**LEVEL: THREE**

**UNIT: TWO**

**DAY: EIGHT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DESK Standard: I can identify main ideas and topics in a variety of authentic written materials about topics of personal interest.** | | | | | |
| **Unit Can-Do statement: I can understand when a native speaker writes about interests or daily routines. I can have a conversation with someone about our daily schedules and activities.** | | | | | |
|  | **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 read and talk about daily routines and activities from a target language country. | | review of activities, adjectives | selfie  celebrity  influence  rich  poor  star  famous | Students will read an article and submit target language country routines/activities 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 show a clip from YouTube that highlights what a typical day looks like in the target language country. The video clip should be in the target language, or it could be muted. The video could also show what a typical city looks like, as well, or it could highlight typical activities. | | | |
| 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 then imagine that they are a teenager from the target language country and they must explain what a typical day looks like for them. The teacher should also participate in this activity after demonstrating once for the class.  The teacher may need to reinforce some language chunks or vocabulary, at this point.  Students (and the teacher) will talk to three different individuals about what a typical day looks like for them, if they were from the target language country. The days should not all be the same, but the students should look for routines that might make their day different. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| Students will receive an article taken from the internet about a celebrity, hobby or interest in the target language *from* the target language country.  Students will read the article to themselves and will write down which of those activities they are not familiar with and must ask other classmates until they know what all of the activities are. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Teacher should monitor and supervise the “we” activity as the teacher participates.** | | | | | |