HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Michele LaBuda Subject : ELA Start Date(s): 12/2/2014 Grade Level (s): 4**

 **Building : HTEMS**

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| **Unit Plan** |
| **Unit 2 Title: Amazing Animals****Essential Questions-What are some messages in animal stories? How do animal characters change familiar stories? How are all living things connected? What helps an animal survive? How are writers inspired by animals?** **Standards:**  SL.4.1b, SL.4.2, SL.4.1c, SL.4.1c, RL.4.3, RL.4.1, RL.4.7, RL.4.10, RL.4.5, RL.4.4 RI.4.1, RI.4.5, RI.4.10, RI.4.4, RI.4.7, RI.4.2  RF.4.4b,RF.4.3a L.4.5c, L.4.1f, L.4.3b, L.4.2d, L.4.4a, L.4.5c, L.4.6, L.4.5b, L.4.1f, L.3.1i, L4.2c, L.3.1h, L.4.4c, L.4.1a, L.4.2c W.4.3a, W.4.3b**Summative Unit Assessment : Theme Unit Test**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students will be assessed on their understanding of key instructional content from the focus unit. The results of this assessment will provide a status of current achievement in relation to student progress through the CCSS-aligned curriculum. The results of this assessment can be used to guide instruction, aid in making leveling and grouping decisions, and determine areas in which reteaching or remediation is needed. | \_\_\_\_ Rubric \_\_\_ Checklist \_\_\_x\_ Unit Test \_\_\_\_ Group\_\_\_\_ 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)** |
| UNIT ONE WEEK 1 |
| 1 | Student will:-use grade level academic and domain specific words and phrasesIn discussions and sentences-paraphrase portions of the text-write routinely over a shorter time frame for a range of purposes-identify singular and plural nouns-spell appropriate words correctly (digraphs) | 1 | -Build background knowledge by showing a video and through discussion -learn new vocabulary words by using the vocabulary routine (show the picture of the word, say the word, read the definition, give an example of the word in a sentence, ask a question about the word)- vocabulary squares (word, synonym, picture and sentence, antonym)-shared read of the “The Fisherman and the Kaha Bird”-take notes on sentences and sentence fragments and identify sentences and sentence fragments on the board-repeat spelling words out loud-circle phonemic patterns in each spelling word | W | McGraw-Hill Resources-Launch Presentation to Build Background of Week 3-McGraw-Hill “A Grasshopper’s Sad Tale” Read Aloud text-McGraw-Hill Visual Vocabulary Cards -McGraw-Hill Grammar Activities-student journals-Document camera/projector-McGraw-Hill spelling and grammar books-Your Turn Reading Practice Book | Formative- Observations, questioning, discussion, Thumbs up, Daily PDNStudent Self - Assessment- exit slip,discussion  |
| 2 | Student will:-Ask and Answer questions about sections of the text to increase understanding.-Differentiate differences between poems, drama, and pros.-Determine the theme in the drama from details in the text.-use grade level academic and domain specific words and phrases-write routinely over a shorter time frame for a range of purposes-spell appropriate words correctly | 12 | -close reading of “Ranita, The Frog Princess” -think alouds-completion of practice book pages pertaining to skills being taught-collaboration and discussion -put spelling words into sentences-vocabulary squares (word, synonym, picture and sentence, antonym)-Review and practice on Study Island | WS |  -McGraw Hill Resources-McGraw-Hill student practice book-student journals-document camera-McGraw-Hill student web program | Formative- Observations, questioning, discussion, thumbs up/downStudy Island Benchmark 2Formative-Acting it out/ role playing with drama.Student Self - Assessment- group discussion of spelling sentences, sharing of journal entries |
| 3 | Student will:-describe in depth a character, setting or event in a story, drawing on specific details in a text-make predictions about an unfamiliar text-identify the sequence of events in a story-write routinely over a shorter time frame for a range of purposes-spell appropriate words correctly-identify types of sentences-capitalize and punctuate sentences correctly | 12 | -shared read of “ -small group completion of a sequence graphic organizer- answer “Respond to Reading” questions-collaboration and discussion -labeling the four types of sentences(with correct capitalization and punctuation) using the projector, document camera, and the whiteboard-revising the journal entry from day 1 in student journals-putting spelling words in a sentences | WS | -McGraw Hill -McGraw-Hill student practice book-student journals-document camera-McGraw-Hill student web program | Formative- Observations, questioning, discussion, thumbs up/down, PDN, Think-Pair -ShareStudent Self - Assessment- discussion of spelling sentences, self-correction of labeling of types of sentences with correct modeling on the whiteboard, sharing of journals |
| 4 | Student will:-describe in depth a character, setting or event in a story, drawing on specific details in a text-make predictions about an unfamiliar text-identify the sequence of events in a story-write routinely over a shorter time frame for a range of purposes-spell appropriate words correctly-identify types of sentences-capitalize and punctuate sentences correctly | 12 | -shared read of “Ranita the Frog Princess”-small group completion of a sequence graphic organizer- answer “Respond to Reading” questions-collaboration and discussion -labeling the four types of sentences(with correct capitalization and punctuation) using the projector, document camera, and the whiteboard-revising the journal entry from day 1 in student journals-putting spelling words in a sentences-respond to a prompt about themes in writing journal-Guided Reading centers | WS | McGraw Hill-McGraw-Hill student practice book-student journals-document camera-McGraw-Hill student web program-leveled readers | Formative- Observations, questioning, discussion, thumbs up/down, PDN, Think-pair-shareSummative-vocabulary quizSelf-assessment during centers.Student Self - Assessment- Group collaboration on a graphic organizer, self-correction of grammar skills using the whiteboard and projector, sharing journals |
| 5 | Student will:-Share and reflect what they learned about folktales.-Differentiate between concrete and abstract nouns.-write routinely over a shorter time frame for a range of purposes-spell appropriate words correctly-identify types of sentences-capitalize and punctuate sentences correctly -demonstrate understanding of words with a similar but not identical meanings | 12 | -shared and close reading of “Ranita The Frog Princess”-citing evidence from two different stories to compare different themes-small and individual group completion of various practice book pages-spelling test-vocabulary quiz-Guided reading centers.-Review and Practice on Study Island | WS | McGraw Hill:-Leveled Readers-student practice book-grammar book | Formative- Observations, questioning, discussion, , lesson quizStudy Island Benchmark 2Summative-Spelling testStudent Self - Assessment-self-check during group activity using projector to label evidence from text, group discussion and collaboration while completing workbook pages |
| 6 | Student will:-identify types of sentences-capitalize and punctuate sentences correctly-Distinguish between singular and proper nouns.  | 12 | -Quiz on nouns-Weekly skills test on week 1-shared writing using TRACES writing routine-using TRACES to complete a writing prompt | WS | McGraw-Hill:-weekly skills test-grammar reproducibles-student journals | Formative- Observations, questioningSummative- grammar quiz on nouns, weekly skills testStudent Self - Assessment- self-check of TRACES during shared writing activity |