

# HAZLETON AREA SCHOOL DISTRICT



## DISTRICT UNIT/LESSON PLAN

Teacher Name : Matthew Balukonis

Subject : ESL: 1/2/3

Building : Arthur St.

## Unit Plan

**Unit Title: Dates: April 9 to April 13**

**PRIMARILY, I WILL BE PULLING OUT SMALL GROUPS OF STUDENTS FROM THE CLASSROOMS. I WILL BE FACILITATING THE STUDENTS' ENGLISH LANGUAGE LEARNING ON THE ROSETTA STONE LANGUAGE PROGRAM AND THE NEWCOMERS PROGRAM.**

**STUDENTS WILL BE FAMILIAR WITH THE DETAILS OF THE PROGRAM. STUDENTS WILL BE FAMILIAR WITH THE PROCESS OF LOGGING INTO, SETTING UP THE SOFTWARE, AND NAVIGATING ROSETTA STONE.**

**STUDENTS WILL PROGRESS THROUGH THE LESSONS OF UNIT 1. EACH STUDENT NEEDS TO SCORE A PROFICIENT GRADE (85/90) BEFORE MOVING ON TO THE NEXT LESSON.**

**CLASSROOM LESSONS WILL BE HYBRID: THEY WILL ROTATE AMONG WHOLE GROUP, COLLABORATIVE, AND INDEPENDENT WORK.**

**Essential Questions:** How do I log into Rosetta Stone? How do I set up the headphones? How do I navigate through the program?

**Standards: Standards Aligned System PDE ESL/ELD Standards**

STANDARD 1: Grade Level: 1 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. .

**Standards are attached. Curriculum will be adapted to the ELD level of each student.**

I will look at each ELD student's folder and identify their ELD level.

Summative Assessment Objective	Assessment Method (check one)
Students will successfully complete all notes, and artwork. Students will participate in dancing and music activities.	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Unit Test <input type="checkbox"/> Group <input checked="" type="checkbox"/> Student Self-Assessment  <input type="checkbox"/> Other (explain)

## DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	4/9 1.The students will learn the vocabulary words included in Rosetta Stone Unit 2. Lesson 2 Grammar.		<ol style="list-style-type: none"> <li>Teacher will write the following sentences on the board and paste a corresponding picture with each sentence: The boy has a pen. They have pens. He is eating a sandwich. They are eating sandwiches. .</li> <li>The teacher will help the students identify each picture and pronounce the vocab. Words related to each picture.</li> <li>The students will take turns reading the sentences and matching the sentences with the picture.</li> <li>The teacher will emphasize the singular and plural forms of the nouns and the positive and negative expressions.</li> <li>The last 15 min. of class will be devoted to working on Rosetta Stone/ Computer.</li> <li>The teacher will assist each student as they progress through the components of the Rosetta Stone program.</li> </ol>			<p>Observation: Students are following proper entrance and exit procedures . Students are engaged in the learning activities.. Students are exhibiting behavior that reflects the PRIDE behavior system.</p> <p>Students are completing activities in a way that reflects their ESL level.</p> <p>THE ROSETTA STONE COMPUTER PROGRAM GRADES THE PROGRESS OF EACH STUDENT. EACH STUDENT HAS AN INDIVIDUAL PROGRESS REPORT THAT CAN BE REVIEWED AS NEEDED.</p>
2	4/10 1, Newcomers Program: The students will learn how to read and pronounce the vocabulary words related to modes of transportation. Ways of, "Getting Around." ,..		<ol style="list-style-type: none"> <li>The teacher will lead the students in a review of the following vocabulary words: bus, bicycle, car, taxi, train, subway, etc..</li> <li>The teacher will help the students practice pronouncing the above words and phrases..</li> <li>The teacher encourage a conversation among the students about how they get around. .</li> <li>The students will identify the pictures on the back of the sheet. The students will complete and write five sentences on the back of the sheet,..</li> </ol>		Notebooks, folders, printers, forms	

			<ol style="list-style-type: none"> <li>The teacher will go over the day and the month/date on a daily basis.</li> <li>The students will complete the worksheet on the back of the Newcomer's sheet..</li> <li>The teacher and students will read the sentences together..</li> </ol>			
3	<p>4/11</p> <p>1. The students will learn the sentences included in Rosetta Stone Unit 2: Lesson 2 Grammar</p>		<ol style="list-style-type: none"> <li>The teacher will display picture cards related to the following sentences : They are eating apples. She is eating an apple. They are reading a newspaper/s..</li> <li>The teacher will encourage each student to identify and pronounce the sentences for each picture.</li> <li>The students will take turns using index cards to piece together simple sentences using the words.</li> <li>The students will work on Rosetta Stone for the last 15 min. of class.</li> </ol>		Notebooks, folders, printers, forms.	
4	<p>4/12</p> <p>1. Newcomers program: The students will learn the basic vocabulary related to the Places in Town..</p>		<ol style="list-style-type: none"> <li>The teacher will present a picture featuring basic places in town: mall, grocery store, museum, restaurant, park, movie theater, etc. .</li> <li>The teacher will encourage the students to carry on a conversation about the important places they visit..</li> <li>The teacher will encourage the students to practice asking and answering the questions featured in the lesson.</li> <li>The teacher will help the students complete the sentences on the back of the picture.</li> </ol>		Folders, forms.	
5	<p>4/13</p> <p>1. The students will learn the sentences included in Rosetta Stone Unit 2. Lesson 2: Grammar.</p>		<ol style="list-style-type: none"> <li>The teacher will introduce the students to the following sentences: He has books. She is reading a book. The adult is reading. The adults are reading.</li> <li>The teacher will carry out a brief review of the sentences learned during the week.</li> <li>The teacher will have the sentences pre-written on the board.</li> </ol>			

			<div>4. Each student will take a turn reading one of the sentences and selecting a picture that corresponds to the sentence.</div> <div>5. GAME: The students will play “UP WORDS.” They will create words that are included in the sentences that were learned during the week.</div>			