Weather: Lesson 17a

Essential Question: How did the cliff dwellings at Mesa Verde protect people from the weather?

Focus Question: What does weather data reveal?

Phenomenon Question: What can we find out by looking at weather data?

Objective: Use weather data to identify and describe patterns in daily temperature changes.	**Materials:** Pencil	**Projected Slides:** 261–275

Share the following items with families in advance of the lesson.

- Links: Lesson 17a Daily Video
- Materials list
- Assignment: After watching the video, students draw a picture of what they would wear for an afternoon hike in Missoula, Montana.

Remote Learning Recommendations

Type		Pacing	Activity	Notes
Hybrid (in-class synchronous and remote asynchronous)	Asynchronous (in Sync)	10–15 minutes	Daily Video	Video description: Students analyze morning, afternoon, and night temperature data to identify patterns in daily temperature.
		10 minutes	Assignment	The video asks students to draw a picture of what they would wear for an afternoon hike in Missoula, Montana.
		15 minutes	Virtual Class Meeting (Optional): Science Discourse	Ideally this meeting occurs after students watch the video and complete the assignment: • Review Key Term: **data** • Some students may need support reading the daily temperature chart. Consider distributing or displaying math manipulatives—such as linking cubes, beads, or blocks—that correspond in color to the temperatures on the chart. Either have students stack the manipulatives or stack the manipulatives on camera to model how the temperature changed from morning to afternoon to night for each day on the chart. • If students have jackets or sweatshirts with them, consider inviting them to show what they would wear for each time of day. Have students use their clothing to model for the class what they would wear in the morning, afternoon, and night. • Students who are able to read and compare two-digit numbers greater than 20 may be ready to make observations about numerical temperature readings. Consider challenging these students to identify patterns based on the numbers in the chart.

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	Synchronous	3 minutes	Launch	Refer to Teacher Edition to conduct lesson Launch (Projected slides 261–262). Give all students a chance to participate either in-person or virtually.
		17 minutes	Learn	Refer to Teacher Edition to conduct lesson Learn (Projected slides 263–275). • Observe Daily Changes in Temperature Introduce Key Term: **data** • Analyze Daily Temperature Data (through Check for Understanding) Give all students a chance to participate either in-person or virtually.

Asynchronous	Synchronous	Hybrid
Remote students using in Sync with optional virtual class meeting	Some students in-class and some remote but all participating live	In-class students are synchronous and remote students asynchronous

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