**LEVEL: TWO**

**UNIT: THREE**

**DAY: EIGHT**

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| **DESK Standard: I can understand simple information when presented with pictures and graphs.** | | | | | |
| **Unit Can-Do statement: I can understand basic information in an advertisement about shopping in a newspaper, catalog, or magazine in print or online. I can understand some of what is written in a short article about fashion from the target language country.** | | | | | |
|  | **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 understand basic information about fashion advertisements from a target language country. | | In my opinion…  Recycle structures from previous weeks. | Pants  Skirt  Shirt  Jeans  Shoes  Jacket, etc.  Fashion  In-style  Out of style | Students will be given a text by the teacher. Students will highlight the text (or write sentences from it) a few sentences they find important, interesting, of note, etc. The teacher will group the students and have them share a sentence, phrase, or word from the text. Students will then discuss what they chose to sum up the main idea of the text. Submit to 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 a fashion advertisement from the target language country. The advertisement can be a commercial or internet ad. The teacher will identify the items being sold and will give his/her opinion on it and then state how much they would pay for it. The teacher will ask if the class agrees and discuss. Repeat, as desired. | | | |
| 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 provide a fashion article from the internet or a magazine from the target language country for each student. Students will use the article to write a one paragraph summary about what the article is discussing along with the student’s opinions.  Before proceeding, discuss with the class their opinions about fashion in the target language country. | | | |
| 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 teacher will place the students into groups of four or five, and have them share a sentence from their summary, and then a phrase from their summary, and then finally a word from their summary. Then, the student will discuss why they chose to sum up the main idea of the article the way they did. All of the students in the group should have time to present. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Students will be given a text by the teacher. Students will highlight the text (or write sentences from it) a few sentences they find important, interesting, of note, etc. The teacher will group the students and have them share a sentence, phrase, or word from the text. Students will then discuss what they chose to sum up the main idea of the text. Submit to teacher for review. | | | | | |