**LEVEL: THREE**

**UNIT: ONE**

**DAY: SIX**

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| **DESK Standard: I can prepare a report to be presented in class, on a topic of interest.** | | | | | |
| **Unit Can-Do statement: I can write in my journal to track daily food and lifestyle choices that I am doing to improve my health. I can explain why a dish is healthy or not.** | | | | | |
|  | **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 from a target country 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. | | | |
| Teacher takes on the persona of an individual from a target language country. Teacher talks about what they like to eat. Teacher may display pictures of the foods, if desired. Teacher will be sure to circle food vocabulary, including the healthiness of the foods. | | | |
| 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. | | | |
| Students will form small groups and research what is eaten in the target country. (Students may use smartphones, or teacher may use resources available to them at their school).  Students will share their findings with one other group. | | | |
| 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 imagine that they are now from the target language country. Using the research that was made about the types of foods that are eaten in the target language country, students will create a seven-day food journal (again, pretending they are from the target language country). | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: As an exit ticket, students will turn in a paper that answers the following – Things I found interesting today are…** | | | | | |