Preschool Fundations year long

Content Area: **English**
Course(s):
Time Period: **September**
Length: **year**
Status: **Published**

Unit Overview

Level Pre-K Activity Set

The Fundations® Pre-K Activity Set supports students' emerging understanding of the alphabetic principles of letter-sound associations and alphabetical order, and the written language skill of manuscript letter formation.

The Activity Set provides an introduction, or "pre-dose," to the letter-sound and writing skills that will be taught to mastery in the Fundations Level K program. It is not intended to provide a full pre-k literacy curriculum.

The Pre-K Activity Set strongly supports the Head Start Early Learning Outcomes Framework (2015), which expects that a preschool child "recognizes and names at least half of the letters of the alphabet" and "produces the sounds of many recognized letters."

The set follows the same principles of instruction as other Wilson programs: it is explicit and systematic; interactive, incorporating multisensory instruction and motor memory learning; and offers ample opportunities for practice and feedback.

Explicit and direct instruction is conducted in a whole-class setting in the first semester and a combination of whole-class and small-group settings in the second semester.

Details about Fundations Pre-K Activity Set materials are available on our Online Store.

Enduring Understandings

The skills taught align with those that the Report of the National Early Literacy Panel (2008) identified as strong and consistent predictors for the later development of literacy skills:

- Knowledge of the names and sounds associated with printed letters
- Ability to manipulate the sounds of spoken language
- Ability to rapidly name letters, numbers, objects, or colors
- Ability to write isolated letters or one's name

- Ability to remember spoken information for a short time

Essential Questions

What do letters tell us?

Instructional Strategies & Learning Activities

First Semester

The focus during the first semester will be on teaching the alphabetic principle of letter-sound correspondence with the whole class. Students will practice:

- Recognition of the alphabetical order of letters a-z
- Letter name, keyword, and sound for the 26 letters of the alphabet (letter-sound correspondence)
- Visual connection between the letter name, its sound, and its grapheme (or written representation)

Second Semester

Further development of letter-sound correspondence (alphabetic principle) will continue with the whole class, and letter formation skills will be introduced in small groups. Students will practice:

- Letter formation for lowercase letters
- Letter formation for uppercase letters
- Association of a sound with a letter that is written

The amount of time for daily activities will vary, depending on where the class is in the school year and the number of students in small groups. Once students have learned many of the letters, more time will be needed for the activities, but it should not take any longer than 10-15 minutes for the whole-group instruction and 5-10 minutes for each small-group instruction (added in the second semester).

Download the Fundations Pre-K Activity Set brochure to learn more.

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Integration of Career Readiness, Life Literacies and Key Skills

Performing assigned classroom jobs and duties

Technology Integration

Students will interact with SmartBoard activities.

Use of Shutterfly Share Site

Utilize programs on the iPad

8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
8.3.1	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
8.4.1	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

Interdisciplinary Connections

Letters and phonics are embedded in all preschool instruction.

4.1.1	Count to 20 by ones with minimal prompting.
0.1.3	Actively engage in activities and interactions with teachers and peers.
9.1.3	Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).
0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
0.2.4	Attend to tasks for a period of time.
2.4.2	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
0.4.1	Engage appropriately with peers and teachers in classroom activities.
0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
9.4.1	Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).
0.5.4	Take turns.

Differentiation

Students are offered support and challenges through the program.

Modifications & Accommodations

As needed.

Benchmark Assessments

Teacher created benchmark assessment

Formative Assessments

Teacher observation

Summative Assessments

Teacher observation

Instructional Materials

Fundations Preschool kit

Standards

RF.PK.1	Begin to demonstrate understanding of basic features of print.
RF.PK.1.b	Recognize that spoken words can be written and read.
RF.PK.1.c	Recognize that words are separated by spaces.
RF.PK.1.d	Recognize and name many upper and lower case letters of the alphabet.
RF.PK.2	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
RF.PK.2.a	Recognize and produce simple rhyming words.
RF.PK.2.b	Segment syllables in spoken words by clapping out the number of syllables.
RF.PK.2.c	Identify many initial sounds of familiar words.
RF.PK.2.d	(Begins in kindergarten)

RF.PK.2.e	(Begins in kindergarten)
RF.PK.3	Demonstrate an understanding of beginning phonics and word skills.
RF.PK.3.a	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
RF.PK.3.c	Recognize their name in print as well as other familiar print in the environment.