



Subject: Spanish

Grade Level: High School

DI Strategy: Must Do/Can Do

### Spanish Must Do/Can Do Lesson

My students were working on expressing daily routines by translating, completing and forming sentences, and answering questions. I began the lesson with a formative assessment. I projected questions on the screen and asked the students to answer them using the correct verb conjugation. We went over the answers as a class and I asked students to grade their own work.

Students who answered 3/3 or 2/3 correct on the formative assessment were given a higher level task - finishing the rest of the sentences independently. Students who answered 1/3 or 0/3 correct on the formative assessment met with me and I retaught and reviewed the vocabulary and conjugation skills needed for this lesson.

Next, I asked students to draw a typical day and night at their house using the daily routines vocabulary we had been practicing. They also needed to explain who is doing what/when.

The final part of the lesson was a “Must Do/Can Do” activity. All students MUST complete the top portion of the back of a handout I gave them which included questions about family routines. After completing the worksheet, students MUST rate how comfortable they were with answering the questions and how comfortable they would be explaining their responses to someone else (3: very comfortable; 2: okay; 1: need teacher help). Based on how they rated themselves, students then moved onto the “Can Do” portion.

“Can Do”: 3’s paired themselves up to do the analysis on bottom half of handout; 2’s used their packets and consulted with a classmate to resolve concerns and then found a partner to complete the bottom half of the handout; 1’s visited with me to negotiate meaning and brainstorm phrases for working with partners, and then I paired the 1’s together to complete the bottom half of the handout.

The bottom half of handout allowed the pairs to compare and analyze their families’ routines.