



School and High School “María Edgeworth”

Alangasí – Ecuador
Educating for the life with love and responsibility

Term I

Name:	Date:	
Subject: Natural Science	Score:	Grade: 3th
Skills with performance criteria: CN.2.2.1. To locate the heart in the body. To explain its function and relate it to the preservation of life.		
Evaluation Indicators: I.CN.2.4.1. To explain in clear and relevant language, the location of the lungs, heart, skeleton and muscles in the body; and their respective functions (support, movement and protection), structure and relationship with the maintenance of life. (J3, I3)		

Test rules.

1. Sharpen your pencil well.
2. Don't copy your classmates
3. Don't make a noise
4. Give the test on time.

Good luck!

1. Read the paragraph and answer the questions:

/2

In the Antarctic, the temperature is very low, and everything is covered in ice and snow. In the Atacama desert in Chile, it is very hot during the day, and there is no vegetation to provide shelter from the sun's rays.

- a. Which of these animals can survive in the desert?



pelican



snake

K

- b. Which option shows good clothing for visiting Antarctica?



2. Write **V** if the animal is a vertebrate and **I** if it is an invertebrate.

/1



crab



snake



turtle



frog



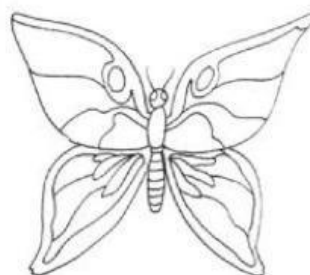
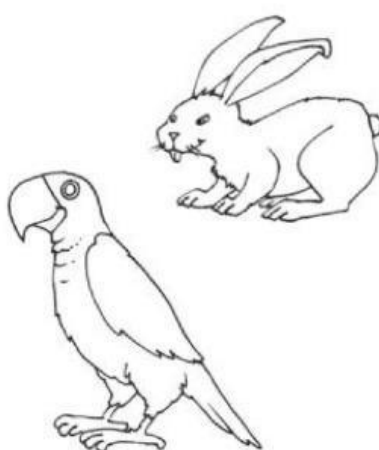
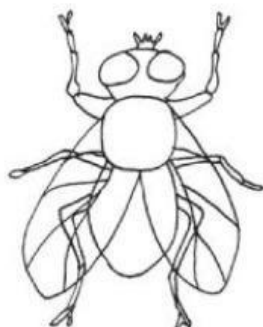
caterpillar



rabbit

3. Color the animals that go through metamorphosis in their life cycles.

/1



4. Look at the illustration and do the activities.

/2

a. Match the labels with the bones.

ribs

femur

tibia

cranium



humerus

radius

spinal
column

kneecap

Answer the questions.

- a. What structure protects the brain?

- b. What organs do the ribs protect?

5. Look at the illustration and mark the correct answers with a ✓.



- a. Which kind of muscles is the child using?

☐ involuntary ☐ voluntary

- b. Which system is more active?

☐ muscular system ☐ digestive system

6. Look at the illustration

Which muscles do you recognize? Write the names of at least four.

