
Oregon 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	Oregon
Grade	PreK (Early Childhood)
Subject	Social and Emotional Development
Course category	Early Learning Domain
Standards family	Social and Emotional Development
Framework	Oregon Early Learning and Kindergarten Guidelines
Issuing agency	Oregon 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 — 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 -> P-SE2 SE — Social and Emotional Learning Competency: Relationship Skills RELATIONSHIPS WITH A TRUSTED ADULT Social-Emotional Development 32 Oregon's Early Learning and Kindergarten Guidelines Social-Emotional Development DEVELOPMENTAL PROGRESSION INDICATORS STANDARDS Age 3 Age 4–5/Not Yet in Kindergarten By Entry to Kindergarten By End of Kindergarten • Sometimes engages P-SE3 SE — Social and Emotional Learning Competency: Relationship Skills DEVELOPMENTAL PROGRESSION INDICATORS STANDARDS Age 3 Age 4–5/Not Yet in Kindergarten By Entry to Kindergarten By End of Kindergarten • With the support of an adult, often plays cooperatively with other children. • For at least short periods during this play, works with other children to plan and ena
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.

Support area	This week's plan
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.
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: P-SE2, P-SE3

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: P-SE2, P-SE3

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: P-SE2, P-SE3

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: P-SE2, P-SE3

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: P-SE2, P-SE3

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.
- Not affiliated with or endorsed by Oregon Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Oregon Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx> and local school or district guidance.

Source citation

Oregon Department of Education. Oregon Early Learning and Kindergarten Guidelines. Retrieved 2026-07-27 from <https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx>