HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield Subject: ELA Start Date(s): 10/30/23 Grade Level: K**

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| **Unit Plan** |
| **Unit Title:** Unit 2-Let’s Explore**Essential Questions: 1.How do tools help us to explore**? 2. What shapes do you see around you? 3. What kind of bugs do you know about?  **BIG IDEA- What can you find out when you explore?**. **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)*** W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
* RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
* L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
* RI.K.1 With prompting and support, ask and answer questions about key details in a text.
* SL.K.2 Ask questions about key details and requesting clarification if something is not understood.

**Summative Unit Assessment : Unit 2 Wonderworks Assessment**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students will- be assessed on phonemic and phonological awareness skills taught in Unit 2. | \_\_ \_\_ Rubric \_\_\_ Checklist \_\_\_x\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

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| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will- identify and isolate the sound for P and recognize, read and write high frequency word a, ask and answer questions about key details in a text | 12 | Overview of unit, introduce new vocabulary words: tools and discover read new story The Handiest Things in the World and make predictions.Phonemic Isolation for P sound and do pp. 51-52Introduce high frequency word a.Discuss verbs | WS | Teacher book, big book unit 2Story The Handiest Things In The World Worksheet for letter PVocab words cardsSight word cards | Formative- complete worksheet, turn and talk Summative- Student Self - Assessment- |
| 2 | Students will- Students will- identify and isolate the sound for P and recognize, read and write high frequency word a, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary words. Category words: colors. Reread The Handiest Things In The World. Ask questions about character, setting and events.Phonemic Awareness: Review sound for P and phoneme blending cvc words that begin with p.Review high frequency word a | WS | Worksheet on comprehensionLetter P sheetVocab word cardsSight word cards | Formative-thumbs up, thumbs down for words that begin with PSummative- Student Self - Assessment- |
| 3 | Students will- Students will- identify and isolate the sound for P and recognize, read and write high frequency word a, ask and answer questions about key details in a text | 12 | Review essential question and review and introduce new vocabulary words: Fetch, rumble, defeated. Read Aloud tale “Timimoto” .Phonics review P. picture sort. Blend cvc words with P and sheet p. 54. Review high frequency word a and do take home book A Walk.Guided Writing: Write a sentence with a in it. | WS | Interactive read aloud cardsTake home bookBlending sheet pg. 54Sorting cardsVocab word cardsSight word cardsJournalsWord walls | Formative-pair/share reading of sight word book/turn and talkSummative- Student Self - Assessment-rate your writing |
| 4 | Students will- Students will- identify and isolate the sound for D and recognize, read and write high frequency word a, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary words Reread “Timimoto”. Review category words: colors and do practice pg. 57. Phonemic Awareness: Blending words with p, m, a, s.Review high frequency word a. | WS | Vocab word cardsInteractive read aloud cardsSight word cardsWorksheet | Formative-turn and talkSummative- Student Self - Assessment- |
| 5 | Students will- Students will- identify and isolate the sound for P and recognize, read and write high frequency word a, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary words.Review sound for P. Read The Pig’s Picnic and complete sound sheet for PPhonemic awareness: Categorization sort by first sound P. Review high frequency word a.Guided reading  | WS | Vocab word cardsSound sheetGuided reading books based on level | Formative-complete sheet, participate during guided readingSummative- Student Self - Assessment- |
| 6 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |