
Montana 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	Montana
Grade	K (Early Childhood)
Subject	World Languages / Bilingual Education
Course category	Language / Optional
Standards family	World Languages / Language Programs
Framework	Montana K-12 World Languages Content Standards (adopted 2024, implemented 2026)
Issuing agency	Montana Office of Public Instruction
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 -> MT.WL.1.c Montana K-12 World Languages / Communication — Presentational communication: Learners present information, concepts, and ideas pertaining to a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in order to: inform, explain, persuade, narrate
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.

Support area	This week's plan
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.
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: MT.WL.1.c

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: MT.WL.1.c

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: MT.WL.1.c

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: MT.WL.1.c

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: MT.WL.1.c

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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Source citation

Montana Office of Public Instruction. Montana K-12 World Languages Content Standards (adopted 2024, implemented 2026). Codes and statements are transcribed from the MONTANA K-12 WORLD LANGUAGES CONTENT STANDARDS, whose first page reads "Adopted 2024. Implemented July 1, 2026". THAT DATE MATTERS: this edition superseded the 1999 Montana world languages standards on 1 July 2026, so it is the framework in force for the 2026-27 school year and the 1999 standards are no longer the ones to cite. The document sets out its own coding scheme as MT, content area, standard number and sub-standard letter, giving MT.WL.1 to MT.WL.5 for the five goal areas -- Communication, Cultures, Connections, Comparisons and Communities -- with lettered sub-standards beneath them. THE FRAMEWORK IS NOT ORGANISED BY GRADE. It is a single K-12 proficiency framework, so the same fifteen standards apply at every grade and what changes is the proficiency expected. Grade and level differentiation lives in the document's PERFORMANCE DESCRIPTORS, coded MT.WL.PD.*; the document states that these "are not standards but are coded for ease of reference", and they are deliberately NOT registered, since presenting a reference aid as a state requirement would misrepresent what a school is accountable to. MONTANA INDIAN EDUCATION FOR ALL CONTENT IS WRITTEN INTO THE STANDARDS THEMSELVES, requiring reflection on the cultures of Montana Indigenous Tribes, acquisition of perspectives including Montana Tribes, and comparison with Montana Indigenous Languages; those words are part of the standards and are transcribed with them. The document's cover misspells its own publisher as "MONTANA OFFICE OF PUBLIC INSTRUCTION"; the agency name is recorded correctly here. THIS ENTRY REGISTERS ALL FIFTEEN WORLD LANGUAGES CONTENT STANDARDS -- the five goal areas MT.WL.1 to MT.WL.5 and their ten sub-standards. THE FRAMEWORK IS NOT ORGANISED BY GRADE and that is the document's design, not a gap in this transcription: it is a single K-12 proficiency framework, so the same fifteen standards serve world languages at every grade, and what changes with grade is the level of proficiency expected. The grade-and-level differentiation lives in

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