

# District of Columbia Grade 3 to Grade 4 Life Science Summer Bridge

*Life Science: Review and Readiness*

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# Welcome to Life Science Summer Bridge

3 → 4

A summer path from Grade 3 life science review into Grade 4 readiness.

This book begins with the life science ideas students learned in Grade 3, then gently introduces Grade 4 ideas about plant and animal structures, senses, and behavior. The early weeks protect what students already know. The later weeks preview new words with clear pictures and short practice.

## Keep strong

- life cycles and living in groups
- inherited traits and variation
- environment effects on traits
- fossil clues from long ago
- habitat changes and survival evidence

## Get ready

- plant parts help plants live and grow
- animal structures fit different jobs
- inside and outside structures work together
- senses help animals notice information
- behavior can help animals survive

### How the Grade 3 to Grade 4 path works

Weeks 1–5 are mostly Grade 3 review. Weeks 6–8 preview Grade 4 life 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.

# How to Use Life Science Summer Bridge



3 → 4



## 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 life 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 life cycles, groups, traits, fossils, habitats, evidence, and solutions from Grade 3.
- Readiness weeks** In later weeks, notice new Grade 4 words: structure, function, sense, information, response, and behavior.
- 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 life science idea students already know from Grade 3.

### Connect

Link that idea to a new Grade 4 word, structure, sense, or behavior 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 before reading the choices. Keep short answers simple, and mark new Grade 4 words to revisit later.

### 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	Life Cycles and Living in Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> / 10
2	Traits from Parents and The Environment Shapes Traits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> / 10
3	Fossils: Clues to Long Ago and Helpful Differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> / 10
4	Survival in a Habitat and When Environments Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> / 10
5	Life Cycles and Living in Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> / 10
6	Grade 3 Review and Grade 4 Preview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> / 10
7	Grade 4 Preview: Structures for Survival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> / 10
8	Grade 4 Preview: Senses, Brains, and Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> / 10

## Reflection Notes

A living-things idea that feels strong: \_\_\_\_\_

A life science idea to revisit: \_\_\_\_\_



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*Let's learn and have fun!*



WEEK

1

## *Life Cycles and Living in Groups*

*Practice this week's science ideas.*

### *This Week's Days*

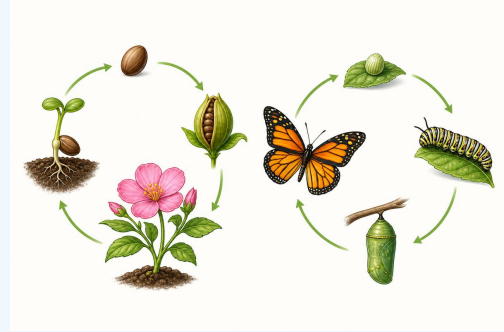
- Day 1*      *Plant and Animal Life Cycles*
- Day 2*      *Modeling and Comparing Life Cycles*
- Day 3*      *Animal Groups at Work*
- Day 4*      *Arguing That Groups Help*
- Day 5*      *Week 1 Quiz*

**Week 1 Day 1** *Plant and Animal Life Cycles*

**Big idea:** Start with what living things need (food, water, air, space, sunlight for plants), then walk through life cycles.

- **What to notice:** The flowering plant: seed, germination, growth, flowering, new seeds.
- **Important examples:** Animals: hatching or birth, growth, adulthood, reproduction, death - with contrasting examples like a butterfly's metamorphosis (egg, caterpillar, chrysalis, adult), a frog (egg, tadpole, froglet, frog), a chicken, and a mammal.
- **Science thinking:** You sequence picture cards of each cycle and identify what every cycle has in common despite looking different.
- **Use evidence:** Flowering plants only; no details of human reproduction.
- **Common mistake:** Do not answer with a guess; connect the idea to evidence from Life Cycles.
- **Grade 3 check:** Key words for this lesson: life cycle, animal, cycles, life, plant.

**Check yourself:** A strong answer names the science idea and uses evidence, data, a model, or a clear example.



Plant and Animal Life Cycles: study the picture, model, or data before answering.



## Practice

## Bridge Practice

- 1 What is the main idea of Plant and Animal Life Cycles? \_\_\_\_\_
- 2 Name two important details from today's review. \_\_\_\_\_
- 3 Which key word helps you talk about this lesson? \_\_\_\_\_
- 4 What evidence or model could help support an answer about Plant and Animal Life Cycles? \_\_\_\_\_
- 5 Why does this lesson belong in the chapter Life Cycles? \_\_\_\_\_
- 6 A classmate gives an answer with no evidence. What should they add? \_\_\_\_\_



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# Answer Key & Explanations

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

## Week 1 Day 1: Plant and Animal Life Cycles

### Answers

- 1 Start with what living things need (food, water, air, space, sunlight for plants), then walk through life cycles.
- 2 Accept two accurate review details, such as one fact about life cycle and one example, model, or evidence source from the lesson.
- 3 life cycle
- 4 Use a picture, table, graph, model, observation, or source fact from the lesson.
- 5 It helps explain Life Cycles.
- 6 a fact, observation, data point, or model from the lesson

### Explanations

- 1 Start with the lesson's core idea. The review explains that Start with what living things need (food, water, air, space, sunlight for plants), then walk through life cycles.
- 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 life cycle 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, Life Cycles. 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: Modeling and Comparing Life Cycles

### Answers

- 1 You develop circular life-cycle models for organisms you choose, label the shared stages (birth, growth, reproduction, death), and present what makes each cycle unique - how long it takes, how many offspring.



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

3 organism

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

5 It helps explain Life Cycles.

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

### Explanations

1 Start with the lesson's core idea. The review explains that You develop circular life-cycle models for organisms you choose, label the shared stages (birth, growth, reproduction, death), and present what makes each cycle unique.

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 organism 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, Life Cycles. 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 3: Animal Groups at Work

#### Answers

1 Examples show how groups help animals survive: wolves hunting together catch bigger prey, fish schooling confuse predators, meerkats posting lookouts, bees dividing work in a hive, elephants protecting calves.

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

3 survival

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

5 It helps explain Living in Groups.

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

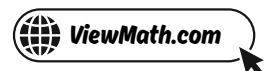
### Explanations



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- 1 Start with the lesson's core idea. The review explains that Examples show how groups help animals survive: wolves hunting together catch bigger prey, fish schooling confuse predators, meerkats posting lookouts, bees dividing work.
- 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 survival 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, Living in Groups. 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 4: Arguing That Groups Help

#### Answers

- 1 Construct an argument that some animals form groups that help members survive.
- 2 Accept two accurate review details, such as one fact about survival and one example, model, or evidence source from the lesson.
- 3 survival
- 4 Use a picture, table, graph, model, observation, or source fact from the lesson.
- 5 It helps explain Living in Groups.
- 6 a fact, observation, data point, or model from the lesson

#### Explanations

- 1 Start with the lesson's core idea. The review explains that Construct an argument that some animals form groups that help members survive.
- 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 survival names one of the important science ideas in this lesson. Use it when you explain your answer.



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