

LEVEL: FOUR

UNIT: I am who I am

Week 2 Lesson 1

UNIT 1: What is my role in my family, community and the world and how is it affected by culture?

DESK Standard:

I can write short reports about something I have learned or researched.

I can make a presentation about something I have learned or researched.

Unit Can-Do statement:

I can read and understand a narrative about an important historical/cultural figure from the target culture.

I can present information on an important historical or cultural figure from the target culture.

What will learners be able to do?	What will learners need to know?	How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets	Language Chunks Other Vocabulary	Check for Understanding or Mini Performance Assessment
<p>Students will describe a girl's life from TC. They will make up a story about her life.</p> <p>Students will work on the biography of a celebrity.</p>	<ul style="list-style-type: none"> - Since he/she was a little kid.... - He/she used to..... - In the future.... - Comparative structures 	<p>Students will write a story and present it to the class.</p> <p>Students will complete a biography.</p>
<p>INPUT : Interpretive reading/listening "I Do"</p>	<p>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.</p>	
	<p>Input 1: Teacher will show pictures taken from the song "Soy yo" . Teacher will scaffold structures to describe those pictures. https://www.youtube.com/watch?v=bxWxXncI53U</p> <p>Input 2: Teacher will provide a reading about a biography of a celebrity in TC. Text could have gaps. Teacher do active reading in the class and scaffolds vocabulary and structures.</p>	
<p>PROCESSING: Interpretive reading/listening "We do"</p>	<p>Describe the processing activity students will do together, with gradual release of responsibility on the part of the teacher.</p>	
	<p>Processing 1: In pairs or groups, students will make up the story of the girl with the pictures provided. They will also need to give information about the genealogy of the girl as well as likes and dislikes. Groups will present their stories. Teacher will show the video at the end. Students then could add to their story what is it going to happen next. First paragraph on the lyrics is good to practice past tense.</p> <p>Processing 2: In pairs, students will fill in the gaps the text. They will check their answers with other pairs.</p>	

	OUTP UT: Interp erson al or Prese ntatio nal "you do"	<div data-bbox="321 113 1364 142">Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets.</div> <div data-bbox="321 197 1237 357"><p>Processing 1: Write a journal entry comparing yourself and your life with the girl in the video.</p><p>Processing 2: Students will record a mini presentation about the celebrity's life.</p></div>
<div data-bbox="123 430 1091 493">FORMATIVE PERFORMANCE ASSESSMENT Teacher will collect stories,listen to their presentation, check journal and recording.</div>		