**📘 French I – Week-at-a-Glance (WAG)**

**Teacher:** Noel Gelin  
**Subject:** French Language & Culture  
**Course:** French I  
**Grade:** 9–12  
**Date(s):** September 1–5, 2025  
**Standard:** MLI.IP1 – Students exchange simple spoken and written information in French.  
**Assessment:** ☑ Quiz ☑ Project

| **Day** | **Learning Target (LT)** | **Success Criteria 1 (SC1)** | **Success Criteria 2 (SC2)** |
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| **Monday** | I can say my name, age, and where I’m from in French. | I can introduce myself using “Je m’appelle,” “J’ai… ans,” and “Je viens de…” | I can understand and respond to basic introductions. |
| **Tuesday** | I can describe someone’s physical appearance and personality. | I can use adjectives correctly with gender and number. | I can ask and answer questions about others. |
| **Wednesday** | I can talk about my likes and dislikes using “aimer,” “adorer,” “détester,” and “préférer.” | I can form complete sentences expressing preferences. | I can understand others’ preferences and respond appropriately. |
| **Thursday** | I can ask and answer questions about school and hobbies. | I can use “Qu’est-ce que tu aimes faire?” and respond with activities. | I can describe my favorite school subjects and hobbies. |
| **Friday** | I can summarize basic information about myself and others in a short paragraph. | I can write a short paragraph using vocabulary from the week. | I can present my paragraph orally with correct pronunciation. |

**🗓️ Daily Instructional Breakdown**

| **Day** | **Activation of Learning (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
| --- | --- | --- | --- | --- | --- | --- |
| **Mon** | No school | No school | No school | No school | No school | No school |
| **Tue** | **Anticipation Guide**: True/False prompts about describing people. *(Anticipation Guide – 0.59)* | **Direct Instruction**: Adjective agreement and sentence structure. *(EDI – 0.59)* | Practice describing people using images. *(Prompting & Cueing – 0.64)* | **Collaborative Annotation**: Students annotate descriptions with gender/number clues. *(Collaborative Annotation – 0.75)* | Students write 3 sentences describing a classmate. *(Written Response – 0.72)* | **Peer Debrief**: Share one thing you learned about a classmate. *(Peer Debrief – 0.63)* |
| **Wed** | **Quick Write**: “What do you like/dislike?” in English. *(Quick Write – 0.46)* | Teacher models using “aimer,” “adorer,” “détester,” “préférer.” *(Worked Examples – 0.57)* | Students complete a graphic organizer with their preferences. *(Graphic Organizer – Guided – 0.57)* | **Jigsaw Strategy**: Groups become “experts” on one verb and teach others. *(Jigsaw – 1.20)* | Students write 4 sentences about their likes/dislikes. *(Choice Board/Menu – 0.47)* | **3-2-1 Summary**: 3 things learned, 2 interesting, 1 question. *(3-2-1 – 0.67)* |
| **Thu** | **Do Now**: Match hobbies/school subjects with French terms. *(Do Now – 0.59)* | Teacher models asking/answering about hobbies and school. *(Think Aloud – 0.72)* | Students practice asking/answering in pairs. *(Prompting & Cueing – 0.64)* | **Team Problem Solving**: Create a schedule with favorite subjects and activities. *(Team Problem Solving – 0.55)* | Students complete a mini-dialogue about hobbies. *(Canvas Assignment – 0.77)* | **Revisit LT**: Students rate their mastery 1–4. *(Revisit LT – 0.75)* |
| **Fri** | **Open-Ended Question**: “What makes a good introduction?” *(Open-Ended – 0.59)* | Teacher models writing a short paragraph. *(Worked Examples – 0.57)* | Students co-write a sample paragraph with teacher. *(Graphic Organizer – Guided – 0.57)* | **Peer Feedback with Rubric**: Students review each other’s paragraphs. *(Peer Feedback – 0.72)* |  |  |