HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield Subject: ELA Start Date(s): 2/24/25 Grade Level: K**

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| **Unit Plan** |
| **Unit Title:** Unit 5-Wonders of Nature  **Essential Questions: 1.What do living things need to grow**? 2. How do living things change as they grow? 3. What kinds of things grow on a farm?  **BIG IDEA- What kinds of things can you find growing in nature?**  .  **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 5 Wonderworks Assessment**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will- be assessed on phonemic and phonological awareness skills taught in Unit 5. | \_\_ \_\_ 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 Short e and recognize, read and write high frequency word are, ask and answer questions about key details in a text | 1  2 | Introduce unit and discuss essential question. Introduce vocabulary words: develop and amazing  Read story Grand Old Tree  Phonics: introduce letter E and alpha friend Edna Elephant and complete pgs. 135-136  Introduce high frequency word are | W  S | Teacher book, big book unit 5  Story Grand Old Tree  Vocab words cards  Sight word cards  Pages 135-136  Alpha friend folder | Formative- complete worksheet,  Summative-  Student Self - Assessment- |
| 2 | Students will- Students will- identify and isolate the sound for short e and recognize, read and write high frequency word are, ask and answer questions about key details in a text | 1  2 | Review essential question and vocabulary words: develop and amazing  Category words: Tree Parts  Reread Grand Old Tree do pg. 137  Phonemic awareness: Blend words with short e  Read Ed and Ned and review high frequency word are  Write a sentence in journal with are | W  S | Worksheet on comprehension pg. 137  Letter Ee sheet  Kid writing books  Vocab word cards  Sight word cards | Formative-thumbs up, thumbs down for words that begin with D  Summative-  Student Self - Assessment- rate your writing |
| 3 | Students will- Students will- identify and isolate the sound for short e and recognize, read and write high frequency word are, ask and answer questions about key details in a text | 1  2 | Review essential question and review and introduce new vocabulary words: enormous, imagine, content Read Aloud fairy tale.”The Pine Tree”  Phonemic awareness: blend words with short e and words with short e, , h, t, n, , m, s, p. and complete pg. 138  Phonics: picture sort- sort by short e as beginning sound and middle sound  Review high frequency word are by completing your turn practice book pp. 139-140 | W  S | Interactive read aloud cards  Take home book  Blending sheet pg. 130  Sorting cards  Vocab word cards  Sight word cards | Formative-pair/share reading of sight word book  Summative-  Student Self - Assessment- |
| 4 | Students will- Students will- identify and isolate the sound for short e and recognize, read and write high frequency word are, ask and answer questions about key details in a text | 1  2 | Review essential question and vocabulary words Reread The Pine Tree.  Category Words: Tree parts and complete p. 141  Read From Seed To A Tree  Phonemic awareness: phoneme segmentation with sound boxes  Sound dictation use response boards  Review high frequency word are | W  S | Vocab word cards  Interactive read aloud cards  Sight word cards  Worksheet p. 133  Sorting cards  Sound boxes, markers, erasers | Formative-Responding to reading during guided reading thumbs up/down for sorting  Summative-  Student Self - Assessment- |
| 5 | Students will- Students will- identify and isolate the sound for short e and recognize, read and write high frequency word are, ask and answer questions about key details in a text | 1  2 | Review essential question and vocab words.  Read The Enormous Elephant Show and do sound sheet  Phonemic awareness: Phoneme Segmentation  Phonics: read words with short e, n, t, s, d  Review high frequency word are | W  S | Vocab word cards  Sight word cards  Sound sheet  Cards | Formative- thumbs up/thumbs down, complete sheets  Summative-  Student Self - Assessment- |
| 6 | Students will- |  |  |  |  | Formative-  Summative-  Student Self - Assessment- |