HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield Subject: ELA Start Date(s): 1/13/25 Grade Level: K**

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| **Unit Plan** |
| **Unit Title:** Unit 4 Around the Neighborhood**Essential Questions: 1.** What do people use to do their jobs? 2. Who are your neighbors? 3. How can people help to make your community better?**Big Idea: What do you know about the people and places in your neighborhood?****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, 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.
* SL.K.2 Ask questions about key details and requesting clarification if something is not understood.

**Summative Unit Assessment : Unit 4 Wonderworks Assessment**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students will be assessed on phonemic and phonological awareness skills taught in Unit 4. | \_\_ \_\_ Rubric \_\_\_ Checklist \_\_\_x\_ Unit Test \_\_\_\_ Group\_x\_\_\_ Student Self-Assessment \_\_x\_\_ Other (explain) teacher observation |

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| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will- identify and isolate the sound for Dd, and recognize, read and write high frequency word do, and answer questions about key detailsIdentify real life connections between words and their use | 12 | Introduce essential question and vocabulary words cultures and appreciate.Introduce and read story What Can You Do With A Paleta?Introduce letter and sound for Dd. Do pgs. 109-110Introduce new high frequency word do | WS | Teacher book, big book unit 4Vocab words cardsSight word cardsWhat Can You Do With a Paleta?Alpha friend Dudley Duck | Formative- complete worksheet,Participate verbally in lesson Summative- Student Self - |
| 2 | Students will- identify and isolate the sound for Dd and recognize, read and write high frequency word do and answer questions about key detailsIdentify real life connections between words and their use | 12 | Review essential question and vocabulary words cultures and appreciateCategory Words: Food WordsReread What Can You Do With A Paleta? and complete pg. 111Review sound for Dd and record on response boards. Blend words with Dd sound Review high frequency word do and write a sentence with you in it.  | WS | Worksheet on comprehension pg. 111 Vocab word cardsSight word cardsJournalsResponse boards, markers, erasers | Formative- complete worksheet, response board answers Summative- Student Self - Assessment- rate your writing |
| 3 | Students will- identify and isolate the sound for Dd and recognize, read and write high frequency word do and answer questions about key detailsIdentify real life connections between words and their use | 12 | Review essential question and review and introduce new vocabulary words: proud, tradition, prefer. Read Aloud informational text “Cultural Festivals” Phonemic awareness: Blending words with d, a, I, m, n Complete pg. 112Phonics: sort by beginning sounds d and oReview high frequency word do and complete Your Turn practice book Do You? | WS | Sheet 104Vocab word cardsInteractive read aloud cardsYour turn practice book You and ICards for sound sort | Formative-pair/ complete sheet pair/share reading of participation in sortingSummative- Student Self - Assessment- |
| 4 | Students will- identify and isolate the sound for Dd and recognize, read and write high frequency word do and answer questions about key detailsIdentify real life connections between words and their use |  | Review essential question and vocabulary wordsReread “Cultural Fesitvals”Category words: Job words and do pg. 115Phonemic Awareness: Phoneme segmentation using sound boxes. Blend words with d, a I, m, p, s, t and sound dictation on response boardsReview high frequency word do | WS | Vocab word cardsInteractive read aloud cardsWorksheet pg. 115Response boards, markers, erasersSound boxes, chips | Formative-Response boards, sound boxes answersSummative- Student Self - Assessment-  |
| 5 | Students will- identify and isolate the sound for Dd and recognize, read and write high frequency word do and answer questions about key detailsIdentify real life connections between words and their use | 12 | Review essential question and vocab words. Read Ollie Detective Dog and the Disappearing DoughnutsComplete D sound sheetUse sound boxes to spell cvc words like dog, dip etcReview high frequency word you | WS | Vocab word cardsSound boxes, markers, erasers | Formative- completion of sheet, sound box completionSummative- Student Self -  |
| 6 | Students will- | 12 |  |  |  | Formative-Summative- Student Self - Assessment- |