



**LEVEL: FOUR**  
**UNIT: I am who I am**  
**Week 3 Lesson 1**

**DESK Standard: I can understand basic information in ads, announcements and other simple texts**

**Unit Can-Do statement:**

**I can converse about what my life was like as a child**

**I understand the similarities and differences between how national holidays are celebrated in my family, in my community and in the target culture.**

What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets	Language Chunks      Other Vocabulary		Check for Understanding or Mini Performance Assessment
<p><b>Students will read an article about 4th of July celebrations.</b></p> <p><b>Students will talk about how they celebrated holidays with family as a child.</b></p> <p><b>I can post information on a social media site about a future, local community event that I would like to attend.</b></p>	<ul style="list-style-type: none"> <li>- I/we used to....</li> <li>- When I was little</li> <li>- My family and I</li> <li>- I used to love to</li> <li>- I remember</li> </ul>	<ul style="list-style-type: none"> <li>- Parade</li> <li>- Barbeque</li> <li>- Fireworks</li> <li>- Types of food</li> <li>- Celebrate(d)</li> </ul>	<p>Students will speak with a partner about a favorite holiday celebration as a child.</p> <p>Students will create an announcement for an upcoming celebration, and post a comment on someone else's.</p>
<p>INPUT : Interpretive reading/listening "I Do"</p>	<p>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.</p> <p><b>Input 1: Teacher talks about a favorite holiday celebration with family when they were a child (Power point or discussion) providing many details and circling to see how others celebrate with their family.</b></p> <p><b>Input 2:</b>  <a href="https://www.voanoticias.com/a/dia-de-la-independencia-estados-unidos-4-de-julio-washington-dc/3927828.html">https://www.voanoticias.com/a/dia-de-la-independencia-estados-unidos-4-de-julio-washington-dc/3927828.html</a></p>		
<p>PROCESSING: Interpretive reading/listening "We do"</p>	<p>Describe the processing activity students will do together, with gradual release of responsibility on the part of the teacher.</p> <p><b>Processing 1: Students will talk about a favorite holiday celebration with family when they were a child with a partner.</b></p> <p><b>Processing 2: Students will read the article in groups of 2 and discuss how they celebrated this past 4th of July, and any preventative or safety measures they saw.</b></p>		
<p>OUTPUT: Interpersonal or Presentational</p>	<p>Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets.</p> <p><b>Students will discuss with a partner previous holiday celebrations (may be recorded or</b></p>		

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observed).

**Students will design an announcement (flyer or digital announcement with technology such as edmodo) for an upcoming local event detailing activities, time, place, etc. They will post their announcement (on the wall if physical, on site like edmodo if possible) and comment on at least 3 other student posts in a comments section.**

**FORMATIVE PERFORMANCE ASSESSMENT**

**Teacher may record student discussions, collect physical announcements with comments, or digital announcements on the platform of their choosing.**