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# New Hampshire PreK Social Studies

**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            | New Hampshire                                                             |
| Grade            | PreK (Early Childhood)                                                    |
| Subject          | Social Studies                                                            |
| Course category  | Early Learning Domain                                                     |
| Standards family | Social Studies                                                            |
| Framework        | New Hampshire Early Learning Standards / New Hampshire Academic Standards |
| Issuing agency   | New Hampshire 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                                              |

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

## Week 9 — Why Do We Have Rules?

### Unit 3: Rules and Jobs · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Essential question | Why does that rule exist?                                                                                             |
| Standards          | <b>Rules and Responsibility -&gt; Domain 3 Element D.1 strand</b> — text<br><b>Domain 3 Element D.2 strand</b> — text |
| Learning target    | "I know why we have rules."                                                                                           |
| Local dates        | _____ (enter your school dates)                                                                                       |

### Measurable objectives

- Children will give a reason for a classroom rule.
- Children will predict what would happen without a rule.

### Success criteria (student-friendly)

- "I name a rule."
- "I say its reason."
- "I say what would happen without it."

### Academic vocabulary

rule, reason, safe, fair, because

### Materials and technology

- Agreement chart
- Puppets
- Scenario cards
- Chart paper
- Photographs

### 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 gives a reason for a rule.

**Family communication**

Explain the reason behind one home rule.

## Day 41 — Rules Keep Us Safe

Week 9, Day 1 • Unit 3 • Standards: Domain 3 Element D.1, Domain 3 Element D.2

|                   |                             |
|-------------------|-----------------------------|
| Focus             | Safety rationale.           |
| Learning target   | "I know why we have rules." |
| Vocabulary in use | rule, reason, safe          |
| Local date        | _____                       |

### Learning sequence

Circle: which rules keep us safe? Model: teacher explains one. Practice: children match rules to safety. Play: scenario cards.

### Check for understanding

Child links a rule to safety.

### 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 — Rules Keep It Fair

Week 9, Day 2 · Unit 3 · Standards: Domain 3 Element D.1, Domain 3 Element D.2

|                   |                             |
|-------------------|-----------------------------|
| Focus             | Fairness rationale.         |
| Learning target   | "I know why we have rules." |
| Vocabulary in use | rule, reason, safe          |
| Local date        | _____                       |

### Learning sequence

Circle: which rules make things fair? Model: teacher explains turn-taking. Practice: children identify fairness rules. Play: fairness scenarios.

### Check for understanding

Child links a rule to fairness.

### 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 If There Were No Rules?

Week 9, Day 3 · Unit 3 · Standards: Domain 3 Element D.1, Domain 3 Element D.2

|                   |                             |
|-------------------|-----------------------------|
| Focus             | Consequences of no rules.   |
| Learning target   | "I know why we have rules." |
| Vocabulary in use | rule, reason, safe          |
| Local date        | _____                       |

### Learning sequence

Circle: puppet ignores all rules. Model: teacher narrates the outcome. Practice: children predict outcomes. Play: discussion chart.

### Check for understanding

Child predicts a problem without a rule.

### 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)

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## Day 44 — Rules in Other Places

Week 9, Day 4 · Unit 3 · Standards: Domain 3 Element D.1, Domain 3 Element D.2

|                   |                             |
|-------------------|-----------------------------|
| Focus             | Rules beyond the classroom. |
| Learning target   | "I know why we have rules." |
| Vocabulary in use | rule, reason, safe          |
| Local date        | _____                       |

### Learning sequence

Circle: rules at the pool, road, library. Model: teacher gives examples. Practice: children name rules elsewhere. Play: place-and-rule matching.

### Check for understanding

Child names a rule from outside school.

### 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.*

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## Day 45 — Making a New Rule

Week 9, Day 5 · Unit 3 · Standards: Domain 3 Element D.1, Domain 3 Element D.2

|                   |                             |
|-------------------|-----------------------------|
| Focus             | Rule creation.              |
| Learning target   | "I know why we have rules." |
| Vocabulary in use | rule, reason, safe          |
| Local date        | _____                       |

### Learning sequence

Circle: do we need a new rule? Model: teacher proposes one with a reason. Practice: children propose rules. Play: agreements updated.

### Check for understanding

Child proposes a rule with a 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.

## 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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