HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield Subject: ELA Start Date(s): 2/3/25 Grade Level: K**

|  |
| --- |
| **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 | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will- identify and isolate the sound for Cc, Oo, Nn, Ii and recognize, read and write high frequency words and, do, go, to ,you and answer questions about key details  Identify real life connections between words and their use | 1  2 | Introduce essential question and vocabulary words: community and improve..  Introduce and read story Roadwork  Introduce letter and sound for Nn, Ii, Cc. Do pgs. 117  And phonemic awareness what sound is the same in 3 cards  Review high frequency words and, do , go, to, you | W  S | Teacher book, big book unit 4  Vocab words cards  Sight word cards  Roadwork  Alpha friend Nyle Noodle, Iggu Iguana and Callie Cat  Picture cards | Formative- complete worksheet,  Participate verbally in lesson  Summative-  Student Self - |
| 2 | Students will- identify and isolate the sound for Cc, Nn, Ii, Oo and recognize, read and write high frequency word do and , go, to, you and answer questions about key details  Identify real life connections between words and their use | 1  2 | Review essential question and vocabulary words community and improve  Category Words: Position Words  Reread Roadwork and complete pg. 118  Review sound for Cc and record on response boards.  Blend words with N, C, O  Review high frequency word and. | W  S | Worksheet on comprehension pg. 118  Vocab word cards  Sight word cards  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 Cc, Nn, Ii, Oo and recognize, read and write high frequency word do, and, go, to you 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: confused, harvest, quarrel. Read Aloud Fable “A Bundle of Sticks” Phonemic awareness: Phoneme blending  Complete pg. 119-120  Phonics: picture sort by beginning sound I, c, n, o, d  Review high frequency words and, do, go, to, you and complete your turn practice book You and I | W  S | Sheet 119-120  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 Cc, Nn, Ii, Oo and recognize, read and write high frequency word do, and, go, to, you answer questions about key details  Identify real life connections between words and their use |  | Review essential question and vocabulary words  Read A Community Garden  Category words: Position words do pg. 123  Phonemic Awareness: Phoneme segmentation using sound boxes. Blend words with a, i, o, n, c, d, p, t, and sound dictation on response boards  Review high frequency words and, do, go, to, you | W  S | Vocab word cards  Interactive read aloud cards  Worksheet pg. 123  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 Cc, Nn, Ii, Oo and recognize, read and write high frequency word do, and, go, to, you answer questions about key details  Identify real life connections between words and their use | 1  2 | Review essential question and vocab words.  Use sound boxes to spell cvc words with short i, o n, c, d, p, t  Review high frequency word you, and, do, go, to | 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- |