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# New Mexico 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            | New Mexico                                                                                                              |
| Grade            | 3 (Elementary)                                                                                                          |
| Subject          | Science                                                                                                                 |
| Course category  | Core                                                                                                                    |
| Standards family | Science                                                                                                                 |
| Framework        | NM STEM Ready! Science Standards (Next Generation Science Standards plus the New Mexico specific standards), 4 May 2018 |
| Issuing agency   | New Mexico Public Education Department                                                                                  |
| 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          | <b>Forces Without Touching</b> -> <b>3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4</b> — 4 standards; full text in the standards table |
| 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: 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4

|                   |                                                    |
|-------------------|----------------------------------------------------|
| 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: 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4

|                   |                                                    |
|-------------------|----------------------------------------------------|
| 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: 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4

|                   |                                                    |
|-------------------|----------------------------------------------------|
| 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: 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4

|                   |                                                    |
|-------------------|----------------------------------------------------|
| 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: 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4

|                   |                                                    |
|-------------------|----------------------------------------------------|
| 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

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## Source citation

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