

# Kindergarten Literacy

Learning Pathway 1

Program Steps 1-10

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## Introduction

a, m, s, t, i, f

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## Introduction

There are five texts related to this early literacy program:

- The Program
- Teaching Guide
- Study Sheets
- Cloze Activities
- Rainbow Writing

## Program Design

- There are four Pathways.
- Each of the four Pathways is divided into ten Steps.
- The Steps are broken into four Lessons.

Each of the four Learning Pathways has a scope and sequence which is divided into a series of ten steps. Each step represents a unit of learning which may be used over a number of days, or weeks, according to the learning needs of any given class group. Students should not be moved on to the next step unless they have reached mastery of the content in the current step. Each step is divided into four Lessons, each of which covers one day's literacy instruction.

Regular words for each set are based on the focus alphabet letters (e.g., a, m, s, t, i, f).

Irregular words are those used in the First Books decodable readers. In this way, a small, select list of *new* words used for reading and spelling activities at each step in the scope and sequence, will immediately appear in a reading text. Each small set of words is continually added to the previous week's word list, thus allowing for cumulative review and maintenance of prior learning.

## Lesson Design / Plan

The design of each lesson is based on the work of Berninger (2019). Details and examples are provided on pages 9 – 16 of the *Teaching Guide for Learning Pathway 1*.

Whole Class Teaching and Guided Practice	Teacher Groups	Student Groups	Student - Independent
Phonological awareness - segmentation			
Phonemic awareness – isolation			
Phonemic awareness - blending			
Letter-sound correspondence READ	✓	✓	
Letter-sound correspondence SPELL	✓		
Irregular Words	✓	✓	
Sentences - READ	✓		
Handwriting	✓		✓
Dictation			
Reader - Read	✓	✓	✓
Reader Study Sheets	✓		
Reader Cloze	✓		✓

**Learning Pathway 1**  
**a, m, s, t, i, f**

**STEP 1**

**Lesson 1**

Lesson Topics		Whole Class + Guided Practice			
Phonological awareness – segmentation, sentences	Let's clap the words in these sentences: Go home!	Come in.	Jump down.	Clap hands.	Get set.
Phonemic awareness – isolation	Tell me the <b>first</b> sound you can hear in these words: am at ass	Phonemic Awareness Kit objects beginning with /a/			
Phonemic awareness – blending	Listen to my sounds and tell me what word they make together. /a/ /m/	/a/ /t/	/a/ /s/	/i/ /t/	
		<b>Whole Class + Guided Practice</b>		<b>Teacher Groups</b>	<b>Students (group/independent)</b>
Letter-sound correspondences READ	New a Sing Ants in the Apple song				
Letter-sound correspondences SPELL					
Irregular words (READ only)					
Sentences (READ only)					
Handwriting	Rainbow writing pages 3-5				
Dictation sentences					
Reader					
Reader Study Sheets					
Reader Cloze Passage Booklet					

**Learning Pathway 1**  
**a, m, s, t, i, f**

**STEP 7**

**Lesson 1**

**Lesson Topics**

**Whole Class + Guided Practice**

Phonological awareness – segmentation, sentences	Let's clap the words in these sentences: It's time to get in the car. Put your school book here. My mum went to the zoo. Go and brush your teeth.	
Phonemic awareness – isolation	Tell me the <b>first</b> sound you can hear in these words: address inside seam tinsel master fish Phonemic Awareness Kit objects beginning with /a/, /m/, /s/, /t/, /i/, /f/	
Phonemic awareness – blending	Listen to my sounds and tell me what word they make together. /f/ /a/ /t/ /i/ /t/ /s/ /f/ /i/ /t/ /s/ /s/ /a/ /t/	
	<b>Whole Class + Guided Practice</b>	
Letter-sound correspondences READ	New miss, mats, mass Ants in the Apple song Revise Sam, Tim, mam	Letter flashcards / Bingo Word flashcards Snap, Memory
Letter-sound correspondences SPELL	New miss, mats, mass Revise Sam, Tim, mam	Letter flashcards Bingo Word flashcards Snap, Memory
Irregular words (READ only)	New has, to, little, wants Revise Kim, my, I, like, likes	Word flashcards Bingo Snap, Memory
Sentences (READ only)	It is a fat cat. The fat cat likes to sit. Rainbow writing page 51. Trace 'i'. (1 cell)	A little rat. The little rat has a hat. Rainbow writing page 51. Trace 'i'. (3 cells)
Handwriting		
Dictation sentences		
Reader	<b>1.5 I Want It</b> Read the book to class.	Read the book.
Reader Study Sheets	Practise selected activities from pages 1-4.	Complete selected activities from pages 1-4.
Reader Cloze Passage Booklet	Discuss cloze on pages 3-4.	Complete cloze on pages 3-4. Colour the pictures.

Lesson Topics

Whole Class + Guided Practice

Phonological awareness – segmentation, sentences	Let's clap the words in these sentences: I can swim and dive.		What class are you in at school?	It hurts when you brush my hair.	I go to gran's place when mum works.
Phonemic awareness – isolation	Tell me <b>all</b> of the sounds you can hear in these pretend words: fam sit tif maf		Phonemic Awareness Kit objects beginning with /a/, /m/, /s/, /t/, /l/, /f/		
Phonemic awareness – blending	Listen to my sounds and tell me what word they make together. /m/ /i/ /ss/ /f/ /i/ /t/ /s/		/s/ /a/ /m/ /s/ /f/ /i/ /t/		
<b>Whole Class + Guided Practice</b>					
Letter-sound correspondences READ	New it is a mat Ants in the Apple song	Revise is it Tim	Teacher Groups Letter flashcards / Word flashcards Bingo		
Letter-sound correspondences SPELL	New it is a mat	Revise is it Tim	Letter flashcards Bingo		
Irregular words (READ only)	New off, no, out, go, cannot	Revise play, sand, with, me, rim, pit	Word flashcards Bingo		
Sentences (READ only)	It sat in the sand pit with Tim. Max wants to play with you.		Play with Max in the sand pit. This is my mat.		
Handwriting					
Dictation sentences					
Reader	<b>1.8 Out You Go!</b> Read the book to class.		Read the book.		
Reader Study Sheets	Practise selected activities from pages 13-16.		Complete selected activities from pages 13-16.		
Reader Cloze Passage Booklet	Discuss cloze on pages 10-12		Complete cloze on pages 10-12. Colour the pictures.		