FLORIDA

Sample

Grade 4
Statewide Science Assessment Workbook

SAVVAS SCIENCE EXPLORATIONS

SAVVAS

Grade 4 Sample
Statewide Science Assessment Practice

About This Workbook

The Grade 4 Statewide Science Assessment Workbook prepares students for the Statewide Science Assessment in grade 5. The workbook consists of questions focused specifically on grade-level NGSSS benchmarks from grade 4. The questions allow the student to gauge their understanding of the content. The questions align with the distribution of questions across the four Statewide Science Assessment Content Categories: Nature of Science, Earth and Space Science, Physical Science, and Life Science. A separate answer key is provided for the teacher that lists the Standard codes for each item.

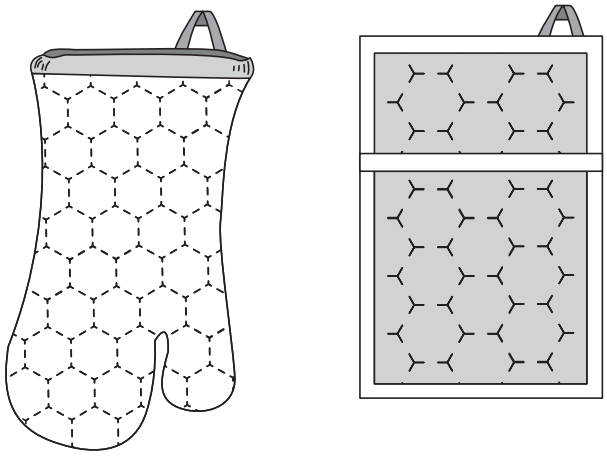
To ensure that this product will successfully prepare your students for the Florida Statewide Science Assessment, we partnered with the nationally recognized organization WestEd to conduct a review of the alignment of the grade-level tests to the grade level benchmarks, and the practice tests to the benchmarks measured by the Florida NGSSS/Florida's Academic Standards for Science and Statewide Science Assessments.

To view the full report from **WestEd**, please visit the Getting Started section of your Savvas Realize® course at www.SavvasRealize.com.

Name _____ Date_____

Florida Science Assessment Practice Grade 4

1 Why are these objects usually made out of cloth or silicone (rubber)?



A. to spread the heat from hot objects to cool ones

B. to put out fires in the kitchen

C. to stop heat from transferring to cooler objects

D. to make hot objects cool off faster

2 A student is investigating how Earth moves around the Sun over time. Which time frames will be MOST useful in her investigation?

F. Decade and Month

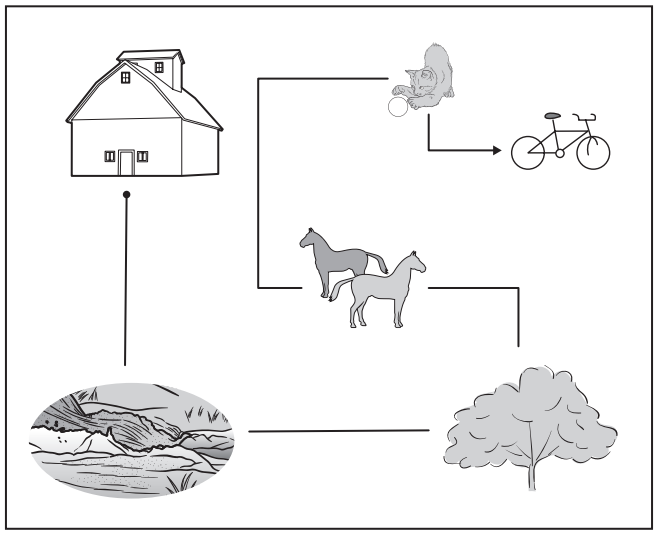
G. Month and Day

H. Year and Day

I. Decade and Year

Name _____ Date_____

❸ Valerie takes an hour-long bike ride. She wants to find out how fast she was going. What does she need to do to figure out her speed?



A. find the number of times she stopped

B. find the distance that she traveled

C. find the directions of the route she took

D. find the amount of gears on the bike

❹ Students place a stick in the ground of the schoolyard. They measure how the length of its shadow changes throughout the morning. They record their data in the following table.

Time	Shadow Length (m)
9:30 A.M.	15
10:00 A.M.	8
10:30 A.M.	5
11:00 A.M.	4
11:30 A.M.	1

Which is a valid summary of these results?

F. The shadow's length changed at the same rate from 9:30 A.M. TO 11:30 A.M.

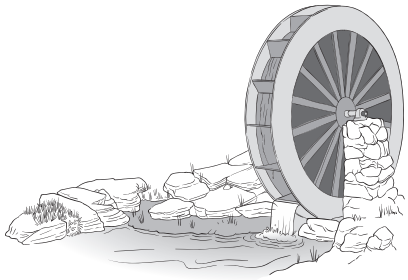
G. The length of the stick decreased over this time period.

H. Shadows cannot be measured in the afternoon.

I. The shadow decreased in length within the two hours.

Name _____ Date_____

5 Old-fashioned gristmills depend on water to grind grain into flour.



Water is a source of energy for a gristmill. Which statement correctly describes why this is so?

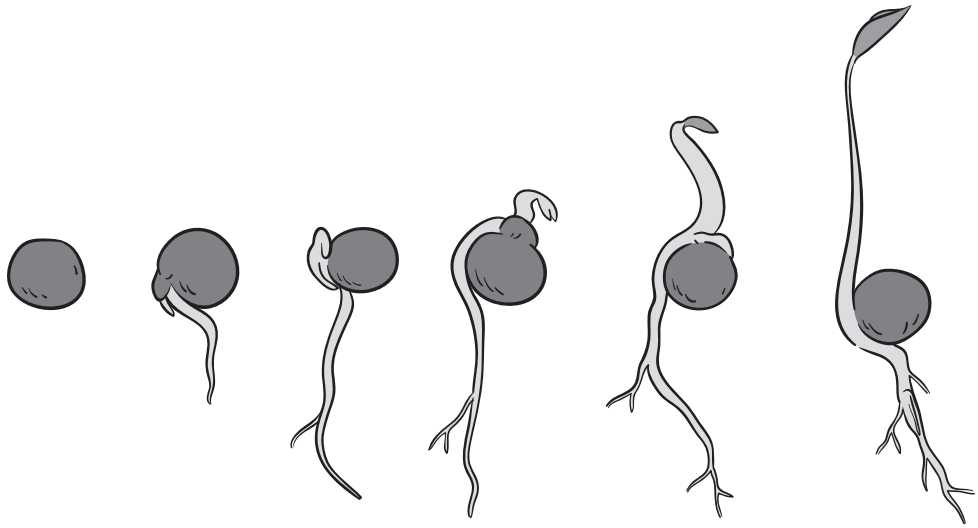
A. Moving water turns the gristmill and drives the work of grinding grain.

B. Warm water heats the gristmill, causing it to move and grind the grain.

C. Water produces electricity to turn the gristmill so it grinds the grain.

D. Moving water produces wind that turns the gristmill so it grinds the grain.

6 What process is shown?



F. Pollination

G. Dispersal

H. Seed fertilization

I. Germination of a seed

Name _____ Date_____

❼ Four groups of students build towers with interlocking blocks. Each block is the same size and each has a mass of 2 grams.

Group	Number of Blocks in Completed Tower	Mass of Completed Tower (g)
Group 1	10	20
Group 2	8	16
Group 3	15	30
Group 4	7	14

Which explanation **best** summarizes the results of all four groups?

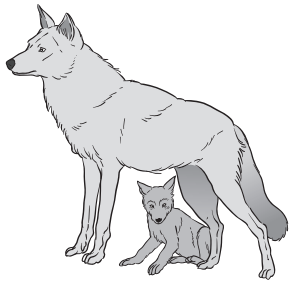
A. Towers with fewer blocks have a greater mass.

B. The mass of a tower with 8 blocks is 16 g.

C. Group 3 built a tower with 15 blocks.

D. The total mass of a completed tower is equal to the mass of its separate parts.

❽ The animals shown in the image below have a very complex family structure and are known to be very attentive parents to their offspring. Which of the following characteristics of the animal's offspring's development is learned?



F. The wolf pack teaches its offspring how to hunt and kill prey.

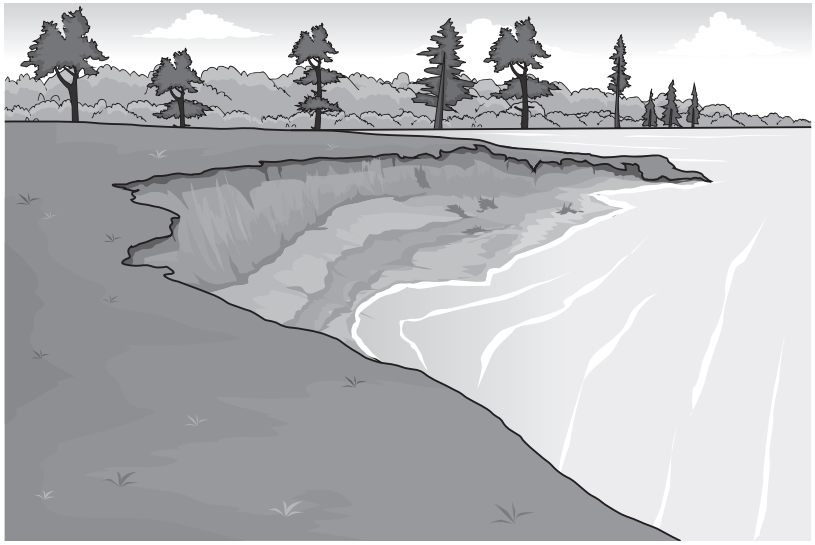
G. Very young wolf offspring drink milk from their mothers or other nursing females.

H. Wolf offspring whimper when they are hungry and/or scared.

I. The fur colors of the wolf offspring changes from a dark color to a light color like their mothers.

Name _____ Date_____

9 Billy's teacher says that water can cause both physical weathering and erosion. Billy draws the following image in his notes.



What should Billy label his drawing?

A. physical weathering, because the rock is changing state from solid to liquid

B. erosion, because some rock has been removed from the bank by the flow of water

C. physical weathering, because the water is being directed by the rock

D. erosion, because the water is unable to move through the rock

10 A student sorts four small objects and records their properties. Which objects are **most likely** to be made of the same material?

PROPERTIES OBSERVED

Object	Texture	Shape
1	sticky	round
2	firm	round
3	soft	uneven
4	firm	square

F. Object 1 and Object 2

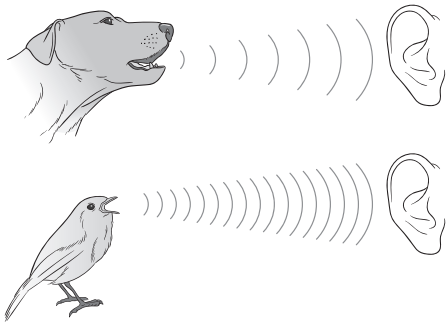
G. Object 1 and Object 3

H. Object 3 and Object 4

I. Object 2 and Object 4

Name _____ Date_____

11 Sometimes people who have hearing loss are better able to hear the deep bark of a dog than sounds of a bird chirping at the same distance away. What is the **best** explanation for this effect?



A. The dog barking generates sound waves at longer wavelengths that are easier to hear.

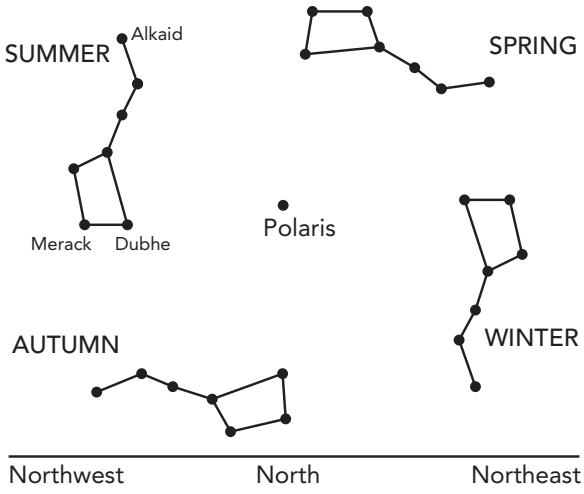
B. The bird chirps at a low pitch produced by air movements, and low pitches are harder to hear.

C. The bird's vibrations are faster. The higher pitch is harder to hear.

D. The dog has more mass, which increases the air pressure.

Name _____ Date_____

12 A student observes the Big Dipper every night for a year. She draws its location in the sky during each season. She notices that it seems to move in a circle. She also saw that Polaris did NOT seem to move. What is the relationship between the position of the Big Dipper and Polaris over time?



F. Polaris shifts location as the stars Alkaid and Merack in the Big Dipper rotate in the sky.

G. Polaris is visible at certain times of year but not others.

H. Polaris is always in line with the stars Dubhe and Merack on the right in the Big Dipper.

I. Polaris disappears during the colder months of the year.

Name _____ Date_____

13 A student tests two designs for paper airplanes. She makes two different airplanes, which she calls Design A and Design B, and she throws each plane four times. She measures how far the planes fly. Then, she records her data in the table below.

DISTANCE TRAVELED

Trial #	Paper Airplane Design A (m)	Paper Airplane Design B (m)
1	3.0	2.5
2	3.1	1.5
3	4.0	1.8
4	3.7	2.3

The student then makes a third design, which she calls Design C. She only throws the third design once, but it travels for six meters. Can she conclude that this is the **best** design?

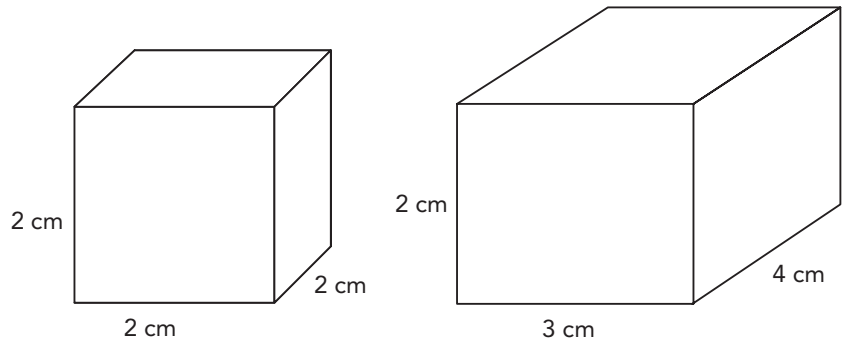
A. Yes, because Designs A and B are identical.

B. No, because Design C uses more paper.

C. Yes, because it travels farther than Designs A and B.

D. No, because she needs more trials of Designs A, B, and C.

14 The image below shows two boxes, Box A and Box B. Which statement below correctly compares their volumes?



F. Box A and Box B have the same volume.

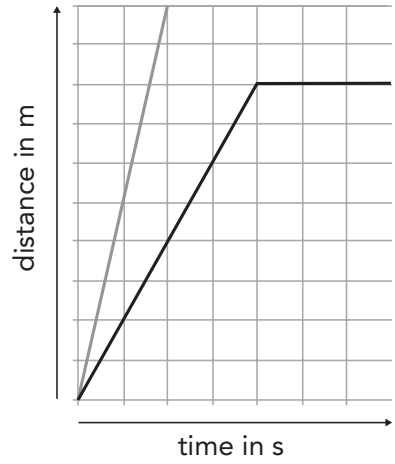
G. Box A's volume is slightly smaller than Box B's volume.

H. Box B's volume is twice as large as Box A's volume.

I. Box B's volume is three times as large as Box A's volume.

Name _____ Date_____

15 The graph below compares the speed of two different runners. The gray line is Runner A and the black line is Runner B.



Which statement **best** describes the differences between the runners' speed?

A. Both runners are moving at around the same speed.

B. Runner A's speed changes a lot more often than Runner B's speed.

C. Both runners' speeds remain steady for some time, then Runner B stops moving.

D. Runner A's speed is slower than Runner B's.

16 Jacob gives three different plants different amounts of water each day. He measures the height of the plants after one week. His data are recorded in the table below.

Plant	Amount of Water/Day (mm)	Height (cm)
A	5	10
B	10	12
C	15	8

Can Jacob draw a conclusion based on his data?

F. Yes, it is clear that the amount of water affects plant growth.

G. No, more data is needed, such as the starting height of each plant.

H. Yes, Jacob can use his previous knowledge of plant growth to add to his data.

I. No, plant growth has already been completely studied.

Name _____ Date_____

17 The image shows an area that has been affected by a hurricane. What type of energy moved the objects as shown in the image during the hurricane?

A. Wind energy driven by moving air

B. Wind energy driven by even heating of Earth

C. Wave energy driven by a lack of water pressure

D. Wave energy driven by salt water mixing with fresh water

18 Which three phenomena usually cause the animals shown in the image to migrate?

F. change of season, search for more predators, and search for less food

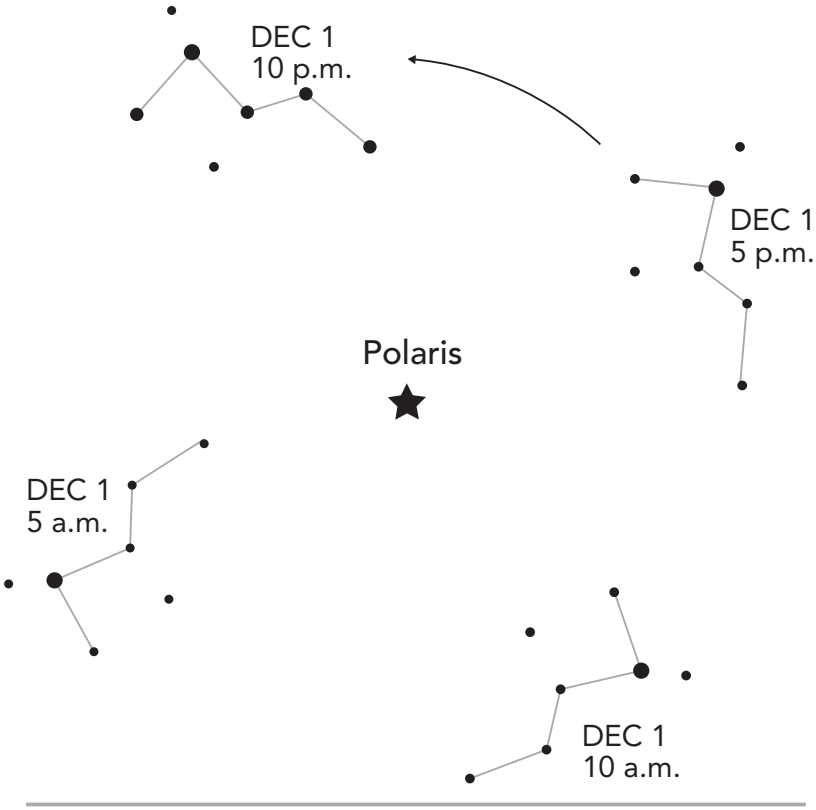
G. loss of habitat, change of season, and search for reproductive partners

H. change of season, loss of habitat, and search for a less hospitable environment

I. search for more food, search for reproductive partners, and search for a less hospitable environment

Name _____ Date_____

19 A student records the locations of a star pattern through the night. She views observations from the same position.



What is the **best** explanation for the phenomenon shown in the diagram?

A. The stars are moving due to increased gravity between them.

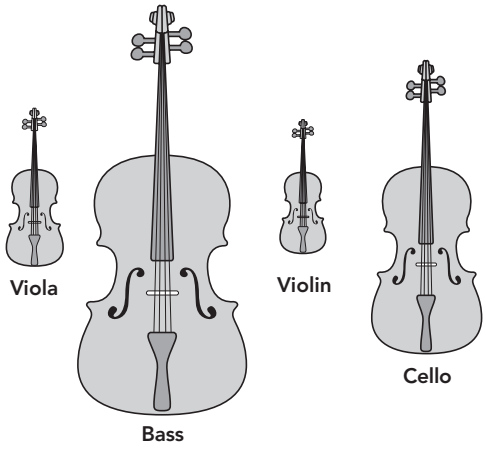
B. Earth is rotating on its axis during the course of the day.

C. Polaris is producing different amounts of light over time.

D. The temperature of Earth is making the stars appear differently.

Name _____ Date_____

20 String instruments look very similar, but play at different pitches. What is the correct order of pitches for the instruments shown, from the lowest pitch to the highest?



F. violin, viola, cello, bass

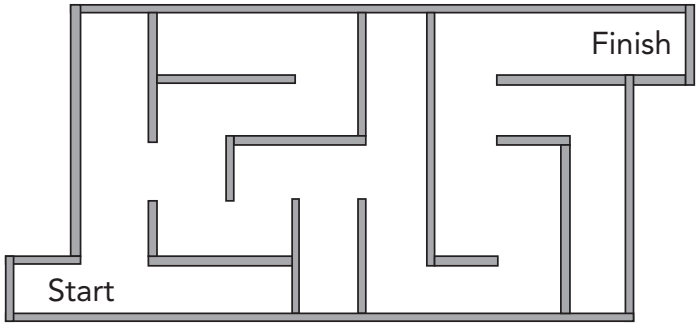
G. bass, cello, viola, violin

H. viola, cello, bass, violin

I. cello, bass, violin, viola

Name _____ Date_____

21 Students build a maze to learn more about animal behaviors. The students want to find out if a mouse can learn the fastest route through the maze to find food. They review ideas for experimental designs, which include rules about the proper treatment of animals.



Which experimental design would **best** answer this question?

A. Compare how quickly three different mice complete the maze.

B. Compare how quickly a single mouse can complete the maze without practice and with practice.

C. Compare the time it takes for a mouse and a gerbil to complete the maze.

D. Measure the amount of time it takes for a single mouse to complete the maze the first time it tries the maze.

22 The table shows what time it is in different places.

Location	Time
Tallahassee	12 P.M.
San Francisco	9 A.M.
London	5 P.M.
Singapore	1 A.M. tomorrow
Los Angeles	9 A.M.

What conclusion can be made from the data?

F. In 24 hours, it will be 9 A.M. in Los Angeles.

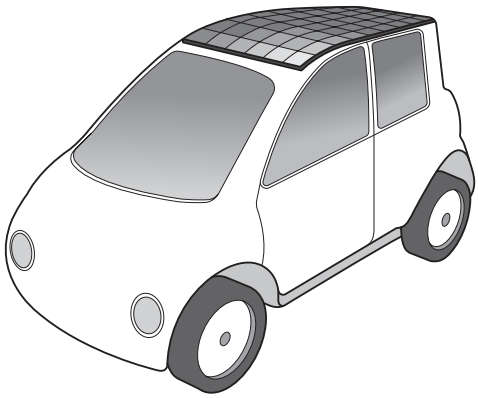
G. In 12 hours, it will 1 A.M. in Tallahassee.

H. It will not become light in London until noontime in San Francisco.

I. Singapore has more darkness than other places on Earth.

Name _____ Date_____

23 Which describes how motion is produced to make this solar car run?



A. Electrical energy changes to heat energy.

B. Magnetic energy changes to electrical energy.

C. Light energy changes to electrical energy.

D. Magnetic energy changes to light energy.

24 Below is a picture of an invasive pepper plant that is native to Brazil, but is found in parts of Florida. Which of the following is a negative result of this invasive species?

F. It will take up resources of other nearby plants.

G. It will cause temperatures in Florida to decrease.

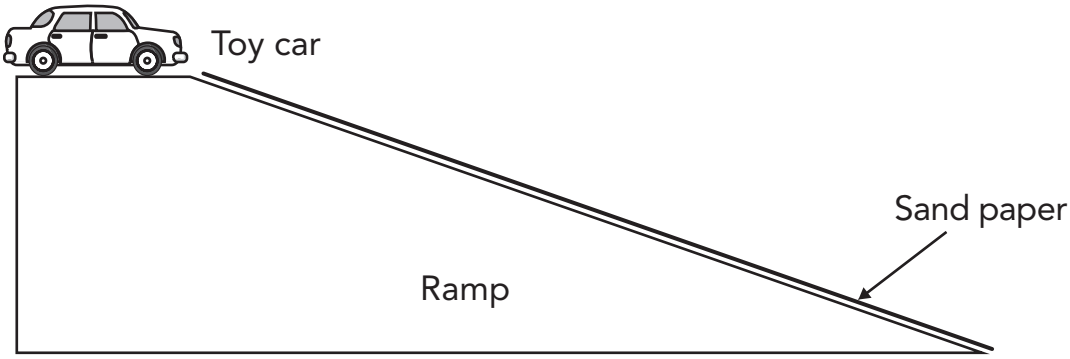
H. It will allow other invasive species to come to Florida.

I. It will provide food to predators increasing their numbers.

Name _____ Date_____

Use the image to answer questions 25 through 26.

Students set up an investigation to find out how different materials on a ramp affect the motion of a toy car. First, they set up a ramp. Next, they placed sandpaper on the ramp. They used a meter stick to measure how far the car rolled on the floor after it moved down the ramp. Then, they placed waxed paper on the ramp in place of the sandpaper. Again, they measured how far the car rolled. The students recorded their data and compared the results.



25 What should the students do to be sure their results are valid?

A. Make a graph of the results.

B. Run only one trial with each material on the ramp.

C. Change the height of the ramp in each trial.

D. Control all variables except the material on the ramp.

26 How could the students add a control to their investigation?

F. Carry out some trials with no material added to the ramp.

G. Carry out at least three trials with waxed paper and at least three trials with sandpaper.

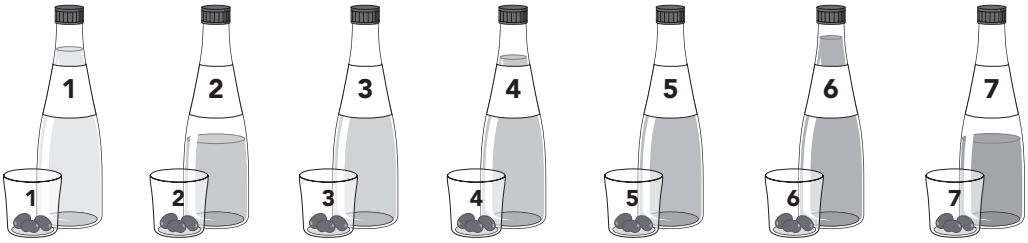
H. Carry out the same investigation using different toy cars.

I. Carry out trials in which they do not record data.

Name _____ Date_____

Use the information to answer questions 27 through 28.

Students studied ways that humans affect the environment. They found out that some kinds of soaps can affect ecosystems if they get into the water supply. Students asked the scientific question: How does soapy water affect plant seeds? To find the answer, they placed bean seeds inside of cups. The students put plain water in Bottle 1, and water with different amounts of soap in Bottles 2 through 7. The students watered the seeds in the cups that matched the bottles every day.



27 Which of the following can students do to help make sure their results are valid?

A. Keep all of the cups at the same temperature.

B. Wait until the end of the investigation to record all of the data at once.

C. Give each cup of beans a different amount of water.

D. Make a prediction about the results.

28 Different groups of students who carried out this investigation compare their results. One group of students recorded very different results from the other groups in the class. Which step should be completed next to understand why the results are different?

F. Review the steps followed by all of the groups to see if that group used different steps.

G. Use the very different results as the class results.

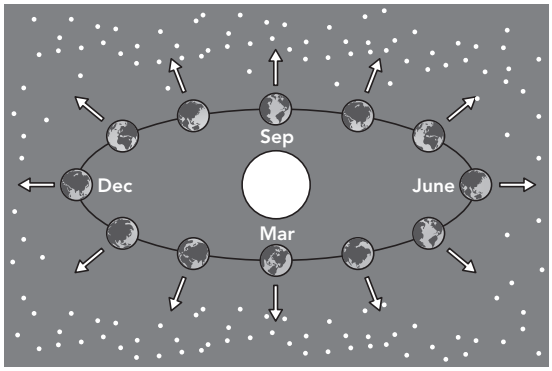
H. Average all of the groups' results together.

I. Do not use any of the results from any of the groups.

Name _____ Date_____

Use the image to answer questions 29 through 31.

The picture shows Earth at different places in its orbit around the Sun over a year.



29 Compare the positions of Earth all year round. Which statement describes how the stars are viewed from Earth during the year?

A. The visible stars change as Earth moves through its orbit.

B. The same stars can be seen from anywhere on the planet.

C. The seasons have little impact on which stars are visible.

D. The stars follow the same pathway as Earth does in its orbit.

30 On one evening in June, a student in Florida looked straight up in the sky and saw a constellation. What will that constellation look like on an evening in December?

F. The constellation will have disappeared from view.

G. The constellation will be visible but in a different orientation to Earth.

H. The constellation will be completely reversed.

I. The constellation will have moved to a new spot in the sky.

31 A scientist developed a map of Earth in space based on what is shown in the diagram. She wanted to use the information on the map to help answer a question.

Which question is the scientist **most likely** trying to answer?

A. How long does it take Earth to move around the Sun?

B. Which stars can be seen during the summertime?

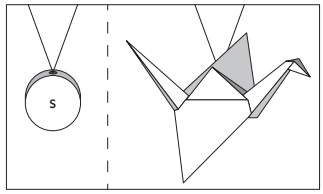
C. How close are the stars to each other and the Sun?

D. Where in space are the stars that form the Big Dipper located?

Name _____ Date_____

Use the information to answer questions 32 through 34.

Anita plays with some magnets. She learns that small round magnets have the north pole on one side and the south pole on the other. Anita hangs a small round magnet from a string. Then she attaches a paper bird to the south pole side of the magnet. The north pole side of the magnet is uncovered on the back of the bird.



32 Which of these actions would make Anita's bird move away from the object that moves toward it?

F. moving the south pole end of a bar magnet toward the "bird side" of the round magnet

G. touching the "bird side" of the round magnet with a metal clip

H. touching the "bird side" of the round magnet with a plastic pen

I. moving the north pole end of a bar magnet toward the "bird side" of the round magnet

33 Why do some objects cause Anita's bird to move, but other objects do NOT?

A. Non-magnetic items cause the magnet to be attracted to the bird.

B. Magnetic items attract and repel other magnets.

C. Magnetic items only attract other magnets.

D. The bird repels all objects made of metal.

34 Which of the following groups includes objects that would all be attracted to the magnet on Anita's bird?

F. cotton ball, metal screw, wooden toothpick

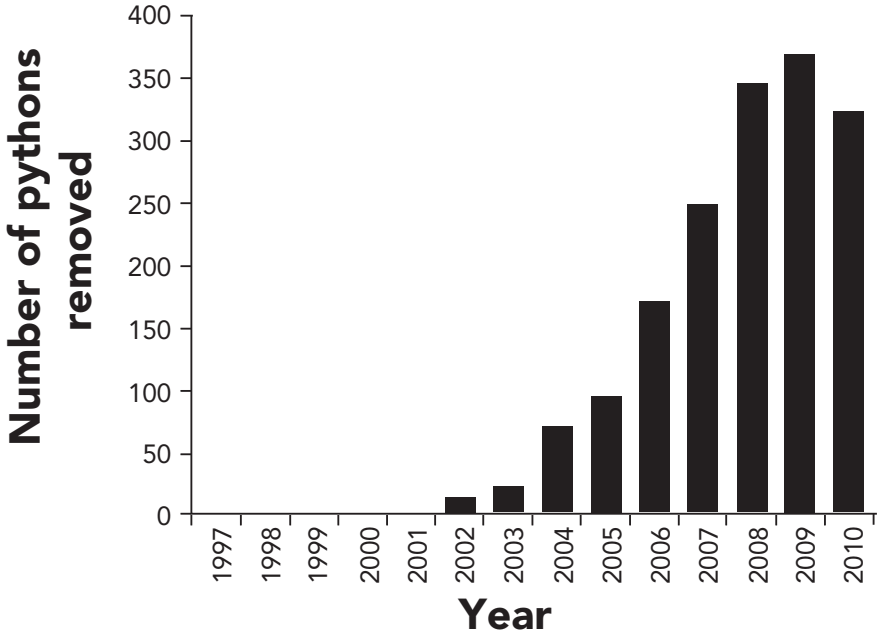
G. steel nail, metal paper clip, staple

H. metal wire, plastic straw, rubber eraser

I. metal ruler, wooden pencil, paper notepad

Name _____ Date_____

35 The graph below provides information about Burmese pythons in Florida.



Which of the following is the **best** hypothesis based on this graph?

A. Rising temperatures in Florida since 2002 have made the region more suitable for Burmese python populations.

B. Burmese pythons were introduced by humans into Florida ecosystems, sometime before 2002.

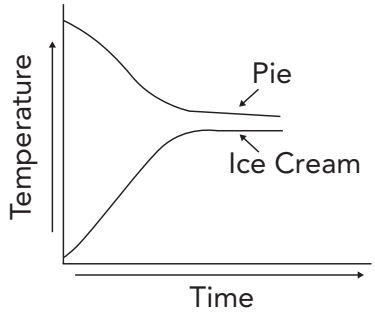
C. Other species introduced by humans into Florida are outcompeting Burmese pythons for resources.

D. Humans have been destroying Burmese python habitats in Florida since 2006.

Name _____ Date_____

Use the graph to answer questions 36 through 37.

Andre's mother places a piece of hot pie on a plate and puts a scoop of ice cream on top. Andre uses two separate thermometers to record the temperature of the pie and the temperature of the ice cream over time. He graphs his results together as shown.



36 Which statement **best** describes what is happening in the graph?

F. Heat moves from the hot pie to the cold ice cream.

G. Electricity moves from the hot pie to the cold ice cream.

H. Cool air from the ice cream is moving to the hot pie.

I. The ice cream is creating heat from the pie.

37 What can be concluded by the changes shown in the graph as time passes?

A. There is never much difference in temperature between the pie and the ice cream.

B. The ice cream attracts as much electrical energy as it can before its temperature drops.

C. As the pie cools, its temperature gets closer to that of the ice cream.

D. The ice cream transfers heat poorly, so its temperature stops rising as time passes.

Name _____ Date_____

Use the paragraph to answer questions 38 through 39.

The Florida panther is a highly endangered species. These animals once had a wide range throughout the southern states. However, today there are only about 70–100 panthers living in the southern part of Florida. Florida panthers hunt prey such as white-tail deer.

38 The range of the Florida panther is now less than 5% of its historic range. Which of the following would NOT be a reason for this loss of habitat?

F. the spread of human populations into areas that they did not live in before

G. destruction of marsh areas, cypress forests, and mangroves by overdevelopment

H. laws about land use that have helped stabilize the size of the deer population

I. the shrinking habitat of the panther's natural prey animals, such as white-tail deer

39 Researchers want to take positive steps to increase the numbers of Florida panthers in the wild. How can they use the food chain to best achieve this?

A. Lower the number of white-tailed deer that are hunted by humans each year.

B. Locate panther safety habitats near busy roadways to increase competition.

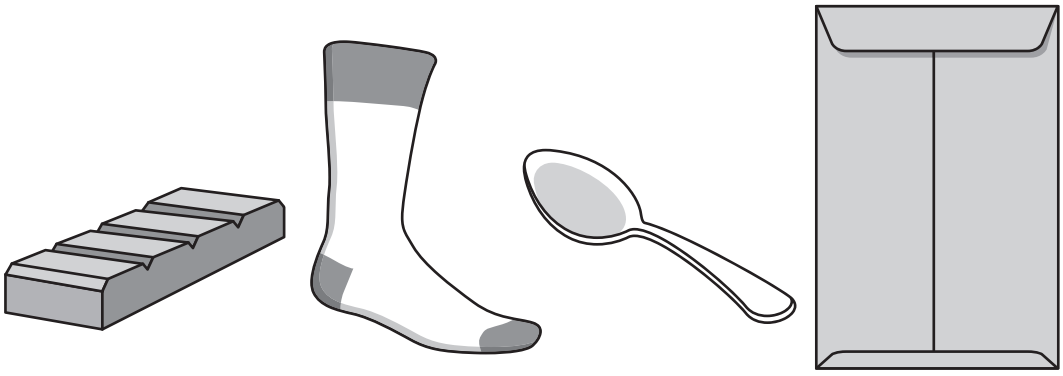
C. Encourage inbreeding among Florida panther populations.

D. Permit more development in marsh areas and mangrove forests.

Name _____ Date_____

Use the image to answer questions 40 through 41.

To help him learn about properties of different materials, Malcolm gathers four small household items and measures the mass of each on a kitchen scale. He then considers properties that might separate the items or group them together.



Chocolate Bar (55 grams) | Sock (25 grams) | Metal Spoon (85 grams) | Large Envelope (25 grams)

40 Which two properties below are shown by only one of Malcolm's items?

F. ability to conduct heat, soft texture

G. large mass, irregular shape

H. ability to conduct heat, ability to attract magnets

I. sweet taste, ability to attract magnets

41 Which of the statements below **best** support Malcolm's observations?

A. Objects with the same mass tend to share many other properties.

B. Objects with the same texture tend to have the same shape.

C. The ability to attract magnets is common in objects that do not transfer heat.

D. Texture and shape are both highly variable traits in objects.

Name _____ Date_____

Use the table to answer questions 42 through 43.

Janet drops a tennis ball from the same height on different surfaces and counts how many times the ball bounces before it stops.

	Cardboard	Lawn	Carpet
Number of Bounces	10	4	2

42 After the test, Janet looks at the data and decides to do the test again. What **best** explains why she should do this test again?

F. A mistake was made during the first test.

G. Repetition helps prove the results are accurate.

H. The experiment needs another variable.

I. Replication will increase the number of bounces.

43 Bill performs the same tests and the tennis ball bounces 9 times on cardboard, 3 times on the lawn, and 6 times on a carpet. What could explain his results?

A. Bill's carpet is different than Janet's.

B. Bill is taller than Janet.

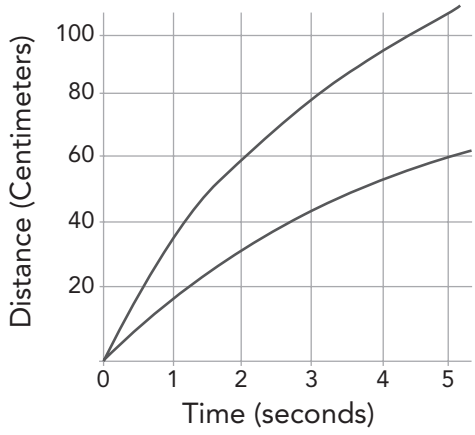
C. Bill's tennis ball is bigger than Janet's.

D. Bill is weaker than Janet.

Name _____ Date_____

Use the graph to answer questions 44 through 45.

Camille measures and compares the speed of two different balls that she rolls along a countertop. She graphs her results. The top line in the graph shows Ball 1, and the bottom line in the graph shows Ball 2.



44 Based on the graph, what exactly is Camille measuring to compare the speed of the balls?

F. the time it takes each ball to travel 50 centimeters

G. the distance that each ball travels before it stops

H. the time it takes for one ball to pass the other

I. the distance that each ball travels in five seconds

45 Which statement **best** compares the distance traveled by the two balls, as shown on the graph?

A. At 3 seconds, Ball 2 had traveled farther than Ball 1.

B. At 1 second, Ball 1 had traveled about 36 centimeters and Ball 2 had traveled about 16 centimeters.

C. At 5 seconds, the balls were closer together than they were at 2 seconds.

D. At 4 seconds, the balls were in the same spot.

Name _____ Date_____

46 A student observes how the moon changes over the course of one month. She draws this diagram in her notebook.

What will the moon look like in one week?

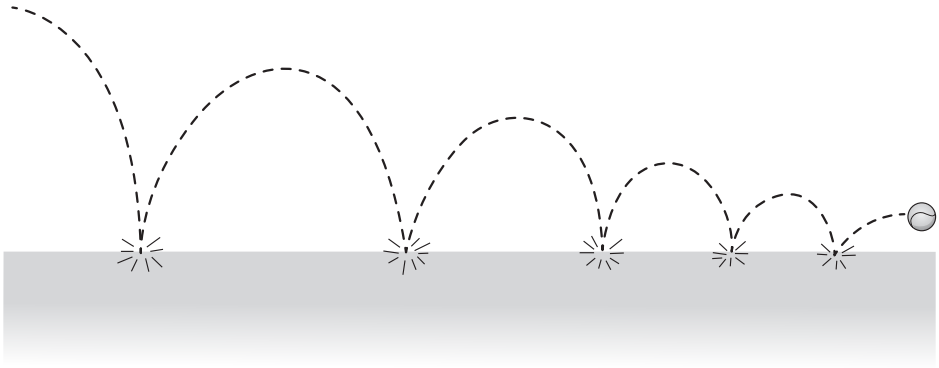
F. The left half will be bright and the right half will be dark.

G. The moon will not be visible.

H. It will look like a crescent.

I. It will look like a bright full circle.

47 Bo finds the following diagram in his textbook.



How can Bo tell if the ball in the diagram is in motion?

A. The ball is in motion because it is changing only direction.

B. The ball is not in motion because it is not changing direction.

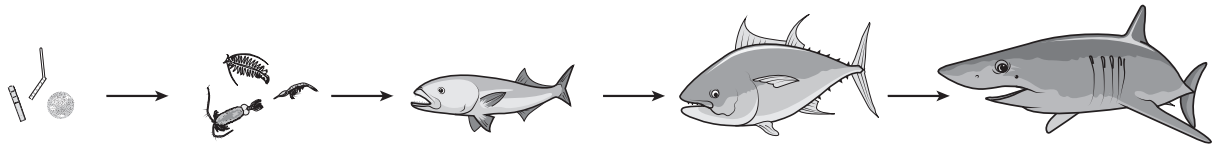
C. The ball is in motion because it is changing position.

D. The ball is not in motion because it is changing only position.

Name _____ Date_____

Use the illustration to answer questions 48 through 49.

The illustration shows a typical marine food chain found in Florida's oceans.



Phytoplankton Zooplankton Bluefish Tuna Shortfin Mako Shark

48 What is the primary source of energy that drives this food chain?

F. the zooplankton

G. the great white shark

H. the phytoplankton

I. the Sun

49 How does the tuna get energy from the Sun?

A. The tuna is able to directly convert sunlight into energy.

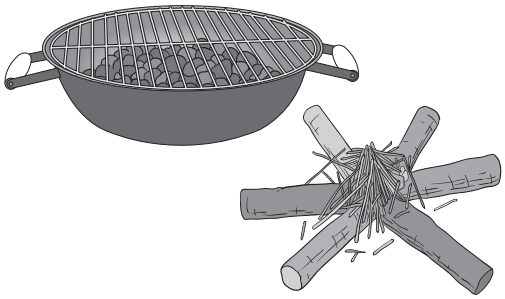
B. Energy is passed to the tuna through eating other organisms.

C. The zooplankton makes the energy that gets passed on.

D. The shark passes the energy down to the tuna when the tuna gets eaten.

Name _____ Date_____

50 Which statement **best** compares the items in the image in terms of how they use or produce energy?



F. The grill and the campfire use electrical energy.

G. Energy of motion is produced by the grill, but not the campfire.

H. Light energy is made by the grill, but not the campfire.

I. The grill and the campfire can produce heat.

51 A student records the times of sunrise and sunset over a month. She also observes what phase of the moon was occurring.

Date	Time of Sunrise	Time of Sunset	Shape of the Moon
April 1	6:04 A.M.	4:24 P.M.	not visible
April 8	6:03 A.M.	4:25 P.M.	left half dark and right half visible
April 15	6:02 A.M.	4:27 P.M.	fully visible
April 22	6:00 A.M.	4:28 P.M.	left half visible and right half dark
April 29	5:58 A.M.	4:29 P.M.	not visible

What is this student **most likely** investigating?

A. The relationship between Earth's rotation and the movements of the Sun and Moon.

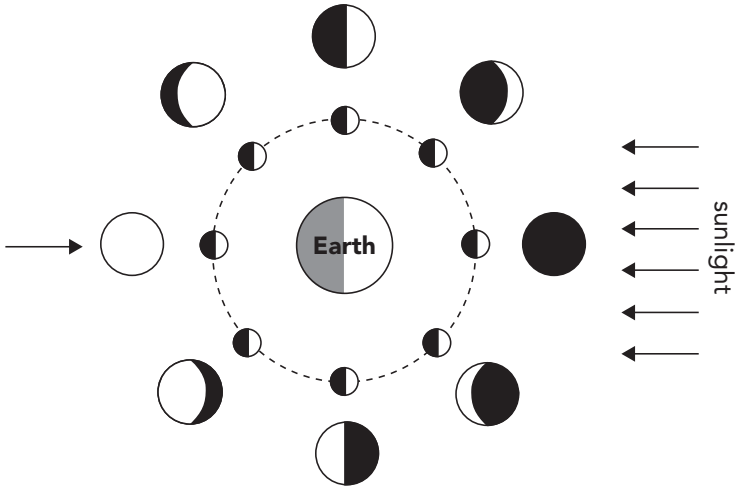
B. The relationship between the date and sunlight reflecting off the moon.

C. The relationship between the Sun's strength and Earth's location in its orbit.

D. The relationship between time of day and seeing the moon.

Name _____ Date_____

52 How does sunlight affect how the moon indicated by the arrow appears from Earth?



F. Earth blocks the sunlight so the moon appears dark.

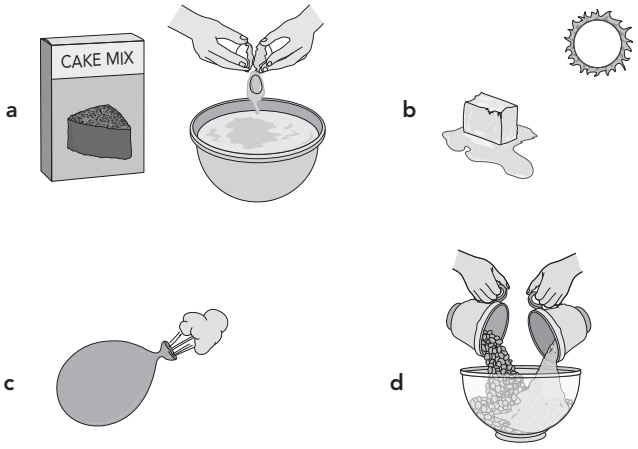
G. The Sun lights up some of the moon making it look crescent shaped.

H. The entire side of the moon facing Earth is lit up by the Sun.

I. Half of the moon appears to be lit by sunlight while the other half is dark.

Name _____ Date_____

53 Isabel is studying ways that materials change. She draws the following images.



Which image shows a change that results in a new material?

A. Image A

B. Image B

C. Image C

D. Image D

54 The table shows the times of sunrise and sunset for several days in the middle of May.

Day	Sunrise	Sunset
Monday (May 12)	6:39 A.M.	8:29 P.M.
Tuesday (May 13)	6:38 A.M.	8:30 P.M.
Wednesday (May 14)	6:37 A.M.	8:31 P.M.
Thursday (May 15)	6:36 A.M.	8:32 P.M.

What pattern is responsible for the data collected?

F. The Sun rotates around Earth.

G. The Moon revolves around Earth.

H. The Moon follows an elliptical orbit.

I. Earth revolves around the Sun.

Name _____ Date_____

55 Kimmi scratches three rocks in the same way with a fourth rock she found nearby. She makes the following notes about her experiment:

	Scratch Length (cm)	Scratch Thickness
Rock 1	**5**	thin
Rock 2	**5**	thick
Rock 3	**5**	thin

What physical property is she testing?

A. luster

B. hardness

C. cleavage

D. streak color

56 Geoff is making the following poster for his classroom.

Which resource should he include?

F. geothermal energy

G. solar energy

H. biomass energy

I. oil

Name _____ Date_____

57 Jaylee is making a table of natural resources.

Resources Obtained in Florida	Resources Not Obtained in Florida
limestone	graphite
silicon	phosphates

Which resource is in the wrong column on the table?

A. limestone

B. coal

C. silicon

D. phosphates

Use the information to answer questions 58 through 60.

A student collects the following data about the Sun, stars, moon, and Earth over the course of one day.

Time of Day	Sun Visible	Moon Visible	Stars Visible	Sun Location
5 A.M.	No	Yes	Yes	Near horizon
10 A.M.	Yes	No	No	Above horizon
1 P.M.	Yes	No	No	Overhead
5 P.M.	Yes	No	No	Near horizon
9 P.M.	No	Yes	Yes	Not visible

58 What research question is the student investigating?

F. How long does it take Earth to rotate on its axis?

G. Does the moon rotate at a faster rate than Earth does?

H. How do the locations of the stars relate to the moon?

I. What is the relationship between time of day and seeing objects in the sky?

Name _____ Date_____

59 If the student goes outside at 3 A.M., what data would be collected?

A.

Time of Day	Sun Visible	Moon Visible	Stars Visible	Sun Location
3 A.M.	Yes	Yes	Yes	Near horizon

B.

Time of Day	Sun Visible	Moon Visible	Stars Visible	Sun Location
3 A.M.	No	Yes	Yes	Not visible

C.

Time of Day	Sun Visible	Moon Visible	Stars Visible	Sun Location
3 A.M.	No	Yes	No	Not visible

D.

Time of Day	Sun Visible	Moon Visible	Stars Visible	Sun Location
3 A.M.	No	No	No	Not visible

60 Which of these is a conclusion the student could make based on the data?

F. The Sun, moon, and stars stay in the same places in the sky all the time.

G. The position of the Sun is related to the visibility of the moon and stars.

H. The moon and stars are only visible during the same time when the Sun is near the horizon.

I. The visibility of the stars, Sun, and moon depends on the time of day.

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