
Alaska 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	Alaska
Grade	K (Early Childhood)
Subject	World Languages / Bilingual Education
Course category	Language / Optional
Standards family	World Languages / Language Programs
Framework	Alaska Content Standards: World Languages
Issuing agency	Alaska Department of Education and Early Development
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	Telling Others About Myself -> A.2 Alaska Content Standards: World Languages / A student should be able to communicate in two or more languages, one of which is English — write and speak understandably in two or more languages.
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: A.2

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: A.2

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: A.2

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: A.2

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: A.2

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

- 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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Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

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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Source citation

Alaska Department of Education and Early Development. Alaska Content Standards: World Languages. THIS IS A ONE-PAGE DOCUMENT WITH NO GRADE SPECIFICITY OF ANY KIND, and a buyer should know that before paying. "Alaska Content Standards: World Languages" publishes THREE CONTENT STANDARDS, A, B and C, with FOURTEEN SUB-POINTS between them -- four, six and four -- and THE SAME FOURTEEN APPLY FROM KINDERGARTEN THROUGH GRADE TWELVE. There is no Kindergarten version to align to. Every Alaska world-languages row in this series carries the identical fourteen items, so do not buy two of them expecting different standards; WHAT DIFFERS BETWEEN THE GRADES IS THE PLAN, NOT THE STANDARD. THE STANDARDS ASSUME BILINGUALISM RATHER THAN A NAMED LANGUAGE: standard A is "communicate in two or more languages, ONE OF WHICH IS ENGLISH", and NO LANGUAGE IS NAMED ANYWHERE IN THE DOCUMENT OR IN THIS PLAN. It works for a Spanish class, a Yupik class, an immersion class or a heritage-language class alike, and the teacher supplies the language. ALASKA IS UNUSUAL IN HOW MUCH OF THIS STANDARD IS ABOUT CULTURE RATHER THAN LANGUAGE: six of the fourteen sub-points sit under standard B, on the relationship between language and culture, surface and deep cultural characteristics, and what language study reveals about a student's own culture. The plan teaches culture as a comparison between the students' own practices and those of the language being learned, NAMES NO CULTURE AS REQUIRED CONTENT, and never presents any culture as more or less advanced than another. A HERITAGE SPEAKER IN THE ROOM IS A STUDENT, NOT A RESOURCE, and no child is asked to perform, translate or explain their family's language or culture to the class. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/World-Languages.pdf>