



Grade One Instructional Flow - For Original and New Components

		September >	October >	November >	December >	January >	February >	March >	April >	May >	June	
GRADE 1	UNIT	BEING RESPONSIBLE INQUIRY UNIT	ANALYZING STRATEGY	SEQUENCING STRATEGY	CHANGES INQUIRY UNIT	MAKING CONNECTIONS STRATEGY	PREDICTING STRATEGY	EXPRESSING MYSELF INQUIRY UNIT	INFERRING STRATEGY	I CAN MAKE A DIFFERENCE INQUIRY UNIT	EVALUATING STRATEGY	SYNTHESIZING STRATEGY
ORAL LANGUAGE	The Oral Language Kit components are ongoing and can be used throughout the year with all of the units.											
READING	Comprehension Strategy Focus	Self-Monitoring - notices when a text does not make sense and, with support, fixes it - asks oral questions and begins to self-question	- identifies facts and important information - finds key ideas	- retells in sequence (events, facts)	- deepening comprehension and critical thinking around a topic - students use all 8 comprehension strategies	- connects ideas to self, others, other texts, and knowledge of the world - makes connections by comparing	- makes predictions about characters and plot (fiction) - makes predictions about what information will come next (non-fiction)	- deepening comprehension and critical thinking around a topic - students use all 8 comprehension strategies	- makes simple inferences based on the text and illustrations - infers problem and solution - infers characters' feelings	- deepening comprehension and critical thinking around a topic - students use all 8 comprehension strategies	- understands the difference between fiction and non-fiction - notices differences in text forms - gives personal opinions about events, facts, and ideas and finds references in text	- summarizes to provide a brief account - finds the main idea (if not stated)
	Essential Question	Why do we need rules and responsibilities?			How do daily and seasonal changes affect living things?			How can I express myself?		How can my actions make a difference?		
	Read Aloud (see Read Aloud Teaching Plans)	<i>Please Clean Up Your Room!</i>	<i>The Emperor's Egg</i> <i>A Second is a Hiccup</i>	<i>Sailor: The Hangashore</i> <i>Newfoundland Dog</i>	<i>Rain</i>	<i>Hey, Little Ant</i>	<i>100th Day Worries</i> <i>Whose Teeth Are These?</i>	<i>The Dot</i>	<i>Pipaluk and the Whales</i> <i>Mrs. Chicken and the Hungry Crocodile</i>	<i>10 Things I Can Do to Help My World</i>	<i>All Pigs are Beautiful</i> <i>Hey, Little Ant</i>	<i>Muncha! Muncha! Muncha!</i>
	Shared (see Shared Reading Teaching Plans) *Mentor Text for Text-Type Writing Study + Modify purpose for reading to match strategy focus	+ "The Alphabet Monster" in <i>Bubblegum, Books, and Bugs</i> <i>How Do Dinosaurs Go to School?</i> * <i>Stop at the Safety Village</i>	"Signs" and "To School and Back" in <i>School Days</i> * <i>Is This a Moose?</i>	* <i>Making Ice Cream</i> + "Caring for Speedy" in <i>School Days</i>	<i>Daytime, Nighttime</i> * <i>What Do You Do in the Cold?</i> "Night Creature" in <i>Bubblegum, Books, and Bugs</i>	"My Cat"; "My Book!"; "Things to Do If You Are the Snow"; and "Call Me Polar Bear" in <i>Bubblegum, Books, and Bugs</i> <i>Hey Diddle Diddle</i> (use for two weeks)	"But Then" and "Bubblegum Benny" in <i>Bubblegum, Books, and Bugs</i> + * "How Does a Chick Get out of the Egg?" in <i>School Days</i>	* <i>Happiness</i> <i>Move Like the Animals</i>	* <i>I Promise</i> <i>Birthday Party Pandamonium</i>	* <i>Art for the Birds</i> <i>How to be an Eco Class</i>	+ * <i>The Best Pet</i> "Cinnamon Toast" in <i>Bubblegum, Books, and Bugs</i>	+ <i>The Bug Hotel</i> * <i>Camping at the Lake</i>
	Small-Group Instruction	*assessment of students' reading and writing skills	small-group Shared or Guided Reading with a variety of levelled texts	small-group Shared or Guided Reading with a variety of levelled texts	small-group Shared or Guided Reading with a variety of levelled texts	Guided Reading with a variety of levelled texts	Guided Reading with a variety of levelled texts	Guided Reading with a variety of levelled texts	Guided Reading with a variety of levelled texts	Guided Reading with a variety of levelled texts	Guided Reading with a variety of levelled texts	Guided Reading with a variety of levelled texts
MEDIA LITERACY		poster song	magazine article	instructions magazine article		song script	song magazine article	music videos		guidebook	letters song	
WORKING WITH WORDS	Building Words Lessons (see lessons in the <i>Working with Words Guide</i>)	• alphabet, p.75 • interrupts (in unit plans)	• different, p.99 • antlers, p.92 • flippers, p.93	• fingers, p.94 • measuring, p.95 • hamster, p.97	• daytime • ground (in unit plans)	• sleeping, p.79 • drinking, p.88 • jumping, p.89	• tongue, p.76	• happiness • elephant (in unit plans)	• goodnight, p. 90 • princess, p. 91 • birthday, p. 82 • orangutan, p. 83	• principal • garbage (in unit plans)	• children, p.80 • classroom, p.81	• dragonflies, p.84 • vegetables, p.85 • camping, p.86 • mountains, p.87
	Word Solving and Building Lessons (see lessons in the <i>Working with Words Guide</i>)	- Catch a Rhyme: Use a Rime, pp.100–101 - Word Expansions: Words I Know, pp.112–113 - build rhyming words with words in Shared Reading texts (e.g., stop) - finding action words on the poster	- Word Expansions and Contractions: Working with Rimes— Crossword Puzzle, pp.113–114		- locating high-frequency words and rhyming words in the Shared Reading texts	- Word Expansions and Contractions: I Can Fold It! (contractions), pp.110–111 - Catch a Rhyme: Use a Rime, pp.107–108 - Word Expansions and Contractions: I Can Fold It! (more contractions), pp.110–111	- Catch a Rhyme: Use a Rime, pp.104–105 - Catch a Rhyme: Use a Rime, pp.105–106 - Word Expansions and Contractions: Inflectional Endings, pp.111–112	- locating high-frequency words and rhyming words in the Shared Reading texts	- Word Expansions and Contractions: Weather Words (compound words), pp.109–110	- locating high-frequency words and rhyming words in the shared reading texts	- Catch a Rhyme: Use a Rime, pp.102–103	
	Language Predictability Lessons (see lessons in the <i>Working with Words Guide</i>)	- Initial Cloze Flap Work: Reread, pp.115–116 - Spelling Predictability— Using Vowels, pp.117–118	- Completion Reading Using a Repetitive Pattern, pp.120–121	- Using Literature to Extend Semantic and Syntactic Predictability, p.122 - Initial Cloze Flap Work: Read Ahead, pp.116–117		- I Know Your Word, pp.119–120 - Predict a Word, p.124			- Word Meaning from Context, pp.121–122		- Using Literature to Extend Graphophonic Predictability, p.123	- Crossword Puzzles, pp.125–126
WRITING	Text-Type Study (see lessons in <i>Writing Guide</i>)	Self-Selected Writing, pp.124–126 (topic choices— everyday things, trips/visits, personal interests) Persuasive: Poster (in unit plans)	Description: Question and Answer pp.34–48	Procedural: Recipe pp.91–103	Narrative: question-and-answer story (in unit plans)	Self-Selected Writing, p.126 (topic choices—instructions) Written Literature Responses pp.117–123	Explanation: Report pp.49–62	Poetry: List Poem (in unit plans)	Narrative: Fairy Tale pp.63–76	Personal Communication: Letter (in unit plans)	Persuasion: Letter pp.77–90	Retell: Personal Account pp.104–116
	Craft and Conventions Lessons - specific to the text-type study (see lessons in <i>Writing Guide</i>)	• Brainstorming Ideas, pp.130–131 • Making a List, pp.131–132 • Narrowing Down a Topic pp.132–133 • Using Personal Experiences, pp.133–134 • Using Media Sources, pp. 137– • Spelling Unknown Words, pp.148–149	• Jotting Down Ideas, pp.138–139 • Converting Ideas into Sentences, pp.139–140 • Giving Details, pp.151–152 • Creating a Picture Glossary, pp.180–181	• Sequencing Ideas, pp.140–141 • Sorting Ideas, pp.141–142 • Using a Graphic Organizer, pp.142–143 • Sequencing and Linking Ideas, pp.150–151 • Using Signal Words, p.152 • Changing the Order of Ideas, pp.161–162	• Brainstorming Ideas, pp.130–131 • Rereading and Questioning Your Ideas, pp.154–155 • Adding Ideas, pp.157–158 • Deleting Ideas, pp.158–159 • Considering Possible Presentation Formats, pp.172–173	• Giving Details, pp.151–152 • Using a Revising Checklist, pp.162–163 • Rereading to Check for One Item, pp.165–166 • Building an Editing Checklist, pp.166–167 • Using an Editing Checklist Independently, pp.167–169	• Giving Details, pp.151–152 • Staying on Topic, pp.145–146 • Adding Ideas, pp.157–158 • Deleting Ideas, pp.158–159 • Creating a Table of Contents, pp.174–175 • Making an Index, pp.176–178 • Including a Map or Other Illustrations, pp.178–179	• Making a List, pp.131–132 • Sharing Your Ideas and Inviting Feedback, pp.155–156 • Changing Word Choices, pp.159–161 • Using an Editing Checklist with a Buddy, pp.169–171 • Presenting a Text Orally, pp.181–182	• Sketching a Plan, pp.143–144 • Writing an Interesting Introduction pp.149–150 • Sequencing and Linking Ideas, pp.150–151 • Changing Word Choices, pp.159–161 • Creating an "About the Author" Biography, pp.175–176	• Using Print Sources, pp.136–137 • Using Media Sources, pp.137–138 • Making a Sharing and Publishing Checklist, pp.173–174	• Using Personal Experiences, pp.133–134 • Giving Details, pp.151–152 • Writing an Interesting Introduction, pp.149–150 • Writing a Good Conclusion, p.153	• Using Personal Experiences, pp.133–134 • Sketching a Plan, pp.143–144 • Converting a Plan into a First Draft, p.145 • Redrafting When You Change Your Mind, pp.147–148 • Writing an Interesting Introduction/ Conclusion pp.149–150 & p.153

You can teach the units in any order that works for you and your students. This is one possible order. Visit http://www.scholastic.ca/education/litplace_earlyyears/lpey_online_resources.html for online support and teaching materials!