

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Teacher Name : Anne Schneider
(s):

Subject : ELA

Start Date(s): 10/13/20

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"/> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> 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	1 2	Review essential question and vocabulary words. Category words: shape words	W S	Worksheet on comprehension-pg 61	Formative-thumbs up, thumbs down for words that begin with T, turn and talk

	high frequency word like, ask and answer questions about key details in a text		<p>Reread Shapes all Around discuss key details and complete pg 61</p> <p>Phonemic awareness: blend words with T and review Tiggy Tiger. Review high frequency word like and shape poster. Read Find The Shapes</p> <p>Write a sentence I like ____ name a shape</p> <p>.</p>		<p>Letter T sheet</p> <p>Kid writing books</p> <p>Vocab word cards</p> <p>Sight word cards</p> <p>Story Shapes All Around</p>	<p>Summative-</p> <p>Student Self - Assessment- rate your writing</p>
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	<p>Review essential question and review and introduce new vocabulary words: world, decoration, games. Read Aloud Informational text” Kites In Flight”</p> <p>.Phonemic Awareness: Review T and blend words with t, m, s, a, p. Complete pg. 62 Phonics: picture sort</p> <p>High frequency word review like and your turn practice book pg. 63-64</p> <p>Writing I like triangles.</p>	W S	<p>Interactive read aloud cards</p> <p>Take home book</p> <p>Sorting cards</p> <p>Vocab word cards</p> <p>Sight word cards</p> <p>Kid writing journals</p> <p>Word walls</p>	<p>Formative-pair/share reading of sight word book</p> <p>Summative-</p> <p>Student Self - Assessment-</p>
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	<p>Review essential question and oral vocabulary words Reread “Kites In Flight”. Review category words: shapes and do practice pg. 65.</p> <p>Phonemic Awareness: blend words with t, m, a, s, p. Do phonics dictation.</p> <p>Read “I Like Sam”</p> <p>Review high frequency word like</p>	W S	<p>Vocab word cards</p> <p>Interactive read aloud cards</p> <p>Sight word cards</p> <p>Worksheet pg. 65</p>	<p>Formative-participation</p> <p>Summative-</p> <p>Student Self - Assessment-</p>
5	Students will- Students will- identify and isolate the sound for T and recognize, read and write high frequency word like, ask and	1 2	<p>Review essential question and vocab words.</p>	W S	<p>Vocab word cards</p> <p>Sight word cards</p> <p>Word walls</p>	<p>Formative- participation and completion of sound sheet</p>

	answer questions about key details in a text		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			Summative- Student Self - Assessment-
6	Students will-					Formative- Summative- Student Self - Assessment-