**LEVEL: THREE**

**UNIT: TWO**

**DAY: NINE**

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| **DESK Standard: I can write about people, activities, events and experiences.** | | | | | |
| **Unit Can-Do statement: I can understand information about celebrities or sports stars. I can write an email to invite a friend to an upcoming event.** | | | | | |
|  | **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 introduce and talk about information regarding a celebrity from the target language country, and their hobbies or interests. | | What do you think about (some celebrity)?  Why should/shouldn’t I do that? | Celebrity  Influence  Rich  Poor  Star  Famous  Style  Fashion | Students will submit a magazine article for teacher 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 talk about and present information regarding a celebrity from the target language country. The teacher may do this via a song clip, a highlight video, show pictures, etc. The teacher should discuss what the celebrity’s interests are, etc. | | | |
| 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. | | | |
| Students will design a magazine article with (hand drawn) pictures that addresses this statement:  “If I were a celebrity from the target language country, I would be (who)…  The magazine article must explain why they would be that person and what kind of impact that celebrity has had on the lives of people in the target language country.  The teacher should unpack vocabulary during this portion, as needed. | | | |
| 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 present their magazine articles to 5-10 classmates. Classmates should give one statement responding to one thing that impressed them about the presented celebrity. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: Teacher should supervise the “we” activity and assess for understanding.** | | | | | |