

# Vermont K Health Education

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            | Vermont                                                                                                                                                                                                                                                                                                                                                      |
| Grade            | K (Early Childhood)                                                                                                                                                                                                                                                                                                                                          |
| Subject          | Health Education                                                                                                                                                                                                                                                                                                                                             |
| Course category  | Required / State or Local                                                                                                                                                                                                                                                                                                                                    |
| Standards family | Health Education                                                                                                                                                                                                                                                                                                                                             |
| Framework        | A Vermont Portrait of a Graduate (Vermont Agency of Education) — the indicators printed in this planner. Vermont has adopted SHAPE America National Health Education Standards — adopted by the Vermont State Board of Education, December 2024 for this subject; that publisher does not release a citable code list, so no codes from it are printed here. |
| Issuing agency   | Vermont Agency 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 — Grown-Ups I Can Tell

### Unit 3: Safe People, Safe Places · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                 |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Who can I go to when I need help?                                                                                                                                                                               |
| Standards          | <b>Trusted Adults -&gt; PoG.WB.2.a Well-Being — Students recognize the value of healthy behaviors and physical activity in promoting</b> — Exercise and eat a balanced diet to maintain or achieve good health. |
| Learning target    | "I know who my trusted adults are."                                                                                                                                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                 |

#### Measurable objectives

- Students will identify characteristics of a trusted adult.
- Students will name trusted adults in their own life.

#### Success criteria (student-friendly)

- "I say what makes an adult trusted."
- "I name my own trusted adults."
- "I know how to reach one."

#### Academic vocabulary

trust, adult, safe, tell, help

#### Materials and technology

- Trusted adult hand template
- Chart paper
- Drawing materials
- School staff photographs
- Take-home 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

Check: child names trusted adults and what makes them trustworthy.

### Family communication

Help your child name five trusted adults they could go to.

## Day 41 — What Makes an Adult Trusted

Week 9, Day 1 • Unit 3 • Standards: PoG.WB.2.a

|                   |                                     |
|-------------------|-------------------------------------|
| Focus             | Characteristics of trust.           |
| Learning target   | "I know who my trusted adults are." |
| Vocabulary in use | trust, adult, safe                  |
| Local date        | _____                               |

### Learning sequence

Check in: greeting. Teach: teacher names characteristics -- listens, helps, keeps you safe. Practise: children discuss. Apply: characteristics chart. Close: chart posted.

### Check for understanding

Student names one characteristic of a trusted adult.

### 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 — Trusted Adults at School

### Week 9, Day 2 · Unit 3 · Standards: PoG.WB.2.a

|                   |                                     |
|-------------------|-------------------------------------|
| Focus             | School-based trusted adults.        |
| Learning target   | "I know who my trusted adults are." |
| Vocabulary in use | trust, adult, safe                  |
| Local date        | _____                               |

### Learning sequence

Check in: characteristics. Teach: teacher identifies school adults. Practise: children locate them. Apply: school chart. Close: adults introduced.

### Check for understanding

Student names a trusted adult at 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.*

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 — My Helping Hand

Week 9, Day 3 · Unit 3 · Standards: PoG.WB.2.a

|                   |                                     |
|-------------------|-------------------------------------|
| Focus             | Personal trusted adults.            |
| Learning target   | "I know who my trusted adults are." |
| Vocabulary in use | trust, adult, safe                  |
| Local date        | _____                               |

### Learning sequence

Check in: school chart. Teach: teacher models the hand template. Practise: children name five adults. Apply: hands drawn. Close: hands taken home.

### Check for understanding

Student names trusted adults on their helping hand.

### 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 — Telling Is Not Tattling

Week 9, Day 4 · Unit 3 · Standards: PoG.WB.2.a

|                   |                                         |
|-------------------|-----------------------------------------|
| Focus             | Distinguishing reporting from tattling. |
| Learning target   | "I know who my trusted adults are."     |
| Vocabulary in use | trust, adult, safe                      |
| Local date        | _____                                   |

### Learning sequence

Check in: helping hands. Teach: teacher distinguishes telling to help from tattling. Practise: children sort scenarios. Apply: chart. Close: rule stated.

### Check for understanding

Student distinguishes telling to keep someone safe from tattling.

### 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 — Keep Telling Until Someone Helps

Week 9, Day 5 · Unit 3 · Standards: PoG.WB.2.a

|                   |                                     |
|-------------------|-------------------------------------|
| Focus             | Persistence in seeking help.        |
| Learning target   | "I know who my trusted adults are." |
| Vocabulary in use | trust, adult, safe                  |
| Local date        | _____                               |

### Learning sequence

Check in: telling chart. Teach: teacher explains telling another adult if not helped. Practise: children rehearse. Apply: rule added. Close: rule posted.

### Check for understanding

Student states that they should tell another adult if the first does not help.

### 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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