**📅 Spanish II – Week at a Glance (Sept 22–26, 2025)**

| **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 9/22** | LT: I am learning to describe what people do at different places using verbs and vocabulary. | SC1: I can use *ir* + activity to state what people do at different places. | **KWL Chart:** What do you know about places and what people do there? | **Anchor Chart:** Build chart: *En el gimnasio → correr, levantar pesas.* Teacher models sentences. | **Collaborative Annotation:** Students mark verbs/places in a short reading passage. | . **Gallery Walk:** Groups create posters showing a place + activities; walk around to learn from peers. | **Quiz:** On comparisons (*más que*), *ir*, places, and activities. | **Revisit Learning Target:** Students rate mastery 1–4 and reflect briefly. |
| **Tue 9/23** | LT: I am learning to use **possessive pronouns** in sentences. | SC1: I can replace nouns with correct possessive pronouns.  SC2: I can explain the difference between adjectives and pronouns. | **Anticipation Guide**: True/false: “Possessive pronouns go before the noun.” “Possessive pronouns replace the noun.” | **Worked Examples**: Teacher models replacing “mi libro” → “el mío.” Students see side-by-side sentences. | **Error Analysis**: Students correct sample errors in possessive pronoun usage (e.g., using adjective instead of pronoun). | **Jigsaw Strategy**: Groups become “experts” on one pronoun set (mío, tuyo, suyo, etc.), then teach peers. | **Independent Practice**: Students write 6 sentences replacing nouns with pronouns. | **3-2-1 Summary**: 3 things learned, 2 examples, 1 lingering question. |
| **Wed 9/24** | LT: I am learning to form the plural possessive pronouns. | SC1: I can use the plural form of possessive pronouns correctly | **Do Now**:).  Students will say what differences exist between, “el mío/la mía and “los míos” and “las mías” | Teacher models changing “el mío≈los míos | Prompting and cueing  El tuyo≈  La tuya≈  El suyo≈ | **Students identify and assign things in their classroom to different students** | **Students complete a short worksheet choosing the appropriate possess** | **Peer Debrief**: Share one sentence with partner for feedback. |
| **Thu 9/25** | LT: I am learning to create **superlative sentences** in Spanish. | SC1: I am learning to use el/la/los/las + más/menos + adjective to form the superlative. SC2: I can correctly place adjectives in superlaive form. | **KWL Chart**: What do you already know about superlatives in English? What do you want to know in Spanish? | **Direct Instruction with Anchor Chart**: Teacher explains superlative formula with examples. | **Reciprocal Teaching**: Students work in groups with roles (summarizer, questioner, clarifier) to analyze superlative sentences. | **Gallery Walk**: Groups create posters of superlative sentences (“La clase de español es la más divertida”) and rotate to review others. | **Independent Task**: Students write a paragraph using at least 3 superlatives. | **Revisit Learning Target**: Students rate mastery 1–4 and share one example. |
| **Fri**  **9/26** |  | I can compare two people or things using más/menos + adjective.  SC2: I can use irregular comparatives (mejor, peor, mayor, menor).  I | Students list 3 comparisons in English (e.g., taller than, smarter than | **Modeling with Think-Aloud**: Teacher shows examples: “Juan es más alto que Pedro.” Thinks aloud about placement of que. | **Team Problem Solving**: Groups create a dialogue comparing two classmates, celebrities, or objects.  **Collaborative Annotation**: Students highlight patterns in given comparative sentences. |  | **Independent Writing**: Students write 5 comparative sentences (2 regular, 3 irregular). |  |