



BUILDING ON
Patterns

**SCOPE AND
SEQUENCE CHARTS**

**Kindergarten
Volumes 1–2**



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Kindergarten Scope and Sequence Chart Volume 1 Lessons 1–21

Lesson	Listening Comprehension	Concept Development	New Word(s) and New Letter	Braille Knowledge	Braillewriting	Sounds and Symbols	Language Activity
Lesson 1 5–14 Ready pp. 1–4	Drumming	Comparison; Left & right hands; Top & bottom of a page		Terms— Braille cell, Braille shape		Auditory perception of rhyme; Rhyming words	
Lesson 2 15–22 Ready pp. 5–10	Goldilocks and the Three Bears	Size—Little, middle-sized, big		Terms—Braille cell, full cell		/b/	
Lesson 3 23–30 Ready pp. 11–13	Mud	Growing a plant		Braille dot numbers		/m/, /b/ review; Rhyming words	Noun plurals
Lesson 4 31–40 Ready pp. 14–16	Sniffy the Dog	Animal sounds; Mimicry; Imitative words		Terms—Braille cell, braille dot, braille shapes, and braille dot numbers	Demo of writing name; Experimenting with braillewriter; Checking what is written; Embossing head & paper support bar	/m/, /b/ review	Mimicry; Imitative words

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Lesson 5 41–48 Ready pp. 17–20	The Sun and the Wind	Hot and cold foods			Finger positions; Line spacing key, embossing head, paper release lever; Braille shapes	/g/	Naming words; Sentence completion; Nouns
Lesson 6 49–58 Ready pp. 21–23	Who Can Crack Nuts?, Milking Time	Mimicry; Imitative and onomatopoeic words			Putting in and taking out paper; Finger positions; Spacing key; Making braille shapes; Finger strengthening	Rhyming words	Imitative and onomatopoeic words
Lesson 7 63–74 Go pp. 1–7	Go! Go! Go!	Classification; Comparison; Relationship—size	go, g		Reading & writing positions on Swing Cell; Loading & removing paper; Spacing; Line spacing; Relating dot numbers in reading to keys; Using the Swing Cell; Writing the word <i>go</i> and the letter <i>g</i>	/g/; g/g/	
Lesson 8 75–86 Go pp. 8–12	Crying	Color—red; Relationship—place, size (big, bigger, biggest)	you, y (red)		Reviewing dot numbers; Writing the word <i>you</i> and the letter <i>y</i>	/y/; y/y/	Inflectional endings -er, -est; Pronouns I, you

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Lesson 9 87–96 Go pp. 13–17	Hoppity	Word meanings; Verbs	can, c		Writing the letter <i>c</i> and the word <i>can</i> ; Writing the sentence <i>you can go</i>	/k/; c/k/	Noun plurals; Question transformation
Lesson 10 97–108 Go pp. 18–23	Jack Goes to Work	Space identification; Bigger/smaller	I, i	Using the capital indicator to capitalize letters	Writing the letter <i>i</i> , the word <i>I</i> , and the capital indicator; Writing the first letter or symbol in the child's name	/i/; i/i/	Question transformation; Pronouns I and me
Lesson 11 109–120 Go pp. 24–28	A Tiger, a Good Man, and a Jackal	Using <i>in</i> , <i>on</i> , and <i>under</i> ; Color—yellow	will, w (yellow)		Writing the word <i>will</i> and the letter <i>w</i> ; Writing capital letters for names	/w/; w/w/	Vocabulary use; Sentence building
Lesson 12 121–128 Go pp. 29–31	Check-up		Check-up		Check-up	Check-up	
Lesson 13 133–142 We pp. 1–6	The Crow and the Pitcher	Experimenting	have, we, h		Writing the word <i>have</i> and the letter <i>h</i>	/h/; h/h/	Inflectional ending <i>s</i> ; Noun plurals

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Lesson 14 143–152 We pp. 7–10	Autumn Woods	Onomatopoeic words; Color—blue	like, l (blue)		Writing the word <i>like</i> and the letter <i>l</i> ; Writing the sentence <i>I like you</i>	/l/; l/l/	Question transformation
Lesson 15 153–162 We pp. 11–17	Trying a New Way	Mobility terms—blocks, curbs, sidewalks, corners, streets; Map reading; Community helpers	a, ride, a	Spacing in words and sentences; Making the capital indicator	Using the braillewriter; Writing the word <i>a</i> and the letter <i>a</i>	/a/; a/a/	Word meaning—naming words
Lesson 16 163–169 We pp. 18–20	Check-up		Check-up		Check-up	Check-up	
Lesson 17 175–184 For a Ride pp. 1–5	Naughty Soap Song	Experimenting—Shrinking soap; Personal hygiene; Using the senses	so, for, s	Letter words; Braille contractions	Writing the word <i>so</i> and the letter <i>s</i> ; Writing the word <i>for</i>	/s/; s/s/	Word order in sentences
Lesson 18 185–196 For a Ride pp. 6–9	The Mouse	Color—purple; Imitative and onomatopoeic words; Comparison; Observing the weather	but, b (purple)		Writing the word <i>but</i> and the letter <i>b</i> ; Proofreading	/b/; b/b/	Question transformation

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Lesson 19 197–206 For a Ride pp. 10–14	The Goops	Developing good manners; Avoiding annoying mannerisms	and, not, n		Writing the word <i>not</i> and the letter <i>n</i> ; Writing the word <i>and</i>	/n/; n/n/	Negative transformation
Lesson 20 207–216 For a Ride pp. 15–17	You Can Smile	Body awareness	just, j		Writing the word <i>just</i> and the letter <i>j</i>	/j/; j/j/	Noun plurals; Sentence building
Lesson 21 217–224 For a Ride pp. 18–20	Check-up		Check-up		Check-up	Check-up	

Kindergarten Scope and Sequence Chart Volume 2 Lessons 22–36

Lesson	Listening Comprehension	Concept Development	New Word(s) and New Letter	Braille Knowledge	Braillewriting	Sounds and Symbols	Language Activity
Lesson 22 229–244 People Can pp. 1–7	How I’m Put Together	Body awareness and image; Color—green	do, d (green)		Writing the word <i>do</i> and the letter <i>d</i> ; Writing the sentence <i>I do</i>	/d/; d/d/	Homonyms; Sentence meanings
Lesson 23 245–256 People Can pp. 8–14	Feet	Good and bad smells	that, it, t, x		Writing the words <i>that</i> and <i>it</i> and the letters <i>t</i> and <i>x</i> ; Writing the sentences <i>I like that</i> and <i>I like it</i>	/t/, /ks/; t/t/, x/ks/; Word pattern—consonant -at/at/	Question transformation
Lesson 24 257–266 People Can pp. 15–20	People	Relationship—size; Body image	people, p, the		Writing the words <i>people</i> and <i>the</i> ; Writing the sentences <i>I like people</i> and <i>I like the people</i> ; Writing the letter <i>p</i>	/p/; p/p/; Word pattern—consonant -at/at/	Form/class—noun, verb; Prepositional phrases
Lesson 25 267–278 People Can pp. 21–26	What is Orange?	Color—orange	every, is, e (orange)		Writing the words <i>every</i> and <i>is</i> ; Writing the letter <i>e</i>	/e/; e/e/; Word pattern—consonant -et/et/	Nouns and adjectives
Lesson 26 279–286 People Can pp. 27–29	Check-up	Check-up	Check-up		Check-up	Check-up	

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Lesson 27 291–300 For Me pp. 1–8	Angry	Feelings—happy, sad, angry; Developing a light touch and a quick return	me, with, O, oh, o		Writing the words <i>with, O, oh</i> ; Writing the letter <i>o</i>	/o/; o/o/; Word pattern—consonant -ot/ot/	Negative transformation
Lesson 28 301–310 For Me pp. 9–15	The Princess and the Pea	Fact or fantasy	us, from, u, f		Writing the words <i>us</i> and <i>from</i> ; Writing the letters <i>u</i> and <i>f</i> ; Writing a sentence	/u/, /f/; u/u/, f/f/	Pronouns I, me, we, us
Lesson 29 311–322 For Me pp. 16–23	The Lion and the Mouse	Color—brown	more, of, m (brown)	Number of shapes in words	Writing the words <i>more</i> and <i>of</i> ; Writing the letter <i>m</i> ; Writing the words <i>me</i> and <i>we</i>	/m/; m/m/; Word pattern—consonant -ut/ut/	Adjectives
Lesson 30 323–329 For Me pp. 24–26	Check-up		Check-up	Check-up		Check-up	

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Lesson 31 335–344 Katie and Zack pp. 1–7	Looby Loo	Creative expression; Movement	Katie, knowledge, k	The capital braille unit	Writing the word <i>knowledge</i> and the letter <i>k</i> ; Writing sentences; Writing the name <i>Katie</i>	/k/; k/k/; Word pattern—consonant -it/it/	The conjunctive transformation
Lesson 32 345–354 Katie and Zack pp. 8–13	The Cricket and the Ant	The sense of touch; Insects	Zack, as, z		Writing the word <i>as</i> and the letter <i>z</i> ; Writing the words <i>Zack</i> and <i>blue</i>	/z/; z/z/	Noun plurals
Lesson 33 355–366 Katie and Zack pp. 14–18	Grown Up	Getting dressed; Using buttons, zippers, and hook and loop material; Tying shoelaces; Color—black	rather, r (black)		Writing the word <i>rather</i> and the letter <i>r</i> ; Writing the words <i>ride</i> and <i>black</i>	/r/; r/r/	Word order in sentences
Lesson 34 367–374 Katie and Zack pp. 19–22	Driving to the Beach	Relationship—place; Body awareness; Beach	very, v		Writing the word <i>very</i> and the letter <i>v</i> ; Writing the word <i>orange</i>	/v/; v/v/	Adjectives and nouns

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Lesson 35 375–384 Katie and Zack pp. 23–31	Who Has Seen the Wind	Relationship—size; Value	quite, ask, q	Reading and using transcriber’s notes with <i>Ask</i>	Writing the word <i>quite</i> and the letter <i>q</i> ; Writing the words <i>purple</i> and <i>ask</i>	/kw/; q/kw/	The question transformation
Lesson 36 385–392 Katie and Zack pp. 32–34	Check-up		Check-up	Check-up		Check-up	



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