

**Correlation --- The Ontario Full Day Learning – Kindergarten Program to
Scholastic Literacy Place for the Early Years Kindergarten Extension Kit**

Overall Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extensions Kit
By the end of the Full-Day Early Learning – Kindergarten program, children will:	
1. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts	<p>All Small-Group Shared Reading lessons All Guided Reading lessons</p> <p><u>Oral Language Kit:</u> All Puppet Lessons All Oral Language Games All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons All Conversation Cards</p> <p>All Inquiry Unit lessons</p> <p><u>Independent Reading Guide page 9</u></p>
2. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the E1-K team;	<p>All Small-Group Shared Reading lessons All Guided Reading lessons</p> <p><u>Oral Language Kit</u> All Puppet Lessons All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons All Conversation Cards</p> <p><u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let's Be Friends: <ul style="list-style-type: none"> - Whoever You Are - Friends - An Alien Birthday I Am Special: <ul style="list-style-type: none"> - I Like Myself! - Benny's Special Day - See What We Can Do! Solving Problems: <ul style="list-style-type: none"> - The Very Cranky Bear - The Problem At The Park - The Gingerbread Kids <u>Independent Reading Guide pages 9, 21 - 23</u></p>

**Correlation --- The Ontario Full Day Learning – Kindergarten Program to
Scholastic Literacy Place for the Early Years Kindergarten Extension Kit**

Overall Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extensions Kit
By the end of the Full-Day Early Learning – Kindergarten program, children will:	
3. use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;	<p>All Small-Group Shared Reading lessons All Guided Reading lessons</p> <p><u>Oral Language Kit</u> All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons</p> <p><u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let's Be Friends: <ul style="list-style-type: none"> - Whoever You Are - Friends - An Alien Birthday I Am Special: <ul style="list-style-type: none"> - I Like Myself! - Benny's Special Day - See What We Can Do! Solving Problems: <ul style="list-style-type: none"> - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids </p>
4. communicate in writing, using strategies that are appropriate for beginners;	<p>All Small-Group Shared lessons</p> <p><u>Guided Reading:</u> Here Is a Town page 4 On the Go page 4 Sandcastle page 4 Glasses For Li page 4 We Have Music! page 4 What Can Float? page 4 My Collage page 4 Spring Is Here! page 4 What Do I Need? page 4 A Birthday Gift for Dad page 4 Lost Cat page 4 We Are Different page 4</p>

**Correlation --- The Ontario Full Day Learning – Kindergarten Program to
Scholastic Literacy Place for the Early Years Kindergarten Extension Kit**

Overall Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extensions Kit
By the end of the Full-Day Early Learning – Kindergarten program, children will:	
<p>(continued)</p> <p>4. communicate in writing, using strategies that are appropriate for beginners;</p>	<p><u>Oral Language Kit</u> Oral Language Games: <ul style="list-style-type: none"> - Mystery Person/Word - Action Antics - Three Little Letters All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons Conversation Cards #1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 – 14, 15, 16, 17, 18, 19, 20, 21 – 23, 24 – 25, 29 – 31, 32, 33, 34, 35, 36</p> <p><u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter - Text-Type Writing Study - Concluding the Unit Let’s Be Friends: <ul style="list-style-type: none"> - Whoever You Are - Friends - An Alien Birthday - Text-Type Writing Study - Concluding the Unit I Am Special: <ul style="list-style-type: none"> - I Like Myself! - Benny’s Special Day - See What We Can Do! - Text-Type Writing Study - Concluding the Unit Solving Problems: <ul style="list-style-type: none"> - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids - Text-Type Writing Study - Concluding the Unit <u>Independent Reading Guide</u> page 9</p>

**Correlation --- The Ontario Full Day Learning – Kindergarten Program to
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Overall Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extensions Kit
By the end of the Full-Day Early Learning – Kindergarten program, children will:	
5. demonstrate a beginning understanding and critical awareness of media texts	<p><u>Small-Group Shared Reading:</u> Lost Cat page 2</p> <p><u>Guided Reading:</u> Lost Cat page 2</p> <p><u>Oral Language Kit</u> Conversation Cards # 24 – 25, 34</p> <p><u>Inquiry Unit</u> Caring for the World: - Clean Up Litter</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
Big Idea: Children are effective communicators	
Overall Expectation 1: communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts	
<i>As children progress through the Full-Day Kindergarten program, they:</i>	
1.1 explore sounds, rhythms, and language structures with guidance and on their own	<p><u>Small-Group Shared Reading:</u> Here Is a Town pages 2, 4 On the Go pages 2, 4 Sandcastle page 4 Glasses for Li page 4 We Have Music! pages 3, 4 What Can Float? page 4 My Collage pages 2, 4 Spring Is Here! page 4 What Do I Need? page 4 A Birthday Gift for Dad pages 2, 4 Lost Cat pages 2, 4 We Are Different pages 2, 3</p> <p><u>Guided Reading:</u> Here Is a Town pages 3, 4 On the Go pages 3, 4 Sandcastle pages 3, 4 Glasses for Li pages 2, 4 We Have Music! pages 2, 4 What Can Float? pages 2, 4 My Collage pages 2, 4 Spring Is Here! pages 2, 4 What Do I Need? pages 2, 4 A Birthday Gift for Dad pages 2, 4 Lost Cat pages 2, 4 We Are Different pages 2, 4</p> <p><u>Oral Language Kit</u> All Oral Language Games All Fluent Reading lessons in All Together Now</p> <p><u>Inquiry Units</u> Caring for the World: - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let's Be Friends: - Friends</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Kindergarten program, they:</i>	
(continued) 1.1 explore sounds, rhythms, and language structures with guidance and on their own	<ul style="list-style-type: none"> - An Alien Birthday <p>I Am Special:</p> <ul style="list-style-type: none"> - Benny’s Special Day - See What We Can Do! <p>Solving Problems:</p> <ul style="list-style-type: none"> - Problem At the Park - The Gingerbread Kids
1.2. listen and respond to others for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; at the learning centres; while engaged in games and outdoor play; while making scientific observations of creatures outdoors)	<p><u>Small-Group Shared Reading:</u></p> <p>Here Is a Town page 4 On the Go page 3 Sandcastle pages 3, 4 Glasses for Li page 3 We Have Music! page 3 What Can Float? pages 3, 4 My Collage page 3 Spring Is Here! page 3 What Do I Need? page 3 A Birthday Gift for Dad pages 3, 4 Lost Cat pages 3, 4 We Are Different page 3</p> <p><u>Guided Reading:</u></p> <p>Here Is a Town page 3 On the Go pages 3, 4 Sandcastle pages 3, 4 Glasses for Li page 3 We Have Music! page 3 What Can Float? pages 3 My Collage pages 3, 4 Spring Is Here! page 3 What Do I Need? page 3 A Birthday Gift for Dad pages 3, 4 Lost Cat page 3 We Are Different page 3</p> <p><u>Oral Language Kit</u></p> <p>All Puppet Lessons All Oral Language Games All Fluent Reading lessons in All Together Now Both lessons in Wordless Picture Books All Conversation Cards</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Kindergarten program, they:</i>	
<p>(continued) 1.2. listen and respond to others for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after readalouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; at the learning centres; while engaged in games and outdoor play; while making scientific observations of creatures outdoors)</p>	<p><u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower Let's Be Friends: <ul style="list-style-type: none"> - Whoever You Are - An Alien Birthday I Am Special <ul style="list-style-type: none"> - I Like Myself! - Benny's Special Day Solving Problems <ul style="list-style-type: none"> - The Very Cranky Bear - The Gingerbread Kids </p>
<p>1.3. begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset)</p>	<p><u>Small-Group Shared Reading:</u> On the Go page 4 Spring Is Here! page 4 What Do I Need? page 4 A Birthday Gift for Dad page 4 We Are Different page 4</p> <p><u>Guided Reading:</u> On the Go page 4 Sandcastle page 4 Spring Is Here! page 4 What Do I Need? page 4 Lost Cat page 4</p> <p><u>Oral Language Kit</u> All Puppet Lessons Oral Language Games: <ul style="list-style-type: none"> - Mystery Person/Word - Copycat - Action Antics All Fluent Reading lessons in All Together Now Both Wordless Picture Books All Conversation Cards</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Kindergarten program, they:</i>	
(continued) 1.3. begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset)	<u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let's Be Friends: <ul style="list-style-type: none"> - Friends - An Alien Birthday I Am Special: <ul style="list-style-type: none"> - I Like Myself! - Benny's Special Day Solving Problems: <ul style="list-style-type: none"> - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids
1.4. follow and provide one- and two-step directions in different contexts (e.g., in classroom routines; music, drama, and dance activities; outdoor play; learning centres; in large-group activities)	<u>Small-Group Shared Reading:</u> Sandcastle pages 3, 4 <u>Guided Reading:</u> Sandcastle pages 3, 4 Glasses For Li page 4 My Collage page 4 <u>Oral Language Kit</u> Oral Language Games: <ul style="list-style-type: none"> - Copycat - Barrier Games Conversation Cards #12 – 14, 35, 36 <u>Inquiry Unit</u> I Am Special: <ul style="list-style-type: none"> - Benny's Special Day
1.5 use language in various contexts to connect new experiences with what they already know (e.g., contribute ideas orally during shared or interactive writing; contribute to conversations at learning centres; respond to teacher prompts)	All Small-Group Shared Reading lessons All Guided Reading lessons <u>Oral Language Kit</u> All Puppet Lessons All Oral Language Games All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons All Conversation Cards All Inquiry Unit lessons

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Kindergarten program, they:</i>	
1.6 use language to talk about their thinking, to reflect, and to solve problems	<p><u>Small-Group Shared Reading:</u> Here Is a Town pages 3, 4 On the Go pages 3, 4 Sandcastle pages 3, 4 Glasses for Li pages 3, 4 We Have Music! page 3 What Can Float? page 3 My Collage pages 3, 4 Spring Is Here! page 3 What Do I Need? page 3 A Birthday Gift for Dad pages 3, 4 Lost Cat pages 3, 4 We Are Different page 3</p> <p><u>Guided Reading:</u> Here Is a Town pages 3, 4 On the Go page 3 Sandcastle pages 3, 4 Glasses for Li pages 3, 4 We Have Music! page 3 What Can Float? page 3 My Collage pages 3, 4 Spring Is Here! pages 3, 4 What Do I Need? pages 3, 4 A Birthday Gift for Dad pages 3, 4 Lost Cat pages 3, 4 We Are Different pages 3, 4</p> <p><u>Oral Language Kit</u> All Puppet Lessons All Oral Language Games All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons All Conversation Cards</p> <p>All Inquiry Unit lessons</p>
1.7 use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using)	<p><u>Small-Group Shared Reading:</u> Here Is a Town page 4 Sandcastle pages 3, 4 Glasses for Li page 2</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Kindergarten program, they:</i>	
<p>(continued) 1.7 use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using)</p>	<p><u>Guided Reading:</u> Here Is a Town page 4 Sandcastle pages 3, 4 Glasses for Li page 2</p> <p><u>Oral Language Kit</u> Oral Language Games - Copycat All Together Now - Monster Truck Rally - Rainstorm Wordless Picture Book - Jack and the Missing Piece Conversation Cards #6, #17, #24-25, #35</p> <p><u>Inquiry Units</u> Caring for the World - Panda Kindergarten - Somebody Cared for a Flower Let's Be Friends - An Alien Birthday Solving Problems - The Very Cranky Bear</p>
<p>1.8 ask questions for a variety of purposes (e.g., for direction, for assistance, for obtaining information, for clarification, for help in understanding something) and in different contexts (e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud activities and shared reading; while making observations on a class walk; in small groups at learning centres)</p>	<p><u>Small-Group Shared Reading:</u> What Can Float? page 3</p> <p><u>Guided Reading:</u> What Can Float? page 3</p> <p><u>Oral Language Kit</u> Oral Language Games: - Guess My Letter - Guess Who I See - Twenty Questions Conversation Cards#1, #9, #20, #35</p> <p><u>Inquiry Units</u> Caring for the World: - Clean Up Litter Let's Be Friends: - Whoever You Are - Friends</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Kindergarten program, they:</i>	
<p>(continued)</p> <p>1.8 ask questions for a variety of purposes (e.g., for direction, for assistance, for obtaining information, for clarification, for help in understanding something) and in different contexts (e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud activities and shared reading; while making observations on a class walk; in small groups at learning centres)</p>	<p>I Am Special:</p> <ul style="list-style-type: none"> - I Like Myself! - Benny’s Special Day <p>Solving Problems:</p> <ul style="list-style-type: none"> - Problem At The Park <p><u>Independent Reading Guide</u> page 4</p>
<p>1.9. describe personal experiences, using vocabulary and details appropriate to the situation</p>	<p><u>Small-Group Shared Reading:</u></p> <p>Sandcastle page 2 Glasses For Li page 2 We Have Music! page 2 My Collage page 4 Spring Is Here! pages 2, 3 What Do I Need? page 2 Lost Cat page 2</p> <p><u>Guided Reading:</u></p> <p>On the Go page 2 Sandcastle page 2 Glasses For Li page 2 We Have Music! page 2 My Collage page 4 Spring Is Here! pages 2, 3 What Do I Need? page 2 Lost Cat page 2 We Are Different page 2</p> <p><u>Oral Language Kit</u></p> <p>Puppet Lessons:</p> <ul style="list-style-type: none"> - Retelling Personal Experiences - To Persuade

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Kindergarten program, they:</i>	
(continued) 1.9. describe personal experiences, using vocabulary and details appropriate to the situation	<p>Oral Language Games:</p> <ul style="list-style-type: none"> - Conversation Collections <p>All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons All Conversation Cards</p> <p>All Inquiry Unit lessons</p>
1.10. orally retell simple events and simple familiar stories in proper sequence	<p><u>Small-Group Shared Reading:</u> Sandcastle page 2 A Birthday Gift for Dad page 4</p> <p><u>Guided Reading:</u> My Collage page 4</p> <p><u>Oral Language Kit</u> Puppet Lessons:</p> <ul style="list-style-type: none"> - Story Retelling - Story Substitutions - Retelling Personal Experiences - To Persuade <p>Oral Language Game:</p> <ul style="list-style-type: none"> - Copycat <p>Both Wordless Picture Book lessons Conversation Cards #4, 12 – 14, #21 – 23, 24 – 25, 29 - 31</p> <p><u>Inquiry Units</u> Caring for the World:</p> <ul style="list-style-type: none"> - Somebody Cared for a Flower <p>Let's Be Friends:</p> <ul style="list-style-type: none"> - Whoever You Are - Friends <p>I Am Special:</p> <ul style="list-style-type: none"> - Benny's Special Day <p>Solving Problems:</p> <ul style="list-style-type: none"> - Problem At The Park - Text-Type Writing Study

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Kindergarten program, they:</i>	
1.11 demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words	<p><u>Small-Group Shared Reading:</u> We Have Music! page 4 What Can Float? page 4 My Collage page 4 A Birthday Gift for Dad page 4 Lost Cat page 4 We Are Different page 4</p> <p><u>Guided Reading:</u> Sandcastle page 4 Glasses For Li page 4 We Have Music! page 4 My Collage page 4 Spring Is Here! page 4 Lost Cat page 4</p> <p><u>Oral Language Kit</u> All Together Now: - Row, Row, Row Your Boat - I Can Be Anything</p> <p><u>Inquiry Units</u> Caring for the World: - Somebody Cared for a Flower Let's Be Friends: - An Alien Birthday - Text-Type Writing Study I Am Special: - Benny's Special Day Solving Problems: - Problem At The Park - The Gingerbread Kids</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
Big Idea: Children are effective communicators	
Overall Expectation 2: demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL-K team	
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
2.1 demonstrate an interest in reading (e.g., expect to find meaning in pictures and text, choose to look at reading materials, respond to texts read by the teacher, re-read familiar text, confidently make attempts at reading)	<u>Oral Language Kit</u> All Fluent Readings in All Together Now <u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let’s Be Friends: <ul style="list-style-type: none"> - Whoever You Are - Friends - An Alien Birthday I Am Special: <ul style="list-style-type: none"> - I Like Myself! - Benny’s Special Day - See What We Can Do! Solving Problems <ul style="list-style-type: none"> - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids <u>Independent Reading Guide page 9</u>
2.2 identify personal preferences in reading materials (e.g., choose fiction and non-fiction books, magazines, posters, computerized interactive texts that they enjoy) in different contexts (e.g., EL-K team read-alouds, shared experiences in reading books, independent reading time)	<u>Small-Group Shared Reading</u> Lost Cat page 4 A Birthday Gift for Dad page 4 What Do I Need? page 4 <u>Guided Reading</u> Spring Is Here! page 4 Sandcastle page 4 <u>Oral Language Kit</u> Puppet Lessons: <ul style="list-style-type: none"> - Story Retelling All Together Now <ul style="list-style-type: none"> - Row, Row, Row Your Boat - The Silly Man - The Elephant

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
<p>(continued) 2.2 identify personal preferences in reading materials (e.g., choose fiction and non-fiction books, magazines, posters, computerized interactive texts that they enjoy) in different contexts (e.g., EL-K team read-alouds, shared experiences in reading books, independent reading time)</p>	<p>Both Wordless Book lessons</p> <p><u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let's Be Friends: <ul style="list-style-type: none"> - Friends - An Alien Birthday I Am Special: <ul style="list-style-type: none"> - Benny's Special Day Solving Problems: <ul style="list-style-type: none"> - The Very Cranky Bear - The Problem At The Park - The Gingerbread Kids <u>Independent Reading Guide</u></p>
<p>2.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)</p>	<p>All Small- Group Shared Reading lessons</p> <p><u>Guided Reading</u> Here Is a Town page 2 On the Go page 2 Sandcastle page 2 Glasses for Li page 2 We Have Music! page 2 What Can Float? page 2 My Collage page 2 What Do I Need? page 2 A Birthday Gift for Dad page 2 We Are Different page 2</p> <p><u>Oral Language Kit</u> All Fluent Reading lessons in All Together Now Wordless Picture Book: <ul style="list-style-type: none"> - Jack and the Missing Piece <u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Somebody Cared for a Flower - Clean Up Litter </p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
2.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)	<p>Let's Be Friends:</p> <ul style="list-style-type: none"> - Friends - An Alien Birthday <p>I Am Special:</p> <ul style="list-style-type: none"> - Benny's Special Day - See What We Can Do! <p>Solving Problems:</p> <ul style="list-style-type: none"> - Problem At The Park - The Gingerbread Kids <p>Independent Reading Guide page 9</p>
2.4 respond to a variety of materials read aloud to them (e.g., paint, draw, or construct models of characters or settings)	<p>All Small-Group Shared Reading lessons All Guided Reading lessons</p> <p><u>Oral Language Kit</u> All Puppet Lessons All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons</p> <p><u>Inquiry Units</u> Caring for the World:</p> <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter <p>Let's Be Friends:</p> <ul style="list-style-type: none"> - Whoever You Are - Friends - An Alien Birthday <p>I Am Special:</p> <ul style="list-style-type: none"> - I Like Myself! - Benny's Special Day - See What We Can Do! <p>Solving Problems:</p> <ul style="list-style-type: none"> - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids <p>Independent Reading Guide pages 21 - 23</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
<p>2.5 make predictions regarding an unfamiliar text that is read by and with the EL-K team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g., use the cover pictures and/or title to determine the topic and/or text form)</p>	<p><u>Small-Group Shared Reading:</u> Here Is a Town page 2 On the Go page 2 Sandcastle page 2 Glasses for Li pages 2 We Have Music! page 2 What Do I Need? page 2</p> <p><u>Guided Reading:</u> Here Is a Town page 2 On the Go page 2 Sandcastle page 2 Glasses for Li page 2 What Do I Need? page 2</p> <p><u>Oral Language Kit</u> All Together Now: - Row, Row, Row Your Boat Both Wordless Picture Book lessons All Conversation Cards</p> <p><u>Inquiry Units</u> Caring for the World: - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let’s Be Friends: - Whoever You Are - Friends - An Alien Birthday I Am Special: - I Like Myself! - Benny’s Special Day - See What We Can Do!</p> <p>Solving Problems: - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids</p> <p><u>Independent Reading Guide</u> page 9</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
2.6 use prior knowledge to make connections (e.g., to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the EL-K team	<p>All Small-Group Shared Reading lessons All Guided Reading lessons</p> <p><u>Oral Language Kit</u> Puppet Lesson: <ul style="list-style-type: none"> - Retelling Personal Experiences All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons</p> <p><u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let's Be Friends: <ul style="list-style-type: none"> - Whoever You Are - Friends - An Alien Birthday I Am Special: <ul style="list-style-type: none"> - I Like Myself! - Benny's Special Day - See What We Can Do! Solving Problems: <ul style="list-style-type: none"> - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids <u>Independent Reading Guide</u> page 9</p>
2.7 use illustrations to support comprehension of texts that are read by and with the teacher (e.g., initially: use the information in the pictures in a storybook as they tell the story; eventually: use pictures to support predictions and to confirm the meaning of a word)	<p><u>Small-Group Shared Reading:</u> Here Is a Town page 2 On the Go page 2 Sandcastle page 2 Glasses for Li page 2 We Have Music! page 2 What Can Float? page 2 My Collage page 2 Spring Is Here! page 2 A Birthday Gift for Dad page 2 We Are Different page 2</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
<p>(continued) 2.7 use illustrations to support comprehension of texts that are read by and with the teacher (e.g., initially: use the information in the pictures in a storybook as they tell the story; eventually: use pictures to support predictions and to confirm the meaning of a word)</p>	<p><u>Guided Reading:</u> Here Is a Town page 2 On the Go page 2 Sandcastle page 2 We Have Music! page 2 What Can Float? page 2 My Collage page 2 What Do I Need? page 2 A Birthday Gift for Dad page 2 We Are Different page 2</p> <p><u>Oral Language Kit</u> All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons</p> <p><u>Inquiry Units</u> Caring for the World: - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let's Be Friends: - Whoever You Are - Friends - An Alien Birthday I Am Special: - I Like Myself! - Benny's Special Day - See What We Can Do! Solving Problems: - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids</p> <p><u>Independent Reading Guide</u> page 9</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
<p>2.8 demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels at learning centres, in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter)</p>	<p><u>Small-Group Shared Reading:</u> Here Is a Town page 4 On the Go page 4 Sandcastle page 4 Glasses for Li page 4 We Have Music! page 4 My Collage page 4 Spring Is Here! page 3 What Do I Need? page 4 A Birthday Gift for Dad pages 3, 4 Lost Cat page 4 We Are Different page 4</p> <p><u>Guided Reading:</u> Here Is a Town page 4 On the Go page 4 Sandcastle page 4 Glasses for Li page 4 We Have Music! page 4 What Can Float? page 4 Spring Is Here! Page 4 What Do I Need? page 4 A Birthday Gift for Dad page 4 Lost Cat page 4 We Are Different page 4</p> <p><u>Oral Language Kit</u> Oral Language Games - Mystery Person/Word - Guess My Letter - Three Little Letters All Fluent Reading lessons in All Together Now Conversation Cards #1, 5, 9, 34</p> <p><u>Inquiry Units</u> Caring for the World: - Somebody Cared for a Flower - Clean Up Litter Let’s Be Friends: - Friends - An Alien Birthday</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
(continued) 2.8 demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels at learning centres, in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter)	<p>I Am Special:</p> <ul style="list-style-type: none"> - Benny’s Special Day - See What We Can Do! <p>Solving Problems:</p> <ul style="list-style-type: none"> - Problem At The Park <p>The Gingerbread Kids</p>
2.9 retell stories in proper sequence that have been read by and with the EL-K team, using pictures in the book and/or props (e.g., use props such as finger puppets or flannel-board characters; use plastic models at the sand table to tell the story of the Gingerbread Man)	<p><u>Small-Group Shared Reading:</u> Sandcastle page 3 A Birthday Gift for Dad page 4</p> <p><u>Guided Reading:</u> My Collage page 4</p> <p><u>Oral Language Kit</u> Puppet Lessons:</p> <ul style="list-style-type: none"> - Story Retelling - Story Substitutions - Retelling Personal Experiences - To Persuade <p>Oral Language Game:</p> <ul style="list-style-type: none"> - Copycat <p>Both Wordless Picture Book lessons Conversation Cards #4, 12 – 14, #21 – 23, 24 – 25, 29 - 31</p> <p><u>Inquiry Units</u> Caring for the World:</p> <ul style="list-style-type: none"> - Somebody Cared for a Flower <p>Let’s Be Friends:</p> <ul style="list-style-type: none"> - Whoever You Are - Friends

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
<p>(continued) 2.9 retell stories in proper sequence that have been read by and with the EL-K team, using pictures in the book and/or props (e.g., use props such as finger puppets or flannel-board characters; use plastic models at the sand table to tell the story of the Gingerbread Man)</p>	<p>I Am Special: - Benny’s Special Day Solving Problems: - Problem At The Park - Text-Type Writing Study</p>
<p>2.10 retell information from non-fiction materials that have been read by and with the EL-K team in a variety of contexts (e.g., read-alouds, shared reading experiences), using pictures and/or props</p>	<p><u>Guided Reading:</u> My Collage page 4 <u>Oral Language Kit</u> Puppet Lessons: - Retelling Personal Experiences <u>Inquiry Units</u> Let’s Be Friends: - Whoever You Are - Friends Solving Problems: - Problem At The Park</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
Overall Expectation 3: use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials	
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
3.1 begin to use reading strategies to make sense of unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships;)	<p>All Small-Group Shared Reading lessons All Guided Reading lessons</p> <p><u>Oral Language Kit</u> All Fluent Reading lessons in All Together Now Both Wordless Picture Book lessons</p> <p><u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter Let's Be Friends: <ul style="list-style-type: none"> - Whoever You Are - Friends - An Alien Birthday I Am Special: <ul style="list-style-type: none"> - I Like Myself! - Benny's Special Day - See What We Can Do! Solving Problems: <ul style="list-style-type: none"> - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids </p>
Overall Expectation 4: communicate in writing, using strategies that are appropriate for beginners	
4.1 demonstrate an interest in writing (e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils) and choose to write in a variety of contexts (e.g., draw or record ideas at learning centres)	<p><u>Small-Group Shared Reading:</u> On the Go page 4 We Have Music! page 4 Spring Is Here! page 4 What Do I Need? page 4 A Birthday Gift for Dad page 4 Lost Cat page 4 We Are Different page 4</p> <p><u>Guided Reading:</u> Here Is a Town page 4 On the Go page 4 Sandcastle page 4</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
<p>(continued)</p> <p>4.1 demonstrate an interest in writing (e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils) and choose to write in a variety of contexts (e.g., draw or record ideas at learning centres)</p>	<p>Spring Is Here! page 4 What Do I Need? page 4 A Birthday Gift for Dad page 4 Lost Cat page 4 We Are Different page 4</p> <p><u>Oral Language Kit</u> All Together Now: - The Beehive - Monster Truck Rally - The Frog Song - The Silly Man - I Can Be Anything - Rainstorm - Mr. Frog - The Elephant</p> <p>Both Wordless Picture Book lessons Conversation Cards #1, 3, 4, 5, 7, 10, 11, 15, 17, 18, 19, 20, 21 – 23, 24 – 25, 34, 35</p> <p><u>Inquiry Units</u> Caring for the World: - Panda Kindergarten - Somebody Cared for a Flower - Clean Up Litter - Text-Type Writing Study</p> <p>Let's Be Friends: - Whoever You Are - Friends - An Alien Birthday - Text-Type Writing Study</p> <p>I Am Special: - I Like Myself! - See What We Can Do! - Text-Type Writing Study</p> <p>Solving Problems: - The Very Cranky Bear - The Gingerbread Kids - Text-Type Writing Study</p> <p><u>Independent Reading Guide</u> page 9</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
<p>4.2 demonstrate an awareness that writing can convey ideas or messages (e.g., ask the teacher to write out new words for them)</p>	<p><u>Small-Group Shared Reading:</u> Here Is a Town page 4 Glasses for Li page 4 We Have Music! page 4 What Can Float? page 3 Spring Is Here! page 4 What Do I Need? page 4 A Birthday Gift for Dad page 4 Lost Cat page 4 We Are Different page 4</p> <p><u>Guided Reading:</u> On the Go page 4 What Can Float? page 4 My Collage page 4 We Are Different page 4</p> <p><u>Oral Language Kit</u> Oral Language Games: - Mystery Person/Word - Action Antics - Three Little Letters All Together Now: - Row, Row, Row Your Boat - Five Plump Peas - Monster Truck Rally - Mr. Frog Conversation Cards #5, 6, 7, 35</p> <p><u>Inquiry Units</u> Let's Be Friends: - Text Type Writing Study I Am Special: - Benny's Special Day - See What We Can Do! Solving Problems: - Text Type Writing Study</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
<p>4.3 write simple messages (e.g., a grocery list on unlined paper; a greeting card made on a computer; labels for a block or sand construction), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words</p>	<p>All Small-Group Shared lessons</p> <p><u>Guided Reading:</u> Here Is a Town page 4 Sandcastle page 4 Glasses For Li page 4 We Have Music! page 4 What Can Float? page 4 My Collage page 4 Spring Is Here! page 4 A Birthday Gift for Dad page 4 Lost Cat page 4</p> <p><u>Oral Language Kit</u> Oral Language Game: - Three Little Letters All Fluent Reading lessons in All Together Now</p> <p><u>Inquiry Units</u> Caring for the World: - Somebody Cared for a Flower - Clean Up Litter - Text-Type Writing Study Let’s Be Friends: - Friends - An Alien Birthday - Text-Type Writing Study - Concluding the Unit I Am Special: - I Like Myself! - Benny’s Special Day - See What We Can Do! - Text-Type Writing Study Solving Problems: - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids - Text-Type Writing Study - Concluding the Unit</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
<p>4.4 begin to use classroom resources to support their writing (e.g., a classroom word wall that is made up of children’s names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books)</p>	<p><u>Small-Group Shared Reading:</u> Here Is a Town page 4 Sandcastle page 4 Glasses for Li page 4 We Have Music! page 4 What Can Float? page 4 My Collage page 4 Spring Is Here! page 4 What Do I Need? pages 2, 3 A Birthday Gift for Dad page 4 Lost Cat page 4 We Are Different page 4</p> <p><u>Guided Reading:</u> Here Is a Town page 4 On the Go page 4 Sandcastle page 4 Glasses for Li page 4 We Have Music! page 4 What Can Float? page 4 My Collage page 4 Spring Is Here! page 4 What Do I Need? page 4 A Birthday Gift for Dad page 4 Lost Cat page 4 We Are Different page 4</p> <p><u>Oral Language Kit</u> Oral Language Games: - Mystery Person/Word - Guess My Letter - Three Little Letters All Fluent Reading lessons in All Together Now Conversation Cards #1, 5, 6, 7, 8, 9, 10, 11, 12 – 14, 15, 16, 17, 18, 19, 20, 24 – 25, 29 – 31, 32, 33, 34</p> <p><u>Inquiry Units</u> Caring for the World: - Clean Up Litter - Text-Type Writing Study Let’s Be Friends: - Whoever You Are</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
(continued) 4.4 begin to use classroom resources to support their writing (e.g., a classroom word wall that is made up of children’s names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books)	<ul style="list-style-type: none"> - Friends - An Alien Birthday - Text-Type Writing Study - Concluding the Unit <p>I Am Special:</p> <ul style="list-style-type: none"> - Benny’s Special Day - See What We Can Do! - Text-Type Writing Study <p>Solving Problems:</p> <ul style="list-style-type: none"> - The Very Cranky Bear - Problem At The Park - The Gingerbread Kids - Text-Type Writing Study - Concluding the Unit
4.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts	<p><u>Small-Group Shared Reading:</u> Here Is A Town page 4 On the Go page 4 We Have Music! page 4 My Collage page 4</p> <p><u>Guided Reading:</u> Here Is a Town page 4 On the Go page 4 Glasses for Li page 4 We Have Music! page 4 What Can Float? page 4 Spring Is Here! page 4 A Birthday Gift for Dad page 4 Lost Cat page 4 We Are Different page 4</p> <p><u>Oral Language Kit</u> All Together Now:</p> <ul style="list-style-type: none"> - The Silly Man - I Can Be Anything - Mr. Frog - The Elephant <p>Conversation Cards #1, 5, 6, 11, 12-14, 15, 16, 17, 18, 19, 20, 24 – 25, 32, 33, 34, 35, 36</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
(continued) 4.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts	<u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Somebody Cared for a Flower - Text-Type Writing Study - Concluding the Unit Let’s Be Friends: <ul style="list-style-type: none"> - Friends - An Alien Birthday - Text-Type Writing Study I Am Special: <ul style="list-style-type: none"> - I Like Myself! - Text-Type Writing Study Solving Problems: <ul style="list-style-type: none"> - The Very Cranky Bear - The Gingerbread Kids - Text-Type Writing Study
4.5 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (e.g., make a story map of “The Three Little Pigs” and retell the story individually to the teacher during a writing conference)	<u>Small-Group Shared Reading:</u> Here Is A Town page 4 We Have Music! page 4 My Collage page 4 <u>Guided Reading:</u> Here Is a Town page 4 We Have Music! page 4 Spring Is Here! page 4 Lost Cat page 4 <u>Oral Language Kit</u> All Together Now: <ul style="list-style-type: none"> - I Can Be Anything - The Elephant Jack and the Missing Piece Conversation Cards #1, 4, 7, 8, 20, 21 – 23 <u>Inquiry Units</u> Caring for the World: <ul style="list-style-type: none"> - Text-Type Writing Study Let’s Be Friends: <ul style="list-style-type: none"> - Whoever You Are - Friends - An Alien Birthday

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten Extension Kit
(continued) 4.5 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (e.g., make a story map of “The Three Little Pigs” and retell the story individually to the teacher during a writing conference)	I Am Special: <ul style="list-style-type: none"> - I Like Myself! - See What We Can Do! - Concluding the Unit Solving Problems: <ul style="list-style-type: none"> - Problem At The Park - Text-Type Writing Study
Overall Expectation 5: demonstrate a beginning understanding and critical awareness of media texts	
<i>As children progress through the Full-Day Early Learning – Kindergarten program, they:</i>	
5.1 begin to respond critically to animated works (e.g., cartoons in which animals talk, movies in which animals go to school)	Conversation Card # 34 <u>Inquiry Unit</u> Caring for the World: <ul style="list-style-type: none"> - Clean Up Litter
5.2 communicate their ideas verbally and non-verbally about a variety of media materials (e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD)	<u>Small-Group Shared Reading:</u> Lost Cat page 2 <u>Guided Reading:</u> Lost Cat page 2 Conversation Cards # 24 – 25, 34 <u>Inquiry Unit</u> Caring for the World: <ul style="list-style-type: none"> - Clean Up Litter