

Kindergarten Literacy

Learning Pathway 4

Program Steps 1-10

Lin Meeks, PhD

www.antsintheapple.com.au

Contents

Introduction

e, p, j, w

Step 1 1

Step 2 5

Step 3 9

y, x, qu, z

Step 4 13

Step 5 17

Step 6 21

Step 7 25

Step 8 29

Step 9 33

Step 10 37

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 4*.

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	✓	✓	
Handwriting	✓		✓
Dictation	✓		
Reader - Read	✓	✓	✓
Reader Study Sheets	✓		
Reader Cloze	✓		✓

Whole Class + Guided Practice

Lesson Topics

Phonological awareness – segmentation, compound words	Let's clap the words in these compound words: moonlight seaside cardboard himself			
Phonemic awareness – isolation	a) Tell me the first sound you can hear in these words: wed, pick, jog, pet b) Tell me the last sound you can hear in these words: badge, fen, yelp, step c) Tell me the middle sound you can hear in these words: jag, wet, hut, pen, some	d) Phonemic Awareness Kit objects beginning with /e/. /p/. /j/. /w/		
Phonemic awareness – blending	Listen to my sounds and tell me what word they make together. /b/ /i/ /g/ /w/ /u/ /n/ /p/ /e/ /k/ /j/ /a/ /k/			
	Whole Class + Guided Practice	Teacher Groups	Students (group/independent)	
Letter-sound correspondences READ	New miss, Ben, win jam, Jan, jab, jig, jot, jog Ants in the Apple song	Revise Jeff, Jan Ned	Letter flashcards / Bingo	Word flashcards Snap, Memory
Letter-sound correspondences SPELL	New miss, Ben, win jam, Jan, jab, jig, jot, jog	Revise Jeff, Jan Ned	Letter flashcards Bingo	
Irregular words (READ only)	New says, stay, brother	Revise animals, help, some, Rex	Word flashcards / Bingo	Word flashcards Snap, Memory
Handwriting	Rainbow Writing, page 127. Trace 'z'. (1 row)			Rainbow Writing, page 127. Trace 'z'. (1 row)
Dictation sentences	Practise: Lots of kids are sick. They have red spots, too!		Handwrite dictation: Lots of kids are sick. They have red spots, too!	
Reader	4.6 Red Spots Read the complete book.		Read the book.	Read the complete book to partner.
Reader Study Sheets	Select activities from pages 19-25.		Complete selected activities from pages 19-25.	
Reader Cloze Passage Booklet	Discuss cloze on pages 10-12.		Complete cloze on pages 10-12.	Colour the pictures.

Learning Pathway 4
y, x, qu, z

STEP 4

Lesson 4

Whole Class + Guided Practice

Lesson Topics

Phonological awareness – segmentation, compound words	Let's clap the words in these compound words: motorcycle anywhere gingerbread		
Phonemic awareness – isolation	<p>a) Tell me the first sound you can hear in these words: yawn, fizz, zoo, quilt (ask for first 2 sounds for qu = /k/ /w/)</p> <p>b) Tell me the last sound you can hear in these words: glove, does, fax (ask for last 2 sounds, i.e., /k/ /s/)</p> <p>c) Tell me the middle sound you can hear in these words: guess, hum, zed, quack, zit</p>	d) Phonemic Awareness Kit objects beginning with /y/. /z/ objects ending with /k/ /s/	
Phonemic awareness – blending	Listen to my sounds and tell me what word they make together. /y/ /e/ /l/ /j/ /a/ /b/	/k/ /w/ /l/ /k/ /b/ /u/ /z/	
	Whole Class + Guided Practice		Teacher Groups
Letter-sound correspondences READ	<p>New Liz, Rox, fox, yell, six, yum, zig, quoll, yap, fix Ants in the Apple song</p> <p>Review ill, cap, wet, gum, rug, jet</p>	Letter flashcards / Word flashcards Bingo	Students (group/independent) Snap, Memory
Letter-sound correspondences SPELL	<p>New Liz, Rox, fox, yell, six, yum, zig, quoll, yap, fix</p> <p>Review creek, day, yabbie, one, saw, quick, duck, quack</p>	Letter flashcards Bingo Word flashcards / Word flashcards Bingo	Snap, Memory
Irregular words (READ only)	<p>Review very, smell, here, what, O.K., dry</p>	Word flashcards / Word flashcards Bingo	Snap, Memory
Handwriting	Rainbow Writing, page 9. Trace 'S'. (1 row)		Rainbow Writing, page 9. Trace 'S'. (3 rows)
Dictation sentences	Practise: The yabbie was quick. What a bad day!	Handwrite dictation: The yabbie was quick. What a bad day!	
Reader	5.1 Look Out Duck! Read the complete book.	Read the book.	Read the complete book to partner.
Reader Study Sheets	Select activities from pages 25-33.	Complete selected activities from pages 25-33.	
Reader Cloze Passage Booklet	Discuss cloze on pages 10-12.	Complete cloze exercise on pages 10-12.	Colour the pictures.