
North Carolina 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	North Carolina
Grade	3 (Elementary)
Subject	Science
Course category	Core
Standards family	Science
Framework	North Carolina Standard Course of Study, K-12 Science (2023)
Issuing agency	North Carolina Department 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 — Salt Water and Fresh Water

Unit 3: The Water and the Land · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How is Earth's water divided up?
Standards	Nc3 Water Features -> ESS.3.2.1 Understand the structures of the Earth's surface using models. — Use models to compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).
Learning target	"I can tell saltwater features from freshwater ones."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will distinguish saltwater from freshwater features.
- Students will use models to compare examples of each.

Success criteria (student-friendly)

- "I name saltwater features."
- "I name freshwater features."
- "I say how they differ."

Academic vocabulary

saltwater, freshwater, ocean, sea, lake

Materials and technology

- Maps or globes
- Feature cards
- Sorting mats
- Recording sheets
- Clipboards

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

Sorting record: child sorts water features correctly with a reason.

Family communication

Ask your child to name one saltwater and one freshwater feature.

Day 41 — Water Everywhere

Week 9, Day 1 · Unit 3 · Standards: ESS.3.2.1

Focus	Surveying Earth's water.
Learning target	"I can tell saltwater features from freshwater ones."
Vocabulary in use	saltwater, freshwater, ocean
Local date	_____

Learning sequence

Connect: we studied water last year. Teach: Earth holds water in many forms and places. Try: shared look at a globe. Apply: children record what they notice. Reflect: most of it is one kind.

Check for understanding

Student describes where water is found on a globe.

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 — Oceans and Seas

Week 9, Day 2 · Unit 3 · Standards: ESS.3.2.1

Focus	Saltwater features.
Learning target	"I can tell saltwater features from freshwater ones."
Vocabulary in use	saltwater, freshwater, ocean
Local date	_____

Learning sequence

Connect: the large blue areas. Teach: oceans and seas hold salt water. Try: shared identification. Apply: children label examples. Reflect: seas are smaller and often partly enclosed.

Check for understanding

Student distinguishes an ocean from a sea.

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 — Rivers, Lakes, Ponds and Streams

Week 9, Day 3 · Unit 3 · Standards: ESS.3.2.1

Focus	Freshwater features.
Learning target	"I can tell saltwater features from freshwater ones."
Vocabulary in use	saltwater, freshwater, ocean
Local date	_____

Learning sequence

Connect: salt water. Teach: fresh water sits in rivers, lakes, ponds and streams. Try: shared sorting by size and movement. Apply: children sort cards. Reflect: moving or still is a useful test.

Check for understanding

Student distinguishes a river from a lake.

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 — Glaciers

Week 9, Day 4 · Unit 3 · Standards: ESS.3.2.1

Focus	Frozen fresh water.
Learning target	"I can tell saltwater features from freshwater ones."
Vocabulary in use	saltwater, freshwater, ocean
Local date	_____

Learning sequence

Connect: liquid fresh water. Teach: glaciers are fresh water as ice. Try: shared reading. Apply: children add glaciers to the sort. Reflect: state does not change the kind.

Check for understanding

Student classifies a glacier as a freshwater feature.

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 — Sorting Them All

Week 9, Day 5 · Unit 3 · Standards: ESS.3.2.1

Focus	Consolidating the comparison.
Learning target	"I can tell saltwater features from freshwater ones."
Vocabulary in use	saltwater, freshwater, ocean
Local date	_____

Learning sequence

Connect: all seven features. Teach: a full sort with reasons. Try: shared sorting. Apply: children complete their record. Reflect: two groups, seven kinds.

Check for understanding

Student sorts all seven water features correctly.

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.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Source citation

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