

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Teacher Name : Anne Schneider
(s):

Subject : ELA

Start Date(s): 12/1/20

Grade: K Level

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 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 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	W S	Worksheet pg. 79 Kid writing books Vocab word cards	Formative-thumbs up, thumbs down for words that have short i Summative-

			<p>Phoneme blending: blend words with short i</p> <p>Phonics: review short i</p> <p>Practice high frequency word to and write a sentence with to in it</p>		Sight word cards	Student Self - Assessment- rate your writing
3	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	<p>Review essential question and review and introduce new vocabulary words: guard, prank, responsible. Read fable "The Boy Who Cried Wolf"</p> <p>Phoneme Isolation: short i</p> <p>Phonics: review short i and use response boards</p> <p>Blend words with short i, m, s ,t, p and complete pg. 80</p> <p>Phonics: picture sort. Sort by medial sound short i</p> <p>Review high frequency word to and read your turn practice book pg. 81-82</p>	W S	<p>Interactive read aloud cards</p> <p>Take home book</p> <p>Blending sheet pg. 80</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	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	<p>Review essential question and vocabulary words Reread "The Boy Who Cried Wolf"</p> <p>Category Words: Action Words complete pg. 83</p> <p>Phonemic Awareness: Blend words with short l, a, s, p, t</p> <p>Dictation of sounds- response boards</p> <p>Review high frequency word to and write a sentence with to</p>	W S	<p>Vocab word cards</p> <p>Interactive read aloud cards</p> <p>Sight word cards</p> <p>Worksheet pg. 83</p> <p>Word walls</p> <p>journals</p>	<p>Formative-check response board answers</p> <p>Summative-</p> <p>Student Self - Assessment-</p>
5	Students will- Students will- identify and isolate the sound for C and recognize, read and write high frequency word go, ask and	1 2	<p>Review essential question and vocabulary words.</p>	W S	<p>Vocab word cards</p> <p>Sound sheet</p>	Formative- completion of sound sheet, and to sheet

	answer questions about key details in a text		<p>Phonemic awareness: sort by the sound that doesn't belong</p> <p>Phonics: blend words with short i, a, s, p, t</p> <p>Read Alphatale:</p> <p>Do sound sheet for li.</p> <p>Review word to and complete sheet</p>		And To worksheet	<p>Summative-</p> <p>Student Self - Assessment-</p>
6	Students will-					<p>Formative-</p> <p>Summative-</p> <p>Student Self - Assessment-</p>