**Weekly Lesson Plan (Week-at-a-Glance) – Spanish II**

**Teacher:** Mr. Harrison   **Course:** Spanish II   **Grade:** 10–12   **Dates:** Aug. 25–29, 2025

**Standards (GA World Languages – Modern Languages, Level II):** **MLII.IP1:** Exchange simple spoken and written information in the target language. **MLII.CCC1:** Demonstrate understanding of the nature of language through comparisons. **MLII.CU1:** Demonstrate understanding of cultural perspectives, practices, and products related to sports and leisure activities.

| **Day** | **Learning Target (LT) & Success Criteria (SC)** | **Activation (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 8/25** | **LT:** I am learning to express personal likes and dislikes in Spanish.**SC1:** I can use “me gusta / no me gusta” to express what sports I like and dislike.**SC2:** I can compare likes/dislikes with a partner. | **Quick Write (Entry Ticket):** “Write your favorite sport in English & predict how to say it in Spanish.” | **Direct Instruction + Think-Aloud:** Teacher models likes/dislikes sentences using visuals (e.g., “Me gusta el fútbol, no me gusta el golf”).   | **Graphic Organizer (Guided):** Class fills T-chart (Likes vs. Dislikes) with teacher prompting in Spanish. | **Think-Pair-Share:** Students compare their likes/dislikes with a partner, then share 1 with class. | **Choice Board:** Students write 3 sentences about their likes/dislikes of sports or subjects, | **Exit Ticket:** Write 1 sport and one subject you like and one you don’t like in Spanish. |
| **Tue 8/26** | **LT:** I am learning to use “Te gusta ...? with one of the sports learned and give one reason for liking it or not liking it. **SC1:** I can state what sport I like and why using “Me gusta ….porque …... | **Anticipation Guide:** Students agree/disagree with statements (e.g., “Everyone likes soccer in Spain.”). | **Modeling with Think-Aloud:** Teacher demonstrates Q&A (“¿Te gusta el baloncestol?” → “Sí, me gusta el baloncesto porque es muy rápido y tiene movimientos espectaculares.  | **Reciprocal Teaching (small groups):** Roles—asker, responder, checker, summarizer. Students practice Q&A rounds. | **Jigsaw Strategy:** Groups become “experts” on one sport (basketball, soccer, tennis) and present dialogues. | **Independent Practice (Prompting & Cueing):** Write 5 questions to ask classmates about sports preferences. | **3-2-1 Summary:** 3 questions I can ask, 2 answers I can give, 1 thing I learned today. |
| **Wed 8/27** | **LT:** I am learning to describe popular sports in Spanish-speaking countries.**SC1:** I can identify and compare sports common in the U.S. and Spanish-speaking countries. | **Engaging Video:** Short clip of soccer game in Spain. Students jot down sports terms recognized. | **Direct Instruction (Worked Examples):** Teacher shows slides with sports + country connections (e.g., béisbol–Dominican Republic). | **Collaborative Annotation:** Students highlight/annotate short Spanish text about soccer & baseball. | **Team Problem Solving:** Groups answer: “Which sport is most important in \_\_\_ (country)? Why?” using text evidence. | **Independent Graphic Organizer:** Venn diagram comparing U.S. vs. Spanish-speaking sports. | **Exit Ticket:** One similarity & one difference in sports across cultures. |
| **Thu 8/28** | **LT:** I am learning to say what subject pleases me and which one I dislike. **SC1:** I can state the subject that pleases me and the one I dislike with one reason. | **Do Now:** Write in English: Which subject you find most exciting and why? | **Modeling with Think-Aloud:** Teacher demonstrates expressing opinion + reason in Spanish. Anchor chart of opinion stems created. | **Socratic Seminar (text-based):** Read a short article about different school subjects in Spanish/English mix. | **Peer Feedback with Rubric:** Students write short opinion statements; partners give feedback on clarity and accuracy. | **Independent Written Response:** Students write 5 sentences giving opinions about most popular school subjects. | **Peer Debrief:** With a partner, share one opinion and reflect: “What did I learn from my partner’s perspective?” |
| **Fri 8/29** | **LT:** I am learning to state what food items give me pleasure and those I don’t like. **SC2:** I can state clearly the types of food that I enjoy and those that I dislike. . | **KWL Chart:** What I know / want to know about some popular food conversations. | **Mini-Lesson (Prompting & Cueing):** Teacher models full conversation (greeting, asking about popular dishes expressing likes/dislikes, giving opinions). | **Stations Activity:** Role-play dialogues at restaurant and food shops (Q&A, opinion, compare sports, cultural trivia). | **Gallery Walk:** Students rotate, listening to & recording peers’ dialogues. | **Performance Task:** Write & record a 1-minute dialogue about sports with a partner. | **Revisit Learning Target:** Students rate confidence (1–4) and write 1 goal for improvement. |