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**

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| **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 detailsIdentify real life connections between words and their use | 12 | Introduce essential question and vocabulary words safe and prepareIntroduce and read story Waiting Out The StormIntroduce letter E, H, F sheet 173Review high frequency words are, he, is ,little, my, she, was, withMini- lesson on nouns | WS | Teacher book, big book unit6Vocab words cardsSight word cardsWaiting 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 detailsIdentify real life connections between words and their use | 12 | Review essential question and vocabulary words safe and prepareDiscuss Question Words who, what, when, where and why Reread An Waiting Out the Storm and complete pg. 174Review sound for E, H, F,. complete sheetBlend 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 | WS | Worksheet on comprehension pg. 174 Vocab word cardsSight word cardsJournals | 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 detailsIdentify real life connections between words and their use | 12 | Review essential question and review and introduce new vocabulary words: notice, celebration, enough. Read Aloud myth Rainbow CrowReview sound for E, H, FBlend words with short e, a, and b, f, h, r, ck complete practice pg. 175-178Sort pictures using R beginning soundPractice reading high frequency words in practice book | WS | Sheet 148Vocab word cardsInteractive read aloud cardsYour turn practice book Cards for initial sound sort | Formative-pair/ complete sheet pair/share reading of participation in sortingSummative- 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 detailsIdentify real life connections between words and their use | 12 | Review essential question and vocabulary wordsReread Waiting Out The Storm and Review question words and do pg. 181Phoneme addition with sound boxes, Review high frequency words are, he, is, little, my, she, was , withWrite in journalsReview nouns | WS | Vocab word cardsInteractive read aloud cardsWorksheet pg. 151White boardsjournals | Formative-Responding to reading during guided readingSummative- 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 detailsIdentify real life connections between words and their use | 12 | Review essential question and vocab words. Read Waiting Out The StormWork in letter bookGuided reading groups | WS | Vocab word cardsLetter books | Formative- respond to reading during guided readingSummative- Student Self - rate your writing 1,2,3,4 |
| 6 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |