

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Teacher Name : Matthew Balukonis

Subject : ESL: 1/2/3

Building : Arthur St.

Unit Plan

Unit Title: WEEK 5

Dates: September 25 to September 29

PRIMARILY, I WILL BE ENTERING CLASSROOMS AND ASSISSTING STUDENTS WITH INDEPENDENT COMPUTER ACTIVITIES.

REACH: A. UNIT 2: MY FAMILY AND ME

STUDENTS WILL BE FAMILIAR WITH FAMILY MEMBERS, CUSTOMS AND TRADITIONS, FAMILY LIFE

Essential Questions: What do families do together? Who are the members of my family?

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)

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| Students will successfully complete all notes, and artwork. Students will participate in dancing and music activities. | ____ Rubric X ____ Checklist ____ Unit Test ____ Group ____X____ Student Self-Assessment ____ Other (explain) |
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DAILY PLAN

| Day | Objective (s) | DOK LEVEL | Activities / Teaching Strategies | Grouping | Materials / Resources | Assessment of Objective (s) |
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| 1 | 1.The students will learn the following vocabulary words: fish, salad, pizza, soup, rice, tortillas. | | 1. Teacher will open the Big Book to page 33. The teacher will point to the foods and model how each item is pronounced. Emphasize the difference between food you eat and drink. | | | 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. Students are completing activities in a way that reflects their ESL level. |
| 2 | 1, The students will sing the song: "My Family." . | | 1. The teacher will display the words and illustrations. The teacher will talk to the students about the family eating breakfast. Each student will complete the language frame: Who is this? This is ____." | | Notebooks, folders, printers, forms | |
| 3 | 1.The students will be able to write simple sentences about what their family likes to eat. My family eats_____. | | 3. The teacher will help the students pronounce the different food words out loud as a group. Each student will write two sentences in their journal about what their family likes to eat. My family eats_____. | | Notebooks, folders, printers, forms. | |
| 4 | 1. The students will answer the question: What does your family like to eat? My family likes to eat_____. | | 1. The teacher will hand out a copy of the Practice Master 2.3 and have the students describe the sequence of events in the story. Each student will create an idea web. They will put the main idea in the center and draw and label the supporting details. | | Folders, forms. | |

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| 5 | 1,Students will learn how to answer the question: "What does your family like to do?" | | 1. Using the manipulatives, the teacher will model different activities that each family member likes to do. Each student will complete at lease 3 basic sentences. For ex. Mother likes to cook. Father likes to work. Brother likes to play. | | Schedules, charts, forms. organizers | |
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