**LEVEL: THREE**

**UNIT: ONE**

**DAY: ONE**

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| **DESK Standard: I can ask and answer questions of factual information that is familiar to me.** | | | | | |
| **Unit Can-Do statement: I can explain why a dish is healthy or not. I can write in my journal to track daily food and lifestyle choices that I am doing to improve my health.** | | | | | |
|  | **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 use journals to track daily food and choices.  I can explain why a dish is healthy or not. | | To be healthy, I should…  2 times per day  5 times per day | protein  fat  sugar  calories  gluten  \*basic ingredients | Students will turn their journals in to the teacher for review and assessment. |
| 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. | | | |
| 1. Talk about foods (the teacher) likes to eat.  2. Discuss what makes foods healthy (or as an option, you can show some foods and ask if they are healthy or not… why?)  (Follow #1s for I, We, You and then #2s, etc) | | | |
| 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. | | | |
| 1. Discuss what students like to eat.  2. Have students write a journal from the past seven days containing what they ate. Unpack vocabulary, as needed. Have them share with their neighbors what they wrote in their journals. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| 1. Students will review the contents of their journals again with a partner, only this time their partner will tell them if what they ate each day was healthy or not and why. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Be sure to circulate and listen to students as they discuss journal contents. | | | | | |