changes of State

Label melting, freezing, evaporation and condensation on the water diagram, then fill in five sentences.

Name: _____ **Date:** _____



Word bank

melting | freezing | evaporation | condensation | liquid

Write the name of each change on its arrow.



ice (solid) water (liquid) water vapor (gas)

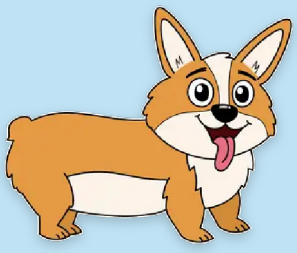
1. When ice gets warm, it starts _____.
2. A puddle drying up in the sun is _____.
3. Water drops on the outside of a cold glass come from _____.
4. Water turning into ice in the freezer is _____.
5. Heating makes matter change from solid to _____ to gas.

Art © Kevin Coulston

SCIENCE · STATES OF MATTER · GRADES 2–4

Matter Scavenger Hunt

Find four solids, four liquids and four gases at school or at home.



Name: _____ **Date:** _____

Solids	Liquids	Gases
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

Which state of matter was hardest to find? Why?

_____

_____

Art © Kevin Coulston

SCIENCE · STATES OF MATTER · GRADES 2–5

Ice Cube Melt Race

An experiment: predict where ice melts fastest, time three ice cubes and write a conclusion.



Name: _____ **Date:** _____

You need: 3 ice cubes the same size, 3 small plates, a timer. Put one plate in a sunny spot, one in a shady spot and one in the fridge (not the freezer).

I predict the ice cube in this spot will melt first: _____

Every few minutes, write: solid, half melted or all water.

Time	Sunny spot	Shady spot	Fridge
Start			
10 minutes			
20 minutes			
30 minutes			
45 minutes			
60 minutes			

Conclusion: which ice cube melted first? Was your prediction right? Why do you think so?

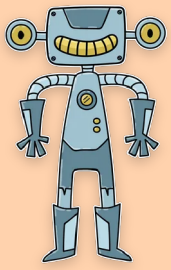
Art © Kevin Coulston

SCIENCE · SIMPLE MACHINES AND ENGINEERING · GRADES 2–4

The Six Simple Machines

Label the lever, pulley, wheel and axle, inclined plane, wedge and screw.

Name: _____ **Date:** _____

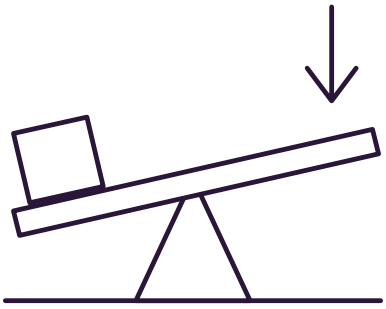


Word bank

wheel and axle | inclined plane | screw | pulley | lever | wedge

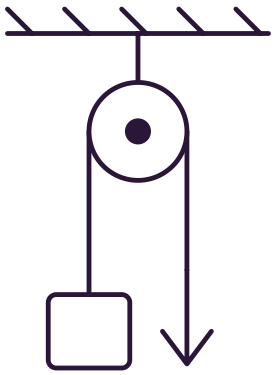
Write the name of each simple machine.

1



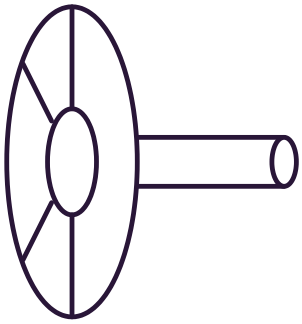
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2



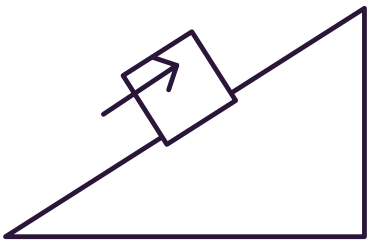
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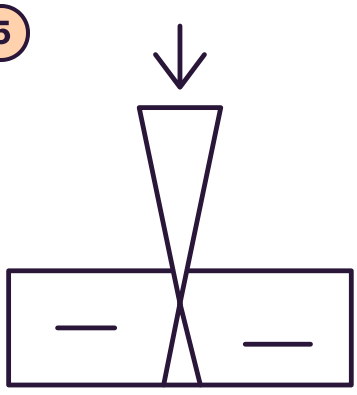
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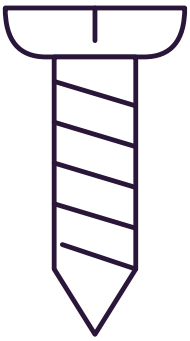
_____

5



_____

6



_____

A simple machine makes work easier. Which one would you use to lift a heavy box onto a truck?

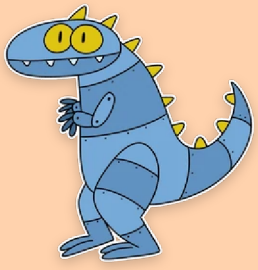
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Art © Kevin Coulston

SCIENCE · SIMPLE MACHINES AND ENGINEERING · GRADES 2–5

Simple Machines All Around

Name the simple machine in ten everyday things, from a seesaw to a jar lid.



Name: _____ **Date:** _____

Word bank

lever | pulley | wheel and axle | inclined plane | wedge | screw

Write the simple machine you find in each thing.

a seesaw _____

a wheelchair ramp _____

a flagpole rope _____

a doorknob _____

an axe _____

a jar lid _____

a bottle opener _____

a zipper _____

a light bulb base _____

a steering wheel _____

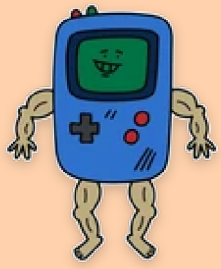
Find a simple machine in your classroom or home. Draw it and name it.

Art © Kevin Coulston

SCIENCE · SIMPLE MACHINES AND ENGINEERING · GRADES 2–5

Paper Tower Challenge

An engineering challenge: plan, build, test and improve the tallest tower from ten sheets of paper.



Name: _____ **Date:** _____

The challenge: build the tallest tower that stands on its own for 10 seconds. **You get:** 10 sheets of paper, 1 meter of tape, scissors and 20 minutes.

1. Ask

What makes a tower strong and tall?

2. Imagine

List two ideas.

3. Plan

Draw your best idea.

4. Create

Build it. Height:

5. Test

Did it stand 10 seconds?

6. Improve

What will you change?

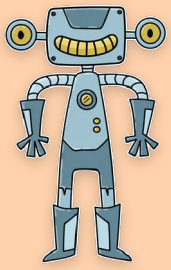
Try	Height (cm)	Stood 10 seconds?
1		
2		
3		

Art © Kevin Coulston

SCIENCE · SIMPLE MACHINES AND ENGINEERING · GRADES 2–5

Paper Bridge Challenge

An engineering challenge: fold a paper bridge between two stacks of books and see how many pennies it holds.



Name: _____ **Date:** _____

The challenge: make two stacks of books 20 cm apart. Build a bridge from one sheet of paper (no tape!) that holds as many pennies as it can in the middle.

Design 1: draw how you fold the paper.

Design 2: try a new fold.

Design	Pennies it held	What happened?
1		
2		
3		

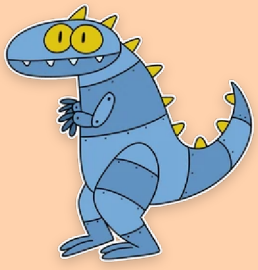
Which fold was strongest? Why do you think it worked?

Art © Kevin Coulston

SCIENCE · SIMPLE MACHINES AND ENGINEERING · GRADES 3–5

Ramp and Car Experiment

Roll a toy car down a ramp at three heights, measure how far it goes, graph it and explain.



Name: _____ **Date:** _____

Question: does a higher ramp make a toy car roll farther? Lean a board on 1, then 2, then 3 books. Let the car go from the top (no pushing) and measure from the end of the ramp to where it stops.

My hypothesis: If the ramp is higher, then _____

Ramp height	Try 1 (cm)	Try 2 (cm)	Try 3 (cm)
1 book			
2 books			
3 books			

Graph your best try for each height. First write a scale up the side, like 0, 20, 40, 60 cm.

1 book 2 books 3 books

Conclusion: what happened, and which simple machine is a ramp?

Art © Kevin Coulston

SCIENCE · SCIENTIFIC METHOD · GRADES 2–4

Steps of the Scientific Method

Number the seven steps of the scientific method in order, then match three words to their meanings.



Name: _____ **Date:** _____

Write 1 to 7 to put the steps of the scientific method in order.

- [ ] Make a hypothesis: a guess you can test.
- [ ] Share your results.
- [ ] Ask a question.
- [ ] Record and look at the data.
- [ ] Do some research.
- [ ] Draw a conclusion.
- [ ] Test it with an experiment.

Draw a line from each word to its meaning.

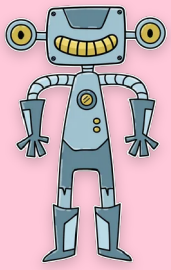
hypothesis ●	● facts and measurements you record
data ●	● what you learned from the experiment
conclusion ●	● a guess you can test

Art © Kevin Coulston

SCIENCE · SCIENTIFIC METHOD · GRADES 2–5

Science Experiment Recording Sheet

A lab sheet for any experiment: question, hypothesis, materials, steps, data, results and conclusion.



Name: _____ **Date:** _____

Question: _____

Hypothesis: I think _____

Materials

- _____
- _____
- _____
- _____

Steps

1. _____
2. _____
3. _____
4. _____

Data

	Trial 1	Trial 2	Trial 3

Results: draw or graph what happened.

My hypothesis was: ☐ correct ☐ not correct ☐ partly correct

Conclusion: what I learned

_____

_____

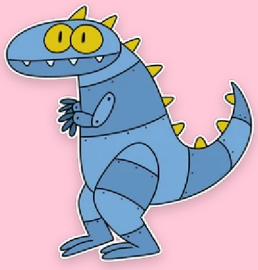
Art © Kevin Coulston

SCIENCE · SCIENTIFIC METHOD · GRADES 3–5

Hypotheses and Variables

For three experiments, name what you change, what you measure and what stays the same, then write an if-then hypothesis.

Name: _____ **Date:** _____



In a fair test, you **change** one thing, **measure** one thing and keep **everything else the same**.

1. Does a higher ramp make a toy car roll farther?

I change: _____

I measure: _____

I keep the same: _____

If-then hypothesis: _____

2. Do bean plants grow taller with more sunlight?

I change: _____

I measure: _____

I keep the same: _____

If-then hypothesis: _____

3. Does salt make ice melt faster?

I change: _____

I measure: _____

I keep the same: _____

If-then hypothesis: _____

Art © Kevin Coulston

SCIENCE · SCIENTIFIC METHOD · GRADES 2–5

Science Observation Journal

Look closely at one object: draw it as if under a magnifying glass, describe it and ask a question.

Name: _____ **Date:** _____



Look closely. Draw every detail you see.

Object _____

Color _____

Shape _____

Size (cm) _____

Texture _____

Smell _____

I notice...

_____

_____

It reminds me of...

_____

_____

A question I have:

_____

_____

Art © Kevin Coulston

SCIENCE · SCIENTIFIC METHOD · GRADES 3–5

Observation or Inference?

Ten sentences to mark as an observation (what you notice) or an inference (what you figure out).

Name: _____ **Date:** _____



An **observation** is something you notice with your senses. An **inference** is something you figure out from what you notice.

Circle O for observation or I for inference.

The leaf is green and yellow.	O	I
The leaf fell because it is fall.	O	I
The sidewalk is wet.	O	I
It rained last night.	O	I
The dog is wagging its tail.	O	I
The dog is happy to see us.	O	I
The ice cube is getting smaller.	O	I
The ice is melting because the room is warm.	O	I
The rock has three gray stripes.	O	I
Someone ate the last cookie.	O	I

Write one observation and one inference about your classroom.

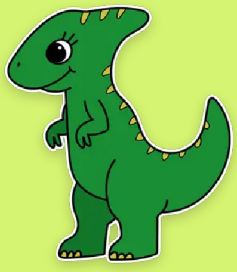
Art © Kevin Coulston

SCIENCE · FOOD CHAINS AND ECOSYSTEMS · GRADES 3–4

Put the Food Chains in Order

Write three food chains in order, from the producer to the top predator.

Name: _____ **Date:** _____



A food chain shows who eats what. It starts with a **producer**, a plant that makes food from sunlight. The arrow points to the animal that eats it.

Meadow: snake, grass, frog, grasshopper

☀ → ☐ → ☐ → ☐ → ☐

Forest: hawk, acorns, snake, mouse

☀ → ☐ → ☐ → ☐ → ☐

Ocean: seal, krill, algae, penguin

☀ → ☐ → ☐ → ☐ → ☐

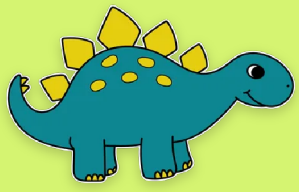
Where does the energy in every food chain first come from?

_____

Art © Kevin Coulston

SCIENCE · FOOD CHAINS AND ECOSYSTEMS · GRADES 3–5

Producers, Consumers and Decomposers



Sort twelve living things into producers, consumers and decomposers.

Name: _____ **Date:** _____

Producers make their own food from sunlight. **Consumers** eat other living things. **Decomposers** break down dead plants and animals.

Write each living thing in the right column.

deer · frog · oak tree · earthworm · rabbit · bacteria · mushroom · owl · algae · sunflower · mold · grass

Producers	Consumers	Decomposers

What would happen to a forest with no decomposers?

_____

_____

Art © Kevin Coulston

SCIENCE · FOOD CHAINS AND ECOSYSTEMS · GRADES 3–5

Herbivore, Carnivore or Omnivore?

Sort twelve animals by what they eat: plants, meat or both.



Name: _____ **Date:** _____

Herbivores eat only plants. **Carnivores** eat only meat. **Omnivores** eat plants and meat.

Write each animal in the right column.

wolf · owl · deer · raccoon · lion · chicken · bear · shark · rabbit · giraffe · people · cow

Herbivores	Carnivores	Omnivores

Are you an herbivore, carnivore or omnivore? How do you know?

_____

_____

Art © Kevin Coulston

SCIENCE · FOOD CHAINS AND ECOSYSTEMS · GRADES 4–5

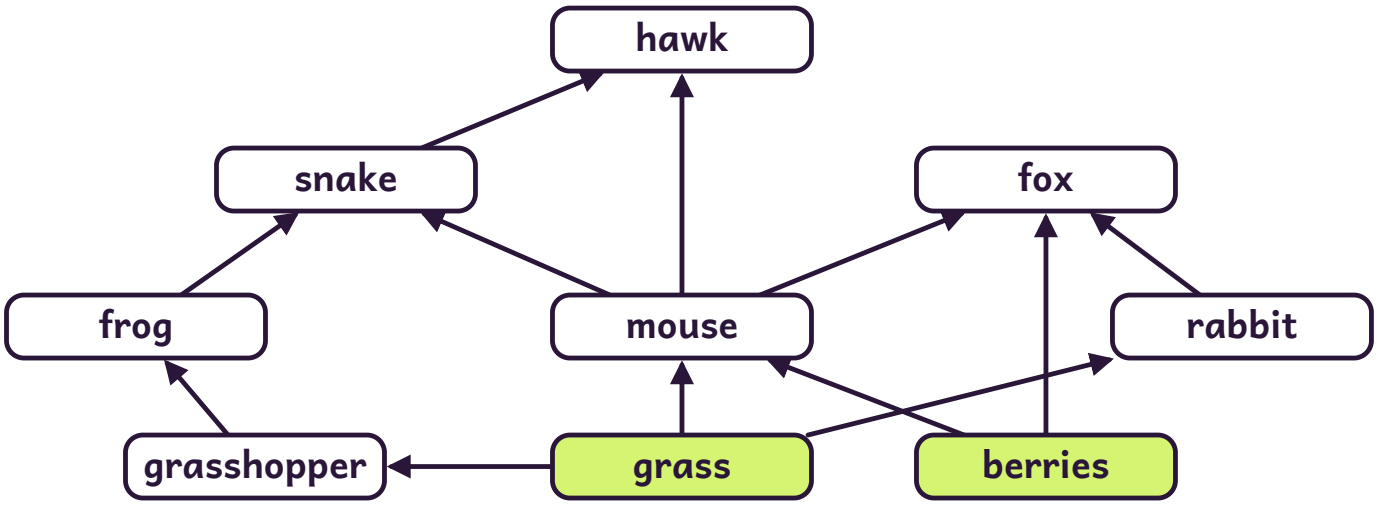
Read a Food Web

Answer six questions about a meadow food web with nine living things.



Name: _____ **Date:** _____

Arrows point from the food to the animal that eats it.



1. Name a producer. _____

2. What does the frog eat? _____

3. Which animals eat mice? _____

4. Write a food chain with four living things. _____

5. If the grasshoppers disappeared, what would happen to the frogs? _____

6. Which animal is the top predator? _____

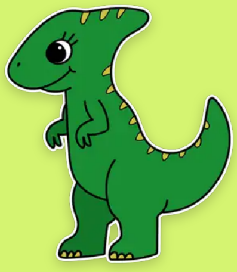
Art © Kevin Coulston

SCIENCE · FOOD CHAINS AND ECOSYSTEMS · GRADES 3–5

Build a Food Chain

Draw a four-link food chain for a habitat you choose, then label the levels of an energy pyramid.

Name: _____ **Date:** _____



My habitat: ☐ ocean ☐ forest ☐ desert ☐ pond ☐ grassland

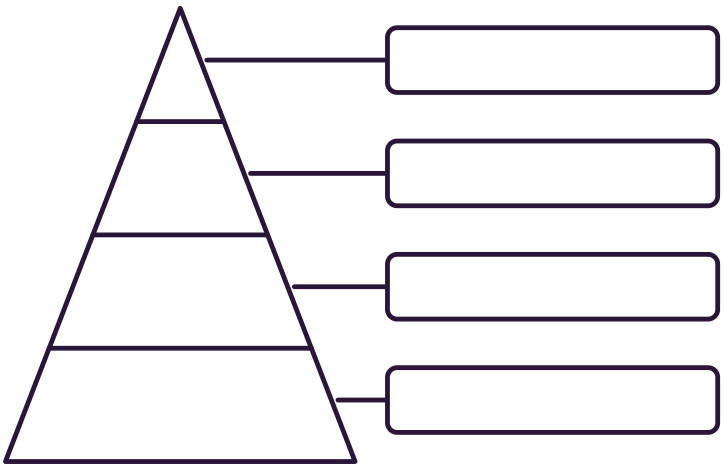
Draw a food chain with four living things. Label each one: producer or consumer.

	→	→	→
_____	_____	_____	_____

Word bank

producers · primary consumers · secondary consumers · tertiary consumers

Label the energy pyramid.



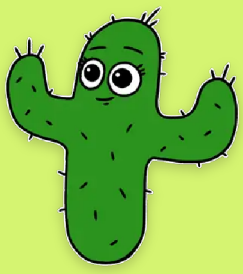
Only about **one tenth** of the energy at each level moves up to the next. That is why there are lots of plants, fewer plant eaters and only a few top predators.

Art © Kevin Coulston

ANSWER KEY · PLANT LIFE CYCLE · GRADES K–2

Answer Key: Plant Life Cycle Cut and Paste

Answers for grown-ups. Some questions have more than one good answer.

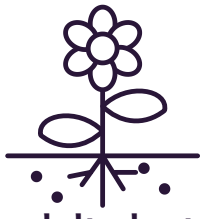


Glue the pictures in order. The seed goes in box 1.

1. seed
2. sprout
3. seedling
4. adult plant

Plant Life Cycle

✂ Cut out the cards on the dashed lines.


adult plant


seed


seedling

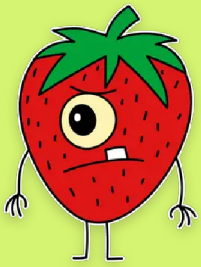

sprout

Art © Kevin Coulston

ANSWER KEY · PLANT LIFE CYCLE · GRADES 1–3

Answer Key: Parts of a Plant

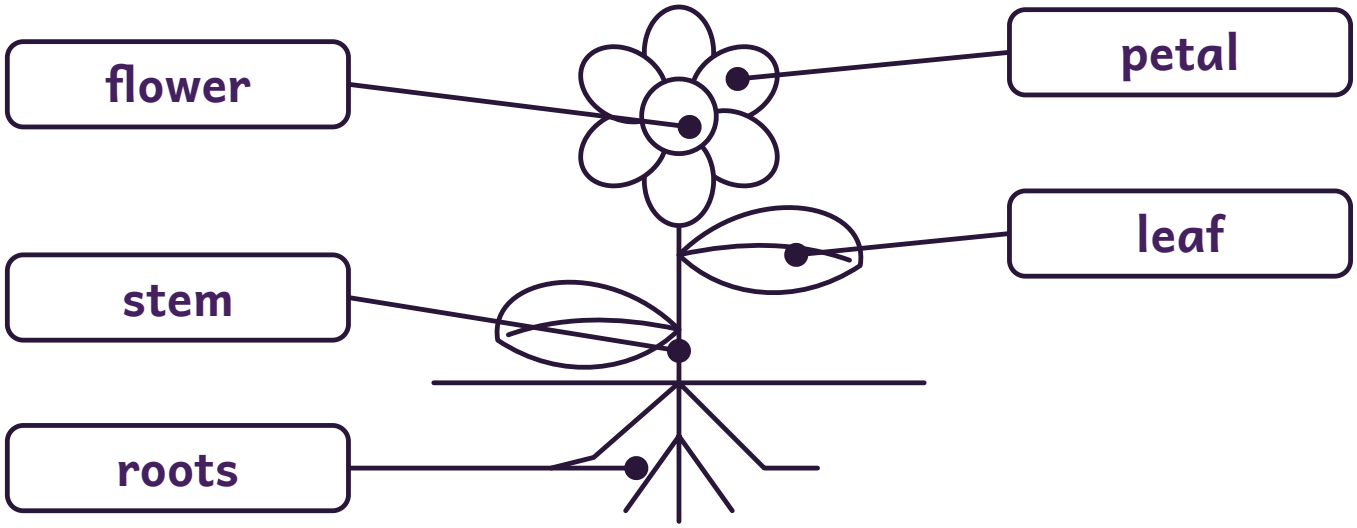
Answers for grown-ups. Some questions have more than one good answer.



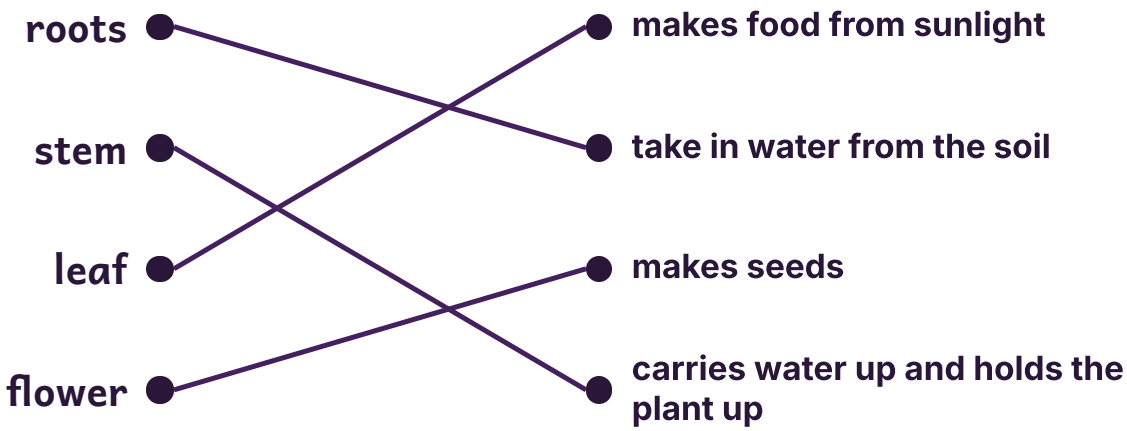
Word bank

flower · petal · leaf · stem · roots

Write the name of each part.



Draw a line from each part to its job.



Art © Kevin Coulston

ANSWER KEY · PLANT LIFE CYCLE · GRADES K–2

Answer Key: What Do Plants Need?

Answers for grown-ups. Some questions have more than one good answer.



Color the 5 things a plant needs to grow. Put an X on the others.

sunlight	candy	water	a toy car
shoes	air	a pillow	soil
a TV	space to grow	a book	a hat

Draw a plant that gets water every day.

Draw a plant that gets no water for two weeks.

What do you think happens to the plant with no water?

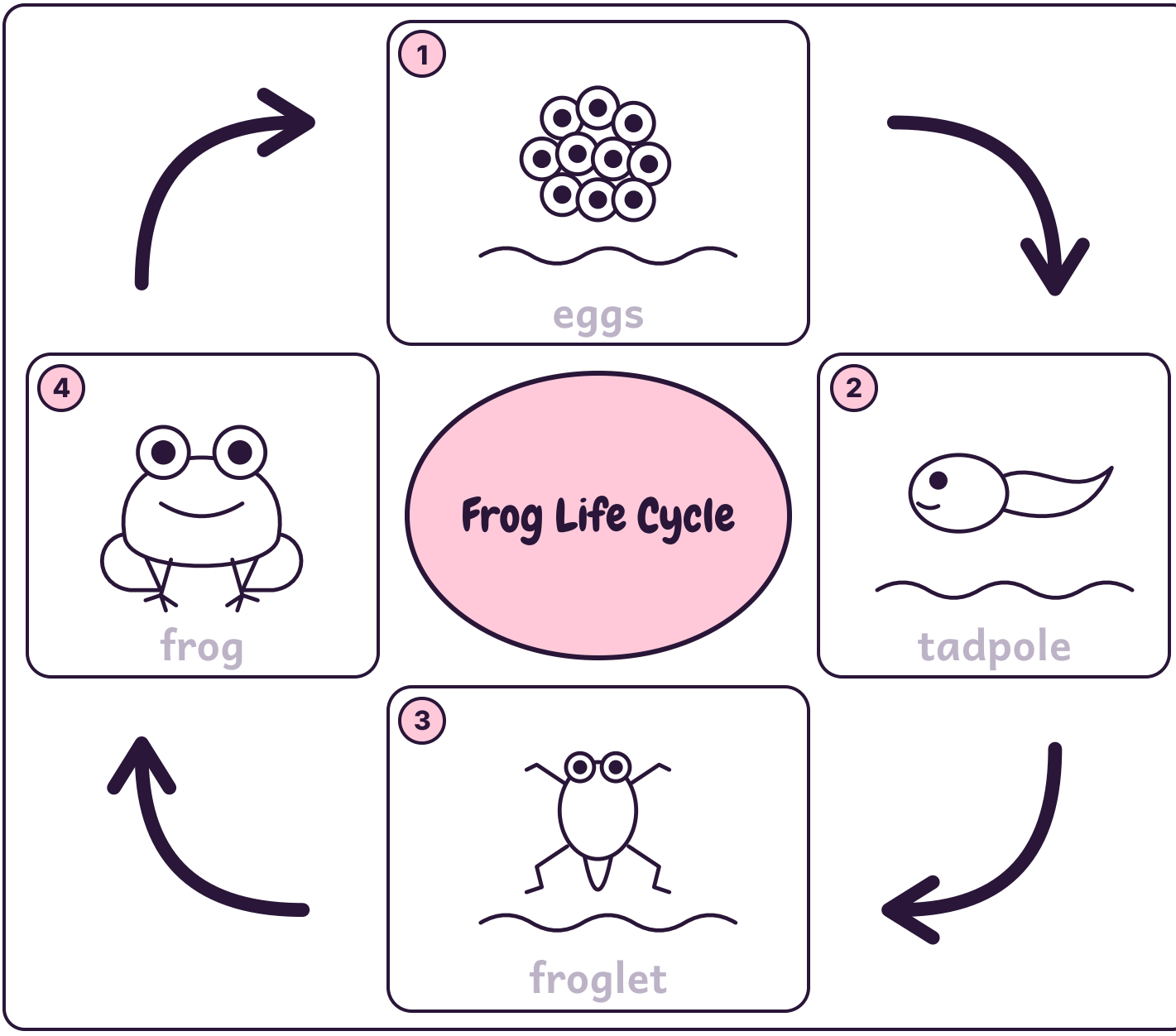
Art © Kevin Coulston

ANSWER KEY · BUTTERFLY AND FROG LIFE CYCLES · GRADES K–2

Answer Key: The Life Cycle of a Frog

Answers for grown-ups. Some questions have more than one good answer.





Circle the answer.

Tadpoles live in — **water** / sand / trees

A frog starts life as an — apple / **egg** / ant

Art © Kevin Coulston

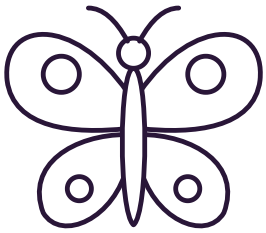
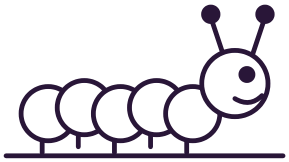
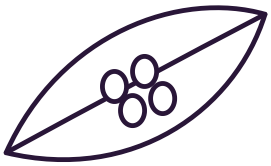
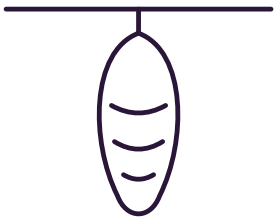
ANSWER KEY · BUTTERFLY AND FROG LIFE CYCLES · GRADES K–3

Answer Key: Put the Life Cycles in Order

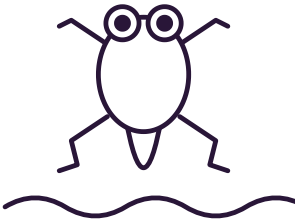
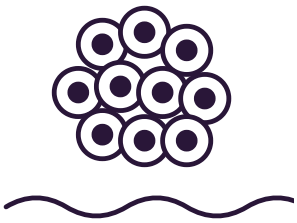
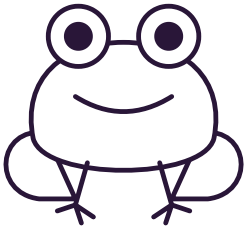
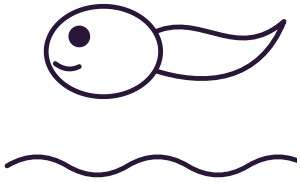
Answers for grown-ups. Some questions have more than one good answer.



Butterfly: write 1, 2, 3 and 4 to put the stages in order.

4	2	1	3
			
butterfly	caterpillar	egg	chrysalis

Frog: write 1, 2, 3 and 4 to put the stages in order.

3	1	4	2
			
froglet	eggs	frog	tadpole

How are the two life cycles alike?

Art © Kevin Coulston

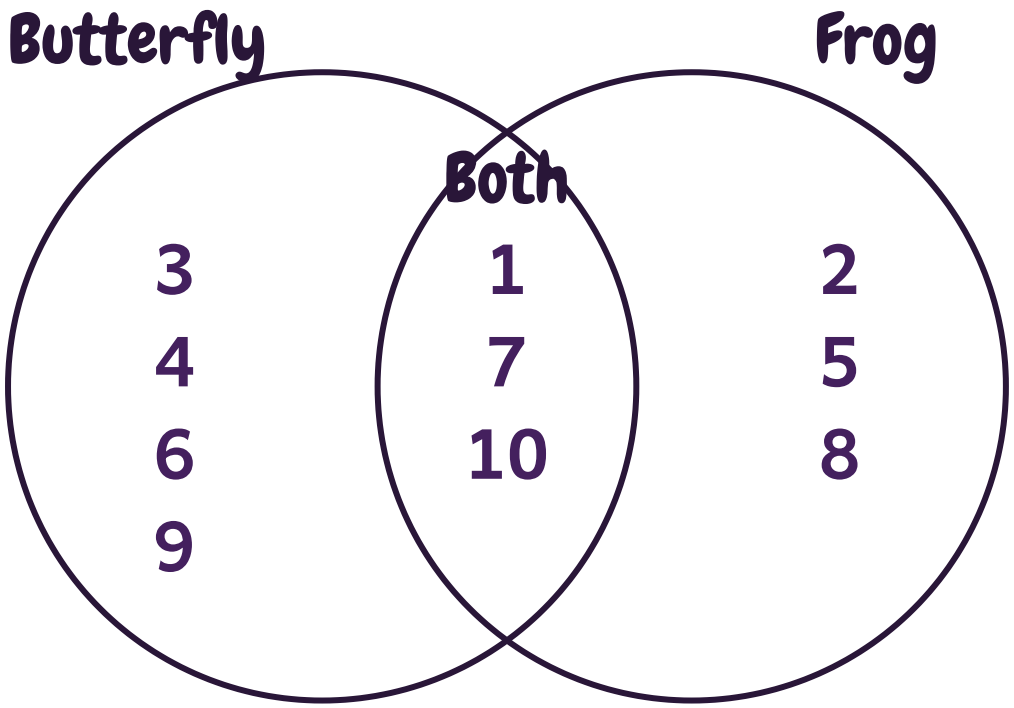
ANSWER KEY · BUTTERFLY AND FROG LIFE CYCLES · GRADES 1–3

Answer Key: Butterfly, Frog or Both?

Answers for grown-ups. Some questions have more than one good answer.



Write the number of each fact in the right part of the diagram.



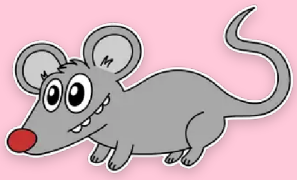
1. starts life as an egg
2. lays eggs in water
3. lays eggs on a leaf
4. makes a chrysalis
5. has a tail as a baby
6. the adult has wings
7. goes through metamorphosis
8. babies breathe with gills
9. the adult has six legs
10. changes shape as it grows

Art © Kevin Coulston

ANSWER KEY · BUTTERFLY AND FROG LIFE CYCLES · GRADES 2–3

Answer Key: Life Cycle Words

Answers for grown-ups. Some questions have more than one good answer.



Draw a line from each word to its meaning.

larva	the caterpillar stage of a butterfly
pupa	the stage inside a chrysalis, when the body changes
metamorphosis	a big change in body shape as an animal grows
tadpole	a baby frog with a tail that lives in water
froglet	a young frog with legs and a short tail
gills	body parts a tadpole uses to breathe underwater

Word bank

egg · leaves · chrysalis · wings · larva

1. A butterfly lays an **egg** on a leaf.
2. A caterpillar, or **larva**, hatches out.
3. The caterpillar eats lots of **leaves** and grows.
4. It makes a **chrysalis** around itself.
5. A butterfly with **wings** comes out.

Art © Kevin Coulston

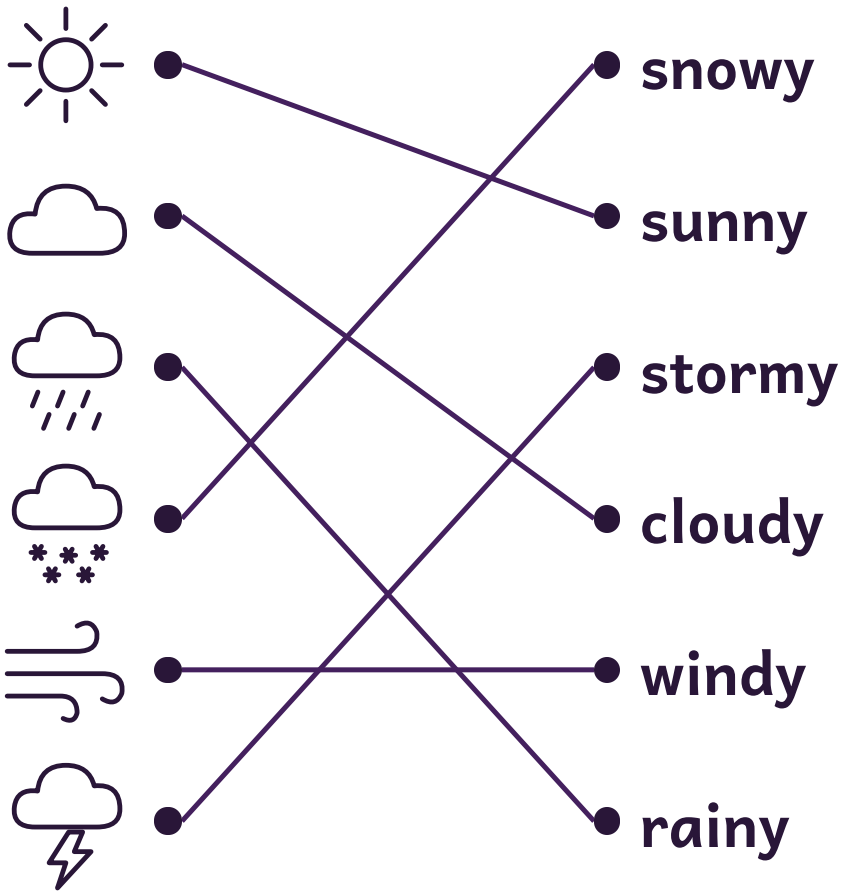
ANSWER KEY · WEATHER · GRADES K–2

Answer Key: Weather Words and Symbols

Answers for grown-ups. Some questions have more than one good answer.



Draw a line from each symbol to its word.



Draw what you wear on a rainy day.

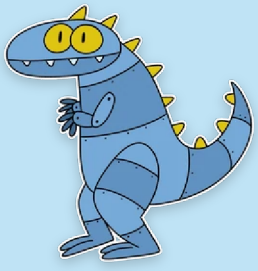
Draw what you wear on a snowy day.

Art © Kevin Coulston

ANSWER KEY · WEATHER · GRADES 3–5

Answer Key: Weather Tools

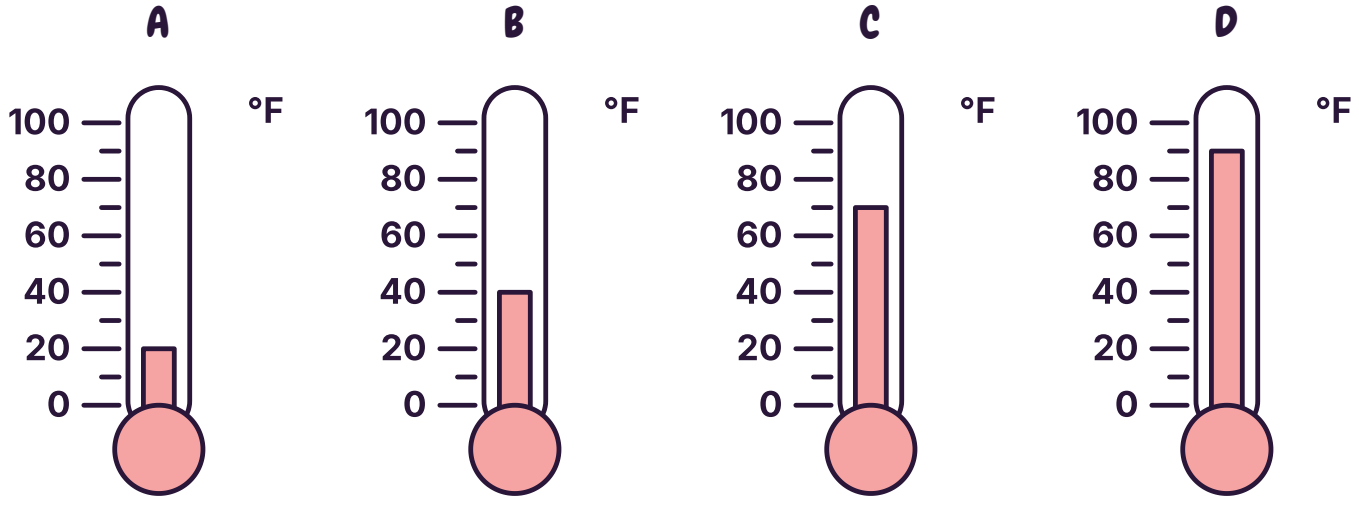
Answers for grown-ups. Some questions have more than one good answer.



1. Draw a line from each tool to what it measures.

thermometer	temperature (how hot or cold)
rain gauge	how much rain falls
wind vane	which way the wind blows
anemometer	how fast the wind blows
barometer	air pressure

2. Read each thermometer. Write the temperature.



A: 20 °F

B: 40 °F

C: 70 °F

D: 90 °F

3. Which thermometer shows freezing weather (below 32 °F)? Letter: A (20 °F)

Art © Kevin Coulston

ANSWER KEY · SOLAR SYSTEM · GRADES 1–3

Answer Key: The Planets in Order

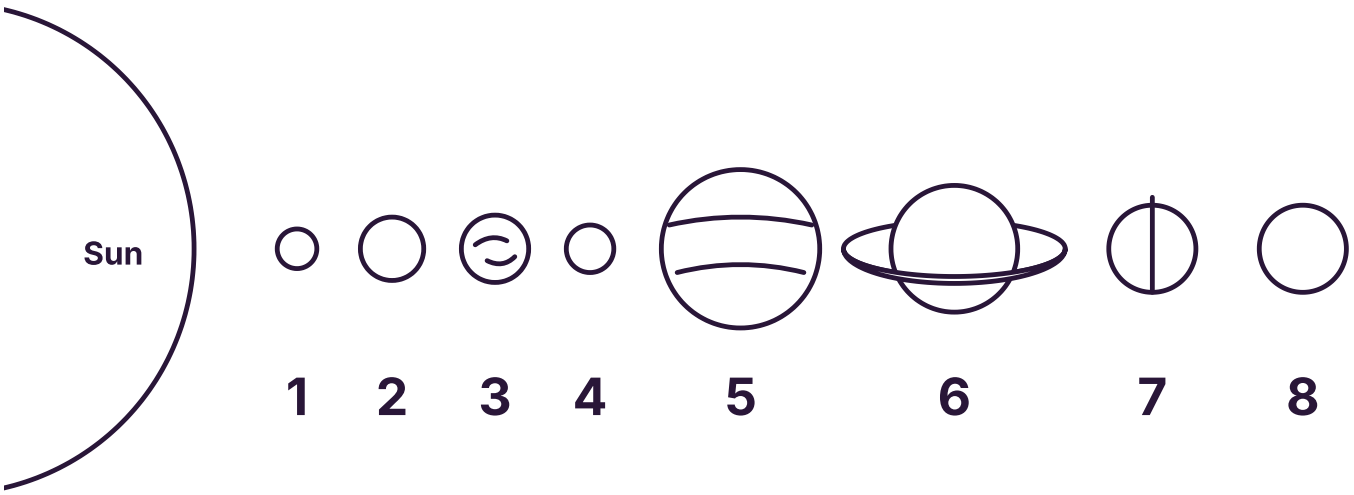
Answers for grown-ups. Some questions have more than one good answer.



Word bank

Jupiter · Earth · Uranus · Mercury · Mars · Venus · Neptune · Saturn

Write the name of each planet in order from the sun.



1. Mercury
2. Venus
3. Earth
4. Mars
5. Jupiter
6. Saturn
7. Uranus
8. Neptune

Remember the order: **M**y **V**ery **E**asy **M**ethod **J**ust **S**peeds **U**p **N**aming. Each word starts with the same letter as a planet.

The planet we live on is Earth

The biggest planet is Jupiter

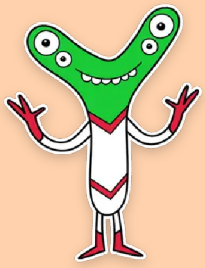
The planet closest to the sun is Mercury

Art © Kevin Coulston

ANSWER KEY · SOLAR SYSTEM · GRADES 2–4

Answer Key: Rocky Planets and Giant Planets

Answers for grown-ups. Some questions have more than one good answer.



The four planets closest to the sun are small and **rocky**. The four planets farther out are **giant planets** made mostly of gas and ice.

Write each planet in the right box.

Rocky planets	Giant planets
Earth	Jupiter
Mars	Neptune
Mercury	Saturn
Venus	Uranus

Circle the answer.

Which planet is the Red Planet? **Mars** · Venus · Neptune

Which is a giant planet? Earth · **Saturn** · Mercury

Which giant planet is the biggest? **Jupiter** · Uranus · Neptune

Where would you find a solid surface to stand on? **Mars** · Jupiter · Uranus

Which planet is farthest from the sun? Saturn · Uranus · **Neptune**

Art © Kevin Coulston

ANSWER KEY · SOLAR SYSTEM · GRADES 3–5

Answer Key: Phases of the Moon

Answers for grown-ups. Some questions have more than one good answer.

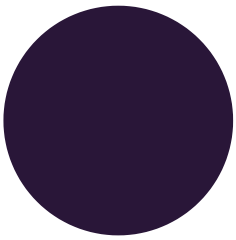


Word bank

new moon · waxing crescent · first quarter · waxing gibbous · full moon · waning gibbous · third quarter · waning crescent

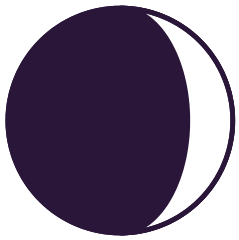
Label each phase. The moon goes through all eight in about 29½ days.

1



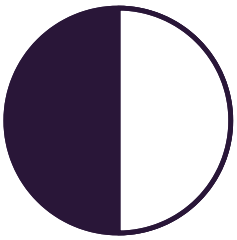
new moon

2



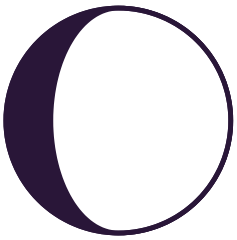
waxing crescent

3



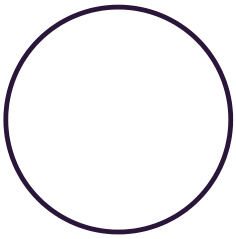
first quarter

4



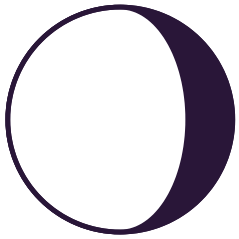
waxing gibbous

5



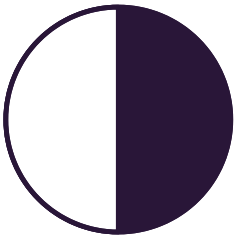
full moon

6



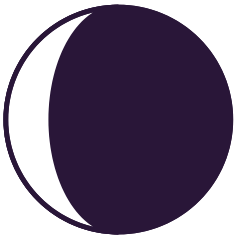
waning gibbous

7



third quarter

8



waning crescent

Circle the answer.

The moon shines because it

makes its own light · **reflects light from the sun**

"Waxing" means the lit part is

getting bigger · **getting smaller**

A full moon looks like

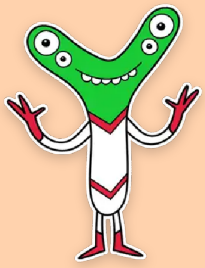
a whole bright circle · **a thin sliver**

Art © Kevin Coulston

ANSWER KEY · SOLAR SYSTEM · GRADES 2–5

Answer Key: Space: True or False?

Answers for grown-ups. Some questions have more than one good answer.



Circle True or False.

The sun is a star.	**True**	False
Earth is the third planet from the sun.	**True**	False
The moon makes its own light.	True	**False**
Jupiter is the biggest planet.	**True**	False
Mars is called the Red Planet.	**True**	False
Saturn is the only planet with rings.	True	**False**
Earth takes about 365 days to go around the sun.	**True**	False
Venus is the hottest planet.	**True**	False
Earth spins around once every week.	True	**False**
Neptune is the closest planet to the sun.	True	**False**

Pick two false sentences and fix them so they are true.

Art © Kevin Coulston

ANSWER KEY · HABITATS AND ADAPTATIONS · GRADES 1–3

Answer Key: Animal Habitat Sort

Answers for grown-ups. Some questions have more than one good answer.



Glue each animal under its habitat.

Ocean	Desert	Arctic	Rainforest
shark	camel	polar bear	toucan
octopus	scorpion	walrus	sloth
sea turtle	roadrunner	arctic fox	poison dart frog

✂ Cut out the cards on the dashed lines.

arctic fox	walrus	poison dart frog	octopus	sea turtle	polar bear
camel	toucan	roadrunner	sloth	scorpion	shark

Art © Kevin Coulston

ANSWER KEY · HABITATS AND ADAPTATIONS · GRADES 2–5

Answer Key: Animal Adaptations Match

Answers for grown-ups. Some questions have more than one good answer.



An **adaptation** is a body part or a behavior that helps an animal live in its habitat.

Draw a line from each animal to the adaptation that helps it.

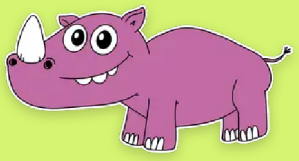


Pick one animal. How would it do in a different habitat?

Art © Kevin Coulston

ANSWER KEY · HABITATS AND ADAPTATIONS · GRADES 3–5

Answer Key: Physical or Behavioral?



Answers for grown-ups. Some questions have more than one good answer.

Physical adaptations are body parts, like a beak or fur. **Behavioral** adaptations are things an animal does, like sleeping all winter.

Write each adaptation in the right column.

colors that blend in · hunting at night · a long, sharp beak · flying south for winter · sharp claws · sleeping all winter (hibernating) · webbed feet · living in a herd · playing dead · thick fur

Physical	Behavioral
thick fur	flying south for winter
sharp claws	sleeping all winter (hibernating)
webbed feet	hunting at night
colors that blend in	living in a herd
a long, sharp beak	playing dead

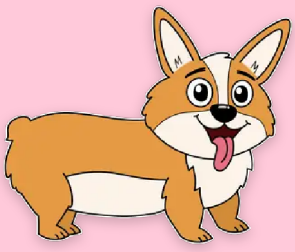
Name one adaptation people have. Is it physical or behavioral?

Art © Kevin Coulston

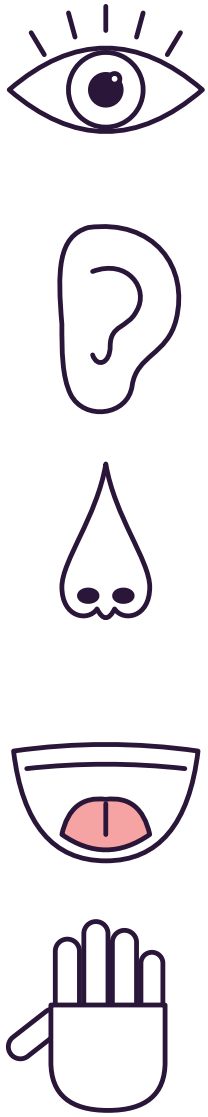
ANSWER KEY · FIVE SENSES · GRADES K–1

Answer Key: My Five Senses

Answers for grown-ups. Some questions have more than one good answer.



Draw a line from each body part to its sense.



smell

touch

see

taste

hear

Trace the sentence.

I have five senses.

Art © Kevin Coulston

ANSWER KEY · FIVE SENSES · GRADES 1–2

Answer Key: Which Sense Would You Use?

Answers for grown-ups. Some questions have more than one good answer.



Glue each card under the sense you would use most.

see	hear	smell	taste	touch
a rainbow	a drum	a flower	a sour lemon	soft kitten fur
the stars	a dog barking	cookies baking	salty popcorn	a prickly cactus

✂ Cut out the cards on the dashed lines.

a rainbow	a dog barking	a sour lemon	cookies baking	the stars
soft kitten fur	a drum	a flower	salty popcorn	a prickly cactus

Art © Kevin Coulston

ANSWER KEY · STATES OF MATTER · GRADES 2–3

Answer Key: Solid, Liquid or Gas?

Answers for grown-ups. Some questions have more than one good answer.



Glue each card in the right column.

Solid	Liquid	Gas
a rock	milk	air in a balloon
an ice cube	juice	steam from a pot
a pencil	rain	bubbles in soda
a book	honey	the air we breathe

✂ **Cut out the cards on the dashed lines.**

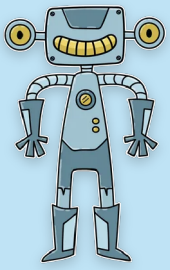
a book	an ice cube	steam from a pot	air in a balloon	bubbles in soda	rain
juice	milk	the air we breathe	a rock	honey	a pencil

Art © Kevin Coulston

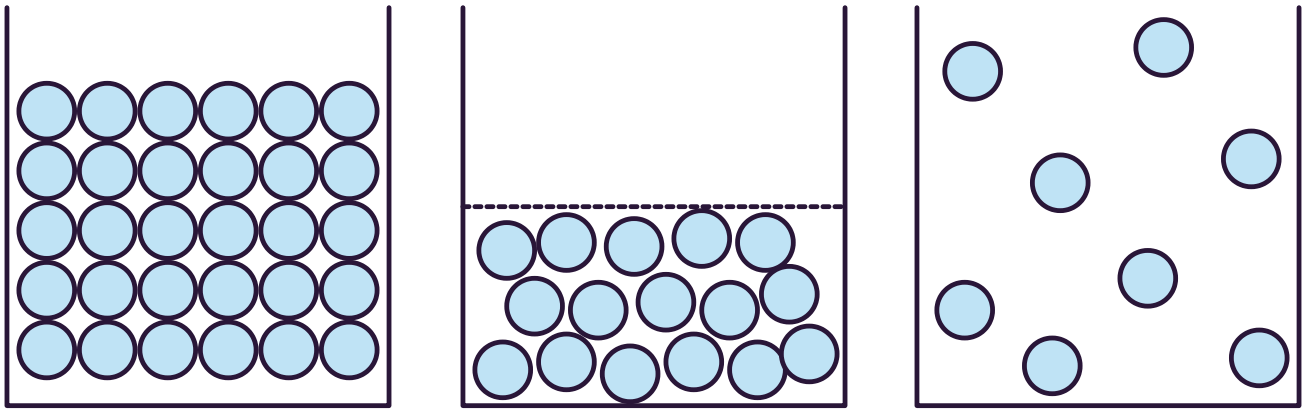
ANSWER KEY · STATES OF MATTER · GRADES 3–5

Answer Key: Matter Up Close

Answers for grown-ups. Some questions have more than one good answer.



Draw the particles. Solid: packed tight in rows. Liquid: close together but able to slide. Gas: spread far apart.



Solid Liquid Gas

Check each box that is true.

	Solid	Liquid	Gas
keeps its own shape	✓		
takes the shape of its container		✓	✓
spreads out to fill the whole container			✓
can be poured		✓	
particles are packed tightly	✓		
particles are far apart			✓

Art © Kevin Coulston

ANSWER KEY · STATES OF MATTER · GRADES 3–5

Answer Key: Changes of State

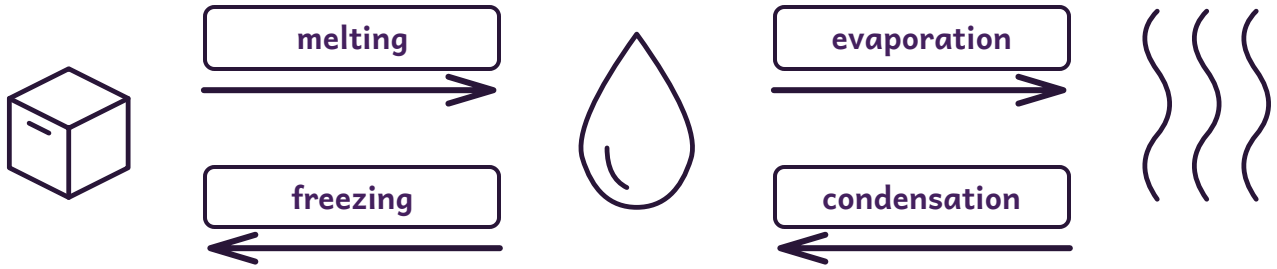
Answers for grown-ups. Some questions have more than one good answer.



Word bank

melting · freezing · evaporation · condensation · liquid

Write the name of each change on its arrow.



ice (solid) — water (liquid) — water vapor (gas)

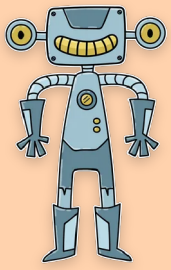
1. When ice gets warm, it starts **melting**.
2. A puddle drying up in the sun is **evaporation**.
3. Water drops on the outside of a cold glass come from **condensation**.
4. Water turning into ice in the freezer is **freezing**.
5. Heating makes matter change from solid to **liquid** to gas.

Art © Kevin Coulston

ANSWER KEY · SIMPLE MACHINES AND ENGINEERING · GRADES 2–4

Answer Key: The Six Simple Machines

Answers for grown-ups. Some questions have more than one good answer.

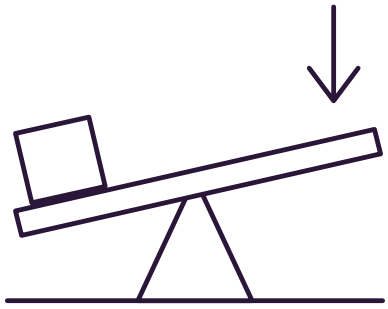


Word bank

wheel and axle | inclined plane | screw | pulley | lever | wedge

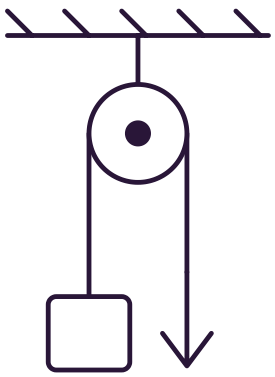
Write the name of each simple machine.

1



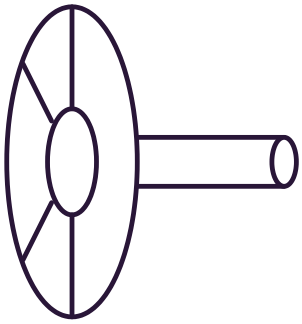
lever

2



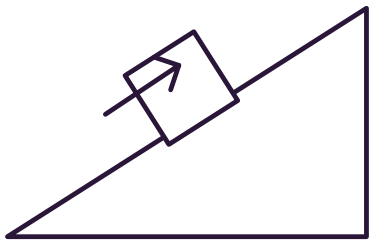
pulley

3



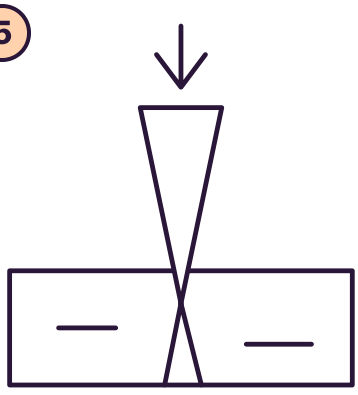
wheel and axle

4



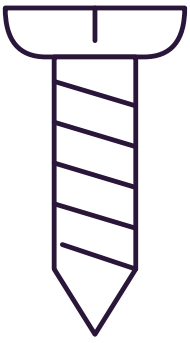
inclined plane

5



wedge

6



screw

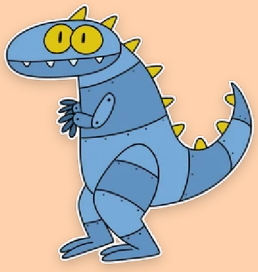
A simple machine makes work easier. Which one would you use to lift a heavy box onto a truck?

Art © Kevin Coulston

ANSWER KEY · SIMPLE MACHINES AND ENGINEERING · GRADES 2–5

Answer Key: Simple Machines All Around

Answers for grown-ups. Some questions have more than one good answer.



Word bank

lever · pulley · wheel and axle · inclined plane · wedge · screw

Write the simple machine you find in each thing.

a seesaw: lever

a wheelchair ramp: inclined plane

a flagpole rope: pulley

a doorknob: wheel and axle

an axe: wedge

a jar lid: screw

a bottle opener: lever

a zipper: wedge

a light bulb base: screw

a steering wheel: wheel and axle

Find a simple machine in your classroom or home. Draw it and name it.

Art © Kevin Coulston

ANSWER KEY · SCIENTIFIC METHOD · GRADES 2–4

Answer Key: Steps of the Scientific Method

Answers for grown-ups. Some questions have more than one good answer.



Write 1 to 7 to put the steps of the scientific method in order.

3 Make a hypothesis: a guess you can test.

7 Share your results.

1 Ask a question.

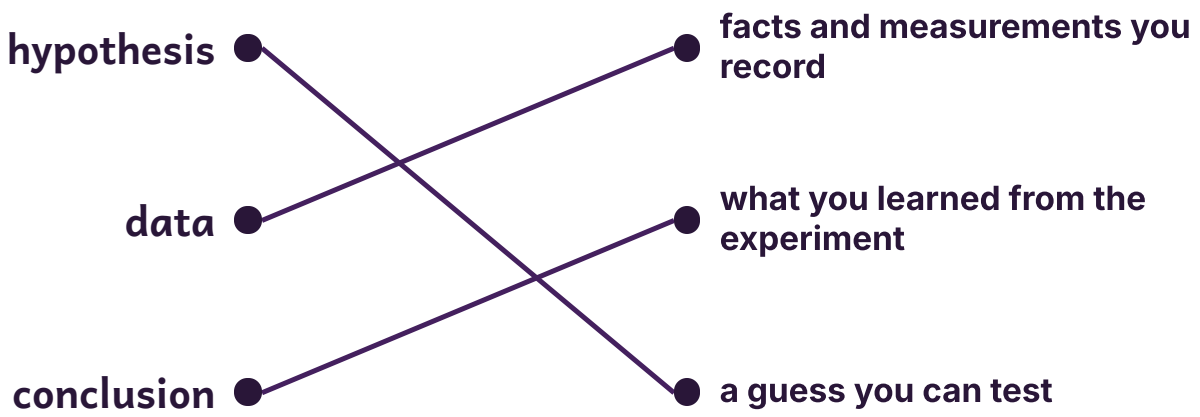
5 Record and look at the data.

2 Do some research.

6 Draw a conclusion.

4 Test it with an experiment.

Draw a line from each word to its meaning.

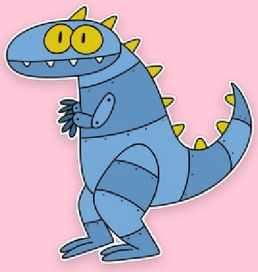


Art © Kevin Coulston

ANSWER KEY · SCIENTIFIC METHOD · GRADES 3–5

Answer Key: Hypotheses and Variables

Answers for grown-ups. Some questions have more than one good answer.



In a fair test, you **change** one thing, **measure** one thing and keep **everything else the same**.

1. Does a higher ramp make a toy car roll farther?

I change: the height of the ramp

I measure: how far the car rolls

I keep the same: the car, the ramp and the floor

If-then hypothesis: If the ramp is higher, then the car will roll farther.

2. Do bean plants grow taller with more sunlight?

I change: how much sunlight the plants get

I measure: how tall the plants grow

I keep the same: the kind of bean, the water and the soil

If-then hypothesis: If a plant gets more sunlight, then it will grow taller.

3. Does salt make ice melt faster?

I change: salt or no salt on the ice

I measure: how long the ice takes to melt

I keep the same: the size of the ice cubes and the room

If-then hypothesis: If we put salt on ice, then it will melt faster.

Art © Kevin Coulston

ANSWER KEY · SCIENTIFIC METHOD · GRADES 3–5

Answer Key: Observation or Inference?

Answers for grown-ups. Some questions have more than one good answer.



An **observation** is something you notice with your senses. An **inference** is something you figure out from what you notice.

Circle O for observation or I for inference.

The leaf is green and yellow.	**O**	I
The leaf fell because it is fall.	O	**I**
The sidewalk is wet.	**O**	I
It rained last night.	O	**I**
The dog is wagging its tail.	**O**	I
The dog is happy to see us.	O	**I**
The ice cube is getting smaller.	**O**	I
The ice is melting because the room is warm.	O	**I**
The rock has three gray stripes.	**O**	I
Someone ate the last cookie.	O	**I**

Write one observation and one inference about your classroom.

Art © Kevin Coulston

ANSWER KEY · FOOD CHAINS AND ECOSYSTEMS · GRADES 3–4

Answer Key: Put the Food Chains in Order

Answers for grown-ups. Some questions have more than one good answer.



A food chain shows who eats what. It starts with a **producer**, a plant that makes food from sunlight. The arrow points to the animal that eats it.

Meadow: snake, grass, frog, grasshopper

☀ → grass → grasshopper → frog → snake

Forest: hawk, acorns, snake, mouse

☀ → acorns → mouse → snake → hawk

Ocean: seal, krill, algae, penguin

☀ → algae → krill → penguin → seal

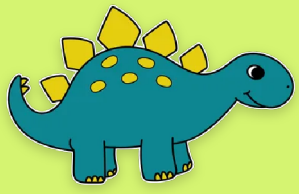
Where does the energy in every food chain first come from?

Art © Kevin Coulston

ANSWER KEY · FOOD CHAINS AND ECOSYSTEMS · GRADES 3–5

Answer Key: Producers, Consumers and Decomposers

Answers for grown-ups. Some questions have more than one good answer.



Producers make their own food from sunlight. **Consumers** eat other living things. **Decomposers** break down dead plants and animals.

Write each living thing in the right column.

deer · frog · oak tree · earthworm · rabbit · bacteria · mushroom · owl · algae · sunflower · mold · grass

Producers	Consumers	Decomposers
grass	rabbit	mushroom
oak tree	owl	earthworm
algae	deer	bacteria
sunflower	frog	mold

What would happen to a forest with no decomposers?

Art © Kevin Coulston

ANSWER KEY · FOOD CHAINS AND ECOSYSTEMS · GRADES 3–5

Answer Key: Herbivore, Carnivore or Omnivore?

Answers for grown-ups. Some questions have more than one good answer.



Herbivores eat only plants. **Carnivores** eat only meat. **Omnivores** eat plants and meat.

Write each animal in the right column.

wolf · owl · deer · raccoon · lion · chicken · bear · shark · rabbit · giraffe · people · cow

Herbivores	Carnivores	Omnivores
cow	lion	bear
deer	shark	raccoon
rabbit	wolf	chicken
giraffe	owl	people

Are you an herbivore, carnivore or omnivore? How do you know?

Art © Kevin Coulston

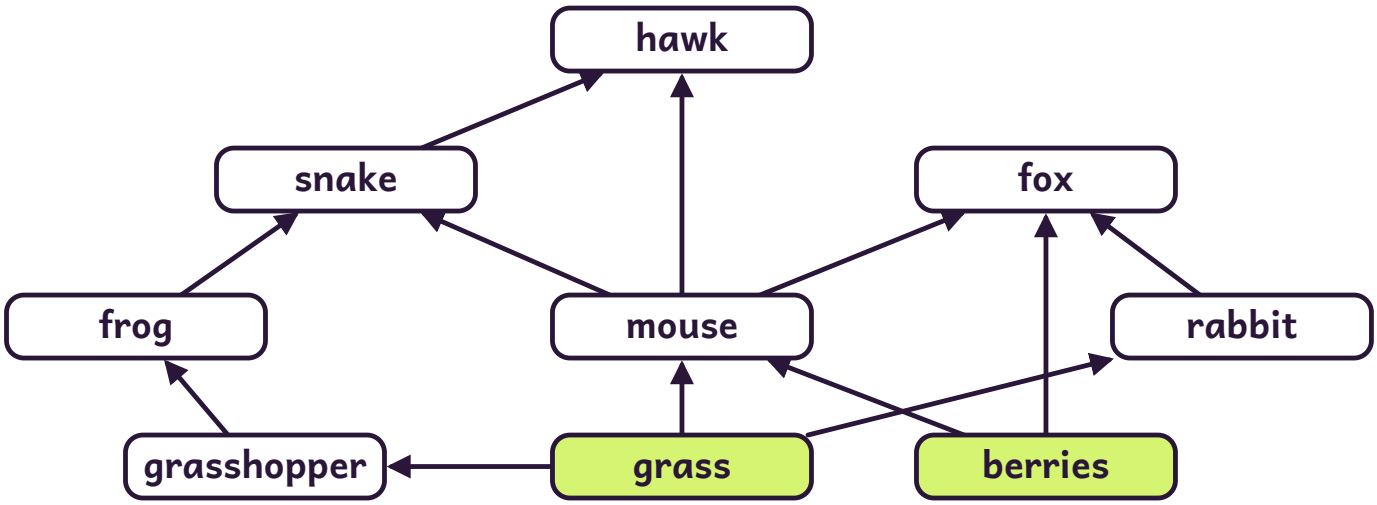
ANSWER KEY · FOOD CHAINS AND ECOSYSTEMS · GRADES 4–5

Answer Key: Read a Food Web

Answers for grown-ups. Some questions have more than one good answer.



Arrows point from the food to the animal that eats it.



1. Name a producer. grass or berries

2. What does the frog eat? grasshoppers

3. Which animals eat mice? snakes, foxes and hawks

4. Write a food chain with four living things. grass → grasshopper → frog → snake

5. If the grasshoppers disappeared, what would happen to the frogs? fewer frogs: they would lose their food

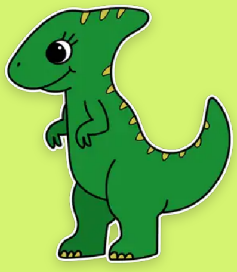
6. Which animal is the top predator? the hawk

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ANSWER KEY · FOOD CHAINS AND ECOSYSTEMS · GRADES 3–5

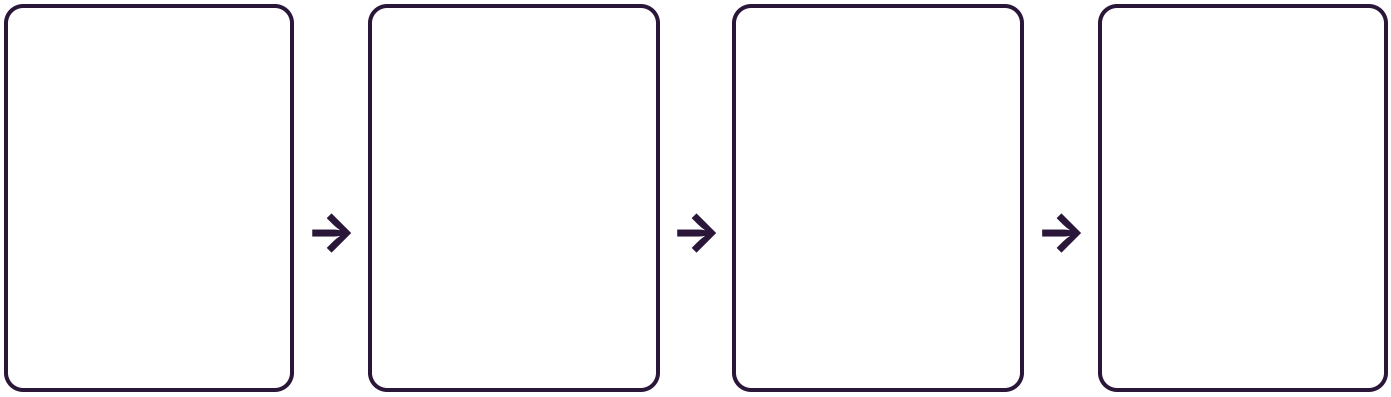
Answer Key: Build a Food Chain

Answers for grown-ups. Some questions have more than one good answer.



My habitat: ☐ ocean ☐ forest ☐ desert ☐ pond ☐ grassland

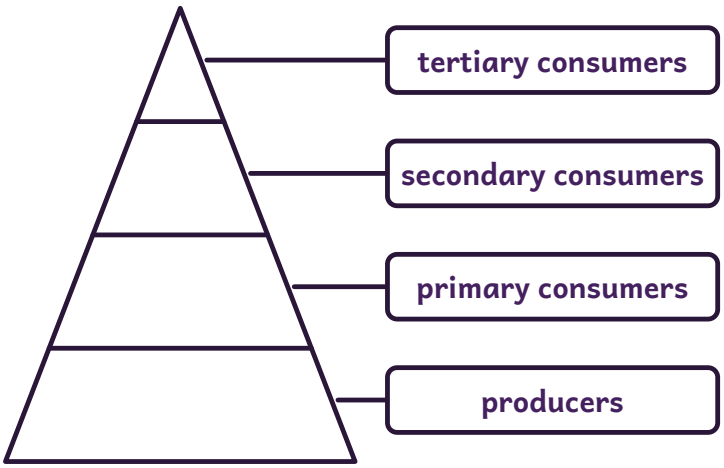
Draw a food chain with four living things. Label each one: producer or consumer.



Word bank

producers · primary consumers · secondary consumers · tertiary consumers

Label the energy pyramid.



Only about **one tenth** of the energy at each level moves up to the next. That is why there are lots of plants, fewer plant eaters and only a few top predators.

Art © Kevin Coulston