
Montana 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	Montana
Grade	PreK (Early Childhood)
Subject	Technology / Approaches to Learning
Course category	Early Learning Domain
Standards family	Computer Science / Technology
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 — 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 -> Standard 4.3 Core Domain 4: Cognition / Persistence and Attentiveness — Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.
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: Standard 4.3

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: Standard 4.3

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: Standard 4.3

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: Standard 4.3

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: Standard 4.3

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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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 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 4'S APPROACHES TO LEARNING SUB-DOMAIN (standards 4.1 curiosity, 4.2 initiative and self-direction, 4.3 persistence and attentiveness, 4.4 reflection and interpretation), ITS REASONING AND REPRESENTATIONAL THOUGHT SUB-DOMAIN (standard 4.5), AND THE TWO TOOL-MAKING AND TOOL-USING STANDARDS -- 4.19 ENGINEERING, printed under the Science heading, and 4.23 TECHNOLOGY. 4.19 is registered here rather than on the Science row because this row carries the designing strand and the Science row does not; the choice is by the standard's wording -- the processes that assist people in designing and building -- rather than by its printed heading, and is disclosed so a reviewer can see it. Standard 4.2's title is printed 'Initiative and Self-Direction' and 'Initiative and Self-direction' in different places, differing only in the case of one letter; the form printed twice is registered. STANDARD 4.23 IS PRINTED IN THREE DIFFERENT FORMS and no two agree: the contents page has 'explore and learn how to use these resources', the sub-domain introduction has 'explore and learn the ways to use these resources', and the standard's own page has 'explore and learn to use these resources'. With no majority available THE STANDARD'S OWN PAGE IS REGISTERED, that being the printing where the standard is stated rather than summarised. It is worth noting that the April 2024 rule's technology bullet echoes the sub-domain introduction's 'the ways to use these resources' wording. Retrieved 2026-07-27 from <https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf>