**LEVEL: THREE**

**UNIT: ONE**

**DAY: TEN**

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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 the target language 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 submit their list of healthy ideas to the teacher for assessment.  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. | | | |
| Teacher talks about or shows pictures of the target language country’s food diary that they have made for the week, making sure to circle the information. Teacher may ask if it appears to be a balanced diet.  Teacher will model removing dishes from the food diary that are not in line with a balanced diet. | | | |
| 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. | | | |
| Students will follow the teacher’s model of removing foods from the target language country’s food diary. Students may do this alone, or in pairs. When a student is finished, they must have at least one other student review their list to make sure there are no longer any “unhealthy” dishes left.  Students will then give their target language food diary to a new student, who must then fill in any deleted meals with healthy meals from their own list until the new target language country’s food diary only contains healthy foods. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| In partners, students will make a list of things that can be done by individuals of the target language culture, to have a healthier or more balanced diet.  Students will then split up from their partners and share their ideas with 5 other classmates. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Teacher will circle and assess understanding during the sharing portions of the lesson. Teacher may ask 1 or 2 students to share their final target language food diaries to the class.** | | | | | |