**LEVEL: THREE**

**UNIT: TWO**

**DAY: THREE**

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| **DESK Standard: I can have a conversation about familiar, everyday topics.** | | | | | |
| **Unit Can-Do statement: I can describe entertainment preferences. I can present information on favorite past-times or hobbies.** | | | | | |
|  | **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 describe and discuss interests of those from the target language country.  I can express opinions on what I like. | | It fascinates me.  It makes me feel like…  It seems to me…  I think that... | student driven entertainment vocabulary | Students will present information about a target language country’s interests and submit it to the teacher. |
| 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 words on the board for types of entertainment from the target language country. The types of entertainment should reflect things from different age groups. For example; Teletubbies, Justin Bieber, Club Dancing. The teacher will classify a few of the activities into age groups… kids, teens, adults, etc. After the teacher classifies one of each, the teacher will ask the students to give a thumbs up if they understand what’s going on, thumbs down if they don’t or sideways thumbs for kind of. Teacher should repeat a few times with other words until the students understand. | | | |
| 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 call on some students to classify entertainment on the board, as they had modeled. The student may get assistance from the class, if they desire. Repeat, as needed.  As a class, look up a variety of entertainment interests in the target language country. For example, a search for “Popular Movies in Colombia” might result in La Cara Oculta, Los Viajes del Viento, etc. Be sure to have students share the topics that they are interested in and search those. | | | |
| 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 pick a topic of entertainment (movies, the out doors, books, sports, etc.). The students must then form a group with other students who chose the same type of entertainment. Those who can’t find other classmates can be put in a “potpourri” group.  Each group will imagine they are from the target language country. They must plan out the “perfect weekend” that will be full of the interests that fit that topic from the target language country. Each group should have a “scribe” to write down the plan for the weekend.  Time permitting, each group must then present their ideas to the other groups for their opinions and approval. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Thumbs assessment in the I do.** | | | | | |