**LEVEL: THREE**

**UNIT: ONE**

**DAY: FIVE**

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| **DESK Standard: I can make generalizations about a culture.** | | | | | |
| **Unit Can-Do statement: I can make generalizations about health and well-being of people in my culture & compare it to the target culture.** | | | | | |
|  | **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 make generalizations about the healthiness of people in my culture. | | to be healthy, I should…/you should/he should…  You should…  I should…  Informal commands | to lose weight  to gain weight  sedentary/active  couch potato  foods as needed | Students will write a short essay containing their conclusions about the health of their culture.  Students will need to continue keeping a food diary for another week. |
| 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. Teacher talks about or shows pictures of their food diary that they have made for the week, making sure to circle the information. Teacher may ask what they should do to have a more balanced diet. (Follow #1s for I, We, You and then #2s, etc)  2. Teacher will introduce “interventions” by modeling with the students as the teacher asks the class to analyze their food choices over the past week. | | | |
| 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. Students compare their food diary with at least five other students. Students should take notes of the responses the students make to them. When the allotted time is over, students will compare and contrast with a partner, their personal food choices, again, versus those of the teacher, concluding who is healthier.  2. The teacher will make a graph of the conclusions discovered by the class, comparing the food choices of the students versus those of the teacher. | | | |
| 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. Students will discuss with their partners their conclusions about the health of our culture’s diet based on the findings of the class.  2. Students will write a short essay explaining what they should do to have a more balanced or healthier diet. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Teacher will circle and assess understanding during the “interventions”.** | | | | | |