**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 [x] Anchor Person

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