**LEVEL: TWO**

**UNIT: THREE**

**DAY: TEN**

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| **DESK Standard: I can identify some common products related to home and community life of other cultures and my own.** | | | | | |
| **Unit Can-Do statement: I can identify how my culture, including geography, economy, and history influence my clothing choices as well as how the same things influence the clothing choices of people in the target culture.** | | | | | |
|  | **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 the clothes a teenager in the target language country wears in each season of the year, in the location where they live. | | When it’s hot, they wear….  They wear \_\_\_\_\_\_ when it is (weather or season).  What do you wear in the fall/winter/summer, etc.  They wear…. Because it’s …. (weather) | Body parts as it pertains to clothing  Weather, as it pertains to clothing | Towards the end of class, the teacher will call on a student to explain what a teen in the target language country dresses like. After the student has shared, the class raises their hands to indicate how well the description was made. Above their heads = excellent, half-way = okay, desk height = needs improvement. Repeat |
| 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 show some pictures of some stores from the target language country. The teacher will say some items that can be purchased at the store (based on the kind of store is pictured). The students must then tell their neighbor a different item that can be purchased at the location based on the photo. | | | |
| 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 teacher will divide the class into four sections. Each section will have an even number of groups from the previous days finger puppet story creation. Allow minimal time for the students to prepare their presentations. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| Finger puppet presentations for “Oh no! I bought the wrong clothes and wore them to school today!” will take place in each of the four class sections. All the groups in each section should have time to present. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Towards the end of class, the teacher will call on a student to explain what a teen in the target language country dresses like. After the student has shared, the class raises their hands to indicate how well the description was made. Above their heads = excellent, half-way = okay, desk height = needs improvement. Repeat. | | | | | |