HAZLETON AREA SCHOOL DISTRICT

DISTRICT UNIT/LESSON PLAN

Teacher Name :   Matthew Balukonis   **Subject : ESL: 1/2/3**

Building : Arthur St.

Unit Plan

Unit Title: Dates: May 29 to June 1

PRIMARILY, I WILL BE PULLING OUT SMALL GROUPS OF STUDENTS FROM THE CLASSROOMS. I WILL BE FACILITATING THE STUDENTS' ENGLISH LANGUAGE LEARNING ON THE ROSETTA STONE LANGUAGE PROGRAM AND THE NEWCOMERS PROGRAM.

STUDENTS WILL BE FAMILIAR WITH THE DETAILS OF THE PROGRAM. STUDENTS WILL BE FAMILIAR WITH THE PROCESS OF LOGGING INTO, SETTING UP THE SOFTWARE, AND NAVIGATING ROSETTA STONE.

STUDENTS WILL PROGESS THROUGH THE LESSONS OF UNIT 1. EACH STUDENT NEEDS TO SCORE A PROFICIENT GRADE (85/90) BEFORE MOVING ON TO THE NEXT LESSON.

CLASSROOM LESSONS WILL BE HYBRID: THEY WILL ROTATE AMONG WHOLE GROUP,COLLABORATIVE, AND INDEPENDENT WORK.

Essential Questions: How do I log into Rosetta Stone? How do I set up the headphones? How do I navigate through the program?

Standards: Standards Aligned System PDE   ESL/ELD Standards
STANDARD 1: Grade Level:1 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.   .
Standards are attached.   Curriculum will be adapted to the ELD level of each student.
I will look at each ELD student's folder and identify their ELD level.

Summative Assessment Objective	Assessment Method (check one)
Students will successfully complete all notes, and artwork. Students will participate in dancing and music activities.	____ Rubric X ___ Checklist ____ Unit Test ____ Group __X__ Student Self-Assessment ____ Other (explain)

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	5/29 1.The students will Unit 1 Lesson 3. Core Lesson .#29		1. The teacher will introduce the question: What do you have?. 2. The teacher will help the students answer the question using the following phrase: I have a……... 3. The teacher will point to pictures of the vocabulary words. Each student will answer the question using a vocabulary word; Ex. This is a sandwich. This is a car. Etc.. 4. Each student will take turns writing three different sentences on the board and ask others to read the words,. 5. The last 15 min. of class will be devoted to working on Rosetta Stone/ Computer. 6. The teacher will assist each student as they progress through the components of the Rosetta Stone program.			Observation: Students are following proper entrance and exit procedures . Students are engaged in the learning activities.. Students are exhibiting behavior that reflects the PRIDE behavior system. Students are completing activities in a way that reflects their ESL level. THE ROSETTA STONE COMPUTER PROGRAM GRADES THE PROGESS OF EACH STUDENT. EACH STUDENT HAS AN INDIVIDUAL PROGESS REPORT THAT CAN BE REVIEWED AS NEEDED.
2	5/30 1,Rosetta Stone: Unit 1: Lesson 3 Core Lesson #30		1. The teacher will lead the students in reading and pronouncing the following phrases: I am a…..We are…boy, girl, man, woman, police officers, doctors.. 2. The teacher will help the students practice pronouncing the above words and phrases. 3. Each students will go to the board and write a sentence describing the color of a plural noun of their choice.. 4. The teacher encourage a conversation among the students using the above questions and sentences. 5. The students will greet each other and practice describing themselves to each other.		Notebooks, folders, printers, forms	

		6. Ex. The cat and dog are black and white. 7. The students can illustrate any word or sentence that they have learned from the beginning of the year... 8. The teacher will go over the day and the month/date on a daily basis. 9. .The students will complete the worksheet on the back of the Newcomer's sheet.. 10. The teacher and students will read the sentences together..		
3		5/31 1. Rosetta Stone Unit 1: Lesson 3 Core Lesson.#32		1.The teacher will introduce the following new phrases: I have/ You have a….yellow/green/red book,,bicycle, apple/s. . 2. The teacher will encourage each student to identify and pronounce the sentences for each picture. 3. The students will take turns using index cards to piece together the simple sentences as a review: . 4.. The students will work on Rosetta Stone for the last 15 min. of class. .	Notebooks, folders, printers, forms.	

4		6/1
		  1. Rosetta Stone Unit 1: Lesson .3 Core Lesson.
		   .
				1. The teacher will REVIEW the phrases and questions that were learned this week,
				2. The teacher will give each student three different strips…each having a sentence/phrase/question that was learned this week.
				3. The students will take turns reading their sentences and answering their questions.
				4. The teacher will encourage a group conversation using the phrases/////.
				5. The teacher will help the students answer the question with the following phrases: Yes. I am a doctor. No. I am not a doctor. .
				6. Each student will take a turn pronouncing sentences that describe their illustrations:
				7. The teacher will encourage the students to practice pronouncing the words on their list..
				8. The teacher will help the students complete the sentences on the back of the picture.
					Folders, forms.	

5		.
		.5/4
		  1. The students will learn the sentences included
				1. The teacher will introduce the students to the following sentences:
				   The cat, car, bicycles, eggs are/ white, black, green, yellow.		

	in Rosetta Stone Unit 1. Lesson 2: Vocab.		2. The teacher will help the students form the sentences using the sentence parts written on index cards and posted on the board. . 3. The teacher will carry out a brief review of the sentences learned during the week. 4. The teacher will have the sentences pre-written on the board. 5. Each student will take a turn reading one of the sentences and selecting a picture that corresponds to the sentence. 6. GAME: The students will play "PICKLES TO PENGUINS." They will create words that are included in the sentences that were learned during the week.			