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# Alabama K World Languages / Bilingual 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            | Alabama                                                   |
| Grade            | K (Early Childhood)                                       |
| Subject          | World Languages / Bilingual Education                     |
| Course category  | Language / Optional                                       |
| Standards family | World Languages / Language Programs                       |
| Framework        | 2017 Alabama Course of Study: World Languages             |
| Issuing agency   | Alabama State 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 — How Are You?

### Unit 3: Talking About Myself · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do I say how I feel?                                                                                                                                              |
| Standards          | <b>Telling Others About Myself → Novice Low 3a Communication / Presentational Mode —</b><br>Present information about selves with one word or simple learned phrases. |
| Learning target    | "I can say how I am feeling in the new language."                                                                                                                     |
| Local dates        | _____ (enter your school dates)                                                                                                                                       |

#### Measurable objectives

- Students will present information about selves with one word or simple learned phrases.
- Students will state how they feel using a learned phrase.

#### Success criteria (student-friendly)

- "I use the phrase."
- "I choose the right feeling word."
- "I answer when asked."

#### Academic vocabulary

feeling, tired, hungry, happy, fine

#### Materials and technology

- Feeling face cards
- Audio model
- Puppet
- Open space
- Chart paper

#### 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**

Observation: child states a feeling in the target language.

**Family communication**

Ask your child how they are in the new language each day.

## Day 41 — The Feelings Words

### Week 9, Day 1 · Unit 3 · Standards: Novice Low 3a

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Vocabulary.                                       |
| Learning target   | "I can say how I am feeling in the new language." |
| Vocabulary in use | feeling, tired, hungry                            |
| Local date        | _____                                             |

### Learning sequence

Listen: feeling words modelled. Notice: matching faces. Try: repetition. Use: matching game. Reflect: words charted.

### Check for understanding

Student matches a feeling word to a face card.

### 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 — Saying How I Am

### Week 9, Day 2 · Unit 3 · Standards: Novice Low 3a

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Production.                                       |
| Learning target   | "I can say how I am feeling in the new language." |
| Vocabulary in use | feeling, tired, hungry                            |
| Local date        | _____                                             |

### Learning sequence

Listen: phrase modelled. Notice: frame and slot. Try: repetition. Use: children state feelings. Reflect: honesty allowed.

### Check for understanding

Student states how they feel in the target language.

### 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 — Asking How You Are

### Week 9, Day 3 · Unit 3 · Standards: Novice Low 3a

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | The question.                                     |
| Learning target   | "I can say how I am feeling in the new language." |
| Vocabulary in use | feeling, tired, hungry                            |
| Local date        | _____                                             |

### Learning sequence

Listen: question modelled. Notice: intonation. Try: repetition. Use: paired asking. Reflect: exchange built.

### Check for understanding

Student asks a peer how they are.

### 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 — Tired, Hungry, Thirsty

### Week 9, Day 4 · Unit 3 · Standards: Novice Low 3a

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Extending the set.                                |
| Learning target   | "I can say how I am feeling in the new language." |
| Vocabulary in use | feeling, tired, hungry                            |
| Local date        | _____                                             |

### Learning sequence

Listen: further words. Notice: bodily states. Try: repetition. Use: children choose. Reflect: set widened.

### Check for understanding

Student uses an extended feeling word appropriately.

### 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 Feelings Check-In

Week 9, Day 5 · Unit 3 · Standards: Novice Low 3a

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Routine use.                                      |
| Learning target   | "I can say how I am feeling in the new language." |
| Vocabulary in use | feeling, tired, hungry                            |
| Local date        | _____                                             |

### Learning sequence

Listen: routine set. Notice: daily use. Try: check-in. Use: children lead. Reflect: routine adopted.

### Check for understanding

Student participates in the target-language feelings check-in.

### 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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## Source citation

Alabama State Department of Education. 2017 Alabama Course of Study: World Languages. Adopted 2017. IMPORTANT -- this course of study does NOT publish grade-specific standards for world languages. Grades K-8 are organised by PROFICIENCY RANGE, not by grade, and the document deliberately declines to bind a range to a grade: it states that 'the novice learner might be a student in any grade from kindergarten through Grade 6'. There is therefore no such thing as 'the standards for this grade', and none is claimed here. This product covers the Novice Low Proficiency Range, and the codes below are the Novice Low standards, cited by proficiency range rather than by grade because that is how the source is written. WHICH RANGES A YEAR COVERS IS A DESIGN DECISION, not a transcription: it assumes a programme beginning in Kindergarten and advancing one range a year. A district whose programme starts later, runs less contact time, or places pupils differently will sit elsewhere on the scale -- confirm your own programme's proficiency placement before submitting this plan. Retrieved 2026-07-27 from <https://www.alabamaachieves.org/wp-content/uploads/2021/03/2017-World-Languages-COS.pdf>