

# HAZLETON AREA SCHOOL DISTRICT



## DISTRICT UNIT/LESSON PLAN

## 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). L.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 4 Wonderworks Assessment**

| Summative Assessment Objective  | Assessment Method (check one)   |
|---|---|
| Students will be assessed on phonemic and phonological awareness skills taught in Unit 4. | <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input type="checkbox"/> Group<br><input checked="" type="checkbox"/> Student Self-Assessment<br><br><input checked="" type="checkbox"/> 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, li and recognize, read and write high frequency words and, do, go, to ,you and answer questions about key details<br>Identify real life connections between words and their use | 1<br>2    | Introduce essential question and vocabulary words: community and improve..<br>Introduce and read story Roadwork<br>Introduce letter and sound for Nn, li, Cc. Do pgs. 117<br>And phonemic awareness what sound is the same in 3 cards<br>Review high frequency words and, do , go, to, you   | W<br>S   | Teacher book, big book unit 4<br>Vocab words cards<br>Sight word cards<br>Roadwork<br>Alpha friend Nyle Noodle, Iggy Iguana and Callie Cat<br>Picture cards | Formative- complete worksheet, Participate verbally in lesson<br><br>Summative-<br>Student Self -                         |
| 2   | Students will- identify and isolate the sound for Cc, Nn, li, Oo and recognize, read and write high frequency word do and , go, to, you and answer questions about key details<br>Identify real life connections between words and their use  | 1<br>2    | Review essential question and vocabulary words community and improve<br>Category Words: Position Words<br>Reread Roadwork and complete pg. 118<br>Review sound for Cc and record on response boards.<br>Blend words with N, C, O<br>Review high frequency word and.  | W<br>S   | Worksheet on comprehension pg. 118<br>Vocab word cards<br>Sight word cards<br>Response boards, markers, erasers   | Formative- complete worksheet, response board answers<br>Summative-<br>Student Self - Assessment- rate your writing       |
| 3   | Students will- identify and isolate the sound for Cc, Nn, li, Oo and recognize, read and write high frequency word do, and, go, to you answer questions about key details<br>Identify real life connections between words and their use       | 1<br>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<br>Complete pg. 119-120<br>Phonics: picture sort by beginning sound l, c, n, o, d<br>Review high frequency words and, do, go, to, you and complete your turn practice book You and I | W<br>S   | Sheet 119-120<br>Vocab word cards<br>Interactive read aloud cards<br>Your turn practice book You and I<br>Cards for sound sort                              | Formative-pair/ complete sheet pair/share reading of participation in sorting<br>Summative-<br>Student Self - Assessment- |
| 4   | Students will- identify and isolate the sound for Cc, Nn, li, Oo and recognize, read and write high frequency word do, and, go, to, you answer questions about key details<br>Identify real life connections between words and their use      |           | Review essential question and vocabulary words<br>Read A Community Garden<br>Category words: Position words do pg. 123<br>Phonemic Awareness: Phoneme segmentation using sound boxes. Blend words with a, i, o, n, c, d, p, t, and sound dictation on response boards<br>Review high frequency words and, do, go, to, you  | W<br>S   | Vocab word cards<br>Interactive read aloud cards<br>Worksheet pg. 123<br>Response boards, markers, erasers<br>Sound boxes, chips                            | Formative-Response boards, sound boxes answers<br><br>Summative-<br>Student Self - Assessment-                            |
| 5   | Students will- identify and isolate the sound for Cc, Nn, li, Oo and recognize, read and write high frequency word do, and, go, to, you answer questions about key details  | 1<br>2    | Review essential question and vocab words.<br>Use sound boxes to spell cvc words with short i, o, n, c, d, p, t<br>Review high frequency word you, and, do, go, to   | W<br>S   | Vocab word cards<br><br>Sound boxes, markers, erasers   | Formative- completion of sheet, sound box completion<br><br>Summative-<br>Student Self -                                  |

|   |  |        |  |  |  |  |
|---|--|--------|--|--|--|--|
|   | Identify real life connections between words and their use |        |  |  |  |  |
| 6 | Students will-   | 1<br>2 |  |  |  | Formative-<br>Summative-<br>Student Self - Assessment- |