HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield Subject: ELA Start Date(s): 5/29/2023 Grade Level: K**

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| **Unit Plan** |
| **Unit Title:** Unit 9-How Things Change**Essential Questions: 1.How can you help out at home?** 2. What do good citizens do? 3. How can things in nature be used to make new things?  **BIG IDEA-How Do Things Change?**. **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, 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 9 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 9. | \_\_ \_\_ 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 long a and recognize, read and write high frequency words help and too, ask and answer questions about key details in a text | 12 | Overview of unit, introduce new vocabulary words: chores and contributeIntroduce and read new story Peter’s Chair and make predictionsIntroduce long a sound and a\_e wordsIntroduce high frequency words help, tooPhonemic awareness long a practice pg 245,246Write sentences with a\_e words | WS | Teacher book, big book unit 9Story Peter’s ChairVocabulary and sight word cardsJournalsWorksheets 245, 246 | Formative- complete worksheet, Participate in lesson, turn and talkSummative- Student Self - Assessment- |
| 2 | Students will- identify and isolate the sound for long a and recognize, read and write high frequency words help and too, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary words. Reread Peter’s Chair and ask and answer questions relating to story(plot, sequence), complete pg 247Category words: household furnitureReview long a and blend words with long aReview high frequency words help, tooShared Read Jake and Dale HelpWrite a sentence using new high frequency words | WS | Comprehension worksheetVocabulary and sight word cardsJournalsStory Peter’s Chair | Formative-thumbs up, thumbs down for words that have long aSummative- Student Self - Assessment- Rate your writing |
| 3 | Students will- identify and isolate the sound for long a and recognize, read and write high frequency words help and too, ask and answer questions about key details in a text | 12 | Review essential question and review and introduce new vocabulary words: member, organize, accomplishInformational text read aloud- Helping Out At HomeStrategy: ask and answer questionsBlend words with long a, n ,m, e, t c, v, d, g, f, p, k, l, bPractice page 248Phonics: word sort a\_eReview high frequency words help, too and read practice book I Want To Help  | WS | Interactive read aloud cardsTake home bookBlending sheet pg248Sorting cardsVocab word cardsSight word cards | Formative-pair/share reading of sight word book, turn and talkSummative- Student Self - Assessment- |
| 4 | Students will- identify and isolate the sound for long a and recognize, read and write high frequency words help and too, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary wordsCategory Words: household furniture and practice pg 251Read- The Clean Up- Strategy: ask and answer questionsPhonics: Phoneme deletion and blendingReview high frequency words help and tooKid Writing: writing prompt using high frequency words. | WS | Vocab word cardsSight word cardsWorksheet 251JournalsBig Book Unit 9 | Formative-verbal participation, turn and talk, complete sheetSummative- Student Self - Assessment- |
| 5 | Students will- identify and isolate the sound for long a and recognize, read and write high frequency words help and too, ask and answer questions about key details in a text | 12 | Review essential question and vocab words. Phonemic awareness/phoneme deletionRead words with long a and consonantsReview high frequency words: help and tooLeveled reader Let Me Help You.Draw and write about something you have outgrown | WS | Vocab word cardsLeveled reader: Let Me Help You and How Can Jane Help? | Formative- Respond to reading during guided reading, turn and talkSummative- Student Self - Assessment- rate your writing |
| 6 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |