

# Unit 2 Stormy Skies

Content Area: **Science**  
Course(s): **Science 2**  
Time Period: **December**  
Length: **2nd Trimester**  
Status: **Published**

## Unit Overview

Unit 2 should be taught over the course of Trimester 2. Unit 2 includes the Science standards from Mystery Science Unit 2 (Stormy Skies).

## Description: The Big Idea: *Stormy Skies*

Unit 2	Topic
Anchor Phenomenon	Anchor Phenomenon
Lesson 1	Water Cycle & Phases of Mat Where do clouds come from
Lesson 2	Local Weather Patterns & Weather I How can we predict when it's going
Lesson 3	Seasonal Weather Patterns Where's the best place to build a si
Lesson 4	Climate & Global Weather Patt

	Why are some places always
Lesson 5	Natural Hazards & Engineeri  How can you keep a house from blowing aw
Performance Task	Performance Task

## Priority Standards

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- SCI.3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- SCI.3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- SCI.3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

SCI.3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
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.

## Learning Goals (Targets and Lesson)

Trimester 2 ~ Mystery Science Unit 2 (Stormy Skies)

Time Frame	Lesson	Standard(s)	Target	Assessments	Resources
					Mystery Science Labs & Worksheets:  <a href="#">See-Think-Wonder</a> worksheet  <a href="#">Stormy Skies Teacher Guide</a> teacher only resource  <a href="#">Summer Ice Storm</a> worksheet  <a href="#">Summer Ice Storm Answer Key</a> teacher only resource  <a href="#">Summer Ice Storm Hail Protection</a> worksheet This will not be needed until after Lesson 4.
Unit 2 ~ Stormy Skies	Lesson 1 Water Cycle & Phases of Matter	3-ESS2-1, 3-ESS2-2, 3-ESS3-1	Foundational for 3-ESS2-1. Represent data in tables and graphical displays	I can consider the cause and effect relationship	<a href="#">Lesson 1 Exit Ticket</a>  Mystery Science Labs & Worksheets:  <a href="#">Gas Trap</a>

(5-10 weeks)	Where do clouds come from?	to describe typical weather conditions expected during a particular season.	between heated liquid water and the evaporation of gas water that forms into clouds.	<a href="#">Answer Key</a>	<a href="#">Experiment printout</a>
	Students carry out an investigation by using a model to observe evaporation. They engage in argument from evidence using observations from their investigation to explain what clouds are. Lesson 2				Clean-up Supplies (Eg. Paper Towels)  Container for Water  Scissors  Clear Plastic Cups w/ Lids (16 oz)
	Local Weather Patterns & Weather Prediction				Mystery Science Labs & Worksheets:
	How can we predict when it's going to storm?	Foundational for 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season	I can explore patterns of changing clouds as a way to predict weather.	<a href="#">Lesson 2 Exit Ticket</a>	<a href="#">Storm Spotter's Guide</a> worksheet
	Students obtain and communicate information about different types of clouds by creating a Storm Spotter's Guide. They engage in argument from evidence by using this			<a href="#">Answer Key</a>	<a href="#">Will it Storm?</a> Worksheet  <a href="#">Will it Storm?</a> <a href="#">Answer Key</a> teacher-only resource  Scissors

information to analyze multiple scenarios and determine if a storm will occur and why.

### Lesson 3

### Seasonal Weather Patterns

Where's the best place to build a snow fort?

Students obtain past winter weather information from three different locations. They organize the data into a table so that they can compare the locations. Then, they analyze the data to decide on the best location for a snow fort festival the following year.

### Lesson 4

Climate & Global Weather Patterns

Why are some places always

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

3-ESS2-1. Represent data in tables and graphical displays

I can explore temperature patterns of the past to predict temperatures and weather conditions that will occur in the future for particular regions.

I can recognize climate across the world as an observable pattern.

[Lesson 3 Exit Ticket](#)

[Answer Key](#)

[Lesson 4 Exit Ticket](#)

[Answer Key](#)

Mystery Science Labs & Worksheets:

[Thermometers \(Fahrenheit\)](#) worksheet

[What's the Weather Answer Key](#) teacher-only resource

[What's the Weather Chart](#) worksheet

Crayons

Mystery Science Labs & Worksheets:

[America's Map & Climates \(Fahrenheit & Celsius\)](#) printout

[Asia & Australia](#)

<p>hot?</p> <p>Students obtain and evaluate information about multiple location's weather. They communicate the information by color coding a map based on climate. Students analyze and interpret the data to determine climate patterns across the world.</p>	<p>to describe typical weather conditions expected during a particular season</p>	<p><a href="#">Map &amp; Climates (Fahrenheit &amp; Celsius)</a> printout</p>
<p>Lesson 5</p> <p>Natural Hazards &amp; Engineering</p>	<p>3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p>	<p><a href="#">Europe &amp; Africa Map &amp; Climates (Fahrenheit &amp; Celsius)</a> printout</p>
<p>How can you keep a house from blowing away in a windstorm?</p>	<p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>	<p><a href="#">Maps &amp; Climates Answer Key (Fahrenheit Only)</a> teacher only resource</p>
<p>Students define problems that strong winds cause. They develop and use a model of a home in order to design a solution that keeps the roof attached to the home and</p>	<p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the</p>	<p>Colored Pencils</p> <p>Rulers</p> <p>Mystery Science Labs &amp; Worksheets:</p> <p><a href="#">Design a Windproof House</a> worksheet</p> <p><a href="#">Paper House Model</a> printout</p> <p><a href="#">Windmaker</a> printout</p> <p>Blank Paper (8.5 x 11")</p> <p>Scissors</p> <p>Dot Stickers</p> <p>Paper Clips</p> <p>Toothpicks</p>
	<p>I can identify the cause and effect relationship between strong winds and the problems they cause.</p>	<p><a href="#">Lesson 5 Exit Ticket</a></p> <p><a href="#">Answer Key</a></p>

stops the home from blowing away in the wind. They test and improve their prototype.

criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

Mystery Science Labs & Worksheets:

[Future Hailstorm Prediction worksheet](#)

[Unit Assessment](#)

[Hailstorm Data Packet- For 2023/24 School year- updated with data from 2022 worksheet](#)

Performance Task

3-ESS2-1, 3-ESS2-2, 3-ESS3-1

[Answer Key](#)

[Past Hailstorm Patterns worksheet](#)

[Stormy Skies Teacher Guide](#)  
teacher only resource

## Learning Targets

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- I can consider the cause and effect relationship between heated liquid water and the evaporation of gas water that forms into clouds.
- I can explore patterns of changing clouds as a way to predict weather.
- I can explore temperature patterns of the past to predict temperatures and weather conditions that

will occur in the future for particular regions.

- I can identify the cause and effect relationship between strong winds and the problems they cause.
- I can recognize climate across the world as an observable pattern.

## Essential Questions

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- Unit 2 Lesson 1: Where do clouds come from?
- Unit 2 Lesson 2: How can we predict when it's going to storm?
- Unit 2 Lesson 3: Where's the best place to build a snow fort?
- Unit 2 Lesson 4: Why are some places always hot?
- Unit 2 Lesson 5: How can you keep a house from blowing away in a windstorm?
- Unit 2 Lesson 5B: Can We Evaluate a Solution to a Problem Impacting an Ecosystem?

## Materials and Resources

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- Google Drive ~ 3rd Grade Team Drive
- Mystery Science ~ Online

## Unit Assessments

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- Lesson 1 Exit Ticket
- Lesson 2 Exit Ticket
- Lesson 3 Exit Ticket
- Lesson 4 Exit Ticket
- Lesson 5 Exit Ticket
- Unit 2 Assessment

## Learning Plan

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# Trimester 2 ~ Mystery Science Unit 2 (Stormy Skies)

Time Frame	Lesson	Standard(s)	Target	Assessments Resources
	Anchor Phenomenon	3-ESS2-1, 3-ESS2-2, 3-ESS3-1		Mystery Science Labs & Worksheets: <a href="#">See-Think-Wonder</a>



worksheet

[Stormy Skies  
Teacher Guide](#)

teacher only  
resource

[Summer Ice  
Storm](#)

worksheet

[Summer Ice  
Storm Answer](#)

[Key](#) teacher  
only resource

[Summer Ice  
Storm Hail  
Protection](#)

worksheet This  
will not be  
needed until  
after Lesson 4.

Lesson 1

Water Cycle &  
Phases of Matter

Mystery Science  
Labs &  
Worksheets:

[Gas Trap  
Experiment](#)

printout

Unit 2 ~  
Stormy  
Skies

Where do clouds  
come from?

Foundational for 3-  
ESS2-1. Represent  
data in tables and  
graphical displays  
to describe typical  
weather conditions  
expected during a  
particular season.

I can consider  
the cause and  
effect  
relationship  
between heated  
liquid water and  
the evaporation  
of gas water  
that forms into  
clouds.

[Lesson 1 Exit  
Ticket](#)

[Answer Key](#)

Clean-up  
Supplies (Eg.  
Paper Towels)

Container for  
Water

Scissors

Clear Plastic  
Cups w/ Lids  
(16 oz)

(5-10  
weeks)

Students carry out  
an investigation by  
using a model to  
observe  
evaporation. They  
engage in  
argument from  
evidence using  
observations from  
their investigation  
to explain what  
clouds are.

Lesson 2

Foundational for 3-  
ESS2-1. Represent  
data in tables and  
graphical displays

I can explore  
patterns of  
changing clouds  
as a way to

[Lesson 2 Exit  
Ticket](#)

Mystery Science  
Labs &  
Worksheets:

Local Weather Patterns & Weather Prediction

to describe typical weather conditions expected during a particular season predict weather.

[Answer Key](#)

[Storm Spotter's Guide](#) worksheet

[Will it Storm?](#) Worksheet

How can we predict when it's going to storm?

[Will it Storm?](#) [Answer Key](#) teacher-only resource

Scissors

Students obtain and communicate information about different types of clouds by creating a Storm Spotter's Guide. They engage in argument from evidence by using this information to analyze multiple scenarios and determine if a storm will occur and why.

Lesson 3

Seasonal Weather Patterns

Where's the best place to build a snow fort?

Students obtain past winter weather information from three different locations. They

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

I can explore temperature patterns of the past to predict temperatures and weather conditions that will occur in the future for particular regions.

[Lesson 3 Exit Ticket](#)

[Answer Key](#)

Mystery Science Labs & Worksheets:

[Thermometers \(Fahrenheit\)](#) worksheet

[What's the Weather Answer Key](#) teacher-only resource

[What's the Weather Chart](#) worksheet

Crayons

organize the data into a table so that they can compare the locations. Then, they analyze the data to decide on the best location for a snow fort festival the following year.

#### Lesson 4

#### Climate & Global Weather Patterns

Why are some places always hot?

Students obtain and evaluate information about multiple location's weather. They communicate the information by color coding a map based on climate. Students analyze and interpret the data to determine climate patterns across the world.

#### Lesson 5

#### Natural Hazards & Engineering

How can you keep a house from

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

3-5-ETS1-1. Define

I can recognize climate across the world as an observable pattern.

I can identify the cause and effect relationship between strong winds and the problems they cause.

[Lesson 4 Exit Ticket](#)

[Answer Key](#)

[Lesson 5 Exit Ticket](#)

[Answer Key](#)

Mystery Science Labs & Worksheets:

[America's Map & Climates \(Fahrenheit & Celsius\) printout](#)

[Asia & Australia Map & Climates \(Fahrenheit & Celsius\) printout](#)

[Europe & Africa Map & Climates \(Fahrenheit & Celsius\) printout](#)

[Maps & Climates Answer Key \(Fahrenheit Only\) teacher only resource](#)

Colored Pencils

Rulers

Mystery Science Labs & Worksheets:

[Design a Windproof House](#) worksheet

[Paper House](#)

blowing away in a windstorm?

Students define problems that strong winds cause. They develop and use a model of a home in order to design a solution that keeps the roof attached to the home and stops the home from blowing away in the wind. They test and improve their prototype.

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

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

Performance Task

3-ESS2-1, 3-ESS2-2, 3-ESS3-1

[Model](#) printout

[Windmaker](#) printout

Blank Paper (8.5 x 11")

Scissors

Dot Stickers

Paper Clips

Toothpicks

Mystery Science Labs & Worksheets:

[Future Hailstorm Prediction](#) worksheet

[Unit Assessment](#)

[Answer Key](#)

[Hailstorm Data Packet- For 2023/24 School year- updated with data from 2022](#) worksheet

[Past Hailstorm Patterns](#)

## **Strategies for Multilingual Learners**

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- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Contact
- Previewing New Content
- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

## **Strategies for Students in Need of Intervention**

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- Centers to reinforce skill instruction/ skill enrichment
- Choice boards/ Activity Menu for assignments
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Flexible grouping as needed based on ability, interest, need
- Highlight key terms
- Independent Study on topic of interest
- Provide Word bank for vocabulary assessment
- Provide written notes/directions
- Tiered Lessons/activities
- Use graphic organizers (ex. Venn Diagram, Cause/Effect chart)
- Use of visual aids (For example: Powerpoints, images to connect to vocabulary, flashcards, anchor

charts)

- Vocabulary matching words to definitions

## Strategies for Enrichment

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- Students can complete Mystery Science Mini-Lessons

## Technology Integration

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- Carolina Science Website

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

## Interdisciplinary Connections

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MA.3.NBT	Number and Operations in Base Ten
MA.3.NF	Number and Operations—Fractions
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
MA.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 scaled bar graphs.
MA.3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.3.CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.3.CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LA.3.CCSS.ELA-Literacy.RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

LA.3.CCSS.ELA-Literacy.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

## **21st Century Life & Career Ready Practice**

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CAEP.9.2.4.A.1

Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

CAEP.9.2.4.A.2

Identify various life roles and civic and work - related activities in the school, home, and community.

CAEP.9.2.4.A.3

Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CAEP.9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.