**LEVEL: TWO**

**UNIT: ONE**

**DAY: SIX**

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| **DESK Standard: I can understand simple information when presented with pictures and graphs. I can understand the main idea of conversations that I overhear.** | | | | | |
| **Unit Can-Do statement: I can understand a short advertisement about food or entertainment.** | | | | | |
|  | **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 name and recognize a variety of foods from the target language country.  I can understand a short advertisement about food. | | I need…  I want… | variety of fruits, vegetables  breads, cereals  to drink  to eat  dishes, utensils | Students will create a nutritional chart and submit it to the teacher for 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 will display what a nutritional food pyramid from the target language country looks like and circle necessary food related vocabulary, as appropriate. Teacher will then identify foods and which of the foods on the chart are needed to be healthy. The teacher must be sure to highlight those things on the target language’s nutritional chart that are different than ours, but not necessarily compare or contrast things just yet. | | | |
| 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. | | | |
| Teacher will show several food-related commercials from YouTube from the target language country. After each advertisement, the students will discuss either as a class or in small groups, where the foods in the commercial fit in the target language’s nutritional pyramid categories. | | | |
| 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 placed into small groups. In those groups, they will create a food-related commercial, trying to sell either a specific food from the target language’s nutritional food chart, or a meal that is made from a specific food. The groups will present their commercials to the class in “skit” style. Each student must create a duplicate of the target language country’s nutritional chart and after each group presents, the students will write the food they advertised on the chart in the appropriate place. They will do this for each student, until the chart is full of all the foods presented by their classmates. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Teacher will ask questions and have students nod to show understanding. | | | | | |