



Science Learning Packet

Grade 3, Week 2:

Weather and Climate

Suggested science learning activities for SPS students during the COVID-19 school closure.

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Due to the COVID-19 closure, teachers were asked to provide packets of home activities. This is not intended to take the place of regular classroom instruction but will help supplement student learning and provide opportunities for student learning while they are absent from school. Assignments are not required or graded. Because of the unprecedented nature of this health crisis and the District's swift closure, some home activities may not be accessible.

If you have difficulty accessing the material or have any questions, please contact your student's teacher.



Elementary Science Learning Activity

Materials to accompany:

Chapter 1, Lesson 3

Chapter 1, Lesson 4

Grade 3

Week 2



AmplifyScience

Weather and Climate:

Establishing an Orangutan Reserve

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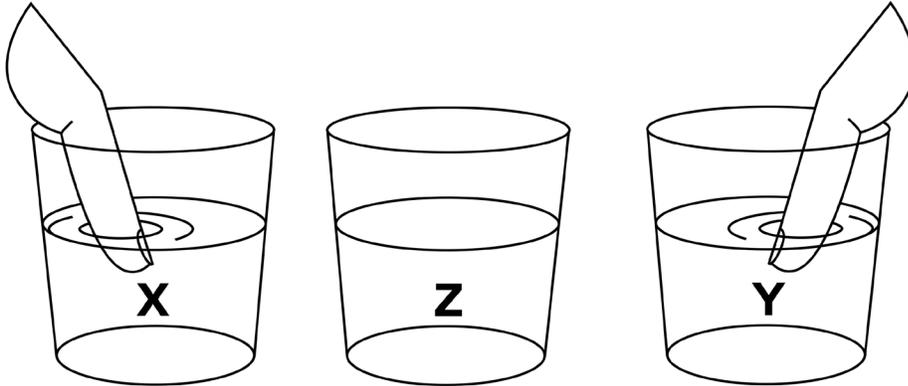
Chapter 1, Lesson 4 Activities

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Temperature Investigation: Cups X, Y, and Z

Directions:

1. Check your cup (X or Y).
2. Put your pointer finger into the water in the cup.

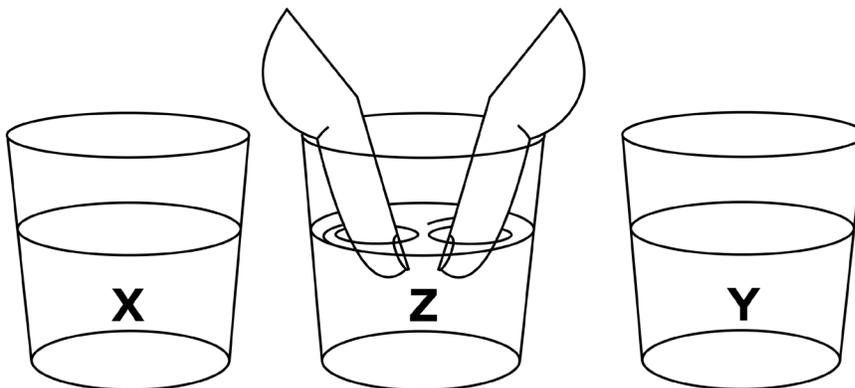


Cup X or Y

- Very Hot
- Hot
- A Little Hot
- A Little Cold
- Cold
- Very Cold

3. Wait for 1 minute.
4. Check the word or group of words that describe the temperature of the water in your cup.

5. Put the same pointer finger into Cup Z for 1 minute.



Cup Z

- Very Hot
- Hot
- A Little Hot
- A Little Cold
- Cold
- Very Cold

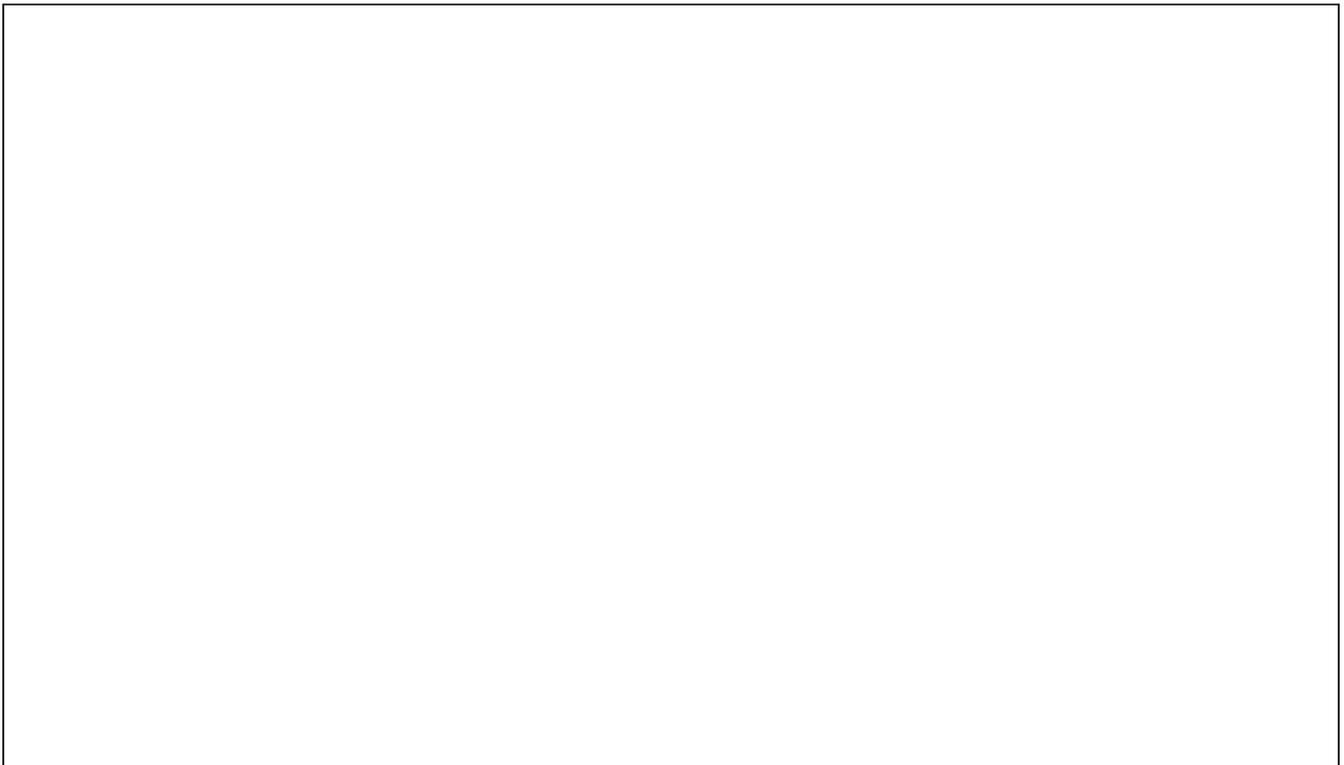
6. Check the word or group of words that describe the temperature of the water in Cup Z.

Name: _____ Date: _____

Daily Written Reflection

Why do meteorologists use tools (for example, a thermometer) to measure weather data?

Make a drawing if it helps you explain your thinking. Label your drawing, then take a photo of your drawing and attach it in the box below.



Local Weather Data

Directions:

1. Take your notebook and a pencil outside.
2. Record weather data at about the same time each day.
 - Record the temperature.
 - Check the rain gauge. If it has precipitation, record the amount, dump the water, and put the rain gauge back.
 - Observe the sky and record the cloud cover description.
3. Add your weather data to the chart below.

Cloud Cover

Clear = no clouds

Partly cloudy = some clouds, mostly blue sky

Mostly cloudy = many clouds, but still some blue sky

Overcast = whole sky covered with clouds

Foggy = clouds near the ground so it is hard to see clearly

Date	Time	Temperature	Precipitation	Cloud cover

Chapter 1, Lesson 4

Evidence Cards

Directions: Read each Evidence Card below and click the check box of any that you believe to STRONG pieces of evidence that support your argument for which island would be the best place for the orangutan reserve.

<p>Evidence Card 1 Arc Island temperature on one day: 96°F</p>	<p>Evidence Card 2 Arc Island temperature on one day: It was hot.</p>
<p>Evidence Card 3 Arc Island precipitation on one day: There was a little rain</p>	<p>Evidence Card 4 Blue Island temperature on one day: 95°F</p>
<p>Evidence Card 5 Blue Island precipitation on one day: The rain filled two bowls.</p>	<p>Evidence Card 6 Blue Island precipitation on one day: It was raining.</p>
<p>Evidence Card 7 Creek Island precipitation on one day: 20 mm rainfall</p>	<p>Evidence Card 8 Creek Island temperature on one day: An ice cube melted when it was left outside.</p>
<p>Evidence Card 9 Creek Island precipitation on one day: The rain filled 3 mugs.</p>	<p>Evidence Card 10 Creed Island precipitation on one day: There was a lot of rain.</p>
<p>Evidence Card 11 Blue Island precipitation on one day: 38 mm rainfall</p>	<p>Evidence Card 12 Creek Island temperature on one day: 86°F</p>
<p>Evidence Card 13 Orangutans live in some of the hottest, rainiest places on Earth.</p>	

Name: _____ Date: _____

Reflecting on Evidence

Directions:

1. List the evidence card numbers for cards with strong evidence for comparing the weather in different places in the left column.
2. List the evidence card numbers for cards with weak evidence for comparing the weather in different places in the right column.
3. You may list more than one card number in each box.
4. Select one card in each category to answer the questions below.

Strong evidence card numbers	Weak evidence card numbers

A. Choose one piece of evidence that you think is *strong*. **Card #:** _____

Why is this strong evidence for comparing weather in different places?

B. Choose one piece of evidence that you think is *weak*. **Card #:** _____

Why is this weak evidence for comparing weather in different places?
