HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

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

|  |
| --- |
| **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**   |  |  | | --- | --- | | **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) | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| **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 | 1  2 | 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. 77-78  Introduce new high frequency word to. | W  S | Teacher book, big book unit 3  How Do Dinosaurs Go To School?  Vocab cards  Sight word cards  Pg. 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 | 1  2 | Review essential question and vocabulary words.  Category words: action words  Reread How Do Dinosaurs Go To School? Complete pg. 79  Phoneme blending: blend words with short i  Phonics: review short i  Practice high frequency word to and write a sentence with to in it | W  S | Worksheet pg. 79  Kid writing books  Vocab word cards  Sight 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 | 1  2 | Review essential question and review and introduce new vocabulary words: guard, prank, responsible. Read fable “The Boy Who Cried Wolf”  Phoneme Isolation: short i  Phonics: review short i and use response boards  Blend words with short i, m, s ,t, p and complete pg. 80  Phonics: picture sort. Sort by medial sound short i  Review high frequency word to and read your turn practice book pg. 81-82 | W  S | Interactive read aloud cards  Take home book  Blending sheet pg. 80  Sorting cards  Vocab word cards  Sight word cards | Formative-pair/share reading of sight word book  Summative-  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 | 1  2 | Review essential question and vocabulary words Reread “The Boy Who Cried Wolf”  Category Words: Action Words complete pg. 83  Phonemic Awareness: Blend words with short I, a, s, p, t  Dictation of sounds- response boards  Review high frequency word to and write a sentence with to | W  S | Vocab word cards  Interactive read aloud cards  Sight word cards  Worksheet pg. 83  Word walls  journals | Formative-check response board answers  Summative-  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 | 1  2 | Review essential question and vocabulary words.  Phonemic awareness: sort by the sound that doesn’t belong  Phonics: blend words with short i, a, s, p, t  Read Alphatale:  Do sound sheet for Ii.  Review word to and complete sheet | W  S | Vocab word cards  Sound sheet  And To worksheet | Formative- completion of sound sheet, and to sheet  Summative-  Student Self - Assessment- |
| 6 | Students will- |  |  |  |  | Formative-  Summative-  Student Self - Assessment- |