

Program Sampler



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Program Overview

Children love learning and want to be successful. Getting things right at the start plays a huge part in their learning success.

If children start school with strong foundational skills, their learning journey will be easier and more successful. If they start school with gaps in their knowledge, it's our job to fill them fast.

The foundational skills most critical to children's early literacy development are:

- Oral language,
- Phonological and phonemic awareness,
- Book and print knowledge, and
- Letter and letter-sound knowledge.

Research shows we can level the playing field by including the right opportunities to develop these key skills in early childhood and early primary settings.



Playful literacy learning

Key Foundations provides these learning opportunities through quick, engaging, and age-appropriate lessons and games that target the key foundational skills for learning to read and write.

The activities are fun and challenging, stimulate thinking and curiosity, develop language and communication skills, and involve opportunities for multisensory learning — all the things that tap into and nurture children's innate desire to learn.

Discovery-based

In the same way that block and water play builds a platform for understanding math and science concepts, the *Key Foundations* activities help children discover how language works.

Systematic and explicit

In the same way that children learn to identify shapes and link them to objects in their environment, they learn to recognize and name letters and link them to the sounds in words.

Fast and effective

With a unique blend of discovery-based activities and systematic, explicit instruction, *Key Foundations* develops the essential skills children need to become successful readers and writers — all in ten minutes a day.

“Everything about *Key Foundations* makes sure that learning is fun, that developing language and phonological awareness is natural and cumulative, and that alphabet knowledge is learned easily and contextually.”

– Dr. John Hattie

Components

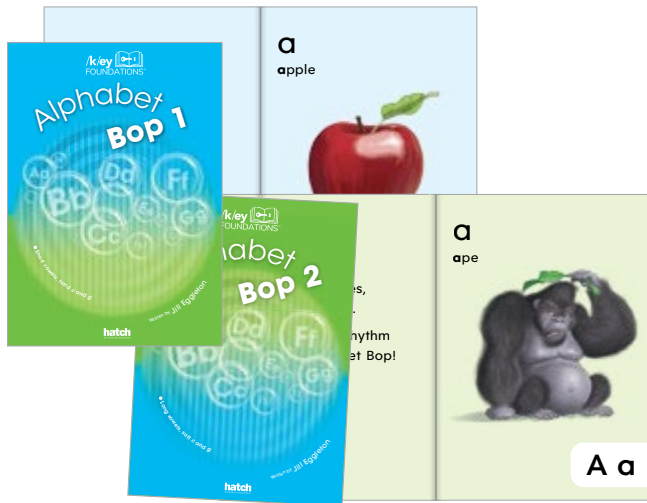
Each *Key Foundations* classroom kit includes these highly engaging materials for use by students and teachers during lessons, in learning centers, and for independent learning.



Samples shown on pages 13–22

Lesson Book

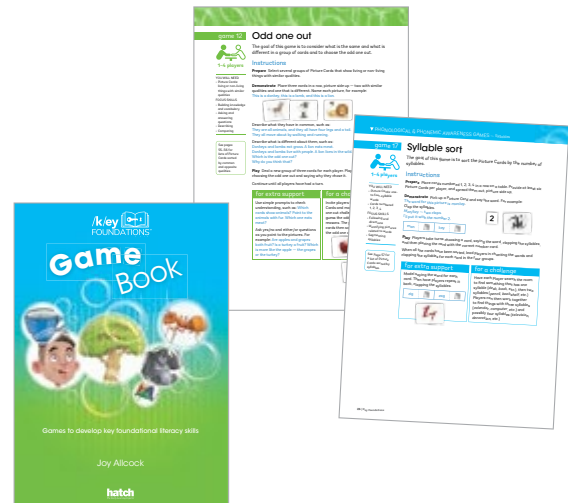
- 114 10-minute lessons
- Developmentally appropriate game-like instruction
- Built-in assessment tools and teacher support materials



Samples shown on pages 23–28

Alphabet Bops

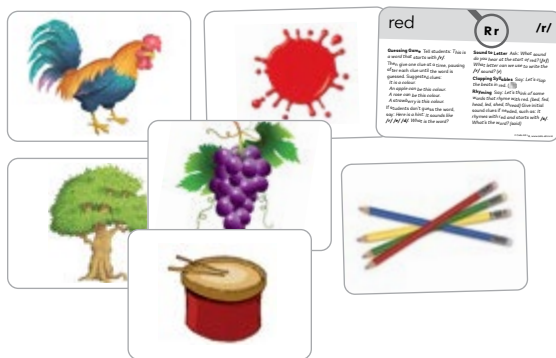
- Rhythmic, rhyming alphabet books that teach letter names and sounds
- Book 1: hard c and g and the short vowel sounds
- Book 2: soft c and g and the long vowel sounds



Samples shown on pages 29–33

Game Book

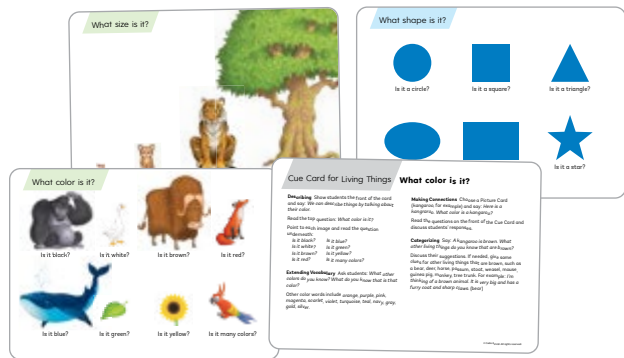
- 45 games for responsive instruction, reinforcement, and practice
- Targeted support for oral language development and phonological and phonemic awareness skills



Sample shown on page 35

Picture Cards

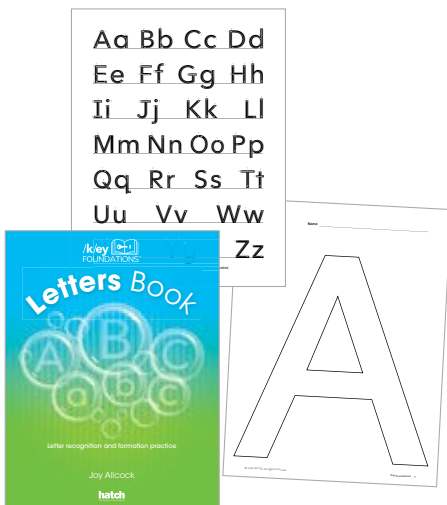
- 156 cards that develop vocabulary and background knowledge
- Built-in phonological and phonemic awareness activities
- Games for building oral language skills



Sample shown on page 36

Cue Cards

- 16 cards that develop oral language and cognitive skills
- Scaffolded language for asking and answering questions, describing, and categorizing
- Activities for extending vocabulary



Samples shown on pages 37–39

Letters Book

- 25 consumable student books per kit
- Support for letter recognition and formation



Samples shown on pages 40–53

Pre-Decodables

- 30 engaging small-group texts for practicing and applying foundational skills in context
- 6 student books and 1 teaching version per title with built-in prompts aligned with the science of reading

Instructional Approach

Children learn spoken language through exposure, but the same is not true for written language.

The alphabetic code must be systematically and explicitly taught.


Traditionally, this has meant learning that **A** makes the **/ā/** sound in *apple* — working from letter to sound. This approach may work for Alex, but what are Amy, Arturo, and Amari to think?

This traditional approach to teaching phonics works from the unknown (letters) to the known (sounds), which is problematic in itself. Worse, it leads children to believe that each letter represents a single sound (or sometimes two), which in the English language is simply not true. This sets many children up for frustration when they discover they can't rely on the simple letter-sound associations they've been taught.

Key Foundations uses a different approach, working from words children already know to the individual sounds in those words and the letters that represent them. This **linguistic approach** allows children to work from the known to the unknown and to discover the diversity of the code from the outset.

“One of the most fundamental flaws found in almost all phonics programs ... is that they teach the code backwards ... they go from letter to sound, instead of sound to letter.”

– Dr. Louisa Moats



apple

A a **/ā/**

Guessing Game Tell students: *This is a word that starts with /ā/.*
Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:
It is a fruit.
It grows on trees.
It can be green or red or yellow.
It is a round shape.
If students don't guess the word, say:
Here is a hint: It sounds like app/le.
What is the word?

Sound to Letter Ask: *What sound do you hear at the start of apple? (/ā/)*
What letter can we use to write the /ā/ sound? (a)

Clapping Syllables Say: *Let's clap the beats in apple.* (clap clap)

Rhyming Say: *Let's make up a word that rhymes with apple and starts with /ā/. What's the word? (opple)*
Substitute other long and short vowel sounds to make up nonsense words.

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Starting with some of their favorite words — their own names and those of their classmates — children learn to recognize and pronounce individual sounds and to discover how those sounds are written in print.

This playful and interactive method ...

- Stimulates children's curiosity and excitement about language as they discover the alphabetic code for themselves.
- Works from the known to the unknown, from familiar words to the sounds in those words to how to write those sounds using letters.
- Allows all students to participate equally, working from and building on their unique bank of word and sound knowledge.
- Rapidly builds the key foundational skills and code knowledge that accelerate both reading and writing.

It all starts with words!



Skills and Standards

Key Foundations provides comprehensive support for Pre-K language and literacy skills.

Aligned to the Head Start Early Learning Outcomes Framework and the Florida Early Learning and Developmental Standards

Language and communication

Listening

- Listening attentively and responding appropriately
- Understanding a variety of question and sentence types
- Following oral directions

Speaking

- Engaging in oral language activities
- Using verbal and nonverbal communication
- Engaging in conversations
- Asking and answering questions
- Providing appropriate information
- Expressing thoughts, feelings, and ideas
- Describing and categorizing

Emergent literacy

Motivation to read

- Engaging in reading-related activities
- Choosing to interact with various texts
- Handling books appropriately
- Understanding that text has meaning

Comprehension of text read aloud

- Interacting with a variety of text genres
- Showing understanding of texts read aloud
- Participating in discussions about texts
- Asking and answering questions about texts
- Identifying characters and main events
- Making predictions and inferences
- Making connections between self, text, world
- Using texts to build knowledge and vocabulary
- Retelling a story
- Identifying the roles of author and illustrator
- Understanding how text and visuals are related
- Using visuals to aid comprehension

Phonological awareness

- Attending to sounds
- Segmenting words in a sentence
- Blending and segmenting compound words
- Deleting a word from a compound word
- Blending, segmenting, and deleting syllables
- Recognizing and producing rhymes
- Isolating and pronouncing initial sounds
- Producing words that begin with the same sound
- Blending onset and rime
- Blending two- and three-phoneme words
- Distinguishing similar sounds

Speech and language conventions

- Understanding the sounds of language
- Speaking clearly and appropriately
- Using complete sentences
- Combining ideas into complex sentences
- Producing multiple sentences on a single topic
- Using age-appropriate grammar

Vocabulary

- Building knowledge and vocabulary
- Understanding relationships among words
- Using context to determine meaning, asking for clarification when needed
- Understanding functional and instructional language
- Understanding some multiple-meaning words
- Identifying pictures related to words

Print and alphabet knowledge

- Understanding that print represents spoken words
- Recognizing that print is organized differently for different purposes
- Understanding that letters form words
- Understanding that spaces separate words
- Identifying book parts and features
- Understanding directionality
- Identifying capital letters and punctuation
- Recognizing and naming letters
- Matching letters and sounds
- Differentiating letters from numerals

Emergent writing

- Participating in modeled and shared writing
- Contributing ideas for writing, revising, and editing
- Drawing and creating a message to express ideas
- Recording language with marks, letters, or symbols
- Forming letters
- Writing first name
- Attempting to use known letter-sound relationships when writing
- Using directionality when writing
- Using some capitalization and punctuation
- Creating written work for a variety of purposes
- Sharing writing with others
- Writing simple high-frequency words: *the, a, my, look, I, like, can, come, here, we, this, is, am, at*

Key Foundations also integrates whole-child skill development while building essential background knowledge.

Prosocial skills development

Self-awareness

- Identifying emotions
- Accurate self-perception
- Recognizing strengths and limitations

Self-management

- Regulating emotions and impulses
- Organizational skills

Social awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- Respect for social rules

Relationship skills

- Communication
- Building relationships
- Cooperation and teamwork
- Seeking and offering help
- Conflict resolution

Responsible decision-making

- Problem-solving
- Evaluating consequences
- Making ethical choices
- Resisting social pressure

Cognitive development

Approaches to learning

- Showing curiosity and eagerness to learn
- Actively engaging in a variety of learning activities
- Maintaining focus and attention

Logic and reasoning

- Retaining, recalling, and using information
- Making connections between ideas
- Using creativity and imagination

Knowledge and cognition

Mathematics

- Counting and comparing quantities
- Identifying and describing shapes
- Sorting and classifying
- Describing measurable attributes

Science

- Understanding living and non-living things
- Identifying objects in the sky
- Describing different kinds of weather
- Comparing and categorizing items and organisms
- Identifying parts of the body and the five senses
- Understanding causal relationships

Social studies

- Identifying characteristics of self, family, and community
- Understanding and following class routines
- Understanding the reasons for rules and laws
- Recognizing some roles, rights, and responsibilities
- Identifying community workers
- Identifying places in a community
- Identifying basic geographical tools and features
- Exploring democratic and economic principles

Creative expression

- Identifying colors
- Using a variety of art and writing materials
- Creating art for self-expression
- Participating in music and movement activities
- Participating in dramatic readings and retellings

Physical development

Perceptual and motor skills

- Increasing gross motor control and coordination
- Developing fine motor skills
- Developing eye-hand coordination

Health and safety

- Understanding basic safety rules and practices
- Understanding healthy nutrition choices

Research and Evidence

Based on research and backed by evidence, the *Key Foundations* approach accelerates literacy achievement.

Some children seem to pick up literacy skills almost effortlessly. But for most children, learning to read and write is hard work. They need systematic, explicit instruction along with a great deal of time and practice to become proficient readers and writers.

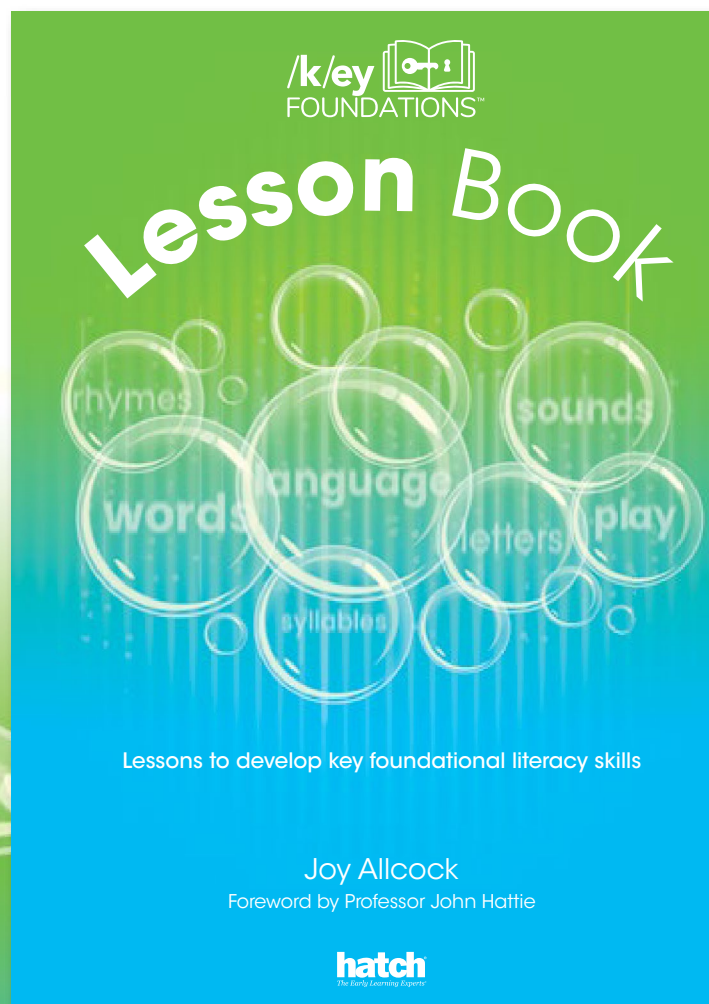
A wide body of research shows that virtually all children benefit from explicit instruction in the way written language works — and this is especially true for children who, for whatever reason, do not have key foundational skills when they enter school.

Key Foundations grew directly out of one such research study, the *Shine* Literacy Project and Initiative. This five-year literacy project involved more than 5,000 students and used trial and comparison groups to test the systematic and explicit linguistic phonics approach used in *Key Foundations*.

After 18 months, the evidence was clear. Students who had entered school well behind their classmates and had received instruction using the *Key Foundations* approach had not only caught up — they had surpassed their peers in the comparison group on every measure of reading, including comprehension, accuracy, and word recognition.

Throughout the extended study, the same pattern emerged. The evidence showed that **regardless of ethnicity, socioeconomic status, or prior knowledge, the *Key Foundations* approach leveled the playing field for all children.**

Lesson Book Samples

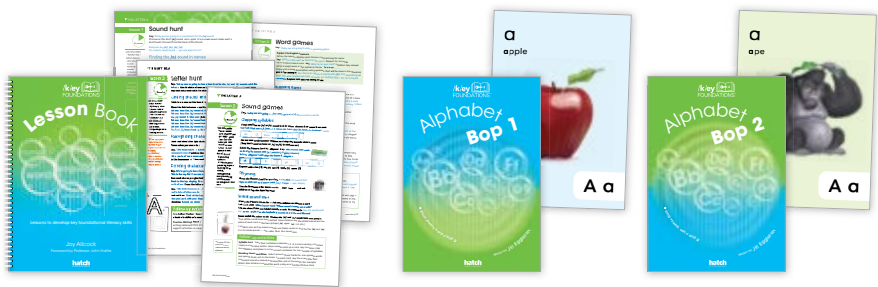


Lesson Book

Lessons are organized by letter but can be taught in any sequence for easy alignment with other literacy instruction.

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Lesson Book

Built-in professional development resources build teacher knowledge and include easy-to-use assessment tools.

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Lesson Book

Consistent instructional routines target the key skills children need to build the foundations for future literacy success.

Lesson structure

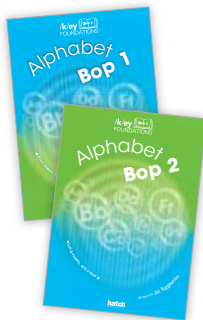
When you teach the lessons from *Key Foundations*, you will be building the foundational skills children need to become readers and writers.

This book uses the letters of the alphabet as a foundation for teaching letter recognition and the most common letter-sound relationships. Lessons also focus on developing phonological and phonemic awareness skills, expanding vocabulary knowledge, and enhancing children's oral language and thinking skills. For children who are learning to write their names, it shows the correct letter formation for uppercase and lowercase letters.

There are **114 lessons** in this book — five introduction lessons, five lessons for each of the vowel letters, and four lessons for every other letter. Each whole-group lesson has two follow-up activities that can be run with small groups throughout the day to review, reinforce, and practice the skills taught.

lesson 1

Sound hunt



In the Sound Hunt lessons, children learn to recognize and isolate an individual sound (phoneme) by:

- Pronouncing an individual sound.
- Listening for the sound in children's names.
- Reading and singing the Alphabet Bop and listening for the sound in familiar words.

Support for English learners highlights any sounds that may be difficult for speakers of other languages. Follow-up activities encourage children to practice finding the sound throughout the day.

Note: For the vowel letters, there are two Sound Hunt lessons to introduce the short and long vowel sounds associated with these letters.

lesson 2

Letter hunt



In the Letter Hunt lessons, children begin to associate the sound they have learned with a letter of the alphabet through:

- Linking the sound to the letters in children's names.
- Reading and singing the Alphabet Bop and associating initial sounds with letters.
- Learning to recognize the uppercase and lowercase letter forms.
- Learning the correct formation of the uppercase and lowercase letters.

Follow-up activities allow children to practice finding the letters in their environment, forming the letters in developmentally appropriate ways, and applying their letter sound knowledge to reading using the small-group Pre-Decodables.

Lesson Book

Playful whole-group activities make learning about language fun and engaging for young children. Follow-up games and activities allow for responsive small-group or individual instruction.

lesson 3

Word games



In the Word Games lessons, children build oral language, background knowledge, and phonological awareness by:

- Using the initial sound and clues to guess the words on the Picture Cards.
- Blending syllables and sounds and isolating the initial sounds in words.
- Participating in activities that support describing, comparing, and categorizing.

Follow-up activities help children practice giving descriptive clues and encourage them to create art and written messages according to their developmental level.

Note: Suggested clues are provided, as well as support for using the Picture Cards to build core vocabulary among English learners.

lesson 4

Sound games



In the Sound Games lessons, children play a variety of games that build phonological and phonemic awareness, including:

- Clapping the syllables in names and other words.
- Sorting words into groups with the same number of syllables.
- Recognizing and generating words that rhyme.
- Blending and segmenting compound words.
- Blending syllables and onset-rimes.
- Identifying beginning and final sounds.
- Matching words with the same initial sounds.
- Discriminating between similar sounds.

Follow-up activities reinforce phonological awareness skills with engaging games that can be used throughout the day.

Lesson Book

The first lesson in the sequence teaches children to recognize and pronounce an individual sound and to listen for it in children's names and in familiar words.

▼ THE LETTER P

lesson 1



YOU WILL NEED

- Alphabet Bop 1 or 2

FOCUS SKILLS

- Attending to sounds
- Isolating initial sounds
- Following oral directions

i Make sure the letter **p** sounds like /p/, not /f/, as in Phoebe and at the start of Phillip.

Support for English Learners

The /p/ sound is not present or is pronounced differently in some languages. Speakers of Somali and Wiradjuri may need extra time and practice to recognise and pronounce this sound.

Make the Alphabet Bop books available for children to read throughout the day.

Sound hunt

Say: Today we are going on a sound hunt for the /p/ sound.

The /p/ sound is a short sound with no voice. Take care not to pronounce it 'puh'. Say *pet* but stop before saying *et* — that is the /p/ sound.

Everyone say /p/: /p/. /p/. /p/. /p/.

It's a popping sound with a puff of air — it's like /b/ with no voice.

Finding the /p/ sound in names

Ask: Does anyone here have a /p/ sound in their name?

If you have a child with a /p/ sound, write their name(s) on the board and point out the sound in the following way:

Padma has a /p/ sound in her name, and we write her name like this.

Work with initial sounds unless children suggest names with the sound elsewhere (*Harper, Phillip*). If no one has a name with a /p/ sound, ask children if they know anyone who has that sound in their name.

Keep the children's names on the board for Lesson 2.

Finding the /p/ sound in words

Read and chant the Alphabet Bop 1 or 2 for sounds.

Say: Put up your hand when you hear the /p/ sound.

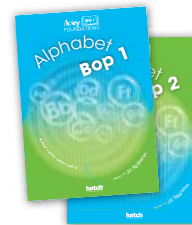
At the end, ask: Who can remember what picture went with the /p/ sound? (pirate/parrot) What other words can you think of that have a /p/ sound?

Repeat what each child says in the following way:

Pet — We can hear a /p/ at the start of *pet* — /p/. *pet*.

If the word doesn't have a /p/ sound (*boat*, for example), say:

There are other sounds in *boat*. Listen — /b/ /ō/ /t/.



follow-up activities

Be a Sound Hunter Tell children: Let's all be sound hunters today and see how many things we can find that have a /p/ sound. If you find something, tell your friends!

I Spy Have children play I Spy using things in the classroom that start with the /p/ sound.

Lesson Book

In the letter hunt lessons, children begin to associate the sound with a letter of the alphabet and to recognize and form the uppercase and lowercase letters.

▼ THE LETTER P

lesson 2



YOU WILL NEED

- Name list from Lesson 1
- Alphabet Bop 1 or 2
- Letters Book: pages 31–32
- Pre-Decodables

FOCUS SKILLS

- Matching letters and sounds
- Recognizing letters
- Forming letters

Support decoding using the Pre-Decodables with the letter **p**. (See pages 186–190.)

Letter hunt

Say: Today we are going to learn how to write the /p/ sound with the letter **p**. If you do not have any names to work with for the /p/ sound, go on to the second activity.

Linking the /p/ sound to the letter **p**

Point to a name on the board. **Say:** Whose name is this?

Show the link between **p** and the /p/ sound in the following way:

We can hear the /p/ sound at the start of Pita's name. (Circle the **P**.)

We can hear the /p/ sound inside Philippa's name. Philippa has two **p**'s for the /p/ sound in her name. (Circle the **pp**.)

We can hear the /p/ sound at the end of Sandeep's name. (Circle the **p**.)

Recognizing the letters **P** and **p**

Read and chant the Alphabet Bop 1 or 2 for letters. Pause when you come to **p**.

Say: This is the letter **p**. It looks like this at the start of someone's name (point to the capital **P**) and like this in other parts of our names and in lots of other words (point to the lowercase **p**). Then continue with the Alphabet Bop.

Forming the letters **P** and **p**

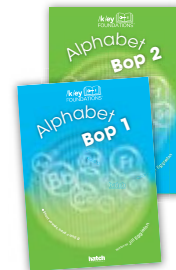
Say: We're going to learn how to write the letter **p**.

This is the capital **P** we use at the start of people's names.

Demonstrate as you give instructions: Start at the top, line down. Back to the top, draw a bump to the middle. Now you try it with your finger on the floor.

Draw the letter several times, chanting: Down, up, bump.

Say: This is the lowercase **p** we use inside and at the end of our names and in lots of other words — it is a short letter with a tail. Demonstrate as you give instructions: Start at the top, line down for a tail. Up to the top, and a bump to the middle. Now you try it with your finger on the floor. Draw the letter several times, chanting: Down, up, bump.



follow-up activities

Be a Letter Hunter Have children hunt for the letter **p** in the environment — in books, in children's name labels, in signs, etc.

Practice Writing **P and **p**** Have children play with forming the letters by writing rainbow letters on the letter formation pages in the Letters Book or using any of the support activities on page 151.

Lesson Book

The word games lessons incorporate a variety of playful activities that build oral language, background knowledge, and phonological awareness skills.

▼ THE LETTER P

lesson 3

Word games

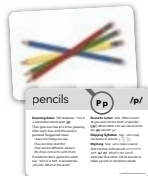


YOU WILL NEED

- Picture Cards:
black, blue, brown, green, orange, parrot, pencils, pie, pizza, popcorn, purple, red, white, yellow

FOCUS SKILLS

- Building knowledge and vocabulary
- Blending syllables
- Matching letters and sounds
- Categorizing
- Identifying colors
- Creating



Say: Today we are going to play a guessing game.

Support for English Learners

Before the lesson, display each Picture Card and say its name.

Say: *Where is the parrot?* or *Point to the pizza.* Repeat for all cards.

Have children take a card. **Ask:** *What is on your card?* Children may answer using a single word or the sentence frame: *This is/These are ____.*

Reply with a brief description using qualities that will be clues in the guessing game. For example: *Yes, this is a pizza. It is something we eat. We cook it in the oven. It is flat and round. It has cheese on top.* Repeat with the remaining cards.

Guessing game

Choose a Picture Card and use the clues on the back to lead children in a guessing game. Tell children the initial sound first. Then give one clue at a time, pausing after each clue until the word is guessed. For example: *This is a word that starts with /p/. These are things we use. They are long and thin. They can be different colors. We draw and write with them.*

If someone guesses correctly, say each syllable and blend them together:

Yes, pen/cils — pencils!

Say it with me: pen/cils — pencils!

If no one guesses correctly, let children blend the syllables to guess the word:

Here is a hint: It sounds like pen/cils. What's the word? Pencils!

Show the Picture Card for *pencils*. Ask children: *What sound do you hear at the start of pencils? (/p/) What letter can we use to write the /p/ sound? (p)* Repeat with the other cards. Always give the initial sound first. Start with the words that are most familiar.

Categories

After the words have been guessed, display the Picture Cards and ask children: *Which of these are things we eat?* (pie, pizza, popcorn) *What other foods do you know?* Give clues if necessary, such as party food, healthy food, breakfast food, food we like, food we don't like, food we cook, food we eat raw, etc.

follow-up activities

Color Hunt Have pairs of children choose a color Picture Card and find things in the room that are the same color. Ask children to share what they find. Other children can then suggest things they know that have that color.

Creating Ask children to draw a picture of something that starts with /p/. Encourage them to talk about their work and to write their name on the picture. If they are ready, they may also dictate words for you to write or try writing their own label or message.



Lesson Book

In the sound games lessons, children play with the sounds in words, building the phonological and phonemic awareness needed for learning to read and write.

▼ THE LETTER P

lesson 4



YOU WILL NEED

- Picture Cards: ball, black, blue, bookshelf, broom, brown, parrot, pencils, pie, pizza, popcorn, purple; assorted cards for two- and three-sound words and one- to four-syllable words

FOCUS SKILLS

- Segmenting syllables
- Recognizing and producing rhymes
- Isolating initial sounds
- Distinguishing and pronouncing similar sounds
- Blending phonemes



See pages 182–183 for lists of Picture Cards sorted by syllables and number of sounds.

Sound games

Say: Today we are going to play some games with the sounds in words.

Clapping syllables

If any child has a /p/ sound in their name, choose their name first, such as: Peyton has a /p/ sound in his name. Let's clap the beats in Peyton's name.



Choose two or three other children and clap the beats in their names. (They don't need to have a /p/ in their name.)

Show the Picture Card for purple. **Say:** Who knows what this color is? It starts with /p/ just like (Penelope/Paul)! It is purple. Let's clap the beats in purple.



Repeat with parrot (2), pencils (2), pie (1), pizza (2), popcorn (2).

Rhyming

Show the Picture Card for pie. **Say:** Let's think of some words that rhyme with pie. I can think of . . . tie — pie, tie!

If children can't think of words, give them the first sound for these words: buy, fly, guy, hi, lie, my, sigh, why. For example: This word rhymes with pie and starts with /b/. (buy)



Initial sound sort

Mix up the Picture Cards for p and b. Ask two children to choose a card.

Ask each child: What is your word? What sound does it start with?

Ask the class if the two initial sounds match. For example: Say the words with me: pizza, blue. Are the beginning sounds the same or different?

Repeat with the other cards, sorting the /p/ and /b/ words into two groups. Once all the cards have been sorted, have children say the initial sound and the name of each card in the two groups (/p/ pizza, /p/ popcorn, etc.) and think of more words that start with each sound.

follow-up activities

Blending Sounds Select some Picture Cards for two- and three-sound words and place them in a stack, picture side down. Say each sound and ask children to blend the sounds in the following way: /p/ /i/ — What is the word? Pie! Show the picture of pie. Repeat with the other cards. When all the cards are on the table, children can group them by their initial sound.

Syllable Odd One Out Show two Picture Cards for words with the same number of syllables and one for a word with a different number. Have children say each word, clap the syllables, and choose the one that does not fit.

Lesson Book

Teacher resources in the back of the book support developmentally appropriate practice and responsive teaching informed by observation and assessment.

■ TEACHER SUPPORT MATERIALS

The teacher support materials in this section provide helpful background information about the skills and knowledge that pave the way for literacy learning and ideas for supporting children's development in each area. Also included are simple assessments as well as a variety of useful references.

Child development

(pages 130—143)

- Development and learning
- Developmental milestones
- The learning journey
- The senses
- Sensory motor integration
- Perceptual motor integration
- Cognitive development

Foundations for literacy

(pages 144—160)

- Oral language
- Phonological awareness
- Book and print knowledge
- Letter and letter-sound knowledge
- Literacy delays and difficulties
- Supporting English learners

Observation & assessment

(pages 161—181)

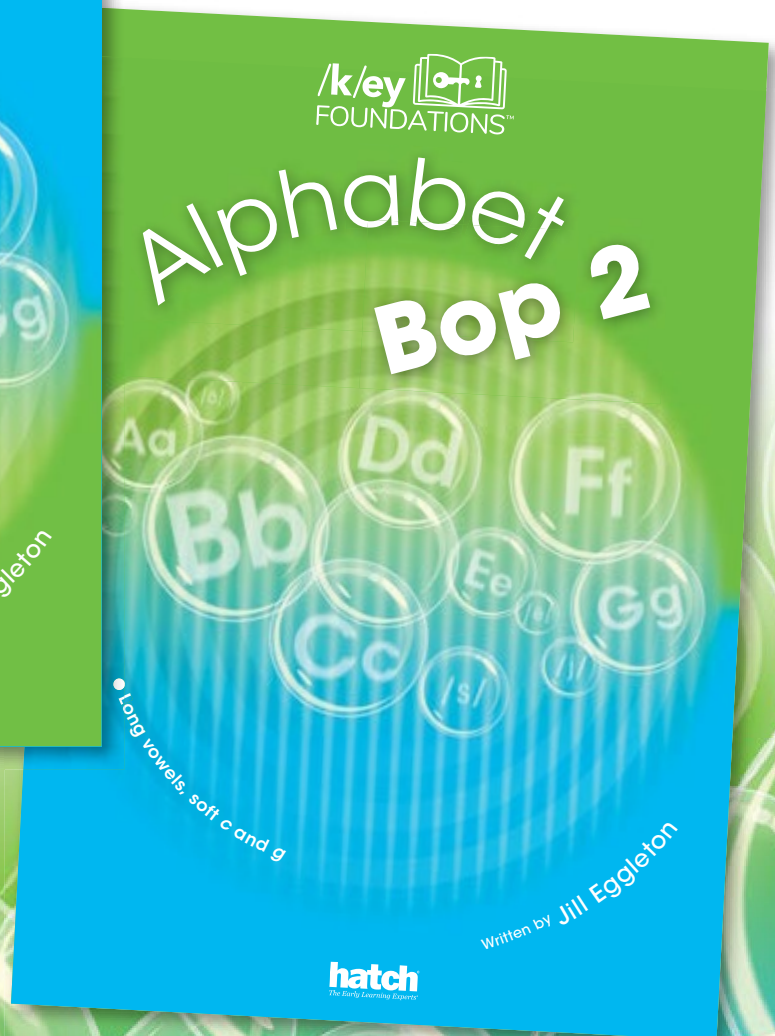
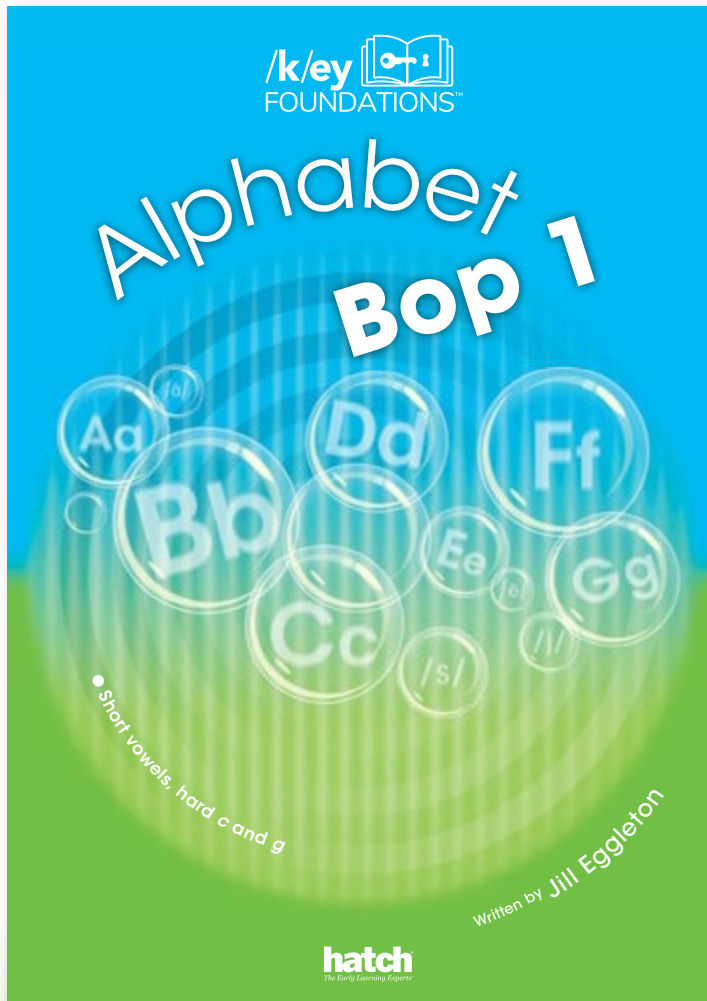
- Observing children
- Developmental skills checklist
- Foundations for literacy checklist
- Phonological and phonemic awareness
- Grapheme knowledge
- Letter formation

References

(pages 182—193)

- Cue Cards
- Picture Cards
- Pre-Decodables
- Glossary
- Letter-sound relationships

Alphabet Bop Samples



Alphabet Bop 1

The rhythmical, rhyming text engages children and captures their interest and sense of fun as they learn about letters and sounds.

Clap your hands.

Jump and hop.

Let's get the rhythm
of the Alphabet Bop!

Alphabet Bop 1

As students read and chant along with the teacher, they learn to recognize and name all the letters of the alphabet and to associate a sound or sounds with each letter.

a

apple



A a

Alphabet Bop 1

The uppercase and lowercase letters support letter recognition and provide models for correct letter formation.

b

bat



B b

Alphabet Bop 1

Bop 1 includes the short vowel sounds and the hard c and g sounds.

C

cat in a purple hat



C c

Alphabet Bop 2

Bop 2 includes the long vowel sounds and the soft c and g sounds.

Slap your knees,
twirl like a top.
Let's get the rhythm
of the Alphabet Bop!

a
ape



A a

b
baboon



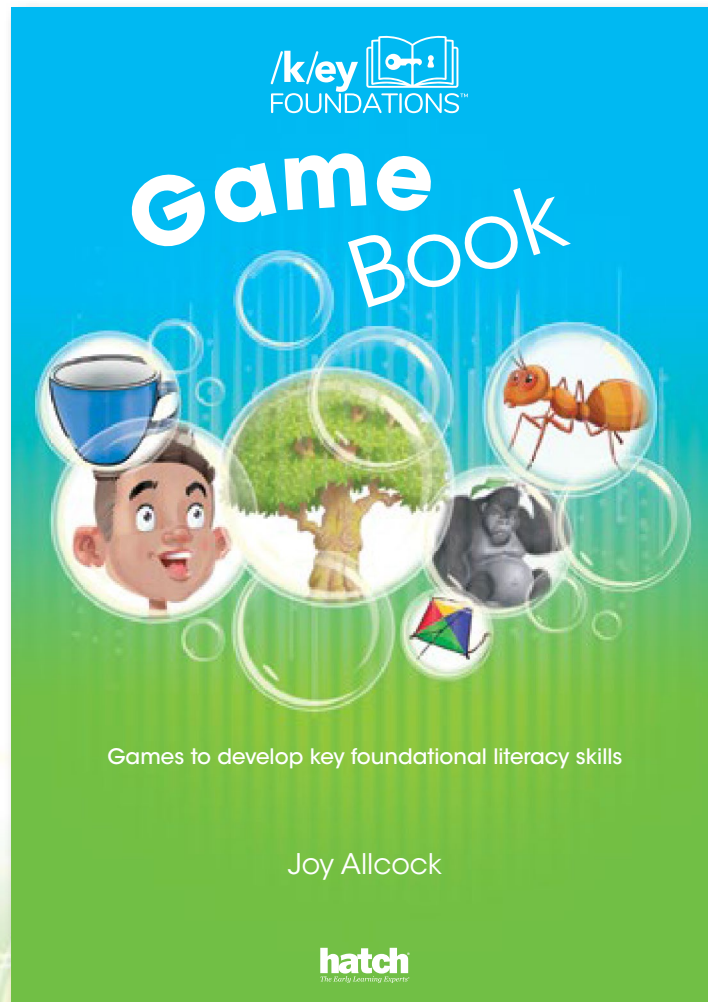
B b

c
circle on the moon



C c

Game Book Samples



Game Book

16 oral language games support vocabulary and background knowledge and the skills of describing, comparing, and categorizing.

Contents

▼ INTRODUCTION	
What are foundational literacy skills?.....	4
How to use this book.....	6
▼ ORAL LANGUAGE GAMES	
Vocabulary and background knowledge	Comparing
1 I know something about.....	10
2 Same and opposite.....	11
3 What I know.....	12
4 Qualities.....	13
Describing	Categorizing
5 I know about animals.....	14
6 I know about things.....	15
7 I know about food.....	16
8 I know what makes things work.....	17
9 Compare living things.....	18
10 Compare non-living things.....	19
11 Compare by size.....	20
12 Odd one out.....	21
13 Group living things.....	22
14 Group non-living things.....	23
15 Categories odd one out.....	24
16 Why do we belong?.....	25



Game Book

29 phonological and phonemic awareness games develop skills with syllables, rhyming, blending, segmenting, initial sounds, final sounds, and vowel sounds.

▼ PHONOLOGICAL & PHONEMIC AWARENESS GAMES	
Syllables	Initial sounds
17 Syllable sort 26	33 Sound match 42
18 Syllable pairs 27	34 Same or different? 43
19 Syllable odd one out 28	35 Drop a sound 44
20 Drop a syllable 29	36 Swap a sound 45
Rhyming	Final sounds
21 Rhyming pairs 30	37 Sound match 46
22 Rhyming odd one out 31	38 Same or different? 47
23 Rhyming sentences 32	39 Drop a sound 48
24 Rhyming groups 33	40 Swap a sound 49
Blending	Long and short vowel sounds
25 Blending onset and rime 34	41 Sound match — /a/ and /ā/ 50
26 Blending sounds 35	42 Sound match — /e/ and /ē/ 51
27 Blend and rhyme 36	43 Sound match — /i/ and /ī/ 52
28 Blend and sort 37	44 Sound match — /o/ and /ō/ 53
Segmenting	45 Sound match — /u/ and /ū/ 54
29 Segmenting sounds 38	
30 Matching pairs 39	
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▼ REFERENCES	
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Picture Cards	By number of sounds 58
By common qualities 55	By initial sound 59
By opposite qualities 56	By final consonant sound 60
By number of syllables 57	Letter-sound relationships 61

Game Book

The games use the Picture Cards, Cue Cards, and common classroom materials. Simple instructions follow a consistent model of prepare, demonstrate, and play.

ORAL LANGUAGE GAMES — Describing

game 5



1–4 players

YOU WILL NEED

- Picture Cards: assorted animals
- Cue Cards for Living Things

FOCUS SKILLS

- Building knowledge and vocabulary
- Asking and answering questions
- Describing
- Producing multiple sentences on a single topic

See page 55 for a list of the animal Picture Cards.

I know about animals

The goal of this game is to describe animals in different ways.

Instructions

Prepare Select a group of animal Picture Cards and spread them out on a table, picture side up. Choose three or four Cue Cards for Living Things.

Demonstrate Show players the front of one Cue Card, such as: *What size is it?*
Say: *We can describe things by talking about their size.*
Read the top question: *What size is it?*
Point to each picture and read the question underneath: *Is it tiny? Is it small? Is it big? Is it huge?*

Choose one of the animal Picture Cards and say, for example: *This is a mouse, and it is small.*

Play Players then take turns choosing a Picture Card and describing the size of their animal. For example: *This is a dolphin, and it is big.*

When everyone has had a turn describing the size of their animal, choose other Cue Cards one at a time and repeat the process. For example:
What covers its body? Where does it live? What does it eat?

When they have described their animal using each Cue Card, players take turns showing their picture and describing it using all the cues at once. For example:
I've got a dolphin. It's big.
It has skin on its body.
It lives in the ocean.
It eats fish.

Point to each Cue Card and provide prompts or questions to help players who need extra support.



for extra support

Use only one Cue Card per game.
Use simple prompts to check understanding, such as: *Point to all the tiny animals. Which are the small animals? Where are the big animals? Point to the huge animals.*
Ask yes/no and either/or questions as you point to the pictures on the front of the Cue Card. For example: *Is your animal tiny? Is your animal huge? Is your animal tiny or small? Is your animal big or huge?*

for a challenge

Show each of the Cue Cards for Living Things and talk about size, color, where animals live, what they eat, etc. Ask players to choose a Picture Card and use the ideas on the Cue Cards to describe their animal and to add anything else they know about it.



Game Book

Each game includes suggested modifications for children who need additional support or who need more of a challenge.

▼ PHONOLOGICAL & PHONEMIC AWARENESS GAMES — Blending

game 25



1–4 players

YOU WILL NEED

- Picture Cards: one-syllable words

FOCUS SKILLS

- Following oral directions
- Identifying pictures related to words
- Blending onset and rime
- Isolating initial sounds

See pages 57 and 59 for lists of Picture Cards sorted by syllables and by initial sound.

Blending onset and rime

The goal of this game is to blend two word parts (onset and rime) together to pronounce a word.

Instructions

Prepare Select some Picture Cards for one-syllable words and spread them out on a table, picture side up.

Demonstrate Mentally choose a card and say the onset (the first consonant sound or consonant blend), then the rime (the rest of the word, starting with the vowel).

For example, say: *I see a c/ake.*

Pick up the *cake* card and say: *c/ake — cake!*



Play Continue in the same way, saying the onset and rime and having players take turns finding the card and blending the sounds to pronounce the word.

For example: *I see a f/ox, h/ouse, k/ite, n/est, qu/een, squ/are, tr/ee.*

Continue until all the cards have been identified.

for extra support

Show two cards (*fox* and *hen*, for example) and say: *Which card is f/ox, this one or that one? Blend the sounds with me: f/ox — fox!*

Point to one card (*hen*, for example) and ask: *Is this a f/ox or a h/en?*



for a challenge

Select cards for one-syllable words that start with two different sounds — */k/* and */g/*, for example. After blending the onset and rime to make words, have players sort the cards into two groups according to their initial sound, such as *cup, cake, corn, coat; goat, green, goose, gloves, grapes.*

Picture and Cue Card Samples

What color is it?



Is it black?



Is it white?



Is it brown?



Is it red?



Is it blue?



Is it green?



Is it yellow?

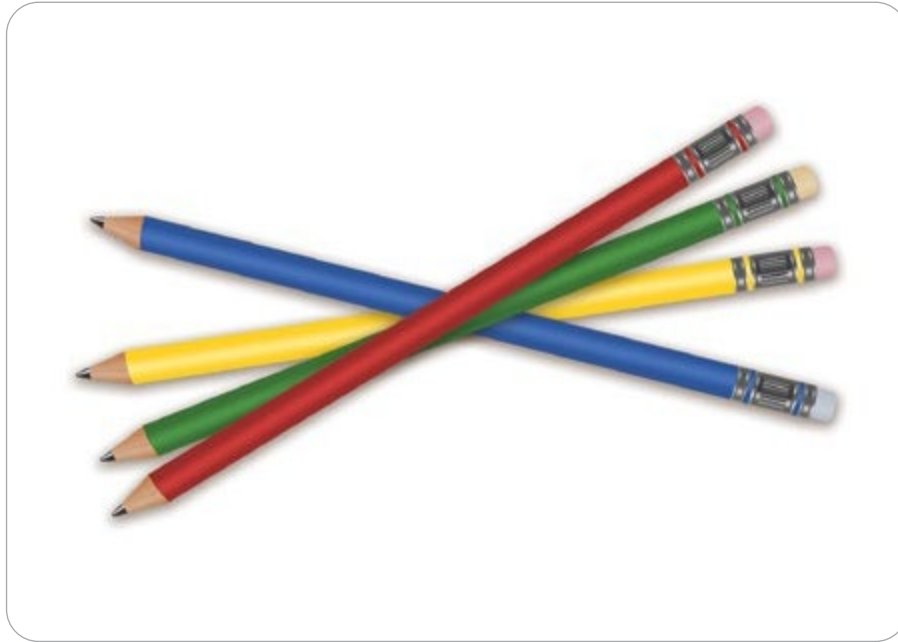


Is it many colors?



Picture Cards

The 156 Picture Cards are used in many lessons and games to build vocabulary, oral language skills, and phonological awareness. Additional activities are built into the back of each card.



pencils

Pp

/p/

Guessing Game Tell students: *This is a word that starts with /p/.*

Then give one clue at a time, pausing after each clue until the word is guessed. Suggested clues:

These are things we use.

They are long and thin.

They can be different colors.

We draw and write with them.

If students don't guess the word, say: *Here is a hint: It sounds like pen/cils. What is the word?*

Sound to Letter Ask: *What sound do you hear at the start of pencils? (/p/) What letter can we use to write the /p/ sound? (p)*

Clapping Syllables Say: *Let's clap the beats in pencils.* (✎✎)

Rhyming Say: *Let's make a word that rhymes with pencils and starts with /s//t/. What's the word? (stencils)* Give other initial sounds to make up real or nonsense words.

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Cue Cards

The 16 Cue Cards (8 for living things and 8 for non-living things) build essential vocabulary and scaffold language as children develop the skills of describing, comparing, and categorizing.

What color is it?



Is it black?



Is it white?



Is it brown?



Is it red?



Is it blue?



Is it green?



Is it yellow?



Is it many colors?

Cue Card for Living Things

What color is it?

Describing Show students the front of the card and say: *We can describe things by talking about their color.*

Read the top question: *What color is it?*

Point to each image and read the question underneath:

Is it black?

Is it blue?

Is it white?

Is it green?

Is it brown?

Is it yellow?

Is it red?

Is it many colors?

Extending Vocabulary Ask students: *What other colors do you know? What do you know that is that color?*

Other color words include *orange, purple, pink, magenta, scarlet, violet, turquoise, teal, navy, gray, gold, silver.*

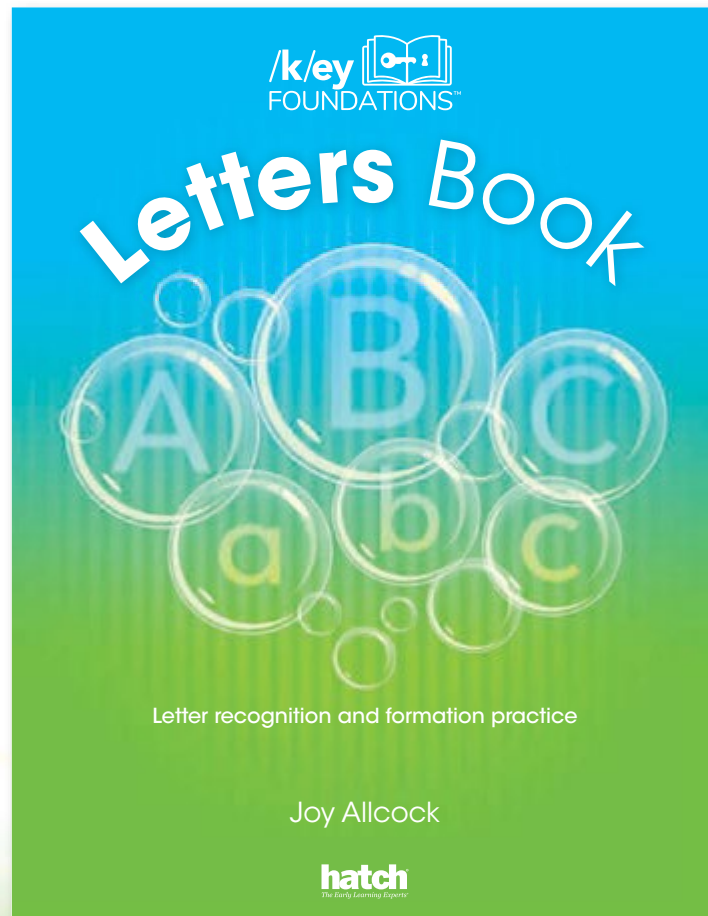
Making Connections Choose a Picture Card (kangaroo, for example) and say: *Here is a kangaroo. What color is a kangaroo?*

Read the questions on the front of the Cue Card and discuss students' responses.

Categorizing Say: *A kangaroo is brown. What other living things do you know that are brown?*

Discuss their suggestions. If needed, give some clues for other living things that are brown, such as a bear, deer, horse, possum, stoat, weasel, mouse, guinea pig, monkey, tree trunk. For example: *I'm thinking of a brown animal. It is very big and has a furry coat and sharp claws.* (bear)

Letters Book Samples

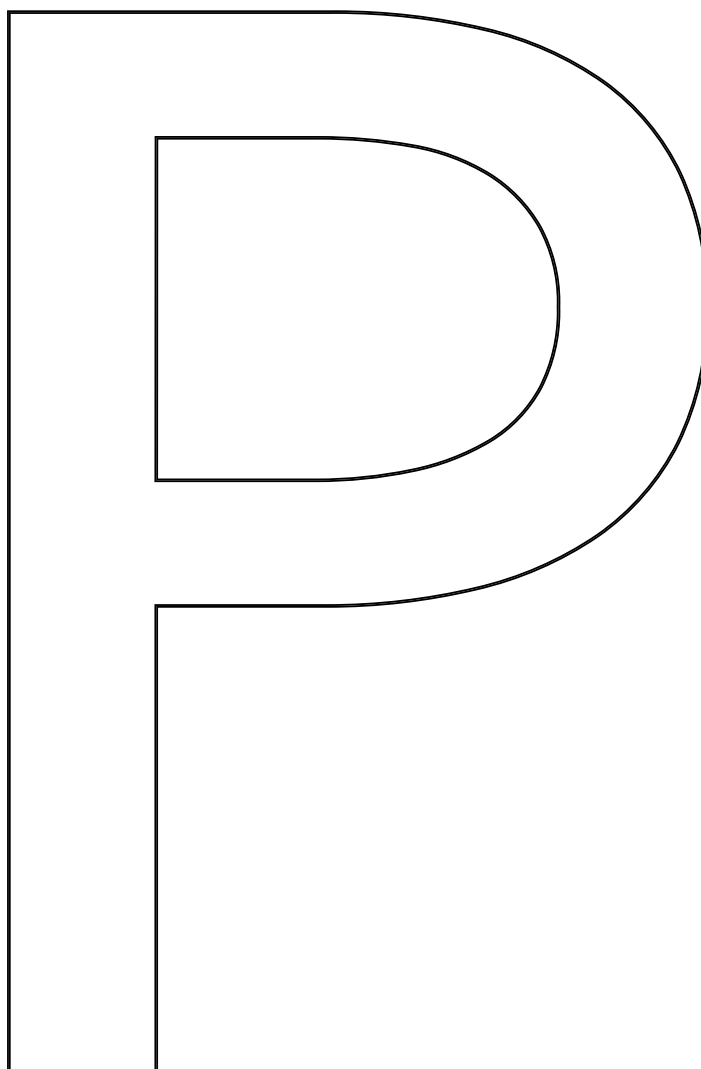


Letters Book

This consumable book supports letter recognition and letter formation using a variety of activities such as writing "rainbow letters" inside the letter shapes.



Name _____

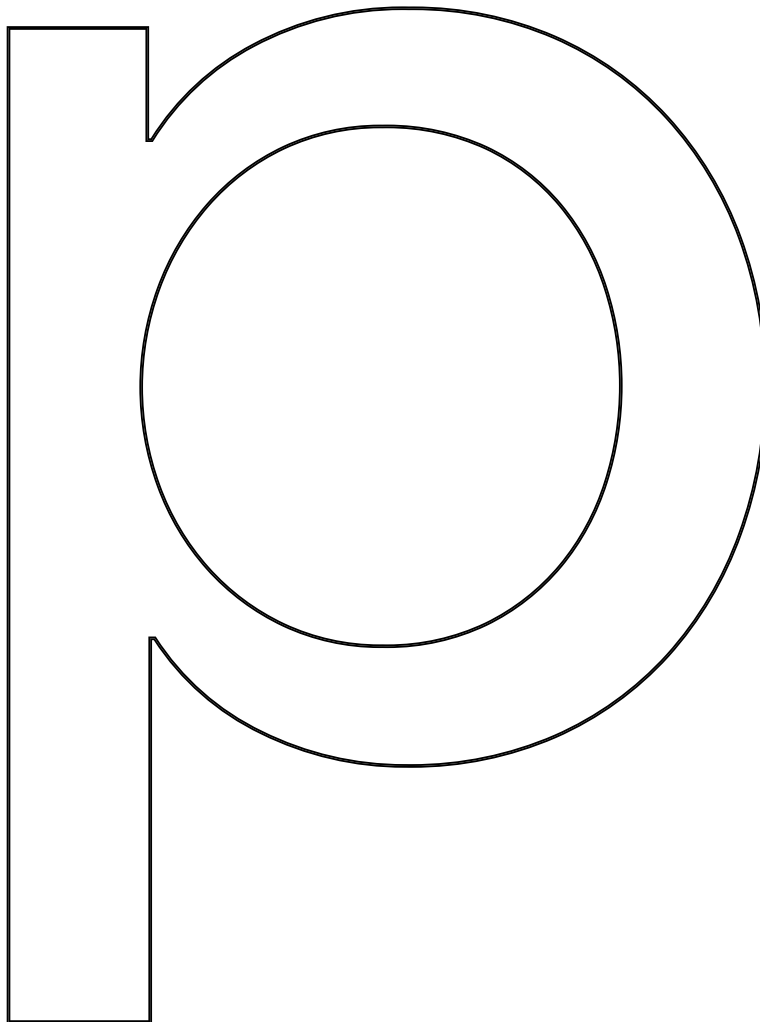


Letters Book

The teacher models forming each letter along with a helpful chant.
Students practice using large movements before attempting to write
the letters on paper.

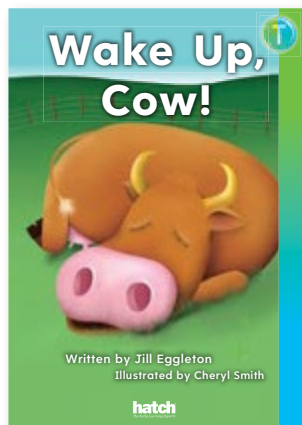


Name _____

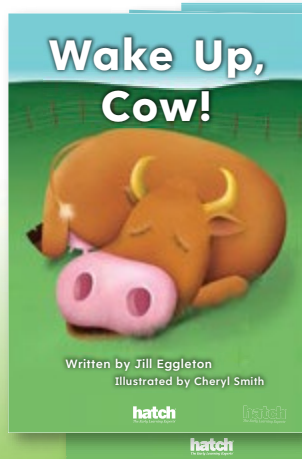
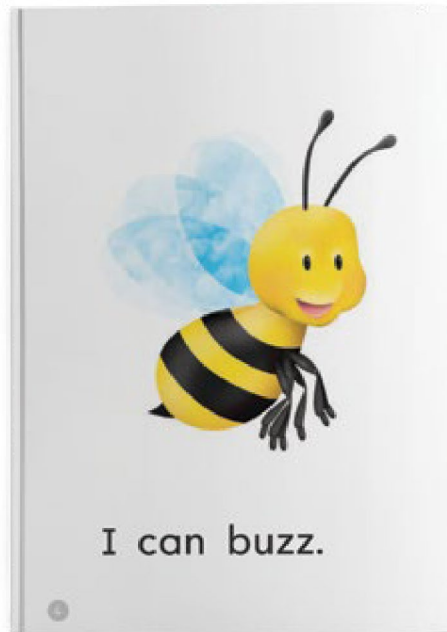


Pre-Decodables

Samples



Teaching Version



Student Versions



Pre-Decodables

Young children are, by nature, curious and eager to learn. We encourage these qualities when we provide them with learning experiences that are playful, engaging, and developmentally appropriate.

This is true for all learning — but especially critical when learning to read.

The 30 Pre-Decodables inspire and motivate children with texts and interactive reading experiences that give them the opportunity to apply the foundational skills they have learned as they build essential decoding, comprehension, and critical thinking skills.

A special teaching version with built-in notes and prompts makes it easy for teachers to direct the small-group reading lesson using strategies aligned with the science of reading.

Titles include:

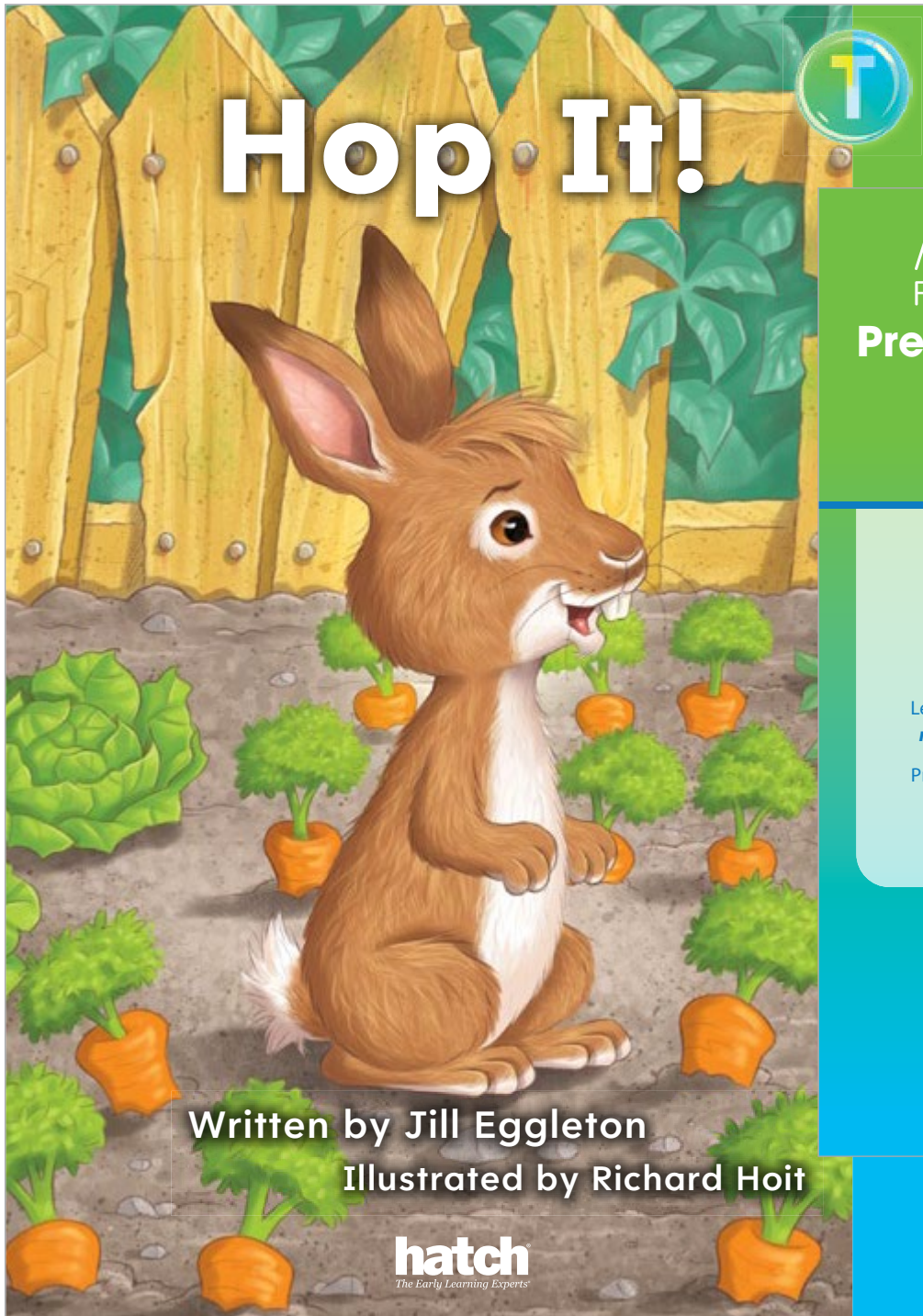
Two words per page	Three-word sentences	Four-word sentences
1. Hop It!	11. Be Careful, Monkey	21. What Color?*
2. Hungry Ducks	12. Junk Car	22. On a Mountain*
3. Out at Night*	13. Mice Mischief	23. What a House
4. Look!*	14. Aliens at the Museum	24. Out with Aliens
5. Silly Billy	15. At the Market	25. Cave Cat
6. Tricky Mouse	16. Oops, Ouch, Yuck!	26. Lucky Escape
7. Animals at Home*	17. No Teasing Elephants	27. Tails*
8. Living or Not?*	18. Wake Up, Cow!	28. A Flea on Me
9. Alien in the Park	19. Aliens in Trouble	29. Watch Out for Aliens
10. What a Muddle!	20. Don't Listen to Crocodiles	30. Treasure Hunting

*nonfiction text

The Pre-Decodables allow all children to experience early reading success, to build their identities as readers, and to develop the skills, motivation, and love of reading that fuel a lifetime of literacy.

Pre-Decodables

Book one in the series is a fiction book with two words per page, high-frequency words *it* and *the*, consonants and short vowels, and a focus on the social awareness skill of perspective-taking.



/k/ey FOUNDATIONS™ Pre-Decodables

Book 1

Hop It!

Fiction

(two words per page)

Focus words: *it, the*

Letter-sounds: *c (/k/), h, n, p, r, s (/s/), t, w; short a, e, i, o*

Prosocial skills development:

**Social awareness —
perspective-taking**



Teaching
Version

Pre-Decodables

Guide notes inside the front cover of the teaching version include helpful information and a lesson plan that leads teachers through the small-group lesson, step by step.

Guide Notes

When stepping into the ‘reading world,’ enjoyment and engagement with the text is of paramount importance. Reading activities should be short, engaging, briskly paced, and should provide opportunities for students to learn decoding, comprehension, and critical thinking skills.

Key Foundations Pre-Decodables are short, simple, engaging texts for beginning readers. As students read along with the teacher and respond to the built-in prompts, they learn:

- How books work and that print represents spoken words
- That words are made up of sounds, and letters represent these sounds
- To recognize capital letters, punctuation, and other features of text
- To read, write, and spell high-frequency words
- Essential oral language, listening, and critical thinking skills
- Strategies for building vocabulary and comprehension
- Mathematics, science, and social studies knowledge
- A variety of prosocial skills

STEP 1

Drawing on prior knowledge

What vegetables can we grow in a garden?
What vegetables can you think of? Have you ever planted vegetables in a garden? What were they? How did you look after them? Were they nice to eat? This book is called *Hop It!* What do you think it will be about?

STEP 2

Reading the words

Use the suggestions in the panel. Read the high-frequency words and pause at the content words. Ask students to identify the initial letter and to link it to a sound. Practice blending sounds, rhyming, and clapping syllables. Point out and explain periods, commas, capital letters, exclamation marks, and question marks as they occur. Reread the text, asking students to point to the words and read them with you.

STEP 3

Thinking critically

Follow the suggestions in the panel to encourage students to think critically about what is happening in the illustrations.

STEP 4

Talking about the story, pp. 16–17

Follow the suggestions in the panel.

STEP 5

Words to read, pp. 18–19

Follow the suggestions in the panel.

STEP 6

A word to write, p. 20

Follow the suggestions on the page.

STEP 7

Independent writing and reading

- a) Students can create their own illustration and story. This can be glued into their individual scrapbooks and read to a partner.
- b) Provide a book box for each student. Put *Hop It!* in the book box so that students can reread the book many times to develop reading fluency and accuracy.



Pre-Decodables

Even though it only has two words per page, the book still tells an engaging and humorous story with interesting and relatable characters.



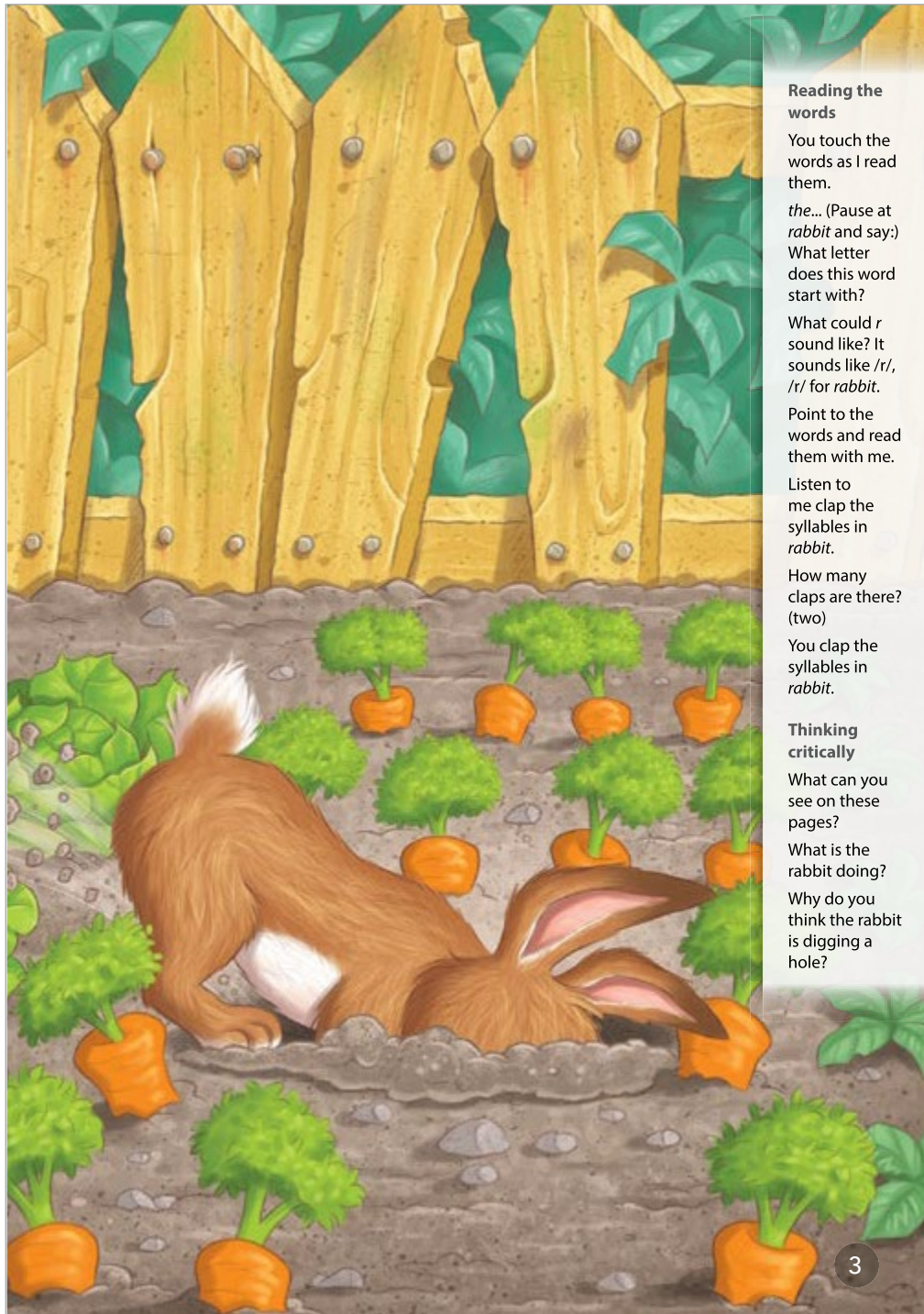
the rabbit

2



Pre-Decodables

Panels in the teaching version of the book give simple, explicit prompts that support decoding, oral language, phonological awareness, and critical thinking.



Reading the words

You touch the words as I read them.

the... (Pause at *rabbit* and say:)

What letter does this word start with?

What could *r* sound like? It sounds like /r/, /r/ for *rabbit*.

Point to the words and read them with me.

Listen to me clap the syllables in *rabbit*.

How many claps are there? (two)

You clap the syllables in *rabbit*.

Thinking critically

What can you see on these pages?

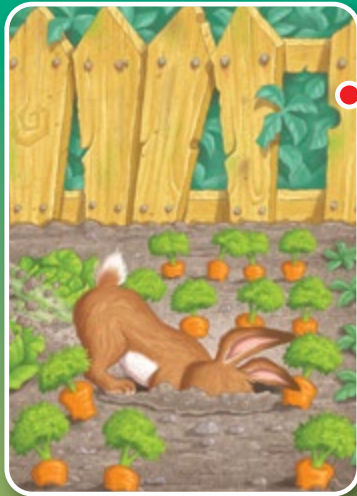
What is the rabbit doing?

Why do you think the rabbit is digging a hole?

Pre-Decodables




Each book concludes with a visual organizer for retelling (fiction) or describing key ideas (nonfiction).

Talking about the story




Pre-Decodables

Supportive prompts in the panel scaffold oral language, comprehension, and prosocial skills development.



Retelling



Tell a partner:

What happened in the story?

Which part did you like best?

Why did you like that part?

Do you think it was a good idea to squirt all this water over the garden?

Why do you think that?

Extending the text

What do you think the brown rabbit was thinking?

What do you think the other rabbits were thinking?

What do you think the man was thinking?

Why did he squirt water all over the garden?

The rabbits and the man had different ideas about the garden.

What might you think differently about from someone else? (colors, food, games, places to visit, etc.)

17

Pre-Decodables

The last page includes an effective and research-based strategy for learning high-frequency words and a chart showing the letter-sound relationships included in the text.

A word to write

Finding the word

Put your finger on the word that says *the*.

Hearing and identifying the sounds

Listen to me say the sounds in *the*: /**th**/ /**u**/.

You say the sounds with me: /**th**/ /**u**/.

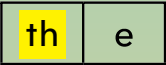
Count the sounds with your fingers.

Put the sounds together: /**th**/ /**u**/ — *the*.

Writing the word

Watch me write the sounds in the word *the*.

I have colored the two letters for the /**th**/ sound.



You write the word *the*.

Color the two letters for /**th**/.

Let's write the word *the* again and again.

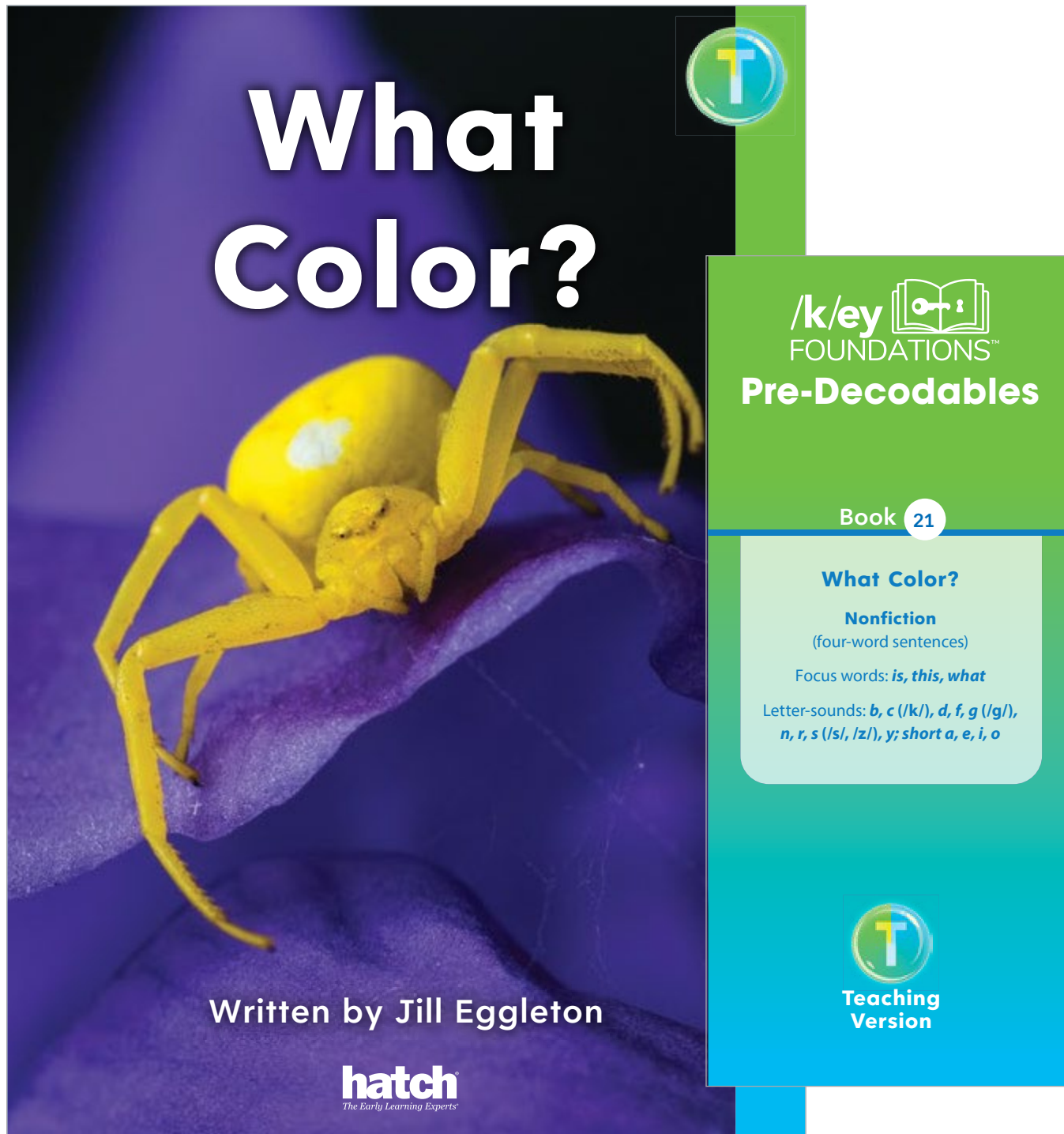
Learning the alphabetic code

This book includes words with these single letter-sound relationships:

Initial consonants	Final consonants	Short and long vowels
carrot (/k/)	hop (/p/)	whack (/a/)
hole (/h/)	rabb <u>its</u> (/s/)	ne <u>t</u> (/e/)
hop (/h/)	carro <u>t</u> (/t/)	it (/i/)
ne <u>t</u> (/n/)	it (/t/)	hop (/o/)
rabb <u>it</u> (/r/)	ne <u>t</u> (/t/)	
rabb <u>its</u> (/r/)	rabb <u>it</u> (/t/)	
wa <u>ter</u> (/w/)		
wo <u>osh</u> (/w/)		

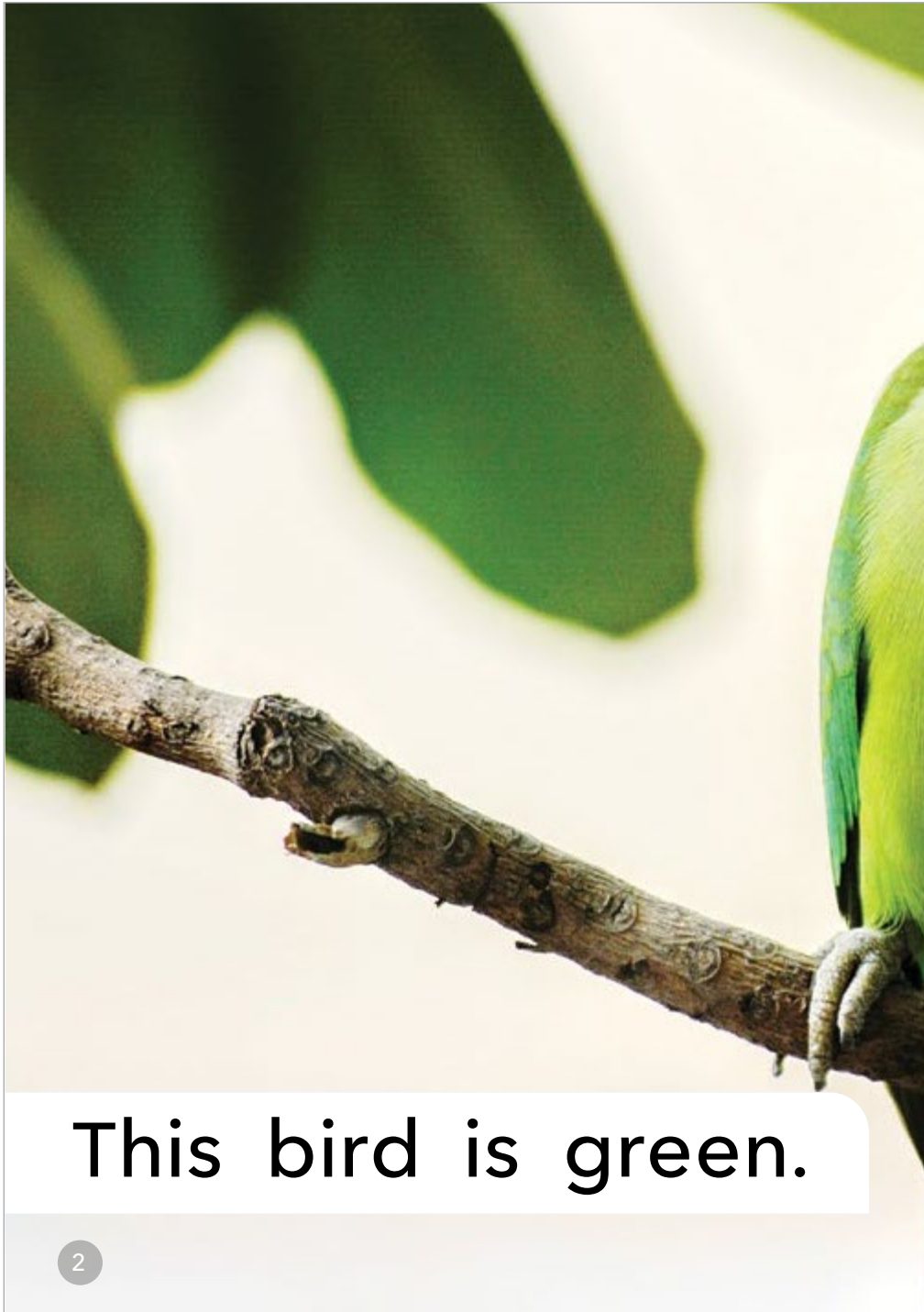
Pre-Decodables

Book 21 out of 30 is a nonfiction book with four-word sentences, three focus high-frequency words, and many single letter-sound correspondences.



Pre-Decodables

Vibrant photography, high-interest topics, and content-area connections are key elements of the nonfiction texts.

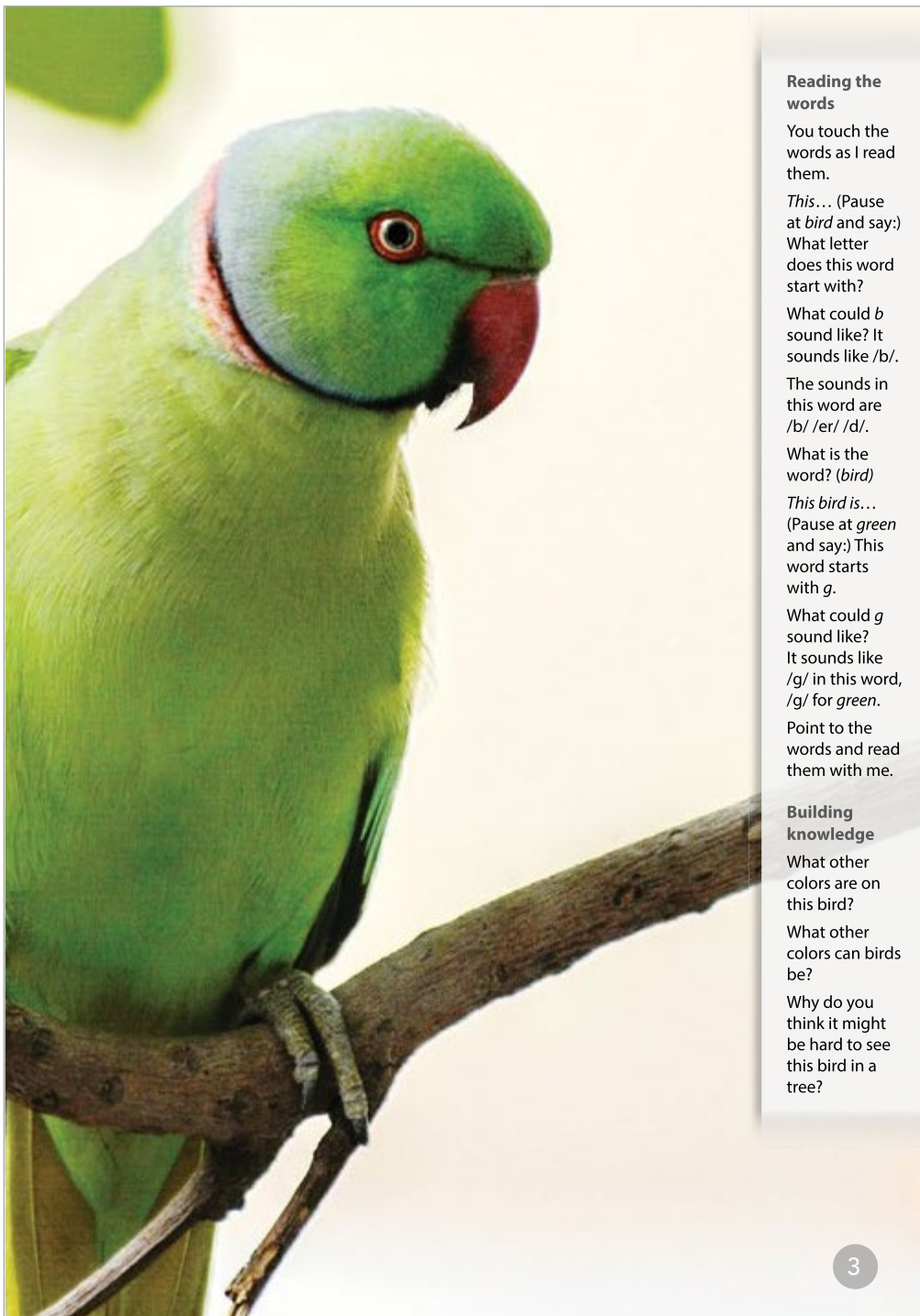


This bird is green.

2

Pre-Decodables

As in the fiction texts, the panels support a variety of reading skills.
The nonfiction texts also build essential background knowledge.



Reading the words

You touch the words as I read them.

This... (Pause at *bird* and say:) What letter does this word start with?

What could *b* sound like? It sounds like /b/.

The sounds in this word are /b/ /er/ /d/.

What is the word? (*bird*)

This bird is... (Pause at *green* and say:) This word starts with *g*.

What could *g* sound like? It sounds like /g/ in this word, /g/ for *green*.

Point to the words and read them with me.

Building knowledge

What other colors are on this bird?

What other colors can birds be?

Why do you think it might be hard to see this bird in a tree?

Pre-Decodables

The nonfiction texts conclude with a partner talk activity using photos from the book as visual support.

Talking about the book



Pre-Decodables

Scaffolded prompts develop the oral language skill of describing along with content-area knowledge.



Describing



Tell a partner:

What did you learn about in this book?

What other colors can animals be?



Summary

Key Foundations engages children in playful games and activities that build a strong foundation for literacy learning.

With its unique combination of learning resources, games, and instruction, *Key Foundations*:

- Teaches the essential foundational skills for literacy learning in simple and age-appropriate 10-minute lessons.
- Provides interactive games and activities that allow students to discover how language works for themselves, in a way that makes sense to young children.
- Utilizes a systematic and explicit linguistic phonics approach that works from the known to the unknown, from speech to sounds to print.
- Is research-aligned and evidence-based, growing out of a five-year study involving more than 5,000 students.
- Accelerates reading and writing achievement for all children, regardless of ethnicity, socioeconomic status, or prior literacy knowledge.

About the Author

Joy Allcock is an author, educator, and researcher with a career in education spanning nearly three decades.

Her research on improving literacy outcomes for all learners has directly informed a variety of instructional resources that focus on using the code of English to support reading, writing, and spelling. Joy's well-known research, resources, and professional development workshops have made her a sought-after speaker and consultant, and her unwavering dedication to advancing literacy has left an indelible mark on students and educators worldwide.



Want to know more?

[Read the research](#) behind Key Foundations

[Contact a representative](#) for more information or a quote



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The Early Learning Experts[®]

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