**LEVEL: THREE**

**UNIT: ONE**

**DAY: SEVEN**

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| **DESK Standard: I can identify main ideas and topics in a variety of authentic written materials about topics of personal interest.** | | | | | |
| **Unit Can-Do statement: I can understand an article that talks about healthy lifestyle choices.**  **I can understand nutritional labels on food products in the target culture and my own.** | | | | | |
|  | **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 an article that talks about healthy food.  I can understand nutritional labels on foods in a target language country’s culture. | | You should…  I should… | fruits  vegetables  review foods from level 2 | Students will submit their conclusions about which list on the board has more healthy content, the “delicious” list or the “gross” list. |
| 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 create two lists on the board. List one will be titled “delicious” and list two will be titled “gross”. Teacher will begin by writing down a food from his/her journal and place them on the side of the list that they judge the food to be in. Teacher indicates that the students should do just as the teacher has done on their own paper with all of the foods from the target language food diary that was created in the previous day.  Teacher will then display a nutritional food label for one of the foods the teacher wrote on the board, and then use the label to explain the health content of the food. | | | |
| 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 ask the students as a class to vote on one of the foods from the list to analyze. The teacher will then find the corresponding nutritional food label and as a class analyze the health content of the food.  The students will then form small groups and using smartphones (or whatever alternate means the teacher provides), will find nutritional food labels for one food from the “delicious” list and one food from the “gross” list. | | | |
| 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 discuss in their small groups, the healthiness of the two items they researched via nutritional food label. Students will then indicate on the board (perhaps using a smile face for healthy and a frowning face for unhealthy) if the food they researched was determined to be healthy or not. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Teacher should circulate through the students during the “we” activities and assess as appropriate.** | | | | | |