**LEVEL: TWO**

**UNIT: THREE**

**DAY: FOUR**

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| **DESK Standard: I can present information about me and my life using phrases and simple sentences.** |
| **Unit Can-Do statement: I can have a simple conversation about a past event, such as where I went shopping and what I bought. I can write an email to a friend telling him/her what clothes to wear to school and why.** |
|  | **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 have a conversation about where I went shopping and what I bought.I can discuss what to wear to my school and why. | I wear…. because…I boughtI went | Recycling clothing vocabulary and descriptors vocabulary to allow in-depth knowledge and acquisition. | Have students respond to this prompt: Describe your school’s dress code. Students submit these on an index card. Teacher chooses a few responses and discusses them as a class. |
| 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 describe the clothing that they are wearing and will talk about the stores where they had purchased them. The teacher will input past-tense vocabulary and language chunks, circling until the teacher has assessed for understanding. |
| 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 have the students mingle around the room... each student needs to give their opinion to another classmate on an item of clothing that classmate is wearing and then find out where that classmate bought it. Each student must do this for one item of clothing from every other student in the class. For example, Student: “Hey Sally, I like your shoes they are very pretty. Where did you buy them?” Classmate: “Oh, thanks! I bought them at ShoesRUs.” |
| 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 write a letter to a friend in another class. They will write about what they wore to school today and why dressed the way they did.  |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Have students respond to this prompt: Describe your school’s dress code. Students submit these on an index card. Teacher chooses a few responses and discusses them as a class. |