

Kindergarten Literacy

Learning Pathway 4

Teaching Guide

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Contents

Section 1 – Overview

| | | |
|--------|--------------------|---|
| Part 1 | Program design | 1 |
| Part 2 | Student Outcomes | 4 |
| Part 3 | Scope and Sequence | 5 |
| | Rate of Progress | |

Section 2 – Delivery

| | | |
|--------|-------------------------------------|----|
| Part 1 | Lesson Plan Structure | 7 |
| | How to read the Step Guides | 7 |
| | Systematic and Explicit Instruction | 8 |
| | Generic Lesson Plan Structure | 9 |
| Part 2 | Sample Lesson Plans | 10 |
| | Lesson Warm-ups | 10 |
| | Phonological Awareness | 11 |
| | Handwriting | 12 |
| | Spelling | 13 |
| | Sentence Reading | 14 |
| | Comprehension | 15 |
| | Dictation | 16 |

Section 3 - Teaching

Modelling, Scaffolding, Guided Practice

| | |
|------------------------------|----|
| Phonological awareness | 18 |
| Phonemic Awareness | 19 |
| Letter-sound correspondences | 23 |
| Beginning reading | 24 |
| Beginning spelling | 25 |
| Irregular words | 26 |
| Beginning comprehension | 27 |
| Handwriting | 28 |
| Dictation sentences | 30 |
| First Books Readers | 31 |

Section 4 - Practice activities

Group Practice; Independent Practice

| | | |
|--------|--------------------------|----|
| Part 1 | Introduction | |
| | Types | 33 |
| | Organisation of practice | 33 |
| Part 2 | Group practice | 34 |
| | Games | 34 |
| Part 3 | Independent Practice | 36 |
| | Handwriting | 36 |
| | Study Sheets | 37 |
| | Cloze | 40 |

Section 5 - Monitoring of Progress 41

| | | |
|--|-----------------------------------|----|
| | Pre-tests | 42 |
| | Mastery Learning | 54 |
| | Tables for monitoring of progress | 54 |

Reference List 62

Appendices

| | | |
|---|--|----|
| 1 | Excerpts from research findings: The relationship between spelling and reading | 63 |
| 2 | Alphabet Colouring Pictures | 67 |

Part 3 Scope and Sequence for Learning Pathway 4

REGULAR WORDS

Read and Spell

| Steps | Single letters | c-v-c words | Irregular words |
|-------|----------------|---|---|
| 1 | e, p, j, w | miss, Ben, win | says, stay, brother |
| 2 | | add, bets, pug, pun, jam, jag, Jan | tent, put, dark, sticks, fire, stories |
| 3 | | ill, cap, wet, gum, rug, jet | very, smell, here, what, O.K., dry |
| 4 | y, x | Liz, Rox, fox, yell, six, yum, zig, quoll, yap, fix | creek, day, yabbie, quack, one, saw, quick, duck |
| 5 | qu, z | net, get bell, mix | ring, fallen, we'll, puppy |
| 6 | y, x, qu, z | box, yes, Lex, rip, hip quit | sniff, went, see, your there, quilt, dear, then, toy, spider |
| 7 | | rod, cubs, guns, men, sets, Ken, Rob, jam, Will | walk, tadpoles, frogs, mother, wombat |
| 8 | | den, zig, dug, job, kill | safe, far, rabbit, were, ate |
| 9 | | sip, yap, met | tree, said, many, by, possum, kangaroos |
| 10 | | yet, job, just, back | or, I'm, forget, taken |

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.

Part 2 Sample Lesson Plans

Sample Lesson Plans

The following lesson plans contain detailed scripts. These scripts are provided as examples of what explicit instruction may look like in the classroom. Lesson content, resources and suggested activities are provided in the *Learning Pathways Program*.

Lesson warm-ups

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder.
- Touch your shoulders – hand to opposite shoulder.
- Push down on the desk.
- Hold your hands out, palm up, then palm down.
- Push palms together.
- Pull hands apart.
- Link your hands together and circle your wrists, one way then the other.
- Make a fist, thumbs up and give them a wiggle.
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin! (*Handwriting – Letter Formation*, NHS Foundation Trust, South Warwickshire, UK)

Shoulder spirals

- Hold both arms out horizontally to the side and start to circle them, initially making small circles but gradually getting larger until the circles are as large as possible, (this should take about 5 rotations).
- Keep the circles controlled – don't rush them!
- Try some in slow motion.
- When the circles have reached full size, change direction, and gradually reduce the circles, (again taking about 5 rotations) to get back to the smallest size.
- Start by trying to complete 3 spiral sequences then build up the number you can do.
- Aim to do 10 spiral sequences comfortably.

These activities were retrieved from
<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy/fine-motor-skills-information-schools>

Beginning Reading (blending)

A suggested strategy for teaching blending

Resources

Blend Cards

Pre-teach

- the letter-sound correspondence for the letter 'e' (using the short vowel sound /ĕ/).
- the letter-sound correspondence for the letters 'p', 'j', and 'w'.
- the 2-letter blends, e.g., 'ip', 'et', 'en', etc. Explain to students that once two letters are on one card there is no need to make each sound separately. Students will read a card as 'ip'.

Blend a single letter with a 2-letter blend

- Place the letter cards for 'j' and 'et' side by side with a space between them.
- Point to each card in turn and ask, 'What sound does this letter (j) and this blend (et) make?'
- Explain that you will now join the /j/ sound to the blend as you slide the 'j' card across to the 'et' card.
- As soon as the 'j' card touches the 'et' card you say /et/. Ask student/s what word you have sounded out.



Note

1. Some letter sounds are continuous. When they are dragged out they maintain their pure sound, e.g., /sssss/, /mmmmm/, /llll/, /rrrrr/. Some letter sounds are stop sounds because they cannot be drawn out without changing the pure sound, e.g., 'p' would become 'puh' if it was dragged out. Other stop sounds include 'b, c, d, g, j, k, qu, t, x'.
2. When blending a stop sound with a vowel it is important to model the blend by producing a short stop sound followed by a drawn-out short vowel sound, e.g., /j/ + /ĕ ĕ ĕ / + /t/.