
Montana 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	Montana
Grade	PreK (Early Childhood)
Subject	Social and Emotional Development
Course category	Early Learning Domain
Standards family	Social and Emotional Development
Framework	Montana Early Learning Standards (2014)
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 — 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 -> Standard 1.6 Core Domain 1: Emotional & Social / Self-Regulation — Children manage their internal states, feelings, and behavior and develop the ability to adapt to diverse situations and environments.
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: Standard 1.6

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: Standard 1.6

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: Standard 1.6

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: Standard 1.6

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: Standard 1.6

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.
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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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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 Early Learning Standards (2014). Codes and statements are transcribed from the 2014 MONTANA EARLY LEARNING STANDARDS, which the document's own cover dates 2014 and which OPI still publishes at the URL above. It carries FORTY-SEVEN NUMBERED STANDARDS running 1.1 to 4.23 across FOUR CORE DOMAINS -- 1 Emotional and Social, 2 Physical, 3 Communication, 4 Cognition -- so a standard number identifies a standard uniquely without needing its domain. THE 2014 DOCUMENT IS THE ONLY MONTANA EARLY LEARNING DOCUMENT THAT CARRIES CODES AT ALL. The document OPI currently links from its K-12 Content Standards page is the MONTANA EARLY LEARNING DEVELOPMENTAL DOMAINS AND CONTENT STANDARDS, ADOPTED APRIL 2024, the standards chapter of Administrative Rules of Montana 10.63 (<https://opifiles.mt.gov/Portals/182/Page%20Files/Early%20Literacy/Ch.%2063%20Early%20Childhood%20Education%20Standards.pdf>). THAT 2024 DOCUMENT CONTAINS NO STANDARD NUMBERS OF ANY KIND -- it states its domains and clusters as running prose and bullets over nine pages -- so no code can be cited from it and none is invented here. The 2024 rule is visibly derived from the 2014 standards, its cluster bullets being near-verbatim rewrites of the 2014 statements with "Children" changed to "students", which is why the 2014 codes remain the honest citation for the same content. THE 2014 DOCUMENT WAS PRODUCED JOINTLY: the Early Childhood Services Bureau of the Montana Department of Public Health and Human Services funded it, Dr. Cindy O'Dell led the revision with the Early Learning Standards Task Force, and the Early Childhood Project at Montana State University Bozeman and OPI are named as partners; OPI is registered as the agency because OPI publishes it and is the agency the school-submission reader will expect. EVERY STANDARD IS PRINTED THREE TIMES in the 2014 document -- in the table of contents, on its sub-domain introduction page, and as the heading of its own developmental-continuum page -- and all three printings are compared here, with the form printed in the MAJORITY of the three registered and every disagreement disclosed on the row that carries it. The PDF's text layer uses typographic ligatures; these are normalised to plain ASCII

letter pairs when transcribing, which changes no words. The per-standard pages carry "Benchmarks", "Indicators" and "Learning Opportunities" columns spanning an Infancy-to-preschool developmental continuum; NONE OF THOSE ARE STANDARDS, they interleave unreliably when the PDF is read as text, and none is registered. THE STANDARD STATEMENT IS WHAT IS REGISTERED. THIS ENTRY IS CORE DOMAIN 1, EMOTIONAL AND SOCIAL, printed pages 23-28 (PDF pages 39-46), together with its sub-domain introduction pages 37 and 43. Core Domain 1 comprises NINE STANDARDS, 1.1 through 1.9, and THIS ROW REGISTERS SIX OF THEM -- 1.4 to 1.7 from the EMOTIONAL DEVELOPMENT sub-domain and 1.8 to 1.9 from the SOCIAL DEVELOPMENT sub-domain. STANDARDS 1.1 CULTURE, 1.2 FAMILY AND 1.3 COMMUNITY ARE NOT REGISTERED HERE and are not taught by this product: they are the whole of the CULTURE, FAMILY, AND COMMUNITY sub-domain, 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. THREE SOURCE DISCREPANCIES IN THIS DOMAIN ARE DISCLOSED RATHER THAN QUIETLY RESOLVED, all three found by requiring the three printings of each standard to agree. (1) Standard 1.7 is titled "Emotional Expression" in the table of contents and on the Emotional Development introduction page, but its own continuum page is headed "Expression of Emotions"; the form printed twice is registered. (2) Standards 1.8 and 1.9 are titled "Interactions with Adults" and "Interactions with Peers" in the table of contents but "Interaction with Adults" and "Interaction with Peers" on both the Social Development introduction page and their own continuum pages; the SINGULAR form, printed twice each, is registered. (3) Standard 1.6's statement is printed without a comma before "and develop the ability to adapt" in the table of contents and on the introduction page, and WITH that comma on its own continuum page; the un-commaed form, printed twice, is registered. Retrieved 2026-07-27 from <https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf>