

LEVEL: FOUR
UNIT: I am who I am
Week 3 Lesson 2

DESK Standard: I can understand basic information in ads, announcements and other simple recordings.

I can compare and contrast some common products of other cultures and my own,

Unit Can-Do statement: I understand the similarities and differences between how national holidays are celebrated in my family, in my community, and in the target culture.

What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets	Language Chunks	Other Vocabulary	Check for Understanding or Mini Performance Assessment
<p>Students can understand holiday "bridges" in other countries, and create a similar calendar with bridges for their community.</p> <p>Students can discuss similarities and differences between Day of the Dead and Halloween</p>	<ul style="list-style-type: none"> - It would be good if... - It is necessary to/that - It would be important to... - We should.... 	<ul style="list-style-type: none"> - National & local holidays in TC - Free time - Customs - Traditionally 	<ul style="list-style-type: none"> - Students will look at the labor calendar and discuss or write how they would design a comparable one based on U.S./Utah holidays, and write their reasoning. - Students will speak or write about similarities and differences between Day of the Dead and Halloween
<p>INPUT : Interpretive reading/listening "I Do"</p>	<p>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.</p> <p>Input 1: Labor calendar from TC (example: https://cersite.blob.core.windows.net/wp-content/2016/12/calendario_puentes_2017.jpg) Teacher can lead discussion about "bridged" holidays, and circle/ask questions about how students would celebrate if we had a similar school/work calendar.</p> <p>Input 2: https://www.youtube.com/watch?v=jCQnUuq-TEE Show video and ask students what is similar and different to Halloween. Ask when Day of the Dead is celebrated as a sort of pre-test, inviting further discussion into what Day of the Dead is.</p>		
<p>PROCESSING: Interpretive reading/listening "We do"</p>	<p>Describe the processing activity students will do together, with gradual release of responsibility on the part of the teacher.</p> <p>Processing 1: Students will look at the calendar with "bridges" and discuss with one another why certain holidays have them and others not, as well as which ones would have bridges if we used the concept in the United States.</p> <p>Processing 2: Students will discuss with one another similarities and differences between Day of the Dead and Halloween based on what they noticed from the video.</p>		
<p>OUTPUT: Interpretive or Presentational "you do"</p>	<p>Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets.</p> <p>Students will get a copy of a 2017 calendar and highlight on the calendar where the bridges would occur if they could implement such an idea nationally with a detailed written or oral description as to why.</p>		

		<p>Students will prepare a brief presentation on the similarities and differences between Day of the Dead and Halloween to be recorded, or they may prepare a Venn diagram showing similarities and differences between the two.</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FORMATIVE PERFORMANCE ASSESSMENT

Teacher may collect calendars with written explanations, and/or Venn diagrams

Teacher may record individual presentations