

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Teacher Name : Anne Schneider
(s):

Subject : ELA

Start Date(s): 10/21/19

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. 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 2 Wonderworks Assessment

Summative Assessment Objective	Assessment Method (check one)
Students will- be assessed on phonemic and phonological awareness skills taught in Unit 2.	<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 M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text.	1 2	Overview of unit and build background. Introduce new vocabulary words: curious and observe. Discuss essential question. Read story I Love Bugs and ask and answer questions. Phoneme segmentation: use sound boxes to count the sounds and review sounds for m, a, p. do pg. 67 Review high frequency words the, a, see, we, like	W S	Teacher book, big book unit 2 Sound boxes Counters Worksheet 67	Formative- complete worksheet, Use sound boxes correctly Summative- Student Self - Assessment-
2	Students will- identify and isolate the sound for M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text.	1 2	Review essential question and vocabulary words: curious and observe. Reread I Love Bugs and ask questions about character, setting and events. Discuss category words: movement words Complete pg. 68. Phoneme segmentation- count the sounds Phonics: Review S and T Blend words with a, s, t	W S	Worksheet on comprehension pg. 68	Formative-complete worksheet Summative- Student Self - Assessment-
3	Students will- identify and isolate the sound for M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text.	1 2	Review essential question and review and introduce new vocabulary words: process, slender, attaches .Read Aloud Informational text "From Caterpillar to Butterfly" Phonemic Awareness: blend sounds. Phonics: review m ,a, s, p, t and blend words with short a, m, s, p, t. complete pg. 69-70. Phonics: picture sort- sort by initial sound. Review high frequency words: the, a, see, we, like and practice book See the bugs!	W S	Interactive read aloud cards Take home book Blending sheet pg 69-70 Sorting cards Vocab word cards Sight word cards	Formative-pair/share reading of sight word book, complete worksheet Summative- Student Self - Assessment-
4	Students will- identify and isolate the sound for M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text.	1 2	Review essential question and vocabulary words Reread "From Caterpillar to Butterfly". Category words: Movement words complete pg. 73. Phonemic Awareness: Blending words with m, s, a, p, t. Phonics: dictation Read "Tap, Tap, Tap" and review high frequency words we, see, I, can, the, like.	W S	Vocab word cards Interactive read aloud cards Sight word cards Worksheet 73 Response boards	Formative-complete worksheet, hold up response boards Summative- Student Self - Assessment-
5	Students will- identify and isolate the sound for M, A, P and recognize, read and write high frequency words: the, a, see, we, like and ask and answer questions about key details in a text.	1 2	Review essential question and vocab words. Review alpha friends M, A, P Phonemic Awareness: phoneme segmentation and Phonics: read words with m, a, s, p, t. Review high frequency words the, a, see, we, like Do See sheet and wite in journals	W S	Vocab word cards Word walls See sheet journals	Formative- work in journals Summative- Student Self - Assessment- rate your writing
6	Students will-					Formative- Summative-

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