**LEVEL: TWO**

**UNIT: 4**

**WEEK: 1**

**LESSON: 4**

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| **DESK STANDARD 10: I can interact with others in everyday situations.** | | | | | |
| **Unit Can-Do statement 9: I can discuss with a friend about where we went and how we got there.** | | | | | |
|  | **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 |
| **Have a conversation with a fellow student about where they went and how they got there.** | | **Where did you go?**  **I went to…**  **How did you get there?**  **I went by...** | **basic places in a town**  **local geography**  **cultural events**  **transportation, e.g.**  car  bus  walk  bike  tram/subway | **Students will have a conversation with a partner about where they went and how they got there.** |
| 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. | | | |
| **Review what you learned yesterday, either with the pictures on the board or screen from yesterday, or games reviewing your flash cards or both. Focus on the words that students struggled with the day before.**  **With pictures on the board or projector screen, talk about where you went recently and how you got there. Ask students where they went and how they got there.** | | | |
| 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. | | | |
| **Table talk: Using the pictures on the projector screen or on the board, or some other visual aid, have students talk to each other about where they went and how they got there.** | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| **Have students partner up and have a conversation about where they went and how they got there. These conversations could be recorded, assessed one pair at a time, or simply assessed by walking around the room as everyone does it at the same time.** | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT**  **Teacher will take note of what words students understood and didn’t, and reinforce the ones they didn’t tomorrow.** | | | | | |