District of Columbia Grade 3 Life Science Summer Workbook

Life Science: Practice and Readiness

Dr. A. Nazari

Copyright © 2026 Dr. A. Nazari

Published by View Math Education
ViewMath.com

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law, including Section 107 or 108 of the 1976 United States Copyright Act.

The information in this book is distributed on an "as is" basis, without warranty. While every precaution has been taken in the preparation of this work, neither the author nor the publisher shall have any liability to any person or entity with respect to any loss or damage caused or alleged to be caused directly or indirectly by the information contained in this book.

Copyright © 2026

Online Science Resources

Scan the QR code to open the matching ViewMath science page for this state. Use it for book links, updates, and extra practice resources.

Scan to visit ViewMath Science

viewmath.com/DC-G3Sci

Free to use • Works on any device • No downloads required

Welcome to Grade 3 Life Science Summer Workbook

An 8-week life science workbook for careful practice with Grade 3 ideas.

This workbook is for students who need more practice using the science they reviewed in class. Each page gives a short reminder, then asks students to use words, pictures, life-cycle models, data, and habitat evidence to answer. The goal is not to finish fast. The goal is to practice carefully and fix thinking when an answer does not match the evidence.

Workbook work

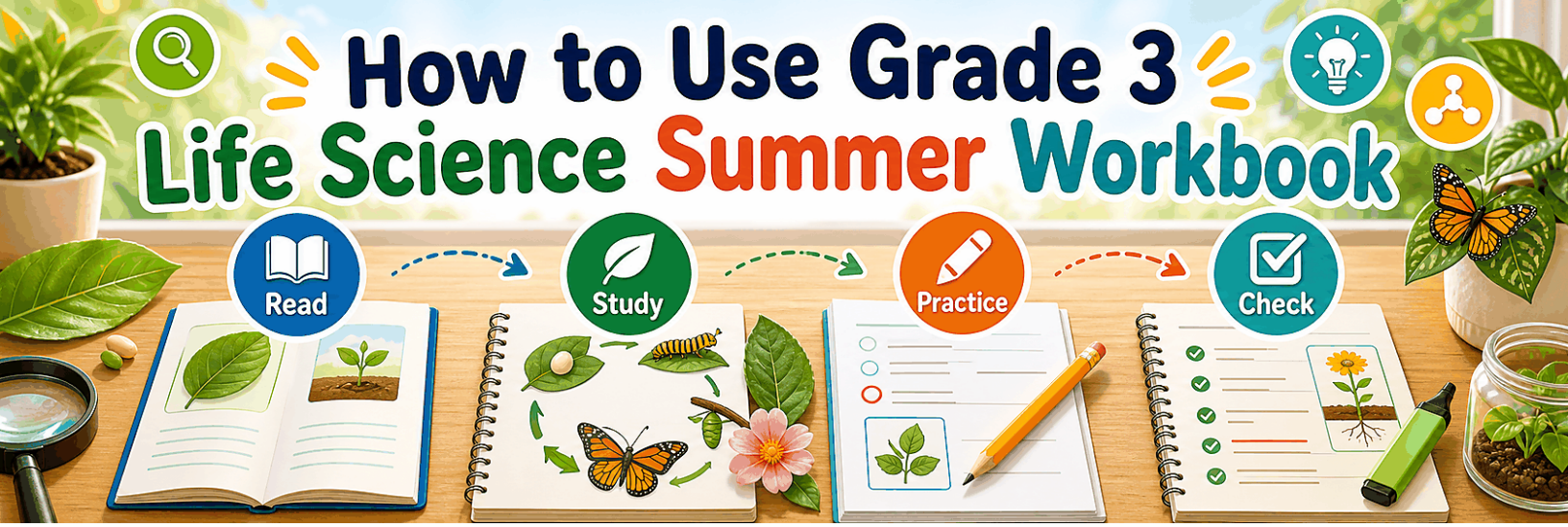
- label life-cycle stages and habitat parts
- mark evidence in pictures, charts, and tables
- sort traits, fossils, and survival examples
- write short claims with because-sentences
- fix missed questions after reading explanations

Science inside

- life cycles of flowering plants and animals
- animal groups, traits, and variation
- environment effects on plant and animal traits
- fossil evidence from long ago
- habitats, helpful differences, and solutions

How the workbook is different

The review book is for refreshing ideas. This workbook gives more room to practice. Days 1–4 build one topic at a time. Friday mixed review asks students to choose which life science idea fits each question.



Treat each workbook page as a short science work session.

This workbook gives students more practice than the review book. Read the reminder, study the visual, answer the questions, and then use the answer explanations to repair any shaky ideas. Written work can be short, but it should be clear enough to show the life science thinking.

Start the page	Read the quick review and name the topic: life cycle, animal group, inherited trait, fossil clue, habitat, or environmental change.
Do the practice	Use the picture, model, table, map, or graph as evidence. Write a short answer only when the question asks for one.
Friday review	Mix the week's ideas. Do not guess by page title; decide which science idea each question is testing.
Check and fix	Correct missed answers in pencil. Reread one sentence from the review that would have helped.

Mark clues

Circle useful trait words, habitat details, fossil evidence, arrows, or data before answering.

Show work

Use a quick label, arrow, drawing, claim, or because-sentence when it helps explain your thinking.

Retry one

Pick one missed question to try again the next day without looking first.

Student habit

Try the full page before checking. Keep answers short but scientific. Use vocabulary from the review when possible, and fix mistakes before marking the page complete.

Adult support

Ask what evidence helped before saying if it is correct. If reading is hard, read the question aloud. Use missed items to review one science word.

My Science Workbook Progress

Track each practice day, then write the Friday mixed-review score.

8 weeks | 32 practice days | 8 Friday reviews

This grade 3 science summer workbook belongs to: _____

Week	Focus	Mon	Tue	Wed	Thu	Friday Review
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	Traits from Parents and The Environment Shapes Traits	☐	☐	☐	☐	____ / 10
7	Fossils: Clues to Long Ago and Helpful Differences	☐	☐	☐	☐	____ / 10
8	Survival in a Habitat and When Environments Change	☐	☐	☐	☐	____ / 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 Mixed Review

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

Workbook Practice

Choose the best answer.

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. Why are life cycles often drawn as circles?

   A offspring begin the cycle again
   B rocks turn into seeds
   C all stages happen once only
   D adult animals stop growing

True or false.

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. A
4. True
5. True
6. False
7. seed
8. sprout
9. butterfly
10. offspring
11. See Explanation
12. See Explanation

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. A circle shows that offspring can grow up and begin the same life-cycle pattern again.
4. The statement is true: adults can make offspring, and those young begin the life-cycle pattern again.
5. Seeds are the beginning stage for many flowering plants before sprouting and growing.
6. A tadpole grows and changes into a frog, so it does not stay a tadpole forever.
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.
10. Offspring are young organisms produced by parents of the same kind.
11. A bean plant grows from seed to sprout to adult plant; flowers make new seeds, so the cycle can start again.
12. A seed and an egg are alike because both can begin a life cycle, but they come from different organisms.

Week 1 Day 2: Modeling and Comparing Life Cycles

Answers

1 A | 2 A | 3 A | 4 True | 5 True | 6 False | 7 seed | 8 pupa | 9 growth | 10 circle | 11 See Explanation | 12 See Explanation

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. Labels name each stage, so the reader can follow the model in the correct order.
4. The statement is true: life cycles can share a pattern even when the stage names differ.
5. Arrows point from one stage to the next, making the sequence clear.
6. A pupa comes before the adult stage in a butterfly life cycle.
7. A seed is the beginning plant stage, just as an egg can begin an animal life cycle.
8. Pupa is the butterfly stage between caterpillar and adult, so it fits that missing step.
9. Growth is shared by many life cycles because young organisms get bigger or change as they develop.
10. A circle shows that the stages can repeat when offspring begin the pattern again.
11. Both have ordered stages; a bean plant goes seed to sprout, while a butterfly goes egg to caterpillar to adult.
12. After the caterpillar stage, the model shows pupa next and then adult butterfly.

Week 1 Day 3: Animal Groups at Work

Answers

1 A | 2 A | 3 A | 4 True | 5 True | 6 False | 7 an action | 8 food

9 school | 10 pack | 11 See Explanation | 12 See Explanation

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. Huddling keeps penguins close together, which helps them hold body heat.
4. The statement is true: a school's movement can confuse predators and protect individual fish.
5. Groups can hunt, watch, defend young, or share jobs that support survival.
6. Group behavior is about animal actions, such as hunting together or watching for danger.
7. The clue asks for an animal action, and a behavior is something an animal does.
8. Group behavior can help animals meet the food need, such as wolves hunting together.
9. Fish swimming together are called a school, which can help them move and avoid predators.
10. A pack is a group of wolves that can work together to catch prey.
11. A school helps because many fish moving together can confuse predators, making one fish harder to catch.
12. Penguins huddle to keep warm, so the group behavior helps them survive cold.

Week 1 Day 4: Arguing That Groups Help

Answers

1 A | 2 A | 3 A | 4 False | 5 True | 6 False | 7 warmth

8 predator | 9 sharing food | 10 safety | 11 See Explanation | 12 See Explanation

Explanations