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**   |  |  | | --- | --- | | **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 details  Identify real life connections between words and their use | 1  2 | 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. 109-110  Introduce new high frequency word do | W  S | Teacher book, big book unit 4  Vocab words cards  Sight word cards  What 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 details  Identify real life connections between words and their use | 1  2 | Review essential question and vocabulary words cultures and appreciate  Category Words: Food Words  Reread What Can You Do With A Paleta? and complete pg. 111  Review 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. | W  S | Worksheet on comprehension pg. 111  Vocab word cards  Sight word cards  Journals  Response 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 details  Identify real life connections between words and their use | 1  2 | 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. 112  Phonics: sort by beginning sounds d and o  Review high frequency word do and complete Your Turn practice book Do You? | W  S | Sheet 104  Vocab word cards  Interactive read aloud cards  Your turn practice book You and I  Cards for 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 Dd and recognize, read and write high frequency word do and answer questions about key details  Identify real life connections between words and their use |  | Review essential question and vocabulary words  Reread “Cultural Fesitvals”  Category words: Job words and do pg. 115  Phonemic Awareness: Phoneme segmentation using sound boxes. Blend words with d, a I, m, p, s, t and sound dictation on response boards  Review high frequency word do | W  S | Vocab word cards  Interactive read aloud cards  Worksheet pg. 115  Response boards, markers, erasers  Sound boxes, chips | Formative-Response boards, sound boxes answers  Summative-  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 details  Identify real life connections between words and their use | 1  2 | Review essential question and vocab words.  Read Ollie Detective Dog and the Disappearing Doughnuts  Complete D sound sheet  Use sound boxes to spell cvc words like dog, dip etc  Review high frequency word you | W  S | Vocab word cards  Sound boxes, markers, erasers | Formative- completion of sheet, sound box completion  Summative-  Student Self - |
| 6 | Students will- | 1  2 |  |  |  | Formative-  Summative-  Student Self - Assessment- |