**LEVEL: TWO**

**UNIT: ONE**

**DAY: SEVEN**

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| **DESK Standard: I can understand short, simple descriptions with the help of pictures and graphs.** | | | | | |
| **Unit Can-Do statement: I can understand some of what I read on a menu and make a selection based on what I see.** | | | | | |
|  | **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 read and understand a menu from a target language country.  I can order food in a restaurant based on the target language country. | | What would you rather have for…?  What are you going to ask for (order)?  I would like… | menu  waiter / server  customer  to bring  to desire  to ask for  restaurant | Students will submit a menu from the target language country to the 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 picture of a menu from a target language country restaurant or a menu in the target language. The teacher may wish to show pictures of unknown food items so that the students become familiar with foods from the target language country. Circling, as needed. | | | |
| 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 students will be given time to create a fake menu from a made-up restaurant in the target language country. The menu must contain at least five food choices from the target language country in three different categories for a total of fifteen different foods. For example; five meals from vegetables, five products from grain and five drinks from fruits.  During this time, the teacher will need to unpack added vocabulary based on student interest. Students can be free to use smart phones for research, if desired. | | | |
| 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 use the back of their menus to take the order of eight different classmates. The students will do this by pretending they are the servers and the classmates are customers in their target language restaurants. Each classmate must order three items from the student’s menu. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Teacher will supervise each student during the “we” activity and assess individually for needs. | | | | | |