HAZLETON AREA SCHOOL DISTRICT

DISTRICT UNIT/LESSON PLAN

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

Building : Arthur St.

Unit Plan

Unit Title: WEEK 9
Dates: October 30 to November 3

PRIMARILY, I WILL BE PULLING OUT SMALL GROUPS OF STUDENTS FROM THE CLASSROOMS. I WILL BE FACILITATING THE STUDENTS' ENGLIAH LANGUAGE LEARNING ON THE ROSETTA STONE LANGUAGE 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	1.The students will complete lesson 1 of Unit 1 of Rosetta Stone: Basic introduction vocab and: boy, girl, man, woman, etc. .		1. Teacher will review how to login and access the lessons in Rosetta Stone,. 2. Each student will begin working on Lesson 1 of Unit 1. 3. The teacher will rotate among the students and help them with the words and phrases with which they find difficult,			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. Students are scoring proficient scores on each lesson before advancing to the next lesson,
2	1, The students will review the vocabulary words and phrases from Lesson 1 as a group and collaboratively.		1. The teacher will help the students recognize, read, and pronounce the new words, The teacher will model : look at the word, listen to the word, listen to the word in a sentence, say the word, spell the word, say the word again.		Notebooks, folders, printers, forms Color Rosetta Stone image cards.	
3	1. The students will complete lesson 1 and move onto lesson 2. 2. The students will learn how to pronounce and read and use sentences that include progressive verbs, .		1.The students will work independently on lessons 1 and 2. 2., The teacher will rotate and help students as needed.		Notebooks, folders, printers, forms. Computers, headsets.	

4	1. The students will learn basic classroom vocabulary: teacher, student, classroom, boy, girl, friends…etc..		1. The teacher will present a picture from the Newcomers' series that features the key objects and vocabulary.. 2. The teacher will ask the students to identify the various people and objects in the classroom. 3. Each student will practice identifying each person and object. 4. Students will practice asking and answering questions about the vocabulary.	Folders, forms.
5	1,Students will review information learned from Rosetta Stone and Newcomers Series. .		1. The teacher will model how to write and pronounce the key words, phrases, and questions learned in the Rosetta Stone land Newcomers lessons. 2. Students will practice the Rosetta Stone sentences and phrases, 3. The students will practice using the key questions and answers in the Newcomer lesson.	Schedules, charts, forms. organizers