

Oregon 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	Oregon
Grade	3 (Elementary)
Subject	Science
Course category	Core
Standards family	Science
Framework	Oregon Science Standards (2022)
Issuing agency	Oregon Department of Education
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 -> 3.LS1.1 LS — Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.][Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.] 3.LS2.1 LS — Construct an argument that some animals form groups that help members survive. [Clarification Statement: Emphasis is on how being part of a group helps animals obtain food, defend themselves, and cope with changes, and does not cover how group behavior evolved as a result of a survival advantage.][Assessment Boundary: Assessment does not include evolution of group behavior, altruism, and signaling
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.

Support area	This week's plan
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.
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.LS1.1, 3.LS2.1

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.LS1.1, 3.LS2.1

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.LS1.1, 3.LS2.1

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.LS1.1, 3.LS2.1

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.LS1.1, 3.LS2.1

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.
- Standards were transcribed from the official source.
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