**LEVEL: TWO**

**UNIT: ONE**

**DAY: EIGHT**

|  |
| --- |
| **DESK Standard: I can present information about a familiar person, place, or thing using phrases and simple sentences.** |
| **Unit Can-Do statement: I can have a conversation about a popular restaurant I visited and what I ate there. I can talk about the different types of food and restaurants in the target language community.** |
|  | **What will students** **be able to do?** | **What will students** **need to know?** | **How will students demonstrate what they can do with what they know?** |
| “Daily” Learning Targets | Language Chunks | Other Vocabulary | Check for Understanding or Mini Performance Assessment |
| I can talk about a restaurant I would go to in a target language country.I can talk about the types of foods in the target language country. | You can ask for…How was it?It was… | to really likethere is / there areto preferyummy | Students will submit a top ten list of restaurants they would eat at from the target country to the teacher for review. |
| INPUT:Interpretive reading/listening“I Do” | Describe the input activity the teacher will do to input the language chunks, vocabulary, and model what students will be able to do by the end of the lesson.  |
| The teacher will list a bunch of foods and will then write a few restaurant names that you could go to in order to get that kind of food. After doing this a few times, the teacher will list foods and have the students tell him/her some restaurants you could get those foods in. For example, Sea Food = Red Lobster. |
| PROCESSING:Interpretive reading/listening“We do” | Describe the processing activity students will do together, with gradual release of responsibility on the part of the teacher.  |
| The students will continue doing the above activity together with a partner. One student will yell out a food and his/her classmate must name a place you could go to eat that food. Have the students see how many they can do in sixty seconds. Students will then use smartphones, or whatever technology you have available, like computers, or iPads to research ten restaurants from the target country, looking for the kinds of foods they serve at each one.The teacher will help individual partnerships naming foods and help students with ideas of places to look up in the target country. |
| OUTPUT:Interpersonal or Presentational “you do”  | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. |
| Each student will then make a list, in order from best to worst (in their opinions) of the ten restaurants they looked up. The list must also contain one meal from each restaurant that the student would order if he/she could eat there.Each student will then trade his/her list with another classmate and discuss similarities or differences about their restaurant and foods choices and why. |
| **FORMATIVE PERFORMANCE ASSESSMENT:** The teacher will have students raise their hands if they ate at a similar restaurant and ordered similar foods. |