

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Unit Plan

Unit Title: Shoot for the Sun

Essential Questions: When is something alive?

Supplemental Questions: What makes something a living thing?

What do living things do?

What do living things need?

What keeps living things healthy?

What do plants need to grow?

Standards: CC.1.L.5.c Identify real-life connections between words and their use.

CC.1.Rlit.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CC.1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.

CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.1.L.5b Define words by category and by one or more key attributes.

CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Summative Unit Assessment :

Summative Assessment Objective	Assessment Method (check one)
Students will apply functional language, grammar, academic vocabulary words in an Activity/(ies) that will be used to assess understanding, application, and mastery of the Essential Question and Supplemental Questions.	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input checked="" type="checkbox"/> Group <input 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	Students will use the language function: Respond the big question through discussion and concept map	2	Introduce the Big Question: When is something alive? Build background for Unit Interactive video Use graphic organizer to answer the big question. Preview Big Book	W S I	eVisual 2.1 Practice Master 2.1 Interactive: Shoot for the Sun Big Book: Zina, the Wooden Puppet	Formative: discussion, concept map
2	Students will use academic vocabulary as they talk together.	2	PDN: What do you know about living things? I know that living things _____. Introduce Academic Vocabulary Words Song: I Love My Bike High Frequency Words: has, we, with Students will answer questions using academic vocabulary words.	W S I	Vocabulary cards & pictures: move, drink, living, nonliving High Frequency Words: am, can, not Song Book: I Love My Bike	Formative: discussion, PDN
3	Students will identify directions on a map by using a compass rose.	2	WIDA Wednesday Key terms: north, east, south, west, compass rose Show map interactive World map activity Neighborhood worksheet	W S I	map interactive video clip wall map worksheet	Formative- observation of map directions activity and worksheet

4	Students will use key vocabulary terms when answering questions and creating a foldable.	2	PDN: How do I know that I am alive? I know that I am alive because I can ____. Introduce Key vocabulary Sing song: I Like You Work with a partner to create a key word foldable (key word, definition, sentence).	W S I	Word cards & pictures: alive, energy, health, food, exercise High Frequency Words: and, for, very Student text pg. 71 Song Book: I Like You paper foldables	Formative- use of key vocabulary terms in speaking and creating a foldable.
5	Students will identify the characteristics and needs of living things by reading the main selection.	2	PDN: How much exercise do you get? What do you do to get exercise? I _____ and _____. Preview Main Selection: Are You Living? Listen, Read, discuss. Reread in small group.	W S I	Textbook pp. 73-85 MP3 "Are You Living?"	Formative: responses to group discussions
6	Students will use academic language and high frequency words to describe a favorite possession.	2	Vocabulary words game: practice book Pair/Share: Find words that are described in song Complete language frame about a favorite possession, using describing words.	W S I	Textbook Practice Book 2.6 I Love My Bike pg. 68	Formative- Practice Book 2.6
7	Students will use monitoring strategies to clarify and discuss meaning of text.	1	PDN: Some things are living and some things are not. ____ is living, but ____ is not. Read: A Straw Hat (model monitoring for comprehension) Student pairs will reread using monitoring strategies.	W S I	A Straw Hat textbook pp. 89-91	Formative - observe student monitoring skills while reading
8	Students will demonstrate listening skills by responding to sound clip	2	WIDA Wednesday Students will listen to short video clip and complete a written assessment. Vocabulary terms: before, after, next	W S I	video clip assessment	Summative - written assessment
9	Students will identify and use adjectives correctly.	2	Adjectives: color, size, shape Students sort words into two groups and explain how the two groups are different. PM 2.10	W S I	Tepg. 93a Practice Master 2.10 Textbook pg. 93	Formative - Practice Master 2.10
10	Students will read non-fiction leveled Library books related to the unit content.	2	PDN: What did you learn about living and nonliving things? I learned that ____. Distribute nonfiction leveled readers. Have the students break up into groups to read the level readers Answer questions about the story	W S I	Nonfiction leveled readers	Formative- Worksheets to go with leveled readers.