**LEVEL: TWO**

**UNIT: THREE**

**DAY: SEVEN**

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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 mock conversation with a salesperson while shopping in a target language country.  I can talk about what I’ve purchased. | | I wore…  I bought…  What did you buy/select?  How much does it cost? | Past-tense verbs  to buy  to pay  cheap  expensive  salesperson | While students are working, the teacher will briefly ask each student a question as if the teacher were a salesperson and the student were the customer. |
| 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 call on a student to stand and be the “model”. The teacher will describe the clothing and then tell where it was purchased from. Points for the teacher being correct!!! Repeat this with several students. On the last student, have the class tell a partner what the student is wearing and where they think the clothing was purchased. | | | |
| 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. | | | |
| Students will imagine that they are working in a clothing store. Students will write three types of shirts, three types of shoes, and three types of pants/dresses. All of the items must be those found in the target language country (students may need to use smart phones or computers / ipads, etc.) Teacher will be sure to unpack vocabulary specific to the target language country. Finally, students need to write a price for each item. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| The students will partner up with a classmate. The students will take turns using their lists to ask their classmate how much each item costs. After the price is given, the student will ask if the classmate will buy the item. The classmate is free to “haggle” the price down to something more affordable, until all the items on the list have been “purchased.” The student will then total up the amount of money that was “made” from their list and the highest amounts in the class “win”. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** While students are working, the teacher will briefly ask each student a question as if the teacher were a salesperson and the student were the customer. | | | | | |