**LEVEL: TWO**

**UNIT: THREE**

**DAY: TWO**

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| **DESK Standard: I can understand some simple questions or statements on familiar topics. I can ask for and give simple directions.** | | | | | |
| **Unit Can-Do statement: I can have a conversation with a salesperson while shopping – asking and answering questions about size, color, prices, etc. I can ask for and give simple opinions about items I’ve purchased.** | | | | | |
|  | **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 have a conversation with a salesperson while shopping in my community.  I can talk about what I’ve purchased. | | I wore…  I bought…  past-tense verbs  What did you buy/select?  How much does it cost? | to buy  to pay  cheap  expensive  salesperson  customer | Teacher will use a picture to describe what someone is wearing. Students will not see the picture, but will draw what they are hearing, using colors. Afterwards, display the picture. Students will submit picture for teacher review. |
| 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. | | | |
| The teacher will display several items of clothing. As the teacher inputs new vocabulary and language chunks, the teacher will explain that they are a salesperson in a clothing store. The teacher will continue to circle vocabulary as they play the part of the salesperson AND the customer who is asking how much items of clothing are. Repeat the process, as needed. | | | |
| 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. | | | |
| The teacher will have a student take over the role of the customer in their mock store. The teacher will then give the student a small amount of play money. The student must purchase an item from the teacher’s “store” that they can afford. Circling is a must here.  Repeat this process with several students, until the teacher assesses that the class is progressing in understanding. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| Students will be given time to draw various items of clothing on a paper (alternately, students can use smartphones to look for pictures of clothes). One student will play the role of the salesperson, using the drawings of clothing they made (or pictures on a phone) while the classmate must purchase at least one item from them. Students must then find a new student “store” to shop at and must repeat the process until each student has acquired a new outfit for school. Each student may only purchase from the same classmate once. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Teacher will use a picture to describe what someone is wearing. Students will not see the picture, but will draw what they are hearing, using colors. Afterwards, display the picture. | | | | | |