

Kindergarten Literacy

Learning Pathway 3

Teaching Guide

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A Cascade Model for the Teaching of Early Literacy Skills KINDERGARTEN / FOUNDATION

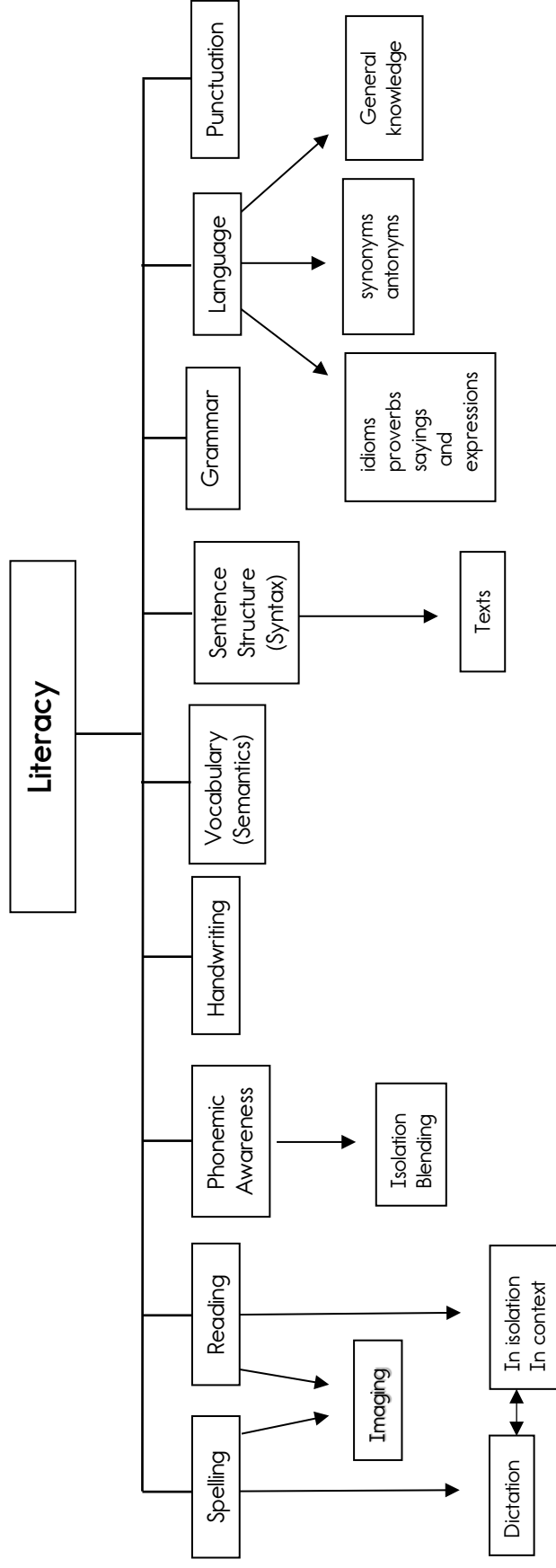


Figure 1. A Cascade Model for the teaching of early literacy skills.

Part 3 Scope and Sequence

REGULAR WORDS
Read and Spell

Steps	Single letters	c-v-c words	c-v-c words (some letters not taught yet)	SIGHT WORDS READ ONLY
1	u, c, n, k, v, b	cot, hug	bed	Irregular words sleep, teddy, scared
2		kiss, mud, Gus, nags, sun	nip	fleas, scratch, does
3		kids, vans, tug, bad	-	they, back, don't
4		bus	-	sister, talk, work, front, about
5		nan, had, boss	-	fair, things, make
6		-	-	that, jump, swim, so, clever
7	e, p	red, pet, Bill, hut, sell, leg, hen, Meg, eggs, ten, jabs, fed	-	nest, lay, from
8	j, w	pig, pen, vet, jogs, pill, bill cut, sob, Jim, tap, hop, well	-	poor, sick, hi, ho, derrio cry, try, stop, yeah
9	e, p, j, w	Bess, Tess, Jess, mess	-	keep, spots, grass, food, garden
10		Jeff, Jan, Ned	Rex	animals, help, some

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.

Generic lesson plan structure (Berninger, 2019)

An *Attention Signal* is something a teacher says or does to gain students' attention. Quite often a response or action is required from the students.

Introduction		<ul style="list-style-type: none"> • Gain students' attention (personalised classroom <i>Attention Signal</i>). • Review critical prerequisite skills. • State the goal of the lesson and its relevance.
	Modelling (+ <i>Think Aloud</i>)	<p>Show and tell; involve students.</p> <ul style="list-style-type: none"> • Introduce the rule. • Use If-then construction for the rule. • Illustrate the rule with examples and non-examples.
Development and consolidation	Guided practice	<p>Guide students in performing the skill or strategy.</p> <ul style="list-style-type: none"> • Provide physical, verbal, or visual prompts. • Gradually fade scaffolding. • Guide students in analysing examples and non-examples using the critical attributes.
	Unprompted practice: <i>pairs/groups</i>	<p>Check students' understanding.</p> <ul style="list-style-type: none"> • Have students perform the skill/strategy in pairs or groups without prompts.
	Unprompted practice: <i>individual</i>	<p>Check students' understanding.</p> <ul style="list-style-type: none"> • Have students perform the skill/strategy individually without prompts.
Culmination		<ul style="list-style-type: none"> • Review critical content. • Preview the content of the next lesson.

Letter-sound correspondences

Resources

A7 alphabet picture cards

A4 alphabet picture cards

Wall poster

Desk strips

Teacher's demonstration blend cards (A5)

Alphabet flashcards

Alphabet colouring-in book

Ants in the Apple Songs

A4 alphabet colouring (and handwriting) pictures (see pages 68-88)

Can You Sing What I Sing?

Objective

Students will connect the sounds and symbols for the letters u, c, n, k, v, b and e, p, j, w.

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 'u' makes.'

'down, around, and up, and down' (self-talk for handwriting the letter 'u').

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 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?*