**Weekly Lesson Plan (Week at a Glance) – Spanish II**

**Teacher:** [Your Name] | **Course:** Spanish II | **Grade:** 10 | **Date(s):** Sept 29–Oct 3, 2025

**Standards (GA WLII):**

* **MLII.IP1**: Exchange simple spoken and written information in the target language.
* **MLII.IP2**: Demonstrate intermediate proficiency in oral and written exchanges.
* **MLII.CCC1**: Demonstrate understanding of the nature of language through comparisons.
* **MLII.INT1**: Derive meaning in oral and written contexts using a variety of strategies.

**Assessment:** ☑ Quiz (Friday) ☑ Performance Task (Thursday)

| **Day** | **Learning Target (LT) & Success Criteria (SC)** | **Activation of Learning (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
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| **Mon 9/29** | **LT:** I am learning to use **estar + más que** to compare temporary states.  **SC1:** I can correctly form comparisons using **estar + más que**.  **SC2:** I can explain when to use **estar** vs. **ser** in comparisons. | **Quick Write:** “Describe a time you were more tired or more happy than someone else (in English).” | **Think-Aloud & Modeling:** Teacher models sentences: *Estoy más cansado que mi hermano.* Contrast with *Soy más alto que mi hermano.* | **Graphic Organizer (Guided):** Students complete a T-chart with examples of *ser* vs. *estar* comparisons. | **Think-Pair-Share:** Students create one *estar + más que* comparison with a partner and share aloud. | **Practice Drill:** Students write 5 original *estar + más que* sentences describing classmates or people in pictures. | **Exit Ticket:** Write 1 sentence using *estar + más que* and identify why *estar* is correct. |
| **Tue 9/30** | **LT:** I am learning to use **ser + menos que** to compare permanent traits.  **SC1:** I can form comparisons using **ser + menos que**.  **SC2:** I can distinguish temporary vs. permanent descriptions. | **Anticipation Guide:** True/False statements (e.g., *Soy menos artístico que mi amigo.*). Students react before lesson. | **Direct Instruction:** Teacher explains structure *ser + menos que* with worked examples. | **Reciprocal Teaching:** In groups, roles (summarizer, questioner, clarifier) applied to short reading with *menos que*. | **Team Problem Solving:** Groups create a “character profile” comparing two celebrities using *ser + menos que*. | **Independent Writing:** Students compare themselves with a family member in 3 sentences using *ser + menos que*. | **3-2-1 Summary:** 3 things learned, 2 examples, 1 question. |
| **Wed 10/1** | **LT:** I am learning to use and respond to questions using common Spanish interrogatives.  **SC1:** I can identify interrogatives (*qué, cómo, dónde, cuándo, por qué*).  **SC2:** I can answer questions with short, correct responses. | **Do Now:** Match interrogatives with English meanings. | **Worked Examples:** Teacher models Q&A (e.g., *¿Dónde estás más feliz que en casa?*). | **Prompting & Cueing:** Teacher asks scaffolded questions, students respond chorally or individually. | **Collaborative Annotation:** Students highlight interrogatives in a short dialogue and rephrase the questions. | **Independent Q&A:** Write 5 questions using interrogatives; trade with partner to answer. | **One-Minute Summary:** Write one interrogative and its correct answer. |
| **Thu 10/2** | **LT:** I can learning to use **más que, menos que, and interrogatives** in a real-world context.  **SC1:** I can compare people/objects in writing and speaking.  **SC2:** I can create and respond to interview-style questions using comparisons. | **Engaging Video Clip:** Short clip of students comparing schools (*Mi escuela es más grande que…*). Prompt: “What comparisons did you hear?” | **Modeling with Think-Aloud:** Teacher shows how to form interview questions mixing comparisons and interrogatives. | **Error Analysis:** Students correct flawed sentences with *más que/menos que* and interrogatives. | **Jigsaw Strategy:** Groups create interview questions; one student acts as “celebrity” and others interview using comparisons. | **Performance Task:** Students record (audio or written) a 6-sentence interview using comparisons and interrogatives. | **Peer Debrief:** Pairs reflect: “Which interrogatives and comparisons did you use successfully?” |
| **Fri 10/3** | **LT:** I am learning to complete a UNIT II Test on Ser and Estar, Comparatives, superlatives, possessive pronouns, interrogatives and present tense verbs  **SC2:** I can complete answer a Unit II Test. | **KWL Chart:** Students add to “Learned” column from. | **Mini-Review (Direct Instruction):**or chart. | **Socratic Seminar:** Students complete all sections of the paper. | **Gallery Walk:** Students will review all sections before submitting all papers. | **Quiz:** Students should submit their papers | **Revisit Learning Target:** Students rate mastery 1–4 and set goal for next unit. |

✅ Each day integrates a **different high-impact strategy** from your choice board

WHS WAG with High Impact Strate…

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✅ Literacy strategies: Quick Write (Mon), Anticipation Guide (Tue), Reciprocal Teaching (Tue), Collaborative Annotation (Wed), Socratic Seminar (Fri).  
✅ Higher-order thinking: Error Analysis, Jigsaw, Debate-style Seminar, Performance Task.

Would you like me to also create a **student-facing handout version** (simplified LTs, SCs, and daily activities) that matches this teacher WAG? That way, students can track their learning progress across the week.

Sources

Top of Form

Bottom of Form