
Montana K Physical Education

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	Montana
Grade	K (Early Childhood)
Subject	Physical Education
Course category	Required / State or Local
Standards family	Physical Education
Framework	Montana Health Enhancement Content Standards (2016), codified at ARM 10.53 subchapter 7
Issuing agency	Montana Office of Public Instruction
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 — Holding Still

Unit 3: Balance and Body Shapes · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I stay balanced?
Standards	Balance and Stillness -> ARM 10.53.712(1)(a)(i) Montana Health Enhancement / Physical Education / Standard (a) — Perform basic locomotor, nonlocomotor, and manipulative skills
Learning target	"I can hold still on different body parts."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will use different bases of support to maintain momentary stillness.
- Students will hold a balance for a short count.

Success criteria (student-friendly)

- "I choose my base."
- "I hold still."
- "I count to three."

Academic vocabulary

balance, base, still, support, steady

Materials and technology

- Poly spots
- Mats
- Balance cards
- Music
- Beanbags

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 holds a balance on a chosen base momentarily.

Family communication

See who can stand on one foot longest.

Day 41 — Balancing on Two Feet

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.712(1)(a)(i)

Focus	The simplest base.
Learning target	"I can hold still on different body parts."
Vocabulary in use	balance, base, still
Local date	_____

Learning sequence

Warm-up: locomotor. Skill focus: teacher defines a base of support. Practice: children balance on two feet. Game: statue game. Cool-down: term introduced.

Check for understanding

Student holds a still balance on two feet.

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 — Balancing on One Foot

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.712(1)(a)(i)

Focus	Reducing the base.
Learning target	"I can hold still on different body parts."
Vocabulary in use	balance, base, still
Local date	_____

Learning sequence

Warm-up: two-foot balance. Skill focus: teacher models one-foot balance. Practice: children try each foot. Game: one-foot statues. Cool-down: harder discussed.

Check for understanding

Student attempts a one-foot balance.

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 — Balancing on Other Body Parts

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.712(1)(a)(i)

Focus	Varied bases.
Learning target	"I can hold still on different body parts."
Vocabulary in use	balance, base, still
Local date	_____

Learning sequence

Warm-up: one-foot. Skill focus: teacher shows knee, seat, hand bases. Practice: children try. Game: base cards. Cool-down: bases charted.

Check for understanding

Student balances on a base other than their feet.

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 — Wide Base and Narrow Base

Week 9, Day 4 · Unit 3 · Standards: ARM 10.53.712(1)(a)(i)

Focus	Base width and stability.
Learning target	"I can hold still on different body parts."
Vocabulary in use	balance, base, still
Local date	_____

Learning sequence

Warm-up: bases. Skill focus: teacher contrasts wide and narrow. Practice: children compare. Game: stability challenge. Cool-down: principle stated.

Check for understanding

Student states that a wider base is easier to balance on.

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 — Holding a Balance Longer

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.712(1)(a)(i)

Focus	Duration.
Learning target	"I can hold still on different body parts."
Vocabulary in use	balance, base, still
Local date	_____

Learning sequence

Warm-up: bases. Skill focus: teacher models focusing on a point. Practice: children hold and count. Game: count challenge. Cool-down: strategy named.

Check for understanding

Student holds a balance for a count of three.

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

Montana Office of Public Instruction. Montana Health Enhancement Content Standards (2016), codified at ARM 10.53 subchapter 7. Statements are transcribed from the MONTANA HEALTH ENHANCEMENT CONTENT STANDARDS (HEALTH AND PHYSICAL EDUCATION), grade-by-grade view, which carries the date 2016 in its own running head and is published by OPI as an accessibility-remediated 2018 file. THAT DOCUMENT PRINTS NO CODES: each grade is a single stem followed by one flat numbered list, and the numbering restarts at 1 in every grade and every subject. The standards are codified in the ADMINISTRATIVE RULES OF MONTANA, CHAPTER 10.53 SUBCHAPTER 7, which holds health and physical education as SEPARATE RULES -- health runs 10.53.702 to 10.53.709 and physical education 10.53.712 to 10.53.719, one rule per grade or grade band in each. THE ARM CITATION IS REGISTERED AS THE CODE, an existing official identifier rather than an invented one. THE RULE'S STRUCTURE IS NOT FLAT: subsection (1) holds lettered standards, each with roman-numbered sub-items, so the document's flat list is the rule's sub-items read end to end and the grouping has to be recovered. IT IS RECOVERED FROM THE RULE'S OWN PER-LETTER COUNTS RATHER THAN INFERRED FROM THE CONTENT, because inferring gives a different and entirely plausible wrong answer -- at kindergarten health, reading by subject suggests five interpersonal-communication items and six decision-making items where the rule has five and four, which would have shifted every later code into the wrong lettered standard. The item total is asserted against the rule's total before any code is written, so a mismatch stops the run rather than sliding the alignment silently. THIS ENTRY IS THE KINDERGARTEN PHYSICAL EDUCATION LIST, ARM 10.53.712, all EIGHTEEN items, grouped under the rule's five lettered standards as 2, 1, 5, 7 and 3. Health education is a separate rule, 10.53.702, and is aligned on its own product; no item is claimed by both. FIFTEEN OF THIS ROW'S THIRTY STRANDS MAP TO THE SAME SINGLE STANDARD, 10.53.712(1)(a)(i), and that is the framework's shape rather than a defect in the mapping: Montana states the whole of kindergarten motor-skill

competence as one line -- perform basic locomotor, nonlocomotor and manipulative skills -- while a week-by-week year necessarily teaches throwing, catching, dribbling, kicking, striking and rope-jumping as separate skills. The planner prints the full strand-to-code mapping table so a reviewer can trace every week to the standard it serves. THE CODE FORM ON THIS ROW NEEDS EXPLAINING. The OPI health enhancement document PRINTS NO CODES: each grade is a single stem followed by one flat numbered list. The Administrative Rules of Montana carry the official structure and IT IS NOT FLAT -- subsection (1) holds LETTERED STANDARDS, each with roman-numbered sub-items, so the document's flat list is the rule's sub-items read end to end. THE ARM CITATION IS REGISTERED AS THE CODE: an existing official identifier rather than an invented one, and the only citation a Montana reviewer can look up. THE GROUPING WAS TAKEN FROM THE RULE, NOT GUESSED FROM THE CONTENT, and that distinction changed the answer. Reading the kindergarten health list by subject alone suggested five items of interpersonal communication and six of decision-making; the rule has FIVE and FOUR. A guess would have shifted every code after that point into the wrong lettered standard while still looking entirely plausible. The per-letter sub-item counts were read off the rule and the total is ASSERTED against the number of items found in the document before any code is written, so a mismatch fails loudly instead of sliding the alignment. The source runs each list as one sentence, items closing with semicolons and the last with a full stop; that punctuation joins the list rather than belonging to the standard and is removed. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Health%20Enhancement/16HEStandards_byGrade-2018accessible.pdf