HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Cassandra Catania Subject : Reading Proposed Dates: 1/27/15-3/30/15 Grade Level (s) Kindergarten**

 **Building : HTELC**

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| **Unit Plan** |
| **Unit Title: Caring for the World Around You (MH Units 5,6,&7)****Essential Questions:**  Why do we have to take good care of the environment? Why is important to care for living things? How does nature impact our lives? What can you do to care for the world around you?**Standards:** 1.1.K.A, 1.1K.B, 1.1.K.C, 1.1.K.D, 1.1.K.E, 1.2.K.A, 1.2.K.B, 1.2.K.C, 1.2.K.E, 1.2.K.F, 1.2.K.G, 1.2.K.H, 1.2.K.I, 1.2.K.J, 1.2.K.K, 1.2.K.L, 1.3.K.A, 1.3.K.B, 1.3.K.C, 1.3.K.D, 1.3.K.E, 1.3.1.F, 1.3.K.G, 1.3.K.H, 1.3.K.I, 1.3.K.J, 1.3.K.K, 1.4.K.A, 1.4.K.B, 1.4.K.C, 1.4.K.D, 1.4.K.E, 1.4.K.F, 1.4.K.G, 1.4.K.H, 1.4.K.I, 1.4.K.J, 1.4.K.L, 1.4.K.M, 1.4.K.N, 1.4.K.O, 1.4.K.P, 1.4.K.R, 1.4.K.T, 1.4.K.U, 1.4.K.V, 1.4.K.W, 1.4.K.X, 1.5.K.A, 1.5.K.B, 1.5.K.C, 1.5.K.D, 1.5.K.E, 1.5.K.G, **Summative Unit Assessment : Picture or Collage**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students will create an art project, group project, or book providing examples of how they care for the world around them with at least one connection to a piece of thematic work. | \_\_X\_ Rubric \_\_\_ Checklist \_\_\_\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 5JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 127-128 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
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| 31 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 185-186 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Summative- ELA Checklists, kid writing rubricStudent Self - Assessment-Picture Drawing Rubric |
| 32 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 187 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 33 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 188-190 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 34 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 191 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 35 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 192 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 36 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 193-196 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Summative- ELA Checklists, kid writing rubricStudent Self - Assessment-Picture Drawing Rubric |
| 37 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 197 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 38 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 198-200 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 39 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 201 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 40 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 202 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 41 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 203-206 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Summative- ELA Checklists, kid writing rubricStudent Self - Assessment-Picture Drawing Rubric |
| 42 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 207 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 43 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 208-210 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 44 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 211 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |
| 45 | Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.Students will-actively engage in group reading activities with purpose and understanding. | 132 | Circle time, practice book, kid writing, independent work, graphic organizer, white boardsTeaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework | WSI | McGraw-Hill Wonders Unit 7JournalsProjectorsDocument CameraWhiteboardsComputersYour Turn PB 212 | Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.Student Self - Assessment-Picture Drawing Rubric |