

Kindergarten Literacy

Learning Pathway 1

Teaching Guide

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Part 1 Program Design

Quote

Cognitive load theory models the mind as consisting of working memory and long-term memory. Working memory is roughly equivalent to the thoughts we are conscious of having. It is extremely limited and can only process about four elements at a time (Ashman, G. 2023, p.13).

*Cognitive load theory assumes that all new biologically secondary knowledge must pass through working memory before entering long-term memory. This means that it is subject to the constraints of working memory. **If we overload working memory, then little will be learnt** (Ashman, G. 2023, p.15).*

In line with Cognitive Load Theory (Sweller, 2011), the organisation of this Kindergarten Literacy Program is based on the work of Carnine et al. (1978-2017), in which the order for the teaching of letter-sound correspondences is organised according to the four following guidelines:

1. Separate visually or auditorily similar letters.
2. Introduce more useful letters first.
3. Introduce lowercase letters first.
4. Introduce only one sound initially for a new letter (Carnine, et al., 2017, p. 61).

The Ants in the Apple Kindergarten program is divided into four Learning Pathways based on the Carnine alphabet order and arranged into the following five sets:

Set 1	a, m, s, t, i, f
Set 2	d, r, o, g, h, l
Set 3	u, c, n, k, v, b
Set 4	e, p, j, w
Set 5	y, x, qu, z

The four Learning Pathways have a scope and sequence divided into ten steps. Each step comprises four lessons and 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.

Regular words for each set are based on the focus 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.

By using a Cascade Teaching Model, the sub-skills necessary for spelling, reading, comprehension and writing instruction are combined into a literacy program which is both integrated and cumulative.

Example of a Lesson Plan for Beginning Handwriting

Teaching Script

	SAMPLE OF A TEACHING SCRIPT
Introduction	<p>a. Use classroom <i>Attention Signal</i>. Complete a selection of warm-up exercises (see page 10)</p> <p>b. Yesterday, we practised writing the downward line by starting at the top, with our pencils on the cross, and going all the way down until we stopped writing when our pencils touched the dot.</p> <p>c. Today we are going to learn how to write a curve shape by starting with our pencils on the cross and going all the way around the lily pad until we stop writing when our pencils touch the dot.</p>
Development and consolidation Modelling (+ <i>Think Aloud</i>)	<p>Look at my picture on the board. It has a cross at the top (teacher points), a drawing of a lily pad in the middle (teacher points), and a dot at the bottom (teacher points).</p> <p>If I draw a line from the cross at the top, around the lily pad, and I stop on the dot at the bottom, I will have drawn a curve.</p> <p>Watch me now as I draw a curve from the cross at the top, around the lily pad, and then stop writing when my pencil touches the dot at the bottom.</p> <p>Think Aloud: Where shall I start? I know! I have to put my pencil tip on the cross. Now I have to draw around the picture of the lily pad. And then, where do I stop? That's right, I stop on the dot.</p> <p>Look at my shape, I have drawn a curve!</p> <p>Repeat the above procedure using 3 positive examples and 1 negative example.</p>
Guided practice	<p>Now, let's write a curve together.</p> <p>Look at your writing sheet. It has a cross at the top. Everyone, put your finger on the cross at the top.</p> <p>Look at the picture of the lily pad in the middle of the page. Everyone, put your finger on the lily pad.</p> <p>Now, find the dot at the bottom. Everyone, put your finger on the dot at the bottom." Excellent work!"</p> <p>It's time to write! Pick up your favourite coloured-pencil and put the pencil tip on the cross at the top. Get ready. Draw your line around the lily pad. Keep going and then stop when your pencil gets to the dot at the bottom.</p> <p>Look at your shape. What have you drawn? Yes, you have drawn a curve.</p> <p>Repeat the above procedure three more times using different coloured pencils.</p>
Unprompted practice: pairs/groups	<p>In pairs, I want you to take it in turns to draw three more curves in different colours on your worksheet. As your partner tells you where to start, where to go next and where to stop, you will draw the curve. Your partner must make sure you write the curve correctly.</p>
Unprompted practice: individual	<p>Now it is time to practise on your own. Find the writing sheet that has a cross at the top, an apple in the middle and a dot at the bottom. I'd like you to draw five curves around the apple in five different colours.</p>
Culmination	<p>Knowing how to draw a beautiful curve will help us to write letters such as 'a' and 'c'.</p> <p>Tomorrow we will practise drawing a curve in the opposite direction.</p>

Pretest

Set 1: a, m, s, t, i, f Book 1.5 I Want It

Dates →								
READ								
Regular words								
has								
Revise								
fat								
mat								
sit								
is								
fit								
rat								
hat								
get								
Sight words								
to								
little								
want								
Revise								
where								
likes								
wants								
not								
Sentences								
Where is the rat?								
The cat wants the hat.								
SPELL								
Regular words								
fat								
mat								
fit								
sit								
fits								
sits								
hat								
cat								

Comments/Observations