HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Jaime Michael Subject : Reading Proposed Dates: Week of October 17th Grade Level: First**

**Building : Heights-Terrace El/Middle School**

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| **Unit Plan** |
| **Unit Title:**  Exploring Differences in Each Other and Our Community  Unit 1  **Essential Questions:**  What makes you special?  What do you do at your school?  What is it like where you live?  What makes a pet special?  What do friends do together?  How does your body move?  **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  CC.1.1.1.B.- Demonstrate understanding of the organization and basic features  CC.1.1.1.C.- Demonstrate understanding of spoken words, syllables, and sounds  CC.1.1.1.D.- Know and apply grade level phonics and word analysis skills in decoding words  CC.1.1.1.E.- Read with accuracy and fluency to support comprehension  CC.1.2.1.A.-Identify the main idea and retell key details of text  CC.1.2.1.B.- Ask and answer questions about key details in a text  CC.1.2.1.C.- Describe the connection between two individuals, events, ideas, or pieces of information in a text  CC.1.2.1.E.- Use various text features and search tools to locate key facts or information in a text  CC.1.2.1.G.- Use the illustrations and details in a text to describe its key ideas  CC.1.3.1.A.- Retell stories, including key details, and demonstrate understanding of their central message  CC.1.3.1.B.- Ask and answer questions about key details in a text  CC.1.3.1.C.- Describe characters, settings, and major events in a story, using key details  CC.1.3.1.E.- Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of texts  CC.1.3.1.F.- Identify key words and phrases in stories or poems that suggest feelings or appeal to the senses  CC.1.3.1.G.- Use illustrations and details in story to describe characters, setting, or events  CC.1.4.1.A.- Write informative/explanatory texts to examine a topic and convey ideas  CC.1.4.1.B.- Identify and write about one specific topic  CC.1.4.1.F.- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling  CC.1.5.1.A.- Participate in collaborative conversations with peers and adults in small and larger groups  CC.1.5.1.D.- Describe people, places, things, and events with relevant details expressing ideas and feelings clearly  CC.1.5.1.E.- Produce complete sentences when appropriate to take and situation  **Summative Unit Assessment : Unit Test**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students Will demonstrate understanding of phonemic awareness, phonics, comprehension, and language skills presented in Unit 1 with 85% accuracy on Unit 1 Test. | \_\_\_\_ 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)** |
| 1 | Students will demonstrate understanding of the organizations and basic features of print.  Students will isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  Students will decode regularly spelled one-syllable words.  Students will recognize and read grade-appropriate irregularly spelled words.  Students will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | 1  2  3  4 | Direct instruction/teacher modeling/interactive instruction  T86-T93 | W  I  S | Reading Writing Workshop  Reading Writing Workshop Big Book  Literature Big Book (Alicia’s Happy Day)  Visual Vocabulary Cards  Word Building Cards  High Frequency Words Cards  Sound Spelling Cards  Teacher Poster  Sentence Strip  Marker and eraser  Your Turn Practice Book p.11 | Formative-Teacher observations, exit tickets  Summative-  Student Self - Assessment- |
| 2 | Students will decode regularly spelled one-syllable words. RF.1.3b  Students will recognize and read grade appropriate irregularly spelled words.  Students will use the story “Six Kids” to find short i words, high frequency words, and name the features of a fantasy story with a partner.  Students will use the graphic organizer to give descriptive details in the story.  Students will read, spell, and write the new high frequency words down, out, up, very.  Students will orally generate sentences in the correct word order with a partner.  Students will, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  Students will use end punctuation for sentences. | 1  2  3  4 | Direct instruction/teacher modeling/interactive instruction  T94-T97 | W  I  S | Reading Writing Workshop  Reading Writing Workshop Big Book  Literature Big Book (Alicia’s Happy Day)  Visual Vocabulary Cards  Word Building Cards  High Frequency Words Cards  Sound Spelling Cards  Teacher Poster  Sentence Strip  Marker and eraser  Your Turn Practice Book pg. 12 | Formative- Teacher observations, exit tickets  Summative-  Student Self - Assessment- |
| 3 | Students will visualize events that happen in a fictional story.  Students will categorize the medial sound in a group of 3 words without any errors.  Students will blend and build short i words using the word building cards with less than 2 errors.  Students will identify the double final consonant in each of the given words without errors.  Students will sort –in, -it, -iss words using a three column chart. | 1  2  3  4 | Direct instruction/teacher modeling/interactive instruction  T98-T103 | W  I  S | Reading Writing Workshop  Reading Writing Workshop Big Book  Visual Vocabulary Cards  Teacher Poster  Interactive Read Aloud Cards  Word Building Cards  Spelling Words Cards  Response Board  Your Turn Practice Book p. 13 | Formative- Teacher observations, exit tickets  Summative-  Student Self - Assessment- |
| 4 | Students will give three details about story “Six Kids” using graphic organizer.  Students will write descriptive sentences with classmates about one topic using a word web. | 1  2  3  4 | Direct instruction/teacher modeling/interactive instruction  T104-107 | W  I  S | Your Turn Practice Book p. 14-17  Reading Writing Workshop book  Literature Big Book  Teacher Poster  Marker  Eraser | Formative-Teacher Observation, Exit Tickets  Summative-  Student Self - Assessment- |
| 5 | Students will use their response boards to blend phonemes without any errors.  Students will correctly blend at least six words from a given list.  Students will put the Spelling words in the correct column based on the word family it belongs to.  Students will build automaticity of high frequency words by reading them in sentences without any errors.  Students will develop comprehension by giving three details of the story “Go, Pip!”.  Students will respond to the story by giving text evidence of the key details and genre.  Students will write descriptive sentence about a topic of their choice using correct word order and punctuation. | 1  2  3  4 | Direct instruction/teacher modeling/interactive instruction  T108-115 | W  I  S | Reading Writing Workshop  Literature Anthology  Visual Vocabulary Cards  Literature Big Book  Teacher Poster  Interactive Read Aloud Cards  Word Building Cards  Spelling Word Cards  Response Boards | Formative-Teacher Observation,  Exit Tickets  Summative-  Student Self - Assessment- |
| 6 | Students will identify the important information of a story looking at the bold print.  Students will practice reading and generating alliteration with a partner.  Students will build short I Spelling words using word building cards.  Students will work in pairs to construct sentences with double final consonants without errors.  Students will use each of the high frequency words down, out, up, very, in a sentence.  Students will conference with teacher to correct any mistakes in their descriptive sentences. | 1  2  3  4 | Direct instruction/teacher modeling/interactive instruction  T 116-121 | W  I  S | Literature Anthology  Visual Vocabulary Cards  Teaching Poster  Spelling Word Cards  Word Building Cards | Formative-Teacher Observation,  Exit Tickets  Summative-  Student Self - Assessment- |
| 7 | Students will review phoneme blending, segmenting, blending and building short I words, double final consonants, -in, -it, -iss words, and high frequency words.  Students will finish writing the final draft of their descriptive sentences.  Students will use a Venn diagram to compare playgrounds in their community. | 1  2  3  4 | Direct instruction/teacher modeling/interactive instruction  T122-129 | W  I  S | Paper  Pencil  Venn diagram worksheet  Marker  Teaching Poster | Formative-Teacher Observation,  Venn Diagram worksheets  Summative-  Student Self - Assessment- |