**LEVEL: TWO**

**UNIT: 4**

**WEEK: 1**

**LESSON: 1**

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| **DESK STANDARD 2: I can understand (sometimes) the main idea of conversations that I overhear.** | | | | | |
| **Unit Can-Do statement 1: I can understand the main idea and some details when a native speaker is talking about his/her hometown.** | | | | | |
|  | **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 |
| **Recognize basic places in a town when they are heard.** | | **There is (place) in (town)**  **I like to go to (place)**  **I don’t like to go to …** | **Basic places in a town, e.g.**  Bank  Store  School  Theater  Museum  Cinema  Swimming pool  Market  Grocery store  Station  Airport  Park | **When students hear basic places in a town, they will recognize the correct one from a choice of different pictures.** |
| 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. | | | |
| **PQA: Draw pictures on the board, project pictures on the projector screen or have some visual to refer to with the key vocabulary words. Talk about common places that are in the community where you live. Talk about where you like to go. Ask students if they like to go there.**  **Have the students make flash cards with the most important words and phrases that you want them to learn. Discuss mnemonics to help them remember the words. Practice correct pronunciation. If there are words that the students want to know that are related, write them on the board and teach them as well.** | | | |
| 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. | | | |
| **Have students study their flash cards. This could be in partners or small groups.** | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| **Play BINGO. Have students make 5 x 5 grids with their flash cards. You call out the words and they flip over the correct ones. If they get 5 in a row they say BINGO. You may give them a culturally appropriate treat.** | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT**  **Teacher will take note of what words students understood and didn’t, and reinforce the ones they didn’t tomorrow.** | | | | | |