**Weekly Lesson Plan (Week-at-a-Glance) – Les Vacances**

**Teacher:** Gelin Noel  **Subject:** French II  **Grade:** High School  
**Date(s):** October 20–25, 2025  **Unit Focus:** Les vacances – Adverbs, -IR verbs, Le restaurant & Les musées  
**Assessment:** ☑ Quiz (Thursday) ☑ Performance Task (Friday Presentation)

**Standard(s) (GA Standards of Excellence – WLII.INT1, WLII.CCC1, WLII.CCC2, WLII.PS1, WLII.CU1):**

* Engage in conversations and exchange information about travel and leisure.
* Interpret spoken and written language on familiar vacation-related topics.
* Use culturally appropriate vocabulary and grammar (adverbs, -IR verbs).
* Connect to francophone culture through food, art, and travel experiences.

| **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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| **Mon 10/20** | **LT:** I can describe vacation and leisure activities using -IR verbs in the present tense.  **SC1:** I can conjugate -IR verbs correctly.  **SC2:** I can use them to describe what people do on vacation. | **Quick Write (Activation Strategy):** “Qu’est-ce que tu fais pendant les vacances ?” (students respond in English/French mix). | **Direct Instruction (I DO):** Mini-lesson on -IR verb endings (finir, choisir, réussir) with color-coded anchor chart; teacher think-aloud on pronunciation. | **Graphic Organizer (WE DO):** Students complete a “Verb Tree” together for three -IR verbs, filling subjects and endings. | **Jigsaw Strategy (Y’ALL DO):** Small groups create short skits using one -IR verb (e.g., “Je finis mes devoirs avant de voyager”). | **Independent Practice (YOU DO):** Conjugation worksheet + one creative sentence per subject. | **Exit Ticket:** Write one -IR sentence about vacation and rate confidence 1–4 (Revisit LT). |  |
| **Tue 10/21** | **LT:** I can describe what people are *going to do* on vacation using *aller + infinitive*.  **SC1:** I can form near future sentences.  **SC2:** I can say where and when people are traveling. | **Anticipation Guide:** Students agree/disagree with statements (“Je vais voyager en hiver.”). | **Modeling with Think-Aloud:** Teacher models forming near future with *aller* + infinitive using travel vocabulary. | **Prompting & Cueing (WE DO):** Students orally transform present-tense sentences to futur proche with teacher cues. | **Team Problem Solving (Y’ALL DO):** Students plan a 3-day trip to a French city (using *aller* + activities). | **Choice Board/Menu (YOU DO):** Pick one: short dialogue, mini itinerary, or journal entry in futur proche. | **3-2-1 Summary:** 3 things learned, 2 uses of *aller*, 1 question remaining. |  |
| **Wed 10/22** | **LT:** I can use adverbs to describe how and how often people do vacation activities.  **SC1:** I can identify and correctly place adverbs in a sentence.  **SC2:** I can modify verbs with frequency adverbs. | **Do Now – Quick Adverb Sort:** Students categorize adverbs (souvent, rarement, vite, bien) as frequency/manner. | **Mini-Lesson (I DO):** Teacher models adverb placement before/after verbs using examples tied to leisure (Je voyage souvent…). | **Reciprocal Teaching (WE DO):** Students read a short travel blog in pairs and take turns summarizing, questioning, clarifying adverbs. | **Collaborative Annotation (Y’ALL DO):** Groups highlight adverbs in a reading and discuss how they change meaning. | **Independent Practice (YOU DO):** Students rewrite 5 sentences adding appropriate adverbs. | **One-Minute Summary:** “Explain adverb placement in one sentence.” |  |
| **Thu 10/23** | **LT:** I can order food and talk about eating out while on vacation.  **SC1:** I can use polite expressions to order food in a restaurant.  **SC2:** I can interpret a French restaurant menu. | **Engaging Video Prompt:** Short video of a Paris café; students list words they recognize. | **Worked Examples (I DO):** Teacher models restaurant dialogue using waiter-customer phrases; anchor chart of useful expressions. | **Error Analysis (WE DO):** Students correct sample dialogues with wrong expressions/adjectives. | **Socratic Seminar (Y’ALL DO):** Discuss “How does eating out in France differ from the U.S.?” (cultural comparison). | **Performance Task Prep (YOU DO):** Write your own short restaurant dialogue (2–3 exchanges). | **Exit Ticket:** Name one expression you’ll use in tomorrow’s restaurant role-play. |  |
| **Fri 10/24** | **LT:** I can talk and write about visiting museums and cultural sites using past and imperfect tenses with *dire*, *écrire*, and *lire*.  **SC1:** I can use *dire*, *écrire*, *lire* in both tenses accurately.  **SC2:** I can describe what I saw or said at a museum. | **KWL Chart:** What do I know / want to know about French museums? | **Direct Instruction with Think-Aloud (I DO):** Teacher reviews *dire*, *écrire*, *lire* in present and imperfect; connects to describing experiences. | **Guided Practice (WE DO):** Class completes a reading on “Le Louvre” together, identifying tense changes. | **Peer Feedback with Rubric (Y’ALL DO):** Partners review each other’s short museum paragraph draft for tense accuracy. | **Performance Task (YOU DO):** Students write and record a short video or audio journal describing their “day at the museum.” | **Peer Debrief + Reflection:** Students discuss which tense felt easiest and revisit LT mastery. |  |