



# Third Grade Instructional Plan for Science: First Semester

## Course Overview

Third Grade Science is designed to expose students to the scientific process. Students learn by exploring, collaborating, and communicating their ideas. In Texas Experience Science, the 5E model is used to scaffold inquiry instruction for students to build understanding. The 5 E's are:

- Engage: Introduces the students to the Phenomena and topic with pictures and videos.
- Explore: Students explore in a hands-on station, a literacy station, and/or a STEAM station. Students gather evidence and test hypotheses.
- Explain: Students share their findings.
- Elaborate: Students apply their acquired knowledge to a new challenge or situation.
- Evaluate: Evaluate student understanding through assessment.

## Throughout the year, students will:

- Learn that matter has physical properties that can be measured, that matter is classified as a solid, liquid, or gas, and what causes changes in the state of matter.
- Learn that forces such as pushes, pulls, gravity, and magnetism can change objects' position and motion and also learn the differences between contact and noncontact forces.
- Learn that energy is everywhere and can be observed in cycles, patterns, or systems.
- Learn about patterns on Earth by measuring and comparing weather conditions, describing slow and rapid changes to Earth, and explaining resource use and conservation.

## Contact Information

Teacher Name: Joe Sanchez

Email: [joe.sanchez@midlandisd.net](mailto:joe.sanchez@midlandisd.net)

Phone: 240-7600

## Classroom Expectations

Our classroom is a safe learning place, which encourages teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will be good listeners to the teacher and to other's ideas. All students will be hard working contributors in the process of getting their education in order to be successful and reach their full potential.

Expectation 1: Be respectful

- Use appropriate voice level
- Raise your hand, and wait your turn to speak
- Listen to all instructions and directions
- Stay in your seat and wait for teacher permission

Expectation 2: Be responsible

- Complete all assigned tasks
- Be prepared: Have all necessary materials

Expectation 3: Be safe

- Always keep your hands and feet to self
- Walk at all times
- Report problems to an adult

Expectation 4: Be ready to learn and try your best every day

- Come to class on time



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- Prioritize daily attendance

Positive reinforcement and clear routines will help students learn and meet these expectations. If expectations are not met, the teacher will first reteach and remind the student(s) of expectations. If a student continues to fail to meet expectations, they will be redirected, then parents will be contacted. If a student is unable to meet expectations after these preventative measures, an office referral will be made via PBIS.

## **HOMEWORK BINDERS**

Each 3<sup>rd</sup> grade student will have a homework binder. This binder will go home each night, and come back to school every morning. Parents/Guardians need to check these each night for graded papers, important papers, and homework. **The Homework Log in the binder needs to be signed each night by a parent/guardian.** This binder is expected to be brought to school each day to help teach your child responsibility.

## **Attendance Policy & Its Importance**

Regular attendance is vital to your child's academic development. Third grade is a pivotal year in reading - students move from learning to read to reading to learn. When students attend daily, they stay current with new skills, deepening their knowledge of the world, develop thinking skills, and practice important habits that support lifelong learning.

**Please notify the school if your child will be absent.** Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

## **Learning Objectives**

By the end of the first semester, students will be able to:

- Identify physical properties that can be measured, that matter is classified as a solid, liquid, or gas, and what causes changes in the state of matter.
- Comparing forces such as pushes, pulls, gravity, and magnetism can change objects' position and motion and also learn the differences between contact and noncontact forces.
- Recognizing energy is everywhere and can be observed in cycles, patterns, or systems.
- Demonstrate patterns on Earth by measuring and comparing weather conditions, describing slow and rapid changes to Earth, and explaining resource use and conservation.

## **Course Resources**

- Chromebook (provided by Midland ISD)
- Journals and writing utensils (part of the school supply list)
- Saavas Science Student Workbook
- Topic Readers
- Lego's Spike Essentials

## **Grading Policy**

*According to Midland ISD Grading Policy:*



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Teachers are expected to use a variety of types of student work performance to assess student achievement. The teacher should choose those which are most appropriate to the class, the students, and the TEKS/SEs under study.

Students will receive minor assignment feedback within three to five school days. Major assignments such as research projects, group projects, and research papers or other long-term projects shall receive a final cumulative grade within ten school days. However, the teacher shall award interim minor assessment grades for individual steps in the process.

Major assignments - 40% Minor assignments - 60% which may include homework; however, homework may not constitute more than one fourth of the minor assessment summative grade.

### **Class DoJo (School-wide System of Communication)**

Our campus uses ClassDoJo to communicate with families. Please ensure you join our class for important updates.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

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**Please fill out the portion below and return this portion to your teacher.**

We acknowledge that we have read and that we understand the expectations in Third Grade Reading Language Arts. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Parent Signature : \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_