**LEVEL: TWO**

**UNIT: THREE**

**DAY: SIX**

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| **DESK Standard: I can interact with others in everyday situations.** | | | | | |
| **Unit Can-Do statement: I can talk about the style in a target language country, including what they to wear, where they like to shop and why those choices reflect their personality.** | | | | | |
|  | **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 talk about what a teenager in the target language country likes to wear and where they like to shop. | | What is he/she wearing?  He is wearing…  She is wearing…  I am wearing… | Clothing  Colors  Descriptors  Cute  Ugly  Stylish  To buy | Students will create a drawing of what a teenager from the target language country typically wears and will submit 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 show pictures of teenagers from the target language country. The teacher will explain what the teens are wearing in the pictures. After modeling this with a picture, the teacher will have the students do the same with the same picture, being sure to also add their opinion about the clothing that’s worn. | | | |
| 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 show a clip (YouTube is a good resource here) of what standard clothing stores and markets look like in the target language country. The teacher should discuss with the class what the culture is like to shop in, and how teens there dress. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| Each student must share his/her family drawing with as many other students as possible, in the time allotted, and the classmate they are showing their picture to must – For each member of the student’s family, talk about each of his or her clothing. Include colors, possible fabrics, and opinions of their choice. Note: the student being shown the picture must describe the clothing, not the student that drew the picture. Students should clarify their drawings afterwards. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Students will create a drawing of what a teenager from the target language country typically wears and will submit to the teacher for review. | | | | | |