

CKLA Skills Unit Planning Template

<p>Grade: Kindergarten</p>	<p>Unit Title: Skills 7</p>
<p>Unit Introduction: Read through the Unit Introduction and respond to the questions below.</p>	
<p>What foundational skills will students have to master to be successful in this unit? (e.g. the sound /m/ is spelled 'm', read and comprehend text containing the /m/ > 'm' sound-spelling correspondence, etc.)</p>	<p>RF.K.2</p> <ul style="list-style-type: none"> - Orally segment words with consonant clusters <p>RF.K.3</p> <ul style="list-style-type: none"> - Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/ <ul style="list-style-type: none"> - Digraphs are two letters that make a single sound. - Read and spell words with consonant clusters <ul style="list-style-type: none"> - Consonant clusters are blended so two individual sounds are heard. - Read Tricky Words down, out, of <p>RF.K.4</p> <ul style="list-style-type: none"> - Read stories in the decodable Reader (Students use the decodable Reader Seth to practice fluency and print concepts.) <p>SL.K.2 and WF.K.1</p> <ul style="list-style-type: none"> - Demonstrate comprehension by answering story questions
<p>What does the introduction tell us to consider when teaching the unit? (e.g. tips on how to pronounce the two sounds that the 'th' spelling makes, tips on how to teach students to decode multisyllabic words, etc.)</p>	<p>Note: In Lesson 1 an explanation of the origin of digraphs in the English language is provided. It has been written using child-friendly wording as an optional enrichment feature. When two letters stand for one sound, those letters are referred to, collectively, as a digraph. Students do not need to learn this term, and you may prefer to avoid it during instruction. You may also describe a digraph as a "letter team," in which two letters work together to stand for one sound. It is</p>

(continued on next page)

	<p>important for students to understand the concept of digraphs. Digraphs should not be confused with consonant clusters.</p> <p>The decodable Reader for this unit is Seth. You will model reading the Seth stories during the demonstration story exercises beginning in Lesson 9, pointing out digraphs and other unfamiliar content. A number of discussion questions are provided for each demonstration story. Please be sure to discuss them orally as they contain a number of non decodable words.</p> <p>Comprehension is the goal of learning to read and comprehension and discussion questions are included in the Teacher Guide. In this unit, the focus includes literal questions (which can be answered by citing a specific text reference or illustration) and inferential questions which require understanding and interpretation of text or illustrations. Take this opportunity to teach students to answer in complete sentences using the question stem as the initial part of the answer. This training will serve students extremely well as they progress through their school career.</p> <p>Students who wish to write on their own may do so, but you should not routinely assign free writing tasks. Students will derive greater benefit at this point in their literacy development by participating in the shared writing activities suggested in Knowledge, in which the teacher serves as a scribe.</p>
<p>What additional materials are needed for the implementation of this unit?</p> <p>(e.g. pocket chart, index cards, world map, kitchen timer, etc.)</p>	<ul style="list-style-type: none"> ● clipboard(s) (1) ● pocket chart and stand (2) ● primary pencils for all students (1) ● unlined large index cards or card stock, white and yellow (3) ● primary writing paper (3) ● digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the digital components file for the unit. You may also load the Seth Big Book from learning.amplify.com.

	<ul style="list-style-type: none"> ● Kit Big Book, images from the Teacher Resources section of the website, and student Reader used in Unit 6 should be used as a decodable reading resource during Unit 7, Lessons 1–8. A new Reader, Seth, will be introduced in Lesson 9 of this unit.
<p>Teacher Resources: Review the Teacher Resources section at the end of the Teacher Guide and respond to the question below.</p>	
<p>What additional materials are provided in the Teacher Resources section of the Teacher Guide?</p> <p>(e.g. assessment analysis tools, pedagogical support, Activity Book answer key, etc.)</p>	<ul style="list-style-type: none"> ● Dolch Flash Card Caregiver Letter and Flashcards ● Fry Flash Card Caregiver Letter and Flashcards ● Dolch Word Assessment: Beginning and End of Unit 7 ● Unit 7 Dolch Sight Word Assessment List ● Fry Word Assessment: Beginning and End of Unit 7 ● Unit 7 Fry Instant Words Assessment List ● Sample Oral Segmenting Observation Record ● Oral Segmenting Observation Record—Unit 7 ● Sample Letter Name and Letter Sound Observation Record—Unit 7 ● Letter Name and Letter Sound Observation Record—Unit 7 ● Discussion Questions Observation Record—Unit 7 ● Anecdotal Reading Record—Unit 7 ● Unit 7 Assessment Record Sheet ● Additional Support Activity Pages ● Activity Book Answer Key
<p>Pausing Point: Read through the Pausing Point activities and respond to the question below.</p>	
<p>Thinking about possible student misconceptions, which Pausing Point activities do you anticipate having to complete? Why?</p> <p>(e.g. Students often struggle with differentiating the /i/ and /e/ sounds, so I anticipate having to complete the “Hear Medial Sounds” activity.)</p>	<ul style="list-style-type: none"> ● More Help with Letter Sounds and Names ● Recognize and Isolate the Sounds Taught in Unit 7 ● More Help with Similar Sounds ● Recognize and Write the Digraphs Taught in Unit 7 ● More Help Reading Consonant Digraphs ● Read Sentences ● Read Decodable Stories

- More Help Segmenting Consonant Digraphs
- More Help Spelling Consonant Digraphs
- Write Words Containing Digraphs
- More Help with Tricky Words

Yearly Scope and Sequence: Read through Appendix B and respond to the question below.

How does this unit fit into the scope and sequence of learning? What will students learn in the unit before this unit? What will students learn in the unit after?

(e.g. Students will learn long vowel sound-spelling correspondences in the previous unit. In this unit, students will learn vowel digraphs, which are more complex pieces of the code, and in the next unit, students will learn the even more complex sound-spelling correspondences for r controlled vowels. In this unit students will learn how to write fictional narratives. In the next unit students will build their writing knowledge to learn the new genre of descriptive writing. Etc.)

Previous - Unit Skills 6

- initial and final consonant clusters (e.g., clip and task)
- reading and writing one-syllable words containing up to five letters (CVCC, CCVC, CCVCC)
- /z/ spelled ‘s’; plural words ending in the letter ‘s’ sounded /s/ or /z/
- letter names and “The Alphabet Song”
- punctuation (period, question mark, exclamation point, comma, apostrophe, quotation marks)
- reading decodable stories
- Tricky Words I, are, little (in Picture Reader only)

Current - Unit Skills 7

- consonant sounds spelled with digraphs: /ch/ spelled ‘ch’, /sh/ spelled ‘sh’, /th/ spelled ‘th’, /th/ spelled ‘th’, /qu/ spelled ‘qu’, and /ng/ spelled ‘ng’
- reading and writing one-syllable words containing up to seven letters
- reading decodable stories
- Tricky Words down, out, of (in Picture Reader only)

Future - Unit Skills 8

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| | <ul style="list-style-type: none">• double-letter spellings for consonant sounds: /b/ spelled 'bb', /d/ spelled 'dd', /f/ spelled 'ff', /g/ spelled 'gg', /k/ spelled 'cc' and 'ck', /l/ spelled 'll', /m/ spelled 'mm', /n/ spelled 'nn', /p/ spelled 'pp', /r/ spelled 'rr', /s/ spelled 'ss', /t/ spelled 'tt', and /z/ spelled 'zz'• reading decodable stories• Tricky Words funny, all, from, was (in Picture Reader and in decodable stories) |
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