

Teacher Name : Anne Schneider

Subject : ELA

Start Date(s): 1/11/21 **Grade:** K **Level (s):**

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, 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)
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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	<p>Students will- identify and isolate the sound for Cc, Oo, Nn, li and recognize, read and write high frequency words and, do, go, to ,you and answer questions about key details</p> <p>Identify real life connections between words and their use</p>	1 2	<p>Introduce essential question and vocabulary words cultures and appreciate.</p> <p>Introduce and read story What Can You Do With A Paleta?</p> <p>Introduce letter and sound for Dd. Do pgs. 109-110</p> <p>Introduce new high frequency word do</p>	W S	<p>Teacher book, big book unit 4</p> <p>Vocab words cards</p> <p>Sight word cards</p> <p>What Can You Do With a Paleta?</p> <p>Alpha friend Dudley Duck</p>	<p>Formative- complete worksheet,</p> <p>Participate verbally in lesson</p> <p>Summative-</p> <p>Student Self -</p>
2	<p>Students will- identify and isolate the sound for Dd and recognize, read and write high frequency word do and answer questions about key details</p> <p>Identify real life connections</p>	1 2	<p>Review essential question and vocabulary words cultures and appreciate</p> <p>Category Words: Food Words</p> <p>Reread What Can You Do With A Paleta? and complete pg. 111</p> <p>Review sound for Dd and record on response boards.</p>	W S	<p>Worksheet on comprehension pg. 111</p> <p>Vocab word cards</p> <p>Sight word cards</p> <p>Journals</p> <p>Response boards, markers, erasers</p>	<p>Formative- complete worksheet, response board answers</p> <p>Summative-</p> <p>Student Self - Assessment- rate your writing</p>

	between words and their use		Blend words with Dd sound Review high frequency word do and write a sentence with you in it.			
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, l, 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 Festivals" Category words: Job words and do pg. 115 Phonemic Awareness: Phoneme segmentation using sound boxes. Blend words with d, a, l, 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	1	Review essential question and vocab words.	W	Vocab word cards	Formative- completion of

	<p>and recognize, read and write high frequency word do and answer questions about key details</p> <p>Identify real life connections between words and their use</p>	2	<p>Read Ollie Detective Dog and the Disappearing Doughnuts</p> <p>Complete D sound sheet</p> <p>Use sound boxes to spell cvc words like dog, dip etc</p> <p>Review high frequency word you</p>	S	<p>Sound boxes, markers, erasers</p>	<p>sheet, sound box completion</p> <p>Summative-</p> <p>Student Self -</p>
6	<p>Students will-</p>	<p>1</p> <p>2</p>				<p>Formative-</p> <p>Summative-</p> <p>Student Self - Assessment-</p>