D A V I S S C H O O L D I S T R I C T

**WORLD LANGUAGES**

**LEVEL 1 UNIT 2: WHAT I LIKE AND DON’T LIKE TO DO  
Lesson 4 (Day 4 for 45 min. classes)**

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| **DESK Standard: Presentational Writing-I can write about myself using learned phrases and memorized experssions.** | | | | | |
| **Unit Can do statement: I can describe what I like to do, including when and why.** | | | | | |
|  | **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 |
| **Students will be able to write what they like and don’t like to do as well as when and why.** | | **I like…**  **I don’t like…**  **…because…**  **When do you like?**  **What do you like?**  **What don’t you like?**  **What do you like to do?**  **What don’t you like to do?** | **Summer**  **Winter Spring**  **Fall**  **In the morning**  **On the weekend**  **Sometimes**  **Never**  **A lot**  **A little**  **Every day**  **Rarely**  **Always**  **Often**  **Sports**  **Music**  **Video games**  **Movies**  **Books**  **To draw**  **To read**  **To play**  **To listen**  **To study**  **To ride**  **To eat**  **To sing**  **To watch**  **To sleep** | **They will write about their likes and dislikes and share with peers.** |
| INPUT:  Interpretive reading/listening  “I Do” | **Describe the input activity the teacher will do to teach the language chunks, other vocabulary, and model what students will be able to do by the end of the lesson.** | | | |
| **The teacher will write out on the board or type out on the projector many true and false sentences about his/her own likes and dislikes as well as why and when using the Unit vocabulary and chunks. Teacher will ask the class whether they think each statement is true or false. Try and use many of the likes and dislikes you shared with them on day 1 of this unit. This will be very similar to day 1’s activity but will be focused on writing and reading.** | | | |
| PROCESSING:  Interpretive reading/listening  “We do” | Describe the processing activity students will do, with gradual release of responsibility on the part of the teacher. | | | |
| **The teacher will survey the class using the** [**LEVEL 1 UNIT 2 LESSON 4 student likes excel document**](https://livedsdmail-my.sharepoint.com/personal/chbradshaw_dsdmail_net/_layouts/15/guestaccess.aspx?docid=162fefcc067764869b0ea3a56213f145d&authkey=AZppp95PA8NZjNPxmixVhfk)**. The teacher will ask the class to indicate their likes by raise of hands. The teacher will enter the results and the bar graph will populate. When the graph is complete students will practice reading and interpreting by writing down the results in short sentences. This will be done individually but will be teacher guided so as to be a “we do”/processing activity.** | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do to demonstrate their ability to accomplish the daily learning targets. | | | |
| Proficiency Target: What will students be able to do in real world when scaffolding is removed?  Novice Mid – (word level, memorized) | | Performance Target: What will student be able to do today?  Novice High – strings of sentences, maybe even created. | |
| **Students will write their likes and dislikes (including why, and when) and share them in a ‘pair and share’. Partners will read each other’s writings and then share back to the writer what they understood.** | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT**  **Have students turn in writings for teacher review and feedback.** | | | | | |