

# 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 7**  
**Dates: October 10 to October 13**

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

**REACH: A. UNIT 5: WIND, RAIN, AND SNOW: SEASONS**  
**STUDENTS WILL BE FAMILIAR WITH THE FOUR SEASONS OF THE YEAR.**

**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	1.The students will learn learn how to answer the question: "Which season do you like?".		1. Teacher will help the students review the names of the seasons. The teacher will model the following response: I like _____.  The students will take turns answering the question. Each student will draw a picture of each season.			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 review the following words: boots, hat, fall, jacket, pants, raincoat, sandals, scarf, shirt, shorts, spring, summer, umbrella, winter		1. The teacher will help the students pronounce each word. The teacher will help the students associate each word with its picture. Students will take turns identifying each picture and pronouncing its word.		Notebooks, folders, printers, forms	
3	1.Students will sing the song: "Wrap Him Up Tight." Students will learn how to give information and give commands.		1.The teacher will display, "Wrap Him Up Tight!" from the Language song book. The teacher will point to the boy and the sister and ask: "What is he/or she wearing?" The teacher will also ask, "What season is it?" The teacher will model command sentences that are included in the song: Get him a jacket. Get him mittens. Each student will write and pronounce two command sentences.		Notebooks, folders, printers, forms.	
4	1. The students will write sentences about clothing that they wear in each season.		1. The teacher will present the sentence frame: I wear ____in _____. 2. The teacher will ask the students: What do you wear in winter? What do you wear in summer? 3. Each student will write a sentence for two different seasons.		Folders, forms.	

5	1,Students will learn how to answer the question: “ .		1. The teacher will display the vocabulary manipulatives set 2.2. The teacherwill point to the different family members and ask what each family member likes to eat. Each student will guess two different foods that each family member likes..		Schedules, charts, forms. organizers	