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# West Virginia K Science

**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            | West Virginia                                             |
| Grade            | K (Early Childhood)                                       |
| Subject          | Science                                                   |
| Course category  | Core                                                      |
| Standards family | Science                                                   |
| Framework        | West Virginia College- and Career-Readiness Standards     |
| Issuing agency   | West 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                                              |

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

## Week 9 — Is It Alive?

### Unit 3: Alive or Not Alive? · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                   |
|--------------------|-------------------------------------------------------------------|
| Essential question | How can I tell if something is alive?                             |
| Standards          | <b>Living and Nonliving Things</b> -> <b>S.K.11 strand</b> — text |
| Learning target    | "I can tell living things from nonliving things."                 |
| Local dates        | _____ (enter your school dates)                                   |

#### Measurable objectives

- Students will use observations to distinguish living from nonliving.
- Students will give evidence for their classification.

#### Success criteria (student-friendly)

- "I look for signs of life."
- "I sort it."
- "I say how I know."

#### Academic vocabulary

living, nonliving, alive, evidence, grow

#### Materials and technology

- Living and nonliving specimens
- Hand lenses
- Sorting mats
- Science notebooks
- Photograph 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.                                                                                 |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| Enrichment   | Extend into an open-ended centre or project connected to the essential question. |

**Assessment and evidence**

Check: child sorts and justifies with an observed characteristic.

**Family communication**

Find one living and one nonliving thing on a walk together.

## Day 41 — Living Things I Know

Week 9, Day 1 • Unit 3 • Standards: S.K.11

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Activating prior knowledge.                       |
| Learning target   | "I can tell living things from nonliving things." |
| Vocabulary in use | living, nonliving, alive                          |
| Local date        | _____                                             |

### Learning sequence

Wonder: what is alive in this room? Investigate: children look around. Talk: how do you know? Record: first list. Close: list kept for revisiting.

### Check for understanding

Student names something living and something nonliving.

### 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 — Signs That Something Is Alive

Week 9, Day 2 • Unit 3 • Standards: S.K.11

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Establishing criteria.                            |
| Learning target   | "I can tell living things from nonliving things." |
| Vocabulary in use | living, nonliving, alive                          |
| Local date        | _____                                             |

### Learning sequence

Wonder: what do all living things do? Investigate: class observes a plant and a rock. Talk: what is different? Record: criteria chart. Close: chart posted.

### Check for understanding

Student names one characteristic of living things.

### 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 — Sorting with Evidence

Week 9, Day 3 · Unit 3 · Standards: S.K.11

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Classifying from observations.                    |
| Learning target   | "I can tell living things from nonliving things." |
| Vocabulary in use | living, nonliving, alive                          |
| Local date        | _____                                             |

### Learning sequence

Wonder: which pile does this go in? Investigate: children sort specimens. Talk: what is your evidence? Record: sorted trays. Close: tricky items set aside.

### Check for understanding

Student sorts an object and gives an observed 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.

## Day 44 — The Tricky Ones

Week 9, Day 4 · Unit 3 · Standards: S.K.11

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Hard cases.                                       |
| Learning target   | "I can tell living things from nonliving things." |
| Vocabulary in use | living, nonliving, alive                          |
| Local date        | _____                                             |

### Learning sequence

Wonder: is a seed alive? Investigate: class examines seeds, feathers, wood. Talk: was it ever alive? Record: third category. Close: discussion.

### Check for understanding

Student reasons about whether a difficult specimen is living.

### 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 — Our Living Things Chart

Week 9, Day 5 • Unit 3 • Standards: S.K.11

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Consolidating the distinction.                    |
| Learning target   | "I can tell living things from nonliving things." |
| Vocabulary in use | living, nonliving, alive                          |
| Local date        | _____                                             |

### Learning sequence

Wonder: what did we decide? Investigate: class revisits the first list. Talk: what changed? Record: final chart. Close: chart displayed.

### Check for understanding

Student corrects a classification using the criteria.

### 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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