**French I Weekly Lesson Plan: Daily Living – Let's Know Each Other (Être)**

**Week of September 22–26, 2025** **Course:** French I **Grade:** High School **Teacher:** Noel Gelin **School:** Westside High School
**Standard:** MLI.IP1, MLI.CCC1
**Assessment:** ☑ Quiz ☑ Performance Task

| **Day** | **Learning Target** | **Success Criteria 1** | **Success Criteria 2** | **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)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Monday** | I can use the verb *être* to describe myself and others. | I can conjugate *être* correctly in the present tense. | I can use *être* in simple descriptive sentences. | Quick Write: Describe yourself in 3 words (English). | Direct Instruction with Think-Aloud: Conjugation of *être* with anchor chart. | Graphic Organizer: Match subject pronouns with correct *être* forms. | Jigsaw Strategy: Each group teaches a form of *être* and example sentence. | Choice Board: Write a bio, create a comic, or record a video using *être*. | Exit Ticket: Write one sentence using *être* to describe yourself. |
| **Tuesday** | I can describe people using *être* and adjectives. | I can match adjectives with correct gender and number. | I can write descriptive sentences using *être*. | Anticipation Guide: True/False statements about adjective agreement. | Modeling with Think-Aloud: Describing people using *être* and adjectives. | Worked Examples: Correct and incorrect adjective agreements. | Team Problem Solving: Describe classmates using correct forms. | Graphic Organizer: Create a character profile using *être* and adjectives. | 3-2-1 Summary: 3 facts about *être*, 2 adjectives, 1 question. |
| **Wednesday** | I can ask and answer questions using *être*. | I can form questions with *qui* and *comment*. | I can respond using *être* and descriptive vocabulary. | KWL Chart: What do you know/want to know about asking questions in French? | Prompting & Cueing: Practice forming questions with *qui* and *comment*. | Reciprocal Teaching: Students rotate roles to ask/answer questions. | Collaborative Annotation: Highlight question words and verbs in sample dialogue. | Canvas Assignment: Write a short Q&A dialogue using *être*. | Peer Debrief: Share one question and answer with a partner. |
| **Thursday** | I can describe myself and others in a paragraph using *être*. | I can use transition words and sentence variety. | I can write a cohesive paragraph with correct grammar. | Engaging Video with Prompt: Watch a student vlog and discuss descriptions. | Demonstration: Teacher models paragraph using *être* and adjectives. | Graphic Organizers (Guided): Sentence starters and transition words. | Gallery Walk: Students post and rotate to read peer paragraphs. | Performance Task: Write a personal introduction paragraph using *être*. | Revisit Learning Target: Rate understanding and reflect. |
| **Friday** | I can use *être* in real-world conversations. | I can participate in a role-play introducing myself. | I can evaluate my use of *être* and vocabulary. | Do Now: Match *être* forms to correct subjects. | Analogies: Compare *être* to “to be” in English. | Error Analysis: Correct flawed sentences using *être*. | Socratic Seminar: Discuss how identity is expressed in language. | Goal Setting & Monitoring: Reflect on progress and set next week’s goal. | One-Minute Summary: Describe what you learned this week. |