
Alaska PreK Physical Development / Health

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	PreK (Early Childhood)
Subject	Physical Development / Health
Course category	Early Learning Domain
Standards family	Health Education
Framework	State of Alaska Early Learning Guidelines
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 — Strong Arms

Unit 3: Strong Bodies · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What can my arms do?
Standards	Moving Through Space -> Goal 1 Domain 1: Physical well-being, health, & motor development / Physical activities — Children engage in a variety of physical activities Goal 2 Domain 1: Physical well-being, health, & motor development / Gross motor skills — Children demonstrate strength and coordination of gross motor skills Balance and Body Control -> Goal 2 Domain 1: Physical well-being, health, & motor development / Gross motor skills — Children demonstrate strength and coordination of gross motor skills
Learning target	"I can use my arms to be strong."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will perform upper-body strength tasks.
- Children will hang or push for a sustained moment.

Success criteria (student-friendly)

- "I push or pull."
- "I hold on."
- "I keep going a bit longer."

Academic vocabulary

push, pull, hang, strong, hold

Materials and technology

- Wall space
- Hanging bar
- Heavy boxes
- Ropes
- Mats

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

Child sustains an upper-body task.

Family communication

Let the child carry something heavy safely.

Day 41 — Pushing the Wall

Week 9, Day 1 · Unit 3 · Standards: Goal 1, Goal 2

Focus	Pushing strength.
Learning target	"I can use my arms to be strong."
Vocabulary in use	push, pull, hang
Local date	_____

Learning sequence

Circle: push the wall and count. Model: teacher pushes for ten. Practice: children push. Play: heavy work station.

Check for understanding

Child pushes for a sustained count.

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 — Pulling a Rope

Week 9, Day 2 · Unit 3 · Standards: Goal 1, Goal 2

Focus	Pulling strength.
Learning target	"I can use my arms to be strong."
Vocabulary in use	push, pull, hang
Local date	_____

Learning sequence

Circle: pull a rope together. Model: teacher demonstrates safe pulling. Practice: children pull. Play: rope activity.

Check for understanding

Child pulls with control.

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 — Hanging On

Week 9, Day 3 · Unit 3 · Standards: Goal 1, Goal 2

Focus	Grip and hang strength.
Learning target	"I can use my arms to be strong."
Vocabulary in use	push, pull, hang
Local date	_____

Learning sequence

Circle: hang from a low bar. Model: teacher demonstrates. Practice: children hang with supervision. Play: bar station.

Check for understanding

Child hangs briefly from a bar.

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 — Carrying Heavy Things

Week 9, Day 4 · Unit 3 · Standards: Goal 1, Goal 2

Focus	Load carrying.
Learning target	"I can use my arms to be strong."
Vocabulary in use	push, pull, hang
Local date	_____

Learning sequence

Circle: carry with both hands, close to your body. Model: teacher lifts safely. Practice: children carry boxes. Play: carrying tasks.

Check for understanding

Child carries a load using a safe technique.

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 — Getting Stronger

Week 9, Day 5 · Unit 3 · Standards: Goal 1, Goal 2

Focus	Noticing improvement.
Learning target	"I can use my arms to be strong."
Vocabulary in use	push, pull, hang
Local date	_____

Learning sequence

Circle: compare to the first day. Model: teacher notes her own improvement. Practice: children compare. Play: strength chart.

Check for understanding

Child notices their own improvement.

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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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. State of Alaska Early Learning Guidelines. The document states its own edition as "January 2020, updated from original 2007 version"; the department's early learning landing page is <https://education.alaska.gov/earlylearning>. IT IS A GUIDELINES DOCUMENT RATHER THAN A COURSE OF STUDY, and it is organised by DEVELOPMENTAL DOMAIN rather than by school subject: five domains carry FIFTY-TWO NUMBERED GOALS running continuously from 1 to 52 across the whole document, so a goal number identifies a goal uniquely without needing its domain. Each goal is then printed FOUR TIMES OVER, once for each age band -- infants birth to 9 months, older infants, toddlers 18 to 36 months, and preschoolers 36 to 60+ months -- with the same goal statement each time and different indicators under it. THE GOAL STATEMENT IS WHAT IS REGISTERED. The indicator bullets under each goal are printed in two facing columns headed "PRESCHOOLERS MAY" and "YOU CAN", the first being things a child may do and the second being strategies for the adult; NEITHER IS A STANDARD, the two columns interleave unreliably when the PDF is read as text, and neither is registered. THIS ENTRY IS DOMAIN 1, PHYSICAL WELL-BEING HEALTH AND MOTOR DEVELOPMENT, AT THE PRESCHOOLER BAND, PDF pages 117-126. It is the ONLY ROW IN THIS SERIES THAT TAKES A WHOLE ALASKA DOMAIN AND ALL OF IT: goals 1 through 8 -- physical activities, gross motor skills, stamina, fine motor skills, sensory motor skills, health skills and routines, nutrition, and safety. NOTHING IN THIS PRODUCT IS MEDICAL, NUTRITIONAL OR SAFEGUARDING ADVICE. Goal 7 is nutrition and goal 6 is health skills and routines; both are taught as classroom routine and general knowledge, no child's body, weight, diet, health or home is discussed, compared or recorded, and no food is described as good or bad. Retrieved 2026-07-27 from https://education.alaska.gov/State_Board/january2021/6A.2%20Early%20Learning%20Guidelines%209-4-2020.pdf