**LEVEL: THREE**

**UNIT: TWO**

**DAY: SIX**

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| **DESK Standard: I can understand questions and simple statements on everyday topics when I am part of the conversation.** | | | | | |
| **Unit Can-Do statement: I can understand a simply stated opinion about free time activities. I can talk with someone about hobbies and interests.** | | | | | |
|  | **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 a target language country’s hobbies and interests and understand people’s opinions about them. | | -Review of comparisons  -Review of Activities  -Review of Adjectives | Entertainment | Students will choose their favorite drawing from the “you” activity 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 describe a hobby from a target language country to the students while drawing it out on the board. The teacher will ask students to write down what they think the hobby is. When the allotted time is over, the teacher will tell the class the hobby that was drawn. The teacher may wish to display a photograph of the hobby. | | | |
| 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 unpack necessary vocabulary and chunks with students as they discuss several hobbies from the target language culture. After reviewing several hobby’s, the class will do the following:  The teacher will describe a hobby and the students will draw the hobby to the best of their understanding. After the allotted time, the teacher will show a picture of the hobby to see if the students were correct. Repeat several times, as needed.  During the explanations, have the students hold up the hand they are not using to draw with. As they are following along with the teacher and understanding, they have their hand in the form of a fist. When they miss some information, need clarification, or don’t understand, they turn their hand into an open palm. (This is called “hand & fist”) | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| Give students time to research interests and hobbies from the target language culture. Students may use smart phones, or computer lab or whatever resources the teacher has available to them.  When ready, the students will partner up with classmates and they will begin to describe a hobby they discovered from the target language country. As the student is describing it, the classmate must draw it out. The teacher will keep a two-minute timer going. At the end of the two minutes, if the classmate’s drawing matches the hobby the two students “win”. They must then partner up with different students and go again. The goal is to get as many classmates to draw the correct cultural hobby as possible.  The teacher may limit students to changing hobbies every turn for variety. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Hand & Fist for assessment.** | | | | | |