

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Unit Plan

Unit Title: Unit 3-Going Places

Essential Questions: 1.What rules do we follow in different places? 2 What are the different sounds we hear? 3. What places do you go to during the week?
BIG IDEA- What can you learn by going to different places?

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 3 Wonderworks Assessment

Summative Assessment Objective	Assessment Method (check one)
Students will- be assessed on phonemic and phonological awareness skills taught in Unit 3.	<input type="checkbox"/> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> <input checked="" type="checkbox"/> Unit Test <input type="checkbox"/> Group <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> 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 N and recognize, read and write high frequency word and, ask and answer questions about key details in a text	1 2	Overview of unit and discuss essential question. Introduce new vocabulary words: listen and volume. Read fiction story Clang, Clang, Beep, Beep. Strategy: Visualize. Phoneme Isolation: N. Introduce new alpha friend. Do pg. 85-86 Introduce new high frequency word and.	W S	Teacher book, big book unit 3 Clang, Clang, Beep, Beep Vocab cards Sight word cards Pg. 85-86	Formative- complete worksheet, Summative- Student Self - Assessment-
2	Students will- Students will- identify and isolate the sound for N and recognize, read and write high frequency word and, ask and answer questions about key details in a text	1 2	Review essential question and vocabulary words. Category words: sound words Reread Clang, Clang, Beep, Beep and Complete pg. 87	W S	Worksheet pg. 87 Kid writing books Vocab word cards	Formative-thumbs up, thumbs down for words that have beginning sound N

			<p>Phoneme blending: blend words with short vowels</p> <p>Phonics: N sound</p> <p>Practice high frequency word and and write a sentence with to in it</p>		Sight word cards	<p>Summative-</p> <p>Student Self - Assessment- rate your writing</p>
3	<p>Students will- Students will- identify and isolate the sound for N and recognize, read and write high frequency word and, ask and answer questions about key details in a text</p>	<p>1</p> <p>2</p>	<p>Review essential question and review and introduce new vocabulary words: exclaimed, chat, familiar. Read fable "The Turtle and the Flute"</p> <p>Phoneme Isolation: N</p> <p>Phonics: review shortN and use response boards</p> <p>Blend words with short a, i, n, ,t, p and complete pg. 88</p> <p>Phonics: picture sort. Sort by beginning and ending sound N.</p> <p>Review high frequency word and, and read your turn practice book pg. 89-90</p>	<p>W</p> <p>S</p>	<p>Interactive read aloud cards</p> <p>Take home book</p> <p>Blending sheet pg. 88</p> <p>Sorting cards</p> <p>Vocab word cards</p> <p>Sight word cards</p>	<p>Formative-pair/share reading of sight word book</p> <p>Summative-</p> <p>Student Self - Assessment-</p>
4	<p>Students will- Students will- identify and isolate the sound for N and recognize, read and write high frequency word and, ask and answer questions about key details in a text</p>	<p>1</p> <p>2</p>	<p>Review essential question and vocabulary words</p> <p>Reread "The Turtle and the Flute"</p> <p>Category Words: Sound Words complete pg. 91</p> <p>Phonemic Awareness: Blend words with short a, l, n, p, t</p> <p>Dictation of sounds- response boards</p> <p>Review high frequency word and and write a sentence with and</p>	<p>W</p> <p>S</p>	<p>Vocab word cards</p> <p>Interactive read aloud cards</p> <p>Sight word cards</p> <p>Worksheet pg. 91</p> <p>Word walls</p> <p>journals</p>	<p>Formative-check response board answers</p> <p>Summative-</p> <p>Student Self - Assessment-rate your writing</p>

5	Students will- Students will- identify and isolate the sound for N and recognize, read and write high frequency word and, ask and answer questions about key details in a text	1 2	Review essential question and vocabulary words. Read Sounds Are Everywhere Phonemic awareness: sort by the sound that doesn't belong Phonics: read words with shor a, l, and p, n, t, m Read Alphatale: Do sound sheet for Nn Review word and and complete sheet	W S	Vocab word cards Sound sheet and worksheet	Formative- completion of sound sheet, and to sheet, turn and talk for essential question Summative- Student Self - Assessment-
6	Students will-					Formative- Summative- Student Self - Assessment-