Wisconsin Grade 3 to Grade 4 Earth and Space Science Summer Bridge

Earth and Space Science: Review and Readiness

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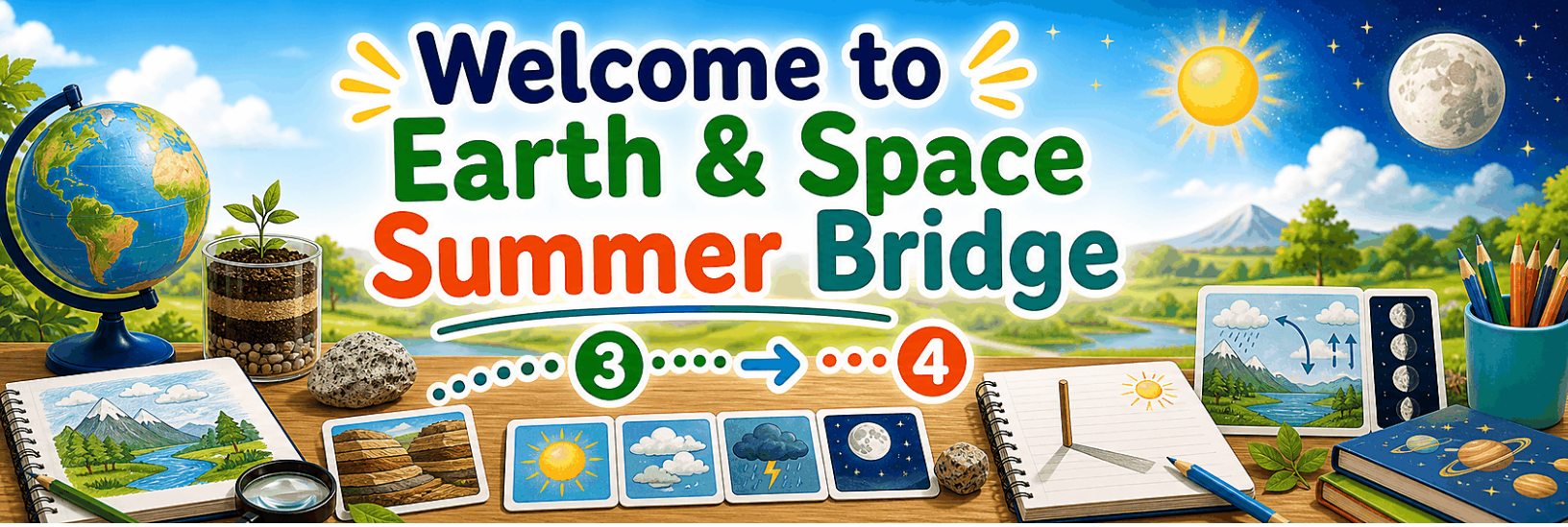


A summer path from Grade 3 weather and climate into Grade 4 Earth readiness.

This book begins with the weather, climate, and hazard ideas students learned in Grade 3, then gently introduces Grade 4 Earth ideas they will meet next. The early weeks protect what students already know. The later weeks preview rock layers, changing landscapes, maps, and Earth's resources with clear pictures and short practice.

Keep strong

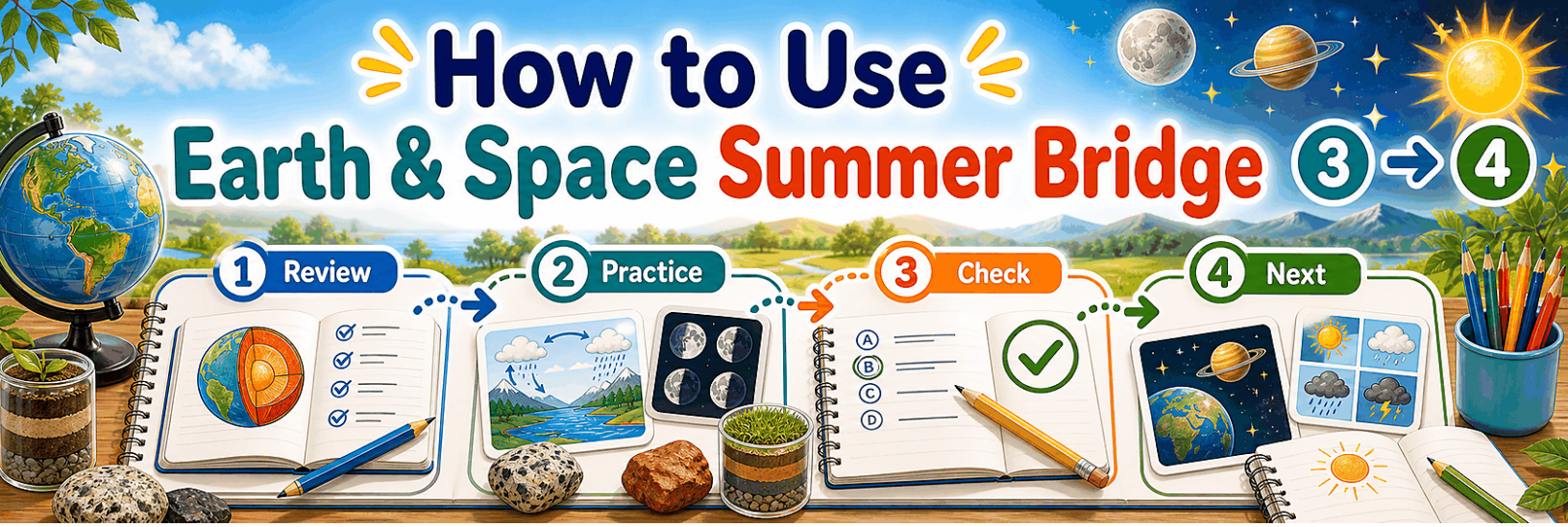
- measuring and recording weather
- reading pictographs and bar graphs
- using seasons to describe typical weather
- comparing weather with climate
- explaining designs that reduce weather-hazard harm

Get ready

- rock layers can tell about past environments
- weathering breaks rocks into smaller pieces
- erosion moves soil, sand, and rock
- maps show patterns in land and water
- people use Earth materials and energy resources

How the Grade 3 to Grade 4 path works

Weeks 1–5 are mostly Grade 3 review. Weeks 6–8 preview Grade 4 Earth science in a gentle way. Students do not need to master every Grade 4 idea now; they only need enough background to feel familiar with the new words and examples.



Use the page order as the readiness plan.

This book is not just a repeat of Grade 3. It starts with review so students feel steady, then introduces a few Grade 4 Earth science ideas before school begins. Move one page at a time and let the new ideas feel familiar before expecting perfect answers.

Review weeks	Use the early weeks to check weather tools, weather data, seasons, climates, hazards, evidence, and safety designs from Grade 3.
Readiness weeks	In later weeks, notice new Grade 4 words: layer, fossil, weathering, erosion, map, resource, and energy.
Friday quiz	Treat the quiz as a checkup. It shows what is remembered and what should be reread before moving on.
After checking	For missed answers, ask whether the question used a Grade 3 review idea or a Grade 4 preview idea.

Anchor

Start with the Earth science idea students already know from Grade 3.

Connect

Link that idea to a new Grade 4 word, picture, map, or example.

Check

Use the answer explanation to see which clue mattered most.

For students

Say whether the page is review or readiness. Use the picture or map before reading the choices. Keep short answers simple and science-based.

For adults

Do not overteach the preview weeks. Ask how the new idea connects to Grade 3 science. Use missed answers to name one idea to reread.

My Science Bridge Progress

Check off Grade 3 review days, Grade 4 readiness days, and Friday quizzes.

5 review weeks | 3 readiness weeks | 8 Friday quizzes

This grade 3 to grade 4 science summer bridge belongs to: _____

Week	Focus	Mon	Tue	Wed	Thu	Friday Quiz
1	Weather Patterns and Data	☐	☐	☐	☐	____ / 10
2	Climates Around the World and Weather Hazards	☐	☐	☐	☐	____ / 10
3	Weather Hazards and Weather Patterns and Data	☐	☐	☐	☐	____ / 10
4	Weather Patterns and Data and Climates Around the World	☐	☐	☐	☐	____ / 10
5	Climates Around the World and Weather Hazards	☐	☐	☐	☐	____ / 10
6	Grade 3 Review and Grade 4 Preview	☐	☐	☐	☐	____ / 10
7	Grade 4 Preview: Wearing Down, Carrying Away and Mapping Earth's Features	☐	☐	☐	☐	____ / 10
8	Grade 4 Preview: Mapping Earth's Features and Energy from Earth's Resources	☐	☐	☐	☐	____ / 10

Reflection Notes

A weather or climate idea that feels strong: _____

An Earth science idea to revisit: _____

Table of Contents

Here's what we'll explore together!

Let's learn and have fun!

WEEK

1

Weather Patterns and Data

Practice this week's science ideas.

This Week's Days

Day 1	*Observing and Measuring Weather*
Day 2	*Recording Weather Data*
Day 3	*Seasonal Patterns*
Day 4	*Graphing a Season's Story*
Day 5	*Week 1 Quiz*

Answer Key & Explanations

Check the answer first, then read the explanation to see the evidence or reasoning.

Week 1 Day 1: Observing and Measuring Weather

Answers

1. Precise weather observation: temperature, precipitation, wind, and cloud cover, each described with specific evidence rather than vague words.
2. Accept two accurate review details, such as one fact about weather and one example, model, or evidence source from the lesson.
3. weather
4. Use a picture, table, graph, model, observation, or source fact from the lesson.
5. It helps explain Weather Patterns and Data.
6. a fact, observation, data point, or model from the lesson

Explanations

1. Start with the lesson's core idea. The review explains that Precise weather observation: temperature, precipitation, wind, and cloud cover, each described with specific evidence rather than vague words.
2. Good details come straight from the review bullets, not from a guess. Use two facts that help explain the lesson idea.
3. The word weather names one of the important science ideas in this lesson. Use it when you explain your answer.
4. Evidence can be an observation, a table, a graph, a model, or a source fact. It must connect directly to the claim.
5. The topic is one part of the larger chapter idea, Weather Patterns and Data. Connecting the day to the chapter helps you see the pattern across lessons.
6. Science answers are stronger when they name the evidence. The evidence shows why the claim should be trusted.

Week 1 Day 2: Recording Weather Data

Answers

1. Turn daily observations into organized data.
2. Accept two accurate review details, such as one fact about wea
or evidence source from the lesson.

3 weather

4 Use a picture, table, graph, model, observation, or source fact from the lesson.

5 It helps explain Weather Patterns and Data.

6 a fact, observation, data point, or model from the lesson

Explanations

1 Start with the lesson's core idea. The review explains that Turn daily observations into organized data.

2 Good details come straight from the review bullets, not from a guess. Use two facts that help explain the lesson idea.

3 The word weather names one of the important science ideas in this lesson. Use it when you explain your answer.

4 Evidence can be an observation, a table, a graph, a model, or a source fact. It must connect directly to the claim.

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6 Science answers are stronger when they name the evidence. The evidence shows why the claim should be trusted.

Week 1 Day 3: Seasonal Patterns

Answers

1 Look for patterns across seasons: warmer and cooler months, rainy and dry stretches, snow in winter, storm seasons, longer and shorter days.

2 Accept two accurate review details, such as one fact about weather and one example, model, or evidence source from the lesson.

3 weather

4 Use a picture, table, graph, model, observation, or source fact from the lesson.

5 It helps explain Weather Patterns and Data.

6 a fact, observation, data point, or model from the lesson

Explanations

1 Start with the lesson's core idea. The review explains that Look for patterns across seasons: warmer and cooler months, rainy and dry stretches, snow in winter, storm seasons, longer and shorter days.

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Week 1 Day 4: Graphing a Season's Story

Answers

1. Represent weather data in tables and graphical displays to describe a season's typical conditions.
2. Accept two accurate review details, such as one fact about weather and one example, model, or evidence source from the lesson.
3. weather
4. Use a picture, table, graph, model, observation, or source fact from the lesson.
5. It helps explain Weather Patterns and Data.
6. a fact, observation, data point, or model from the lesson

Explanations

1. Start with the lesson's core idea. The review explains that Represent weather data in tables and graphical displays to describe a season's typical conditions.

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