

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 3
Dates: September 11 to September 15

PRIMARILY, I WILL BE ENTERING CLASSROOMS AND ASSISSTING STUDENTS WITH INDEPENDENT COMPUTER ACTIVITIES.

REACH: A. UNIT 1: STEP INTO SCHOOL
STUDENTS WILL BE FAMILIAR WITH THINGS, PEOPLE, ACTIVITIES, AND PLACES THAT ARE RELATED TO SCHOOL.

Essential Questions: What happens at school? What are some things that we use in school? What do we do in school? How do we get ready for school? How do we go to school? What do we do during the week?

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)
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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)
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DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	1.The teacher will model and help students answer the question: What do you do in school? 2. Review and use the Vocabulary words and concepts from day 4: build, read, draw, run, make, write. 3. Students will sing the song, "Let's Go to School." Students will identify and practice reading the high frequency words from, "In the Classroom." Book. 4. Students will use Power Writing to develop writing fluency.		1. Teacher will display picture dictionary and help students connect the action pictures with their words. Students will point to the pictures in order to answer the questions. 2. Students will use the Vocabulary Builder and Manipulatives , Set 1.2. Students will point to images and tell some activities that the animals are doing. Students will draw and role play simple actions that they do in school. 3. The teacher will model and help the students sing the song. Students will create index cards with the high frequency words from, "In the Classroom." They will put the cards on a word wall and practice reading the words and putting them in simple sentences and questions. 4. The students will write as many of the words that they learned on a piece of paper. The students will count the number of words that they learned.			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.
2	1,Students will learn how to answer the question: What is your favorite thing to do? . 2. Students will review and use the words: black scissors, blue crayon, build, draw, green block, make, read, red book, run, white glue, write, yellow pencil.		1.Teacher will help students learn how to count words in a sentence or question. Students will clap at the sound of each word. Students will place blocks in order for each word pronounced. 2. The teacher will model and encourage each student to use the words in simple phrases. Students will copy the words in their notebooks.		Notebooks, folders, printers, forms	

	<p>3. Students will sing the song: "I Use a Pencil." Students will read the book: "School Tools."</p> <p>4. Students will be able to write simple descriptive captions for the various classroom objects.</p>		<p>3. Teacher will encourage students to use "language frames" to describe what they see and how they use the various objects, Ex. "I see a _____. I use the _____ to _____. Students will use Vocabulary Manipulatives 1.1 to do a "Team Word Webbing" Activity. Students will take turns saying how they would use the particular objects.</p> <p>4> The teacher will guide the students in completing caption frames for the various classroom objects. Each student will choose and write a describing word for a classroom object of their choice.</p>			
3	<p>1. The students will be able to complete the two short sentences: I want to _____. I need to _____.</p> <p>2. The students will review and use the vocabulary words from Day 6.</p> <p>3. Students will learn how to plan and monitor their reading of a story.</p> <p>4. Students will write a sentence using the sentence frame: I can _____.</p>		<p>1. The teacher will model examples of the sentences using classroom objects. Each student will use the two sentences to express what they want and need.</p> <p>The teacher will use a three box grid to teach the concept of initial sounds of words.</p> <p>2.. The teacher will write each word on a piece of paper and put it in a basket. Each student will take a turn picking a word, reading it and using it in a sentence.</p> <p>3. The teacher will use the Big Book, "Keisha Ann Can!" to model the language frames to plan and monitor: I read _____. I will _____.</p> <p>4. Each child will draw a picture showing something they can do in school. The teacher will prompt each student to complete the sentence: I can _____</p>		Notebooks, folders, printers, forms.	
4	<p>1. Students will be able to answer the question: What does Keisha Ann do at school? What can you do too? Keisha can _____ at school. I can _____, too.</p> <p>2, Students will review and use the vocabulary words from day 6.</p>		<p>1. The teacher will assess prior knowledge of the events that happened in the book, "Keisha Ann Can!" The teacher will guide the students in acting out the story in two groups. The directions are on p. T50</p> <p>2. The teacher will give the students a brief spelling quiz focused on the words: run, draw, build, read, and write. The students will take turns using each word in a sentence.</p>		Folders, forms.	

	<p>3.The students will read the high frequency word book, “A Tool For School! “</p> <p>4.Students will write a cation for a page in the book of their choice.</p>		<p>3. The students will use the WORD CARDS. The students will work in pairs and use the cards to complete the frame: I read about_____. And talk about the books.</p> <p>4. The teacher will model how to write a caption. Each student will draw a picture of a school tool and write the caption underneath.</p>			
5	<p>1,The students will be able to complete the sentence: A_____is a person/thing at school..</p> <p>2.The students will review and use the vocabulary words from day 6.</p> <p>3.The students will read the Talk Together Book: “Classroom Fun.”</p> <p>4.The students will write a Personal Response about how they feel after performing the Theme Theater: Keisha Ann Can!</p>		<p>1.The teacher will provide examples of completed sentences. For example: The teacher is a person at school. The desk is a thing at school. Each student will take a turn vocally completing the sentence .</p> <p>2.The teacher will give a brief spelling quiz focused on the following words: black scissors, blue crayon, green block, red book, white glue, yellow pencil. Each student will take a turn using each word in a sentence.</p> <p>The teacher will model how to use the label feature of the book to talk about the photos. Each student will take a turn talking about one photo using nouns and any other language they know how to use.</p> <p>The teacher will provide the sentence frame: “I felt _____. The students will use two words to express how performing the play made them feel. For example, I felt happy and excited.</p>		Schedules, charts, forms. organizers	