



Science Learning Packet

Grade 3, Week 4:

Weather and Climate

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

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While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

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 2, Lesson 2

Chapter 2, Lesson 3

Chapter 2, Lesson 4

Grade 3

Week 3



AmplifyScience

Weather and Climate:

Establishing an Orangutan Reserve

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Reflecting on Evidence

Hello Families,

We have been thinking about you and hope you and your family are well and safe during this time. Being at home is different than HAVING to be at home and we wanted to offer you instructional opportunities. If we were at school, we'd be in a 3rd grade classroom studying weather and climate, but since we're all at home, you are welcome to join your student in these series of lessons. We all know learning is more fun and more meaningful when we share our ideas and learn from one another.

Amplify Science is the science program that was adopted by our district to use in our classrooms this year.

While Amplify Science lessons are designed to be done in the classroom with peers, there are some activities that students can complete at home with your support. To make it as easy as possible to do these activities at home, I am providing you with the following resources:

- **Lesson Packet.** This optional support will provide step-by-step instructions if you wish to guide your students through the activities. Students use the space provided to draw and/or write their ideas and can also include what other family members contribute. Students can also just use a pencil and paper to record their ideas.
- **Lesson Videos.** The Seattle Public Schools' Science Department created this packet to be used with or without the video. We created a series of videos you can access either on our SPS Webpage <https://tinyurl.com/SciLessons> or through Seattle's Public television programming on [SPS TV](#) (local channel 26), social media (Facebook and Instagram: @SeattlePublicSchools, Twitter: @SeaPubSchools), and our [SPSTV YouTube channel](#). KOMONews.com will also host on-demand videos under the tab "Lesson Plan" and broadcast on channel KOMO 4.3. These supplemental learning videos feature short segments supporting a variety of grade levels. All videos will be close captioned on YouTube.
 - **Access to Home Language on YouTube:** YouTube provides closed captioning in many languages if this helpful to your family. Once on the site you will:
 - Click CC (bottom right of video)
 - Click Setting (the gear next to   CC)
 - Click Subtitles/CC
 - Click Auto-translate
 - Choose your language

Should you have the option to use the internet, these are the device requirements.

However, you can complete these lessons WITHOUT electronic devices!

- **Desktops and Laptops** (Windows 7+, Mac OS 10.11+) - *Suggested browsers: Chrome & Safari*
- **Chromebooks** - *Suggested browser: Chrome*
- **iPads that support iOS11.3+** (iPad5+) - *Suggested browser: Safari*

Sincerely,

Ms. Kate Adams and Seattle Public Schools Science Department



Getting Ready to Read: *Seeing the World Through Numbers*

Directions:

1. Before reading *Seeing the World Through Numbers*, read the sentences below.
2. If you agree with the sentence, type an “A” on the line before the sentence.
3. If you disagree with the sentence, type a “D” on the line before the sentence.
4. After you read the book, see if your ideas have changed. Be ready to explain your thinking.

_____ The same number can mean different things.

_____ Finding the highest number and the lowest number in a group of numbers can help you see a pattern.

_____ There is no way to describe the weather for one month because it’s going to be different every day.

_____ The weather in the month of May is the same everywhere.

_____ If I know the temperature for each day in one month, I can use this information to predict future weather.

Name: _____ Date: _____

Reading Reflection: *Seeing the World Through Numbers*

1. Why do people put numbers together in line plots?

2. How does a line plot help you understand temperature data?

3. Why is it helpful to add up each day's precipitation and get a total for the month?

Name: _____ Date: _____

Comparing Temperature Ranges

Turn to page 17 in *Seeing the World Through Numbers*. Use the line plots to answer the following questions.

1. What pattern do you see in the temperature where the boy lives?

2. What pattern do you see in the temperature where the boy's cousin lives?

3. What can you say about the temperature of where the boy lives compared to the temperature of where his cousin lives?

Name: _____ Date: _____

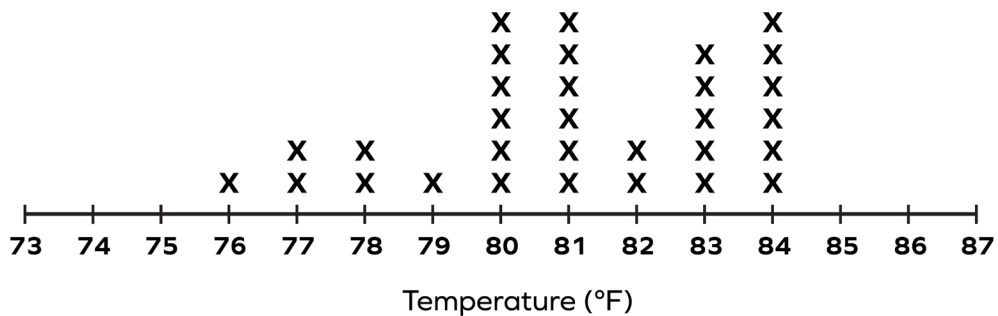
Comparing Weather at the Primate Reserves

Directions:

1. For each of the three reserves below, look at the graph and record the temperature range for each in the spaces provided.
2. On the next page, label the temperature scale ranges with the the correct primate reserve.
3. Answer the questions below the temperature scale.

Isalo National Park, Madagascar: Ring-Tailed Lemurs

January, 2016: Daily High Temperatures

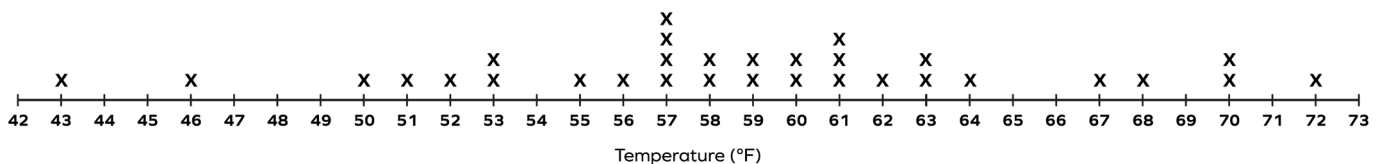


Isalo Temperature Range: _____ °F to _____ °F

Total Precipitation for January: **311** mm

Yakushima Island, Japan: Japanese Macaques

January, 2016: Daily High Temperatures



Yakushima Temperature Range: _____ °F to _____ °F

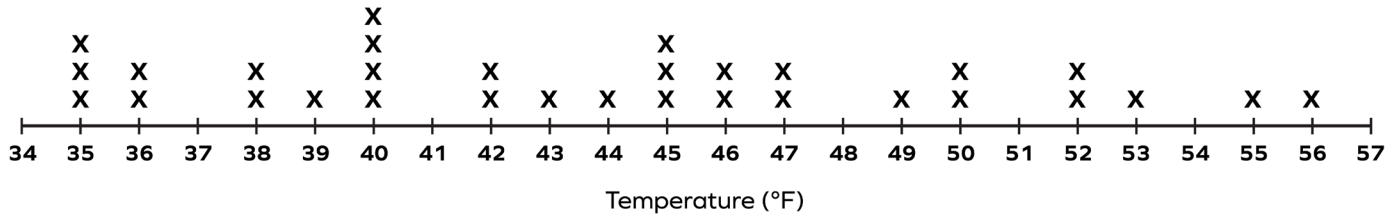
Total Precipitation for January: **111** mm

Name: _____ Date: _____

Comparing Weather at the Primate Reserves (continued)

Shennongjia Nature Reserve, China: Golden Snub-Nosed Monkeys

January, 2016: Daily High Temperatures



Shennongjia Temperature Range: _____ °F to _____ °F

Total Precipitation for January: **15** mm

Temperature Scale



Which place is warmest? _____

Which place is coldest? _____

Which place had the most precipitation in January? _____

How did meteorologists figure out the total precipitation for the month of January? _____

Why is it possible to compare the amount of precipitation in these three places? _____

Name: _____ Date: _____

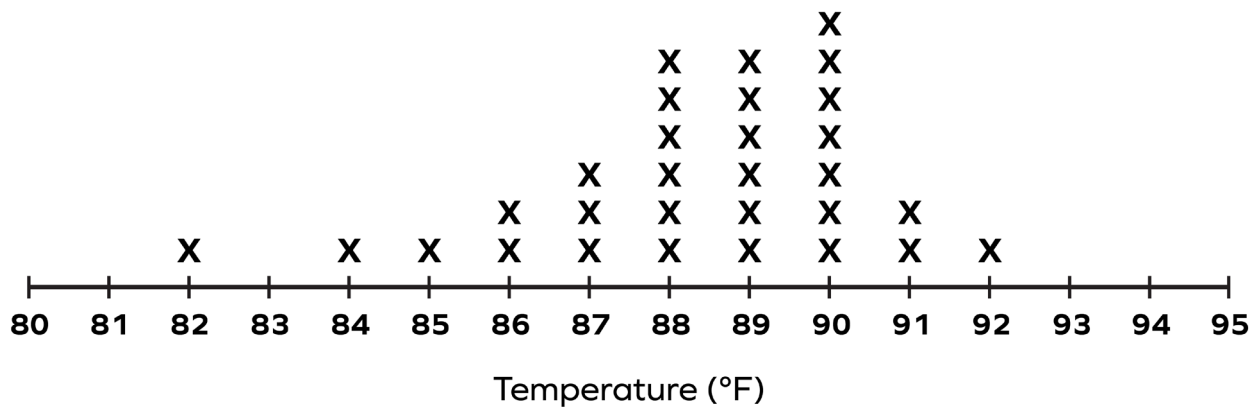
Examining Weather Data for Bintulu

Directions:

1. Find and record the temperature range for Bintulu.
2. Answer the questions.

Bintulu, Malaysia

January, 2016: Daily High Temperatures



Bintulu Temperature Range: _____ °F to _____ °F

What do you predict the temperature will be on February 1 (the first day after the end of January)?

Why do you think this?

Reflecting on Evidence

Directions:

1. List the evidence card numbers for cards with strong evidence for comparing and predicting the weather in the left column.
2. List the evidence card numbers for cards with weak evidence for comparing and predicting the weather in the right column.
3. Answer the questions below and on the next page.

Strong evidence card numbers	Weak evidence card numbers

Evidence Card 1

Arc Island temperature on one day:
96°F

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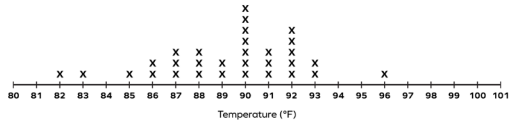
Is it possible to predict the weather for the next day using Evidence Card 1? Why or why not?

If you can make a prediction, what would you predict?

Reflecting on Evidence (continued)

Evidence Card 15

Arc Island daily high temperatures in August:



Is it possible to predict the weather for September 1 (the next day) using Evidence Card 15? Why or why not?

If you can make a prediction, what would you predict?
