Virginia 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	Virginia
Grade	PreK (Early Childhood)
Subject	Social Studies
Course category	Early Learning Domain
Standards family	Social Studies
Framework	Virginia Early Learning Standards / Virginia Standards of Learning
Issuing agency	Virginia 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 — 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	**Rules and Responsibility** -> **CD2.3 strand** — 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.
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.

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Support area	This week's plan
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.

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Day 41 — Rules Keep Us Safe

Week 9, Day 1 · Unit 3 · Standards: CD2.3

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.

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Day 42 — Rules Keep It Fair

Week 9, Day 2 · Unit 3 · Standards: CD2.3

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.

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Day 43 — What If There Were No Rules?

Week 9, Day 3 · Unit 3 · Standards: CD2.3

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)

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 — Rules in Other Places

Week 9, Day 4 · Unit 3 · Standards: CD2.3

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.

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 — Making a New Rule

Week 9, Day 5 · Unit 3 · Standards: CD2.3

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.

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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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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.

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