**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 [x] Anchor Person

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