

Grade 3	Science	Week 6
<b>Lesson Title:</b> Different Climates		
<b>Weekly Learning Targets:</b> Students can describe different climates in different regions of the world.		
<b>Next Generation Science Standards</b> 3.ESS2.2 – Obtain and combine information to describe climates in different regions of the world.		
<b>MONDAY</b>		
<b>Daily Learning Target:</b> Students can define climate, name the climate of their locale, and describe how to find the climate of an area.		
<b>Learning Tasks:</b> After reviewing the previous week’s lessons, the students can watch this video about climate. (SM A) After taking notes and discussing the video, the class can discuss the upcoming topic of climates. Then, the students can work in pairs to read page 260. After reading and answering the questions, the students can create a definition for climate and list characteristics of their local climate. Then, the students can use a world map or globe to identify other areas that may have similar climates and give their reasoning. Individually, students can explain what would be needed or done to find a climate of an area, such as what tools, what length of time, what measurement.		
<b>Daily Formative Assessment:</b> The teacher can check the students’ responses in their science journal.		
<b>TUESDAY</b>		
<b>Daily Learning Target:</b> Students can compare climates of different areas using maps.		
<b>Learning Tasks:</b> After reviewing the previous lesson, the class can read page 261 together. Then, the class can look at the map on page 261 and the teacher can explain what is shown. Then, the students can answer the questions on page 261 and other questions posed by the teacher. Next, students can select a US state and use multiple climate maps (SM B) to write a climate profile for that state in their notebook. Then, students can compare their state’s climate with a friend’s.		
<b>Daily Formative Assessment:</b> The teacher can give feedback on their science notebook.		
<b>WEDNESDAY</b>		
<b>Daily Learning Target:</b> Students can explain what factors affect climate.		
<b>Learning Tasks:</b> At the start of class, the teacher can propose the question: “What affects climate?” After discussing, the class can watch this video about factors that affect climate and take notes. Vocabulary includes: landforms, latitude, altitude, and topography. After, students can read page 262 in the book together and answer the questions. Following that, students can read page 263 about landforms and answer the questions there. Independently, students can draw a diagram that shows how landforms affect the climate. Students can draw a cross section or cross view of the ocean, coast, mountains, and valley similar to the diagram in the book. The students can label what the climate would be like in the various places.		
<b>Daily Formative Assessment:</b> The teacher can check students work in their notebook.		
<b>THURSDAY</b>		
<b>Daily Learning Target:</b> Students can use electronic and print resources to conduct research and collect data about different climate zones.		
<b>Learning Tasks:</b> To begin the class, the students will learn about the names of different climate types: tropical, arid, Mediterranean, temperate, continental, and polar. (SM C) After watching and discussing, the students can record the different climate types in their notebooks with a label and pictures. To differentiate, the teacher can show or explain subcategories for climate types. Then, the class can watch this climate report presentation template video. (SM D) Students will be choosing a country on the map or globe to research. The teacher can prepare printed resources and website for the students to look at. Students can then begin their research.		
<b>Daily Formative Assessment:</b> The teacher can give feedback on the students’ research.		

**FRIDAY**

**Daily Learning Target:** Students can describe and compare a climate from another country with their own.

**Learning Tasks:** NOTE: This day is a continuation of the previous day's lesson. Once students have compiled the information. The students can create a poster comparing and contrasting the two climates. The students can use the model from this video (SM D) as a template when they present.

**Daily Formative Assessment:** The teacher can give feedback on the students' presentations.

Grade 3– Science – Week 6	MATERIALS / RESOURCES
	<p>pencil, science journal, map, globe</p> <p><b>A</b> – Climate Video - <a href="https://www.brainpop.com/science/weather/climatetypes/">https://www.brainpop.com/science/weather/climatetypes/</a></p> <p><b>B</b> – Climate Factors Video - <a href="https://www.youtube.com/watch?v=E7DLLxrrBV8">https://www.youtube.com/watch?v=E7DLLxrrBV8</a></p> <p><b>C</b> – Climate Type Video - <a href="http://www.funkidslive.com/learn/marina-ventura/climate-explorers/major-climate-zones-world/#">http://www.funkidslive.com/learn/marina-ventura/climate-explorers/major-climate-zones-world/#</a></p> <p><b>D</b> – Climate Report Template Video - <a href="https://betterlesson.com/lesson/resource/3093510/names-of-the-climate-zones">https://betterlesson.com/lesson/resource/3093510/names-of-the-climate-zones</a></p> <p><b>Additional Resources</b></p> <p>Weather Wiz Kids Website - <a href="http://www.weatherwizkids.com/">http://www.weatherwizkids.com/</a></p> <p>Interactive Climate Map - <a href="http://oceanservice.noaa.gov/education/pd/oceans_weather_climate/media/climate_zones.swf">http://oceanservice.noaa.gov/education/pd/oceans_weather_climate/media/climate_zones.swf</a></p> <p>Science Curriculum <a href="http://www.lewis.kyschools.us/guides/docs/Elementary/3rd%20Grade/3rd%20grade%20Science/3rd%20grade%20Weather%20unit%20NGSS.pdf">http://www.lewis.kyschools.us/guides/docs/Elementary/3rd%20Grade/3rd%20grade%20Science/3rd%20grade%20Weather%20unit%20NGSS.pdf</a></p> <p>Global Weather View - <a href="http://www.meteoearth.com">http://www.meteoearth.com</a></p>