

LEVEL: FOUR

UNIT: A beautiful life

Week 1 Lesson 1

DESK Standard: I can understand basic information in ads, announcements and other simple recordings.

I can understand messages related to my everyday life.

Unit Can-Do statement: I can understand the main idea and some supporting details in a video which tells about a cultural or art event.

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
<ul style="list-style-type: none"> - Students will understand the main points of a tourism video about Utah. - Students will write about their favorite places to visit and things to do in Utah and compare with others in the class. 		<ul style="list-style-type: none"> - I believe.... - I hope.... - I would be able to - What would you 	<ul style="list-style-type: none"> - Leisure time - Lifestyle - Nature vocabulary 	<p>Students will create a tourist brochure for visitors to Utah.</p> <p>Students will answer questions to demonstrate comprehension of the video</p>
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.			
	<p>Input 1: https://www.youtube.com/watch?v=8ZEhDU5CQkA</p> <p>Video could be used as a jumping off point for class discussion of local vacations that we take as Utahns in Utah, things others come here to do, or other places that we like to visit in Utah.</p> <p>Input 2: Teacher could create a power point about things that they like to do in Utah for class discussion, as well as when we as Utahns go on vacation</p>			
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.			
	<p>Processing 1: Students will watch the video and discuss or write about the things that they saw and heard. Teacher could prepare questions for comprehension (literal meaning, inferred meaning questions)</p> <p>Processing 2: Students will pair up and talk about previous vacations/trips they have had in the state of Utah, with some specific details.</p>			
OUTPUT: Interpersonal or Presentational "you do"	Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets.			
	<p>Students will answer questions about the video to demonstrate understanding.</p> <p>Students will create a travel brochure for tourists of the TL who come to visit Utah. Students could include Utah specific holidays (24th of July), and other things unique to Utah (Fry Sauce?)</p>			

FORMATIVE PERFORMANCE ASSESSMENT

Teacher may collect answers to questions from the video

Teacher may collect brochures created by students