

# Skills unit planning

Grade:

Unit:

## Unit introduction

**1** What foundational skills will students have to master to be successful in this unit? For example, the sound /m/ is spelled 'm', read and comprehend text containing the /m/ > 'm' sound/spelling correspondence.

**2** What does the introduction tell us to consider when teaching the unit? For example, pronounce the two sounds that the 'th' spelling makes, tips on how to teach students to decode multisyllabic words.

**3** What additional materials are needed for the implementation of this unit? For example, pocket chart, index cards, world map, kitchen timer.

## Teacher resources

**4** What additional materials are provided in the Teacher Resources section of the Teacher Guide? For example, assessment analysis tools, pedagogical support, Activity Book answer key.

## Pausing points (in K-2)

- 5 Thinking about possible student misconceptions: which Pausing Point activities do you anticipate having to complete? Why? For example: students often struggle with and /e/ sounds, so I anticipate that they will complete the differentiating the /i/ “Hear Medial Sounds” activity.

## Planning across the units

- 6 Read through the Scope and Sequence (Appendix B of the Teacher Guide Unit 1 for Grades K-2 or the Digital Teacher Components site for Grade 3) and determine how this unit fits into the scope and sequence of learning. What will students learn in the units after? For example, students will learn vowel digraphs, which are more complex pieces of the code. In the next unit, students will learn the even more complex sound/spelling correspondences for r-controlled vowels. Students will also learn how to write fictional narratives. In the next unit students will build their writing knowledge to learn the new genre of descriptive writing.

Sound/spelling correspondences

Reading *(if applicable)*

Writing *(if applicable)*

Grammar *(if applicable)*

Routines *(for example, chaining, spelling trees, etc.)*