**LEVEL: THREE**

**UNIT: ONE**

**DAY: EIGHT**

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| **DESK Standard: I can understand some information from media.** | | | | | |
| **Unit Can-Do statement: I can understand and follow a recipe I see on YouTube.** | | | | | |
|  | **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 and follow a target language country’s recipe. | | informal commands | units of measurement  pertinent ingredients  to cut  to mix  to add | Students will submit to the teacher their copy of the target language food pyramid from the activity below. |
| 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 distribute to the class a picture list of about six meals from the target language country to each student.  The teacher will describe one dish without specifically saying which dish it is. Students will silently place their fingers on the picture that they think the teacher is describing. The teacher will then indicate which picture they were describing. The teacher will then talk about the contents of the dish and if it is healthy or not. | | | |
| 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. | | | |
| Pair up the students and explain that they will take turns describing one of the other pictures of food, as the partner tries to guess which food is being described. Once a food is identified, the students will talk about the contents of the dish and if it is healthy or not.  The teacher will display a type of nutritional food pyramid from the target language country and briefly discuss as a class while unpacking necessary vocabulary. | | | |
| 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 watch a two-minute YouTube clip of food being prepared from a target language country and will list what they are seeing and hearing.  When the video clip is done, the students will duplicate the target language’s nutritional pyramid and then place the ingredients of the six dishes into the food pyramid with the goal to determine the healthiness of each dish.  Students will choose a spokesman from each group to share with the rest of the class where they put each dish and why, as the teacher makes observations on the accuracy of each group. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Teacher will assess the student’s findings while they are being shared with the class.** | | | | | |