

# Kindergarten Literacy

Learning Pathway 2

Teaching Guide

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## Part 3 Scope and Sequence

### Quote

[Mechelke, M. \(March 21, 2023\). Scope and Sequence: What is it and how do educators use it to guide instruction? Iowa Reading Research Center, https://iowareadingresearch.org/blog/scope-and-sequence.](https://iowareadingresearch.org/blog/scope-and-sequence)

*Effective, evidence-based instruction should be both explicit and systematic. However, it can sometimes be difficult to determine whether an instructional program is really designed to deliver that type of instruction. Curricula that align with the science of reading will include a ‘scope and sequence’, which educators can use to gain a basic understanding of whether a curriculum provides instruction in a thorough and systematic way.*

### **What is a scope and sequence?**

*Every evidence-based curriculum or instructional program should be able to provide you with a clear and comprehensive scope and sequence. If no such document exists, that is a strong warning sign that the program may not align with the science of reading. Simply put, the terms scope and sequence describe **what** you teach and **when** you teach it. When educators follow a solid scope and sequence, no assumptions are made about what students do or do not know, or what they can or cannot learn. Instead, all students are taught according to a clear and intentional plan in which skills are taught systematically and cumulatively.*

### **Scope**

*The scope is the ‘what’ of a literacy curriculum or program. It includes all the areas of learning that the curriculum will cover. A curriculum’s scope can be further described by its **breadth** and **depth**. A curriculum’s **breadth** refers to the range of topics it covers. When you are examining a curriculum’s **depth**, you are checking to see whether students are required to meet specific developmental goals before moving on to learning new skills. This means that each skill must be taught to mastery before moving on to more complex material.*

### **Sequence**

*The sequence is the ‘when’ of a curriculum, or the order in which skills are taught. A curriculum should be sequenced in a way that supports students’ learning and mastery of skills. When examining a curriculum’s sequence, ask yourself: does this make sense? Do the skills progress logically and build on one another? If the answer is no, the curriculum may be lacking a purposeful sequence. **This can negatively impact students’ learning.***

*When it comes to **early literacy**, we can make some general assumptions informed by the science of reading about what types of sequences will meet students’ needs. For example, it is typically understood that students should be taught single vowel sounds before they are introduced to vowel teams. We call this **systematic instruction**. A systematic sequence is ordered such that teaching progresses gradually from less complex to more complex tasks, ensuring that students have mastered the basic skills they need to understand more advanced concepts. For example, you cannot expect students to decode vowel teams like ‘ai’ or ‘ay’ before they understand the long /ā/ sound.*

## Part 3 Scope and Sequence for Learning Pathway 2

## REGULAR WORDS

## Read and Spell

Steps	Single letters	v-c words	c-v-c words	c-v-c Extensions/ c-v-c words (some letters not taught yet)	SIGHT WORDS READ ONLY	Irregular words
1	<b>d, r, o</b>	at, if	dog, lot, toss, till, his, rolls, Tom, hiss, rid	big, will	he, ball	
2	<b>d, r, o</b>		fill, did, ham, sad, Todd	man	be, eat, too, friend	
3	<b>g, h, l</b>		Ross, dam, dad, log, doll	Pam, run, fun, up, mum	look, for	
4			got	ran	was, take, car, good, hose, come	
5			-	will, top	wash, down, catch, them	
6			lid, rot	bugs, Dan	she, jar, puts, holes	
7			hid	bag	girl, school, all, lunch, boy	
8			odd, miss	tip, let	are, happy, under, her	
9	<b>u, c, n</b>		sum, fuss, Biff, us, rub, huff	tell	when, computer, after	
10	<b>u, c, n</b>		mug, bun, bit, bob, bin	-	nice, fall, lick	

## Rate of Progress

The steps in this scope and sequence reflect **the order** in which the content is taught. **The steps do not represent week numbers in a program.** It is recommended that each step is taught for as long as it takes students to master the content. This could take a week, or it may take two+ weeks. Students need to reach **mastery** of the content of each step (see progress monitoring sheets) before progressing to the next step.

## Example of a Lesson Plan for Phonological Awareness – Sentence Segmentation

### Teaching Script

	SAMPLE OF A TEACHING SCRIPT
Introduction	<p>a. Use classroom <i>Attention Signal</i>. Complete a selection of warm-up exercises (see previous page).</p> <p>b. Yesterday, we learnt to say some sentences slowly, with big gaps between the words. Let's practise two of those sentences.</p> <p>c. Today we are going to clap our hands for each word as we say the sentence slowly. This will help us to <b>make</b> sentences with flashcards.</p>
Development and consolidation  Modelling (+ Think Aloud)	<p>If I say a sentence (<i>I can dance</i>) and raise one finger for each word as I say it, I can count my fingers to find out how many words are in the sentence. Listen and watch me as I say my sentence and raise one finger for each word. <i>I can dance</i>. Count my fingers. How many words are in my sentence? Yes, there are three words. Now, watch me as I <i>clap</i> the words in my sentence: I (clap) can (clap) dance (clap). If I clap my hands three times as I say the sentence, then I will have matched the words and claps perfectly!</p> <p>Here's another sentence. <i>My mum makes cakes</i>. Listen and watch me as I say my sentence and raise one finger for each word. <i>My mum makes cakes</i>. Count my fingers. How many words are in my sentence? Yes, there are four words. Now, watch me as I <i>clap</i> the words in my sentence. You count how many times I clap my hands. My (clap) mum (clap, clap) makes (clap, clap) cakes (clap).</p> <p><b>If I clap my hands more than four times as I say the sentence, then I will have made a mistake.</b></p> <p>Repeat the above procedure using 3 positive examples and 1 negative example.</p>
Guided practice	<p>Now, let's do the clapping together. Listen to my sentence (<i>Where is dad?</i>) Altogether, what is my sentence? Let's say the first word and clap once ... Now the next word ... And now the last word ... How many times did you clap your hands? Yes, three times. There are three words in the sentence, <i>Where is dad?</i>"</p> <p>Repeat the above procedure using 3 more sentences.</p>
Unprompted practice: pairs/groups	In pairs, I want you to take it in turns to listen to my sentences and then clap each sentence to your partner. Your partner must count the claps and tell you how many words are in the sentences.
Unprompted practice: individual	Not applicable
Culmination	<p>Knowing how to clap the words in a sentence will help us to make sentences with the correct spacing between the words.</p> <p>Tomorrow we will do some more practice in finding out how many words we can count in some different sentences.</p>

## Letter-sound correspondence

### *Resources*

A7 cards alphabet picture cards

A4 cards alphabet picture cards

Wall poster

Desk strips

Alphabet flashcards

Blend card kit (A7)

Alphabet colouring-in book

Ants in the Apple Songs

A4 alphabet colouring (and handwriting) pictures (see pages 69-78)

## Can You Sing What I Sing?

### *Objective*

Students will connect the sounds and symbols for the letters d, r, o, g, h, l and u, c, n

### *Instructions*

Step 1: Hold up a double-sided, colour, A4 card for the new letter.

Step 2: Discuss the picture.

Step 3: Read and teach the alliterative phrase at the bottom of the card.

Step 4: Sing the phrase to the song 'Skip to My Lou'. The words to the last line of the song are optional. Some endings are:

'Skip to my Lou, my darling.'

'And that's the sound that 'd' makes.'

'Start with an 'a', go up and down' (self-talk for handwriting the letter 'd').

### **Note**

#### ***Practice activities***

*At many intervals during the day, hold up (or point to) the A4 card and say, What sound does this letter make? (Accept the whole alliterative phrase at first but fade to single sounds.) Short bursts of practice are called distributed, or spaced, practice.*

*Use A7-size alphabet cards in small groups for activities such as:*

- *Listen to my word. Point to the alphabet card for the first (or last) sound in my word.*
- *Lay out a set of cards. Point to cards in turn and ask, What sound does this one make?*