

AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Unit Plan

Unit Title: Unit 4 Wonders of Nature

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)
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 <input checked="" type="checkbox"/> Student Self-Assessment <input checked="" type="checkbox"/> Other (explain) teacher observation

Unit 4: Community

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 l, n, c and recognize, read and write high frequency word 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 how can people make your community better? Introduce vocabulary words: community, improve. Introduce and read story Roadwork Phonemic Awareness: review sounds for c, n, short i. Record on response boards and complete page 117 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 friends Iggy Iguana, Nyle Noodle, Callie Cat 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 l, n, c and recognize, read and write high frequency word and, do, go, to,	1 2	Review essential question and vocabulary words community, improve	W S	Worksheet on comprehension pg. 118	Formative- complete worksheet, response board answers Summative-

	<p>you and answer questions about key details</p> <p>Identify real life connections between words and their use</p>		<p>Category Words: position words</p> <p>Reread Roadwork and complete pg. 118</p> <p>Phonemic Awareness: blending blend words with short i, o, n, d review o and d</p> <p>Review high frequency words and, do, go, to ,you and read "I Can, You Can" and write a sentence.</p>		<p>Vocab word cards</p> <p>Sight word cards</p> <p>journals</p>	<p>Student Self - Assessment- rate your writing</p>
3	<p>Students will- identify and isolate the sound for short l, n, c and recognize, read and write high frequency word and, do, go, to, you and answer questions about key details</p> <p>Identify real life connections between words and their use</p>	<p>1</p> <p>2</p>	<p>Review essential question and review and introduce new vocabulary words: Quarrel, harvest, confused.</p> <p>Read Aloud fable "A Bundle of Sticks"</p> <p>Phonemic awareness: Blending words with short l ,o, n, c, d, t</p> <p>Complete pg. 119-120</p> <p>Phonics: sort by beginning sound d, n, short i</p> <p>Review high frequency words and, do, go, to you and complete Your Turn practice book You and I</p>	<p>W</p> <p>S</p>	<p>Sheet 119-120</p> <p>Vocab word cards</p> <p>Interactive read aloud cards</p> <p>Your turn practice book You and I</p> <p>Cards for beginning sound sort</p>	<p>Formative-pair/ complete sheet pair/share reading of participation in sorting</p> <p>Summative-</p> <p>Student Self - Assessment-</p>
4	<p>Students will- identify and isolate the sound for short l, n, c and recognize, read and write high frequency word and, do, go, to, you and answer questions about key details</p> <p>Identify real life connections between words and their use</p>		<p>Review essential question and vocabulary words</p> <p>Reread Little Juan and the Cooking Pot</p> <p>Category words: Job words and do pg. 107</p> <p>Phonemic Awareness: blends words with short O, a, m, p, t and dictation of sounds on response boards</p> <p>Review high frequency word you</p>	<p>W</p> <p>S</p>	<p>Vocab word cards</p> <p>Interactive read aloud cards</p> <p>Worksheet pg. 107</p> <p>Response boards, markers, erasers</p>	<p>Formative-Response board answers</p> <p>Summative-</p> <p>Student Self - Assessment-</p>
5	<p>Students will- identify and isolate the sound for short l, n, c and recognize, read and write high</p>	1	<p>Review essential question and vocab words.</p>	W	<p>Vocab word cards</p>	<p>Formative- completion of sheet, sound box completion</p>

	<p>frequency word and, do, go, to, you and answer questions about key details</p> <p>Identify real life connections between words and their use</p>	2	<p>Read Ollie The Octopus Day of Juggling</p> <p>Complete O sound sheet</p> <p>Use sound boxes to spell short O words</p> <p>Review high frequency word you</p>	S	Sound boxes, markers, erasers	<p>Summative-</p> <p>Student Self -</p>
6	Students will-	<p>1</p> <p>2</p>				<p>Formative-</p> <p>Summative-</p> <p>Student Self - Assessment-</p>