

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Teacher Name : Gina Molinaro
(s):

Subject : ELA

Start Date(s): 10/16/17

Grade: K Level

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)

- 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, shL.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).] eL.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). my, is, are, do, does).
 - RI.K.1 With prompting and support, ask and answer questions about key details in a text.
 - L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - 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 4 Wonderworks Assessment

Summative Assessment Objective	Assessment Method (check one)
Students will- be assessed on phonemic and phonological awareness skills taught in Unit 4.	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> x Unit Test <input type="checkbox"/> Group <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Other (explain)

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	Students will- identify and isolate the sound for T and recognize, read and write high frequency word like, ask and answer questions about key details in a text	1 2	Overview of unit 2. Build Background and discuss essential question. Introduce vocab: materials and nature. Read Shapes All Around- informational text and ask and answer questions. Phoneme isolation: sound for T, demonstrate how to say T sound. Introduce "Tiggy Tiger" complete pgs. 59-60. Introduce high frequency word like. Make a shape poster.	W S	Teacher book, big book unit 2 Story: Shapes All Around Worksheet for letter T- 59-60 Vocab words cards Sight word cards poster	Formative- complete worksheet, thumbs up, thumbs down for T sound, turn and talk essential question Summative- Student Self - Assessment-
2	Students will- Students will- identify and isolate the sound for T and recognize, read and write high frequency word like, ask and answer questions about key details in a text	1 2	Review essential question and vocabulary words. Category words: shape words Reread Shapes all Around discuss key details and complete pg 61 Phonemic awareness: blend words with T and review Tiggy Tiger. Review high frequency word like and shape poster. Read Find The Shapes Write a sentence I like ____ name a shape	W S	Worksheet on comprehension-pg 61 Letter T sheet Kid writing books Vocab word cards Sight word cards Story Shapes All Around	Formative-thumbs up, thumbs down for words that begin with T, turn and talk Summative- Student Self - Assessment- rate your writing
3	Students will- Students will- identify and isolate the sound for T and recognize, read and write high frequency word like, ask and answer questions about key details in a text	1 2	Review essential question and review and introduce new vocabulary words: world, decoration, games. Read Aloud Informational text" Kites In Flight" .Phonemic Awareness: Review T and blend words with t, m, s, a, p. Complete pg. 62 Phonics: picture sort High frequency word review like and your turn practice book pg. 63-64 Writing I like triangles.	W S	Interactive read aloud cards Take home book Sorting cards Vocab word cards Sight word cards Kid writing journals Word walls	Formative-pair/share reading of sight word book Summative- Student Self - Assessment-
4	Students will- Students will- identify and isolate the sound for T and recognize, read and write high frequency word like, ask and answer questions about key details in a text	1 2	Review essential question and oral vocabulary words Reread "Kites In Flight". Review category words: shapes and do practice pg. 65. Phonemic Awareness: blend words with t, m, a, s, p. Do phonics dictation. Read "I Like Sam" Review high frequency word like	W S	Vocab word cards Interactive read aloud cards Sight word cards Worksheet pg. 65	Formative-participation Summative- Student Self - Assessment-
5	Students will- Students will- identify and isolate the sound for T and recognize, read and write high frequency word like, ask and answer questions about key details in a text	1 2	Review essential question and vocab words. Read When Tilly Turtle Came To Tea and Phonemic Awareness: Phonemic identity which is the same in words and complete sound sheet Review high frequency word like	W S	Vocab word cards Sight word cards Word walls	Formative- participation and completion of sound sheet Summative- Student Self - Assessment-

6	Students will-					Formative- Summative- Student Self - Assessment-
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