

LEVEL: FOUR

UNIT: A beautiful Life

Week 2 Lesson 2

DESK Standard:

I can start, maintain and end a conversation on a variety of familiar topics.

I can understand the main idea of what I read for personal enjoyment.

Unit Can-Do statement:

I can understand basic information in travel.

I can ask for and provide information about lifestyles in TC and support my opinions with details.

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 will learn about different places people could lodge during their vacation.</p> <p>Students will learn about vacation habits in TC.</p>	<ul style="list-style-type: none"> - Why do they prefer....? - Where would you prefer to...? - Conditional - Subjunctive 	<p>Students will create a poster with vacation habits in TC.</p> <p>Students will have a conversation about vacation in TC.</p>
<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: (Only need to play until 1:30) https://www.youtube.com/watch?v=RytfI_rMfnQ</p> <p>Same resource with activities: https://www.videoele.com/A2_Una-casa-rural.html</p> <p>Video about vacation in a little village in the mountains. https://www.videoele.com/B1_Fin_de_semana_en_los_Pirineos.html</p> <p>Input 2: Article about top 10 favorite places for Spaniards to go on vacation. http://www.eldiario.es/edcreativo/viajes/nacional/top-destinos-turisticos-preferidos-espanoles_0_656185029.html</p> <p>Article about favorite vacations for mexicans. https://tuespacio.com/los-mexicanos-toman-10-dias-de-vacaciones-al-ano/</p> <p>Infographic about vacation of peruvians. http://blog.trabajando.pe/peru/733--29-de-los-peruanos-tomara-vacaciones</p>	
<p>PROCESSING: Interpretive reading/listening "We"</p>	<p>Describe the processing activity students will do together, with gradual release of responsibility on the part of the teacher.</p>	

	do"	<p>Processing 1: As a class, focus on listening to different places people could go on vacation, such as, rural homes, houses in the mountains, etc. Resource 2, watch video about vacation in a small village in the mountains.</p> <p>Processing 2: In groups of 4, hand to each group an article or infographic about vacation habits in TC. Each group will be the expert on that country and need to get the main idea and supporting details. Every group will share with the class.</p>
	OUTP UT: Interp erson al or Prese ntatio nal "you do"	<p>Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets.</p> <p>Each group will create a poster with vacation habits in TC. They need to explain why countries have those vacation habits. Students will also research one place they would like to visit in TC. Pair students from different groups and have them have a conversation about vacation in TC.</p>
<p>FORMATIVE PERFORMANCE ASSESSMENT Teacher will review posters and listen to conversations.</p>		