
Wyoming 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	Wyoming
Grade	K (Early Childhood)
Subject	Health Education
Course category	Required / State or Local
Standards family	Health Education
Framework	Wyoming Content and Performance Standards
Issuing agency	Wyoming 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 — 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	Trusted Adults -> 2.HE.4.11 strand — text
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.
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 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: 2.HE.4.11

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: 2.HE.4.11

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: 2.HE.4.11

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: 2.HE.4.11

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: 2.HE.4.11

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

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

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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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