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# Oklahoma 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            | Oklahoma                                                  |
| Grade            | K (Early Childhood)                                       |
| Subject          | World Languages / Bilingual Education                     |
| Course category  | Language / Optional                                       |
| Standards family | World Languages / Language Programs                       |
| Framework        | Oklahoma Academic Standards for World Languages (2022)    |
| Issuing agency   | Oklahoma 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</b> -> <b>WL.G3.12, WL.G3.2, WL.G3.3, WL.G2.22</b> — 4 standards; full text in the standards table |
| 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: WL.G3.12, WL.G3.2, WL.G3.3, WL.G2.22

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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: WL.G3.12, WL.G3.2, WL.G3.3, WL.G2.22

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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: WL.G3.12, WL.G3.2, WL.G3.3, WL.G2.22

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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: WL.G3.12, WL.G3.2, WL.G3.3, WL.G2.22

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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: WL.G3.12, WL.G3.2, WL.G3.3, WL.G2.22

|                   |                                                   |
|-------------------|---------------------------------------------------|
| 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

Oklahoma State Department of Education. Oklahoma Academic Standards for World Languages (2022). Oklahoma keys world languages on ACTFL PROFICIENCY, not on grade, and defines the sublevel abbreviations itself - Novice Low (NL) through Advanced Mid (AM). Goal 1 (Communication) is written on that ladder; Goals 2-5 (Culture, Connections, Comparisons, Communities) are not ladderized and apply at every level, so they are cited alongside the level. The document prints "can-do" statements without citation numbers, so the sequence number in each code is added by this product; the proficiency level is Oklahoma's own. Scope: proficiency NL + goals 2-5. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/world-languages.html>