<table>
<thead>
<tr>
<th>Question</th>
<th>Choice A</th>
<th>Choice B</th>
<th>Choice C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The movement of carbon between the atmosphere, land, and oceans is called what?</td>
<td>carbon dating [aqua green]</td>
<td>carbon cycle [black]</td>
<td>carbonization [red]</td>
</tr>
<tr>
<td>2. Which of the following processes removes CO₂ from the atmosphere?</td>
<td>photosynthesis [blue]</td>
<td>burning fossil fuels [purple]</td>
<td>cellular respiration [orange]</td>
</tr>
<tr>
<td>6. Which of the following is not an example of a carbon reservoir?</td>
<td>ocean [purple]</td>
<td>soil [light green]</td>
<td>cloud [black]</td>
</tr>
<tr>
<td>7. Which of the following is a consequence of deforestation?</td>
<td>more CO₂ is released into the atmosphere [light blue]</td>
<td>less CO₂ is released into the atmosphere [light green]</td>
<td>decreased soil erosion [pink]</td>
</tr>
<tr>
<td>8. Which of the following does not increase the amount of CO₂ in the atmosphere?</td>
<td>burning fossil fuels [purple]</td>
<td>photosynthesis [aqua green]</td>
<td>volcanic eruption [orange]</td>
</tr>
<tr>
<td>9. Which of the following are ways humans are impacting the carbon cycle?</td>
<td>deforestation [pink]</td>
<td>burning fossil fuels [yellow]</td>
<td>both A &amp; B [aqua green]</td>
</tr>
<tr>
<td>10. Which of the following would not be part of the carbon cycle?</td>
<td>condensation [blue]</td>
<td>cellular respiration [yellow]</td>
<td>photosynthesis [orange]</td>
</tr>
<tr>
<td>11. Which of the following statements is true?</td>
<td>A decrease of CO₂ in the atmosphere contributes to a global temperature increase. [black]</td>
<td>Animals are the primary consumers of CO₂. [gray]</td>
<td>Carbon is not created nor destroyed in the carbon cycle. [white]</td>
</tr>
<tr>
<td>12. Which of the following statements is false?</td>
<td>Carbon dioxide can easily dissolve in water. [white]</td>
<td>The carbon cycle begins with photosynthesis and ends with cellular respiration. [black]</td>
<td>The carbon cycle includes both biotic (living) and abiotic (nonliving) factors. [gray]</td>
</tr>
</tbody>
</table>
"Human use, population, and technology have reached that certain stage where mother Earth no longer accepts our presence with silence."

Dalai Lama XIV
1. The movement of carbon between the atmosphere, land, and oceans is called what?
- carbon dating
- carbon cycle
- carbonization

2. Which of the following processes removes CO$_2$ from the atmosphere?
- photosynthesis
- burning fossil fuels
- cellular respiration

3. Organisms return carbon back to the atmosphere through which process?
- decomposition
- photosynthesis
- cellular respiration

4. What is the term for burning fossil fuels and releasing carbon dioxide into the atmosphere?
- synthesis
- combustion
- expulsion

5. Which of the following best describes a carbon reservoir?
- carbon storage
- carbon destroyer
- carbon consumer

6. Which of the following is not an example of a carbon reservoir?
- ocean
- soil
- cloud

7. Which of the following is a consequence of deforestation?
- more CO$_2$ is released into the atmosphere
- less CO$_2$ is released into the atmosphere
- decreased soil erosion

8. Which of the following does not increase the amount of CO$_2$ in the atmosphere?
- burning fossil fuels
- photosynthesis
- volcanic eruption

9. Which of the following are ways humans are impacting the carbon cycle?
- deforestation
- burning fossil fuels
- both A & B

10. Which of the following would not be part of the carbon cycle?
- condensation
- cellular respiration
- photosynthesis

11. Which of the following statements is true?
- A decrease of CO$_2$ in the atmosphere contributes to a global temperature increase.
- Animals are the primary consumers of CO$_2$.
- Carbon is not created nor destroyed in the carbon cycle.

12. Which of the following statements is false?
- Carbon dioxide can easily dissolve in water.
- The carbon cycle begins with photosynthesis and ends with cellular respiration.
- The carbon cycle includes both biotic (living) and abiotic (nonliving) factors.
Human use, population, and technology have reached that certain stage where mother Earth no longer accepts our presence with silence.

~ Dalai Lama XIV
SUGGESTED USES OF MY COLOR BY NUMBERS:

1. Use as a classroom assignment when you have time to spare
2. Give to early finishers who need a challenge
3. Assign as homework
4. Use as a fun sub lesson
5. Use as a quiz
6. Give to students who have ISS (In School Suspension)
7. Give to students during a long station activity. Students who finish their station early can work on the color-by-number. This will help stations flow and minimize behavior problems due to idle time.
8. Save for Fun Fridays or Rainy Days
9. Make it a fun group challenge. See below for directions.

There are many different ways you can use my color-by-number activities. Here are some ideas to help you utilize this resource.

GROUP CHALLENGE DIRECTIONS:

1. Copy the question sheet and blank coloring page front to back.
2. Announce to students:
   • "You will be receiving a paper that includes questions regarding the Carbon Cycle. Your job is to work in teams to correctly answer the questions. It is important that you discuss each question as a team. Everybody will receive their own question sheet, but all team members should have the exact same answers. If you do not know an answer, make your best educated guess. The team with the most questions answered correctly will get a prize!"
3. Pass one assignment to each student and send them to their team (either assigned or let them choose their teammates). I recommend teams of 3-4 students.
4. Give the class approximately 20-30 minutes to complete the questions.
5. Once time is up, tell students to get out a pen and review the correct answers. I would just allow students to grade their own papers but emphasize that it is important for them to grade honestly.
6. You can give the team with the most correct answers a prize such as early to lunch passes, extra credit, or whatever reward you have on hand.
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Happy Teaching!

J

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