

# 3rd Grade Unit 7 - Weather and Climate

Content Area: **Science**  
Course(s): **Science Grade 3**  
Time Period: **MP4**  
Length: **15 days**  
Status: **Published**

## **NJSLS - Science**

---

SCI.3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
SCI.3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
SCI.3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

## **Science and Engineering Practices**

---

### **Analyzing and Interpreting Data**

Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1)

### **Obtaining, Evaluating, and Communicating Information**

Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2)

### **Engaging in Argument from Evidence**

Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

## **Disciplinary Core Ideas**

---

### **ESS2.D: Weather and Climate**

Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)

Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over the years. (3-ESS2-2)

## **ESS3.B: Natural Hazards**

A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1)

### **Crosscutting Concepts**

---

#### **Patterns**

Patterns of change can be used to make predictions. (3-ESS2-1, 3-ESS2-2)

#### **Cause and Effect**

Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1)

#### **Influence of Engineering, Technology, and Science on Society and the Natural World**

Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (3-ESS3-1)

#### **Science is a Human Endeavor**

Science affects everyday life. (3-ESS3-1)

### **Rationale and Transfer Goals**

---

**What is the typical weather near our home?**

**How can we protect people from weather-related hazards?**

In this unit of study, students organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards. The crosscutting concepts of patterns, cause and effect, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in asking questions and defining problems, analyzing and interpreting data, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

## **Enduring Understandings**

---

Earth's weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.

Scientists use weather variables to describe weather and study weather systems.

Climate is the long-term average weather conditions that occur in an area.

## **Essential Questions**

---

Can we predict the kind of weather that we will see in the spring, summer, autumn, or winter?

How can climates in different regions of the world be described?

How can we protect people from natural hazards such as flooding, fast wind, or lightning?

## **Content - What will students know?**

---

- Patterns of change can be used to make predictions.
- People record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
- Climate describes the range of an area's typical weather conditions and the extent to which those conditions vary over years.
- Cause-and-effect relationships are routinely identified, tested, and used to explain change.
- Science affects everyday life.
- People's needs and wants change over time, as do their demands for new and improved technologies.
- A variety of natural hazards result from natural processes (e.g., flooding, fast wind, or lightening)
- Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
- Engineers improve technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).
- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria).
- Different proposals for solutions can be compared on the basis of how well each one meets the criteria for success or how well each takes the constraints into account.

### **Skills - What will students be able to do?**

---

- Make predictions using patterns of change.
- Represent data in tables, bar graphs, and pictographs to reveal patterns that indicate relationships.
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.)
- Obtain and combine information from books and other reliable media to explain phenomena.
- Identify and test cause-and-effect relationships to explain change.
- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Examples of design solutions to weather related hazards could include: Barriers to prevent flooding, wind-resistant roofs or lightning rods.
- Define a simple design problem that can be solved through the development of an object, tool, process,

or system and include several criteria for success and constraints on materials, time, or cost.

- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

### **Activities - How will we teach the content and skills?**

---

- Mystery Science Stormy Skies Anchor Phenomenon
- Mystery Science Stormy Skies Lesson 1
- Mystery Science Stormy Skies Lesson 2
- Mystery Science Stormy Skies Lesson 3
- Mystery Science Stormy Skies Lesson 4
- Mystery Science Stormy Skies Lesson 5
- Whole group instruction and discussion.
- Read Alouds
- Group and Individual Projects
- Hands-on discovery when possible; creating models
- Webquests/Internet “field trips”

### **Evidence/Assessments - How will we know what students have learned?**

---

- Mystery Science Stormy Skies Lesson 1 Assessment
- Mystery Science Stormy Skies Lesson 2 Assessment
- Mystery Science Stormy Skies Lesson 3 Assessment
- Mystery Science Stormy Skies Lesson 4 Assessment
- Mystery Science Stormy Skies Lesson 5 Assessment
- Mystery Science Stormy Skies Performance Task
- Teacher Observation

- Student projects/models
- Exit Tickets
- Tests/Quizzes
- [Grade 3 Science Benchmark #4](#)

### **Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
<ul style="list-style-type: none"> <li>• People record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.</li> <li>• Climate describes the range of an area’s typical weather conditions and the extent to which those conditions vary over years.</li> </ul>	<p>Kindergarten: Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.</p> <p>Kindergarten: Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.</p> <p>Kindergarten: Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary)</p>	<p><a href="#">K-ESS2-1 Activities</a></p>

### **Key Resources**

[Mystery Science](#)

[Weather and Science Content for Teens and Kids](#)

[NOAA Education Resources](#)

[NGSS Core Ideas Earth's Systems](#)

[NSTA Learning Center](#)

---

## **21st Century Life and Careers**

WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

---

## **Career Readiness, Life Literacies, & Key Skills**

TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.

---

## **Interdisciplinary Connections/Companion Standards**

### **NJSLS ELA**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS2-1, 3-ESS3-1)

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS2-2)

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same

topic. (3-ESS2-2)

W.3.7 Conduct short research projects that build knowledge about a topic. (3-ESS3-1)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-ESS2-2)

## **NJSLS Mathematics**

MP.2 Reason abstractly and quantitatively. (3-ESS2-1, 3-ESS2-2, 3-ESS3-1)

MP.2 Reason abstractly and quantitatively. (3-ESS2-1, 3-ESS2-2, 3-ESS3-1)

MP.4 Model with mathematics. (3-ESS2-1, 3-ESS2-2)

MP.5 Use appropriate tools strategically. (3-ESS2-1)

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-ESS2-1)

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in bar graphs. (3-ESS2-1)