# Montana 3 Science

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

| | |
|---|---|
| **State** | Montana |
| **Grade** | 3 (Elementary) |
| **Subject** | Science |
| **Course category** | Core |
| **Standards family** | Science |
| **Framework** | Montana Science Content Standards (2016), codified at ARM 10.53 subchapter 8 |
| **Issuing agency** | Montana Office of Public Instruction |
| **Scope** | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

# What you get

| Folder | Contents |
|---|---|
| 01 START HERE | Read-me, contents, printing and digital instructions, standards verification guide, this preview |
| 02 FILLED FULL YEAR | Completed planner in colour and ink-friendly PDF, plus editable DOCX |
| 03 BLANK EDITABLE | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist |
| 05 SCHOOL SUBMISSION | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS | Terms of use, credits and licences, copyright notice |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

# Week 9 — Magnets Near and Far

**Unit 3: Forces Without Touching · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45**

| | |
|---|---|
| **Essential question** | How can something push or pull without touching? |
| **Standards** | **Forces Without Touching** -> **ARM 10.53.806(1)(c) Montana Science Content Standards / Physical Science** — ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other |
| **Learning target** | “I can show that a magnet pulls without touching.” |
| **Local dates** | _____ (enter your school dates) |

## Measurable objectives

- Students will identify magnetic force as acting without contact.
- Students will test which materials a magnet attracts.

## Success criteria (student-friendly)

- “I keep a gap.”
- “I observe the pull.”
- “I record which materials attract.”

## Academic vocabulary

magnet, magnetic, attract, contact, non-contact

## Materials and technology

- Classroom-grade bar and horseshoe magnets
- Assorted small objects
- Card and paper barriers
- Rulers
- Results tables

## Differentiation and supports

| Support area | This week's plan |
|---|---|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up. |
| Section 504 | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence. |
| Multilingual learners | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall. |

| Support area | This week's plan |
|---|---|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment | Extend into an open-ended centre or project connected to the essential question. |

## Assessment and evidence

Results table: materials correctly sorted as magnetic or not.

## Family communication

Ask your child to name something a magnet sticks to at home.

# Day 41 — A Force That Does Not Touch

**Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.806(1)(c)**

| | |
|---|---|
| **Focus** | Introducing non-contact force. |
| **Learning target** | “I can show that a magnet pulls without touching.” |
| **Vocabulary in use** | magnet, magnetic, attract |
| **Local date** | _____ |

## Learning sequence

Connect: pushes and pulls. Teach: some forces act across a gap. Try: shared demonstration. Apply: children observe. Reflect: surprise discussed. Safety: magnets stay out of mouths.

## Check for understanding

Student states that a magnet can pull without touching.

## Differentiation in the moment

| If the learner... | Then... |
|---|---|
| needs more support | Model the step again with guided support, then fade to a gesture cue. |
| is ready for more | Invite the learner to demonstrate for a peer or add a second example. |
| is dysregulated | Pause instruction, move to co-regulation, and return to the target later. |

## Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

## Teacher reflection (fictional example)

***Fictional Example — Customize and Verify Before School Submission.***

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

# Day 42 — What Magnets Attract

**Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.806(1)(c)**

| | |
|---|---|
| **Focus** | Magnetic materials. |
| **Learning target** | “I can show that a magnet pulls without touching.” |
| **Vocabulary in use** | magnet, magnetic, attract |
| **Local date** | _____ |

## Learning sequence

Connect: non-contact. Teach: only some materials attract. Try: shared testing. Apply: children test objects. Reflect: pattern noticed.

## Check for understanding

Student names a material a magnet attracts.

## Differentiation in the moment

| If the learner... | Then... |
|---|---|
| needs more support | Model the step again with guided support, then fade to a gesture cue. |
| is ready for more | Invite the learner to demonstrate for a peer or add a second example. |
| is dysregulated | Pause instruction, move to co-regulation, and return to the target later. |

## Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

## Teacher reflection (fictional example)

***Fictional Example — Customize and Verify Before School Submission.***

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

# Day 43 — Testing Materials With a Magnet

**Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.806(1)(c)**

| | |
|---|---|
| **Focus** | Systematic testing. |
| **Learning target** | “I can show that a magnet pulls without touching.” |
| **Vocabulary in use** | magnet, magnetic, attract |
| **Local date** | _____ |

## Learning sequence

Connect: attraction. Teach: testing every item and recording. Try: shared method. Apply: children complete a table. Reflect: tables compared.

## Check for understanding

Student completes a magnetic materials table.

## Differentiation in the moment

| If the learner... | Then... |
|---|---|
| needs more support | Model the step again with guided support, then fade to a gesture cue. |
| is ready for more | Invite the learner to demonstrate for a peer or add a second example. |
| is dysregulated | Pause instruction, move to co-regulation, and return to the target later. |

## Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

## Teacher reflection (fictional example)

***Fictional Example — Customize and Verify Before School Submission.***

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

# Day 44 — Magnets Through a Barrier

**Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.806(1)(c)**

| | |
|---|---|
| **Focus** | Force acting through materials. |
| **Learning target** | “I can show that a magnet pulls without touching.” |
| **Vocabulary in use** | magnet, magnetic, attract |
| **Local date** | _____ |

## Learning sequence

Connect: our table. Teach: the force passes through some barriers. Try: card and paper. Apply: children test barriers. Reflect: findings shared.

## Check for understanding

Student reports whether the force passed through a barrier.

## Differentiation in the moment

| If the learner... | Then... |
|---|---|
| needs more support | Model the step again with guided support, then fade to a gesture cue. |
| is ready for more | Invite the learner to demonstrate for a peer or add a second example. |
| is dysregulated | Pause instruction, move to co-regulation, and return to the target later. |

## Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

## Teacher reflection (fictional example)

***Fictional Example — Customize and Verify Before School Submission.***

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

# Day 45 — How Close Does It Have to Be?

**Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.806(1)(c)**

| | |
|---|---|
| **Focus** | Distance and attraction. |
| **Learning target** | “I can show that a magnet pulls without touching.” |
| **Vocabulary in use** | magnet, magnetic, attract |
| **Local date** | _____ |

## Learning sequence

Connect: barriers. Teach: measuring the distance where attraction starts. Try: shared measure. Apply: children measure. Reflect: distances compared.

## Check for understanding

Student measures the distance at which attraction begins.

## Differentiation in the moment

| If the learner... | Then... |
|---|---|
| needs more support | Model the step again with guided support, then fade to a gesture cue. |
| is ready for more | Invite the learner to demonstrate for a peer or add a second example. |
| is dysregulated | Pause instruction, move to co-regulation, and return to the target later. |

## Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

## Teacher reflection (fictional example)

***Fictional Example — Customize and Verify Before School Submission.***

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

# Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

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