**LEVEL: TWO**

**UNIT: ONE**

**DAY: TEN**

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| **DESK Standard: I can identify some common practices related to home and community life of other cultures and my own.** | | | | | |
| **Unit Can-Do statement: I can compare some of the eating out customs and etiquette in my culture to that of the target culture.** | | | | | |
|  | **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 identify some of the eating out customs and etiquette in the target culture. | | What would you rather have for…?  What are you going to ask for (order)? | student driven foods  items found in a restaurant | Students will submit a food person drawing 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 mime some recognizable dining out etiquette and customs and the students must try and guess what they are. For example; the teacher could mime not putting elbows on the table while eating, a male opening the door for a female, leaving a tip for the server, etc.  The teacher will need to be prepared to unpack vocabulary as driven by students. | | | |
| 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 need to find 3 “eating out customs or etiquette” from the target language country, and note them on paper so they can act out the custom or etiquette for 2 other students, who then need to try and guess the custom/etiquette that is being performed.  Students will again need access to some form of technology in order to research eating out customs in the target language country.  Summarize this portion by discussing with the class some of the customs and etiquette for dining out they found in the target country. Also discuss what some of the typical foods are people in the target language country eat when they dine out. | | | |
| 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 be given a small amount of poster paper and make the outline of a person. Using previous research done about target culture restaurants, each student must fill in the outline of the person by drawing seven foods they would eat if they themselves were from the target language country and they only ate out in restaurants every day. (For example, if the target country was the United States, I could draw a head of hamburger, right arm of a hot dog, left arm of a corndog, chest of fried chicken, stomach of spaghetti, left leg of pizza and right leg of French fries). The students must also label each food item in the target language. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT:** Students respond to questions by the teacher on personal whiteboards at the same time. | | | | | |