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# Virginia 2 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            | Virginia                                                  |
| Grade            | 2 (Elementary)                                            |
| Subject          | World Languages / Bilingual Education                     |
| Course category  | Language / Optional                                       |
| Standards family | World Languages / Language Programs                       |
| Framework        | Virginia Standards of Learning                            |
| Issuing agency   | Virginia 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 — Presenting Myself in More Detail

### Unit 3: Presenting and Comparing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                  |
|--------------------|------------------------------------------------------------------|
| Essential question | How much can I now say about myself?                             |
| Standards          | <b>Presenting Myself in More Detail -&gt; WI.8 strand</b> — text |
| Learning target    | "I can present about myself using a variety of phrases."         |
| Local dates        | _____ (enter your school dates)                                  |

#### Measurable objectives

- Students will present information about selves using a variety of words and phrases.
- Students will present to an audience.

#### Success criteria (student-friendly)

- "I use several phrases."
- "I speak to an audience."
- "I am understood."

#### Academic vocabulary

present, introduce, audience, detail, variety

#### Materials and technology

- Presentation frames
- Prompt cards
- Chart paper
- Partner mats
- Recording sheets

#### 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.                                                                                 |
| 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.                                                                    |

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

**Assessment and evidence**

Observation: child presents about themselves using varied phrases.

**Family communication**

Ask your child to introduce themselves in the target language.

## Day 41 — What I Can Say About Me

### Week 9, Day 1 • Unit 3 • Standards: WI.8

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Content gathering.                                       |
| Learning target   | "I can present about myself using a variety of phrases." |
| Vocabulary in use | present, introduce, audience                             |
| Local date        | _____                                                    |

### Learning sequence

Connect: our phrases. Teach: gathering what we can say. Try: shared listing. Apply: children list. Reflect: more than last year.

### Check for understanding

Student lists information they can give about themselves.

### 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 — Putting It in an Order

Week 9, Day 2 · Unit 3 · Standards: WI.8

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Structure.                                               |
| Learning target   | "I can present about myself using a variety of phrases." |
| Vocabulary in use | present, introduce, audience                             |
| Local date        | _____                                                    |

### Learning sequence

Connect: our content. Teach: an order that makes sense. Try: guided ordering. Apply: children order. Reflect: structure charted.

### Check for understanding

Student orders their presentation sensibly.

### 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 — Practising With a Partner

### Week 9, Day 3 · Unit 3 · Standards: WI.8

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Rehearsal.                                               |
| Learning target   | "I can present about myself using a variety of phrases." |
| Vocabulary in use | present, introduce, audience                             |
| Local date        | _____                                                    |

### Learning sequence

Connect: our order. Teach: rehearsing before presenting. Try: partner rehearsal. Apply: children practise. Reflect: feedback given.

### Check for understanding

Student rehearses their presentation with a peer.

### 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 — Presenting to the Group

### Week 9, Day 4 · Unit 3 · Standards: WI.8

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Delivery.                                                |
| Learning target   | "I can present about myself using a variety of phrases." |
| Vocabulary in use | present, introduce, audience                             |
| Local date        | _____                                                    |

### Learning sequence

Connect: rehearsal. Teach: presenting clearly. Try: small-group presenting. Apply: children present. Reflect: encouragement given.

### Check for understanding

Student presents about themselves to a group.

### 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 — Listening to Each Other

### Week 9, Day 5 · Unit 3 · Standards: WI.8

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Week 9 consolidation.                                    |
| Learning target   | "I can present about myself using a variety of phrases." |
| Vocabulary in use | present, introduce, audience                             |
| Local date        | _____                                                    |

### Learning sequence

Connect: our presentations. Teach: listening and responding. Try: guided listening. Apply: children respond. Reflect: audience skills named.

### Check for understanding

Student responds appropriately to a peer's presentation.

### 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

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