
Alaska PreK Technology / Approaches to Learning

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	Technology / Approaches to Learning
Course category	Early Learning Domain
Standards family	Computer Science / Technology
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 — This Is Tricky

Unit 3: Sticking With It · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What do I do when something is hard?
Standards	Sticking With It -> Goal 26 Domain 3: Approaches to learning / Persistence — Children persist when facing challenges
Learning target	"I can try something hard."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will attempt a genuinely difficult task.
- Children will name the feeling of difficulty.

Success criteria (student-friendly)

- "I notice it is hard."
- "I try anyway."
- "I say how it feels."

Academic vocabulary

hard, tricky, difficult, try, frustrated

Materials and technology

- Graduated puzzles
- Challenging construction
- Timer
- Chart paper
- Self-talk 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

Child attempts a difficult task without immediate refusal.

Family communication

Let the child struggle a little before helping.

Day 41 — Hard Is Not Bad

Week 9, Day 1 · Unit 3 · Standards: Goal 26

Focus	Reframing difficulty.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: hard means your brain is working. Model: teacher attempts something hard aloud. Practice: children try a hard task. Play: challenge station.

Check for understanding

Child attempts a hard task.

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 — How Tricky Feels

Week 9, Day 2 · Unit 3 · Standards: Goal 26

Focus	Naming frustration.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: what does tricky feel like in your body? Model: teacher describes. Practice: children describe. Play: challenge station.

Check for understanding

Child names the feeling of difficulty.

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 — What I Do When It Is Hard

Week 9, Day 3 · Unit 3 · Standards: Goal 26

Focus	Strategy generation.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: what could you do? Model: teacher lists three strategies. Practice: children name strategies. Play: strategy chart.

Check for understanding

Child names a strategy for difficulty.

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 — Taking a Break and Coming Back

Week 9, Day 4 • Unit 3 • Standards: Goal 26

Focus	Strategic pausing.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: a break is not quitting. Model: teacher pauses and returns. Practice: children pause and return. Play: challenge station.

Check for understanding

Child returns to a task after a break.

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 Tricky Things Chart

Week 9, Day 5 • Unit 3 • Standards: Goal 26

Focus	Normalising struggle.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: what is tricky for you? Model: teacher shares hers. Practice: children add to a chart. Play: chart posted.

Check for understanding

Child names something tricky for them.

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 ROW DRAWS ON TWO DOMAINS. Alaska's DOMAIN 3, APPROACHES TO LEARNING, is goals 25 to 29 -- curiosity, persistence, initiative, creativity and imagination, and play and exploration -- and all five are registered here. Four cognition goals from DOMAIN 4 are registered with them because they are approaches rather than content: 30 reasoning and critical thinking, 31 problem solving, 33 distinguishing fantasy from reality, and 45 using technology appropriately. THE TECHNOLOGY HALF OF THIS ROW'S NAME RESTS ON A SINGLE GOAL, 45, "children use technology appropriately", and that is the whole of what Alaska publishes on technology at preschool age. THE GOAL NAMES NO DEVICE, PLATFORM, APPLICATION OR SERVICE, and neither does this plan; every task has a route that needs no device at all. If you need computer-science standards they are in Alaska's separate K-12 Computer Science and Digital Literacy standards, which begin at Kindergarten and are not this document. Retrieved 2026-07-27 from

https://education.alaska.gov/State_Board/january2021/6A.2%20Early%20Learning%20Guidelines%209-4-2020.pdf