**LEVEL: THREE**

**UNIT: TWO**

**DAY: THREE**

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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 when a native speaker writes about interests or daily routines. I can have a conversation with someone about our daily schedules and activities.** | | | | | |
|  | **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 talk about daily routines and activities. | | review of activities, adjectives | selfie  celebrity  influence  rich  poor  star  famous | Students will read an article and write a short responsive essay to be submitted to the teacher for review. |
| 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 write down on the board a list of their typical interests. The teacher should indicate which interests they do on a daily basis, elaborating as to why those are done daily, and why some are only done occasionally. | | | |
| 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 students will follow the teacher’s model, discussing which interests they do on a daily basis; focusing on those interests that are done every day, versus occasionally.  Students will do this by talking to 2 boys and 2 girls about what a typical day looks like for them, that includes one of their daily interests. | | | |
| 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 receive an article taken from the internet about an American celebrity, hobby or interest in the target language.  Students will read the article to themselves and will write down which of those activities they personally do on a daily basis and explain why. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Teacher should monitor and supervise the “we” activity.** | | | | | |