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**   |  |  | | --- | --- | | **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 phrases  In 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 PDN  Student 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 | 1  2 | -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 | W  S | -McGraw Hill Resources  -McGraw-Hill student practice book  -student journals  -document camera  -McGraw-Hill student web program  -Triumph | Formative- Observations, questioning, discussion, thumbs up/down  Study Island Teacher Built test  Formative-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 | 1  2 | -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 | W  S | -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 -Share  Student 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 | 1  2 | -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 | W  S | 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-share  Summative-vocabulary quiz/comprehension test  Self-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 | 1  2 | -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 | W  S | McGraw Hill:  -Leveled Readers  -student practice book  -grammar book | Formative- Observations, questioning, discussion, , lesson quiz  Teacher made Study Island test  Summative-Spelling test  Student 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 | 1  2 | -Quiz on combining sentences  -Weekly skills test on week 5  -shared writing using TRACES writing routine  -using TRACES to complete a writing prompt | W  S | McGraw-Hill:  -weekly skills test  -grammar book  -student journals | Formative- Observations, questioning  Summative- grammar quiz on nouns, weekly skills test  Student Self - Assessment- self-check of TRACES during shared writing activity |