
Alaska K 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	Alaska
Grade	K (Early Childhood)
Subject	Science
Course category	Core
Standards family	Science
Framework	K-12 Science Standards for Alaska
Issuing agency	Alaska Department of Education and Early Development
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 — Is It Alive?

Unit 3: Alive or Not Alive? · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How can I tell if something is alive?
Standards	Living and Nonliving Things -> K-LS1-1 K-12 Science Standards for Alaska / Life Science — Use observations to describe patterns of what plants and animals (including humans) need to survive.
Learning target	"I can tell living things from nonliving things."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will use observations to distinguish living from nonliving.
- Students will give evidence for their classification.

Success criteria (student-friendly)

- "I look for signs of life."
- "I sort it."
- "I say how I know."

Academic vocabulary

living, nonliving, alive, evidence, grow

Materials and technology

- Living and nonliving specimens
- Hand lenses
- Sorting mats
- Science notebooks
- Photograph cards

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

Check: child sorts and justifies with an observed characteristic.

Family communication

Find one living and one nonliving thing on a walk together.

Day 41 — Living Things I Know

Week 9, Day 1 • Unit 3 • Standards: K-LS1-1

Focus	Activating prior knowledge.
Learning target	"I can tell living things from nonliving things."
Vocabulary in use	living, nonliving, alive
Local date	_____

Learning sequence

Wonder: what is alive in this room? Investigate: children look around. Talk: how do you know? Record: first list. Close: list kept for revisiting.

Check for understanding

Student names something living and something nonliving.

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 — Signs That Something Is Alive

Week 9, Day 2 · Unit 3 · Standards: K-LS1-1

Focus	Establishing criteria.
Learning target	"I can tell living things from nonliving things."
Vocabulary in use	living, nonliving, alive
Local date	_____

Learning sequence

Wonder: what do all living things do? Investigate: class observes a plant and a rock. Talk: what is different? Record: criteria chart. Close: chart posted.

Check for understanding

Student names one characteristic of living things.

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 — Sorting with Evidence

Week 9, Day 3 · Unit 3 · Standards: K-LS1-1

Focus	Classifying from observations.
Learning target	"I can tell living things from nonliving things."
Vocabulary in use	living, nonliving, alive
Local date	_____

Learning sequence

Wonder: which pile does this go in? Investigate: children sort specimens. Talk: what is your evidence? Record: sorted trays. Close: tricky items set aside.

Check for understanding

Student sorts an object and gives an observed reason.

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 — The Tricky Ones

Week 9, Day 4 · Unit 3 · Standards: K-LS1-1

Focus	Hard cases.
Learning target	"I can tell living things from nonliving things."
Vocabulary in use	living, nonliving, alive
Local date	_____

Learning sequence

Wonder: is a seed alive? Investigate: class examines seeds, feathers, wood. Talk: was it ever alive? Record: third category. Close: discussion.

Check for understanding

Student reasons about whether a difficult specimen is living.

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 — Our Living Things Chart

Week 9, Day 5 • Unit 3 • Standards: K-LS1-1

Focus	Consolidating the distinction.
Learning target	"I can tell living things from nonliving things."
Vocabulary in use	living, nonliving, alive
Local date	_____

Learning sequence

Wonder: what did we decide? Investigate: class revisits the first list. Talk: what changed? Record: final chart. Close: chart displayed.

Check for understanding

Student corrects a classification using the criteria.

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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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Alaska Department of Education and Early Development. K-12 Science Standards for Alaska. Adopted 2019. UNLIKE THE ENGLISH/LANGUAGE ARTS AND MATHEMATICS STANDARDS THESE ARE PRINTED ONE COLUMN PER PAGE, so there is no column-alignment risk here at all, and every code carries its own grade -- "K-PS2-1" -- so the grade is read from the code rather than inferred from a position on the page. TEN PERFORMANCE EXPECTATIONS ARE REGISTERED, which is the whole of Kindergarten: Physical Science 4, Life Science 1, and Earth and Space Science 5. THE UNIT OF THE STANDARD IS THE PERFORMANCE EXPECTATION and nothing else. Each one is printed with a "Clarification Statement" and an "Assessment Boundary" beneath it, and NEITHER IS REGISTERED: they are guidance on how far to take the expectation rather than additional requirements. Their presence is checked at extraction time rather than assumed, because if they stopped being detected their text would be swallowed silently into the standard. ONE SOURCE TYPO IS WORTH RECORDING: the stem above each expectation reads "Students who demonstrate understanding can:" everywhere except K-PS3-2, which reads "Students who demonstrateS understanding can:". Matching only the correct spelling left that stem inside the standard text, so the extractor accepts both. ONE STRUCTURAL POINT FOR A BUYER: Kindergarten has a SINGLE Life Science expectation, K-LS1-1, covering what plants and animals need to survive. The plan teaches living and non-living things, survival needs, plants and animals as four separate teaching strands because that is how the year is actually taught, and all four map to that one expectation. That is Alaska's grain, not a gap in the plan. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/science/science-standards-for-alaska.pdf>