HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield Subject: ELA Start Date(s): 3/31/2025 Grade Level: K**

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| **Unit Plan** |
| **Unit Title:** Unit 6 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 6 Wonderworks Assessment**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will- be assessed on phonemic and phonological awareness skills taught in Unit 6. | \_\_ \_\_ Rubric \_\_\_ Checklist \_\_\_x\_ Unit Test \_\_\_\_ Group \_x\_\_\_ Student Self-Assessment  \_\_x\_\_ Other (explain) teacher observation | |

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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 E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details  Identify real life connections between words and their use | 1  2 | Introduce essential question and vocabulary words safe and prepare  Introduce and read story Waiting Out The Storm  Introduce letter E, H, F sheet 173  Review high frequency words are, he, is ,little, my, she, was, with  Mini- lesson on nouns | W  S | Teacher book, big book unit6  Vocab words cards  Sight word cards  Waiting Out The Storm | Formative- complete worksheet,  Participate verbally in lesson  Summative-  Student Self - |
| 2 | Students will- identify and isolate the sound for E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details  Identify real life connections between words and their use | 1  2 | Review essential question and vocabulary words safe and prepare  Discuss Question Words who, what, when, where and why  Reread An Waiting Out the Storm and complete pg. 174  Review sound for E, H, F,. complete sheet  Blend words with short e and b, d, l, r  Review high frequency words are, he, is, little, my, she, was, with and do a journal writing  Review nouns | W  S | Worksheet on comprehension pg. 174  Vocab word cards  Sight word cards  Journals | Formative- complete worksheet Summative-  Student Self - Assessment- rate your writing |
| 3 | Students will- identify and isolate the sound for E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details  Identify real life connections between words and their use | 1  2 | Review essential question and review and introduce new vocabulary words: notice, celebration, enough. Read Aloud myth Rainbow Crow  Review sound for E, H, F  Blend words with short e, a, and b, f, h, r, ck complete practice pg. 175-178  Sort pictures using R beginning sound  Practice reading high frequency words in practice book | W  S | Sheet 148  Vocab word cards  Interactive read aloud cards  Your turn practice book  Cards for initial sound sort | Formative-pair/ complete sheet pair/share reading of participation in sorting  Summative-  Student Self - Assessment- |
| 4 | Students will- identify and isolate the sound for E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details  Identify real life connections between words and their use | 1  2 | Review essential question and vocabulary words  Reread Waiting Out The Storm and Review question words and do pg. 181  Phoneme addition with sound boxes,  Review high frequency words are, he, is, little, my, she, was , with  Write in journals  Review nouns | W  S | Vocab word cards  Interactive read aloud cards  Worksheet pg. 151  White boards  journals | Formative-Responding to reading during guided reading  Summative-  Student Self - Assessment- |
| 5 | Students will- identify and isolate the sound for E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details  Identify real life connections between words and their use | 1  2 | Review essential question and vocab words.  Read Waiting Out The Storm  Work in letter book  Guided reading groups | W  S | Vocab word cards  Letter books | Formative- respond to reading during guided reading  Summative-  Student Self - rate your writing 1,2,3,4 |
| 6 | Students will- |  |  |  |  | Formative-  Summative-  Student Self - Assessment- |