HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Michele LaBuda Subject : ELA Start Date(s): February 8th Grade Level (s): 4**

 **Building : HTEMS**

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| **Unit Plan** |
| **Unit 2 Title: Amazing Animals****Essential Questions-How are writers inspired by animals? Week 5** **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.4.5a, RL. 4.6, 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, W.4.9a**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 5 |
| 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 possessive nouns-spell appropriate words correctly -write for various purposes and audiences.  | 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)-Introduce main skills-poetry, point of view, meter and rhyme, and figurative language-Identify characteristics of poetry-shared read of poetry-take notes on combining sentences-repeat spelling words out loud-Spell words with suffixes-circle phonemic patterns in each spelling word | W | McGraw-Hill Resources-Launch Presentation to Build Background of Week 3-McGraw-Hill “Animal Haiku” 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-Triumph Lessons | Formative- Observations, questioning, discussion, Thumbs up, Daily PDNStudent Self - Assessment- exit slip,discussion  |
| 2 | Student will:-Ask and Answer questions about sections of the poetry to increase understanding.-Determine the main idea of a paragraph or section of a poem-summarize the important details in a poem-To identify figurative language in poetry.--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-Identify simple, compound, and complex sentences | 12 | -close reading of poems on page 172-174 -think alouds-completion of practice book pages pertaining to skills being taught-collaboration and discussion about elements of poetry-put spelling words into sentences-vocabulary squares (word, synonym, picture and sentence, antonym)-Review and practice on Study Island in Computer lab-think alouds | WS |  -McGraw Hill Resources-McGraw-Hill student practice book-student journals-document camera-McGraw-Hill student web program-Triumph | Formative- Observations, questioning, discussion, thumbs up/downStudy Island Teacher Built testFormative-Acting it out/ role playing with drama.Student Self - Assessment- group discussion of spelling sentences, sharing of journal entries |
| 3 | Student will:-make predictions about an unfamiliar text-create a haiku-determine the main idea and key details in poetry-write routinely over a shorter time frame for a range of purposes-spell appropriate words correctly-write by combining sentences-capitalize and punctuate sentences correctly | 12 | -shared read of poetry-small group completion of a sequence graphic organizer- answer “Respond to Reading” questions-collaboration and discussion to determine main idea and supporting details in a poem.-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:-Identify main ideas and details -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-Use context clues to identify unknown words.-capitalize and punctuate sentences correctly | 12 | -continued reading of “poetry”-small group completion on figurative language using white boards to distinguish between similes and metaphors- answer “Respond to Reading” questions-collaboration and discussion -Skills practice on Study Island in computer lab journals-putting spelling words in a sentences-respond to a prompt about poetry 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 quiz/comprehension testSelf-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 poetry-Differentiate between poetry, drama, and prose-Compare and contrast poems-write routinely over a shorter time frame for a range of purposes-spell appropriate words correctly-Spelling assessment-capitalize and punctuate sentences correctly -demonstrate understanding of words with a similar but not identical meanings | 12 | -Compare and contrast different types of poetry-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 quizTeacher made Study Island testSummative-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 main ideas and key details-capitalize and punctuate sentences correctly -Begin writing haikus | 12 | -Quiz on combining sentences-Weekly skills test on week 5-shared writing using TRACES writing routine-using TRACES to complete a writing prompt | WS | McGraw-Hill:-weekly skills test-grammar book-student journals | Formative- Observations, questioningSummative- grammar quiz on nouns, weekly skills testStudent Self - Assessment- self-check of TRACES during shared writing activity |