



# Kindergarten Instructional Flow - For Original and New Components

KINDERGARTEN	UNIT	September >	October >	November >	December >	January >	February >	March >	April >	May >	June	
		ANALYZING STRATEGY	I AM SPECIAL INQUIRY UNIT	ANALYZING/ SELF-MONITORING STRATEGY	LET'S BE FRIENDS INQUIRY UNIT	PREDICTING STRATEGY	MAKING CONNECTIONS STRATEGY	SOLVING PROBLEMS INQUIRY UNIT	SEQUENCING STRATEGY	CARING FOR THE WORLD INQUIRY UNIT	INFERRING STRATEGY	EVALUATING STRATEGY
<b>ORAL LANGUAGE</b>	The Oral Language Kit components are ongoing and can be used throughout the year with all of the units.											
<b>READING</b>	<b>Comprehension Strategy Focus</b>	- finds facts using pictures	- deepening comprehension and critical thinking around a topic	- begins to ask questions when listening/reading - tells main idea on each page - looks for patterns	- deepening comprehension and critical thinking around a topic	- makes predictions using picture clues	- connects ideas to self, other texts, and knowledge of the world	- deepening comprehension and critical thinking around a topic	- retells parts of stories or bits of information from texts - understands the sequence of directions	- deepening comprehension and critical thinking around a topic	- visualizes what is happening in the text - makes simple inferences based on the illustrations - infers characters' feelings	- understands the difference between fact and fiction - expresses opinions about textual content and author's craft
	<b>Essential Question</b>		What makes me special?		Why should we be friends?			How can we solve problems?		How do we care for the world?		
	<b>Read Aloud</b> (see Read Aloud Teaching Plans)	<i>Babies on the Go</i>	<i>I Like Myself</i>	<i>Wonderful Worms</i> <i>Ordinary Amos and the Amazing Fish</i> <i>Time to Sleep</i>	<i>Whoever You Are</i>	<i>David's Drawings</i> <i>We All Went on Safari</i>	<i>Castles, Caves, and Honeycombs</i>	<i>The Very Cranky Bear</i>	<i>Bibi and the Bull</i>	<i>Panda Kindergarten</i>	<i>Bernard's Bath</i> <i>*The Rescue of Nanoose</i>	<i>Bibi and the Bull</i>
	<b>Shared</b> (see Shared Reading Teaching Plans) *Mentor Text for Text-Type Writing Study + Modify purpose for reading to match strategy focus	<i>*Do You See Colours?</i> <i>"Popping Popcorn"; "I Speak, I Say, I Talk"; "Mabel Murple" in Say it Out Loud!</i> <i>Just Imagine ABC</i>	<i>*See What We Can Do!</i> <i>Benny's Special Day</i>	<i>*My Puppy</i> <i>"Mice"; "Go Wind"; and "The Squirrel" in Say it Out Loud!</i> <i>"All Mine" in It's My World</i>	<i>Friends</i> <i>An Alien Birthday</i>	<i>The Little Turtle</i> <i>What Am I?</i>	<i>*"But, Mom..."</i> <i>Helping Grandma</i> <i>"What's a Shadow?" in It's My World</i>	<i>*Problem at the Park</i> <i>The Gingerbread Kids</i>	<i>"The Apple and the Worm" in Say it Out Loud!</i> <i>Where Are the Bears?</i> <i>"Let's Play" in It's My World</i> <i>*Hair Heads</i>	<i>Somebody Cared for a Flower</i> <i>*Clean Up Litter</i>	<i>Going to the Park With Grandpa</i> <i>*Why Did the Chicken Cross the Road?</i> <i>9-1-1 Quack!</i>	<i>"Kim and Jack Go Camping" in It's My World</i> <i>*The Grasshopper and the Ant (do over two weeks)</i> <i>"Just for Fun and Are They the Same?" in It's My World</i>
	<b>Small-Group Instruction</b>	*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	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	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	small-group Shared or Guided Reading with a variety of levelled texts
<b>MEDIA LITERACY</b>		song	scrapbook song	magazine article song	song	song	magazine article		instructions song	poster	song	script song
<b>WORKING WITH WORDS</b>	<b>Building Words Lessons</b> (see lessons in the Working with Words Guide) Note: lessons may not align with Shared Reading text	*Throughout the year, focus on Phonological and Phonemic Awareness, pp.28-37 and Letter Knowledge, pp.38-47	*Throughout the year, introduce High-Frequency Words (see p.129) and use activities, pp.48-58	* heads, p.64 (introductory lesson: rime - "ad")  *Begin Building Words lessons (if students are ready)	* someone (2- and 3- letter words) (in unit plans)	* going, p.65 (rhyming patterns)	* scratch, p.66 (rime - "at") * Monday, p.68 (rimes - "am"; "an"; "ay") * Grandma, p.70 (rimes - "an"; "and")	* wanted (rimes - "an"; "en") (in unit plans)	* insect, p.72 (rimes - "et"; "it") * things, p.74 (rimes - "in"; "it") * rabbit, p.75 (rimes - "at"; "it")	* planted (rime - "et") (in unit plans)	* snapped, p.73 (rimes - "en"; "ad") * mother, p.67 (rime - "ot")	* winter, p.69 (rimes - "in"; "et") * ground, p.71 (rimes - "un"; "ug"; "od")
	<b>Word Solving and Building / Language Predictability Lessons</b> (see lessons in the Working with Words Guide)	- Jigsaw Names, p.76 - Fill in My Gaps!, p.79	- Jumbo Letters, p.78 - Reading and Writing Predictable Texts, pp.80-81	- Writing Demonstration—What Would Make Sense?, p.81		- Am I Ready for the Story?, p.85	- Building High-Frequency Words, p.77	- Word Wall Words for Language Predictability, p.84	- Rebuild Me, p.86 - Initial Cloze Flap Work: Reread, p.82	- Revisiting the "I Can" Chart, p.87		
<b>WRITING</b>	<b>Text-Type Study</b> (see lessons in Writing Guide)		Description: Descriptive Labelling (in unit plans)	Description: Personal Account pp.62-72 (2-3 weeks)	Personal Communication: Greeting Card (in unit plans)	Introducing a Writer's Notebook, pp.43-44	Persuasive: Arguments pp.93-103 (2-3 weeks)	Retell: Personal Account (in unit plans)	Procedural: Instructions pp.104-114 (2-3 weeks)	Persuasive Response: Stating Reasons (in unit plans)	Explanatory: Personal Explanation pp.73-81 (1-3 weeks) Retelling: True Story pp.115-124 (1-3 weeks)	Narrative: Fantasy Story pp.82-92 (1-3 weeks)
	<b>Other Writing Ideas</b> (see lessons in Writing Guide or Resource Links: Writing in the Shared Reading teaching plans)	* Daily Message, pp.31-32 * Text Innovation from a Big Book, pp.38-40 * Language Experience, pp.37-38 * Beginning Letter Sentence (e.g., Andy likes apples.) in the Just Imagine ABC teaching plan	* Springboards into Writing, p.51	* Report from a Non-fiction Read Aloud, pp.40-42		* Daily Message, pp.33-34 * Class Rhyming Book: What happens after the story? in The Little Turtle teaching plan * Who Am I? riddles in the What Am I? teaching plan	* Analyzing Text Models, p.52 (Retelling organizer) * Class Text: Book Invitation		* "How to Play" Books in the "Let's Play" It's My World teaching plan	* Analyzing Text Models, p.51 (Story Boxes)	* Description of a Season in the Going to the Park With Grandpa teaching plan * Class Book: Question-and Answer-Text in the Why Did the Chicken Cross the Road? teaching plan * Class Narrative: What happens to the ducklings? in the 9-1-1 Quack! teaching plan	* Daily Message, p.35-36

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](http://www.scholastic.ca/education/litplace_earlyyears/lpey_online_resources.html) for online support and teaching materials!