

Introducing Foundations

HOW TO PROCEED

This manual, along with the corresponding CD-ROM, provides the guidance necessary to successfully teach Foundations Level 2. To gain an overview, read the following sections:

- Foundations Skills
- Foundations Principles of Instruction

Note the Lesson Activity Section which provides the procedures for all Foundations Lesson Activities listed in alphabetical order. You will be directed to these activities as needed throughout the program. There is no need to read through all of these at this time. When directed, however, be sure to study and master the lesson procedures.

Read the Introduction and Orientation. This will direct you to prepare your material, view the CD and study the Lesson Activities needed for Unit 1.

Though it is essential that you take seriously the critical task of setting a foundation for life-long literacy, it is just as important to remember to have FUN! Enjoy Foundations.

FUNDATIONS SKILLS

Letter Formation

The Wilson Font provides a basic manuscript form of print.

Letters are practiced with sky writing. Gross motor-memory helps students learn the letter formation. In Levels K and 1, students mastered letter formation with verbal cues, repetition, sky writing, tracing and writing practice. See the Appendix for the letter formations taught to your students. Reinforce these throughout the year.

It is important to reinforce good writing habits.

You will teach pencil grip and writing position. The students should write with their chairs pulled in and their feet on the floor. The student's elbow should be on the table with their "free" hand holding the paper in place.

Phonological Awareness

Phonological awareness is a broad term. It is the understanding that spoken language consists of parts:

- A spoken sentence consists of separate words. (Word awareness)
- A word consists of separate syllables. (Syllable awareness)
- A syllable consists of separate sounds, or phonemes. (Phoneme awareness)

Phonological awareness can be taught and learned. In Foundations Levels K and 1, this was done sequentially, beginning with word awareness.

In kindergarten, students learned:

- 1 Word awareness, then
- 2 Syllable awareness, and lastly
- 3 Phoneme awareness.

Phoneme awareness involves several sequential skills: isolating sounds, identifying sounds, categorizing sounds, blending sounds, segmenting sounds and manipulating them.

By the end of kindergarten, students blended and segmented sounds in words containing up to three sounds.

In Level 1, phonemic awareness instruction continued and students learned to blend, segment and manipulate sounds in words with up to six sounds in a syllable.

Six sounds is the greatest number of sounds in a syllable. In Level 2, you will continue to segment and blend up to six sounds in a syllable. As new sounds are introduced, they will