

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Unit Plan

Unit Title: Using key family terms for listening, speaking, reading, and writing

Essential Questions: What makes a family?

- Where do you go with your family?
- What are the names of your family members?
- What do you like to share?
- Who do you spend time with?
- What brings families together?
- How can you share with someone who lives far away?

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

CC.1.SL.1.b Build on others. Talk in conversations by responding to the comments of others through multiple exchanges.

CC.1.Rlit.3 Describe characters, settings, and major events in a story, using key details.

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

CC.1.Rfou.4a Read on-level text with purpose and understanding.

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.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.

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.Rinf.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CC.1. Rinf7 Use the illustrations and details in a text to describe its key ideas.

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

CC.1.L.1b Use common, proper, and possessive nouns.

CC.1.L.2a Capitalize dates and names of people.

Summative Unit Assessment :

Summative Assessment Objective	Assessment Method (check one)
Students will connect what they learned about families to what they know about their own family in different ways.	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input 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: give information.	1	PDN: Where do you go with your family? I go to _____. e.visual 1.11: Name a place, give a detail, and give more details. Song: Busy Day High Frequency Words: go, is, this Word Cards and Language Builder Picture cards: Students look at a picture and give details about the picture.		e.visual 1.11 Word Cards: extended family, special, fun, visit, parents, grandparents, relatives Language builder picture cards Song Book: Busy Day WIDA Speaking Rubric	Student Self - Assessment- WIDA speaking rubric
2	Students will use academic vocabulary as they talk together.	1	PDN: What is the name of one of your family members? _____ is the name of my _____. Introduce Academic Vocabulary Words: idea, trip, special, share, place, group e.visual: 1.15 Question Words Song: The Pool High Frequency Words: has, we, with Students will answer questions using academic vocabulary words.		Vocabulary Words High Frequency Words E.visual 1.15 Song Book	Student Self - Assessment- WIDA speaking rubric
3	Students will make observations about the main selection and learn about characteristics of its genre.	2	PDN: What do you like to share? I like to share _____. Go over all vocabulary words using the picture cards. Introduce the main selection and learn about characters and genre. Preview story. Listen to story on MP3. Students read story in groups. Read, ask and answer questions aloud.		Reading Book MP3	Formative- Read, ask and answer questions about the story.

4	Students will list and describe characters, settings, and major events in the story.	1	PDN: Who do you spend time with? I spend time with _____. Students use key words: playing together and going places together. Students will break up into groups and list the characters, settings, and major events in the story		Word Cards	Formative- List characters, settings, and major events in the story.
5	Students will assess their knowledge of Key Words as they play a vocabulary game.	3	PDN: What brings families together? Families get together to _____. Review all vocabulary words and write them in the boxes on page 1.15. Play Bingo using the high frequency words.		Practice Book 1.15 Bingo Markers	- Student Self - Assessment- Practice Book 1.15 Bingo
6	Students will connect concepts from the main selection with a preview of the companion selection and then read the companion selection.	4	PDN: How can you share with someone who lives far away? Read <u>Postcard to Grandpa</u> Compare and Contrast the two selections: <u>Papa and Me</u> and <u>Postcard to Grandpa</u> Practice Book 1.18 Compare Genres		Textbook Practice Book 1.18	Formative- Practice Book 1.18
7	Students will identify and use proper nouns correctly.	1	PDN: Let's send a postcard! I will send it to _____. I will send it from _____. Teach Proper Nouns Create word cards with common and proper nouns. Write Sentences about a family member with at least 1 proper noun. Practice Book 1.19: Name Game		Practice Book 1.19	Formative- Practice Book 1.19: Name Game
8	Students will use the language function and high frequency words they learned in the Part in activities the teacher can use to assess mastery of the strategy.	1	PDN: How do the boy and his father spend a special day? What makes it special? The boy and his father- _____. It is special because _____. Capitalize dates and names of people. Social Studies and Academic Vocabulary Game		Teacher's Edition T62h	Formative- Responses to academic vocabulary game.
9	Students will read non-fiction Leveled Library books related to the unit content.	2	PDN: What did you learn about planning? How does it help you read? I learned how to _____. It helps me _____. Distribute nonfiction leveled readers. Have the students break up into groups to read the level readers Answer questions about the story		Nonfiction leveled readers	Formative- Worksheets to go with leveled readers.
10	Students will create and share products that express what they have learned about the Big Question.	4	Students will independently work on their unit tests to show what they learned from the unit.		Unit Tests	Summative- Unit 1 Part 2 Test and Unit 1 Advanced Test