



Grade 3 Science

Instructional Planning Calendar

2024-2025

TEKS guide/ 3.1 A-H, 3.2 A-D, 3.3 A-C, 3.4 A-C, 3.5 A-G

<u>Unit 1: Investigating Physical Properties of Matter</u>	<u>Unit 2: Investigating Force and Motion</u>	<u>Unit 3: Investigating Energy</u>
<p>Number of Days: 29 Dates: August 13 – September 24</p> <p><u>Concepts/Topics:</u></p> <p>Lesson: Investigate Properties of Matter (TEKS 3.6.A) Lesson: States of Matter (TEKS 3.6.B) Lesson: Changes in States of Matter (TEKS 3.6.C) Lesson: Using Properties of Materials (TEKS 3.6.D)</p> <p><u>Assessment(s): 2 days</u></p> <p>NWEA Testing included in assessment</p>	<p>Number of Days: 16 Dates: <u>September 25 – October 17</u></p> <p><u>Concepts/Topics:</u></p> <p>Lesson: Types of Forces (TEKS 3.7.A) Lesson: Changes in Position and Motion (TEKS 3.7.B)</p> <p><u>Assessment(s): 2 days</u></p> <p><u>Quarter 1 Assessment</u></p>	<p>Number of Days: 15 Dates: <u>October 18 – November 8</u></p> <p><u>Concepts/Topics:</u></p> <p>Lesson: Types of Energy (TEKS 3.8.A) Lesson: Energy and Speed of Objects (TEKS 3.8.B)</p> <p><u>Assessment(s): 2 days</u></p>

<u>Unit 4: Investigating Earth's Patterns</u>	Unit 5: Investigating Earth's Changes	Unit 6: Investigating Earth's Resources
<p>Number of Days: 15 Dates: <u>November 11 – December 6</u></p> <p><u>Concepts/Topics:</u></p> <p>Lesson: Orbits of the Sun, Earth, and Moon (TEKS 3.9.A) Lesson: Our Solar System (TEKS 3.9.B)</p> <p><u>Assessment(s):</u> 2 days</p>	<p>Number of Days: 23 Dates: <u>December 9 – January 27</u></p> <p><u>Concepts/Topics:</u></p> <p>Lesson: Changes in Weather (TEKS 3.10.A) Lesson: How Soil Forms (TEKS 3.10.B) Lesson: Fast Changes to Earth's Surface (TEKS 3.10.C)</p> <p><u>Assessment(s):</u> 2 days</p> <p><u>Quarter 2 Assessment</u></p>	<p>Number of Days: 16 Dates: January 28 – February 19</p> <p><u>Concepts/Topics:</u></p> <p>Lesson: Ways Humans Use Natural Resources (TEKS 3.11.A) Lesson: Conserving Natural Resources (TEKS 3.11.B-TEKS 3.11.C)</p> <p><u>Assessment(s):</u> 2 days</p>
Unit 7: Investigating Ecosystems	Unit 8: Investigating As A Scientist	Unit 9: Investigating Organisms
<p>Number of Days: 29 Dates: February 20 – April 30</p> <p><u>Concepts/Topics:</u></p> <p>Lesson: Organisms and Their Environments (TEKS 3.12.A) Lesson: Energy Flow in Food Chains (TEKS 3.12.B) Lesson: Effects of Natural Changes on Organisms (TEKS 3.12.C) Lesson: Texas Fossils (TEKS 3.12.D)</p> <p><u>Assessment(s):</u> 2 days</p>	<p>Number of Days: 16 Dates: March 3 – March 28</p> <p><u>Concepts/Topics:</u></p> <p>Students will use rubrics to guide their work on science fair projects</p> <p><u>Assessment(s):</u> 2 days</p>	<p>Number of Days: 16 Dates: May 1 – May 22</p> <p><u>Concepts/Topics:</u></p> <p>Lesson: Structures and Functions of Animal Parts (TEKS 3.13.A) Lesson: Life Cycles (TEKS 3.13.B)</p> <p><u>Assessment(s):</u> 2 days</p>

September 23-November 1

Grade 3 | 2nd 6 Weeks

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		<p>September 25 3.7A/3.1D/3.5A Day 1: Engage (TEKS 3.7.A) Day 2: Move the Car—HANDS-ON ACTIVITY (TEKS 3.7.A)</p> <p>LO: Students will be able to demonstrate and describe the push and pull forces acting on a toy car and use a meter stick to measure how the forces affect the car.</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p>September 26 3.7A/3.1D/ 3.5A Day 2: Move the Car—HANDS-ON ACTIVITY (TEKS 3.7.A)</p> <p>LO: Students will be able to demonstrate and describe the push and pull forces acting on a toy car and use a meter stick to measure how the forces affect the car.</p> <p>DOL: The student will connect a force with a force that acts on it</p>	<p>September 27 3.7A/3.1E/ 3.5A Day 3: Exploring Gravity—HANDS-ON ACTIVITY (TEKS 3.7.A)</p> <p>LO: Students will be able to demonstrate and describe the forces acting on an object in contact or at a distance, including gravity.</p> <p>DOL: Students will describe how the force of gravity acts on objects</p>
<p>September 30 3.7A/3.1D/ 3.5A Day 4: Magnets, Oh My—HANDS-ON ACTIVITY (TEKS 3.7.A)</p> <p>LO: Students will be able to demonstrate and describe the push and pull of magnetic forces</p>	<p>October 1 3.7A/3.1F/ 3.5A Day 5: Exploring Contact and Distance (TEKS 3.7.A)</p> <p>LO: Students will be able to describe how more than one force, in contact or at a distance,</p>	<p>October 2 3.7A/3.4A/ 3.5A Day 6: Engineering in Careers/Wrap Up (TEKS 3.7.A)</p> <p>LO: Students will investigate the careers of engineers who use their understanding of</p>	<p>October 3 3.7A/3.1G/ 3.5A Egg Drop Challenge</p> <p>LO: Students will be use the engineering design process help people solve a problem</p> <p>DOL: The student will</p>	<p>October 4 3.7A/3.1D/ 3.5A Types of Forces (TEKS 3.7.A) Quiz A</p> <p>LO: Students will complete the types of forces quiz.</p> <p>DOL: Students will</p>

<p>acting on magnets in contact or at a distance.</p> <p>DOL: The student will label forces as a push or pull and determine if it describes a force on contact or at a distance.</p>	<p>can act on one object at the same time.</p> <p>DOL: The student will identify different types of forces an athlete applies on a ball.</p>	<p>forces to solve problems.</p> <p>DOL: The student will identify a way a toy or game could be unsafe and plan a test a safety engineer could conduct to make sure the toy or game is safe.</p>	<p>design a holder that will protect an egg from breaking when you drop it from a height of 1.5 meters and a height of 3 meters.</p>	<p>complete the types of forces quiz.</p>
<p>October 7 3.7B/3.1A/3.5B Day 1: Engage (TEKS 3.7.B) Day 2: Explore Pushes and Pulls—HANDS-ON ACTIVITY (TEKS 3.7.B)</p> <p>LO: Students will be able to plan and conduct an investigation to demonstrate how pushes and pulls change the positions and motions of an object, such as a ball.</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p>October 8 3.7B/3.1A/3.5B Day 2: Explore Pushes and Pulls—HANDS-ON ACTIVITY (TEKS 3.7.B)</p> <p>LO: Students will be able to plan and conduct an investigation to demonstrate how pushes and pulls change the positions and motions of an object, such as a ball.</p> <p>DOL: The student will select the changes that occur when you push or pull an object</p>	<p>October 9 Quarter 1 Assessment</p>	<p>October 10 3.7B/3.1B/3.5B Day 3: Combining Forces—HANDS-ON ACTIVITY (TEKS 3.7.B)</p> <p>LO: Students will be able to plan and conduct an investigation to demonstrate how pushes and pulls combine to change the motion and position of a can.</p> <p>DOL: The student will explain how pushes and pulls combine to affect the position and motion of objects.</p>	<p>October 11 3.7B/3.1A/3.5G Day 4: Stability and Change with Forces (TEKS 3.7.B)</p> <p>LO: Students should be able to explain how forces change the stability of an object.</p> <p>DOL: Students will select the statement that correctly describe the forces that affect the position and motion of a wagon</p>
<p>October 14</p> <p>TEACHERS PLANNING</p>	<p>October 15 3.7B/3.1A/3.5B Day 5: Engineering in</p>	<p>October 16 3.7B/3.1B/3.5A Patterns of Motion</p>	<p>October 17 LAST DAY 3.7B Changes in Position and</p>	<p>October 18 3.8A/3.3A/3.3D Day 1: Engage (TEKS</p>

<p>NO STUDENTS</p>	<p><u>Careers/Wrap Up (TEKS 3.7.B)</u></p> <p>LO: Students will investigate the careers of professionals who use forces to change the position and motion of objects.</p> <p>DOL: Students will write an advertisement for a job opening for a crane operator that describes what crane operators must understand about force and motion for the job.</p>	<p>LO: Students will make observations and record data about the motion in carnival games.</p> <p>DOL: Students will identify patterns of motion and use the patterns to make predictions about future motion that will help them win the carnival games</p>	<p><u>Motion (TEKS 3.7.B) Quiz A</u></p> <p>LO: Students will complete the changes in positions and motion quiz.</p> <p>DOL: Students will complete the changes in positions and motion quiz.</p>	<p><u>3.8.A) Day 2: Communicate with Energy • Part 1—HANDS-ON ACTIVITY (TEKS 3.8.A)</u></p> <p>LO: Students will develop a plan for using mechanical, sound, or light energy to communicate a message</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>
<p>October 21 <u>3.8A/3.3A/3.5D Day 2: Communicate with Energy • Part 1—HANDS-ON ACTIVITY (TEKS 3.8.A)</u></p> <p>LO: Students will develop a plan for using mechanical, sound, or light energy to communicate a message</p> <p>DOL: Students will write an explanation detailing why engineers create models during the design process.</p>	<p>October 22 <u>3.8A/3.3B/3.5D Day 3: Communicate with Energy • Part 2—HANDS-ON ACTIVITY (TEKS 3.8.A)</u></p> <p>LO: Students will test their plan for using mechanical, sound, or light energy to communicate a message.</p> <p>DOL: Students will match a toy to the kind of energy it demonstrates.</p>	<p>October 23 <u>3.8A/3.1A/3.5D Day 4: Everyday Energy (TEKS 3.8.A)</u></p> <p>LO: Students will identify types of energy used in everyday examples.</p> <p>DOL: Students will identify the kind of energy involved in different examples.</p>	<p>October 24 <u>3.8A/3.2D/3.5C Day 5: Energy in Systems (TEKS 3.8.A)</u></p> <p>LO: Students should be able to ask and answer questions about everyday systems and recognize the components that make them up.</p> <p>DOL: Students will be able to identify one example each of light, sound, thermal energy, and mechanical energy that they might find at a busy playground</p>	<p>October 25 <u>3.8A/3.3A/3.3D Day 6: Engineering in Careers/Wrap Up (TEKS 3.8.A)</u></p> <p>LO: Students will describe two problems that an acoustic engineer might help solve.</p> <p>DOL: Students will identify the materials they would use for the walls of a music hall so sound can't be heard outside</p>

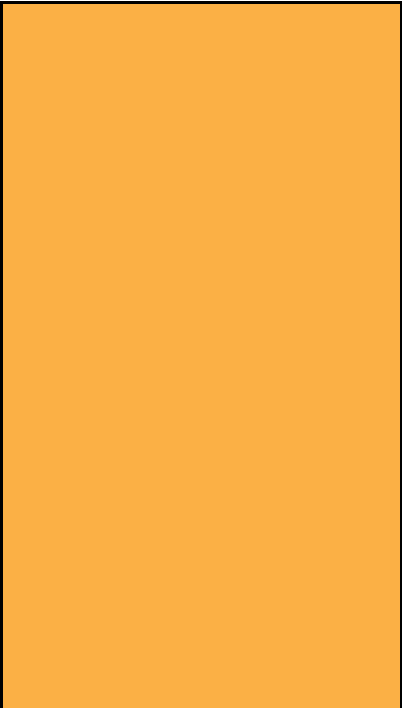
<p>October 28 3.8A/3.4A/3.5D FUNomenal Reader GREEN (eBook) Master of Currents</p> <p>LO: Students will explain how scientific discoveries impact science.</p> <p>DOL: Students will describe how Nikola Tesla’s contributions to science change the way people lived.</p>	<p>October 29 3.8A Types of Energy (TEKS 3.8.A) Quiz</p> <p>LO: Students will complete the types of energy quiz.</p> <p>DOL: Students will complete the types of energy quiz.</p>	<p>October 30 3.8B/3.1A/3.5E Day 1: Engage (TEKS 3.8.B) Day 2: Let's Move!—HANDS-ON ACTIVITY (TEKS 3.8.B)</p> <p>LO: Students will be able to measure time, compare speed, and analyze data to relate speed to mechanical energy.</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p>October 31 3.8B/3.1D/3.5E Day 2: Let's Move!—HANDS-ON ACTIVITY (TEKS 3.8.B)</p> <p>LO: Students will be able to measure time, compare speed, and analyze data to relate speed to mechanical energy.</p> <p>DOL: The student will determine if the amount of mechanical energy is low or high for different types of activities.</p>	<p>November 1 3.8B/3.1B/3.5E Day 3: Let's Race! • Part 1—HANDS-ON ACTIVITY (TEKS 3.8.B)</p> <p>LO: Students will be able to investigate and measure the speed of different objects as they move down a ramp.</p> <p>DOL: Students will select the reasons why it is important to plan investigation before conducting it.</p>
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NOVEMBER 4- DECEMBER 19 Grade 3 2nd 6 Weeks				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>November 4 3.8B/3.2B/3.5E Day 4: Let's Race! • Part 2—HANDS-ON ACTIVITY (TEKS 3.8.B)</p> <p>LO: Students will be</p>	<p>November 5 Teacher Planning Day</p>	<p>November 6 3.8B/3.1A/3.5E Day 5: People in Engineering/Wrap Up (TEKS 3.8.B)</p> <p>LO: Students will</p>	<p>November 7 3.8B/3.1A/3.5E Launch a Roller Coaster!</p> <p>LO: The student will determine the force necessary for an object</p>	<p>November 8 3.8B Energy and Speed of Objects (TEKS 3.8.B) Quiz A</p> <p>LO: Students will</p>

<p>able to investigate the speed of different objects as they move down a ramp and compare their mechanical energy.</p> <p>DOL: Students will explain how the height of the ramp relates to the speed of the object.</p>		<p>describe the relationship between energy and speed.</p> <p>DOL: Students will describe what happens the energy and speed of a rocket when it launches.</p>	<p>to move at a desired speed.</p> <p>DOL: The student will determine the force needed to launch an empty car 'safely' along the first hill of a roller coaster</p>	<p>complete the energy and speed of objects quiz.</p> <p>DOL: Students will complete the energy and speed of objects quiz.</p>
<p>November 11 3.9A/ 3.3C/ 3.5C Day 1: Engage (TEKS 3.9.A)</p> <p>LO: Students will activate prior knowledge and engage in sensemaking around the guiding question:</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p>November 12 3.9A/ 3.1D / 3.5C Day 2: Let's Travel Through Space!—HANDS-ON ACTIVITY (TEKS 3.9.A)</p> <p>LO: Students will be able to create a model of the sun-Earth-moon system in a small group by taking on the roles of the sun, Earth, and moon.</p> <p>DOL: Draw a sun, Earth, moon system. Use arrows to show the pattern of motion in how each of these move.</p>	<p>November 13 3.9A / 3.1G / 3.5C Day 3: Model the Sun-Earth-Moon System • Part 1—HANDS-ON ACTIVITY (TEKS 3.9.A)</p> <p>LO: Students will be able to make a plan to build a model of the sun-Earth-moon system.</p> <p>DOL: Students will complete MC question asking Which statement correctly describes the orbits of the sun, Earth, and moon in relation to each other?</p>	<p>November 14 3.9A/ 3.1D / 3.5C Day 4: Model the Sun-Earth-Moon System • Part 2—HANDS-ON ACTIVITY (TEKS 3.9.A)</p> <p>LO: Students will be able to build a model of the sun-Earth-moon system.</p> <p>DOL: Students will complete the given paragraph to explain the orbits of the sun, Earth, and moon in relation to each other.</p>	<p>November 15 3.9A / 3.1D/ 3.5C Day 5: Model the Sun-Earth-Moon System • Part 3—HANDS-ON ACTIVITY (TEKS 3.9.A)</p> <p>LO: Students will be able to evaluate and adjust a model of the sun-Earth-moon system.</p> <p>DOL: Students will complete a SCR to Explain the orbits of the sun, Earth, and moon in relation to each other. Use ideas of scale to describe distances in the sun-Earth system and the Earth-moon system.</p>
<p>November 18 3.9A / 3.4A / 3.5C Day 6: Science in Careers/Wrap Up (TEKS</p>	<p>November 19 3.9A / 3.3B / 3.5C Extension - Reteach ScienceSaurus (202-</p>	<p>November 20 3.9A Orbits of the Sun, Earth, and Moon (TEKS 3.9.A)</p>	<p>November 21 3.9B/3.3C / 3.5D Day 1: Engage (TEKS 3.9.B)</p>	<p>November 22 3.9B / 3.1A / 3.5C Day 2: Modeling the Solar System—HANDS-</p>

<p>3.9.A)</p> <p>LO: Students will read about Dr. Miguel Alcubierre, a physicist from Mexico who proposed a warp drive in which spacecraft could travel faster than light under certain conditions.</p> <p>DOL: Students will refer back to the guiding question from the first day. They will write an explanation demonstrating what they've learned</p>	<p>205)</p> <p>LO: Students will read to deepen their content knowledge of the Sun, Earth, and Moon.</p> <p>DOL: Students will choose two heavenly bodies (Sun, Earth, Moon) and complete a venn diagram about their features.</p>	<p>Quiz A</p> <p>LO: Students will complete a quiz on Orbits of the Sun, Earth, and Moon</p> <p>DOL: Students will complete a quiz on Orbits of the Sun, Earth, and Moon</p>	<p>LO: Students will activate prior knowledge and engage in sensemaking around the guiding question:</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p>ON ACTIVITY (TEKS 3.9.B)</p> <p>LO: Students will be able to develop and examine models of Earth's solar system and identify the order of the planets as parts of the system.</p> <p>DOL: Students will share out their progress of their model</p>
<p>November 25 NO SCHOOL</p>	<p>November 26 THANKSGIVING BREAK</p>	<p>November 27</p>	<p>November 28</p>	<p>November 29</p>
<p>December 2 3.9B / 3.1A / 3.5C Day 2: Modeling the Solar System-HANDS-ON ACTIVITY (TEKS 3.9.B)</p> <p>LO: Students will be able to develop and examine models of Earth's solar system and identify the order of the planets as parts of the system.</p> <p>DOL: Students will complete a MC question</p>	<p>December 3 3.9B / 3.4B / 3.5D Day 3: People in Engineering (TEKS 3.9.B)</p> <p>LO: Students should be able to describe the job of an aerospace engineer.</p> <p>DOL: Students will match the planet to it's order in the solar system.</p>	<p>December 4 3.9B / 3.1A / 3.5D Extension - Funomenal reader</p> <p>LO: Students will engage in non-fiction reading to connect to the phenomena presented on the first day</p> <p>DOL: Students will answer the questions</p> <p>What are planets?</p>	<p>December 5 3.9B / 3.4A / 3.5D Day 4: Engineering in Careers/Wrap Up (TEKS 3.9.B)</p> <p>LO: Students will read about space exploration. and share an example of something they find interesting about space exploration.</p> <p>DOL: Students will refer back to the guiding question from the first</p>	<p>December 6 3.9B Our Solar System (TEKS 3.9.B) Quiz A</p> <p>LO: Students will complete a quiz on Our Solar System</p> <p>DOL: Students will complete a quiz on Our Solar System</p>

<p>asking What is the correct sequence of the planets in Earth’s solar system, starting with the closest planet to the sun?</p>		<p>How do people learn about the planets</p>	<p>day. They will write an explanation demonstrating what they’ve learned</p>	
<p>December 9 3.10A / 3.3C / 3.5A Day 1: Engage (TEKS 3.10.A)</p> <p>LO: Students will activate prior knowledge and engage in sensemaking around the guiding question: How can you describe and compare weather from day to day across different places?</p> <p>DOL: The student will document their observations and questions about the anchoring phenomena through written or drawn annotations.</p>	<p>December 10 3.10A / 3.1D / 3.5A Day 2: Weather All Around, Part 1—HANDS-ON ACTIVITY (TEKS 3.10.A)</p> <p>LO: Students will be able to conduct a weather investigation using weather tools and tablets or computers to collect and record data about wind direction and measure air temperature and precipitation.</p> <p>DOL: As an SCR students will: Describe today’s weather in each of the different locations for which you collected data. Be sure to include air temperature, wind direction, and precipitation in each description.</p>	<p>December 11 Quarterly Assessment 2</p>	<p>December 12 3.10A / 3.1D / 3.5A Day 3: Weather All Around, Part 2—HANDS-ON ACTIVITY (TEKS 3.10.A)</p> <p>LO: Students will be able to continue to investigate weather using the same tools and Internet sources they used in Day 2 to collect, record, and analyze data.</p> <p>DOL: Students will use mathematical skills to complete missing numbers from a data table.</p>	<p>December 13 3.10A / 3.1E / 3.5A Day 4: Weather All Around, Part 3—HANDS-ON ACTIVITY (TEKS 3.10.A)</p> <p>LO: Students will be able to look for emerging patterns in the previous two days of weather data, predict the current day’s weather in three locations, and test their predictions by collecting more data.</p> <p>DOL: Students will analyze data from a table about weather to complete given statements.</p>
<p>December 16 3.10A / 3.2B / 3.5A Day 5: Patterns and Maps (TEKS 3.10.A)</p>	<p>December 17 3.10A/ 3.2B/ 3.5A Extension (Funomenal Reader)</p>	<p>December 18 3.10A Changes in Weather (TEKS 3.10.A) Quiz A</p>	<p>December 19 3.10A / 3.2B / 3.5A Extension - You Solve it!</p>	<p>December 20 Teacher Prep Day</p>

<p>LO: Students will be able to read and interpret tables and maps displaying air temperature and precipitation data in a particular location and compare data from two or more locations.</p> <p>DOL: Students will complete an SCR from the prompt "Would a weather map that shows air temperature over a large area look the same from day to day? Explain your answer"</p>	<p>LO: Students will engage in non-fiction reading to connect to the phenomena presented on the first day</p> <p>DOL: Ask students questions from the data display to show mastery of weather and data tables.</p>	<p>LO: Students will complete a quiz on Weather</p> <p>DOL: Students will complete a quiz on Weather</p>	<p>LO: Students will run simulations to analyze different weather patterns to predict and describe typical weather conditions.</p> <p>DOL: Student success will be measured by students' ability to make accurate claims about using patterns to make predictions about the weather</p>	
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