HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield Subject :ELA Start Date(s): 1/6/25 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 short “Oo” and recognize, read and write high frequency word “you”, and answer questions about key details  Identify real life connections between words and their use | 1  2 | Introduce essential question what do people use to do their jobs? Introduce vocabulary words: equipment, uniform.  Introduce and read story Whose Shoes?  Phonemic Awareness: review sound for short o.  Record on response boards and complete page 101-102  Review high frequency words and, do, go, to, you | W  S | Teacher book, big book unit 4  Vocab words cards  Sight word cards  Whose Shoes?  Alpha friend Ozzie Octopus  Response boards | Formative- complete worksheet,  Participate verbally in lesson, check response boards  Summative-  Student Self - |
| 2 | Students will- identify and isolate the sound for short “Oo” and recognize, read and write high frequency word “you” and answer questions about key details  Identify real life connections between words and their use | 1  2 | Review essential question and vocabulary words equipment, uniform  Category Words: job words  Reread Whose Shoes and complete pg. 103  Phonemic Awareness: blending blend words with short “Oo”  Review high frequency words and, do, go, to you and read “Tom On Top” and write a sentence. | W  S | Worksheet on comprehension pg. 103  Vocab word cards  Sight word cards  journals | Formative- complete worksheet, response board answers Summative-  Student Self - Assessment- rate your writing |
| 3 | Students will- identify and isolate the sound for short “Oo”and recognize, read and write high frequency word “you”, 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: Utensils, expect, remained. Read Aloud tale “Little Juan and the Cooking Pot”  Phonemic awareness: Blending words with short I ,o, n, c, d, t  Complete pg. 104  Phonics: sort by beginning sound d, n, short i  Review high frequency words and, do, go, to you and complete Your Turn practice book You and I | W  S | Sheet 104  Vocab word cards  Interactive read aloud cards  Your turn practice book You and I  Cards for beginning 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 short “Oo” and recognize, read and write high frequency word “you”, and answer questions about key details  Identify real life connections between words and their use |  | Review essential question and vocabulary words  Reread Little Juan and the Cooking Pot  Category words: Job words and do pg. 107  Phonemic Awareness: blends words with short o, a, m, p, t and dictation of sounds on response boards  Review high frequency word you | W  S | Vocab word cards  Interactive read aloud cards  Worksheet pg. 107  Response boards, markers, erasers | Formative-Respponse board answers  Summative-  Student Self - Assessment- |
| 5 | Students will- identify and isolate the sound for short “Oo” and recognize, read and write high frequency word “you”, 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 The Octopus Day of Juggling  Complete O sound sheet  Use sound boxes to spell short O words  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- |