
Alaska PreK Social and Emotional Development

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	Social and Emotional Development
Course category	Early Learning Domain
Standards family	Social and Emotional Development
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 — Breathing Tools

Unit 3: Calming My Body and My Mind · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How can my breath help my body calm down?
Standards	Self-Regulation -> Goal 11, Goal 13, Goal 18, Goal 19 — 4 standards; full text in the standards table
Learning target	"I can take slow breaths to calm my body."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will perform a slow breathing technique on request.
- Children will describe the difference between fast and slow breathing.

Success criteria (student-friendly)

- "I breathe in slowly."
- "I breathe out slowly."
- "I do it three times."

Academic vocabulary

breathe, slow, calm, in, out

Materials and technology

- Pinwheels
- Bubble wands
- Feathers
- Breathing visual cards
- Stuffed animals for belly breathing

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

Child performs three slow breaths when cued, without hand-over-hand.

Family communication

Send home a pinwheel and a one-page breathing guide.

Day 41 — Fast Breath, Slow Breath

Week 9, Day 1 · Unit 3 · Standards: Goal 11, Goal 13, Goal 18, Goal 19

Focus	Noticing the difference.
Learning target	"I can take slow breaths to calm my body."
Vocabulary in use	breathe, slow, calm
Local date	_____

Learning sequence

Circle: run in place, then notice fast breath. Model: teacher slows her breath aloud. Practice: children compare. Play: movement-and-still music game.

Check for understanding

Child distinguishes fast from slow breathing.

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 — Pinwheel Breathing

Week 9, Day 2 • Unit 3 • Standards: Goal 11, Goal 13, Goal 18, Goal 19

Focus	Making the out-breath visible.
Learning target	"I can take slow breaths to calm my body."
Vocabulary in use	breathe, slow, calm
Local date	_____

Learning sequence

Circle: pinwheel demonstration. Model: teacher blows slowly so it turns steadily. Practice: each child practices a long, slow blow. Play: pinwheel station.

Check for understanding

Child produces a sustained out-breath turning the pinwheel.

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 — Belly Breathing

Week 9, Day 3 · Unit 3 · Standards: Goal 11, Goal 13, Goal 18, Goal 19

Focus	Diaphragmatic breathing with a concrete anchor.
Learning target	"I can take slow breaths to calm my body."
Vocabulary in use	breathe, slow, calm
Local date	_____

Learning sequence

Circle: lie down with a stuffed animal on the belly. Model: teacher shows the animal rising. Practice: children watch their animal rise and fall. Play: rest-time belly breathing.

Check for understanding

Child's stuffed animal visibly rises during the in-breath.

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 — Bubble Breaths

Week 9, Day 4 · Unit 3 · Standards: Goal 11, Goal 13, Goal 18, Goal 19

Focus	Controlled exhalation.
Learning target	"I can take slow breaths to calm my body."
Vocabulary in use	breathe, slow, calm
Local date	_____

Learning sequence

Circle: bubble demonstration. Model: teacher shows that a hard blow pops the bubble, a gentle blow makes it.
Practice: outdoor bubble blowing. Play: bubbles at recess.

Check for understanding

Child produces a bubble with a controlled breath.

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 — Breathing When I Need It

Week 9, Day 5 • Unit 3 • Standards: Goal 11, Goal 13, Goal 18, Goal 19

Focus	Transferring the tool to real moments.
Learning target	"I can take slow breaths to calm my body."
Vocabulary in use	breathe, slow, calm
Local date	_____

Learning sequence

Circle: when-to-use scenarios. Model: teacher role-plays using breath at a frustrating moment. Practice: children rehearse. Play: breathing cards posted at the calm corner.

Check for understanding

Child names one real situation for using slow breaths.

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.
- Not affiliated with or endorsed by Alaska Department of Education and Early Development, any district, school, assessment provider or Teachers Pay Teachers.
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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. 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 2, SOCIAL AND EMOTIONAL DEVELOPMENT, AT THE PRESCHOOLER BAND, PDF pages 127-141. The band was located by finding the fourth restart of Domain 1 Goal 1 rather than by trusting a page number, and the page range was then checked to contain "PRESCHOOLERS MAY" and none of the other three bands' cues, because the goal numbers are identical in every band and a page-number slip would silently deliver infant material under a PreK label. Goals 10 and 16 run over a page break and reprint their heading with "(Continued)"; the statement is taken up to that marker. Domain 2 comprises SIXTEEN GOALS, 9 through 24, and THIS ROW REGISTERS TWELVE OF THEM, goals 9 through 20. GOALS 21, 22, 23 AND 24 ARE NOT REGISTERED HERE and are not taught by this product: they are family characteristics and functions, community and human interdependence and social roles, civic responsibility, and cultural awareness and appreciation, which is the PreK SOCIAL STUDIES row's content and is aligned there instead. Splitting them rather than registering them in

both places is deliberate -- two products claiming the same standards would overstate what each one teaches. The short strand name on each code is transcribed from the DOMAINS & GOALS summary page and the statement from the band pages, two different pages, and the two are cross-checked against each other at generation time. Retrieved 2026-07-27 from https://education.alaska.gov/State_Board/january2021/6A.2%20Early%20Learning%20Guidelines%209-4-2020.pdf