**Spanish II – Week-at-a-Glance (WAG)**

**Week of October 20–24, 2025**
**Focus:** Present Tense Stem-Changing Verbs (e → ie)
**Standard:**

* **MLII.IP1:** Students exchange spoken and written information in the target language.
* **MLII.INT1:** Students demonstrate understanding of spoken and written language on familiar topics.
* **MLII.P1:** Students present information orally and in writing using familiar vocabulary and structures.

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| **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)** |
| **Mon, Oct 20** | **LT:** I am learning to identify and conjugate e→ie stem-changing verbs in the present tense. | **SC1:** I can recognize patterns in e→ie verb changes. **SC2:** I can correctly conjugate verbs like *pensar* and *querer* in simple sentences. | **Anticipation Guide** – Students react T/F to statements like *“El verbo pensar es regular.”* (Strategy: Anticipation Guide) | **Direct Instruction with Think-Aloud** – Teacher models identifying the stem and showing change (ex: *pensar → pienso*). (Strategy: Modeling with Think-Aloud) | **Graphic Organizer (Guided)** – Students complete a T-chart of infinitive vs. stem-changed forms as teacher circulates. | **Team Problem Solving** – Groups create a 6-verb chart and apply correct forms in short skits. | **Independent Practice Worksheet** – Students conjugate 5 verbs in sentences; self-check with key. | **Exit Ticket** – Write 1 e→ie verb and use it in a sentence. |
| **Tues, Oct 21** | **LT:** I can use e→ie stem-changing verbs to describe personal preferences. | **SC1:** I can talk about what I and others prefer. **SC2:** I can correctly match verb forms to subjects. | **Quick Write** – Students respond: *¿Qué prefieres hacer después de la escuela?* | **Worked Examples** – Teacher reviews conjugation of *preferir* and *entender* using sentence frames. | **Reciprocal Teaching** – Groups rotate through roles: summarize, question, clarify, predict using a reading about hobbies. | **Collaborative Annotation** – Students highlight e→ie verbs in short dialogues and discuss meaning. | **Choice Board Menu** – Students choose to create either a mini-dialogue, chart, or paragraph using at least 4 e→ie verbs. | **Peer Debrief** – Partners share which verbs they used and reflect on which was easiest. |
| **Wed, Oct 22** | **LT:** I can use e→ie stem-changing verbs to express opinions and thoughts. | **SC1:** I can use *pensar* and *entender* in meaningful sentences. **SC2:** I can interpret others’ ideas using these verbs. | **Think-Pair-Share** – Prompt: *¿Qué piensas sobre la tarea diaria?* | **Modeling with Anchor Chart** – Create class chart: “Common e→ie verbs & meanings.” | **Error Analysis** – Students review incorrect conjugations and correct them in pairs. | **Jigsaw Strategy** – Groups master one verb and teach it with examples to peers. | **Reading Apprenticeship** – Read a short passage highlighting e→ie verbs; answer comprehension questions. | **3-2-1 Summary** – 3 verbs learned, 2 uses, 1 question. |
| **Thurs, Oct 23** | **LT:** I can use e→ie verbs in conversations about daily routines and feelings. | **SC1:** I can ask and answer questions using e→ie verbs. **SC2:** I can sustain short conversations about real-life topics. | **Engaging Video with Prompt** – Watch native speakers discussing preferences; identify verbs heard. | **Prompting & Cueing** – Teacher asks guiding Qs: *¿Por qué piensas que usan “preferir” aquí?* | **Teacher-Led Small Groups** – Practice asking/answering Qs using e→ie verbs. | **Socratic Seminar** – Students discuss “¿Por qué pensamos diferente sobre la escuela?” using e→ie verbs naturally. | **Goal Setting & Monitoring** – Students track progress toward speaking proficiency goal. | **One-Minute Summary** – Record one thing they improved in conversation today. |
| **Fri, Oct 24** | **LT:** I can apply e→ie verbs in written and spoken presentations. | **SC1:** I can write a short paragraph using at least 5 e→ie verbs. **SC2:** I can present my paragraph with correct pronunciation. | **Do Now: KWL Chart** – Review what students know/want to know about stem-changing verbs before assessment. | **Review Mini-Lesson** – Teacher models paragraph writing, emphasizing agreement and accuracy. |  |  |  |  |