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# Montana 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            | Montana                                                                      |
| Grade            | K (Early Childhood)                                                          |
| Subject          | Science                                                                      |
| Course category  | Core                                                                         |
| Standards family | Science                                                                      |
| Framework        | Montana Science Content Standards (2016), codified at ARM 10.53 subchapter 8 |
| 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 — 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          | <b>Living and Nonliving Things</b> -> <b>ARM 10.53.803(2)(a) Science Content Standards for Kindergarten / Life Science</b> — 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: ARM 10.53.803(2)(a)

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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: ARM 10.53.803(2)(a)

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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: ARM 10.53.803(2)(a)

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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: ARM 10.53.803(2)(a)

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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: ARM 10.53.803(2)(a)

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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

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- 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.
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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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## Source citation

Montana Office of Public Instruction. Montana Science Content Standards (2016), codified at ARM 10.53 subchapter 8. Statements are transcribed from the MONTANA SCIENCE CONTENT STANDARDS, whose own cover reads "Adopted September 16, 2016 by the Montana Board of Public Education". THAT DOCUMENT PRINTS NO CODES. Each grade is a set of discipline headings -- physical science, life science, earth and space science -- followed by unnumbered bullets, so there is nothing in it that can be printed in a code column. The same standards are codified in the ADMINISTRATIVE RULES OF MONTANA, CHAPTER 10.53 SUBCHAPTER 8, one rule per grade, and the rule's structure is exactly the document's: a numbered subsection per discipline heading, a lettered item per bullet, same order and same count. THE ARM SUBSECTION IS REGISTERED AS THE CODE. This is an existing official citation rather than an invented identifier, and it is the citation a Montana reviewer can actually look up; the alternative would have been to ship science products with no codes at all. Bullets are separated in the PDF by a Symbol-font character in the Unicode Private Use Area rather than by a literal dot; splitting on the indent instead merges a whole discipline into one run, and splitting per line fragments every standard mid-sentence, so the glyph is what the transcription splits on and the item count is checked against the counts the document's headings imply. THIS ENTRY IS THE KINDERGARTEN SECTION of the Montana Science Content Standards, printed page 5, and it registers ALL TEN KINDERGARTEN STANDARDS: four physical science, one life science and five earth and space science. THE CODE FORM ON THIS ROW IS DIFFERENT FROM THE OTHER SUBJECTS AND THE REASON MATTERS. The OPI science standards document PRINTS NO CODES AT ALL -- each grade is a discipline heading followed by unnumbered bullets -- so there is nothing in it to put in a code column. The same standards are codified in the ADMINISTRATIVE RULES OF MONTANA, chapter 10.53 subchapter 8, where kindergarten science is RULE 10.53.803 and the rule's structure is exactly the document's: a numbered subsection per discipline heading and a lettered item per bullet, in the same order, with the same count in each. THE ARM SUBSECTION IS THEREFORE THE OFFICIAL IDENTIFIER FOR EACH BULLET and is what is registered here. No code was invented; an existing citation was

used because the standards document does not carry one. A reviewer can look up 10.53.803 and find these ten items in this order. ONE WORDING DIFFERENCE IS DISCLOSED RATHER THAN QUIETLY RESOLVED. The OPI document ends the second physical-science standard "...to change the speed or direction of an object with a push or a pull"; a third-party reproduction of the rule consulted while checking the numbering ends it "...to change the speed or direction of an object", without the closing phrase. THE OPI DOCUMENT'S WORDING IS WHAT IS PRINTED HERE, that being the source read directly and the one OPI publishes as the standards; a reader who needs the rule as enacted should read 10.53.803 itself. The bullets are separated in the PDF by a Symbol-font private-use character rather than a literal dot, and splitting on anything else silently merges or fragments the standards, so the glyph is what the transcription splits on and the resulting count is checked against the four-one-five split the document's own headings imply. Retrieved 2026-07-27 from <https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Science/Montana-Science-Content-Standards-2016.pdf>