**📘 Weekly Lesson Plan (Week at a Glance)**

**Course:** Spanish II  
**Unit Focus:** Family & Locations  
**Week of:** Sept 2 – 5, 2025  
**Note:** Sept 1 – Holiday (No School)  
**Standards (GA WLII.IC, WLII.P1, WLII.CCC1):** Students will exchange spoken and written information in the target language, interpret cultural practices, and use vocabulary/structures to describe relationships and locations.

| **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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| **Tuesday, Sept 2** | **LT:** I am learning to identify and describe family members in Spanish. **SC1:** I can use vocabulary to name family members. **SC2:** I can respond to questions about my family in Spanish. | **Quick Write**: List three (3) family members and one fact about each in English | **Direct Instruction + Anchor Chart**: Teacher introduces family vocab with visuals, models pronunciation. | **Graphic Organizer (Guided)**: Students fill in a family tree in Spanish with teacher support. | **Think-Pair-Share**: Share family member descriptions with partner. | **Choice Board**: Students pick one (draw family tree w/ labels, write 5 sentences about family, or record short Flip video).  Read a short passage about a Spanish family and respond to questions in English. | **Exit Ticket**:  Write ONE sentence about a family member in Spanish. |
| **Wednesday, Sept 3** | **LT:** I can use possessive adjectives to describe family relationships. **SC1:** I can match correct possessive adjectives to family nouns. **SC2:** I can use them in complete sentences. | **Anticipation Guide**: Agree/disagree (e.g., “In Spanish, mi = my, mis = mine”). | **Modeling with Think-Aloud**: Teacher demonstrates sentences: “Mi madre es simpática. Mis padres son trabajadores.” | **Error Analysis**: Students correct teacher’s flawed sentences. | **Collaborative Annotation**: Read a short passage about a family in Spanish and highlight the key possessive adjectives. | **Practice Sentences**: Write 5 original sentences with possessive adjectives. | **3-2-1 Summary**: 3 things learned, 2 examples, 1 question. |
| **Thursday, Sept 4** | **LT:** I am learning to use “¿Dónde está?” to find out the locations/directions of items in my class  **SC1:** I can use suitable vocabulary for directions/location of items in my classroom . **SC2:** I can answer “¿Dónde está?” questions. | **Engaging Video w/ Prompt**: Short clip of a Spanish-speaking city; students jot down places they notice. | **Worked Examples**: Teacher models sentences: “El banco está cerca de la escuela.” | **Prompting & Cueing**: Teacher asks guided questions using map visuals. | **Jigsaw Strategy**: Groups become “experts” on places (park, market, library, etc.) and teach classmates. | **Performance Task**: Create four (8) sentences describing locations/direction of items in classroom in relation to each other.  “El tablero inteligente está enfrente de la clase.” | **Peer Debrief**: Share one sentence with a partner; reflect on difficulty. |
| **Friday, Sept 5** | **LT:** I am learning to combine family and location vocabulary to talk about where my family goes. **SC1:** I can say where family members are or where they go. **SC2:** I can ask and answer questions about family locations. | **KWL Chart**: What do you know/want to know about families & places? | **Socratic Seminar (mini)**: Teacher facilitates short discussion: “Where does your family go on weekends?” | **Reciprocal Teaching**: In small groups, roles rotate: summarize, question, clarify about short reading on family weekend activities. | **Team Problem-Solving**: Groups create short skit where family members go to different locations. | **Independent Writing**: Write 6 sentences combining family + locations (Ex: “Mi hermano está en el cine. Mis abuelos van al parque.”). | **Revisit Learning Target**: Students rate mastery (1–4) and share one new phrase they can now say. |