Nebraska K Theatre / Dance

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	Nebraska
Grade	K (Early Childhood)
Subject	Theatre / Dance
Course category	Fine Arts
Standards family	Fine Arts
Framework	Nebraska K-12 Fine Arts Standards (2014)
Issuing agency	Nebraska Department of Education
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

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The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — High, Low, Big, Small

Unit 3: Space, Levels and Voice · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How does changing level change my movement?
Standards	**High, Low, Big and Small** → **FA 2.5.1.a, FA 2.5.1.b, FA 2.5.1.c** — 3 standards; full text in the standards table
Learning target	"I can move high, low, big and small."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will demonstrate motion and stillness using basic elements of space, including levels and size.
- Students will move at high, middle and low levels.

Success criteria (student-friendly)

- "I move at a high level."
- "I move at a low level."
- "I change the size of my movement."

Academic vocabulary

level, high, middle, low, size

Materials and technology

- Open space
- Level cards
- Drum
- Scarves
- Chart paper

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.

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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

Observation: child moves at three distinct levels on request.

Family communication

Ask your child to show you a high movement and a low movement.

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Day 41 — Reaching Up High

Week 9, Day 1 · Unit 3 · Standards: FA 2.5.1.a, FA 2.5.1.b, FA 2.5.1.c

Focus	High level.
Learning target	“I can move high, low, big and small.”
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: space check. Teach: high level. Explore: high movements. Share: tallest shapes. Reflect: level named.

Check for understanding

Student moves at a high level.

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.

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Day 42 — Down Low

Week 9, Day 2 · Unit 3 · Standards: FA 2.5.1.a, FA 2.5.1.b, FA 2.5.1.c

Focus	Low level.
Learning target	“I can move high, low, big and small.”
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: high level. Teach: low level. Explore: low movements. Share: lowest shapes. Reflect: contrast drawn.

Check for understanding

Student moves at a low level.

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.

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Day 43 — In the Middle

Week 9, Day 3 · Unit 3 · Standards: FA 2.5.1.a, FA 2.5.1.b, FA 2.5.1.c

Focus	Middle level.
Learning target	“I can move high, low, big and small.”
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: high and low. Teach: middle level. Explore: middle movements. Share: three levels shown. Reflect: levels sequenced.

Check for understanding

Student identifies and moves at the middle level.

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.

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Day 44 — Big Movements, Small Movements

Week 9, Day 4 · Unit 3 · Standards: FA 2.5.1.a, FA 2.5.1.b, FA 2.5.1.c

Focus	Size in space.
Learning target	“I can move high, low, big and small.”
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: levels. Teach: size is separate from level. Explore: big and small. Share: contrasts shown. Reflect: size named.

Check for understanding

Student performs the same movement big and small.

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.

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Day 45 — Moving and Standing Still

Week 9, Day 5 · Unit 3 · Standards: FA 2.5.1.a, FA 2.5.1.b, FA 2.5.1.c

Focus	Motion and stillness.
Learning target	“I can move high, low, big and small.”
Vocabulary in use	level, high, middle
Local date	_____

Learning sequence

Warm-up: size play. Teach: stillness is part of dance. Explore: move-freeze at levels. Share: held stillness. Reflect: stillness valued.

Check for understanding

Student holds stillness at a chosen level.

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.

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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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