**LEVEL: THREE**

**UNIT: ONE**

**DAY: TWO**

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| **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 an article that talks about healthy lifestyle choices.**  **I can understand nutritional labels on food products in the target culture and my own.** | | | | | |
|  | **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 understand an article that talks about healthy food.  I can understand nutritional labels on food in American culture. | | You should…  I should… | fruits  vegetables  review foods from level 2 | Students will turn in a paragraph explaining why they chose what they did from a list of food options. |
| 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. | | | |
| 1. Show or display pictures of “gross” American foods and discuss if they would eat the food and give reasons. (Do all of the #1s under I, We, You first, then the #2s, etc.)  2. Teachers will ask for input and write information on the board about the health of bread, by drawing a two-column chart on the board, one for healthy and one for not healthy.  3. Provide a nutritional label from a popular bread in the United States. Discuss whether contents on the food label supports it being healthy/unhealthy. Do the same with (the teacher’s) favorite food and 2-3 other popular foods. | | | |
| 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. | | | |
| 1. In small groups, or a partner, students will discuss what makes the food presented in “I #1” healthy or not.  2. Students find a nutritional label of their favorite food. They will need to share the label with 5 people in the class and then discuss the healthiness of it and reasons why. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| 1. Provide students with an article in the target language, about the healthiness of bread. Students will find and then write evidences from the article supporting whether bread is healthy or not.  2. Students will receive a list of numbered food labels that do not contain the name of the foods, along with the foods in a random order. 1) Students match the label with the correct food. 2) Place foods in order most healthy to least healthy. 3) Write a paragraph explaining why you chose that order. 4) Correct and discuss as a class as well as turn in to the teacher. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Teacher should circulate through the students during the “we” activities and assess as appropriate.** | | | | | |