**SPANISH II – Week-at-a-Glance (October 15–17, 2025)**

**Topic:** Regular Conjugation of -AR, -ER, and -IR Verbs in the Present Tense
**GA Standards:**

* **MLII.IP1:** Exchange information using familiar vocabulary and structures.
* **MLII.P1:** Present information orally and in writing on familiar topics.
* **MLII.CU1:** Demonstrate understanding of cultural perspectives related to daily routines and school life.

| **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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| **Wednesday, Oct 15** | **LT:** I am learning to identify and conjugate regular **-AR verbs** in the present tense. **SC1:** I can correctly match verb endings (-o, -as, -a, -amos, -áis, -an) to the subjects. **SC2:** I can use -AR verbs in complete sentences to describe daily actions. | **Strategy:** *Anticipation Guide* (0.59) Students respond T/F to statements like “The verb endings change depending on the subject.” Discuss misconceptions. | **Strategy:** *Modeling with Think-Aloud* (0.72) Teacher models conjugating *hablar* and *estudiar*, verbalizing reasoning (“I remove –ar and add endings”). Anchor Chart created together. | **Strategy:** *Graphic Organizer (Guided)* (0.57) Students fill in a conjugation chart for *bailar*, *trabajar*, and *escuchar* with teacher prompts. | **Strategy:** *Team Problem Solving* (0.55) Groups create a mini-dialogue using 5 -AR verbs; each person must use a different subject form. Share out. | **Strategy:** *Choice Board/Menu* (0.47) Students choose one activity: (1) Write 5 sentences about your school routine, (2) Create a mini comic with AR verbs, or (3) Record short Flip video. | **Strategy:** *Exit Ticket* (0.48) “Write one -AR verb conjugated for ‘nosotros’ and use it in a sentence.” |
| **Thursday, Oct 16** | **LT:** I am learning to identify and conjugate regular **-ER verbs** in the present tense. **SC1:** I can correctly apply -ER endings (-o, -es, -e, -emos, -éis, -en). **SC2:** I can describe what I and others eat, read, or learn. | **Strategy:** *Quick Write / Entry Ticket* (0.46) Prompt: “What do you eat or drink every day? Write in English or Spanish.” | **Strategy:** *Direct Instruction (EDI)* (0.59) Mini-lesson with worked examples of *comer*, *beber*, and *aprender*; students chorally respond to checks for understanding. | **Strategy:** *Reciprocal Teaching* (0.74) In small groups, students rotate roles—summarizer, questioner, clarifier, predictor—using sample *-ER* verb sentences. | **Strategy:** *Collaborative Annotation* (0.75) Students annotate a short paragraph (“Mi día escolar”) highlighting all *-ER* verbs and identifying subjects. | **Strategy:** *Graphic Organizer (Independent)* (0.69) Complete a conjugation chart for 6 *-ER* verbs and write two example sentences for each. | **Strategy:** *3-2-1 Summary* (0.67) “3 things I learned about -ER verbs, 2 examples I can use, 1 question I still have.” |
| **Friday, Oct 17** | **LT:** I am learning to identify and conjugate regular **-IR verbs** in the present tense. **SC1:** I can apply correct -IR endings (-o, -es, -e, -imos, -ís, -en). **SC2:** I can use -IR verbs to talk about where I live, open, write, or share. | **Strategy:** *KWL Chart* (0.59) Students fill out “Know” and “Want to Know” for -IR verbs (e.g., *vivir*, *abrir*). | **Strategy:** *Worked Examples* (0.57) Teacher demonstrates conjugations step-by-step; highlights patterns shared with -ER verbs. | **Strategy:** *Error Analysis* (0.64) Students review sentences with mistakes (“Nosotros escribes en clase”) and correct them collaboratively. | **Strategy:** *Jigsaw Strategy* (1.20) Expert groups each teach one -IR verb (*vivir, abrir, compartir, escribir*), then regroup to teach peers. | **Strategy:** *Performance Task* (0.79) Students write a short paragraph about their daily routine using -AR, -ER, and -IR verbs correctly. | **Strategy:** *Revisit Learning Target* (0.75) Students rate 1–4 their confidence with conjugating -AR, -ER, -IR verbs and set a mini-goal for next week. |