**LEVEL: THREE**

**UNIT: TWO**

**DAY: ELEVEN**

|  |
| --- |
| **DESK Standard: I can understand questions and simple statements on everyday topics when I am part of the conversation.** |
| **Unit Can-Do statement: I can understand a simply stated opinion about free time activities. I can talk with someone about hobbies and interests.** |
|  | **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 compare American hobbies and interests with a target language country’s and understand people’s opinions about them. | expressing feelings and opinionsWhat are some of your hobbies/interests? | smart phoneto textsocial mediastudent driven vocabularycomparecontrast | Students will submit an exit ticket containing a comparison of one US hobby and one target language hobby. |
| 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 show an image of a hobby and then identify if that hobby is from America or the target language country. Teacher should repeat this process a few times, throwing in some wrong answers to see if students will be able to correctly identify where the hobby comes from. The teacher should also use hobbies that are available in both countries. |
| 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 display more images of hobbies and students will race to answer which country it comes from: USA / TC / Both. Teacher will then call on a student to come to the front of the class. That student will roll a dice and then have to “present a hobby” according to the result of the die roll: 1 – Draw 2 – Charades 3 – Use PlayDoh 4 – Explain it the target language 5 – Student Choice 6 – Class choice. The student presenting should pick a hobby from either USA or the target language country that they are comfortable presenting. The teacher and other students must guess the hobby that the student presents. Teacher should then lead a class discussion comparing and contrasting the hobbies from the target language country and USA. May require additional vocabulary unpacking. |
| OUTPUT:Interpersonal or Presentational “you do”  | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. |
| The students will choose a classmate to partner with. One of the students will choose to be from the United States and the other will be from the target language country. The student from the US will state a hobby that is done in the US and explain why its popular. The target language country student must then reply with a similar hobby from the target language country and why it is popular there. Then both students must make as many comparisons as they can about both interests. Students take turns being from the US (they can even change partners with someone else, if desired) and are given an allotted time to do several hobbies. The comparisons should be done on paper. |
| **FORMATIVE PERFORMANCE ASSESSMENT: Monitor the students and listen in on the student conversations as they make comparisons.** |