

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Teacher Name : Anne Schneider

Subject : ELA

Start Date(s): 3/4/2019 Grade: K Level (s):

Unit Plan

Unit Title: Unit 5 Wonders of Nature

Essential Questions: 1. What do living things need to grow? 2. How do living things change as they grow? 3. What kinds of things grow on a farm?

Big Idea: What kinds of things can you find growing in nature?

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 6 Wonderworks Assessment

Summative Assessment Objective	Assessment Method (check one)
Students will- be assessed on phonemic and phonological awareness skills taught in Unit 6.	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input type="checkbox"/> Group <input checked="" type="checkbox"/> Student Self-Assessment <input checked="" type="checkbox"/> Other (explain) teacher observation

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
-----	---------------	-----------	----------------------------------	----------	-----------------------	-----------------------------

1	Students will- identify and isolate the sound for E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details Identify real life connections between words and their use	1 2	Introduce essential question and vocabulary words safe and prepare Introduce and read story Waiting Out The Storm Introduce letter E, H, F sheet 173 Review high frequency words are, he, is ,little, my, she, was, with Mini- lesson on nouns	W S	Teacher book, big book unit6 Vocab words cards Sight word cards Waiting Out The Storm	Formative- complete worksheet, Participate verbally in lesson Summative- Student Self -
2	Students will- identify and isolate the sound for E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details Identify real life connections between words and their use	1 2	Review essential question and vocabulary words safe and prepare Discuss Question Words who, what, when, where and why Reread An Waiting Out the Storm and complete pg. 174 Review sound for E, H, F,. complete sheet Blend words with short e and b, d, l, r Review high frequency words are, he, is, little, my, she, was, with and do a journal writing Review nouns	W S	Worksheet on comprehension pg. 174 Vocab word cards Sight word cards Journals	Formative- complete worksheet Summative- Student Self - Assessment- rate your writing
3	Students will- identify and isolate the sound for E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details Identify real life connections between words and their use	1 2	Review essential question and review and introduce new vocabulary words: notice, celebration, enough. Read Aloud myth Rainbow Crow Review sound for E, H, F Blend words with short e, a, and b, f, h, r, ck complete practice pg. 175-178 Sort pictures using R beginning sound Practice reading high frequency words in practice book	W S	Sheet 148 Vocab word cards Interactive read aloud cards Your turn practice book Cards for initial sound sort	Formative-pair/ complete sheet pair/share reading of participation in sorting Summative- Student Self - Assessment-
4	Students will- identify and isolate the sound for E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details Identify real life connections between words and their use	1 2	Review essential question and vocabulary words Reread Waiting Out The Storm and Review question words and do pg. 181 Phoneme addition with sound boxes, Review high frequency words are, he, is, little, my, she, was , with Write in journals Review nouns	W S	Vocab word cards Interactive read aloud cards Worksheet pg. 151 White boards journals	Formative-Responding to reading during guided reading Summative- Student Self - Assessment-
5	Students will- identify and isolate the sound for E, e H, h F, f and recognize, read and write high frequency words are, he, is, little, my, she ,was, with and answer questions about key details Identify real life connections between words and their use	1 2	Review essential question and vocab words. Read Waiting Out The Storm Work in letter book Guided reading groups	W S	Vocab word cards Letter books	Formative- respond to reading during guided reading Summative- Student Self - rate your writing 1,2,3,4

6	Students will-					Formative- Summative- Student Self - Assessment-
---	----------------	--	--	--	--	--