

# LEVEL: FOUR

## UNIT: I am Who I am.

### Week 1. Lesson 1.

## UNIT 1: What is my role in my family, community and the world and how is it affected by culture?

### DESK Standard:

I can understand basic information in ads, announcements and other simple recording.

I can write short reports about something I have learned or researched.

### Unit Can-Do statement:

I can understand basic information and some supporting details from a video or audio about family life.

I can write an autobiographical sketch about myself.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunks	Other Vocabulary	Check for Understanding or Mini Performance Assessment
Students will describe themselves and others orally and writing. They will review leisure activities.		<ul style="list-style-type: none"> <li>- I am</li> <li>- I like</li> <li>- I have</li> <li>- I am from</li> <li>- I am in ____ grade</li> </ul>	<ul style="list-style-type: none"> <li>- Review physical adjectives</li> <li>- Review adjectives to describe personality</li> </ul>	Students will draw, write and talk about descriptions and things they like to do in their free time.
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.			
	<p><b>Input 1:</b> Teacher prepares a slide or powerpoint describing himself/herself, a celebrity or any other character, physically, personality, what you do, what you like, etc. It is important to speak in first person, so teacher "pretend" to be that person or character. Scaffold content. <i>Example provided in English and Spanish.</i></p> <p><b>Input 2:</b> Listen to an audio recording about someone talking about himself/herself. Circling questions about students vs the man on the audio. <i>Recording provided in Spanish.</i></p>			
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.			
	<p><b>Processing 1: Guess who:</b></p> <p>Show a slide with various famous people and have each student choose one. In pairs students will take turns asking yes or no questions about the famous person the other student has chosen. The first student to correctly guess the other student's famous person wins.</p> <p><b>Processing 2: Describe the thief.</b></p> <p>Let one student be the policeman and the other the victim. The victim needs to describe the</p>			

		thief and the policeman needs to draw the description of the thief .
		Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets.
	OUTP UT: Interp erson al or Prese ntatio nal "you do"	<p><b>Output 1:</b> Students are given a blank paper with an outline of a girl and a boy. They have to draw themselves and write a paragraph about the information about themselves:</p> <ul style="list-style-type: none"><li>• Describe your physical features</li><li>• Give information about your personality (3 different adjectives)</li><li>• Explain the structure of your family</li><li>• Write about things you like to do in your free time and why.</li></ul> <p><b>Output 2:</b> Students listen again to the audio and answer the questions the professor asks (basically talk about themselves comparing to him)..</p>
<b>FORMATIVE PERFORMANCE ASSESSMENT</b> Teacher will collect drawings and writings, and check or record conversations.		