**Westside High - Weekly Plan to Align Lessons (Week at a Glance)**

**Subject: Spanish Course: SpIII Grade: 9-12 Date: Week 2 (Jan 08-12)**

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| **Standard:** MLIII.IP1 The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students: A. Express needs and desires. B. Share feelings and emotions. C. Exchange opinions and preferences. D. Give detailed descriptions. E. Give and follow detailed directions and instructions.  **Assessment:  Quiz  Unit Test  Project  Lab  None** | | | | | |
|  | **Learning Target**  **(What)** | **Opening**  *(10 - 15 Mins)* | **Work-Session**  *(20 - 25 mins)* | **Closing**  *(5 - 10 mins)* | **Criteria for Success**  **(How)** |
| *(Include at least one/two Formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning the “to know” verbs in the target language. | Conversation: questions and answers. Teacher will use Flipchart to present the “to know” verbs in Spanish. | Conversation: questions and answers. Students will copy the rules for the “to Know” verbs from the flipchart. | Teacher will ask some students about the new subject | I can answer some questions about myself in Spanish.  I can identify “to know” verbs in Spanish.  I can use the “to know” verbs in Spanish.    **‘** |
| **Tuesday** | I am learning the “to know” verbs in the target language. | Conversation: questions and answers. Teacher will use Flipchart to present and practice the “to know” verbs in Spanish. | Conversation: questions and answers. Students will finish copying and will practice the “to know” verbs. | Teacher will ask some students about the new subject |
| **Wednesday** | I am learning the “to know” verbs in the target language. | Conversation: questions and answers. Teacher will use Flipchart to present and practice the “to know” verbs in Spanish. | Conversation: questions and answers. Students will practice the “to know” verbs. | Teacher will have a ticket out the door on Canvas. |
| **Thursday** | I am learning the “to know” verbs in the target language. | Conversation: questions and answers. Teacher will have a Kahoot to practice the “to know” verbs in Spanish. | Conversation: questions and answers. Students will take the Kahoot to practice the “to know” verbs in Spanish. Students will begin the assignment for Friday | Teacher will make sure they did the Kahoot and know that they can retake on Canvas. |
| **Friday** | I am learning the “to know” verbs in the target language. | Conversation: questions and answers. Teacher will tell students to go to Canvas and read the story about Julia | Conversation: questions and answers. Students will read for comprehension, write the answers in a paper, and submit it on Canvas. | Teacher will ask the questions to students around the room. |  |

**\*** Exit Ticket/Final Stretch Check  Electronic Tools  Dry Erase Boards – quick checks  Turn & Talk Discussion (verbal responses)  Teacher Observation – document Clipboard Anchor Person

Quick Write  Exemplars/Non-Exemplar  Rubric  Check-List  Self-Assessment/Peer Assessment  The Main Formative- evidence  Questioning  Super Sleuth  Other\_\_\_\_\_\_\_\_