North Dakota Grade 3 to Grade 4 Life Science Summer Bridge

Life Science: Review and Readiness

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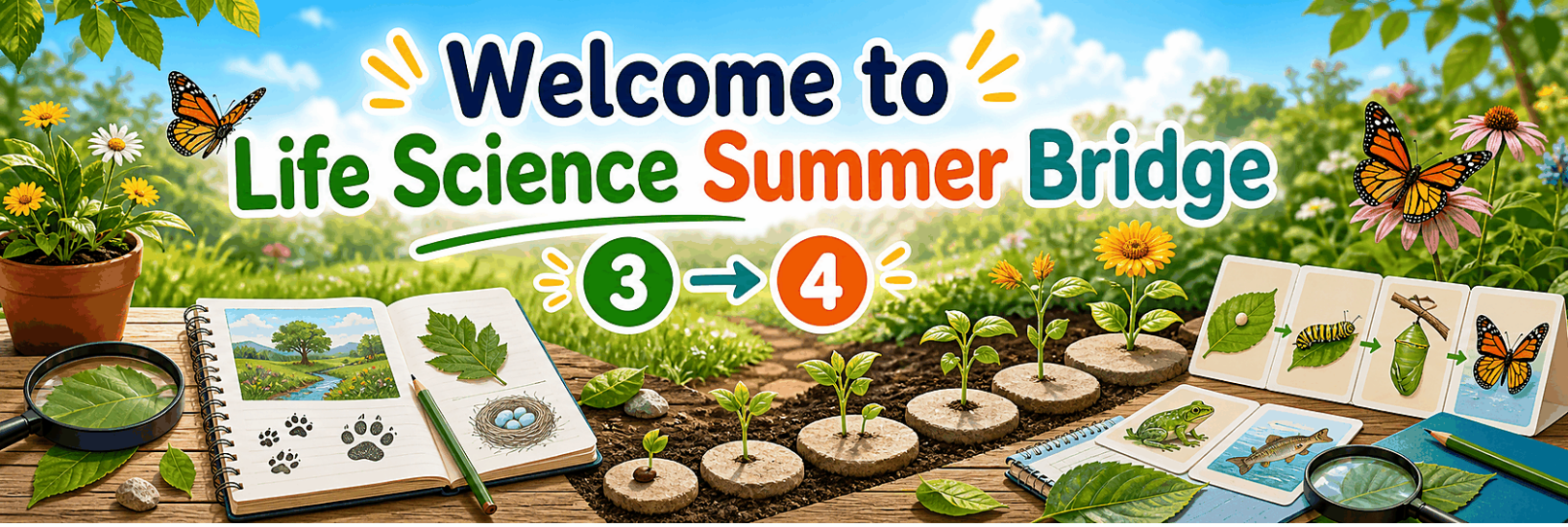


A summer path from Grade 3 life science review into Grade 4 readiness.

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

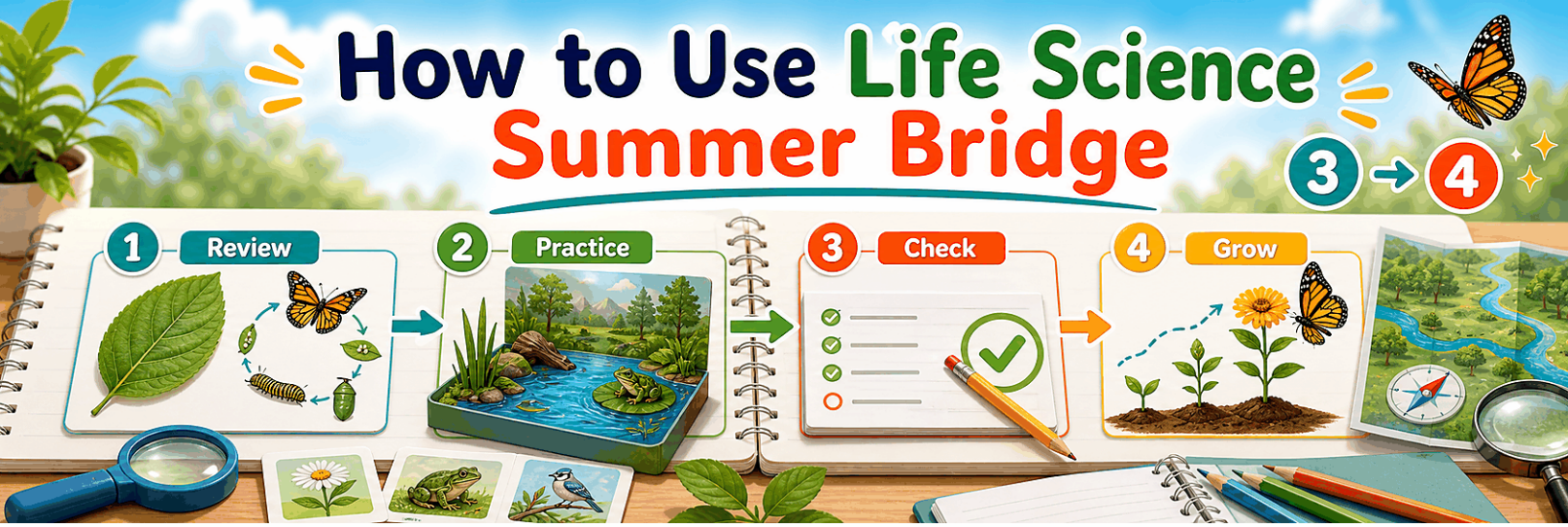
Get ready

- 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



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

Reflection Notes

A living-things idea that feels strong: _____

A life science idea to revisit: _____

Table of Contents

Here's what we'll explore together!

Let's learn and have fun!

WEEK

1

Life Cycles and Living in Groups

Practice this week's science ideas.

This Week's Days

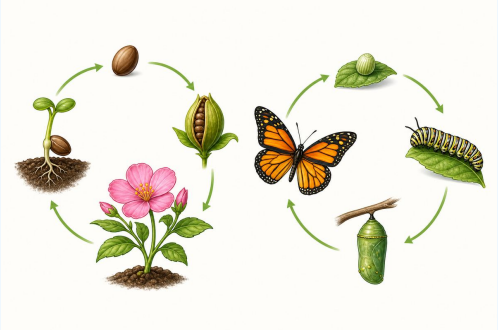
Day 1	Plant and Animal Life Cycles
Day 2	Modeling and Comparing Life Cycles
Day 3	Animal Groups at Work
Day 4	Arguing That Groups Help
Day 5	Week 1 Quiz

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.



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

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

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?

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.

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

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.