

Kindergarten Literacy

Learning Pathway 2

Program Steps 1-10

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d, r, o, g, h, l

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Introduction

There are five texts related to each Learning Pathway in 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., u, c, n, k, v, b). 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.

Learning Pathway 2
d, r, o, g, h, l

STEP 4

Lesson 1

Lesson Topics

Whole Class + Guided Practice

Phonological awareness – segmentation, sentences	Let's clap the words in these sentences: It is too hot to play.	My aunt is in the bath.	What shall I wear to work?	Put your lunch in your bag.
Phonemic awareness – isolation	a) Tell me the first sound you can hear in these words: oddy disk race hoop long goat b) Tell me the last sound you can hear in these words: herd zag nail swag blind coral c) Tell me the middle sound you can hear in these words: log brat sip nap tot dip		d) Phonemic Awareness Kit objects beginning with /d/. /r/. /o/. /g/. /h/. /l/	
Phonemic awareness – blending	Listen to my sounds and tell me what word they make together. /d/ /o/ /g/ /r/ /a/ /l/ /h/ /i/ /m/		/t/ /o/ /d/ /s/ /a/ /g/ /m/ /i/ /d/	

Whole Class + Guided Practice		Teacher Groups		Students (group/independent)
Letter-sound correspondences READ	New got, ran hog, log, dog, fog, tog Sing Ants in the Apple song	Revise Ross, dam, Pam, dad, log, doll	Letter flashcards / Word flashcards Bingo	Snap, Memory
Letter-sound correspondences SPELL	New got, ran hog, log, dog, fog, tog	Revise Ross, dam, dad, log, doll	Letter flashcards Bingo	
Irregular words (READ only)	New was, take, car, good, hose, come	Revise Pam, run, fun, up, mum, look, for	Word flashcards Bingo	Snap, Memory
Sentences (READ only)	It was too hot to run. Can you take me out in the car, dad?		I want to play with my friend. Can he come in the car?	
Handwriting	Rainbow writing page 69. Trace 'g'. (1 cell)			Rainbow writing page 69. Trace 'g'. (3 cells)
Dictation sentences				
Reader	2.4 Too Hot! Read the book to the class.		Read the book.	Read the book to your partner.
Reader Study Sheets	Practise selected activities from pages 1-6.		Complete selected activities from pages 1-6.	
Reader Cloze Passage Booklet	Discuss cloze on pages 3-4.		Complete cloze on pages 3-4.	Colour the pictures.

Learning Pathway 2
u, c, n, k, v, b

STEP 10

Lesson 2

Lesson Topics

Whole Class + Guided Practice

Phonological awareness – segmentation, sentences	Let's clap the words in these sentences: Can you hear the rain on the roof?	Dad is on his way home at last.	I have some work that must be done..
Phonemic awareness – isolation	a) Tell me the first sound you can hear in these words: cuff bin vat nan b) Tell me the last sound you can hear in these words: sin tab luck mauve c) Tell me the middle sound you can hear in these words: Gus nap cog bag		d) Phonemic Awareness Kit objects beginning with / u/, /c/, /n/, /k/, /v/, /b/
Phonemic awareness – blending	Listen to my sounds and tell me what word they make together. /b/ /u/ /g/ /n/ /f/ /k/ /n/ /u/ /t/	/k/ /f/ /n/ /v/ /i/ /m/	/b/ /o/ /m/

	Whole Class + Guided Practice		Teacher Groups	Students (group/independent)
Letter-sound correspondences READ	New k, v, b mug, bun, bit, bob, bin Ants in the Apple song	Revise u, c, n sum, fuss, Biff, us, rub, huff	Letter flashcards / Word flashcards Bingo	Snap, Memory
Letter-sound correspondences SPELL	New k, v, b mug, bun, bit, bob, bin	Revise u, c, n sum, fuss, Biff, us, rub, huff	Letter flashcards Bingo	
Irregular words (READ only)	New nice, fall, lick	Revise when, computer, after, tell	Word flashcards Bingo	Snap, Memory
Sentences (READ only)	Bugs like to sit on buns and lick them. Bob eats lots of buns for his lunch.		Bits of bun fall into the bin. The bug licks the nice bits in the bin.	
Handwriting	Rainbow writing page 89. Copy 'n'. (1 row)			Rainbow writing page 89. Copy 'n'. (3 rows)
Dictation sentences				
Reader	3.2 The Bug and the Bun Read the book to the class.		Read the book.	Read the book to your partner.
Reader Study Sheets	Practise selected activities from pages 7-12.		Complete selected activities from pages 7-12.	
Reader Cloze Passage Booklet	Discuss cloze on pages 5-6.		Complete cloze on pages 5-6.	Colour the pictures.