**Westside High School – Weekly Lesson Plan (Week-at-a-Glance) – SY 25–26**

**Teacher:** Noel Gelin **Subject:** French II **Course:** En vacances **Grade:** High School **Dates:** October 15–17, 2025  
**Standard:** MLII.IP1, MLII.CU1, MLII.INT1  
**Assessment:** ☑ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None

| **Day** | **Learning Target (LT)** | **Success Criteria (SC)** | **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)** |
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| **Wednesday, Oct 15** | I can describe vacation plans using the futur proche. | 1. I can conjugate aller + infinitive correctly.  2. I can write 3 sentences about future vacation plans. | **Quick Write**: “Where would you go on vacation if you could go anywhere?” | **Think Aloud**: Model how to form futur proche with “aller” + infinitive using travel verbs. | **Reciprocal Teaching**: Students work in small groups to summarize, question, and clarify examples of futur proche. | **Jigsaw Strategy**: Each group becomes an expert on a different vacation activity (e.g., beach, mountains, city) and teaches others using target language. | **Choice Board/Menu**: Students choose one task: write a postcard, record a voice memo, or create a travel itinerary using futur proche. | **3-2-1 Summary**: 3 things learned, 2 places they want to visit, 1 question they still have. |
| **Thursday, Oct 16** | I can describe leisure activities and destinations in French. | 1. I can name at least 5 leisure activities in French.  2. I can describe a destination using adjectives and prepositions. | **Anticipation Guide**: True/False statements about French vacation habits and destinations. | **Worked Examples**: Show how to describe a destination using “à la”, “au”, “en”, “aux” + country/city names. | **Error Analysis**: Students correct flawed sentences describing destinations and leisure activities. | **Collaborative Annotation**: Students annotate a short travel blog in French, identifying leisure activities and destinations. | **Graphic Organizer**: Students complete a chart with columns for activity, location, and description in French. | **Exit Ticket**: “Write one sentence about a place you’d like to visit and what you’d do there.” |
| **Friday, Oct 17** | I can identify and explain how diacritical marks affect word meaning in French. | 1. I can recognize and pronounce words with accents correctly.  2. I can explain how accents change word meaning (e.g., ou vs où). | **Think-Pair-Share**: Discuss how accents change pronunciation and meaning. | **Anchor Charts**: Create a class chart showing common French accents and examples of words they affect. | **Prompting & Cueing**: Teacher asks guiding questions: “What happens when we remove the accent from ‘é’?” | **Socratic Seminar**: Students debate: “Are accents essential to understanding French?” using examples. | **Reading Apprenticeship**: Students read a short passage with accented words and annotate meanings and |  |