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

**Subject: Spanish Course: SpIII Grade: 9-12 Date: Week 11 (Oct 16-20)**

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| **Standard:** MLIII.P1 The students present information orally and in writing using familiar and newly- acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students: A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate. **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 how to plan a trip to a Hispanic country | Conversation: questions and answers. Teacher will call the students to present the power point about the trip to a Hispanic country | Conversation: questions and answers. Students will present their power point about the trip to a Hispanic country | Teacher will let students know that they will finish presenting the next day of classes | I can answer some questions about myself in Spanish.  I can identify the subject pronouns in Spanish.  I can identify some stem-changing verbs in Spanish.  I can use stem-changing verbs in Spanish.  **‘** |
| **Tuesday** | I am learning how to plan a trip to a Hispanic country | Conversation: questions and answers. Teacher will call the students to present the power point about the trip to a Hispanic country | Conversation: questions and answers. Students will present their power point about the trip to a Hispanic country | Teacher will let students know that if they did not present yet, they will have to come after school. |
| **Wednesday** | I am learning Stem-changing verbs in the target language. | Conversation: questions and answers. Teacher will use a Flipchart to teach Stem-changing verbs in Spanish. | Conversation: questions and answers. Students will copy the rules of the Stem-changing verbs from the board. Student will play Blooket for practice. | Teacher will ask some students about the Stem-changing verbs. |
| **Thursday** | I am learning Stem-changing verbs in the target language. | Conversation: questions and answers. Teacher will use Flipchart to practice Stem-changing verbs in Spanish. | Conversation: questions and answers. Teacher will use Flipchart to practice Stem-changing verbs in Spanish. | Teacher will check if they understood using the hand boards. |
| **Friday** | I am learning Stem-changing verbs in the target language. | Conversation: questions and answers. Teacher will use Flipchart to practice Stem-changing verbs in Spanish. | Conversation: questions and answers. Teacher will use Flipchart to practice Stem-changing verbs in Spanish. | Teacher will check if they understood using the hand boards. |  |

**\*** 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\_\_\_\_\_\_\_\_