

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Listening	
It is expected that students will:	
<p>Make connections between oral language and personal experiences</p>	<p><u>Writing Guide</u> pages 18, 74, 78, 105, 106, 115 - 120</p> <p><u>Working With Words Guide</u> page 56</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 My Family pages 2, 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready page 2 The Snowman page 2 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2 – 4 What I Wear pages 2, 3 A Birthday for the Twins page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 “But, Mom...” page 6 Do You See Colours? pages 3 - 6 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 2, 3 Helping Grandma pages 2, 3 It’s My World pages 2, 3 The Little Turtle pages 2, 6 Hair Heads page 4 My Puppy pages 2, 4 - 7 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road? pages 2, 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family pages 2, 3</p>

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Listening	
It is expected that students will:	
<p>(continued) Make connections between oral language and personal experiences</p>	<p>Making Things pages 2, 3 All By Myself page 2 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess page 3 Travel Bingo pages 2, 3</p> <p>I Play Soccer pages 2 - 4 Long Neck, Short Neck pages 2, 4 Sammy pages 2, 3 What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> It's My World page 3 All Mine page 6 What's My Shadow? page 9 Let's Play pages 13, 15 Kim and Jack Go Camping pages 18, 19, 22 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 4 I Speak, I Say, I Talk page 10 Polly page 17 Zelba Zinnamon pages 24, 25 After a Bath page 28 Sailing to Sea page 34 Popping Popcorn pages 36, 38 Mice page 44 The Squirrel page 49 The Apple and the Worm pages 57, 60 Itsy Bitsy Spider pages 61, 62</p> <p><u>Read Aloud:</u> We All Went on Safari page 34 Wonderful Worms pages 38, 39</p>

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Listening	
It is expected that students will:	
Listen attentively to others	<p><u>Writing Guide</u> pages 78, 108</p> <p><u>Working With Words Guide</u> pages 43, 44, 57, 87, 89, 93</p> <p><u>Guided Reading:</u> My Family page 2 Getting Ready page 2 Travel Bingo page 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2, 3 What I Wear page 3</p> <p><u>Shared Reading:</u> Going to the Park with Grandpa page 2 Where Are the Bears? page 6</p> <p><u>Small-Group Shared Reading:</u> My Family page 2 Getting Ready page 2 Travel Bingo page 2 A Hot Day page 2 Long Neck, Short Neck pages 2, 3 Sammy pages 2, 3</p> <p><u>Magazine Shared Reading:</u> Kim and Jack Go Camping pages 21, 22 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4 - 6 I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 17 Mabel Murple page 21 Mice page 45 The Apple and the Worm page 54</p> <p><u>Read Aloud:</u> Time to Sleep pages 30, 31</p>

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Listening	
It is expected that students will:	
Listen to a variety of stories, nursery rhymes, poetry and informational texts for enjoyment and information	<p>Wonderful Worms page 39</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 2, 3 But Mom page 3 Going to the Park with Grandpa page 2 The Grasshopper and Ant page 2 Helping Grandma page 5 Just Imagine ABC pages 2, 3 The Little Turtle page 1 Hair Heads page 6 My Puppy page 3 What Am I? page 4 Where Are the Bears? page 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals page 3 My Family pages 2, 3 Sisters page 2 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2 - 4 Sammy pages 2, 3 What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> It's My World pages 3, 4 Let's Play page 14 Kim and Jack Go Camping pages 21, 22 Just for Fun and Are They the Same? pages 25, 26</p>

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Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Listening	
It is expected that students will:	
<p>(continued) Listen to a variety of stories, nursery rhymes, poetry and informational texts for enjoyment and information</p>	<p><u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4, 5 I Speak, I Say, I Talk pages 8, 9 Fuzzy Wuzzy, Creepy Crawly pages 12 – 14 Polly pages 16, 17 Mabel Murple pages 20, 21 Zelba Zinnamon pages 24, 25 After a Bath pages 29, 30 Sailing to Sea pages 32, 33 Hickory, Dickory, Dock pages 41, 42 Mice page 45 The Apple and the Worm page 54 Go Wind page 57</p> <p><u>Read Aloud:</u> Bernard’s Bath page 5 Bibi and the Bull page 9 Ordinary Amos and the Amazing Fish pages 22, 23 Time to Sleep page 31 We All Went on Safari page 34 Wonderful Worms page 38</p>
<p>Make connections between story events and own experiences</p>	<p><u>Guided Reading:</u> My Family page 3 Making Things page 3 All By Myself page 3 Getting Ready page 3 A Sticky Mess page 3 Travel Bingo page 3 A Hot Day page 3 I Play Soccer page 3 Long Neck, Short Neck page 3 Sammy page 3 What I Wear page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack! page 4 “But, Mom...” page 5 Do You See Colours? page 3 Going to the Park with Grandpa page 2</p>

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Listening	
It is expected that students will:	
<p>(continued) Make connections between story events and own experiences</p>	<p>The Grasshopper and Ant page 2 Helping Grandma page 5 Just Imagine ABC page 6 The Little Turtle page 6 Hair Heads page 4 My Puppy page 4 What Am I? page 6 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road? page 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 5 Wild Animals page 3 My Family page 3 Making Things page 3 Getting Ready page 3 The Snowman page 3 A Sticky Mess page 3 Travel Bingo page 3 A Hot Day page 3 I Play Soccer page 3 Long Neck, Short Neck page 4 Sammy page 3 What I Wear page 3 The Little Turtle page 6 Hair Heads page 4 My Puppy page 4 What Am I? page 6 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road? page 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 5 Wild Animals page 3 My Family page 3 Making Things page 3 Getting Ready page 3 The Snowman page 3 A Sticky Mess page 3</p>

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Listening	
It is expected that students will:	
<p>(continued) Make connections between story events and own experiences</p>	<p>Travel Bingo page 3 A Hot Day page 3 I Play Soccer page 3 Long Neck, Short Neck page 4 Sammy page 3 What I Wear page 3</p> <p><u>Read Aloud:</u> The Rescue of Nanoose page 27 Time to Sleep page 31 Wonderful Worms page 39</p>
<p>Demonstrate increased awareness of rhymes and various forms of alliteration when listening to stories, poems, and songs</p>	<p><u>Writing Guide</u> pages 6, 7, 30, 40</p> <p><u>Working With Words Guide</u> pages 28 – 35, 53, 65, 66</p> <p><u>Guided Reading:</u> Making Things page 3 The Snowman page 2 I Play Soccer page 2</p> <p><u>Shared Reading:</u> Do You See Colours? pages 6, 7 Going to the Park with Grandpa page 8 It's My World page 2 The Little Turtle page 6 What Am I? page 7 Why Did the Chicken Cross the Road? page 4</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 3 All By Myself page 3 The Snowman page 4 Travel Bingo page 4 A Hot Day pages 2, 4 I Play Soccer page 4 Sammy page 4 What I Wear page 4</p>

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Listening	
It is expected that students will:	
<p>(continued) Demonstrate increased awareness of rhymes and various forms of alliteration when listening to stories, poems, and songs</p>	<p><u>Magazine Shared Reading:</u> All Mine page 8 Kim and Jack Go Camping page 21</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 16 Go Wind page 57</p> <p><u>Read Aloud:</u> We All Went on Safari page 34</p>
<p>Follow simple directions</p>	<p><u>Working With Words Guide</u> pages 28 – 58, 77 - 88</p> <p><u>Guided Reading:</u> I Feed the Animals pages 2, 3 Wild Animals page 3 My Family page 3 Sisters page 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess pages 3, 4 Travel Bingo page 3 A Hot Day page 3 I Play Soccer page 4 Long Neck, Short Neck page 3 Sammy page 3 What I Wear page 3 A Birthday for the Twins pages 2, 3 Hide and Seek pages 2, 3 The Hockey Game pages 2, 3 Library Day pages 2, 3 Make a Pet Rock pages 2, 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 6 “But, Mom...” pages 2 - 6</p>

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Listening	
It is expected that students will:	
<p>(continued) Follow simple directions</p>	<p>Do You See Colours? page 7 Going to the Park with Grandpa page 6 The Grasshopper and Ant page 7 Helping Grandma pages 2 - 5 It's My World page 7 Just Imagine ABC pages 2 - 6 The Little Turtle page 2 Hair Heads pages 2 - 4 My Puppy pages 2 - 6 What Am I? pages 2 - 5 Where Are the Bears? pages 2 - 5 Why Did the Chicken Cross the Road? pages 2 - 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals pages 2- 4 Wild Animals page 4 My Family pages 2, 3 Sisters page 4 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready pages 2, 3 The Snowman pages 2, 4 A Sticky Mess page 4 Travel Bingo pages 2, 4 A Hot Day page 4 I Play Soccer page 3 Long Neck, Short Neck page 4 Sammy page 4 What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> It's My World pages 3, 4 All Mine pages 6 - 8 What's My Shadow? pages 10 - 12 Let's Play pages 14, 16 Kim and Jack Go Camping pages 20, 22 Just for Fun and Are They the Same? page 27</p>

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Listening	
It is expected that students will:	
(continued) Follow simple directions	<u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4 - 6 I Speak, I Say, I Talk pages 8, 9 Fuzzy Wuzzy, Creepy Crawly page 14 Polly page 18 Mabel Murple page 22 Zelba Zinnamon page 27 After a Bath page 31 Sailing to Sea page 35 Popping Popcorn page 39 Hickory, Dickory, Dock pages 42, 43 Mice page 47 The Squirrel page 51 The Apple and the Worm page 54 Go Wind page 60 Itsy Bitsy Spider page 64 <u>Read Aloud:</u> Wonderful Worms pages 38, 39
Recognize environmental sounds	<u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk pages 8 – 10 Hickory, Dickory, Dock page 41 Go Wind page 57
Show awareness of sound qualities (e.g., loud/soft)	<u>Reading Guide</u> pages 18, 22 <u>Working With Words Guide</u> pages 20, 28, 29, 32, 33, 41
Use the language cueing systems (including the phonemic) in oral text to construct meaning by: -identifying separate words -recognizing and generating rhyming words -recognizing word families (e.g., cat to fat) -identifying sounds in words	<u>Working With Words Guide</u> pages 79 - 88 <u>Shared Reading:</u> 9-1-1 Quack pages 4, 5 “But, Mom...” page 6 Do You See Colours? page 7 Going to the Park with Grandpa pages 5, 7 The Grasshopper and Ant page 6 It’s My World page 2 The Little Turtle page 5 My Puppy pages 5, 6 What Am I? page 7

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Listening	
It is expected that students will:	
<p>(continued) Use the language cueing systems (including the phonemic) in oral text to construct meaning by:</p> <ul style="list-style-type: none"> - identifying separate words - recognizing and generating rhyming words - recognizing word families (e.g., cat to fat) - identifying sounds in words 	<p><u>Small-Group Shared Reading:</u> My Family page 2 All By Myself page 3 The Snowman page 2 A Hot Day page 4 Sammy page 4</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 6 Fuzzy Wuzzy, Creepy Crawly page 13 Mabel Murple pages 21, 22 Zelba Zinnamon pages 24, 26 Sailing to Sea page 33 Popping Popcorn page 39 Mice page 46 The Squirrel pages 50, 51 Go Wind pages 58, 59 Itsy Bitsy Spider page 64</p> <p><u>Read Aloud:</u> Babies on the Go page 4 Castles, Caves and Honeycombs page 13 Ordinary Amos and the Amazing Fish page 21 Time to Sleep page 30</p>

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Reading	
It is expected that students will:	
Participate in shared reading of big books, charts and co-operative class stories	<p><u>Writing Guide</u> pages 31 – 34, 63, 64, 74, 83, 87, 94, 105, 116 - 118</p> <p><u>Working With Words Guide</u> pages 34, 35, 43</p> <p><u>Shared Reading:</u> “But, Mom...” page 2 Do You See Colours? page 2 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 2, 3 Helping Grandma page 2 Just Imagine ABC page 2 The Little Turtle pages 2 - 4 Hair Heads pages 2 - 5 My Puppy page 2 What Am I? page 2 Where Are the Bears? page 2</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals page 2 Sisters page 2 Making Things page 2 All By Myself page 2 Getting Ready page 2 The Snowman page 2 A Sticky Mess page 2 Travel Bingo page 2 A Hot Day page 2 I Play Soccer page 2 Long Neck, Short Neck page 2 Sammy page 2</p> <p><u>Magazine Shared Reading:</u> All Mine page 6 What’s a Shadow? page 12 Let’s Play page 17 Kim and Jack Go Camping page 23</p>

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Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
<p>(continued) Participate in shared reading of big books, charts and co-operative class stories</p>	<p>Just for Fun and Are They the Same? page 28</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4 - 6 I Speak, I Say, I Talk pages 8, 10 Fuzzy Wuzzy, Creepy Crawly pages 12, 14 Polly pages 16, 18 Mabel Murple pages 20, 22 Zelba Zinnamon pages 24, 27 After a Bath pages 29, 31 Sailing to Sea pages 33, 35 Popping Popcorn pages 37, 39 Hickory, Dickory, Dock pages 41, 43 Mice pages 45, 47 The Squirrel pages 49, 51 The Apple and the Worm pages 53, 55 Go Wind pages 57, 60 Itsy Bitsy Spider pages 62, 64</p> <p><u>Read Aloud:</u> Babies on the Go pages 2 - 3 Bernard's Bath pages 5, 6 Bibi and the Bull pages 8, 9 Castles, Caves and Honeycombs pages 12, 13 David's Drawings pages 16, 17 Ordinary Amos and the Amazing Fish pages 20, 21 The Rescue of Nanoose pages 26, 27 Time to Sleep pages 30, 31 We All Went on Safari pages 34, 35 Wonderful Worms pages 38, 39</p>
<p>Connect own experiences with print and pictures</p>	<p><u>Guided Reading:</u> I Feed the Animals page 2 Wild Animals pages 2, 3 What I Wear page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 2, 4, 6, 7 "But, Mom..." pages 2, 3, 5 Do You See Colours? pages 2, 4, 5, 6</p>

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Reading	
It is expected that students will:	
<p>(continued) Connect own experiences with print and pictures</p>	<p>Going to the Park with Grandpa pages 4 - 6 The Grasshopper and Ant pages 3, 6, 7 Helping Grandma pages 2, 4, 5, 6 Just Imagine ABC pages 2, 5 The Little Turtle pages 2, 3, 5, 6 Hair Heads pages 2, 4, 5, 6 My Puppy pages 2, 4 – 7 What Am I? pages 2, 4, 5, 6 Where Are the Bears? pages 2, 3, 5, 6 Why Did the Chicken Cross the Road? pages 2, 4 - 6</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family pages 2, 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy page 3 What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> All Mine pages 6, 7 What’s a Shadow? pages 10, 11 Let’s Play pages 14, 15 Kim and Jack Go Camping pages 19 - 21 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4, 5 I Speak, I Say, I Talk pages 8, 9 Fuzzy Wuzzy, Creepy Crawly pages 12, 13</p>

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Reading	
It is expected that students will:	
(continued) Connect own experiences with print and pictures	Polly pages 16, 19 Mabel Murple pages 20, 21 Zelba Zinnamon pages 24, 25 After a Bath pages 29, 30 Sailing to Sea pages 33, 34 Popping Popcorn pages 37, 38 Hickory, Dickory, Dock pages 41, 42 Mice pages 45, 46 The Squirrel pages 49, 50 The Apple and the Worm pages 53, 54 Go Wind page 57 Itsy Bitsy Spider pages 62, 63
Anticipate that stories and informational texts have meaning	<u>Working With Words Guide</u> page 87 <u>Guided Reading:</u> I Feed the Animals page 3 Sisters page 2 Making Things page 3 All By Myself page 2 Getting Ready page 2 The Snowman page 3 Travel Bingo page 2 A Birthday for the Twins page 3 <u>Shared Reading:</u> “But, Mom...” page 3 Going to the Park with Grandpa page 2 Hair Heads page 4 My Puppy page 3 What Am I? page 3 Where Are The Bears? page 3 <u>Small-Group Shared Reading:</u> I Feed the Animals page 2 My Family page 3 Making Things page 3 All By Myself page 2 The Snowman page 2 Travel Bingo page 3

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Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
<p>(continued) Anticipate that stories and informational texts have meaning</p>	<p>I Play Soccer page 2 Long Neck, Short Neck page 3</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 9 Polly page 17 Mabel Murple page 21 Sailing to Sea page 34</p> <p><u>Read Aloud:</u> Bernard’s Bath page 5 Bibi and the Bull page 9 Castles, Caves, and Honeycombs page 13 The Rescue of Nanoose page 27</p>
<p>Begin to predict what text is about during shared reading</p>	<p><u>Shared Reading:</u> 9-1-1 Quack page 2 “But, Mom...” page 2 Do You See Colours? page 2 Going to the Park with Grandpa pages 2, 4 The Grasshopper and Ant page 2 It’s My World page 2 The Little Turtle pages 2, 3 Hair Heads pages 2, 3 My Puppy pages 2, 3 Where Are the Bears? page 2</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals pages 1, 2 My Family page 2 Sisters page 2 Making Things page 2 All By Myself page 2 Getting Ready page 2 A Sticky Mess page 2 Travel Bingo page 2 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3</p>

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Reading	
It is expected that students will:	
(continued) Begin to predict what text is about during shared reading	Sammy page 2 What I Wear page 2 <u>Magazine Shared Reading:</u> It's My World pages 3, 4 Let's Play pages 14, 15 Kim and Jack Go Camping page 19 Just for Fun and Are They the Same? page 25 <u>Poetry Collection Shared Reading:</u> Zelba Zinnamon page 24 Sailing to Sea page 33 Mice page 45 The Apple and the Worm page 53 Go Wind page 57 Itsy Bitsy Spider page 62 <u>Read Aloud:</u> Bernard's Bath page 6 Bibi and the Bull page 9 Castles, Caves and Honeycombs page 13 David's Drawings pages 16, 17 Ordinary Amos and the Amazing Fish pages 21, 22 The Rescue of Nanoose page 26 Time to Sleep page 30 We All Went on Safari pages 34, 35 Wonderful Worms page 38
Use growing awareness of text cues such as sense of story, sentence pattern, and familiar words to construct meaning	<u>Reading Guide</u> pages 23, 45, 80 <u>Working With Words Guide</u> pages 81, 83 <u>Guided Reading:</u> Wild Animals, page 2 Making Things page 2 All By Myself page 2 The Snowman page 2 A Sticky Mess page 2 Travel Bingo page 2 I Play Soccer page 2

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Reading	
It is expected that students will:	
<p>(continued) Use growing awareness of text cues such as sense of story, sentence pattern, and familiar words to construct meaning</p>	<p>Long Neck, Short Neck, page 2 Sammy page 2 What I Wear page 2 A Birthday for the Twins page 2 Hide and Seek page 3 The Hockey Game page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 2 “But, Mom...” page 2 Do You See Colours? page 2 Going to the Park with Grandpa pages 2, 4 The Grasshopper and Ant page 2 It’s My World page 2 The Little Turtle pages 2, 3 Hair Heads pages 2, 3 My Puppy pages 2, 3 Where Are the Bears? page 2</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals pages 1, 2 My Family page 2 Sisters page 2 Making Things page 2 All By Myself page 2 Getting Ready page 2 A Sticky Mess page 2 Travel Bingo page 2 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy page 2 What I Wear page 2</p> <p><u>Magazine Shared Reading:</u> It’s My World pages 3, 4 Let’s Play pages 14, 15 Kim and Jack Go Camping page 19</p>

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Reading	
It is expected that students will:	
<p>(continued) Use growing awareness of text cues such as sense of story, sentence pattern, and familiar words to construct meaning</p>	<p>Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> Zelba Zinnamon page 24 Sailing to Sea page 33 Mice page 45 The Apple and the Worm page 53 Go Wind page 57 Itsy Bitsy Spider page 62</p> <p><u>Read Aloud:</u> Bernard’s Bath page 6 Bibi and the Bull page 9 Castles, Caves and Honeycombs page 13 David’s Drawings pages 16, 17 Ordinary Amos and the Amazing Fish pages 21, 22 The Rescue of Nanoose page 26 Time to Sleep page 30 We All Went on Safari pages 34, 35 Wonderful Worms page 38</p>
<p>Demonstrate reading-like behaviours and book handling skills</p>	<p><u>Writing Guide</u> pages 5, 6, 19, 29, 30, 32, 33, 37, 41, 76, 87, 108</p> <p><u>Working With Words Guide</u> page 38</p> <p><u>Guided Reading:</u> Wild Animals pages 2, 3 My Family page 2 Getting Ready page 2 What I Wear page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 2, 4 “But, Mom...” pages 2, 3 Do You See Colours? pages 2, 4 Going to the Park with Grandpa pages, 2, 4 The Grasshopper and Ant pages 3, 6 Helping Grandma pages 2, 4, 5</p>

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Reading	
It is expected that students will:	
<p>(continued) Demonstrate reading-like behaviours and book handling skills</p>	<p>It's My World pages 2, 3, 5 The Little Turtle pages 2, 3, 5 Hair Heads pages 2, 4, 5 My Puppy pages 2, 6 What Am I? pages 2, 4 Where Are the Bears? pages 2, 3, 5 Why Did the Chicken Cross the Road? pages 2, 4, 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 5 Wild Animals page 2 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself page 2 Getting Ready page 2 The Snowman pages 2, 3 A Sticky Mess page 2 Travel Bingo page 2 A Hot Day page 2 I Play Soccer page 3 Long Neck, Short Neck pages 2, 3 Sammy page 2 What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> It's My World pages 2, 3 All Mine pages 3, 7 What's a Shadow? page 11 Let's Play page 15 Kim and Jack Go Camping page 21 Just for Fun and Are They the Same? Page 27</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 5 I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Mabel Murple page 21 Zelba Zinnamon page 25</p>

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Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
(continued) Demonstrate reading-like behaviours and book handling skills	After a Bath page 30 Sailing to Sea page 34 Hickory, Dickory, Dock pages 41, 42 Mice pages 45, 46 The Squirrel pages 49, 50 The Apple and the Worm page 54 Go Wind page 57 Itsy Bitsy Spider page 62 <u>Read Aloud:</u> Babies on the Go page 2 Bernard's Bath page 7 Bibi and the Bull page 8 Castles, Caves and Honeycombs page 12 David's Drawings page 16 Ordinary Amos and the Amazing Fish pages 20, 21 The Rescue of Nanoose pages 25 - 27 Time to Sleep page 29 We All Went on Safari page 34 Wonderful Worms page 38
Recognize signs, symbols in the environmental print	<u>Writing Guide</u> pages 6, 7, 30, 40 <u>Working With Words Guide</u> pages 28 – 35, 53, 65, 66 <u>Guided Reading:</u> Making Things page 3 The Snowman page 2 I Play Soccer page 2 <u>Shared Reading:</u> Do You See Colours? pages 6, 7 Going to the Park with Grandpa page 8 It's My World page 2 The Little Turtle page 6 What Am I? page 7 Why Did the Chicken Cross the Road? page 4

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Reading	
It is expected that students will:	
(continued) Recognize signs, symbols in the environmental print	<p><u>Small-Group Shared Reading:</u> Wild Animals page 3 All By Myself page 3 The Snowman page 4 Travel Bingo page 4 A Hot Day pages 2, 4 I Play Soccer page 4 Sammy page 4 What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8 Kim and Jack Go Camping page 21</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 16 Go Wind page 57</p> <p><u>Read Aloud:</u> We All Went on Safari page 34</p>
Recognize own name in print	<u>Reading Guide</u> page 18
Recognize that print and pictures are related	<p><u>Working With Words Guide</u> page 87</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 Sisters page 2 Making Things page 3 All By Myself page 2 Getting Ready page 2 The Snowman page 3 Travel Bingo page 2 A Birthday for the Twins page 3</p> <p><u>Shared Reading:</u> “But, Mom...” page 3 Going to the Park with Grandpa page 2 Hair Heads page 4</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
<p>(continued) Recognize that print and pictures are related</p>	<p>My Puppy page 3 What Am I? page 3 Where Are The Bears? page 3</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 My Family page 3 Making Things page 3 All By Myself page 2 The Snowman page 2 Travel Bingo page 3 I Play Soccer page 2 Long Neck, Short Neck page 3</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 9 Polly page 17 Mabel Murple page 21 Sailing to Sea page 34</p> <p><u>Read Aloud:</u> Bernard’s Bath page 5 Bibi and the Bull page 9 Castles, Caves, and Honeycombs page 13 The Rescue of Nanoose page 27</p>
<p>Explore the alphabet, and letter names and shapes</p>	<p><u>Writing Guide</u> pages 6, 7, 30</p> <p><u>Working With Words Guide</u> pages 22, 38 - 47</p> <p><u>Guided Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family page 2 Making Things page 2 Getting Ready page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 “But, Mom...” page 6</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
<p>(continued) Explore the alphabet, and letter names and shapes</p>	<p>Do You See Colours? pages 5, 6 Going to the Park with Grandpa page 5 The Grasshopper and Ant page 8 Helping Grandma page 7 It's My World pages 3 - 6 The Little Turtle pages 4, 7 Hair Heads page 7 My Puppy page 7 What Am I? page 7 Why Did the Chicken Cross the Road? page 7</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 3 My Family page 4 Making Things page 3 All By Myself page 3 Getting Ready page 4 The Snowman page 4 A Hot Day page 4 I Play Soccer page 3 Sammy page 3</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 10 Fuzzy Wuzzy, Creepy Crawly page 13 Sailing to Sea page 35 Popping Popcorn page 38 Go Wind page 59 Itsy Bitsy Spider page 64</p> <p><u>Read Aloud:</u> We All Went on Safari page 35 Wonderful Worms page 39</p>
<p>Know some letters and a few words by sight</p>	<p><u>Writing Guide</u> pages 6, 7, 30, 40</p> <p><u>Working With Words Guide</u> pages 28 – 35, 53, 65, 66</p> <p><u>Guided Reading:</u> Making Things page 3</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
<p>(continued) Know some letters and a few words by sight</p>	<p>The Snowman page 2 I Play Soccer page 2</p> <p><u>Shared Reading:</u> Do You See Colours? pages 6, 7 Going to the Park with Grandpa page 8 It's My World page 2 The Little Turtle page 6 What Am I? page 7 Why Did the Chicken Cross the Road? page 4</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 3 All By Myself page 3 The Snowman page 4 Travel Bingo page 4 A Hot Day pages 2, 4 I Play Soccer page 4 Sammy page 4 What I Wear pages 2, 3 A Birthday for the Twins pages 2, 3 Hide and Seek pages 2, 3 The Hockey Game pages 2, 3 Library Day pages 2, 3 Make a Pet Rock pages 2, 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 2 - 4, 6 "But, Mom..." pages 2 - 5 Do You See Colours? pages 2 - 6 Going to the Park with Grandpa pages 2, 4, 5 What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8 Kim and Jack Go Camping page 21</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 9</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
continued) Know some letters and a few words by sight	Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 16 Go Wind page 57 <u>Read Aloud:</u> We All Went on Safari page 34
Begin to track print with finger and eyes	<u>Reading Guide</u> pages 13, 45 <u>Shared Reading:</u> 9-1-1 Quack pages 2, 4, 6, 7 “But, Mom...” pages 2, 3 Do You See Colours? pages 2, 4 - 6 Going to the Park with Grandpa pages 2, 4 - 6 The Grasshopper and Ant pages 3, 6, 7 Helping Grandma pages 2, 4 - 6 Just Imagine ABC pages 2, 5 The Little Turtle pages 2, 3, 5, 6 Hair Heads pages 2, 4 - 6 My Puppy pages 2, 4, 6 What Am I? pages 2, 4 - 6 Where Are the Bears? pages 2, 3, 5, 6 Why Did the Chicken Cross the Road? pages 2, 4 - 6 <u>Magazine Shared Reading:</u> All Mine pages 6, 7 What’s a Shadow? page 11, Let’s Play pages 14, 15 Kim and Jack Go Camping pages 19 – 21 Just for Fun and Are They the Same? page 25 <u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4, 5 I Speak, I Say, I Talk pages 8, 9 Fuzzy Wuzzy, Creepy Crawly pages 12, 13 Polly pages 16, 17 Mabel Murple pages 20, 21 Zelba Zinnamon pages 24, 25 After a Bath pages 29, 30 Sailing to Sea pages 33, 34

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
(continued) Begin to track print with finger and eyes	Popping Corn pages 37, 38 Hickory, Dickory, Dock pages 41, 42 Mice pages 45, 46 The Squirrel pages 49, 50 The Apple and the Worm page 53 Go Wind page 57 Itsy Bitsy Spider pages 62, 63
Recognize some letters and words	<p><u>Reading Guide</u> pages 23, 24, 44, 45, 79, 80, 81</p> <p><u>Writing Guide</u> page 40</p> <p><u>Working With Words Guide</u> pages 34, 35, 41, 61, 81, 83, 85</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 Wild Animals, pages 2, 3 My Family ages 2, 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2, 3 What I Wear pages 2, 3 A Birthday for the Twins pages 2, 3 Hide and Seek pages 2, 3 The Hockey Game pages 2, 3 Library Day pages 2, 3 Make a Pet Rock pages 2, 3 The Grasshopper and Ant pages 2 – 5 Helping Grandma pages 2 – 6 Just Imagine ABC pages 2 - 5 The Little Turtle pages 2 - 5 Hair Heads pages 2 - 6</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
(continued) Recognize some letters and words	<p>My Puppy pages 2 - 6 What Am I? pages 2 - 6 Where Are the Bears? pages 2 – 6 Why Did the Chicken Cross the Road? pages 2 – 6</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals page 2 My Family pages 2, 3 Sisters page 2 Making Things pages 2, 3 All By Myself page 2 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess page 2 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2, 3 What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> It’s My World pages 3, 4 All Mine page 6 What’s a Shadow? pages 10, 11 Let’s Play pages 14, 15 Kim and Jack Go Camping pages 19 - 21 Just for Fun and Are They the Same? pages 25, 26</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4, 5 I Speak, I Say, I Talk pages 8, 9 Fuzzy Wuzzy, Creepy Crawly pages 12, 13 Polly pages 16, 17 Mabel Murple pages 20, 21 Zelba Zinnamon page 24 After a Bath page 29 Sailing to Sea pages 33, 34</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Reading	
It is expected that students will:	
(continued) Recognize some letters and words	Popping Popcorn page 37 Hickory, Dickory, Dock page 41 Mice pages 45, 46 The Squirrel pages 49, 50 The Apple and the Worm page 53 Go Wind pages 57, 58 Itsy Bitsy Spider pages 62, 63 <u>Read Aloud:</u> Babies on the Go page 3 Bernard’s Bath page 6 Bibi and the Bull page 9 Castles, Caves and Honeycombs page 13 David’s Drawings pages 16 - 18 Ordinary Amos and the Amazing Fish pages 21, 22 The Rescue of Nanoose pages 26, 27 Time to Sleep page 31 We All Went on Safari pages 34, 35 Wonderful Worms pages 38, 39

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Viewing	
It is expected that students will:	
Participate in shared viewing experiences	<p><u>Writing Guide</u> pages 20, 74, 78, 105, 106, 115 – 120</p> <p><u>Working With Words Guide</u> page 56</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 My Family pages 2, 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready page 2 The Snowman page 2 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2 – 4 What I Wear pages 2, 3 A Birthday for the Twins page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack! Page 4 “But, Mom ...” page 6 Do You See Colours pages 3 – 6 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 2, 3 Helping Grandma pages 2, 3 Just Imagine ABC page 4 The Little Turtle pages 2, 6 Hair Heads page 4 My Puppy pages 2, 4 – 7 Where Are the Bears? pages 4 – 7 Why did the Chicken Cross the Road? Pages 2, 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family pages 2, 3</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Viewing	
It is expected that students will:	
(continued) Participate in shared viewing experiences	<p>Making Things pages 2, 3 All By Myself page 2 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess page 3 Travel Bingo pages 2, 3 I Play Soccer pages 2 – 4 Long Neck, Short Neck pages 2, 4 Sammy pages 2, 3 What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> It's My World page 3 All Mine page 6 What's a Shadow? Page 9 Let's Play pages 13, 15 Kim and Jack go Camping pages 18, 19, 22 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 4 I Speak, I Say, I talk page 10 Polly page 17 Zelba Zinnamon pages 24, 25 After a Bath page 28 Sailing to Sea page 34 Popping Popcorn pages 36, 38 Mice page 44 The Squirrel page 49 The Apple and the Worm pages 57, 60 Itsy Bitsy Spider pages 61, 62</p> <p><u>Read Aloud:</u> We All Went on Safari page 34 Wonderful Worms pages 38, 39</p>
Discuss pictures/illustrations	<p><u>Writing Guide</u> page 116</p> <p><u>Guided Reading:</u> A Sticky Mess pages 2, 3</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Learning Objectives
Viewing	
(continued) Discuss pictures/illustrations	<p><u>Shared Reading:</u> Going to the Park with Grandpa page 3 Helping Grandma page 2 Just Imagine ABC page 4</p> <p><u>Magazine Shared Reading:</u> It's My World pages 2, 3 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> Popping Popcorn page 38</p> <p><u>Read Aloud:</u> Castles, Caves and Honeycombs page 10 Ordinary Amos and the Amazing Fish page 22</p>
Become aware that pictures, photographs, graphics, and illustrations convey meaning	<p><u>Working With Words Guide</u> page 87</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 Sisters page 2 Making Things page 3 All By Myself page 2 Getting Ready page 2 The Snowman page 3 Travel Bingo page 2 A Birthday for the Twins page 3</p> <p><u>Shared Reading:</u> "But, Mom..." page 3 Going to the Park with Grandpa page 2 Hair Heads page 4 My Puppy page 3 What Am I? page 3 Where Are The Bears? page 3</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 My Family page 3 Making Things page 3 All By Myself page 2</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Viewing	
(continued) Become aware that pictures, photographs, graphics, and illustrations convey meaning	<p>The Snowman page 2 Travel Bingo page 3 I Play Soccer page 2 Long Neck, Short Neck page 3</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 9 Polly page 17 Mabel Murple page 21 Sailing to Sea page 34</p> <p><u>Read Aloud:</u> Bernard’s Bath page 5 Bibi and the Bull page 9</p>
Distinguish print from illustrations	<p><u>Writing Guide</u> pages 33 – 36, 63, 64, 74, 83, 87, 94, 105, 116 – 118</p> <p><u>Working With Words Guide</u> pages 34, 35, 43</p> <p><u>Guided Reading:</u> A Birthday for the Twins page 2</p> <p><u>Shared Reading:</u> “But Mom ...” page 2 Do You See Colours? page 2 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 2, 3 Helping Grandma page 2 Just Imagine ABC page 2 The Little Turtle pages 2 - 4 Hair Heads pages 2 - 5 My Puppy page 2 Where Are the Bears? page 2</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals page 2 Sisters page 2 Making Things page 2 All By Myself page 2</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Viewing	
(continued) Distinguish print from illustrations	<p>Getting Ready page 2 The Snowman page 2 A Sticky Mess page 2 Travel Bingo page 2 A Hot Day page 2 I Play Soccer page 2 Long Neck, Short Neck page 2 What I Wear page 2</p> <p><u>Magazine Shared Reading:</u> All Mine page 6 What's a Shadow? page 12 Let's Play page 17 Kim and Jack Go Camping page 23 Just for Fun and Are They the Same? page 28</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 4 I Speak, I Say, I Talk pages 8 - 10 Fuzzy Wuzzy, Creepy Crawly pages 12, 14 Polly page 16 Mabel Murple pages 20, 22 After a Bath pages 29, 31 Sailing to Sea pages 33, 35 Popping Popcorn pages 37, 39 Hickory, Dickory, Dock pages 41, 43 The Apple and the Worm pages 53, 55 Go Wind pages 57, 60 Itsy Bitsy Spider pages 62, 64</p> <p><u>Read Aloud:</u> Babies on the Go pages 2, 3 Bernard's Bath pages 5, 6 Bibi and the Bull pages 8, 9 Castles, Caves and Honeycombs pages 12, 13 David's Drawings pages 16, 17 Ordinary Amos and the Amazing Fish pages 20, 21 The Rescue of Nanoose pages 26, 27 Time to Sleep pages 30, 31 We All Went on Safari pages 34, 35</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Viewing	
(continued) Distinguish print from illustrations	Wonderful Worms pages 38, 39
Recognize shapes in the environment and in printed materials	<p><u>Writing Guide</u> pages 6, 7, 30</p> <p><u>Working With Words Guide</u> pages 22, 38 - 47</p> <p><u>Guided Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family page 2 Making Things page 2 Getting Ready page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 “But, Mom...” page 6 Do You See Colours? pages 5, 6 Going to the Park with Grandpa page 5 The Grasshopper and Ant page 8 Helping Grandma page 7 It’s My World pages 3 - 6 The Little Turtle pages 4, 7 Hair Heads page 7 My Puppy page 7 What Am I? page 7 Why Did the Chicken Cross the Road? page 7</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 3 My Family page 4 Making Things page 3 All By Myself page 3 Getting Ready page 4 The Snowman page 4 A Hot Day page 4 I Play Soccer page 3 Sammy page 3</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Viewing	
(continued) Recognize shapes in the environment and in printed materials	<p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 10 Fuzzy Wuzzy, Creepy Crawly page 13 Sailing to Sea page 35 Popping Popcorn page 38 Go Wind page 59 Itsy Bitsy Spider page 64</p> <p><u>Read Aloud:</u> We All Went on Safari page 35 Wonderful Worms page 39</p>
Share personal experiences and feelings prompted by various visuals	<p><u>Shared Reading:</u> The Grasshopper and the Ant page 3</p> <p><u>Magazine Shared Reading:</u> It's My World Introduction page 4 What's a Shadow? page 10 Just for Fun and Are They the Same? page 26</p>
Talk about visuals they like	<p><u>Writing Guide</u> pages 20, 74, 78, 105, 106, 115 – 120</p> <p><u>Working With Words Guide</u> pages 35, 36</p> <p><u>Guided Reading:</u> All By Myself page 3 Hide and Seek page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 3, 8 The Little Turtle page 5 Where Are the Bears? page 6</p> <p><u>Magazine Shared Reading:</u> Let's Play page 15 Kim and Jack Go Camping page 20</p> <p><u>Poetry Collection Shared Reading:</u> Fuzzy Wuzzy, Creepy Crawly pages 12, 13 Zelba Zinnamon page 25 After a Bath pages 30 Popping Popcorn page 38</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Viewing	
(continued) Talk about visuals they like	The Apple and the Worm page 53 Itsy Bitsy Spider page 62

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
Engage in imaginative play - talking to self and others	<p><u>Writing Guide</u> pages 6, 7, 30, 40</p> <p><u>Working With Words Guide</u> pages 28 – 35, 53, 65, 66</p> <p><u>Guided Reading:</u> Making Things page 3 The Snowman page 2 I Play Soccer page 2</p> <p><u>Shared Reading:</u> Do You See Colours? pages 6, 7 Going to the Park with Grandpa page 8 It’s My World page 2 The Little Turtle page 6 What Am I? page 7 Why Did the Chicken Cross the Road? page 4</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 3 All By Myself page 3 The Snowman page 4 Travel Bingo page 4 A Hot Day pages 2, 4 I Play Soccer page 4 Sammy page 4 What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8 Kim and Jack Go Camping page 21</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 16 Go Wind page 57</p> <p><u>Read Aloud:</u> We All Went on Safari page 34</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
Incorporate words and phrases from books into their play	<p><u>Writing Guide</u> pages 18, 74, 78, 105, 106, 115 - 120</p> <p><u>Working With Words Guide</u> page 56</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 My Family pages 2, 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready page 2 The Snowman page 2 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2 – 4 What I Wear pages 2, 3 A Birthday for the Twins page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 “But, Mom...” page 6 Do You See Colours? pages 3 - 6 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 2, 3 Helping Grandma pages 2, 3 It’s My World pages 2, 3 The Little Turtle pages 2, 6 Hair Heads page 4 My Puppy pages 2, 4 - 7 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road? pages 2, 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family pages 2, 3</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
<p>Speaking (continued) Incorporate words and phrases from books into their play</p>	<p>Making Things pages 2, 3 All By Myself page 2 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess page 3 Travel Bingo pages 2, 3 I Play Soccer pages 2 - 4 Long Neck, Short Neck pages 2, 4 Sammy pages 2, 3 What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> It's My World page 3 All Mine page 6 What's My Shadow? page 9 Let's Play pages 13, 15 Kim and Jack Go Camping pages 18, 19, 22 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 4 I Speak, I Say, I Talk page 10 Polly page 17 Zelba Zinnamon pages 24, 25 After a Bath page 28 Sailing to Sea page 34 Popping Popcorn pages 36, 38 Mice page 44 The Squirrel page 49 The Apple and the Worm pages 57, 60 Itsy Bitsy Spider pages 61, 62</p> <p><u>Read Aloud:</u> We All Went on Safari page 34 Wonderful Worms pages 38, 39</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
<p>Speaking</p> <p>Repeat short sentences with varying forms</p>	<p><u>Writing Guide</u> pages 6, 7, 30, 40</p> <p><u>Working With Words Guide</u> pages 28 – 35, 53, 65, 66</p> <p><u>Guided Reading:</u> Making Things page 3 The Snowman page 2 I Play Soccer page 2</p> <p><u>Shared Reading:</u> Do You See Colours? pages 6, 7 Going to the Park with Grandpa page 8 It's My World page 2 The Little Turtle page 6 What Am I? page 7 Why Did the Chicken Cross the Road? page 4</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 3 All By Myself page 3 The Snowman page 4 Travel Bingo page 4 A Hot Day pages 2, 4 I Play Soccer page 4 Sammy page 4 What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8 Kim and Jack Go Camping page 21</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 16 Go Wind page 57</p> <p><u>Read Aloud:</u> We All Went on Safari page 34</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
Join in and contribute to shared language experiences, songs, action verses, and rhymes	<p><u>Working With Words Guide</u> page 56</p> <p><u>Writing Guide</u> pages 18, 74, 78, 105, 106, 115 – 120</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 My Family pages 2, 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready page 2 The Snowman page 2 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2 – 4 What I Wear pages 2, 3 A Birthday for the Twins page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 But Mom page 6 Do You See Colours? pages 3 - 6 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 2, 3 Helping Grandma pages 2, 3 It's My World pages 2, 3 Just Imagine ABC page 4 The Little Turtle pages 2, 6 Hair Heads page 4 My Puppy pages 2, 4 - 7 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road? pages 2, 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family pages 2, 3</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
<p>Speaking (continued) Join in and contribute to shared language experiences, songs, action verses, and rhymes</p>	<p>Making Things pages 2, 3 All By Myself page 2 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess page 3 Travel Bingo pages 2, 3 I Play Soccer pages 2 - 4 Long Neck, Short Neck pages 2, 4 Sammy pages 2, 3 What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> It's My World page 3 All Mine page 6 What's a Shadow? page 9 Let's Play pages 13, 15 Kim and Jack Go Camping pages 18, 19, 22 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 4 I Speak, I Say, I Talk page 10 Polly page 17 Zelba Zinnamon pages 24, 25 After a Bath page 28 Sailing to Sea page 34 Popping Popcorn pages 36, 38 Mice page 44 The Squirrel page 49 The Apple and the Worm pages 57, 60 Itsy Bitsy Spider pages 61, 62</p> <p><u>Read Aloud:</u> We All Went on Safari page 34 Wonderful Worms pages 38, 39</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
Talk about personal experiences, preferences, and topics of interest	<p><u>Guided Reading:</u> My Family page 3 Making Things page 3 All By Myself page 3 Getting Ready page 3 A Sticky Mess page 3 Travel Bingo page 3 A Hot Day page 3 I Play Soccer page 3 Long Neck, Short Neck page 3 Sammy page 3 What I Wear page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 “But, Mom...” page 5 Do You See Colours? page 3 Going to the Park with Grandpa page 2 The Grasshopper and Ant page 2 Helping Grandma page 5 It’s My World page 5 Just Imagine ABC page 6 The Little Turtle page 6 Hair Heads page 4 My Puppy page 4 What Am I? page 6 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road? page 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 5 Wild Animals page 3 My Family page 3 Making Things page 3 Getting Ready page 3 The Snowman page 3 A Sticky Mess page 3 Travel Bingo page 3 A Hot Day page 3 I Play Soccer page 3</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
(continued) Talk about personal experiences, preferences, and topics of interest	<p>Long Neck, Short Neck page 4 Sammy page 3 What I Wear page 3</p> <p><u>Read Aloud:</u> The Rescue of Nanoose page 27 Time to Sleep page 31 Wonderful Worms page 39</p>
Make relevant comments and ask questions about topics of interest	<p><u>Writing Guide</u> pages 42, 68, 74, 77, 84, 89, 100</p> <p><u>Working With Words Guide</u> page 87</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 Wild Animals page 3 My Family page 3 Sisters pages 2, 3 Making Things page 3 All By Myself pages 2, 3 Getting Ready pages 2, 3 A Sticky Mess pages 2, 3 Travel Bingo page 2 A Hot Day page 3 Long Neck, Short Neck page 4 Sammy page 4 What I Wear page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 6 “But, Mom...” page 3 Do You See Colours? page 5 Going to the Park with Grandpa pages 2, 7 The Grasshopper and Ant page 2 Helping Grandma page 2 It’s My World pages 3 - 5 The Little Turtle pages 5, 6 Hair Heads page 5 My Puppy pages 4, 7 Where Are the Bears? page 5 Why Did the Chicken Cross the Road? page 4</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
<p>Speaking (continued) Make relevant comments and ask questions about topics of interest</p>	<p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals pages 2, 3 My Family page 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself page 2 Getting Ready pages 2, 3 A Sticky Mess page 3 Travel Bingo page 3 Long Neck, Short Neck page 4 Sammy page 4</p> <p><u>Magazine Shared Reading:</u> It's My World pages 3, 4 All Mine page 8 What's My Shadow? pages 10, 12 Let's Play pages 14, 15 Kim and Jack Go Camping pages 21, 22 Just for Fun and Are They the Same? pages 25 - 27</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4 - 6 I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 12 Polly pages 17, 18 Zelba Zinnamon page 24 Sailing to Sea pages 32, 34 Popping Popcorn page 38 Hickory Dickory Dock page 42 Mice pages 45, 47 The Squirrel page 51 The Apple and the Worm page 54 Go Wind page 60</p> <p><u>Read Aloud:</u> We All Went on Safari page 34 Wonderful Worms pages 38, 39</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
Answer questions related to personal experiences and text	<p><u>Working With Words Guide</u> page 56</p> <p><u>Writing Guide</u> pages 18, 74, 78, 105, 106, 115 – 120</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 My Family pages 2, 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready pages 2, 3 The Snowman page 2 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2 - 4 What I Wear pages 2, 3 A Birthday for the Twins page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack! Page 4 “But, Mom...” page 6 Do You See Colours? page 3 – 6 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 2, 3 Helping Grandma pages 2, 3 Just Imagine ABC page 4 The Little Turtle pages 2, 6 Hair Heads page 4 My Puppy pages 2, 4 – 7 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road pages 2, 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family pages 2, 3</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
Recall some details about personal experiences and about stories	<p><u>Guided Reading:</u> My Family page 3 Making Things page 3 All By Myself page 3 Getting Ready page 3 A Sticky Mess page 3 Travel Bingo page 3 A Hot Day page 3 I Play Soccer page 3 Long Neck, Short Neck page 3 Sammy page 3 What I Wear page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 “But, Mom...” page 5 Do You See Colours? page 3 Going to the Park with Grandpa page 2 The Grasshopper and Ant page 2 Helping Grandma page 5 It’s My World page 5 Just Imagine ABC page 6 The Little Turtle page 6 Hair Heads page 4 My Puppy page 4 What Am I? page 6 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road? page 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 5 Wild Animals page 3 My Family page 3 Making Things page 3 Getting Ready page 3 The Snowman page 3 A Sticky Mess page 3</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
Talk about new learning	<p><u>Writing Guide</u> pages 18, 74, 78, 105, 106, 115 - 120</p> <p><u>Working With Words Guide</u> page 56</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 My Family pages 2, 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready page 2 The Snowman page 2 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2 – 4 What I Wear pages 2, 3 A Birthday for the Twins page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 “But, Mom...” page 6 Do You See Colours? pages 3 - 6 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 2, 3 Helping Grandma pages 2, 3 It’s My World pages 2, 3 The Little Turtle pages 2, 6 Hair Heads page 4 My Puppy pages 2, 4 - 7 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road? pages 2, 5</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
<p>Speaking (continued) Talk about new learning</p>	<p><u>Small-Group Shared Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family pages 2, 3 Making Things pages 2, 3 All By Myself page 2 Getting Ready pages 2, 3 The Snowman pages 2, 3 A Sticky Mess page 3 Travel Bingo pages 2, 3</p> <p>I Play Soccer pages 2 - 4 Long Neck, Short Neck pages 2, 4 Sammy pages 2, 3 What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> It's My World page 3 All Mine page 6 What's My Shadow? page 9 Let's Play pages 13, 15 Kim and Jack Go Camping pages 18, 19, 22 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 4 I Speak, I Say, I Talk page 10 Polly page 17 Zelba Zinnamon pages 24, 25 After a Bath page 28 Sailing to Sea page 34 Popping Popcorn pages 36, 38 Mice page 44 The Squirrel page 49 The Apple and the Worm pages 57, 60 Itsy Bitsy Spider pages 61, 62</p> <p><u>Read Aloud:</u> We All Went on Safari page 34 Wonderful Worms pages 38, 39</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
<p>Speaking</p> <p>Share feelings prompted by texts and talk about favourite stories and books</p>	<p><u>Writing Guide</u> pages 78, 108</p> <p><u>Working With Words Guide</u> pages 43, 44, 57, 87, 89, 93</p> <p><u>Guided Reading:</u> My Family page 2 Getting Ready page 2 Travel Bingo page 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2, 3 What I Wear page 3</p> <p><u>Shared Reading:</u> Going to the Park with Grandpa page 2 Where Are the Bears? page 6</p> <p><u>Small-Group Shared Reading:</u> My Family page 2 Getting Ready page 2 Travel Bingo page 2 A Hot Day page 2 Long Neck, Short Neck pages 2, 3 Sammy pages 2, 3</p> <p><u>Magazine Shared Reading:</u> Kim and Jack Go Camping pages 21, 22 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4 - 6 I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 17 Mabel Murple page 21 Mice page 45 The Apple and the Worm page 54</p> <p><u>Read Aloud:</u> Time to Sleep pages 30, 31 Wonderful Worms page 39</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
Experiment with rhythm, rhymes, and sounds	<p><u>Writing Guide</u> pages 6, 7, 30, 40</p> <p><u>Working With Words Guide</u> pages 28 – 35, 53, 65, 66</p> <p><u>Guided Reading:</u> Making Things page 3 The Snowman page 2 I Play Soccer page 2</p> <p><u>Shared Reading:</u> Do You See Colours? pages 6, 7 Going to the Park with Grandpa page 8 It's My World page 2 The Little Turtle page 6 What Am I? page 7 Why Did the Chicken Cross the Road? page 4</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 3 All By Myself page 3 The Snowman page 4 Travel Bingo page 4 A Hot Day pages 2, 4 I Play Soccer page 4 Sammy page 4 What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8 Kim and Jack Go Camping page 21</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 16 Go Wind page 57</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Speaking	
(continued) Experiment with rhythm, rhymes, and sounds	<u>Read Aloud:</u> We All Went on Safari page 34

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Writing	
Contribute ideas for experience chart stories, class books, captions, and titles	<p><u>Reading Guide</u> page 24</p> <p><u>Writing Guide</u> pages 10, 31, 35, 36, 38, 41, 63, 67, 74 – 75, 77, 94, 96, 106, 116, 120</p> <p><u>Guided Reading:</u> My Family page 4 Sisters page 4 A Sticky Mess page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 8 But Mom page 7 Do You See Colours? page 7 Where Are the Bears? page 7</p> <p><u>Small-Group Shared Reading:</u> My Family page 4 All By Myself page 4 The Snowman page 4 Long Neck, Short Neck page 4 Sammy page 4</p> <p><u>Magazine Shared Reading:</u> What’s a Shadow? page 12 Let’s Play page 16</p>
Contribute to collaboratively written communication such as messages, letters, and notes	<p><u>Reading Guide</u> pages 46, 97</p> <p><u>Writing Guide</u> pages 17 – 24, 29- 42, 64, 76, 83, 86, 97</p> <p><u>Working With Words Guide</u> pages 32, 33, 48 – 55, 79, 81 - 85</p> <p><u>Guided Reading:</u> My Family page 2 Making Things page 2 All By Myself page 4 The Snowman page 3 A Birthday for the Twins page 2 The Hockey Game page 2</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
<p>Writing (continued) Contribute to collaboratively written communication such as messages, letters, and notes</p>	<p><u>Shared Reading:</u> 9-1-1 Quack page 8 “But, Mom...” page 7 Do You See Colours? page 4 Going to the Park with Grandpa page 7 The Grasshopper and Ant page 8 Helping Grandma page 7 The Little Turtle page 7 My Puppy page 3 Where Are the Bears? page 7</p> <p><u>Small-Group Shared Reading:</u> Making Things page 2 All By Myself page 2</p>
<p>Experiment with drawing, scribbling, letters, and temporary spelling</p>	<p><u>Writing Guide</u> pages 17 – 24, 31- 42, 76, 83, 86, 97</p> <p><u>Working With Words Guide</u> pages 32, 33, 48 – 55, 79, 81 - 85</p>
<p>Share drawing and own or scribed writing with others by explaining message and meaning</p>	<p><u>Writing Guide</u> pages 24, 30, 32, 34, 36, 38, 40, 42, 68, 69, 77, 78, 87, 98 – 100, 108, 110, 119, 121</p> <p><u>Guided Reading:</u> The Snowman page 3 Sammy page 3</p> <p><u>Shared Reading:</u> “But, Mom ...” page 7</p> <p><u>Small-Group Shared Reading:</u> My Family page 4 What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8</p> <p><u>Read Aloud:</u> Ordinary Amos and the Amazing Fish page 23</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Writing	
<p>Begin to develop an understanding of written language conventions including to:</p> <ul style="list-style-type: none"> -develop a sense of sentence -demonstrate curiosity about visual features of letters and familiar words -use some sound-letter correspondence in writing -print own name and copy environmental print and familiar words -recognize capital letters and periods in print texts 	<p><u>Writing Guide</u> pages 22, 23, 26, 27, 30, 32 – 35, 37, 39 – 42, 63 – 65, 68, 75 – 77, 83 – 87, 95, 97, 99, 107 – 109, 117, 118, 120</p> <p><u>Guided Reading:</u> Getting Ready page 3 What I Wear page 3</p> <p><u>Shared Reading:</u> Just Imagine ABC page 7</p>
Explore the alphabet and letter names and shapes	<u>Writing Guide</u> pages 12, 14 – 17, 19 – 42, 47 – 52, 56 – 69, 73 – 78, 82 – 89, 93 – 100, 104 – 110, 115 – 121
Make letter-like shapes or actual letters and numbers	<u>Writing Guide</u> pages 12, 14 – 17, 19 – 42, 47 – 52, 56 – 69, 73 – 78, 82 – 89, 93 – 100, 104 – 110, 115 – 121

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Representing	
Share ideas and experiences in a variety of ways including dramatizations, role playing, art, and movement	<p><u>Writing Guide</u> page 31</p> <p><u>Working With Words Guide</u> pages 29, 31, 35, 40, 50, 52, 54 – 58, 79, 82 – 84, 86, 89</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 But Mom pages 2, 3 Do You See Colours? page 4 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 3, 6 Helping Grandma pages 2, 4 It's My World page 2 Just Imagine ABC page 2 The Little Turtle pages 3, 5 Hair Heads page 4 My Puppy page 4 What Am I? pages 2, 5 Where Are the Bears? page 2 Why Did the Chicken Cross the Road? page 2</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals page 2 My Family page 2 Sisters page 2 Making Things page 2 All By Myself page 2 Getting Ready page 2 The Snowman page 2 A Sticky Mess page 2 Travel Bingo page 2 A Hot Day page 2 I Play Soccer page 2 Long Neck, Short Neck page 2 Sammy page 3 What I Wear page 2</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
<p>Representing (continued) Share ideas and experiences in a variety of ways including dramatizations, role playing, art, and movement</p>	<p><u>Magazine Shared Reading:</u> Let's Play page 14 Kim and Jack Go Camping pages 19, 20 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 4 I Speak, I Say, I Talk page 8 Fuzzy Wuzzy, Creepy Crawly page 14 Polly page 16 Mabel Murple page 20 After a Bath page 29 Sailing to Sea page 33 Popping Popcorn page 38 Hickory, Dickory, Dock page 41 The Apple and the Worm page 53 Go Wind page 57 Itsy Bitsy Spider page 62</p> <p><u>Read Aloud:</u> Time to Sleep page 30</p>
<p>Respond to stories through drawing</p>	<p><u>Reading Guide</u> page 24</p> <p><u>Writing Guide</u> pages 10, 31, 35, 36, 38, 41, 63, 67, 74 – 75, 77, 94, 96, 106, 116, 120</p> <p><u>Guided Reading:</u> My Family page 4 Sisters page 4 A Sticky Mess page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 8 But Mom page 7 Do You See Colours? page 7 Where Are the Bears? page 7</p> <p><u>Small-Group Shared Reading:</u> My Family page 4</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Representing	
(continued) Respond to stories through drawing	<p>All By Myself page 4 The Snowman page 4 Long Neck, Short Neck page 4 Sammy page 4</p> <p><u>Magazine Shared Reading:</u> What’s a Shadow? page 12 Let’s Play page 16</p>
Communicate through and about their drawings	<p><u>Writing Guide</u> pages 5 – 9, 16, 38, 46, 51, 66, 68, 76, 83, 95, 98, 107, 109, 118</p> <p><u>Guided Reading:</u> I Feed Animals page 3 Wild Animals page 3 My Family page 3 Sisters page 3 Making Things page 3 All By Myself page 3 Getting Ready page 3 The Snowman page 3 A Sticky Mess page 3 Travel Bingo page 3 I Play Soccer page 3 Long Neck, Short Neck page 3 Sammy page 3 What I Wear page 3 A Birthday for the Twins page 3 Hide and Seek page 3 The Hockey Game page 3 Library Day page 3 Make a Pet Rock page 3</p> <p><u>Shared Reading:</u> “But, Mom...” page 7 Do You See Colours? page 7 Going to the Park With Grandpa page 7 The Grasshopper and the Ant page 7</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Representing	
(continued) Communicate through and about their drawings	<p>Just Imagine ABC page 7 The Little Turtle page 7 My Puppy page 8 What Am I page 7 Where Are the Bears? page 7 Why Did the Chicken Cross the Road? page 7</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 4 Wild Animals page 4 My Family page 4 Sisters page 4 All By Myself page 4 The Snowman page 4 A Sticky Mess page 4 Travel Bingo page 4 A Hot Day page 4 I Play Soccer page 4 Long Neck, Short Neck page 4 Sammy page 4 What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8 Let's Play page 16 Kim and Jack Go Camping page 22 Just for Fun and Are They the Same? page 27</p> <p><u>Poetry Collections Shared Reading:</u> I Speak, I Say, I Talk page 10 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 18 Zelba Zinnamon page 27 After a Bath page 31 Sailing to Sea page 35 Popping Popcorn page 39 Mice page 47 The Squirrel page 51 Go Wind page 60</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Representing	
(continued) Communicate through and about their drawings	<u>Read Aloud:</u> Bernard’s Bath page 7 David’s Drawings page 19
Dictate short stories to accompany their drawings	<u>Writing Guide</u> pages 22, 23, 26, 27, 30, 32 – 35, 37, 39 – 42, 63 – 65, 68, 75 – 77, 83 – 87, 95, 97, 99, 107 – 109, 117, 118, 120 <u>Guided Reading:</u> Getting Ready page 3 What I Wear page 3 <u>Shared Reading:</u> Just Imagine ABC page 7
Incorporate story elements into their play	<u>Reading Guide</u> pages 45, 54, 58, 59
Contribute ideas for group creations such as drawings, dioramas, and puppet plays	<u>Reading Guide:</u> pages 8, 16, 41, 99 <u>Guided Reading:</u> Getting Ready page 3 <u>Shared Reading:</u> 9-1-1 Quack page 3 The Little Turtle pages 4, 6 Where Are the Bears? pages 3, 4, 6 <u>Magazine Shared Reading:</u> Kim and Jack Go Camping pages 20, 22 <u>Poetry Collection Shared Reading:</u> Fuzzy Wuzzy, Creepy Crawly pages 12, 13 Zelba Zinnamon page 25 After a Bath page 30 Hickory, Dickory, Dock page 41 The Apple and the Worm page 53 <u>Read Aloud:</u> Bibi and the Bull page 10 David’s Drawings page 18 Ordinary Amos and the Amazing Fish page 23

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Representing	
(continued) Contribute ideas for group creations such as drawings, dioramas, and puppet plays	Time to Sleep page 31
Experiment with sound, movement, and other forms of representing to share ideas and experiences	<u>Writing Guide</u> pages 5 – 9 <u>Working With Words Guide</u> pages 30 – 35, 53, 65, 66 <u>Guided Reading:</u> <u>Making Things</u> page 3

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Most students in Kindergarten are expected to understand the following concepts about the language cues and conventions	
Pragmatic Cues and Conventions (Kindergarten)	
<ul style="list-style-type: none"> -Recognize the variations in language use at home, on the playground, and in the classroom. -Interact with peers and teachers using appropriate volume, tone, and vocabulary. -Use language to satisfy social needs and tell about past events. -Know how to take turns while speaking. -Cease activity to listen or view. -Pay attention when another person is speaking. -Participate in activities willingly. -Demonstrate attentiveness in group activities. -Find ways to be helpful to others. 	<p><u>Writing Guide</u> pages 78, 108</p> <p><u>Working With Words Guide</u> pages 43, 44, 57, 87, 89, 93</p> <p><u>Guided Reading:</u> My Family page 2 Getting Ready page 2 Travel Bingo page 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2, 3 What I Wear page 3</p> <p><u>Shared Reading:</u> Going to the Park with Grandpa page 2 Where Are the Bears? page 6</p> <p><u>Small-Group Shared Reading:</u> My Family page 2 Getting Ready page 2 Travel Bingo page 2 A Hot Day page 2 Long Neck, Short Neck pages 2, 3 Sammy pages 2, 3</p> <p><u>Magazine Shared Reading:</u> Kim and Jack Go Camping pages 21, 22 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4 - 6 I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 17 Mabel Murple page 21 Mice page 45 The Apple and the Worm page 54</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Most students in Kindergarten are expected to understand the following concepts about the language cues and conventions	
Pragmatic Cues and Conventions (Kindergarten)	
	<u>Read Aloud:</u> Time to Sleep pages 30, 31 Wonderful Worms page 39
Textual Cues and Conventions (Kindergarten)	
<ul style="list-style-type: none"> -Describe what is seen and heard in a logical way. -Use illustration, photographs, objects, and other visual and auditory cues to understand ideas. -Have a sense of story and know familiar tunes, nursery rhymes, or songs in full or part. -Tell and dramatize stories using own words and appropriate gestures. -Express ideas using drawing and approximations of letters or words. -Present information using objects, photographs, drawings to tell whom they belong to, how they were acquired, how they were used, or why they are special. 	<u>Writing Guide</u> pages 18, 74, 78, 105, 106, 115 - 120 <u>Working With Words Guide</u> pages 56, 89 <u>Guided Reading:</u> All By Myself page 3 A Sticky Mess page 3 Long Neck, Short Neck page 2 <u>Shared Reading:</u> 9-1-1 Quack page 3 The Little Turtle page 5 Where Are the Bears? page 6 <u>Magazine Shared Reading:</u> Let's Play page 15 Kim and Jack Go Camping page 20 <u>Poetry Collection Shared Reading:</u> Fuzzy Wuzzy, Creepy Crawly pages 12, 13 Zelba Zinnamon page 25 After a Bath page 30 Popping Popcorn page 38 The Apple and the Worm page 53 Itsy Bitsy Spider page 62 <u>Read Aloud:</u> Ordinary Amos and the Amazing Fish page 23 The Rescue of Nanoose page 26 Time to Sleep page 31 Wonderful Worms pages 39, 40

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Most students in Kindergarten are expected to understand the following concepts about the language cues and conventions	
Syntactical Cues and Conventions (Kindergarten)	
<ul style="list-style-type: none"> -Use simple phrasing to inform, make requests, and meet social and emotional demands. -Speak in complete sentences. -Understand and use prepositions such as under, over, in, beside. -Use connectors such as and, so, because, if. -Recognize capital letters and periods. 	<p><u>Writing Guide</u> pages 23, 24, 31, 32, 34, 35, 39, 43, 87, 108, 119</p> <p><u>Shared Reading:</u> Going to the Park With Grandpa page 4 The Grasshopper and Ant page 4 Helping Grandma page 4 Just Imagine ABC pages 3, 4 The Little Turtle page 6 Hair Heads page 6</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 3 Getting Ready page 3 A Sticky Mess page 3 Travel Bingo page 3 What I Wear page 3</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 5 I Speak, I Say, I Talk page 9 Polly pages 16, 17 Mabel Murple page 21 Zelba Zinnamon page 25 Sailing to Sea page 34 Mice page 46\ The Apple and the Worm page 53 Itsy Bitsy Spider page 63</p> <p><u>Read Aloud:</u> Bibi and the Bull page 9</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Most students in Kindergarten are expected to understand the following concepts about the language cues and conventions	
Semantic Cues and Conventions (Kindergarten)	
<ul style="list-style-type: none"> -Show interest (curiosity) in words and sounds. -Name colours, numbers, and familiar objects. -Recognize that print and pictures are related. -Recognize signs, symbols, and print (words) in the environment. -Use simple vocabulary to communicate needs and express likes and dislikes. -Use appropriate vocabulary to situate objects (under, on top, beside) or persons (teacher, friend, mom) in relation to one another. -Talk about familiar topics using simple vocabulary and expressions. -Recognize own name in print. -Recognize that speech can be recorded in words. -Realize what a printed “word” is. -Realize that words are made up of letters. -Identify similarities in beginning of words. -Identify similar endings. -Track letters and words. -Play “writing”. -Copy letters and words. -Form letters independently. 	<p><u>Reading Guide</u> pages 13, 18, 45</p> <p><u>Writing Guide</u> pages 32, 36, 63, 75, 83, 127 – 130</p> <p><u>Working With Words Guide</u> pages 45, 46</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 2, 4, 6, 7 “But, Mom...” pages 2, 3 Do You See Colours? pages 2, 4 - 6 Going to the Park with Grandpa pages 2, 4 - 6 The Grasshopper and Ant pages 3, 4, 6, 7 Helping Grandma pages 2, 4 - 6 Just Imagine ABC pages 2, 5 - 7 The Little Turtle pages 2, 3, 5, 6 Hair Heads pages 2, 4 - 6 My Puppy pages 2, 4, 6 What Am I? pages 2, 4 - 6 Where Are the Bears? pages 2, 3, 5, 6 Why Did the Chicken Cross the Road? pages 2, 4 - 6</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 4</p> <p><u>Magazine Shared Reading:</u> All Mine pages 6, 7 What’s a Shadow? page 11, Let’s Play pages 14, 15 Kim and Jack Go Camping pages 19 – 21 Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log pages 4, 5 I Speak, I Say, I Talk pages 8, 9 Fuzzy Wuzzy, Creepy Crawly pages 12, 13 Polly pages 16, 17 Mabel Murple pages 20, 21 Zelba Zinnamon pages 24, 2</p>

Correlation --- The Saskatchewan English Language Arts Curriculum to Scholastic Literacy Place for the Early Years

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Most students in Kindergarten are expected to understand the following concepts about the language cues and conventions	
Semantic Cues and Conventions (Kindergarten)	
(continued) -Spell and print own first name. -Copy environmental print and familiar words.	After a Bath pages 29, 30 Sailing to Sea pages 33, 34 Popping Corn pages 37, 38 Hickory, Dickory, Dock pages 41, 42 Mice pages 45, 46 The Squirrel pages 49, 50 The Apple and the Worm page 53 Go Wind pages 57, 60 Itsy Bitsy Spider pages 62, 63
Graphophonic Cues and Conventions (Kindergarten)	
-Speak clearly -Articulate speech sounds clearly. -Pronounce familiar words correctly. -Recognize environmental sounds. -Show awareness of sound qualities. -Identify separate words. -Recognize and generate rhyming words. -Hear, identify, and manipulate sounds in spoken words. -Recognize own name in print. -Realize what a printed “word” is. -Explore the alphabet, letter names, and letter shapes. -Track letters and words. -Use familiar letters to express ideas. -Know some letters and words by sight.	<u>Reading Guide</u> page 18 <u>Writing Guide</u> pages 12, 14 – 17, 19 – 42, 47 – 52, 56 – 69, 73 – 78, 82 – 89, 93 – 100, 104 – 110, 115 – 121 <u>Working With Words Guide</u> pages 79 - 88 <u>Shared Reading:</u> 9-1-1 Quack pages 4, 5 “But, Mom...” page 6 Do You See Colours? page 7 Going to the Park with Grandpa pages 5, 7 The Grasshopper and Ant page 6 It’s My World page 2 The Little Turtle page 5 My Puppy pages 5, 6 What Am I? page 7 <u>Small-Group Shared Reading:</u> My Family page 2 All By Myself page 3 The Snowman page 2 A Hot Day page 4 <u>Poetry Collection Shared Reading:</u> Sammy page 4

Learning Objectives	Scholastic Literacy Place for the Early Years Kindergarten
Most students in Kindergarten are expected to understand the following concepts about the language cues and conventions	
Graphophonic Cues and Conventions (Kindergarten)	
(continued) - Make letter-like shapes of actual letters and numbers. -Pretend reading and writing.	The Frog on the Log page 6 I Speak, I Say, I Talk pages 8 – 10 Fuzzy Wuzzy, Creepy Crawly page 13 Mabel Murple pages 21, 22 Zelba Zinnamon pages 24, 26 Sailing to Sea page 33 Popping Popcorn page 39 Hickory, Dickory, Dock page 41 Mice page 46 The Squirrel pages 50, 51 Go Wind pages 57 - 59 Itsy Bitsy Spider page 64 <u>Read Aloud:</u> Babies on the Go page 4 Castles, Caves and Honeycombs page 13 Ordinary Amos and the Amazing Fish page 21 Time to Sleep page 30
Other Cues and Conventions (Kindergarten)	
-Use gestures and voice volume to communicate needs and express feelings. -Imitate modelled gestures willingly. -Recognize and interpret visual and verbal cues (e.g., gesture, facial expressions, tone of voice) to aid understanding	<u>Writing Guide</u> page 89 <u>Guided Reading:</u> A Sticky Mess page 3 Long Neck, Short Neck page 2 <u>Shared Reading:</u> The Little Turtle page 5 Where Are the Bears? page 6 <u>Read Aloud:</u> Ordinary Amos and the Amazing Fish page 23 Time to Sleep page 31 Wonderful Worms page 40