HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield Subject: ELA Start Date(s): 11/11/24 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? How are they different? 3. What ideas can you suggest to help the environment?  **BIG IDEA- What can you find out when you explore?**. **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)*** 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.
* W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
* 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 M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text. | 12 | Overview of unit and build background. Introduce new vocabulary words: curious and observe. Discuss essential question. Read story I Love Bugs and ask and answer questions.Phoneme segmentation: use sound boxes to count the sounds and review sounds for m, a, p. do pg. 67Review high frequency words the, a, see, we, like | WS | Teacher book, big book unit 2Sound boxesCountersWorksheet 67 | Formative- complete worksheet, Use sound boxes correctlySummative- Student Self - Assessment- |
| 2 | Students will- identify and isolate the sound for M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text. | 12 | Review essential question and vocabulary words: curious and observe. Reread I Love Bugs and ask questions about character, setting and events. Discuss category words: movement wordsComplete pg. 68. Phoneme segmentation- count the sounds Phonics: Review S and T Blend words with a, s, t | WS | Worksheet on comprehension pg. 68 | Formative-complete worksheetSummative- Student Self - Assessment- |
| 3 | Students will- identify and isolate the sound for M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text. | 12 | Review essential question and review and introduce new vocabulary words: process, slender, attaches .Read Aloud Informational text ”From Caterpillar to Butterfly” Phonemic Awareness: blend sounds. Phonics: review m ,a, s, p, t and blend words with short a, m, s, p, t. complete pg. 69-70. Phonics: picture sort- sort by initial sound. Review high frequency words: the, a, see, we, like and practice book See the bugs! | WS | Interactive read aloud cardsTake home bookBlending sheet pg 69-70Sorting cardsVocab word cardsSight word cards | Formative-pair/share reading of sight word book, complete worksheetSummative- Student Self - Assessment- |
| 4 | Students will- identify and isolate the sound for M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text. | 12 | Review essential question and vocabulary words Reread “From Caterpillar to Butterfly”. Category words: Movement words complete pg. 73. Phonemic Awareness: Blending words with m, s, a, p, t.Phonics: dictationRead “Tap, Tap, Tap” and review high frequency words we, see, I, can, the, like. | WS | Vocab word cardsInteractive read aloud cardsSight word cardsWorksheet 73Response boards | Formative-complete worksheet, hold up response boardsSummative- Student Self - Assessment- |
| 5 | Students will- identify and isolate the sound for M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text. | 12 | Review essential question and vocab words. Review alpha friends M, A, PPhonemic Awareness: phoneme segmentation and Phonics: read words with m, a, s, p, t. Review high frequency words the, a, see, we, likeDo See sheet and write in journals | WS | Vocab word cardsWord wallsSee sheetjournals | Formative- work in journalsSummative- Student Self - Assessment- rate your writing |
| 6 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |