Vermont Grade 3 Life Science Summer Review

Life Science: Review and Readiness

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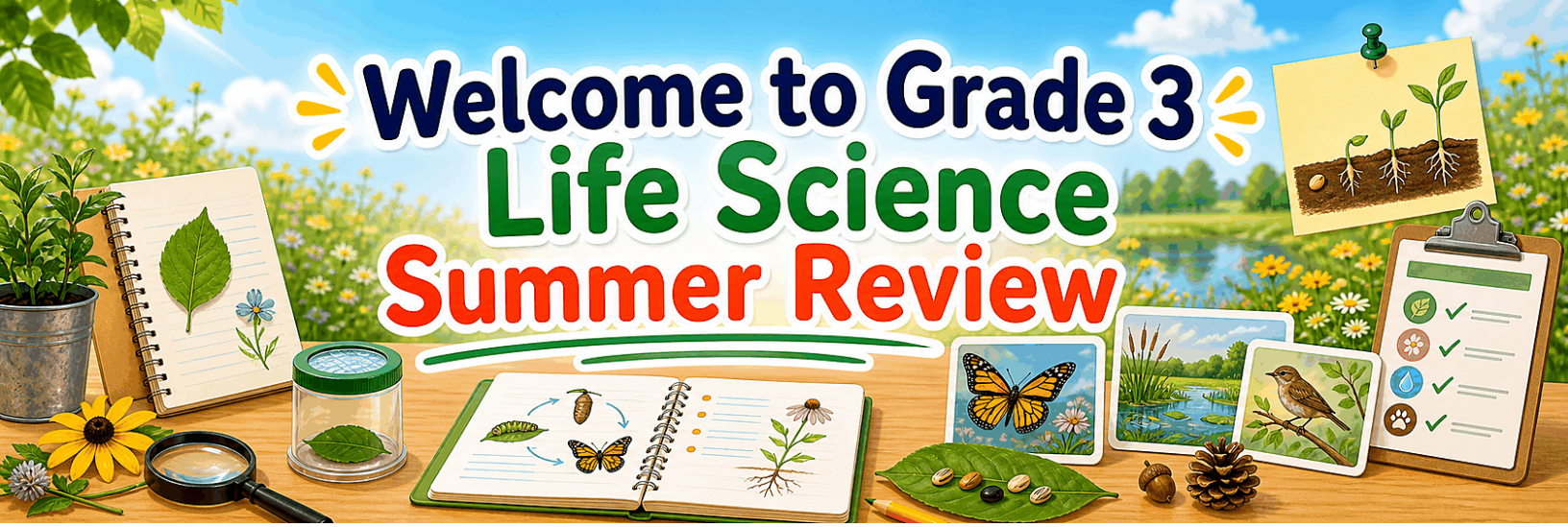


A calm 8-week review of Grade 3 life science ideas about living things.

This book helps students return to important life science ideas without rushing. Each day reviews one idea, gives a picture, model, data table, or evidence set to study, and then asks short practice questions about that same idea. The goal is to remember the science, use evidence, and feel ready for the next school year.

What students review

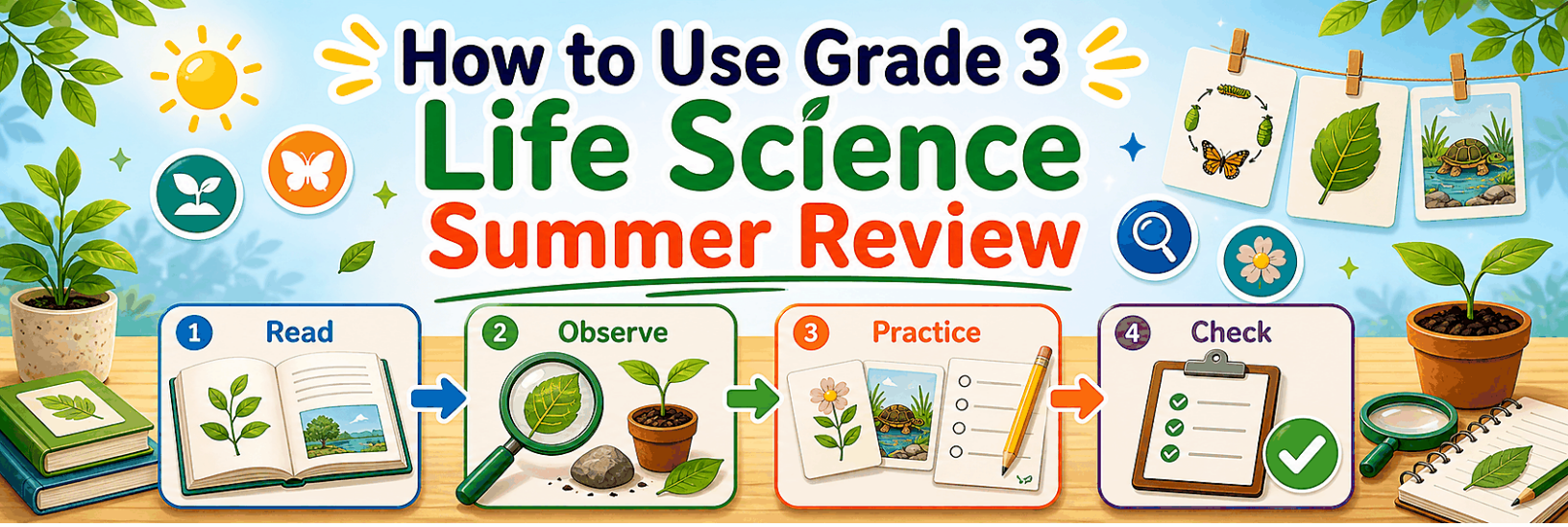
- plant and animal life cycles
- animal groups that help members survive
- inherited traits and trait variation
- fossils as clues to long-ago environments
- habitats, survival, and environmental change

What students practice

- reading models, pictures, charts, and maps
- using evidence to support an answer
- explaining cause and effect in habitats
- comparing organisms in the same group
- correcting mistakes after reading explanations

A simple weekly rhythm

Use Days 1–4 for one focused review page each day. Use Day 5 as a weekly quiz. If a question is missed, read the explanation and ask, "What evidence did I need?" That one sentence turns the answer key into a short reteach.



Use one page a day for steady life science review.

This book reviews the Grade 3 life science ideas students have already learned: life cycles, groups, traits, fossils, habitats, survival, and changes in environments. Most days have a short science review followed by practice. Day 5 brings the week together with a quiz.

Days 1–4	Read the review first. Notice the bold science words, the organism example, and the picture, model, or data. Then answer the practice questions without using the answer key.
Day 5	Complete the weekly quiz. It mixes the week's ideas so students can see what they remember and what needs another look.
Best pace	Plan for about 15–20 minutes. Short, focused practice works better than rushing through several pages at once.
After checking	Fix missed answers in pencil and reread the explanation. The correction is the learning step.

Read

Ask, "What living thing or habitat is this page about?" Look for the idea the example is showing.

Find evidence

Use the model, fossil clue, trait data, or habitat details before choosing an answer.

Check

Read the explanation and make sure the answer matches the science evidence.

For students

Try every question before checking. Circle one organism trait, habitat clue, fossil clue, or data point that helped. If you miss one, write the correct science word nearby.

For parents and teachers

Ask the student to explain the picture or evidence first. Help with reading, but let the student choose. Use missed items to reteach one life science idea.

Science Summer Progress Tracker

Check off each short review day and the Friday quiz as you finish.

8 weeks | 32 review days | 8 Friday quizzes

This grade 3 science summer review belongs to: _____

Week	Focus	Mon	Tue	Wed	Thu	Fri Quiz
1	Life Cycles and Living in Groups	☐	☐	☐	☐	☐
2	Traits from Parents and The Environment Shapes Traits	☐	☐	☐	☐	☐
3	Fossils: Clues to Long Ago and Helpful Differences	☐	☐	☐	☐	☐
4	Survival in a Habitat and When Environments Change	☐	☐	☐	☐	☐
5	Life Cycles and Living in Groups	☐	☐	☐	☐	☐
6	Traits from Parents and The Environment Shapes Traits	☐	☐	☐	☐	☐
7	Fossils: Clues to Long Ago and Helpful Differences	☐	☐	☐	☐	☐
8	Survival in a Habitat and When Environments Change	☐	☐	☐	☐	☐

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.

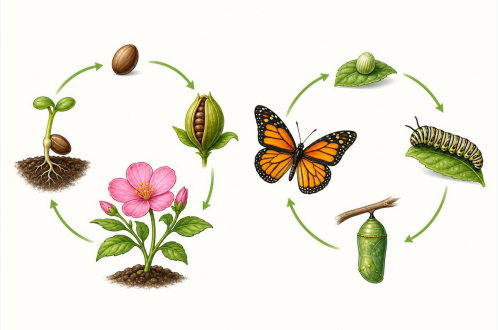
This Week's Days

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: Living things have life cycles: ordered stages for beginning life, growing, becoming adults, making offspring, and eventually dying.

- **Key idea:** An organism is a living thing. A life cycle is the ordered set of stages in an organism's life.
- **Flowering plants:** A flowering plant usually goes from seed to sprout, young plant, adult plant with flowers, and new seeds.
- **Animal examples:** Many animals hatch from eggs or are born, grow into adults, reproduce, and die. Butterflies and frogs change body form as they grow.
- **Compare:** A bean plant, butterfly, frog, chicken, and dog all have life cycles, but their stages do not look the same.
- **Remember:** Life cycles are often shown as circles because new young begin the pattern again.



Plant and Animal Life Cycles

Practice

Daily Practice

1. Which sequence best shows a flowering plant life cycle?

   A. seed, sprout, adult plant, flower and seeds
   B. rock, fossil, seed, storm
   C. egg, tadpole, shell, adult plant
   D. parent, chick, caterpillar, pupa

2. Which organism changes from tadpole to adult?

   A. frog
   B. bean plant
   C. dog
   D. oak tree

3. A life cycle can be shown as a circle because new young begin the pattern again. True ◯ False ◯

4. What is the first stage of many flowering plant life cycles?

5. What stage comes after a seed germinates?

6. Name one animal that hatches from an egg.

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 A	2 A	3 True	4 seed	5 sprout	6 butterfly

Explanations

1. The correct sequence follows plant growth: seed, sprout, adult plant, then flowers that make new seeds.
2. The tadpole clue points to a frog because frogs grow from tadpoles into adults.
3. The statement is true: adults can make offspring, and those young begin the life-cycle pattern again.
4. Seed is the first stage because many flowering plants begin life inside a seed.
5. When a seed germinates, it starts growing, and the first young plant stage is a sprout.
6. Butterflies begin as eggs, so butterfly fits the question asking for an animal that hatches.

Week 1 Day 2: Modeling and Comparing Life Cycles

Answers

1 A	2 A	3 True	4 seed	5 pupa	6 growth

Explanations

1. In a life-cycle model, arrows show the order by pointing from one stage to the next.
2. A circle with arrows shows each stage leading to the next generation and back around again.
3. The statement is true: life cycles can share a pattern even when the stage names differ.
4. A seed is the beginning plant stage, just as an egg can begin an animal life cycle.

5 Pupa is the butterfly stage between caterpillar and adult, so it fits that missing step.

6 Growth is shared by many life cycles because young organisms get bigger or change as they develop.

Week 1 Day 3: Animal Groups at Work

Answers

1 A | 2 A | 3 True | 4 an action | 5 food | 6 school

Explanations

1 Taking turns watching helps spot predators because one animal can warn the group about danger.

2 Wolves hunt in packs because working together can make catching prey and getting food easier.

3 The statement is true: a school's movement can confuse predators and protect individual fish.

4 The clue asks for an animal action, and a behavior is something an animal does.

5 Group behavior can help animals meet the food need, such as wolves hunting together.

6 Fish swimming together are called a school, which can help them move and avoid predators.

Week 1 Day 4: Arguing That Groups Help

Answers

1 A | 2 A | 3 False | 4 warmth | 5 predator | 6 sharing food

Explanations

1 The adult circle blocks predators, so this group behavior helps young calves stay safer.

2 Ants gathering food together helps survival because the group can collect and move more food.

3 Just saying animals group together is not enough; the explanation must tell how the behavior helps survival.

4 Huddling gives warmth because close bodies lose less heat to the cold air around them.

5 A lookout watches for predators and gives the group time to hide, flee, or defend young.

6 Sharing food is a cost because group members may have to divide limited resources.

Week 1 Day 5: Quiz

Answers

1 A | 2 A | 3 A | 4 A | 5 True | 6 True | 7 seed | 8 sprout | 9 butterfly

Explanations

1 The correct sequence follows plant growth: seed, sprout, adult plant, then flowers that make new seeds.

2 In a life-cycle model, arrows show the order by pointing from one stage to the next.

3 Taking turns watching helps spot predators because one animal can warn the group about danger.

4 The adult circle blocks predators, so this group behavior helps young calves stay safer.

5 The statement is true: adults can make offspring, and those young begin the life-cycle pattern again.

6 The statement is true: a school's movement can confuse predators and protect individual fish.

7 Seed is the first stage because many flowering plants begin life inside a seed.

8 When a seed germinates, it starts growing, and the first young plant stage is a sprout.

9 Butterflies begin as eggs, so butterfly fits the question asking for an animal that hatches.