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

**Subject: Spanish Course: SpIII Grade: 9-12 Date: Week 6 (Sep12-16)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard:** MLIII.IP1C 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: Exchange opinions and preferences.  **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 can answer questions about myself in Spanish. I can use some irregular verbs in the present in the target language. | **Morning questions.**  The teacher will give some printed papers with practice of the irregular verbs | **Answer morning questions.**  The students will complete the paper for practice of the irregular verbs in Spanish | The teacher will go around the class to collect the papers and make sure they are completed | Can I use some irregular verbs in the present?  Can I understand when others speak in Spanish using some irregular verbs in the present?  Can I use the verbs “SER” vs “ESTAR” in the target language?  **‘** |
| **Tuesday** | I can answer questions about myself in Spanish. I can use some irregular verbs in the present in the target language. | **Morning questions.**  The teacher will tell the students to go to quizizz.com for the quiz on irregular verbs | **Answer morning questions.**  The students will take the quiz. After the quiz, students will do Duolingo. | Teacher will remind the students to complete Duolingo if they did not finish in class. |
| **Wednesday** | I can answer questions about myself in Spanish. I can use the verbs “SER” vs “ESTAR” in Spanish. | **Morning questions.**  Teacher will use a flip chart to show the uses of “SER” vs “ESTAR” | **Answer morning questions.**  Students will copy the information about “SER” vs “ESTAR”. | Teacher will tell students to write the forms of “SER” as a ticket out the door. |
| **Thursday** | I can answer questions about myself in Spanish. I can use the verbs “SER” vs “ESTAR” in Spanish. | **Morning questions.**  Teacher will open the flip chart with practice for the verbs “SER” vs “ESTAR” in Spanish. | **Answer morning questions.**  Students will practice the verbs “SER” vs “ESTAR”. | Teacher will tell students to write the forms of “ESTAR” as a ticket out the door. |
| **Friday** | I can answer questions about myself in Spanish. I can use the verbs “SER” vs “ESTAR” in Spanish. | **Morning questions.**  Teacher will open the flip chart with practice for the verbs “SER” vs “ESTAR” in Spanish. | **Answer morning questions.**  Students will practice the verbs “SER” vs “ESTAR”. | Teacher will pass around and grade the exercises. |  |

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