
Oregon 1 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	Oregon
Grade	1 (Elementary)
Subject	World Languages / Bilingual Education
Course category	Language / Optional
Standards family	World Languages / Language Programs
Framework	Oregon World Language Standards (2019)
Issuing agency	Oregon 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 — Gestures and Celebrations

Unit 3: Culture and Comparison · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What do people in the target culture do?
Standards	Gestures and Expressions -> WL.NL.IL/IC/IR Novice Low — (Listening/Comprehension/Reading): Learners can recognize and identify a few words, signs, phrases, cognates, and simple statements from highly predictable spoken, written, or signed texts on a limited range of very familiar topics in everyday contexts. Celebrations and Events -> WL.NL.PS/PS/PW Novice Low — (Speaking/Signing/Writing): Learners can speak, sign, or write to provide information about self in everyday contexts relevant to their lives using rehearsed or memorized words and basic phrases. Supporting Skills: Interpretive • occasionally identify the sound of a character or a word • occasionally understand isolated words that have been memorized, particularly when accompanied by gestures or p
Learning target	"I can use a gesture and name a celebration from the target culture."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will use appropriate gestures and oral expressions.
- Students will identify typical activities, events, and celebrations of the target cultures.

Success criteria (student-friendly)

- "I use a gesture correctly."
- "I name a celebration."
- "I say one thing people do at it."

Academic vocabulary

gesture, expression, celebration, event, activity

Materials and technology

- Teacher-selected images of a celebration in the target culture
- Gesture demonstration space
- Chart paper
- Class display
- Audio resources

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.

Support area	This week's plan
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.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child uses a cultural gesture and names a celebration.

Family communication

Ask your child about a celebration they learned about this week.

Day 41 — Gestures People Use

Week 9, Day 1 · Unit 3 · Standards: WL.NL.IL/IC/IR, WL.NL.PS/PS/PW

Focus	Observing gesture.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: gesture as meaning. Teach: gestures of the target culture. Try: observing. Apply: children identify. Reflect: gestures listed.

Check for understanding

Student identifies a gesture used in the target culture.

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 — Using a Gesture Myself

Week 9, Day 2 · Unit 3 · Standards: WL.NL.IL/IC/IR, WL.NL.PS/PS/PW

Focus	Producing gesture.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: observed gestures. Teach: using one appropriately. Try: guided practice. Apply: children use it in an exchange. Reflect: appropriateness discussed.

Check for understanding

Student uses a cultural gesture appropriately in context.

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 — A Celebration in the Target Culture

Week 9, Day 3 · Unit 3 · Standards: WL.NL.IL/IC/IR, WL.NL.PS/PS/PW

Focus	Introducing a celebration.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: culture. Teach: a celebration the teacher has chosen. Try: shared viewing. Apply: children name it. Reflect: details noted.

Check for understanding

Student names a celebration of the target culture.

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 — What People Do to Celebrate

Week 9, Day 4 · Unit 3 · Standards: WL.NL.IL/IC/IR, WL.NL.PS/PS/PW

Focus	Activities within it.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: the celebration. Teach: what people actually do. Try: shared discussion. Apply: children name an activity. Reflect: list built.

Check for understanding

Student names an activity associated with the celebration.

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 Celebration Chart

Week 9, Day 5 · Unit 3 · Standards: WL.NL.IL/IC/IR, WL.NL.PS/PS/PW

Focus	Week 9 consolidation.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: what we learned. Teach: recording it together. Try: shared charting. Apply: children contribute. Reflect: chart displayed.

Check for understanding

Student contributes accurate detail to a celebration chart.

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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