**LEVEL: ONE**

**UNIT: 1**

**WEEK: 1**

**LESSON: 4**

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| **DESK STANDARD 7: I can ask and answer simple questions.** | | | | | |
| **Unit Can-Do statement 8, 9, + 10:**  **I can greet others and introduce myself.**  **I can provide and exchange personal information.**  **I can say my name and ask someone their name.** | | | | | |
|  | **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 |
| **Students will be able to have a simple conversation including greeting, name and ask and provide other personal information.** | | **How are you?**  **I’m fine/bad/okay**  **My name is…**  **What’s your name?**  **Where are you from?**  **I’m from…**  **My birthday is…**  **How old are you?**  **I’m … years old.** | **Numbers from 0 – 31**  **months** | **Students will have a simple conversation including greeting, name and ask and provide other personal information.** |
| 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. | | | |
| **Teacher will review everything from this week so far: asking for and providing name, greetings, farewells, birthdays (months and numbers from 0 – 31), age, and where people are from, especially the things that they struggled with the most the day before.** | | | |
| 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. | | | |
| **Table talk: Have students practice what they’ve learned so far in small groups: basic greetings, name, how are you, birthday, age, where they’re from and farewell.** | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| **With a partner, students will have a basic conversation including greeting, ask for and provide name, how are you, age, birthday, where are you from, and farewell.** | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT**  **Teacher will take note of which words and concepts students were able to use well and which ones they struggled with, and reinforce the ones they struggled with tomorrow.** | | | | | |