**LEVEL: TWO**

**UNIT: ONE**

**DAY: TWELVE**

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| **DESK Standard: I can understand short, simple descriptions with the help of pictures and graphs.** |
| **Unit Can-Do statement: I can understand some of what I read on a menu and make a selection based on what I see.** |
|  | **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 read and understand a menu in the target language. I can order food in the target language. | What would you rather have for…?What are you going to ask for (order)?I would like… | menuwaiter / servercustomerto bringto desireto ask forrestaurant | Students will write a post card from their “American – selves” to their “target language country – selves” discussing some differences in the restaurant menu options of both places.  |
| 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 display a menu for the class to see. The teacher will then state that they would like to order breakfast, lunch, or dinner and then proceed to order. The teacher may choose to make errors when they order. Students should pay attention to what the teacher orders and when the teacher is finished, he/she will ask if they ordered correctly. Repeat several times, as needed. |
| 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.  |
| The teacher will pretend he/she is your parent and your friend (a classmate) is at a restaurant and wants to order supper for his/her parent but he doesn't know how to do it. The student must teach the classmate how to order from the menu. The teacher will call on several students to “order” for them. |
| 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 pretend that they are opening a restaurant, and they want it to be a combination of items from the community’s culture and the target language country’s culture. In small groups, the students will create a menu of breakfast, lunch and dinner meals that reflect a mixture of both cultures. |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Students write to discuss menu differences between cultures. |