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**

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| **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 | 12 | Introduce unit and discuss essential question. Introduce vocabulary words: develop and amazingRead story Grand Old TreePhonics: introduce letter E and alpha friend Edna Elephant and complete pgs. 135-136Introduce high frequency word are | WS | Teacher book, big book unit 5Story Grand Old Tree Vocab words cardsSight word cardsPages 135-136Alpha 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 | 12 | Review essential question and vocabulary words: develop and amazing Category words: Tree PartsReread Grand Old Tree do pg. 137Phonemic awareness: Blend words with short eRead Ed and Ned and review high frequency word areWrite a sentence in journal with are | WS | Worksheet on comprehension pg. 137Letter Ee sheetKid writing booksVocab word cardsSight word cards | Formative-thumbs up, thumbs down for words that begin with DSummative- 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 | 12 | 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. 138Phonics: picture sort- sort by short e as beginning sound and middle soundReview high frequency word are by completing your turn practice book pp. 139-140 | WS | Interactive read aloud cardsTake home bookBlending sheet pg. 130Sorting cardsVocab word cardsSight word cards | Formative-pair/share reading of sight word bookSummative- 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 | 12 | Review essential question and vocabulary words Reread The Pine Tree. Category Words: Tree parts and complete p. 141Read From Seed To A TreePhonemic awareness: phoneme segmentation with sound boxes Sound dictation use response boardsReview high frequency word are | WS | Vocab word cardsInteractive read aloud cardsSight word cardsWorksheet p. 133Sorting cardsSound boxes, markers, erasers | Formative-Responding to reading during guided reading thumbs up/down for sortingSummative- 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 | 12 | Review essential question and vocab words.Read The Enormous Elephant Show and do sound sheetPhonemic awareness: Phoneme SegmentationPhonics: read words with short e, n, t, s, dReview high frequency word are | WS | Vocab word cardsSight word cardsSound sheetCards | Formative- thumbs up/thumbs down, complete sheetsSummative- Student Self - Assessment- |
| 6 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |