**📘 Week-at-a-Glance: Spanish II (Sept 15–19, 2025)**

| **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 (Physical Characteristics: más que)** | LT: I am learning to compare people’s physical characteristics using *más que*. | SC1: I can describe someone’s physical traits in Spanish.SC2: I can make a comparison between two people using *más que*. | **Quick Write:** Students write 2 adjectives in Spanish to describe themselves. | **Direct Instruction (Think-Aloud):** Teacher models sentences: *María es más alta que Juan.* | **Graphic Organizer (Guided):** Compare celebrity pairs (tall vs. short, etc.) in a T-chart. | **Think-Pair-Share:** Students create and share 2 comparisons with a partner. | **Choice Board:** Students select 2 sentences to write (self vs. friend OR two celebrities). | **Exit Ticket:** Write one comparison using *más que* correctly. |
| **Tue (Personality: más que)** | LT: I am learning to compare people’s personalities using *más que*. | SC1: I can describe personality traits in Spanish.SC2: I can compare two personalities accurately. | **Anticipation Guide:** Students react to true/false personality statements (e.g., *Soy más trabajador que mi hermano*). | **Modeling with Anchor Chart:** Teacher builds chart of personality adjectives, modeling comparisons. | **Reciprocal Teaching:** Small groups take turns describing classmates/celebrities using comparison sentences. | **Collaborative Annotation:** Students annotate a short text describing two friends with personality traits, highlighting comparison words. | **Written Response:** Students write 3 original comparisons about classmates/friends. | **One-Minute Summary:** Explain the structure of *más que* in one sentence. |
| **Wed (Objects in Classroom: más que)** | LT: I am learning to compare classroom objects using *más que*. | SC1: I can identify classroom objects in Spanish.SC2: I can form sentences comparing them. | **Do Now:** Identify 3 classroom items in Spanish from a picture. | **Worked Examples:** Teacher demonstrates *El libro es más grande que el cuaderno.* | **Error Analysis:** Students fix flawed comparisons provided by teacher. | **Jigsaw Strategy:** Groups compare different sets of classroom objects, then share with class. | **Independent Project (Graphic Organizer):** Students complete a Venn diagram comparing two objects of their choice. | **3-2-1 Summary:** 3 new vocab words, 2 comparisons, 1 question they still have. |
| **Thu (Verb *ir* + places)** | LT: I am learning to use *ir* to say where people go on weekdays and weekends. | SC1: I can conjugate *ir* in present tense.SC2: I can describe where I and others go using *ir + a + place*. | **Engaging Video + Prompt:** Watch short clip of teens going places, predict where they are going. | **Direct Instruction (Think-Aloud):** Teacher conjugates *ir* and models *Yo voy a la biblioteca.* | **Prompting & Cueing:** Teacher asks: *¿Adónde vas tú? ¿Adónde va tu familia?* | **Team Problem Solving:** Groups create weekly schedules of “where people go” using *ir* forms. | **Performance Task:** Write 5 sentences describing where you/others go during week/weekend. | **Peer Debrief:** Share one sentence with partner and check accuracy. |
| **Fri (What people do at these places + Quiz)** | LT: I am learning to describe what people do at different places using verbs and vocabulary. | SC1: I can use *ir* + activity to state what people do at different places. | **KWL Chart:** What do you know about places and what people do there? | **Anchor Chart:** Build chart: *En el gimnasio → correr, levantar pesas.* Teacher models sentences. | **Collaborative Annotation:** Students mark verbs/places in a short reading passage. | **Gallery Walk:** Groups create posters showing a place + activities; walk around to learn from peers. | **Quiz:** On comparisons (*más que*), *ir*, places, and activities. | **Revisit Learning Target:** Students rate mastery 1–4 and reflect briefly. |