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

**Week of September 8–12, 2025**
**Topic:** Family, Foods, and Community Places

| **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** | **LT:** I am learning to mention family members and state their likes/dislikes with foods. **SC1:** I can recognize and say family member vocabulary. **SC2:** I can express likes/dislikes about food using *gustar*. | **Quick Write** – “List 3 foods you like/dislike (English).” Share out. | **Direct Instruction & Think-Aloud** – Teacher models *gustar* + food vocabulary with family terms. | **Graphic Organizer (Guided)** – Build family tree chart w/ food bubbles. | **Think-Pair-Share** – Students ask/answer what family likes/dislikes. | **Choice Board** – Write 3 sentences about family food preferences. | **Exit Ticket** – Write one new phrase you learned today. |
| **Tue** | **LT:** I am learning to describe what my family likes to eat for lunch and places they go in the community. **SC1:** I can use community place vocabulary. **SC2:** I can combine family + places in sentences. | **Anticipation Guide** – Agree/disagree with “Families eat out often.” | **Modeling with Anchor Chart** – Create visual chart of community places (restaurante, parque, cine, supermercado). | **Error Analysis** – Correct sample sentences mixing places & foods. | **Collaborative Annotation** – In pairs, highlight food & place words in short paragraph. | **Independent Performance Task** – Write 5 sentences: family + food + place. | **3-2-1 Summary** – 3 foods, 2 places, 1 question. |
| **Wed** | **LT:** I am learning to interpret short readings about families, foods, and places. **SC1:** I can answer questions from a short text.  | **Do Now – Quick Write**: “Where does your family go on weekends?” | **Worked Example** – Teacher models reading strategy with short Spanish text. | **Reciprocal Teaching** – Groups take roles (summarizer, predictor, questioner, clarifier). | **Jigsaw Strategy** – Each group reads diff. passage about families, then teaches others. | **Independent Reading Apprenticeship** – Students annotate mini-paragraph on families. | **One-Minute Summary** – Share one fact learned from text. |
| **Thu** | **LT:** I am learning to compare my family’s eating habits with families in Spanish-speaking cultures. **SC1:** I can identify cultural similarities/differences.  | **Engaging Video Clip** – “Families eating at a plaza in Mexico.” | **Direct Instruction w/ Think-Aloud** – Teacher models comparison language (Mi familia va…, En México, las familias…). | **Prompting & Cueing** – Guided Q&A on cultural practices. | **Socratic Seminar** – Debate: “Are family meals more important in Latin America or the U.S.?” | **Independent Written Response** – Write 4–5 sentences comparing family practices. | **Peer Debrief** – Share one similarity/difference with a partner. |
| **Fri** | **LT:** I can present about my family’s likes/dislikes and places we go. **SC1:** I can use correct vocabulary and structures. **SC2:** I can deliver short presentation with confidence. | **KWL Chart** – Fill in what you know/learned about family, food, places. | **Mini-Lesson (Direct Instruction)** – Review key vocabulary & sentence starters. | **Team Problem-Solving** – Groups plan “A Day in the Life of a Family” schedule. | **Gallery Walk** – Groups post plans; students circulate, ask Qs in Spanish. | **Independent Performance Task** – Create & present short skit or slideshow about family, foods, and places. | **Revisit Learning Target** – Students self-rate mastery (1–4). |