

# 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 4**  
**Dates: September 18 to September 22**

**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)

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)
1	<p>1.The teacher will model and help students answer the question: Who is this?</p> <p>2. Review and use the Vocabulary words: baby, brother, father, grandma, grandpa, mother, sister.</p> <p>3. The students will sing the song, "Who will Help?" Students will identify the family members pictured on the song page..</p> <p>4. Students will write captions focused on their family activities.</p>		<p>1. Teacher will display the unit concept map and review the family members. The teacher will point to particular family members and ask: Who is this? The teacher will help each student to answer: This is _____..</p> <p>2. The teacher will model pronounce each word, point to a picture, rate the students' comprehension of each word (thumbs up/down). Define each word and connect each word to the students; experiences. The students will color the pictures on the Practice Master 2.2. The students will connect the words to the pictures.</p> <p>3. The teacher will model and help students ask the question: "Will you help me ____?The teacher will display pictures of family members doing different activities. The students will name each activity.</p> <p>4. The teacher will present a concept map with images of family activities. The teacher will use model writing to help students write simple captions for each activity.</p>			<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>
2	<p>1,Students will learn how to answer the question: Who is in your family? .</p> <p>2. Students will review the vocabulary words from Day 1.</p>		<p>1.Teacher will help students review the Family Activity Concept Map. Each student will choose a member to complete the frame: My father is in my family..</p> <p>2. The teacher will display the We Are a Family Vocabulary Builder and Manipulatives Set 2.1,</p>		Notebooks, folders, printers, forms	

	<p>. Students will be able to write simple descriptive captions for the various classroom objects.</p>		<p>The teacher will point to the family members and ask the students to name them. Each student will answer: Who is in a family?</p>			
3	<ol style="list-style-type: none"> <li>1. The students will sing the song, "We Are a Family."</li> <li>2. The students will review and use the vocabulary words from Day 6.</li> <li>3. Students will learn how to plan and monitor their reading of a story.</li> <li>4. Students will write a sentence using the sentence frame: I can____.</li> </ol>		<ol style="list-style-type: none"> <li>1. The teacher will display the, "We Are a Family Vocabulary Builder and Manipulatives." The teacher will point to the manipulatives and ask the students to name the family members.</li> <li>2.. The teacher will write each word on a piece of paper and put it in a basket. Each student will take a turn picking a word, reading it and using it in a sentence.</li> <li>3. The teacher will use the Big Book, "Keisha Ann Can!" to model the language frames to plan and monitor: I read____. I will_____.</li> <li>4. Each child will draw a picture showing something they can do in school. The teacher will prompt each student to complete the sentence: I can_____</li> </ol>		<p>Notebooks, folders, printers, forms.</p>	
4	<ol style="list-style-type: none"> <li>1. The students will learn and practice the High Frequency words in the book, "Who is this?"</li> <li>2,Students will review and use the vocabulary words from day 6.</li> <li>3.The students will read the high frequency word book, "A Tool For School! "</li> <li>4.Students will write a caption for a page in the book of their choice.</li> </ol>		<ol style="list-style-type: none"> <li>1. The teacher will model how to use the High Frequency word routine on p T118. Add the word, "who," to the word wall. Each student will practice asking and answering the question, "Who is this?"</li> <li>2. The teacher will give the students a brief spelling quiz focused on the words: run, draw, build, read, and write. The students will take turns using each word in a sentence.</li> <li>3. The students will use the WORD CARDS. The students will work in pairs and use the cards to complete the frame: I read about_____. And talk about the books.</li> <li>4. The teacher will model how to write a caption. Each student will draw a picture of a school tool and write the caption underneath.</li> </ol>		<p>Folders, forms.</p>	

5	<p>1,Students will write sentences about their family members..</p> <p>2.The students will review and use the vocabulary words from day 6.</p> <p>3.The students will read the Talk Together Book: "Classroom Fun."</p> <p>4.The students will write a Personal Response about how they feel after performing the Theme Theater: Keisha Ann Can!</p>		<p>1.The students will use the Practice Masters, "Who is this" as a prompt to help the students write simple sentences, For ex. "This is mother." "This is sister."</p> <p>2.The teacher will give a brief spelling quiz focused on the following words: black scissors, blue crayon, green block, red book, white glue, yellow pencil. Each student will take a turn using each word in a sentence.</p> <p>The teacher will model how to use the label feature of the book to talk about the photos. Each student will take a turn talking about one photo using nouns and any other language they know how to use.</p> <p>The teacher will provide the sentence frame: "I felt _____. The students will use two words to express how performing the play made them feel. For example, I felt happy and excited.</p>		Schedules, charts, forms. organizers	