



Science Learning Packet

Grade 6, Week 8:

Weather and Climate

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

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

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 3, Lesson 5

Chapter 3, Lesson 6

Grade 3

Week 8



*Amplify*Science

Weather and Climate:

Establishing an Orangutan Reserve

Table of Contents

Chapter 3, Lesson 5 Activities

Comparing Climates (2 pages)
Reflecting on Weather Patterns Around the World

Chapter 3, Lesson 6 Activities

Daily Written Reflection
Visualizing Future Weather
Reflecting on Evidence

Comparing Climates

Directions:

1. Choose one location in *World Weather Handbook* and record its name.
2. Use the temperature and precipitation bar graphs and information in the text to complete the table.
3. Choose another location with a different climate. Use the second table.

Location #1: _____

Temperature-related seasons: Check the box that is true and explain why.		
No cold or warm season	This is because: 	
Has a cold and a warm season	Some cold season months: _____ _____ _____	Some warm season months: _____ _____ _____

Precipitation-related seasons: Check the box that is true and explain why.		
No wet or dry season	This is because: 	
Has a wet and a dry season	Some wet season months: _____ _____ _____	Some dry season months: _____ _____ _____

Comparing Climates (continued)

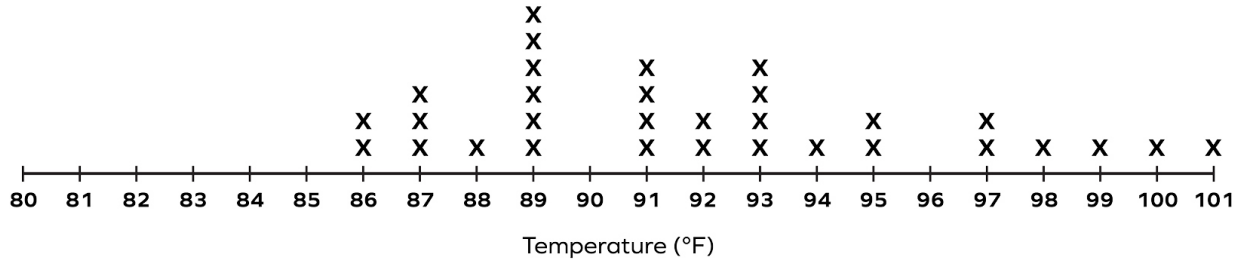
Location #2: _____

Temperature-related seasons: Check the box that is true and explain why.		
No cold or warm season	This is because: 	
Has a cold and a warm season	Some cold season months: _____ _____ _____	Some warm season months: _____ _____ _____

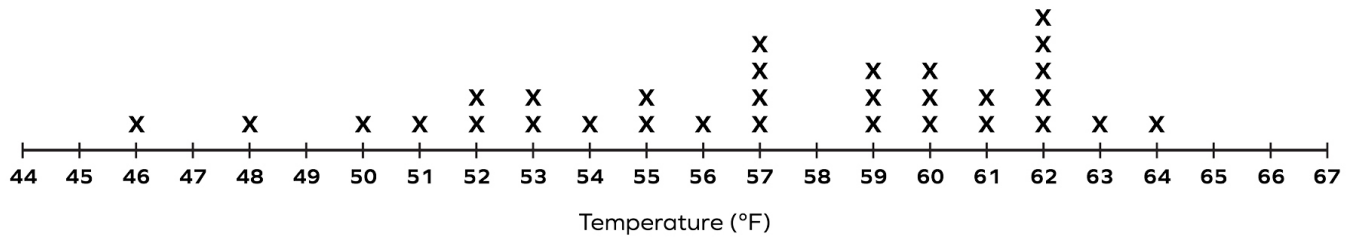
Precipitation-related seasons: Check the box that is true and explain why.		
No wet or dry season	This is because: 	
Has a wet and a dry season	Some wet season months: _____ _____ _____	Some dry season months: _____ _____ _____

Reflecting on Weather Patterns Around the World

Creek Island in August



Creek Island in January



1. Last January, Creek island got much colder than it did in August. Do you think every January will be cold on Creek island? Why?

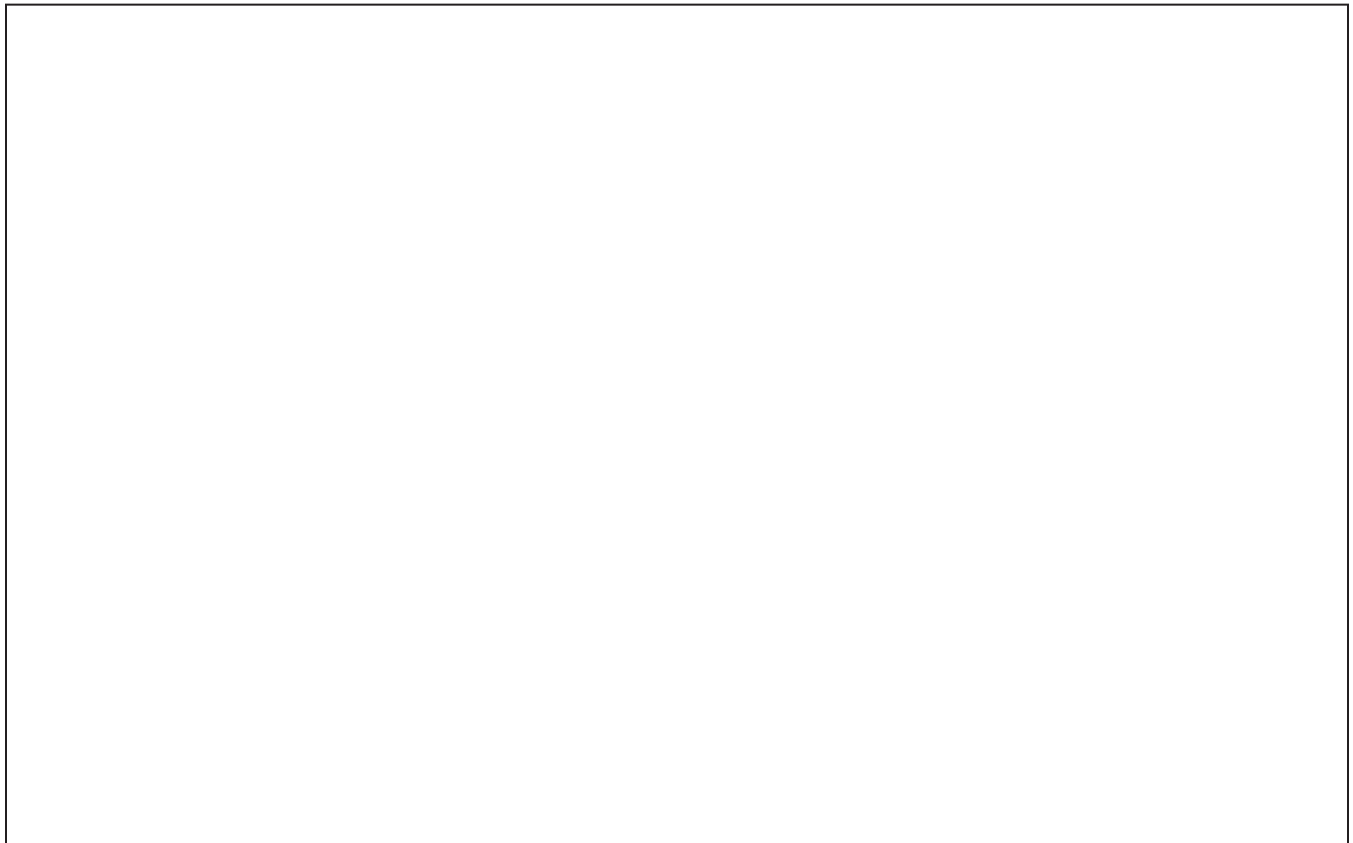
2. Does that mean Arc Island and Blue Island were also cold in January?

Name: _____ Date: _____

Daily Written Reflection

Does every place have a hot season and a cold season? How about a rainy season and a dry season? Explain.

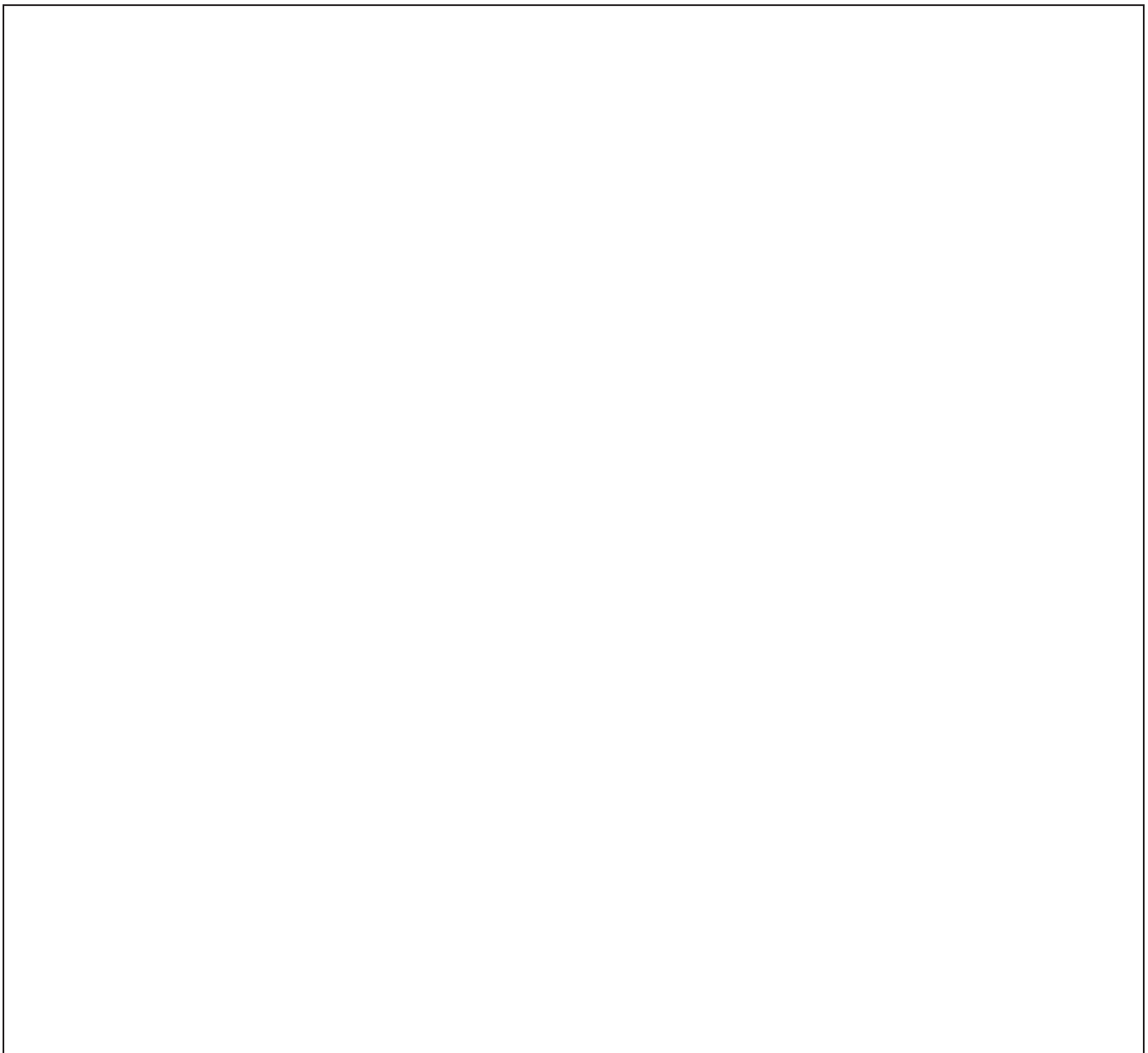
Make a drawing if it helps you explain your thinking. Label your drawing, then take a photo of it and attach it below:



Visualizing Future Weather

Directions:

1. Find the month you were born on the graphs for local temperature and precipitation.
2. Visualize what you will be wearing and doing on your eighteenth birthday.
3. On a separate piece of paper (or a drawing program), draw a picture of what you visualized, and then share your drawing with a partner. Can they guess what time of year you were born?
4. Take a photo of your drawing and attach it below!

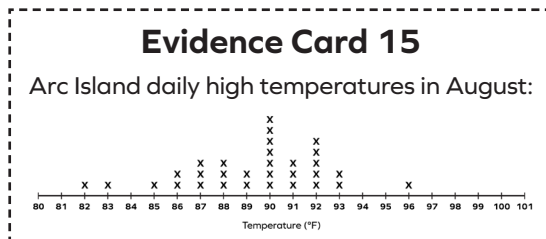


Reflecting on Evidence

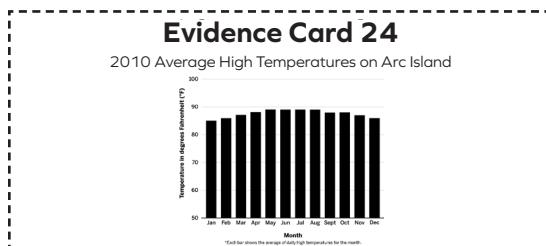
Directions:

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

Strong evidence card numbers	Weak evidence card numbers



What predictions can you make about weather in the future using Evidence Card 15?



What predictions can you make about weather in the future using Evidence Card 24?
