**LEVEL: THREE**

**UNIT: TWO**

**DAY: THIRTEEN**

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| **DESK Standard: I can identify main ideas and topics in a variety of authentic written materials about topics of personal interest.** | | | | | |
| **Unit Can-Do statement: I can understand when a native speaker writes about interests or daily routines. I can have a conversation with someone about our daily schedules and activities.** | | | | | |
|  | **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 read, talk about and compare my daily routines and activities with those from a target language country. | | review of activities, adjectives | selfie  celebrity  influence  rich  poor  star  famous | Students will read an article and write a short responsive essay to be submitted to the teacher for 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 write down on the board a list of interests that are done on a daily basis. The teacher will ask the students if the list is about what they (the teacher) do on a regular basis, or if it’s a list of things they would do if they were from the target language country on a regular basis. Discuss their opinions and why.  In reality, it doesn’t matter if it’s the teacher’s list or one from the target language country. The goal is to get the students thinking about the similarities and differences, as well as reviewing pertinent vocabulary. | | | |
| 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 students will be asked to write down one interest they have right now and one interest they would have if they were actually from the target language country. When the students are ready, have them form groups of 4 with classmates that all have at least one similar interest that they wrote down for themselves or the target language country.  Students will have a few minutes to discuss why the similar interest is liked in both countries. | | | |
| 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 in their groups, choose one interest from the ones that they all wrote down. The group will then look for an article on the internet that describes the benefits of doing that interest. The article must be in the target language. The group will write together, a summary paper describing  1. Why the interest is beneficial. 2. Is it done in the US, why/why not? 3. How are interests in the US the same as in the target language country, and how are they different? | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Teacher should monitor and supervise the “we” activity.** | | | | | |