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# Pennsylvania PreK Physical Development / Health

**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            | Pennsylvania                                                                 |
| Grade            | PreK (Early Childhood)                                                       |
| Subject          | Physical Development / Health                                                |
| Course category  | Early Learning Domain                                                        |
| Standards family | Health Education                                                             |
| Framework        | Pennsylvania Learning Standards for Early Childhood, Pre-Kindergarten (2025) |
| Issuing agency   | Pennsylvania 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 — Strong Arms

### Unit 3: Strong Bodies · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What can my arms do?                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Standards          | <b>Moving Through Space -&gt; 10.1.PK.B Concepts of Health</b> — Identify and locate body parts<br><b>10.1.PK.C Concepts of Health</b> — Identify foods that keep our body healthy<br><b>Balance and Body Control -&gt; 10.5.PK.A Concepts, Principles and Strategies of Movement</b> — Use hands, fingers, and wrists to manipulate objects<br><b>10.5.PK.B Concepts, Principles and Strategies of Movement</b> — Coordinate eye and hand movements to perform a task |
| Learning target    | "I can use my arms to be strong."                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                        |

#### Measurable objectives

- Children will perform upper-body strength tasks.
- Children will hang or push for a sustained moment.

#### Success criteria (student-friendly)

- "I push or pull."
- "I hold on."
- "I keep going a bit longer."

#### Academic vocabulary

push, pull, hang, strong, hold

#### Materials and technology

- Wall space
- Hanging bar
- Heavy boxes
- Ropes
- Mats

#### 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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 sustains an upper-body task.

### Family communication

Let the child carry something heavy safely.

## Day 41 — Pushing the Wall

Week 9, Day 1 · Unit 3 · Standards: 10.1.PK.B, 10.1.PK.C, 10.5.PK.A, 10.5.PK.B

|                   |                                   |
|-------------------|-----------------------------------|
| Focus             | Pushing strength.                 |
| Learning target   | "I can use my arms to be strong." |
| Vocabulary in use | push, pull, hang                  |
| Local date        | _____                             |

### Learning sequence

Circle: push the wall and count. Model: teacher pushes for ten. Practice: children push. Play: heavy work station.

### Check for understanding

Child pushes for a sustained count.

### 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 — Pulling a Rope

Week 9, Day 2 · Unit 3 · Standards: 10.1.PK.B, 10.1.PK.C, 10.5.PK.A, 10.5.PK.B

|                   |                                   |
|-------------------|-----------------------------------|
| Focus             | Pulling strength.                 |
| Learning target   | "I can use my arms to be strong." |
| Vocabulary in use | push, pull, hang                  |
| Local date        | _____                             |

### Learning sequence

Circle: pull a rope together. Model: teacher demonstrates safe pulling. Practice: children pull. Play: rope activity.

### Check for understanding

Child pulls with control.

### 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 — Hanging On

Week 9, Day 3 · Unit 3 · Standards: 10.1.PK.B, 10.1.PK.C, 10.5.PK.A, 10.5.PK.B

|                   |                                   |
|-------------------|-----------------------------------|
| Focus             | Grip and hang strength.           |
| Learning target   | "I can use my arms to be strong." |
| Vocabulary in use | push, pull, hang                  |
| Local date        | _____                             |

### Learning sequence

Circle: hang from a low bar. Model: teacher demonstrates. Practice: children hang with supervision. Play: bar station.

### Check for understanding

Child hangs briefly from a bar.

### 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 — Carrying Heavy Things

Week 9, Day 4 · Unit 3 · Standards: 10.1.PK.B, 10.1.PK.C, 10.5.PK.A, 10.5.PK.B

|                   |                                   |
|-------------------|-----------------------------------|
| Focus             | Load carrying.                    |
| Learning target   | "I can use my arms to be strong." |
| Vocabulary in use | push, pull, hang                  |
| Local date        | _____                             |

### Learning sequence

Circle: carry with both hands, close to your body. Model: teacher lifts safely. Practice: children carry boxes. Play: carrying tasks.

### Check for understanding

Child carries a load using a safe technique.

### 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 — Getting Stronger

Week 9, Day 5 · Unit 3 · Standards: 10.1.PK.B, 10.1.PK.C, 10.5.PK.A, 10.5.PK.B

|                   |                                   |
|-------------------|-----------------------------------|
| Focus             | Noticing improvement.             |
| Learning target   | "I can use my arms to be strong." |
| Vocabulary in use | push, pull, hang                  |
| Local date        | _____                             |

### Learning sequence

Circle: compare to the first day. Model: teacher notes her own improvement. Practice: children compare. Play: strength chart.

### Check for understanding

Child notices their own improvement.

### 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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## Source citation

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