HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield Subject: ELA Start Date(s): 11/18/24 Grade Level (s): K**

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| **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)** * 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 3 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 3. | \_\_ \_\_ 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 C and recognize, read and write high frequency word go, ask and answer questions about key details in a text | 12 | Overview of unit and discuss essential question. Introduce new vocabulary words: rule and cooperate. Read fantasy story How Do Dinosaurs Go To School? Strategy: Visualize. Phoneme Isolation: short i.Introduce new alpha friend. Do pg. 77-78Introduce new high frequency word to. | WS | Teacher book, big book unit 3How Do Dinosaurs Go To School?Vocab cardsSight word cardsPg. 77-78 | Formative- complete worksheet, Summative- Student Self - Assessment- |
| 2 | Students will- Students will- identify and isolate the sound for C and recognize, read and write high frequency word go, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary words. Category words: action wordsReread How Do Dinosaurs Go To School? Complete pg. 79Phoneme blending: blend words with short iPhonics: review short iPractice high frequency word to and write a sentence with to in it | WS | Worksheet pg. 79Kid writing booksVocab word cardsSight word cards | Formative-thumbs up, thumbs down for words that have short i Summative- Student Self - Assessment- rate your writing |
| 3 | Students will- Students will- identify and isolate the sound for Cand recognize, read and write high frequency word go, ask and answer questions about key details in a text | 12 | Review essential question and review and introduce new vocabulary words: guard, prank, responsible. Read fable “The Boy Who Cried Wolf”Phoneme Isolation: short iPhonics: review short i and use response boardsBlend words with short i, m, s ,t, p and complete pg. 80Phonics: picture sort. Sort by medial sound short iReview high frequency word to and read your turn practice book pg. 81-82 | WS | Interactive read aloud cardsTake home bookBlending sheet pg. 80Sorting cardsVocab word cardsSight word cards | Formative-pair/share reading of sight word bookSummative- Student Self - Assessment- |
| 4 | Students will- Students will- identify and isolate the sound for C and recognize, read and write high frequency word go, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary words Reread “The Boy Who Cried Wolf”Category Words: Action Words complete pg. 83Phonemic Awareness: Blend words with short I, a, s, p, tDictation of sounds- response boardsReview high frequency word to and write a sentence with to | WS | Vocab word cardsInteractive read aloud cardsSight word cardsWorksheet pg. 83Word wallsjournals | Formative-check response board answersSummative- Student Self - Assessment- |
| 5 | Students will- Students will- identify and isolate the sound for C and recognize, read and write high frequency word go, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary words.Phonemic awareness: sort by the sound that doesn’t belongPhonics: blend words with short i, a, s, p, tRead Alphatale: Do sound sheet for Ii.Review word to and complete sheet | WS | Vocab word cardsSound sheetAnd To worksheet | Formative- completion of sound sheet, and to sheetSummative- Student Self - Assessment- |
| 6 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |