**LEVEL: TWO**

**UNIT: THREE**

**DAY: THREE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DESK Standard: I can understand simple information when presented with pictures and graphs.** | | | | | |
| **Unit Can-Do statement: I can understand basic information in an advertisement about shopping in a newspaper, catalog, or magazine in print or online. I can understand some of what is written in a short article about fashion.** | | | | | |
|  | **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 basic information about fashion advertisements in my community. | | In my opinion…  Recycle structures from previous weeks. | Pants  Skirt  Shirt  Jeans  Shoes  Jacket, etc.  Fashion  In-style  Out of style | Students will write down an explanation of what they understand regarding fashion. Read and comment on them to give as feedback. |
| 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 show a picture of an individual (could be a celebrity or not). The teacher will then give their opinion of the clothing the person is wearing. The teacher will input language chunks and vocabulary, circling until the teacher has assessed for understanding. The teacher will repeat this process with several more pictures, or use students as models, themselves, etc. The teacher may discuss things such as the clothing being pretty, ugly, expensive. How do they fit, 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. | | | |
| Students will be shown the same group of pictures that the teacher used previously. This time, each student must give their opinion of the clothing the people are wearing. The teacher should make sure that the students are leveling up their statements as much as possible. Students should discuss the following with their opinions... Do you like them? Are the clothes pretty, ugly, expensive? How do they fit? | | | |
| 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 be given an article about American fashion in the target language. Students will highlight statements from the article that give opinions about the clothing. When students are finished, have them work in groups of three or four and allow them to review their classmates articles and correct them accordingly. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Students will write down an explanation of what they understand regarding fashion. Read and comment on them to give as feedback. | | | | | |