Preview - Information

Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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Google Slides Lessons Preview

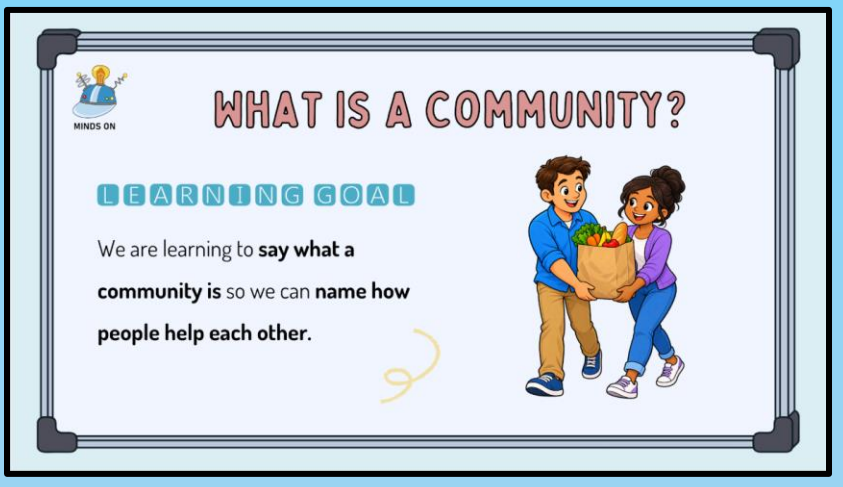
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BC Social Studies Curriculum
Local Communities– Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



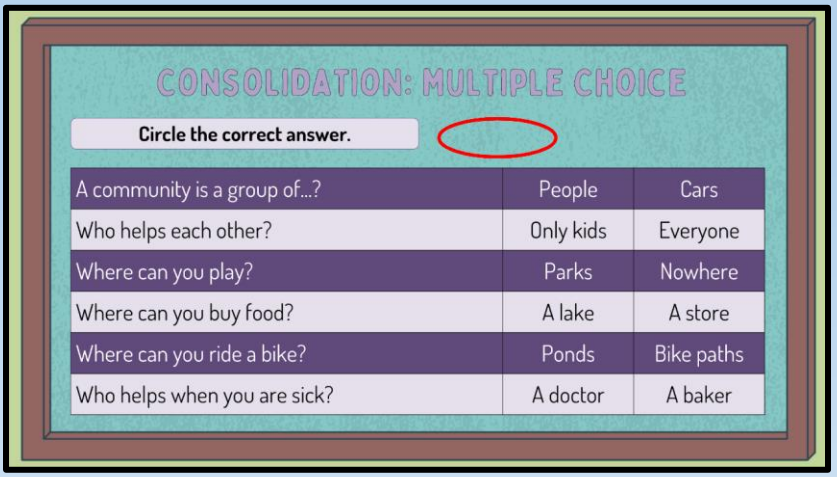


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

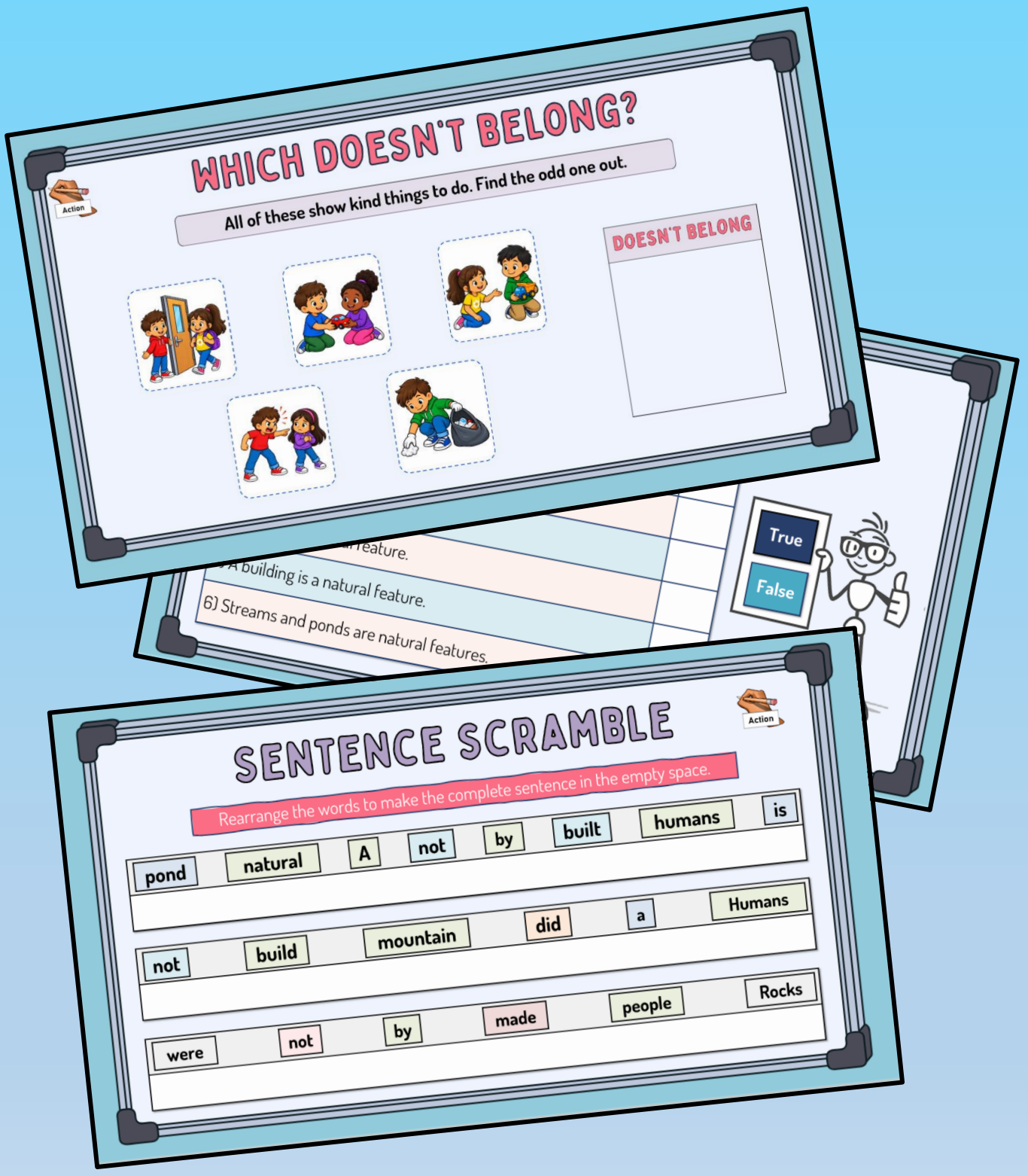
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



A community is a group of...?	People	Cars
Who helps each other?	Only kids	Everyone
Where can you play?	Parks	Nowhere
Where can you buy food?	A lake	A store
Where can you ride a bike?	Ponds	Bike paths
Who helps when you are sick?	A doctor	A baker

BC Social Studies Curriculum
Local Communities– Grade 1



BC Social Studies Curriculum
Local Communities– Grade 1



Workbook Preview

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Grade 1 – Social Studies Unit

Local Communities



Big Idea 1: We shape the local environment, and the local environment shapes who we are and how we live.

Big Idea 2: Our rights, roles, and responsibilities are important for building strong communities.

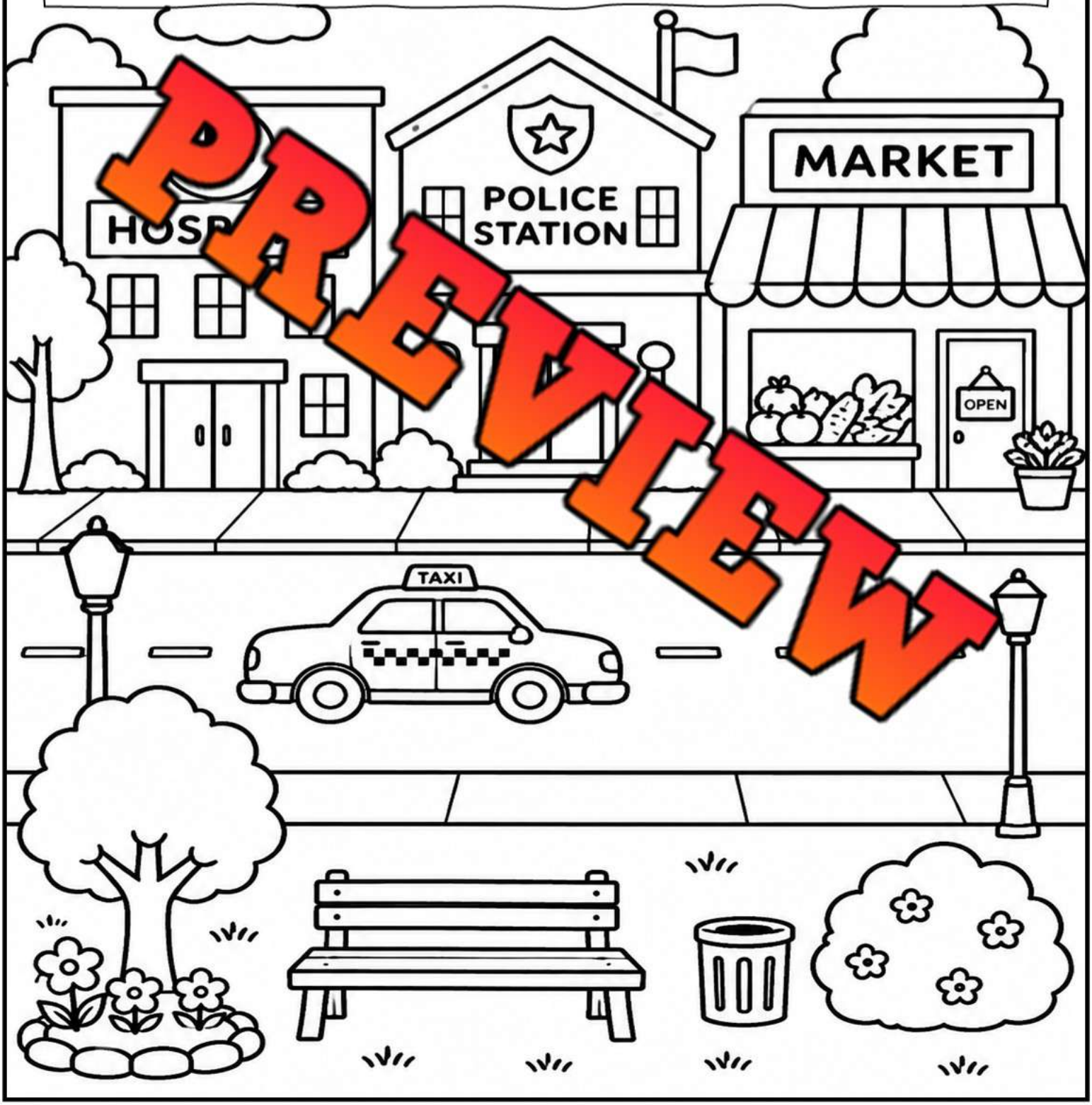
Big Idea 3: Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Preview of 120 pages from this product that contains 250 pages total.

1.1		76, –115
1.2	the local and other communities	87–97
1.3	Relationships between a community and its environment	22–40
1.4	Roles, rights, and responsibilities in the local community	77–79, 100–164
1.5	Key events and developments in the local community, and in local First Peoples communities	165–180
1.6	Natural and human-made features of the local environment	10–21, 26–37, 41–64, 67–72

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LOCAL COMMUNITIES



PREVIEW

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Name: _____ 8

Curriculum Connection
1.1

What Makes a Good Community Member?

A good community member is someone who helps and cares for others. Here are some things that make someone a good member of their community:

Helping Others

Good c[illegible]mbers **lend a hand** when other[illegible]ed hel[illegible]y hold the door, pick up dropped i[illegible]share [illegible] supplies.



Being K[illegible]

Showing **kindness** means using kind [illegible]d actions. Saying "please" and "thank you" helps make everyone feel happy and welcome.



Working Together

Te[illegible]rk is important in a [illegible]d members [illegible]sks [illegible]tur[illegible] and listen to [illegible] get things done.

Showing Respect

Respect means treating others the way you want to be treated. It includes listening, not interrupting, and following rules.

Taking Care of Places

Community members keep their areas clean. They don't litter. They help keep parks, schools, and sidewalks tidy.

PREVIEW

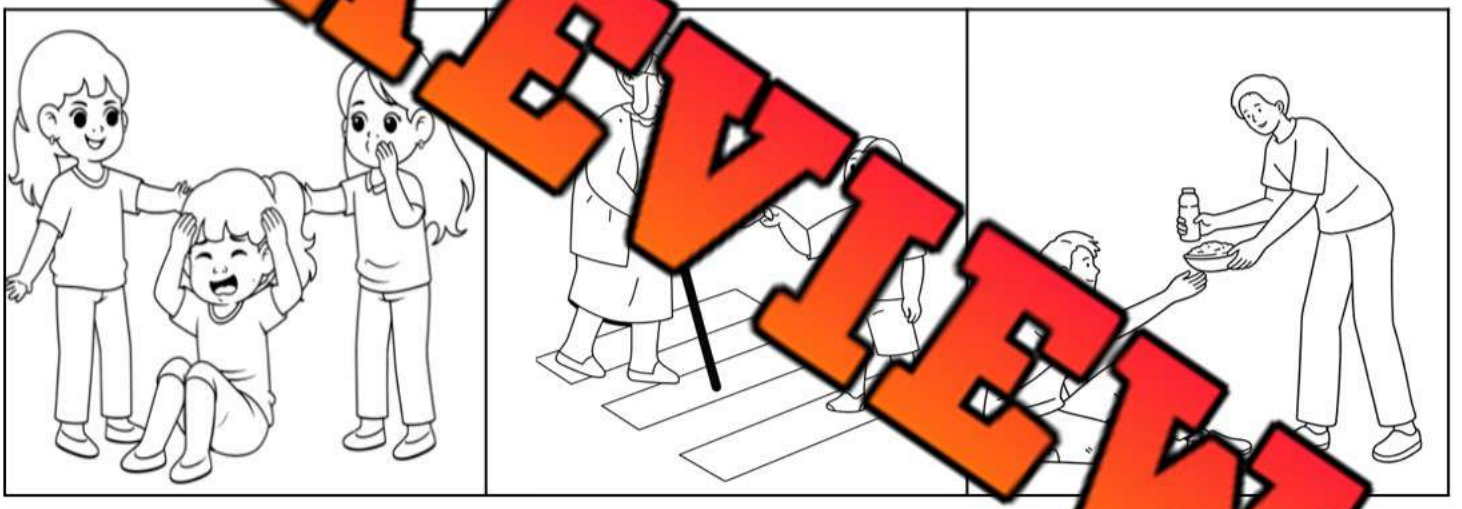
Name: _____ 9

Curriculum Connection
1.1

Circle Are the kids below good community members?

1) Sarah picks up trash in the park.	Yes	No
2) Tom refuses to share his toys with friends.	Yes	No
3) Lily helps her friend carry a heavy book.	Yes	No
4) Emma says "please" and "thank you" often.	Yes	No
5) Jake s over others when they are talking.	Yes	No
6) Leo h on the playground.	Yes	No

Colour Colo res of the good community members.



Pledge Write a pledge: ***"I will be a good citizen by..."***



- _____
- _____
- _____
- _____

PREVIEW

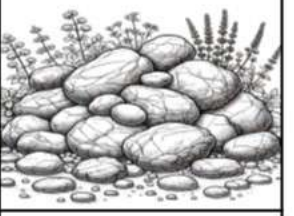
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Curriculum Connection
1.6

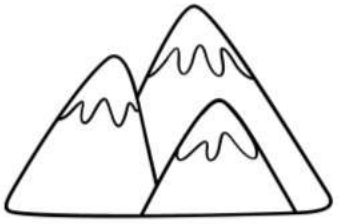
Natural Features

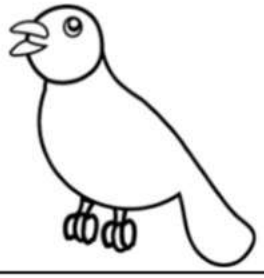
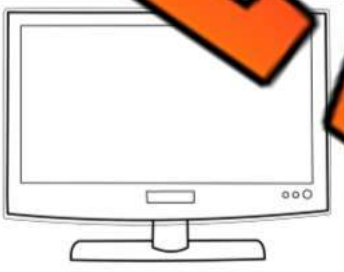
What is a Natural Feature?

A **natural feature** is something that was not built by humans. Examples:

				
Pl	Trees	Streams	Ponds	Rocks

Natural Featu tou the natural features.

			
Mountain	Building	Tree	House

			
Bird	Car	TV	Chipmunk

			
Bush	Waterfall	Bike	Apple

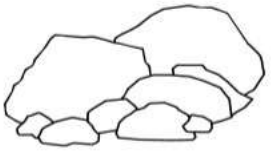
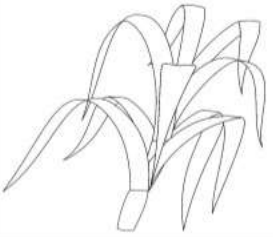
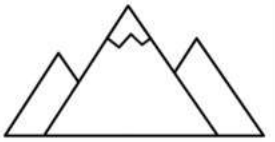
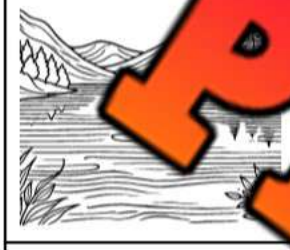
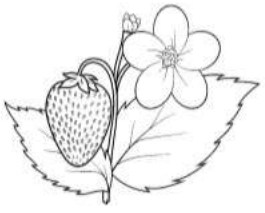
PREVIEW

Name: _____ 11

Curriculum Connection
1.6

Natural Features

Circle the natural features at your school.

				
Rocks	Grass	Trees	Mountains	Streams
				
Lake	Pond	Squirrels	Spiders	Bees
				
Strawberries	Plants	Hill	Soil	Cliff

PREVIEW

Draw

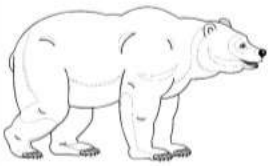
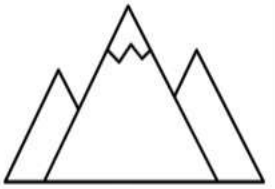
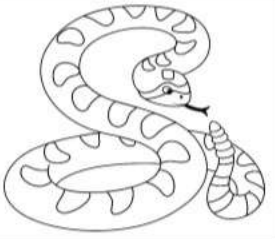
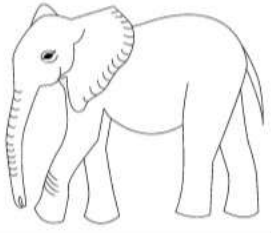
Draw pictures of 4 natural features at your scho

Name: _____ 12

Curriculum Connection
1.6

Natural Features

Circle the natural features in your community.

				
Islands	Bears	Trees	Mountains	Streams
				
Lakes	[illegible]nds	[illegible]ches	Snakes	Waterfalls
				
Elephants	Forests	Hills	[illegible]ons	Cliffs

PREVIEW

Draw

Draw 4 natural features in your community.

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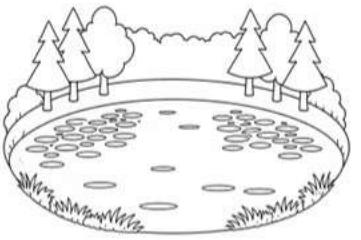
Name: _____ 22

Curriculum Connection
1.3

Natural Resources in our Environment

What is a Natural Resource?

Some natural features are valuable because we need them. We call them natural resources. Some examples of natural resources are water, oil, trees, animals, minerals, and soil.



Draw a picture of how do we use each of the natural resources below.

PREVIEW

Water	**Trees**
Oil	**Animals**
Minerals – Gold, Silver, Iron	**Soil**

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Curriculum Connection
1.3

True or False

Is the statement true or false?

1. Water is a natural resource.	True	False
2. We can use trees to make paper.	True	False
3. Oil can be used to make fuel.	True	False
4. We do not need soil to grow plants.	True	False
5. Animal[illegible]ot natural resources.	True	False

Direc[illegible]olo[illegible]icture if it is a natural resource.



PREVIEW

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Curriculum Connection
1.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle whether each action is **good** or **bad** for natural resources.

1) Recycling paper	Good	Bad
2) Wasting food	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Name: _____ Mark

Circle whether each action is **good** or **bad** for natural resources.

1) Recycling paper	Good	Bad
2) Wasting food	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
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6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Name: _____ Mark

Circle whether each action is **good** or **bad** for natural resources.

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3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

PREVIEW

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Name: _____ 28

Curriculum Connection
1.3, 1.6

Interacting Responsibly With Natural Features

When we take care of natural features, we help our environment. Check out the ways we can help below.

Planting Trees	✓ Trees are homes to animals like birds and squirrels. ✓ Trees help clean the air.
Pick	✓ Animals can eat garbage and get sick. ✓ [illegible] can make our water dirty.
Using Less Plastic	✓ [illegible] landfills for many years. ✓ [illegible] animals and they get sick.
Putting Waste In The Right Bin	✓ We can [illegible] becomes soil. ✓ We can recycle [illegible] things [illegible] again.
Planting A Garden	✓ Plants make our air cle[illegible] ✓ Animals like ladybugs, bees, [illegible] toads will enjoy living in your gard[illegible]

PREVIEW

Write and Draw What will you do to take care of the environ[illegible]

_____

_____

_____

_____

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Name: _____ 29

Curriculum Connection
1.3, 1.6

True or False

Is the statement true or false?

1) Planting trees can help clean the air.	True	False
2) Plastic in landfills can be eaten by animals.	True	False
3) Picking up trash makes water dirty.	True	False
4) Composting waste helps it become soil.	True	False
5) Recycl waste cannot turn it into something new.	True	False

Circle

d or bad for nature?



Liam throws his empty juice box on the ground at the park.

GOOD	BAD



Ella plants so wers in her backyard to visit.

GOOD	BAD



leaves the water hile brushing eeth.

G	D



Tom uses a reusable bag instead of a plastic one for groceries.

GOOD	BAD



Sophie breaks tree branches in the park to use for her play fort.

GOOD	BAD



Ben stomps on flowers while running through a garden.

GOOD	BAD

PREVIEW

Curriculum Connection
1.3, 1.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle whether each action is **good** or **bad** for nature.

1) Plant[illegible]s	Good	Bad
2) Usi[illegible]	Good	Bad
3) S[illegible] wate[illegible]	[illegible]ood	Bad
4) Breaking[illegible]	Goo[illegible]	[illegible]ad
5) Recycling wa[illegible]	G[illegible]	
6) Stomping flowers	[illegible]	Bad
7) Watering plants	Goo[illegible]	Bad
8) Leaving lights on	Good	Ba[illegible]

Name: _____ Mark

Circle whether each action is **good** or **bad** for nature.

1) Planting trees	Good	Bad
2) Using plastic	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Name: _____ Mark

Circle whether each action is **good** or **bad** for nature.

1) Planting trees	Good	Bad
2) Using plastic	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Name: _____ Mark

Circle whether each action is **good** or **bad** for nature.

1) Planting trees	Good	Bad
2) Using plastic	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

PREVIEW

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Name: _____ 31

Curriculum Connection
1.3, 1.6

Poster: Protecting Our Natural Features

Objective What are we learning more about?

Students will learn how to keep natural features healthy by creating an informative and creative poster. This activity encourages students to think about actions that help protect the environment.

Materials What do we need for our activity?

- ✓ Bla paper board
- ✓ Markers, or col ncils
- ✓ Example list of orksheet)
- ✓ Example posters for in on



Instructions How do we comple the acti

1) **Choose a Topic**: Pick an idea from the list (Littering") or come up with your own idea about protecti feat

2) **Plan Your Poster**: Answer these guiding questions to help
   1) What is the main topic of your poster?
   2) What will you write on the poster to share your idea? Pra writing in big letters.
   3) What pictures will you include? Sketch them in the planning boxes.

3) **Look at Example Posters**: Check out the example posters to get ideas about how to design and organize your own.

4) **Create Your Poster**: Draw and write your messages on the poster board using bright and bold colours.

5) **Share Your Work**: Present your poster to the class and explain why you chose your topic and how it can help the environment.

PREVIEW

Name: _____ 32

Curriculum Connection
1.3, 1.6

Criteria Use the criteria below to complete the activity.

Criteria	Description
Neat Work	The drawings and writing are clean and easy to see.
Big, Clear Letters	The words are written in big letters so everyone can read them.
Bright C rs	The poster has lots of colours to make it stand out.
Go	he pictures match the message and show how to help e.
Sharing	stu an talk about their poster and explain their eas.

Ideas Use the ideas b thi own way to help nature!

Idea	ion
No Littering – Clean Up Trash	Throw trash i bin t ground clean for people, pla and
Don't Waste Energy – Turn Off The Lights	Turn off lights when led e energy. This helps nature and the rld
Save Water – Don't Waste It	Turn off taps when not using w water helps animals, plants, and people.
Save Trees – Don't Cut Down a Life	Trees give us air and shade. Cutting them down hurts animals and nature. Protect trees.
Save Trees – They Will Save You	Trees clean the air we breathe. By saving trees, we are helping ourselves and the environment.
Bring a Bag – Don't Use Plastic Bags	Use cloth bags instead of plastic. Plastic can harm animals and make the land and water dirty.
Protect the Environment – Don't Damage Plants or Animals	Be gentle with plants and animals. Do not pick plants or harm animals in any way.

PREVIEW

Name: _____ 33

Curriculum Connection
1.3, 1.6

Planning Answer the questions below about your poster.

1) Which topic will you choose? Write it below.

2) Practice writing your text in **BIG** letters.

3) What pictures will you draw on your poster? Sketch them below.

PREVIEW

Name: _____ 34

Curriculum Connection
1.3, 1.6

Example Posters about protecting our natural features.



"Don't throw trash on the ground! Put it in the bin and keep the Earth happy!"

"Turn off the tap! Saving water helps plants, animals, and us!"



PREVIEW

Name: _____ 36

Curriculum Connection
1.3, 1.6

Reflection Questionnaire | Cut the reflection questionnaires below.

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✔	✘
2) Should people throw garbage on the ground?	✔	✘
3) Is it okay to waste water when brushing your teeth?	✔	✘
4) Will you try to help nature every day?	✔	✘

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✔	✘
2) Should people throw garbage on the ground?	✔	✘
3) Is it okay to waste water when brushing your teeth?	✔	✘
4) Will you try to help nature every day?	✔	✘

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✔	✘
2) Should people throw garbage on the ground?	✔	✘
3) Is it okay to waste water when brushing your teeth?	✔	✘
4) Will you try to help nature every day?	✔	✘

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✔	✘
2) Should people throw garbage on the ground?	✔	✘
3) Is it okay to waste water when brushing your teeth?	✔	✘
4) Will you try to help nature every day?	✔	✘

PREVIEW

Name: _____ 37

Curriculum Connection
1.3, 1.6

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Neat Work	Very messy	A bit messy	Mostly neat	Very neat
Big, Clear Letters	Hard to read	Some words are clear	Most words are clear	All words are clear
Bright Colours	No colours or very few	Some colours used	Mostly colourful	Very bright and colourful
Good Pictures	Did not draw well	Some pictures match the idea	Most pictures match the idea	All pictures clearly match the idea
Sharing	Did not share	Shared a little	Shared some details	Shared clearly and fully

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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Curriculum Connection
1.3

Respecting the Natural Environment

Respect Circle the things that are good for the natural environment.



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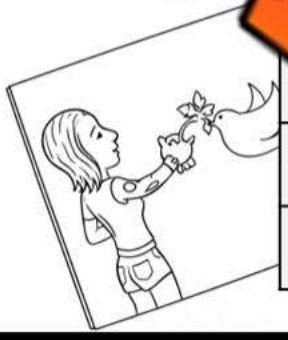
Name: _____ 39

Curriculum Connection
1.3

Directions Is the behaviour respectful to the built environment – yes or no?







1)	Drawing on a school desk	Yes	No
2)	Drawing on paper	Yes	No
3)	Slamming a door	Yes	No
4)	Climbing on tables	Yes	No
5)	Drawing on a wall	Yes	No
6	ting on a chair	Yes	No
7	ow ays	Yes	No
8	Play carefully	Yes	No
9)	K oor	Yes	No
10)	Closing doors	Yes	No

PREVIEW

Write and Draw Draw a picture of som isres environment

_____

_____

_____

_____

_____

_____

_____

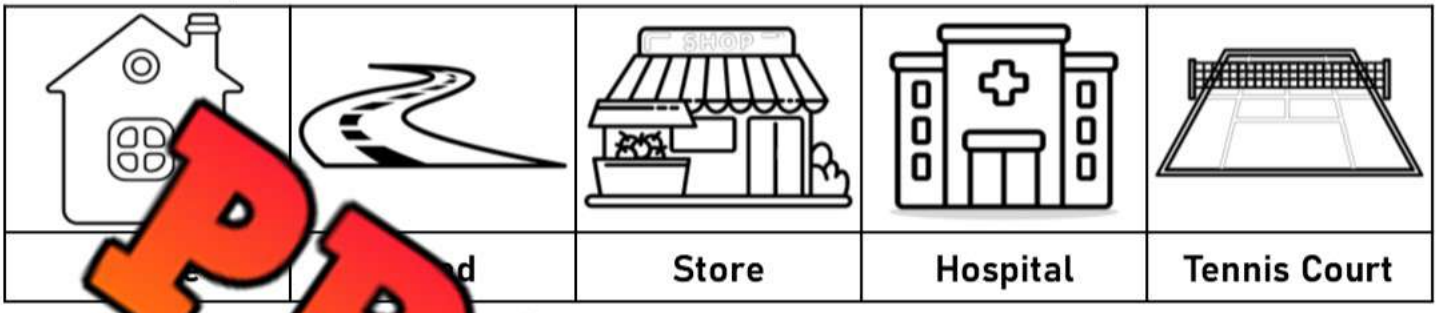
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Curriculum Connection
1.6

Built Features

What is a Built Feature?
A **built feature** is something made by people. We make things to make our lives better. Examples:



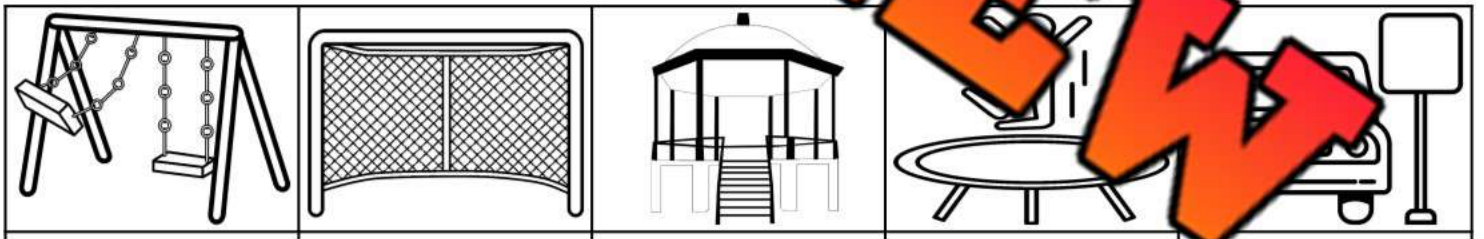
		Store	Hospital	Tennis Court

PREVIEW

Built Features Circle built features at your school.



School	Slide	Playgro	Ba	Soccer Net



Swing Set	Hockey Net	Gazebo	Trampoline	Parking Lot

Draw Draw 3 built features that you like at your school.

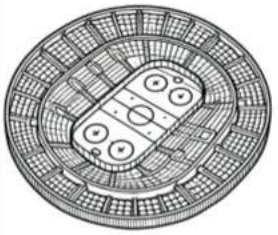
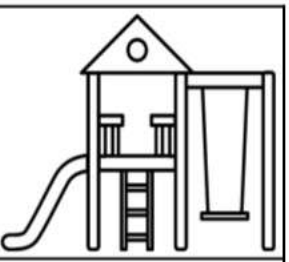
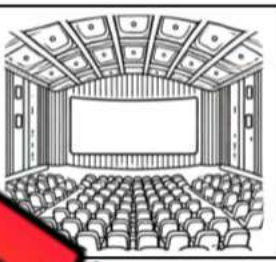
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Name: _____ 42

Curriculum Connection
1.6

Built Features

Circle the built features in your community.

				
Grocery Store	Arena	Hospital	Police Station	Playgrounds
				
Courthouse	Jail	Theatre	Post Office	Fire Station
				
Airport	Train Station	Baseball Field	Barber Shop	Gas Station

PREVIEW

Draw

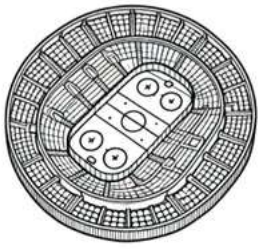
Draw 3 built features found in your community.

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Name: _____ 43

Curriculum Connection
1.6

Matching - 1 Draw a line from the picture of the built feature to what it does.

Picture		What It Does
	○	○ Where police officers work
	○	○ Where mail is collected and sent
	○	○ Where we can buy [illegible]d
	○	○ fire[illegible]ters wait for [illegible]es
	○	○ Where doctors work to help sick people
	○	○ Where people play sports

PREVIEW

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Name: _____ 44

Curriculum Connection
1.6

Matching - 2 Draw a line from the picture of the built feature to what it does.

Picture		What It Does
	○	○ Where kids play
	○	○ Where people go to worship
	○	○ You can get your hair cut
	○	○ Where you can go to buy things
	○	○ Where you get gas for your car

PREVIEW

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Name: _____ 45

Curriculum Connection
1.6

Activity Cut out the built features below.



PREVIEW

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Name: _____ 46

Curriculum Connection
1.6

Activity	Cut out the description of each built feature. Paste both the description and picture on coloured paper.

Where people go to [illegible] better	Where you go to get a haircut	Where you go to buy things
Where yo[illegible] to play	Whe[illegible]ou go to [illegible]	Where you go to get gas
Where adults go if they do something bad	Where you go to report a crime	[illegible]h[illegible]fir[illegible] figh[illegible] for a[illegible]
Where sports are played	Where you go to buy food	Where you go to send mail

PREVIEW

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Name: _____ 47

Curriculum Connection
1.6

Puzzle Read the scenario, navigate the maze, and colour it after!

Dr. Hope was rushing to help a patient with an emergency. She got lost on the way to the hospital and needs your help finding the fastest route. Guide her ambulance through the maze so she can reach the hospital on time and save the day!



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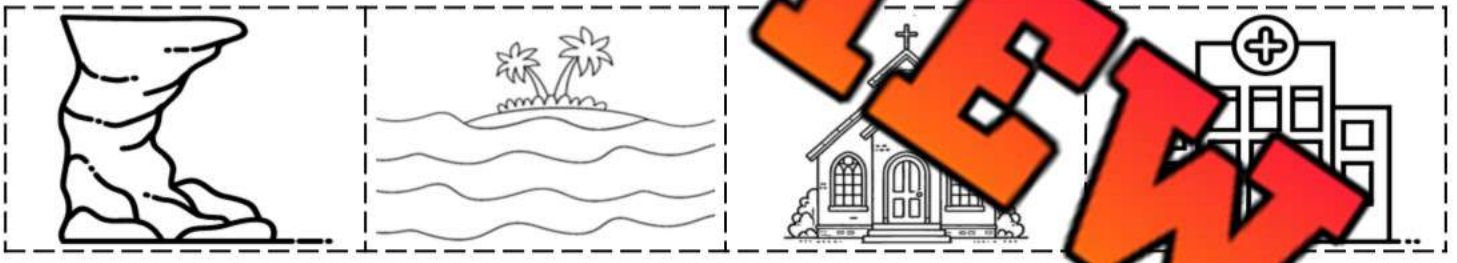
Name: _____ 58

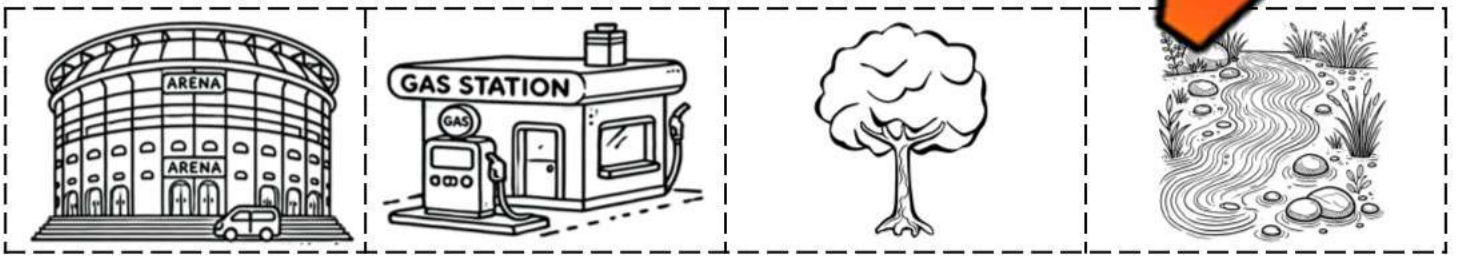
Curriculum Connection
1.6

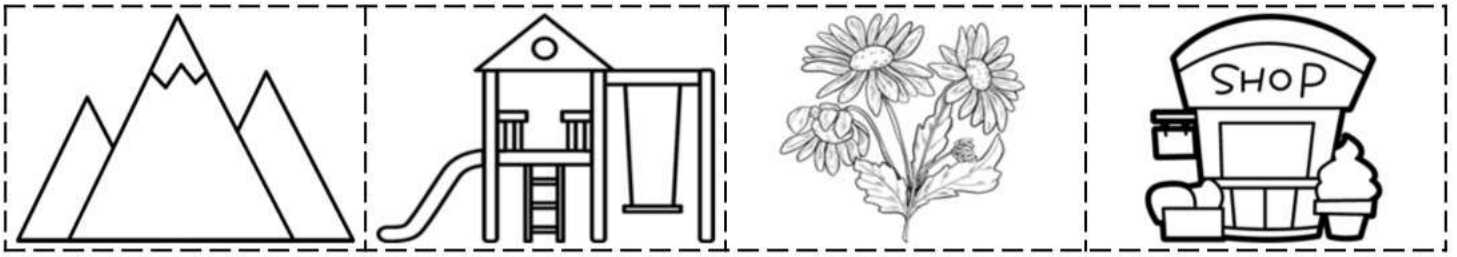
Sort Cut out the natural & built features & paste them in the correct category.

Natural		Built	

PREVIEW







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Curriculum Connection
1.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Sort the following features into the correct categories.

Features	
R	Playground
	Forest
ool	iver
Natura	Bu

Name: _____ Mark

Sort the following features into the correct categories.

Features	
Road	Playground
Mountain	Forest
School	River
Natural	Built

Name: _____ Mark

Sort the following features into the correct categories.

Features	
Road	Playground
Mountain	Forest
School	River
Natural	Built

Name: _____ Mark

Sort the following features into the correct categories.

Features	
Road	Playground
Mountain	Forest
School	River
Natural	Built

PREVIEW

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Name: _____ 60

Curriculum Connection
1.6

Memory Game – Natural vs Built Features

Objective

What are we learning about?

Students will learn to identify, compare, and differentiate between natural and built features in their surroundings, understanding their roles, importance, and how they interact in ...munities.

PREVIEW

Materi...

...u will need for the activity

- Set of Mem... ...ards ...h group (provided)
- A small table or clear ar... flo...



Instructions

How you will comple... activity

1. Divide the class into groups of 3 or 4. Give e... ...our ... ...ry Game cards. (Provided)
2. Have each group lay all the cards face down in a grid o... ...ble ...
3. The students take turns flipping over two cards at a time, trying ... ...ching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

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Name: _____ 61

Curriculum Connection
1.6

Cards | Memory Game Cards



Tree

Natural



Bri e

Built



River

tural



House

Built



Mountain

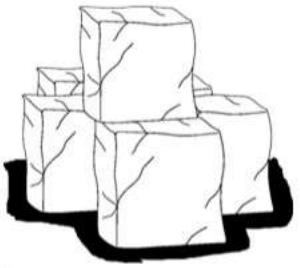
Natural

PREVIEW

Name: _____ 62

Curriculum Connection
1.6

Cards | Memory Game Cards



Rock

Natural



Sch[illegible]

Built



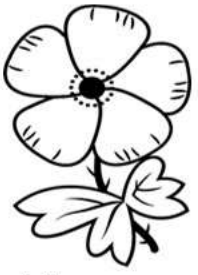
Lake

[illegible]tural



Hospital

Built



Flower

Natural

PREVIEW

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Name: _____ 63

Curriculum Connection
1.6

Cards | Memory Game Cards



Playground

Built



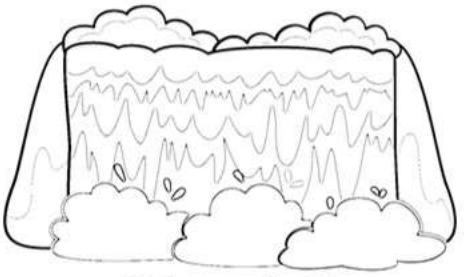
Ca[illegible]

Natural



Treehouse

[illegible]uilt



Waterfall

Natural



Road

Built

PREVIEW

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Name: _____ 65

Curriculum Connection
1.1

Areas In Your Community

Community Areas

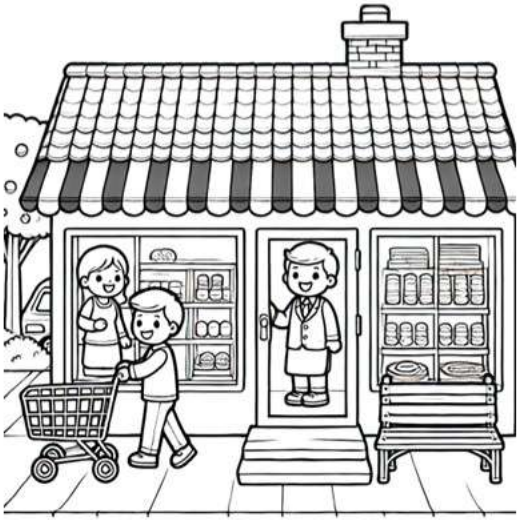
There are different areas in every community. There are places where people **live**, **shop**, and **work**.

PREVIEW

Residen[illegible]s: Areas Where People Live

Area[illegible]ere pe[illegible] have a lot of houses. The houses [illegible]d [illegible] side[illegible]re not too close to stores. The[illegible]ve a[illegible] stop signs. People who driv[illegible]eed



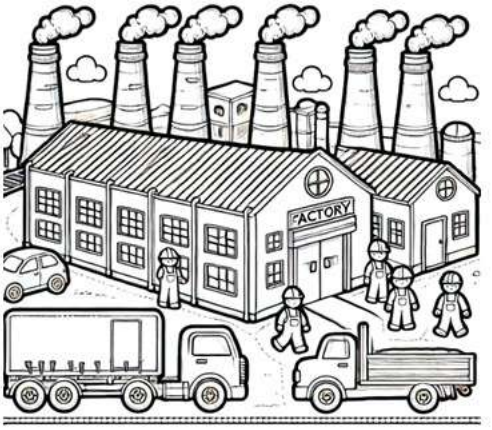


Commer[illegible]eas: [illegible]ere People Shop

Some areas ha[illegible]t of **sto**[illegible]ese are busy areas with a lot[illegible] can[illegible] have traffic lights and wide roa[illegible]e cars will drive faster.

Industrial Areas: Areas Where People Work

Many people **work** in factories. Factories are built on the outside of communities. They are away from houses. Some factories are close to stores.



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Name: _____ 66

Curriculum Connection
1.1

True or False

Circle whether the statement is true or false.



1) Traffic lights are in busy areas.	True	False
2) Traffic lights are in areas where people live.	True	False
3) People drive fast on wide roads.	True	False
4) Houses are close to stores and factories.	True	False
5) Factori re in the middle of communities.	True	False



Guess Th

u tell which area it is based on the clues?

Clue 1	The e s of s
Clue 2	The roads are d bu
Clue 3	Cars drive faster here.

Clue 1	People make or build things here.
Clue 2	You can hear loud machines.
Clue 3	It is built on the outside of communities.

Clue 1	There are many houses here.
Clue 2	Cars drive slowly near stop signs.
Clue 3	It is quiet, and people live here.

PREVIEW

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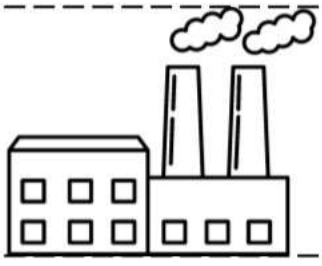
Name: _____ 67

Curriculum Connection
1.1, 1.6

Sort Cut out the pictures below and sort them into the correct area.

Residential Area	Commercial Area	Industrial Area

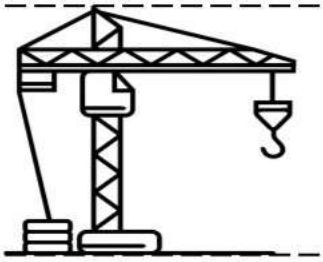
PREVIEW



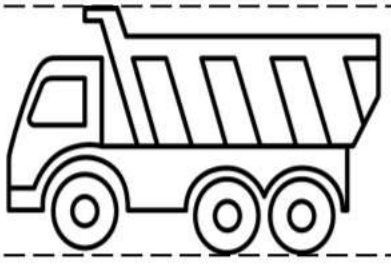
















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Curriculum Connection
1.1, 1.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Draw a line to match each area with what happens there.

Mark

Residential Area ☐	☐ A place with houses where families live.
Commercial Area ☐	☐ A place with factories where people make things.
Industrial Area ☐	☐ A place with stores where people buy things.

Name: _____

Draw a line to match each area with what happens there.

Mark

Residential Area ☐	☐ A place with houses where families live.
Commercial Area ☐	☐ A place with factories where people make things.
Industrial Area ☐	☐ A place with stores where people buy things.

Name: _____

Draw a line to match each area with what happens there.

Mark

Residential Area ☐	☐ A place with houses where families live.
Commercial Area ☐	☐ A place with factories where people make things.
Industrial Area ☐	☐ A place with stores where people buy things.

Name: _____

Draw a line to match each area with what happens there.

Mark

Residential Area ☐	☐ A place with houses where families live.
Commercial Area ☐	☐ A place with factories where people make things.
Industrial Area ☐	☐ A place with stores where people buy things.

PREVIEW

Name: _____ 70

Curriculum Connection
1.1, 1.6

Song: Areas In A Community

Objective — What are we learning about?

Students will learn and sing a song about areas in a community, focusing on the features of commercial, residential, and work areas (industrial). They will act out each area while singing to [illegible] understand how people live, work, and shop in their community.

PREVIEW

Materi[illegible] — [illegible] will need for the activity



- Printed ly[illegible]ng
- Space for the cl[illegible] sta[illegible]ether
- Optional: Pictures or [illegible] show[illegible]ype of community area

Instructions — How you will complet[illegible]e activ[illegible]

1) Begin by discussing what a community is and id[illegible]t[illegible] thre[illegible]areas: commercial (where people shop), residential (whe[illegible]live), [illegible]ork areas (where people work).
2) Show pictures or examples of what these areas look like.
3) Teach students the melody of "Twinkle, Twinkle, Little Star" and intro[illegible]e the lyrics below.
4) Demonstrate simple actions for each verse (e.g., pretending to shop for commercial, acting like they are at home for residential, and pretending to build or work for work areas).
5) Hand out or display the printed lyrics for everyone to follow.
6) Sing the song together slowly the first time while doing the actions.
7) Repeat the song a few times to help students memorize the words and actions.
8) Ask students to share one thing they know about each area at the end of the activity.

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Name: _____ 71

Curriculum Connection
1.1, 1.6

Lyrics	Sing the song together as a class, following the melody of "Twinkle, Twinkle, Little Star."

Lyrics (to the tune of "Twinkle, Twinkle, Little Star")



Verse 1:

In the busy market square,
Shops a[illegible]lls are everywhere.
People [illegible] they need,
Fru[illegible] cloth[illegible]ooks to read.
In the busy [illegible]re,
Shops and stalls [illegible]

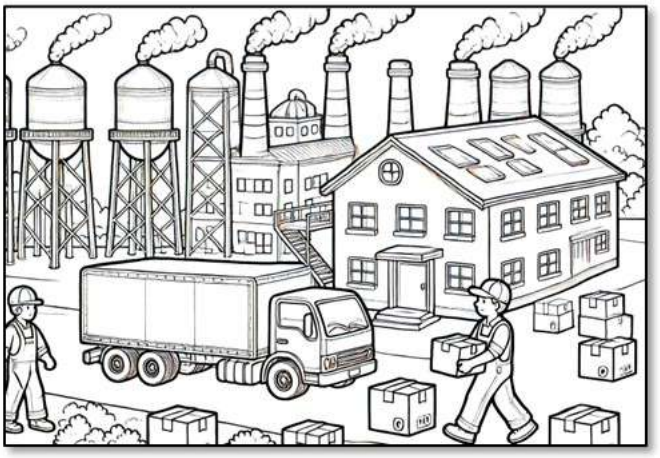


2:

[illegible]ghbourhood,
Famili[illegible] wh[illegible]ife feels good.
Home[illegible] play,
Friends an[illegible]urs[illegible] day.
In the quiet neigh[illegible]our[illegible]
Families live where life[illegible]d.

Verse 3:

In the workplace all around,
Factories, tools, and busy sounds.
People working hard each day,
Making things in every way.
In the workplace all around,
Factories, tools, and busy sounds.



PREVIEW

Name: _____ 72

Curriculum Connection
1.1, 1.6

Draw Draw each area—shopping, living, and working below, adding details you remember from the song.

1 Shopping Area

2 Living Area

3 Working Area

PREVIEW

Name: _____ 73

Curriculum Connection
1.1

Services In My Community

Communities have many needs. The workers in our community meet those needs. Here are some services that workers in our community provide:



Police offic safe



tors make us feel better



Waste collectors take our waste away



Fire fighters put out fires



Snowplows clear t snow off roads



Mail **s** bring us ges.

PREVIEW

Draw Name and draw two services you have seen in your comm y.

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Name: _____ 74

Curriculum Connection
1.1

Fill In The Blanks

Use the jobs word bank to fill in the blanks.

The workers below help us meet our needs. Without them, life would be unsafe! The services they provide are important.

Jobs Word Bank				
Police Officer	Doctor	Waste Collector	Fire Fighter	Snowplow Driver
				

PREVIEW

1) Someone who gives us m[illegible] to [illegible] better is a _____.

2) Someone who clears snow from th[illegible]oad is a _____.

3) Someone who makes sure everyone follows [illegible] _____.

4) Someone who takes our waste away is a _____.

5) Someone who puts out fires is a _____

Draw And Write

Would you want to have one of the jobs above? Why?

_____

_____

_____

Name: _____ 75

Curriculum Connection
1.1

Draw And Write - 1 What would life be like without the workers below?

Worker	Draw	Write
Doctors and Nurses 		

Worker	Draw	Write
Waste Collector 		

PREVIEW

Name: _____ 76

Curriculum Connection
1.1

Draw And Write - 2 What would life be like without the workers below?

Worker	Draw	Write
Fire Fighters 		

Worker	Draw	Write
Police Officers 		

PREVIEW

Name: _____ 77

Curriculum Connection
1.4

Our Responsibilities In The Community

We need to help the workers in our communities do their jobs. We can help them in many ways.

Matching Draw a line from the worker to how we can help them

Wor	How We Can Help Them
	○ Sort our garbage and recycling and bring it to the end of the driveway
	○ Sh snow off my sidewalk
	○ Eat fr d v ables and stay safe
	○ Follow the rules and laws in our community
	○ Have working smoke detectors in our houses

PREVIEW

Name: _____ 80

Curriculum Connection
1.1

Role-Play: Services In Action

Objective What are we learning about?

Students will learn about different essential services in the community by role-playing as workers from those services, showing how their jobs help the community.

Materials What will we need for our activity?

- Sc[illegible]o cards [illegible]rent situations) (provided)
- Props or c[illegible]ptiona[illegible]
- Timer or stopwatc[illegible]



Instructions How will we co[illegible]plete [illegible]?

1. Divide the class into small groups of 3 to 4 st[illegible]s.
2. Provide each group with a scenario card that [illegible]n related to the topic being studied.
3. Give out roles to each student in the group, assigning the[illegible] a ch[illegible] within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students emb[illegible] their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

PREVIEW

Name: _____ 81

Curriculum Connection
1.1

Criteria Use the criteria below to complete the activity.

Criteria	Description
Imagination	Pretend you are doing the job. Think about what the worker does.
Voice	Speak clearly and kindly when explaining or acting out the role.
A	the job carefully, using realistic movements and actions.
Stay in Rol	A ke the r the whole time and stay focused on the job.
Teamwork	Work t with n, listening and sharing ideas.

PREVIEW

Scenario Cards Cut out the topics below

	Scenario	Desc
1	**The Overflowing Trash Cans**	A family wakes up to see their trash cans fu wing onto the lawn. The waste collector arrives in a bi k, honking to let the family know they're here. The driver steps out, puts on gloves, and picks up the trash while another worker operates the truck's lift to empty the cans. The family waves and says thank you, and the worker explains how the truck separates trash and recycling. Later, the family sees the waste collector at the park, cleaning up litter from the ground and putting it into bags.

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Name: _____ 82

Curriculum Connection
1.1

Scenario Cards | Cut out the topics below.

	Scenario	Description
2	The Boy at the Clinic	A little boy falls at the park and scrapes his knee. He arrives at the clinic with his parents, looking scared. A nurse greets them warmly and shows the boy where to sit. The nurse carefully cleans his knee with a soft cloth, applies a bandage, and tells him how to take care of the scrape. The nurse then writes a note for the parents about keeping the bandage clean. Another family with a sick baby arrives, and the nurse efficiently checks the baby's temperature while explaining what's next.
3	The Firefighter Saves the Day	A house in the neighborhood starts smoking, and neighbours run to see what's happening. The fire truck arrives to the scene with loud sirens and flashing lights. Firefighters quickly jump out, pull hoses, and connect them to the fire hydrant. One firefighter talks to the worried family, while others spray water on the fire. After the fire is out, they check the house to make sure everyone is safe. One firefighter shows kids how to stop, drop, and roll if their clothes catch fire, helping them feel safe and prepared.
4	The Busy Snowplow Driver	It snows heavily overnight, and roads are slippery with ice. Early in the morning, a snowplow driver gets to work, clearing snow from the roads. The driver stops to wave at children walking to school, letting them know the roads will be safe. Later, the snowplow gets stuck on a steep hill, and another truck comes to help pull it free. The driver continues plowing and makes sure the sidewalks near the school and the park are clear so kids can play safely.

PREVIEW

Name: _____ 83

Curriculum Connection
1.1

Scenario Cards | Cut out the topics below.

	Scenario	Description
5	**Lost Boy in the Mall**	A little boy gets separated from his parents in a busy shopping mall. He starts crying, and a security officer notices him. The officer kneels down to ask his name and where he last saw his parents. Holding his hand, the officer talks to him calmly while calling for help on the radio. After a few minutes, the parents arrive, relieved to find him again. The officer gives them advice about staying close in crowded places.
6	**The Farmer at the Market**	A farmer arrives to town with a truck full of fresh fruits and vegetables for the market. The farmer sets up a stand and talks to shoppers about how the harvest was this year. A family stops to buy apples, and the farmer explains how rain and soil helped the trees grow. Later, the farmer visits stores and delivering food to schools and stores so everyone has healthy meals. At the end of the market, the farmer waves goodbye and drives home in an empty truck.
7	**The Cat in the Tree**	A little girl's cat gets stuck in a tall tree, and she doesn't know what to do. A police officer arrives and speaks gently to the girl, promising to help. The officer finds a long ladder and carefully climbs up to reach the frightened cat. The cat meows loudly but stays still as the officer gently carries it down. The girl hugs her cat and thanks the officer, who then talks to the children nearby about keeping their pets safe.

PREVIEW

Name: _____ 85

Curriculum Connection
1.1

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Imagination	Did not pretend much.	Pretended a little.	Pretended well.	Pretended very well with great creativity.
Voice	Did not speak kindly or clearly.	Spoke kindly or clearly sometimes.	Spoke kindly and clearly often.	Always spoke kindly and clearly.
Acti[illegible]s	D[illegible]how [illegible]ns.	Showed a few helpful actions.	Showed many helpful actions.	Showed all helpful actions very clearly.
Stay in Role	[illegible]pe[illegible] prete[illegible] quickly.	[illegible]ed so[illegible]	Pretended most of the time.	Pretended the whole time with focus.
Teamwork	Did not share or help others.	S[illegible]or [illegible]ped sometim[illegible]	[illegible]re[illegible]and [illegible]elpe[illegible]	Always shared and helped very well.

PREVIEW

Teacher Comments

[illegible]ark

Student Comments – What Could You Do Better?

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Curriculum Connection
1.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle the correct job.

1) Gives medicine to help people.	
Doctor	Police Officer
2) Makes sure people follow rules.	
Police Officer	Bus Driver
3) Stops fires and saves people.	
Teacher	Firefighter
4) Delivers letters and packages.	
Police Officer	Mail Carrier

Name: _____ Mark

Circle the correct job.

1) Gives medicine to help people.	
Doctor	Police Officer
2) Makes sure people follow rules.	
Police Officer	Bus Driver
3) Stops fires and saves people.	
Teacher	Firefighter
4) Delivers letters and packages.	
Police Officer	Mail Carrier

Name: _____ Mark

Circle the correct job.

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3) Stops fires and saves people.	
Teacher	Firefighter
4) Delivers letters and packages.	
Police Officer	Mail Carrier

Name: _____ Mark

Circle the correct job.

1) Gives medicine to help people.	
Doctor	Police Officer
2) Makes sure people follow rules.	
Police Officer	Bus Driver
3) Stops fires and saves people.	
Teacher	Firefighter
4) Delivers letters and packages.	
Police Officer	Mail Carrier

PREVIEW

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Name: _____ 87

Curriculum Connection
1.2

Story: Differences in My Community

Draw Draw pictures that show the story.

My Friend Amir

My friend Amir lives next door.
We like to play together, but
our homes are different!
At my house, we speak English.
At Amir's house, they speak
Arabic. I love when he teaches
me how to say "hello!"

Amir wears a cool, long white shirt called a thobe. On special days, his mom wears a beautiful headscarf with sparkly beads. He wears a checked head cloth called a ghutra held in place with a black agal. It protects him from the hot sun and looks very fancy when they go to the

PREVIEW

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Name: _____ 88

Curriculum Connection
1.2



When I go to his house for dinner, it smells like yummy spices. We don't eat chicken nuggets. Instead, we eat flatbread and creamy hummus. We use our bread like a little shovel to scoop up the food!

Sometimes we have kababs on long sticks and colourful saffron rice. For dessert, we share sweet, crunchy pieces of baklava filled with honey.

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Curriculum Connection
1.2

In the spring, Amir celebrates Eid. He gets new clothes and eats sweet honey cookies. He even brings some to school to share with me.

Sometimes we do things differently, but we both love playing soccer and riding our bikes. My community is like a big, bright rainbow. Every person is a differe lour, and that is what makes it so beautiful!

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Name: _____ 92

Curriculum Connection
1.2

Foods From Other Countries

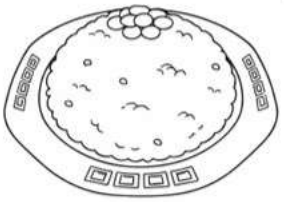
When people from other countries join our community, they make our community better. They might bring new foods, art, music, clothes, and languages for us to try. You may be able to think of different restaurants in your community that make foods from different countries.

Match | Label the food with the country it came from

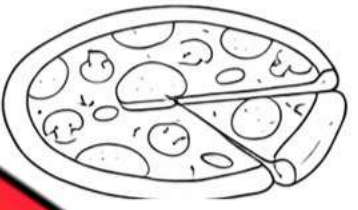
		Japan	China	Germany
Vietnam		Mexico	Greece	

PREVIEW

Fried Rice



Pizza



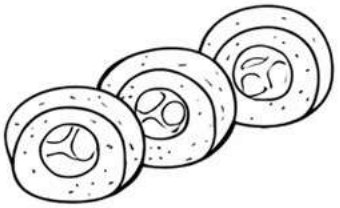
Tacos



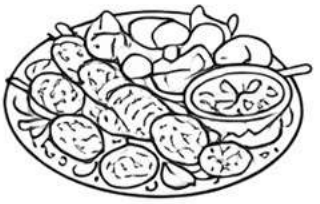
Crepes



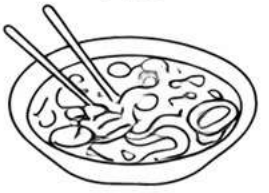
Sushi



Souvlaki



Pho

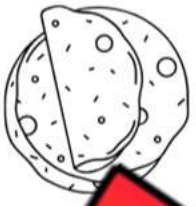
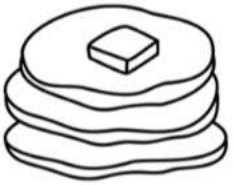


Name: _____ 93

Curriculum Connection
1.2

Kitchen Detective Look at the food from each country. Circle the one thing you need to make it!

To make Tacos (Mexico) we need:

To make Poutine (Canada) we need:




To mak (England) we need:




To make Croissants (France) we need:




To make Bratwurst (Germany) we nee




make Paella (Spain) we need:



To make Dim Sum (China) we need:




To make Gela





To make Satay (Thailand) we need:




To make Baklava (Turkey) we need:




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Curriculum Connection
1.2

Speaking Different Language



Bonjour! My name is Pierre, and my family is from France. I love living here because I have friends from all over the world!

In my house, we speak French, but at school, I speak English. It is fun to have two ways to talk! My friends from ...in and Japan teach me their favourite words, too.

When ... our languages, it's like sharing a special gift ... we say things in our homes!

PREVIEW

Let's learn together!

English	French	Spa...	Japanese
Hello!	Bonjour!	¡Hola...	...hiwa!
My name is...	Je m'appelle...	Me llamo...	...Watas... ...amae ......
I am 6.	J'ai six ans.	Tengo seis años.	Wat... ... des...
I love to play!	J'aime jouer!	Me encanta jugar!	Daisuki d...

Can You Be a Language Detective?

1) Circle the word "Bonjour" in the chart. That is how I say hello!
2) Find the word "¡Hola!"
3) Try to say one Japanese word to your teacher.

Pierre's Secret:



To say "French fries" In French, we just say "**frites**" (freet)!

What is your favourite food to say?

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Curriculum Connection
1.2

Simon Says: The Language Edition

Objective

What are we learning about?

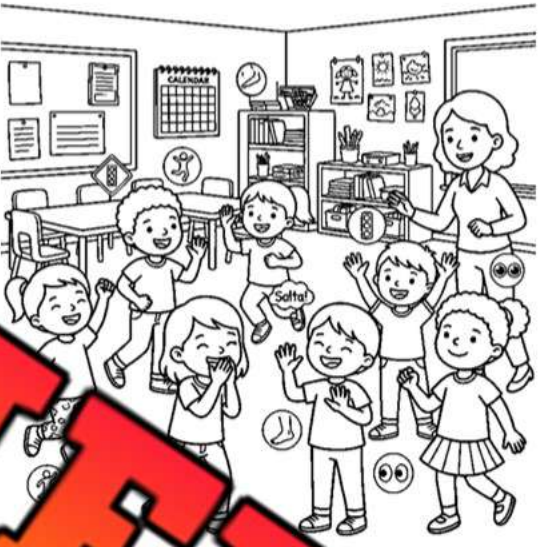
Students will connect new sounds to physical actions. By playing this game, they learn that differe words can mean the same action, helping them become Language Detectives

PREVIEW

Materials

W eed for our activity?

- Language Actio ds (W Run, or Mange)
- Large space (Classroom fl pla



Instructions

How will we complete our activit

1. **Gather the Class:** Have all students stand in a circl s wh ey have enough space to move their arms and legs.
2. **Pick a Language:** Choose one language to focus on for the rou , French, or Japanese) so the students don't get confused.
3. **The "Secret" Key:** Show the students the action first. Example: Say "Salta!" while jumping high. Have the students repeat the word and the jump.
4. **Start the Game:** The teacher (or a student leader) acts as "Simon."
5. **Listen Closely:** If Simon says, "Simon says... Salta!" everyone must jump.
6. **The Trick:** If the leader just says "Salta!" without saying "Simon says," the students must stay perfectly still!
7. **Switch It Up:** Once the class is good at one language, switch to a new one!

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Curriculum Connection
1.2

Language Action Guide | Choose one language at a time.

Action	Spanish ES	French FR	Japanese JP
1. Jump	**Salta** *(Sal-ta)*	**Saute** *(Sote)*	**Janpu** *(Jan-pu)*
2. Run	**Corre** *(Core-ay)*	**Cours** *(Koor)*	**Hashire** *(Ha-shee-ray)*
3. Sto	**a** *-ra)*	**Arrête** *(Ah-ret)*	**Tomare** *(Toe-ma-ray)*
4. Dance	*a)*	**Danse** *(Donse)*	**Dansu** *(Dan-soo)*
5. Eat	**Come**	**ge** *(Monj)*	**Tabete** *(Ta-beh-tay)*
6. Sleep	**Duerme** *(Dwer-may)*	*(Doo*	**Nete** *(Neh-tay)*
7. Walk	**Camina** *(Ka-mee-na)*	**March**	*Ah-roo-kay)*
8. Turn	**Gira** *(Hee-ra)*	**Tourne** *(Toorn)*	**Ma** *y)*
9. Sing	**Canta** *(Kan-ta)*	**Chante** *(Shont)*	**Utatte** *(Oo-ta-tay)*
10. Sit	**Siéntate** *(Syen-ta-tay)*	**Assieds-toi** *(Ah-see-twa)*	**Suwatte** *(Soo-wa-tay)*

PREVIEW

Teacher Tip:

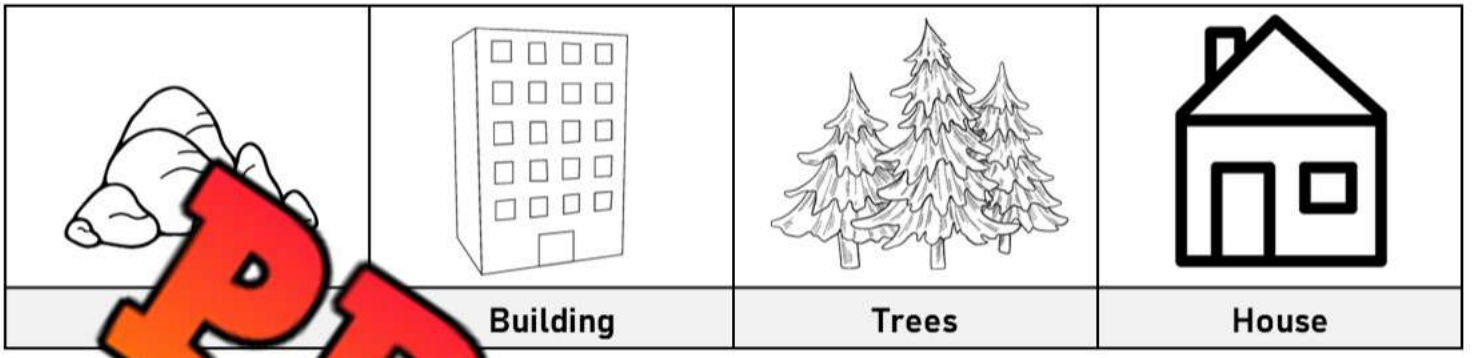
Use BIG hand gestures! For "Para" (Stop), put both hands up like a traffic guard. Grade 1 kids learn much faster when they see the action and hear the sound at the same time.

Name: _____ 98

Quiz – Local Community

Natural Features

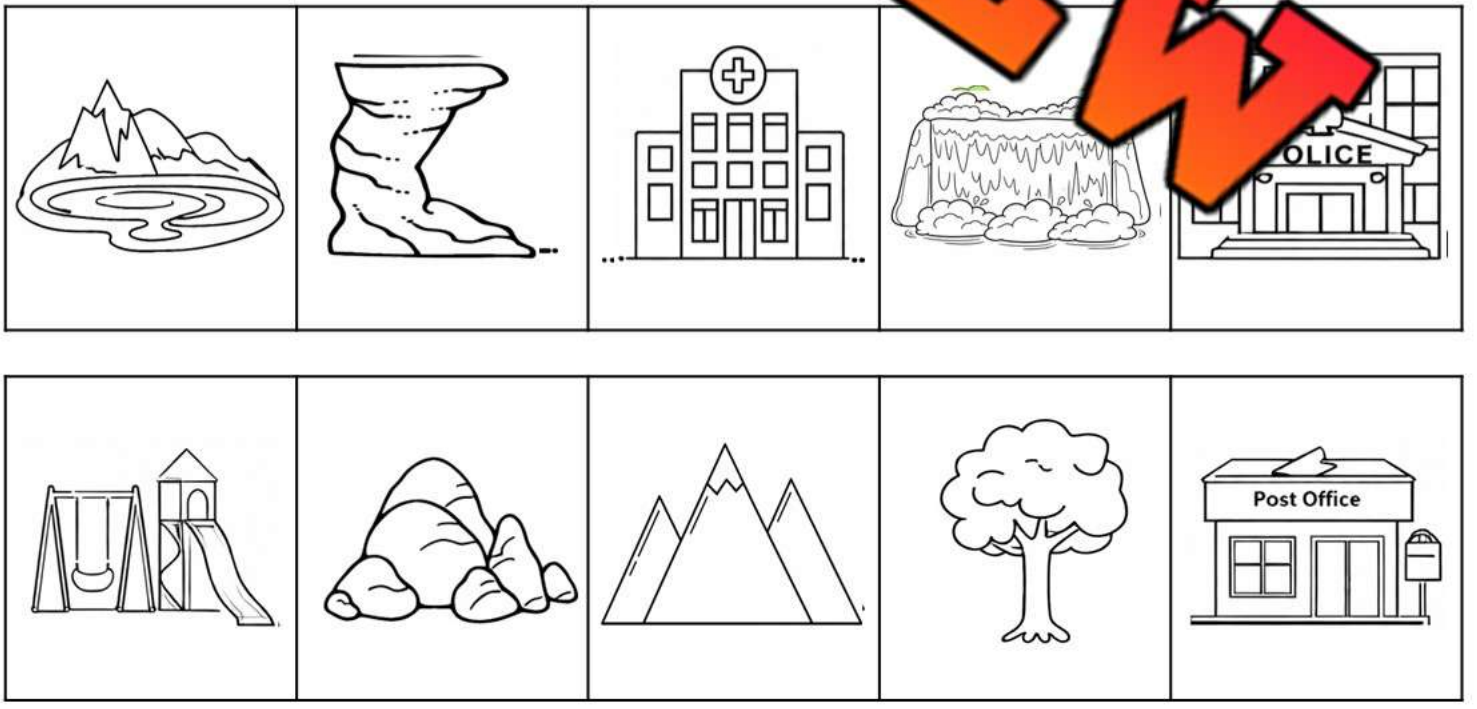
Circle only the natural features



PREVIEW

Built Features

Circle only the built feat



Fill in the Blanks

Use the jobs word bank to fill in the blanks

Jobs Word Bank					
Server	Mechanic	Store Clerk	Custodian	Mail Carrier	Farmer
					

1) Some[illegible] vehicles is a _____.

2) Som[illegible] who [illegible]s from a store is a _____.

3) Someone wh[illegible] crop[illegible]es animals is a _____.

4) Someone who gives [illegible] a res[illegible] is a _____.

5) Someone who keeps buildings cle[illegible] is _____

6) Someone who delivers mail is a _____

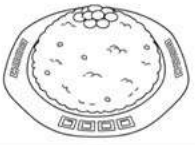
PREVIEW

Match

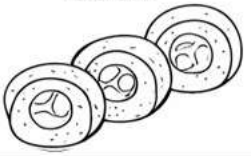
Label the food from the countr[illegible] from

Japan	Italy	France	China	[illegible]erm[illegible]

Fried Rice



Sushi





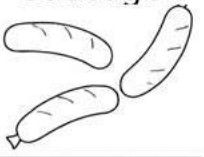
Tacos



Crepes



Sausage



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Name: _____ 100

Curriculum Connection
1.4

Student Roles

What Does Role Mean?

Having a **role** means you act a certain way. When a movie star acts as **Spiderman**, they have a new role. They now have to act like Spiderman.

Your Role as a Student

When you leave your home for school, your role changes. You are now a **student**, and you need to act like one. A student should act in these ways:

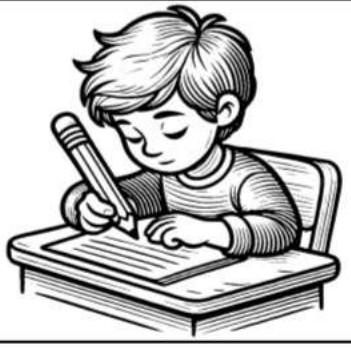


Have a positive attitude



Be nice to other students





Work hard



Be respectful to adults



Do your best

PREVIEW

Name: _____ 101

Curriculum Connection
1.4

True or False

Is the statement true or false?

1) Having a role means you act a different way.	True	False
2) Your role is the same at home and at school.	True	False
3) Students should work hard.	True	False
4) Students need to try their best.	True	False
5) Stude[illegible]nly need to be nice to their friends.	True	False

Write

[illegible]you good at acting like a student? What do you do well?

_____

_____

_____

_____

PREVIEW

Word Search

Find the words in the word search.

Nice	Respectful
Positive	Role
Student	Act
Learn	Kind
Share	Help

Y	T	Q	I	N	I	P	X	M	W	[illegible]	[illegible]	H	P	I
Q	K	I	N	D	S	E	G	X	H	D	D	R	W	B
P	W	Y	J	A	H	Q	S	T	U	D	E	N	T	G
N	X	A	W	G	A	N	B	R	X	O	I	H	Q	G
R	O	L	E	U	R	J	P	O	S	I	T	I	V	E
A	G	H	A	Q	E	Q	J	C	K	N	V	I	R	E
E	P	E	X	G	H	H	V	O	G	O	F	V	B	A
L	L	T	A	I	P	U	Z	P	N	N	D	M	D	X
W	E	C	R	E	S	P	E	C	T	F	U	L	E	F
E	H	A	N	I	C	E	K	Q	S	M	V	N	H	Z

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Name: _____ 102

Curriculum Connection
1.4

Self Assessment

Mark yourself beside each criteria:

Are you good at playing the role of a student? Give yourself a mark below beside each of the things a good student does. Use the marking scheme below.

A	B	C	D	F
				

	Criteria	Mark
1	Have a [illegible] attitu[illegible]	
2	Want to learn	
3	Be respectful to adult[illegible]	
4	Be nice to other students	
5	Work hard	
6	Do your best	

PREVIEW

Write and Draw

What do you want to do better?

_____

_____

_____

_____

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Curriculum Connection
1.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Are the actions below showing good listening?

1) Do students need to have a positive attitude?	Yes / No
2) Do students need to listen to adults?	Yes / No
3) Is it okay for students to ignore their work?	Yes / No
4) Should students always work hard?	Yes / No

Name: _____ | Mark

Are the actions below showing good listening?

1) Do students need to have a positive attitude?	Yes / No
2) Do students need to listen to adults?	Yes / No
3) Is it okay for students to ignore their work?	Yes / No
4) Should students always work hard?	Yes / No

Name: _____ | Mark

Are the actions below showing good listening?

1) Do students need to have a positive attitude?	Yes / No
2) Do students need to listen to adults?	Yes / No
3) Is it okay for students to ignore their work?	Yes / No
4) Should students always work hard?	Yes / No

Name: _____ | Mark

Are the actions below showing good listening?

1) Do students need to have a positive attitude?	Yes / No
2) Do students need to listen to adults?	Yes / No
3) Is it okay for students to ignore their work?	Yes / No
4) Should students always work hard?	Yes / No

PREVIEW

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Name: _____ 104

Curriculum Connection
1.4

Your Role At Home

Your Role At Home

The way you act at **home** is different than how you act at school. The **role** you have at h will be different than the role your friends have at home.

Our ecause:

- Some of ab he family
- We may be the old er or
- We may have no brothers or s
- We could have a pet to take care of
- Our parents may work late



PREVIEW

Your Role Circle your answer to the questions below.

1) I am the baby in my family	Yes	No
2) I have a younger brother or sister	Yes	No
3) I have no siblings – no brothers or sisters	Yes	No
4) I have a pet that I help take care of	Yes	No
5) My parents sometimes work late	Yes	No

Name: _____ 105

Curriculum Connection
1.4

True or False

Is the statement true or false?

1) My role at home is the same as my role at school	True	False
2) My role at home is the same as my classmates	True	False
3) My role at home could change	True	False
4) A new pet could change my role at home	True	False
5) As I ge[illegible]der, my role will stay the same	True	False

Write a

[illegible]u have a pet, brother, or sister that you help take care of?

PREVIEW

Word Search

Find the words in the word search

Baby	Family
Pet	Brother
Sister	Role
Work	Parent
Helper	Care

Q F B T D Y T Q I N [illegible] X P M
W V Q H P I Q E G X H D D A R
W B P W Y J A S I S T E R R Q
G X A W G N B R X O I H Q E G
B R O T H E R P E T H U J N G
H A Q Q J C N K N V E I R T E
E X E G H H V O G O L F E V B
A A L W O R K I P U P Z R P N
N D O F A M I L Y M E D A X W
E F R B A B Y E K Q R S C M V

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Name: _____ 106

Curriculum Connection
1.4

Responsibilities At School And Home

Responsibility

A **responsibility** is something you need to do. You own the responsibility. It is your job to make sure you do it. Some responsibilities at school are different than your responsibilities at home.



Some Responsibilities At School
Be safe
Try your best
Respect everyone in the school
Take care of your classroom

Some Responsibilities At Home
• Pick up toys
Help with pets
Clean your room
• Follow family rules

PREVIEW

Colour Is the behaviour responsible? Colour the 'yes' face. Colour the 'no' face.

Behaviour	Yes	No
1) Climbing up a slide.		
2) Taking your time on your work.		
3) Letting a new student play with you.		
4) Picking up garbage on the floor that isn't yours.		
5) Putting food wrappers in your desk.		

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Name: _____ 107

Curriculum Connection
1.4

True or False

Is the statement true or false?

1) Students should listen when the teacher is talking.	True	False
2) It is okay to leave garbage on the classroom floor.	True	False
3) Students should try their best in school.	True	False
4) Respecting classmates is a student responsibility.	True	False
5) Student[illegible] should take care of classroom materials.	True	False

PREVIEW

Draw

[illegible] student responsibilities listed below.

Listening to the Teacher	Respecting Others	[illegible] Classroom

Word Search

Find the word bank words in the puzz[illegible]

❑ Student	❑ Kind
❑ Respect	❑ Listen
❑ Helpful	❑ Safe
❑ Homework	❑ School
❑ Clean	❑ Honest

H S H E L P F U L A G X O
O T S B I H O M E W O R K
N U V M S C J E J I I P A
E D K V T K I N D K Q D N
S E O J E S C H O O L S V
T N G M N M K V U P O A P
O T N D Z J R E S P E C T
U C L E A N S A F E G F M

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Name: _____ 108

Curriculum Connection
1.4

Responsibilities

Circle the responsibilities you have at home:

			
Dusting	Hanging Laundry	Sweeping	Vacuuming
			
Cleaning Tab	Was	Making Bed	Setting Table
			
Feeding Baby	Washing Clothes	oppi	Cooking

Responsibilities

Draw 3 pictures of other respo es ve t home:

PREVIEW

Activity – Student Responsibilities Charades

Objective What are we learning about?

To help students understand the important responsibilities they have at school and why these responsibilities matter.

Materials you need for the activity?

- Cards wit sponsibilities written on the
- Examples of respon listen cleaning, helping, sharing



Instructions How will you complete the activi

1. Arrange your chairs in a circle and sit with yo ates.
2. Take turns picking a card. Read your card quietly and keep t
3. Stand up and act out the student responsibility on your card wi talking.
4. Use body movements and facial expressions to show the responsibility.
5. Watch your classmates carefully and try to guess what responsibility they are acting out.
6. If someone guesses correctly, clap for them and move to the next turn.
7. Continue until everyone has a chance to act and guess.
8. Remember to have fun while learning about student responsibilities.

PREVIEW

Name: _____ 110

Curriculum Connection
1.4

Charade Topics | Cut out the topics below.

Scenario Cards: Active Movements	
Listen to the teacher	Follow the rules
your hand	Bring your homework
Clean desk	Pack your school bag
Throw trash in the	Be kind to others
Help a friend	Sit properly
Share your supplies	Listen quietly
Walk quietly	Take care of clothings
Finish your work	Say “please” and “thank you”
Keep your hands to yourself	Do your best in school
Be kind to classmates	Wash your hands
Take care of books	Wait for your turn

PREVIEW

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Curriculum Connection
1.1, 1.4

School Community

A **school community** is a big group of people who work, learn, and play together. Our school is a special place where everyone helps each other so we can grow and be happy.

The Peo ur School

Man school great.

PREVIEW



Teachers
They are the captain of our classrooms, helping us to read, write, and a lot more.



dents
That's us! here to learn be kind friends to everyone!



Principal
leader who sure our sch afe and



Custodian
They keep our classrooms and hallways clean and safe.



Librarian
They help us find the best stories to read and other references.



School Nurse
They take care of us if we feel sick and keep everyone healthy.

Name: _____ 112

Curriculum Connection
1.1, 1.4

True or False

Is the statement true or false?

1) The principal is the leader of the school community.	True	False
2) The principal only helps teachers.	True	False
3) Students are part of the school community.	True	False
4) Principals make decisions to help everyone in the school.	True	False
5) Adults at school are part of the school community.	True	False

Finish the Sentence

Finish the sentence to show your idea.

1) My principal helps our school by _____

_____.

2) Students are part of the school community because _____

_____.

3) Teachers and adults help students by _____

_____.

4) A good school leader should _____

_____.

5) I can help my school community by _____

_____.

PREVIEW

Name: _____ 113

Curriculum Connection
1.1, 1.4

Directions Cut out the school community members and glue them into the room where they should be.

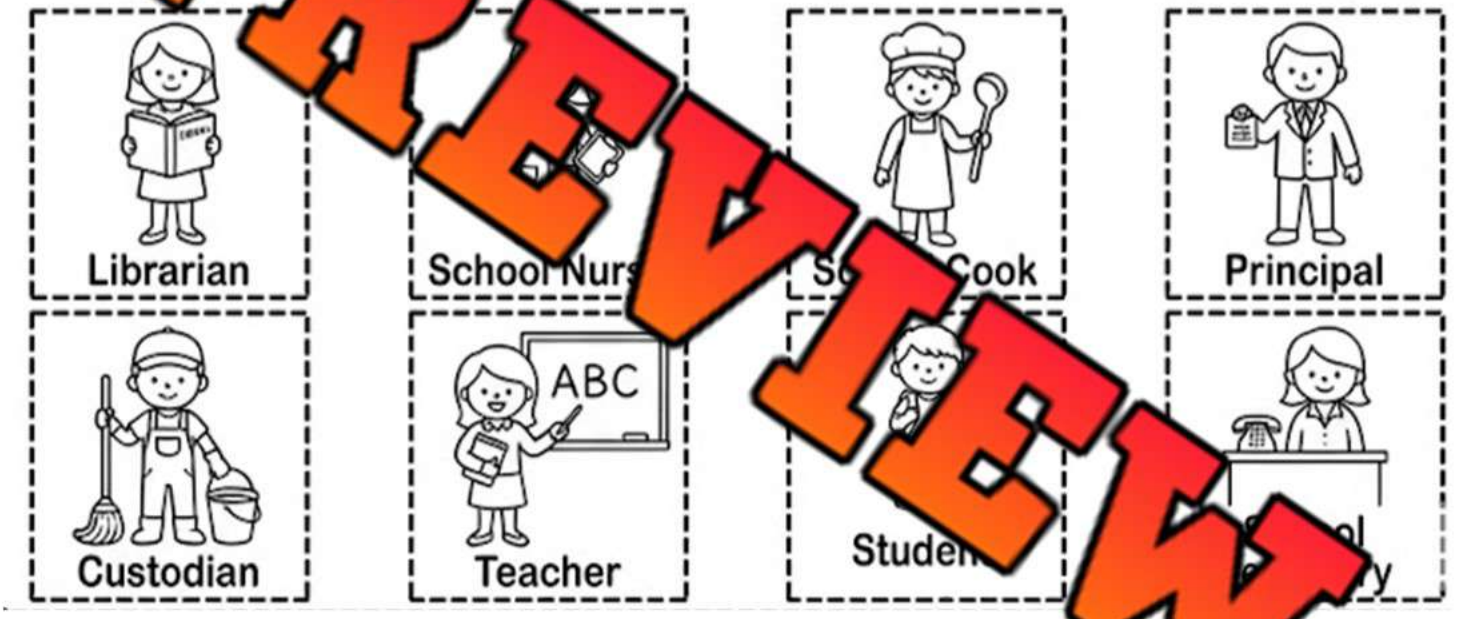


PREVIEW

Name: _____ 114

Curriculum Connection
1.1, 1.4

Directions	Cut out the school community members and glue them into the room where they should be.



PREVIEW

Name: _____ 116

Curriculum Connection
1.4

School Rules

The responsibilities we have at school are written as **rules**. There are school rules that all students need to follow. There are also class rules. Each class could have different rules.

Class Rules

Colour the rules you have in your class:

			
Raise Your Hand	...ying	...ine Up Quietly	Hands to Myself
			
Listen to Others	Don't Interrupt Others	Clean Up ... Yourself	...eat

PREVIEW

Class Rules

Write 3 more class rules your class has:

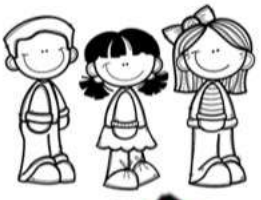
1)	
2)	
3)	

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Name: _____ 117

Curriculum Connection
1.4

Matching Draw a line from the picture of the rule to the description:

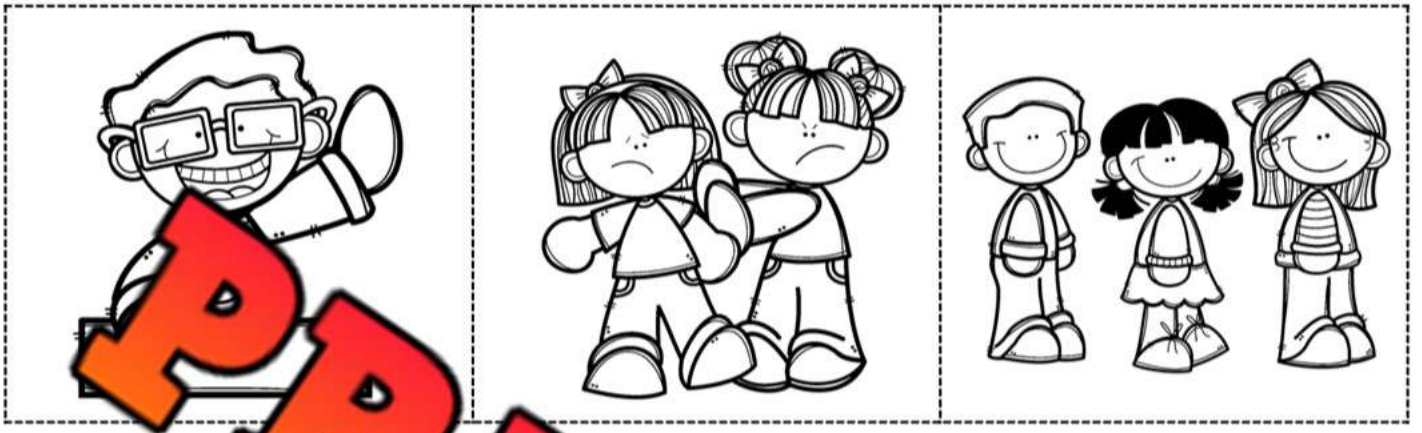
Picture of Rule	Description of the Rule
	I listen to my classmates
	I stay in my seat during seat work
	I raise my hand when I want to talk
	don y other kids
	I line u ly an etly
	I keep my hands to my lf
	I clean up my desk
	I don't talk when others are talking

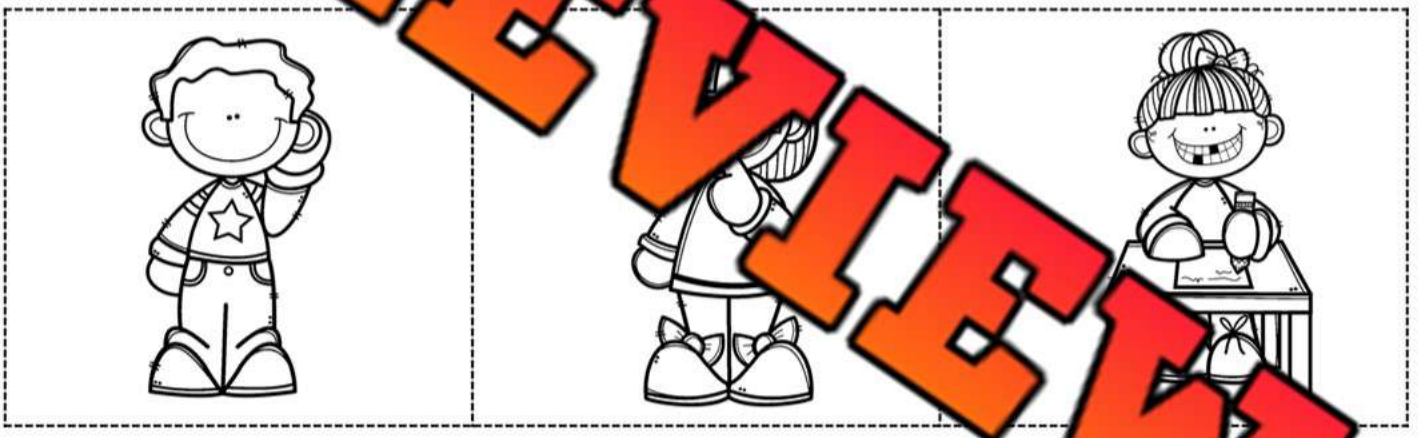
PREVIEW

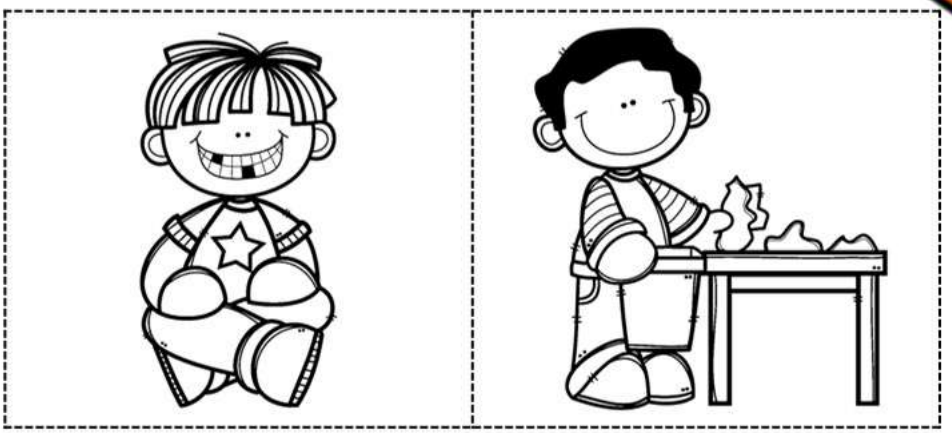
Name: _____ 118

Curriculum Connection
1.4

Activity Cut out the pictures of the class rules:







PREVIEW

Name: _____ 119

Curriculum Connection
1.4

Activity Paste the picture of the rule above the description:

	I stay in my seat during seat work	I line up quickly and quietly
I raise my hand when I want to talk	I don't bully other kids	
I keep my hands to myself	I don't talk when others are talking	



PREVIEW

Name: _____ 120

Curriculum Connection
1.4

Questions Circle the responsibilities that are met with the rules below. For example, lining up is being safe and respecting others.

	Rule	Be Safe	Try Your Best	Respect Others	Take Care of Class and School
1)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
2)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
3)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
4)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
5)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
6)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
7)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
8)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School

PREVIEW

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Name: _____ 121

Curriculum Connection
1.4

Understanding Bullying

The New Student

Liam was new at school. He felt nervous.

At recess, he sat alone.



Some b[illegible] They laughed at Liam's old b[illegible]ck. "Is t[illegible] the garbage?" they asked. Li[illegible] sad.

A girl named Emma saw [illegible] She knew making fun of others is bully[illegible]mm[illegible] Liam.

"Hi, I am Emma," she said. "I like your bag. It lo[illegible] stron[illegible] smiled.

Emma asked Liam to play soccer. Later, she told the [illegible] wha[illegible]pened. The teacher told the boys to be kind.

The next day, the boys said sorry. Liam was happy. He learned that go[illegible] friends help each other!

PREVIEW

Quick Questions for the Kids:

1. How did Liam feel at the start? (Sad, nervous, or happy?)
2. What did Emma do to be a good friend?
3. What is one kind thing you can say to a new student?

Name: _____ 122

Curriculum Connection
1.4

Question How can you help someone who is being bullied, and why is it important to tell a trusted adult?

Direction Circle the emojis that show how you would feel and what you would do in the situation on the left.



PREVIEW

Yes or No Are the actions below helping stop bullying?

1) Emma sits with Liam when he is alone.	Yes	No
2) The boys laugh at Liam's backpack.	Yes	No
3) Emma tells the teacher what happened.	Yes	No
4) Liam laughs at someone else to feel better.	Yes	No
5) The boys apologize to Liam for hurting his feelings.	Yes	No
6) Students include others and are kind to everyone.	Yes	No

Name: _____ 123

Curriculum Connection
1.4

Bullying Survey



Complete the survey below by circling yes or no to the questions. If you have answered yes to 2 or more questions, chances are you have been bullied. Ask a teacher for help if these behaviours continue.

	Bullying Behaviour	Yes	No
1)	...you bad names?	Yes	No
2)	Is anyo...ey ...want to be friends?	Yes	No
3)	Have you been ...ause ...t you look like?	Yes	No
4)	Do you not like school becaus...ty?	Yes	No
5)	Do you not feel included by kids in gr...	Yes	No
6)	Does anyone push, kick, punch or trip you on...	Yes	No
7)	Does anyone laugh at you for what clothes you wear?	Yes	No
8)	Has anyone said they are going to hurt you?	Yes	No
9)	Are you afraid to tell a teacher when you are bullied?	Yes	No
10)	Do you get teased about something you can't control?	Yes	No

PREVIEW

On the other hand, if you are doing any of these things to others in your school, you may be bullying others.

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Curriculum Connection
1.4

Helping Each Other

When we help each other, we can make a big change in someone else's life.

- An adult helps a lost child
- A student helps another student who is being bullied
- A student shares toys or markers with another student
- A teacher helps a student find the answer to a problem



Feeli ne person helps another, how does the other person feel?



Word Bank – Feelings			
Ha		Excited	Proud
Thankful		Confident	Hopeful



	How The Person Helped	How The Person Feels Now
1)	You help a kindergarten student find their classroom	
2)	You finally solve a difficult question after your gives you a little bit of help	
3)	A classmate is sad because they are being left out. You hel them by inviting them to play with you.	
4)	A classmates forgets their lunch, so you offer them a snack	
5)	You see a student being bullied. You get a teacher and the bully stops.	
6)	You were picked to go first, but you know Nick loves going first so you let him.	
7)	Pam is always picked last in a game. You help her by picking her first.	
8)	Your parents painted your room your favourite colour. They also decorated it with your favourite toys.	

PREVIEW

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Name: _____ 126

Curriculum Connection
1.4

Role-Play: Being A Helper

Objective What are we learning about?

To help students understand the importance of helping others in different roles and showing respect in various situations.

Materials What will we need for our activity?

- Scen o card rent situations) (provided)
- Props or co ptiona
- Timer or stopwatch



Instructions How will we complete ity?

1. Divide the class into small groups of 3 to 4 ts.
2. Provide each group with a scenario card that ou cific si related to the topic being studied.
3. Give out roles to each student in the group, assigning them a ch within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students emb their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

PREVIEW

Name: _____ 127

Curriculum Connection
1.4

Criteria Use the criteria below to complete the activity.

Criteria	Description
Imagination	Pretend you are doing the task. Use your creativity.
Voic	Speak clearly and kindly while working.
A	w what you are doing with careful and thoughtful ents.
Stay Role	pret nd stay focused until the task is complete.
Teamwork	Work to wit p. Be helpful and share ideas.

PREVIEW

Scenario Cards Cut out the topics be

	Scenario	Desc
1	**Helping a Lost Boy**	A boy is crying at the park. He says he ca m. A family comes to help him. The dad talks kind to the boy to calm him down. One child looks around and sees a worker by the swings. They call the worker, who helps find the boy's mom. She comes running and hugs him. The family smiles and feels happy because they helped someone who was scared.

Name: _____ 128

Curriculum Connection
1.4

Scenario Cards | Cut out the topics below.

	Scenario	Description
2	Cl[illegible] Classroom	Some kids stay to help clean the classroom. They grab trash bags and gloves. One child picks up paper from the floor. Another child puts markers back in the bin. Someone wipes the desks to make them clean. The kids talk about how nice t[illegible]lassroom will look. After they finish, they sit down and [illegible]nd. They feel happy and proud because they worked [illegible]er to [illegible] the classroom tidy.
3	A Sick Dog	The fa[illegible]og is [illegible]m its bed. The dog is tired and does not eat din[illegible] The [illegible] vet for help. The vet says the dog needs rest ar[illegible]e. One [illegible]ts the dog gently, while the other brings some wa[illegible]e ne[illegible]ing, the dog wags its tail and drinks water. The [illegible]s hap[illegible]cause their dog is getting better. They talk abo[illegible] pe[illegible]d l[illegible]e and care when they are sick.
4	Grocery Store Trip	A family goes to the grocery store. The dad pushes the cart while one child picks bananas from the shelf. The younger child waves at a friend from school. Suddenly, a box of cereal falls to the ground. Everyone helps pick it up. At the counter, the kids help pack the groceries into bags. The family laughs and talks on the way home. They feel good about working together and being kind to others in the store.

PREVIEW

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Name: _____ 129

Curriculum Connection
1.4

Scenario Cards | Cut out the topics below.

	Scenario	Description
5	**H with Homework**	Two kids are doing homework at the table. One friend finds the math problems very hard and feels upset. The other friend notices and says, "Let's try this together." They use blocks to ount and solve the problem step by step. The struggling friend to feel better. After finishing the work, they smile and say, "T for helping me!" Both friends feel proud that they finish their homework without giving up.
6	**A Birthday Surprise**	The mom for her birthday. They work together t . One child makes a card with colourful drawings. loons and streamers in the living room. When mom c hor ey hide and jump out, shouting, "Surprise!" Mo mile em. She opens her card and says it is beautiful. T ake her and talk about their favorite birthdays. Mom says this birthday ever.
7	**A Fall at Recess**	A child runs on the playground and trips over a rock. They hurt their knee and start crying. A friend nearby runs over to help them. The friend helps them sit down and tells them it will be okay. Another friend runs to get the teacher. The teacher comes with a bandage and helps clean the scrape. The friends stay with the hurt child until they feel better. Everyone walks together back to class and feels proud for helping.

PREVIEW

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Curriculum Connection
1.4

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Imagination	Did not pretend much.	Pretended a little.	Pretended well.	Pretended very well.
Voice	Did not speak kindly or clearly.	Spoke kindly or clearly sometimes.	Spoke kindly and clearly often.	Always spoke kindly and clearly.
Actions	Did not show actions.	Showed a few helpful actions.	Showed many helpful actions.	Showed all helpful actions very clearly.
Stay Role	Stopped pretending quickly.	Pretended some time.	Pretended most of the time.	Pretended the whole time.
Teamwork	Did not share or help others.	Shared or helped sometimes.	Shared and helped	Always shared and helped very well.

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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Curriculum Connection
1.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

What would you do in the situations below?

1) A classmate is sad.	
Play with them	Ignore them
2) A student drops books.	
Step over	Help them
3) Someone is bullied.	
Tell a teacher	Watch
4) The teacher is talking.	
Talk	Listen

Name: _____ Mark

What would you do in the situations below?

1) A classmate is sad.	
Play with them	Ignore them
2) A student drops books.	
Step over	Help them
3) Someone is bullied.	
Tell a teacher	Watch
4) The teacher is talking.	
Talk	Listen

Name: _____ Mark

What would you do in the situations below?

1) A classmate is sad.	
Play with them	Ignore them
2) A student drops books.	
Step over	Help them
3) Someone is bullied.	
Tell a teacher	Watch
4) The teacher is talking.	
Talk	Listen

PREVIEW

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Name: _____ 133

Curriculum Connection
1.4

Rules at Home

Be Kind: Use "please" and "thank you." Listen when others talk to make everyone feel loved.



Clean Up: Put your toys away and put trash in the bin. A neat ho[illegible] helps you find your things!

Stay Sa[illegible] [illegible]lk inside. Stay away from hot stov[illegible] sharp [illegible]sk a grown-up for help.

Help Out: You [illegible]h[illegible] set th[illegible]r feed a pet. Small jobs make a big difference!

Bedtime: Go to bed on t[illegible] brush[illegible]eeth. Turning off screens helps your brain rest.

PREVIEW

Directions Carefully follow each instruction to [illegible]ur t[illegible]ture and show that you are a great listener who fol[illegible]les!



1) C[illegible] th[illegible] sun [illegible] yellow but keep [illegible] cle[illegible] white.
2) Colour the cloud a[illegible]op of the page light blue.
3) Colour the airplane's propeller (the spinning part at the front) orange.
4) Do not colour the cloud at the bottom; leave it white like a fluffy marshmallow.
5) Colour the airplane's wings your favourite colour but try to stay inside the lines!

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Name: _____ 134

Curriculum Connection
1.4

Draw	In each of the large empty boxes below, draw a picture of yourself following that rule. Make your drawings happy and colourful!

Being Kind	Draw a picture of you using "please" and "thank you" words or sharing a toy with a friend.

Clean Up After Yourself	Draw a picture of you putting [illegible] box or making your bed.

PREVIEW

Name: _____ 135

Curriculum Connection
1.4

Follow Safety Rules	Draw a picture of you showing how to be safe. You can draw yourself walking, not running, or asking an adult for help near something dangerous.

Help Your Family	Draw a picture of you doing a help ike setting the table for dinner or feeding a pe

PREVIEW

Name: _____ 136

Curriculum Connection
1.4

Rule Pledge

Trace the words below to promise that you will follow the rules and be a great helper.

I follow the rules because I want my home and school to be safe and [illegible] places.

When I [illegible] the rules, I show my family and friends that I care about them.

Rules help me know how to be a great helper, how to stay safe from danger, and how to use kind words.

I promise to be a Rule Hero every day!

PREVIEW

Name: _____ 137

Curriculum Connection
1.4

Local Community - Mayor

Who is the Mayor? The mayor is the leader of a city or town.

The people in the community vote to choose them.



What Does a Mayor Do? A mayor has a very busy job!

They help r parks, roads, and buildings safe and clean.

They leaders to make good rules.

Helping the C listens to people. If you

have a big idea or a n help. They try

to make our town the best

Making Good Decisions A good mayo . The

about what is best for citizens, families and e yo

They work hard to help everyone.

Why is a Mayor Important? Mayors are important because they fe

and organized. They help everyone work together to solve problems

PREVIEW

Identify Draw a circle around the three things a mayor helps take care of!

A library	A fire station	A magic carpet	A city bus	A talking dog
A pet dinosaur	A New Playground	A streetlight	A glass slipper	A town bridge
A Bike Path	A Giant Beanstalk	A Robot	A Drinking Fountain	A City Park

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Name: _____ 138

Curriculum Connection
1.4

True or False

Is the statement true or false?

1. A mayor helps make decisions for a city or town.	True	False
2. Only teachers can become a mayor.	True	False
3. People vote for the mayor in their city or town.	True	False
4. A mayor should make decisions that help everyone.	True	False
5. A reeve is a leader in some towns.	True	False

Question

What is important for a mayor or reeve to make good decisions?



Think

Check all the things a mayor or reeve should do

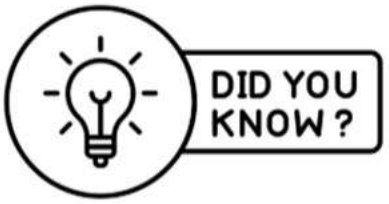
❑	1) Help keep parks clean
❑	2) Make rules that help the community
❑	3) Only help their friends
❑	4) Listen to the people in the town
❑	5) Help keep roads and buildings safe

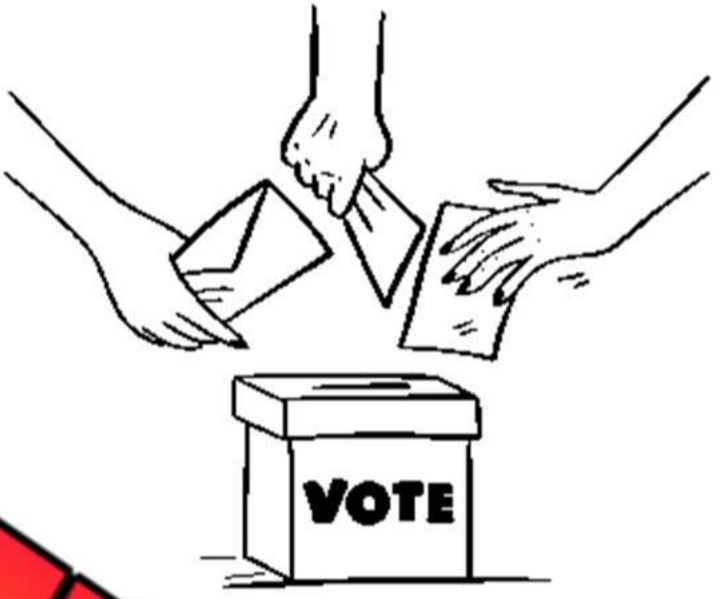
PREVIEW

Name: _____ 140

Curriculum Connection
1.4

Electing Our Leaders





- **You choose your leader!**

Voting m cking the person you think b b.

- **The Mayor ain**

On Election Day le vo Mayor to lead the tow

- **The Mayor has a team!**

People also vote for Councillors. T work t he solve problems.

- **Voting is a Superpower!**

It gives you a "say" in how your community works

- **Teamwork wins!**

Leaders work to keep parks, schools, and roads safe and clean ou!

PREVIEW

Vote Tally

The votes are in! Count the tally marks for each person. Write the total number in the box. Circle the winner!

Candidate	The Votes	Total Votes
Farmer Ben		
Captain Kelly		
Mayor Mike		

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Name: _____ 141

Curriculum Connection
1.4

True or False

Is the statement true or false?

1. People vote in an election to choose leaders.	True	False
2. The mayor is the leader of a city or town.	True	False
3. Only children can vote for the mayor.	True	False
4. Council[illegible] help the mayor make decisions.	True	False
5. Voti[illegible]rtant in a community.	True	False

Directions

Co[illegible]str[illegible]ion about why election is important.



PREVIEW

Name: _____ 142

Curriculum Connection
1.4

The leaders in our community need to be chosen by the people living in the community. We choose our leader by voting for them in an election. On election day, we vote for one person to be the mayor. We also vote for councillors to help the mayor.

Election

Who will you vote for in the election?



- Make a skateboard park
- ild a hospital
- splash pad
- nowplows
- fire truck

Doug



- Build a library
- Build more roads
- Build an arena
- Buy more garbage trucks
- Lowering taxes

Ashley

PREVIEW

Explain

Who would you vo ? W want to make decisions for you?

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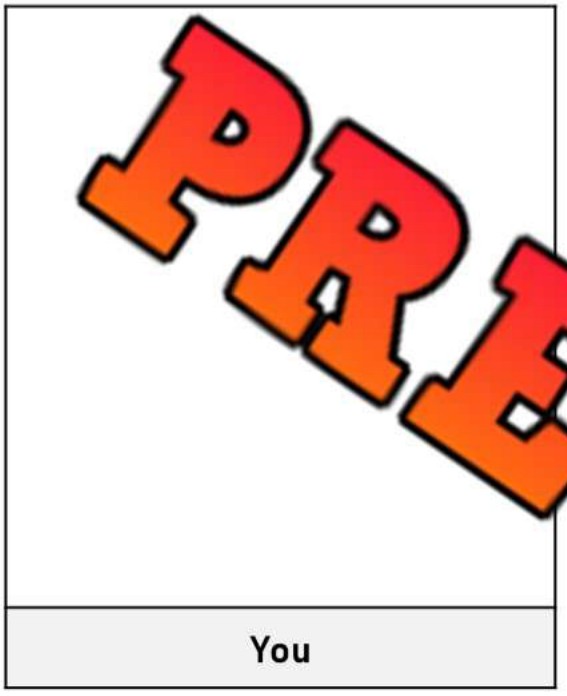
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Curriculum Connection
1.4

Becoming Mayor

Anyone over the age of 18 can become mayor. Maybe one day you will be mayor!

Election Draw a picture of yourself. What would you do if you were mayor?



You

Draw Draw some of the things you would do be

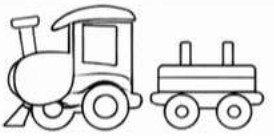
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Name: _____ 150

Curriculum Connection
1.4

Laws or Rules?

Laws or Rules | Which are laws and which are rules?

1)	Always wear a seatbelt 	Law	Rule
2)	Put ay after using them 	Law	Rule
3)	Wash yo ore ting 	Law	Rule
4)	Put your dog on a en yo 	Law	Rule
5)	Listen to your teachers and par s 	Law	Rule
6)	No running in the halls 		Rule
7)	Pay for parking at a parking metre 		Rule
8)	Be friendly to others 	Law	Rule
9)	Drive less than the speed limit 	Law	Rule
10)	Take baths regularly 	Law	Rule

PREVIEW

Name: _____ 151

Curriculum Connection
1.4

Sort Cut out the rules and laws and paste them in the correct category:

Rule	Law
Paste here	Paste here

PREVIEW

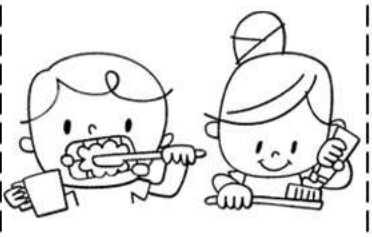




















Eating Healthy



Name: _____ 156

Curriculum Connection
1.4

My Changing Responsibilities

We all have jobs to do! At home and school, your responsibilities can change.

1) **Home Responsibilities** – Help clean up, take care of toys, and listen to your parents.
2) **School Responsibilities** – Listen to your teacher, share with friends, and finish your work.





Match each event to the new responsibilities you could have:

Number	Event
	Your mom gets a new job and leaves earlier for work.
	You get a new dog.
	Your parents have a baby and you get a big brother or sister.
	You got a new pool.
	You moved to a new house with a bedroom.
	You moved to the next grade in school.
	You joined a new baseball team.
	You moved to a new school.

Number	New Responsibility
1	You make sure there is always water in the dog's dish
2	You are quiet while the baby naps
3	You will meet some new friends
4	You don't go near the pool without a life jacket
5	You now share a bedroom with your brother or sister
6	You practise catching and throwing with a friend
7	You will need to read and write more
8	You make your lunch for school before you go to bed



PREVIEW

Name: _____ 158

Curriculum Connection
1.4

Relationships At School

My relationships with my teachers:



- I call them Miss, Mrs. and Mr.
- I trust my teachers
- I respect my teachers and follow their instructions
- I work [illegible] for my teachers
- I [illegible]chers, and they listen to me
- I ta[illegible] my t[illegible]ifferently than I talk to my friends

My re[illegible]ip[illegible] with other students:



- I call them by their [illegible]ame
- I share with them
- I play games with them
- I work well with other students on tas[illegible]
- I play fairly with my friends
- I talk to my friends about everything – video ga[illegible] s[illegible]re!

PREVIEW

Relationship	Is the statement a relationship with my teacher or [illegible] students?

1) I play games with...	Students	Teacher
2) I talk about silly stuff with...	Students	Teacher
3) I ask my _____ for help	Students	Teacher
4) I tell my _____ when I'm having a trouble at home	Students	Teacher
5) I share toys with other...	Students	Teacher
6) I can tell my _____ anything that is bugging me	Students	Teacher
7) I have to listen to my _____	Students	Teacher

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Name: _____ 159

Curriculum Connection
1.4

True or False

Is the statement true (T) or false (F)?

1) I show respect to my teacher by calling them Miss, Mrs. or Mr.	T	F
2) I can trust my teacher and tell them things that bug me.	T	F
3) I talk to my teacher the same way I talk to my friends.	T	F
4) I need to play nicely with other students.	T	F
5) I don't need to work with others as I can always work by myself.	T	F

Write ar

What do you do to show respect to your teacher?

PREVIEW

Word Scramble

Unscramble the words from th d

Word Bank			
Play	Listen	Friends	Class
Trust	Share	Learn	Teacher
Respect	Work	Help	Kind

ESCRTPE		SHEAR	
SACSL		LSNIET	
EAETRCH		RIDFSEN	

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Name: _____ 165

Curriculum Connection
1.5

Order of Events

Life events are important things that happen in our lives. Some life events happen when we are young. Other life events happen when we are older.

Examples of life events:



- Being
- L
- Starting s
- Making friends.

Ordering events means put ing t er they happen. We can use the words first, next, then, and last.

For example:



- first, a baby is born.
- Next, the child learns to walk.
- Then, the child starts school.
- Last, the child grows bigger and learns more things.

Life events are important because they help us grow, learn, and make memories. Some life events are happy and exciting, while others may feel difficult or sad. Families often remember important life events by taking pictures, celebrating, or telling stories about them.

PREVIEW

Name: _____ 166

Curriculum Connection
1.5

True or False

Is the statement true or false?

1) A baby is born before learning to walk.	True	False
2) Children start school before they are born.	True	False
3) People grow older as time goes by.	True	False
4) You can learn to ride a bike before you can walk.	True	False
5) Graduation from school happens when you are very young.	True	False

Fill in the Blank

Write the missing word.

1)	A baby is _____ its life.	born	older
2)	After a baby is born, they learn to _____.	walk	sleep
3)	Children go to _____ after learning to walk.	[illegible]	school
4)	We can make _____ at school.	friends	toys
5)	When we finish school, we _____.	graduate	[illegible]

PREVIEW

Question

What is one important life event in your life?

_____

_____

_____

_____

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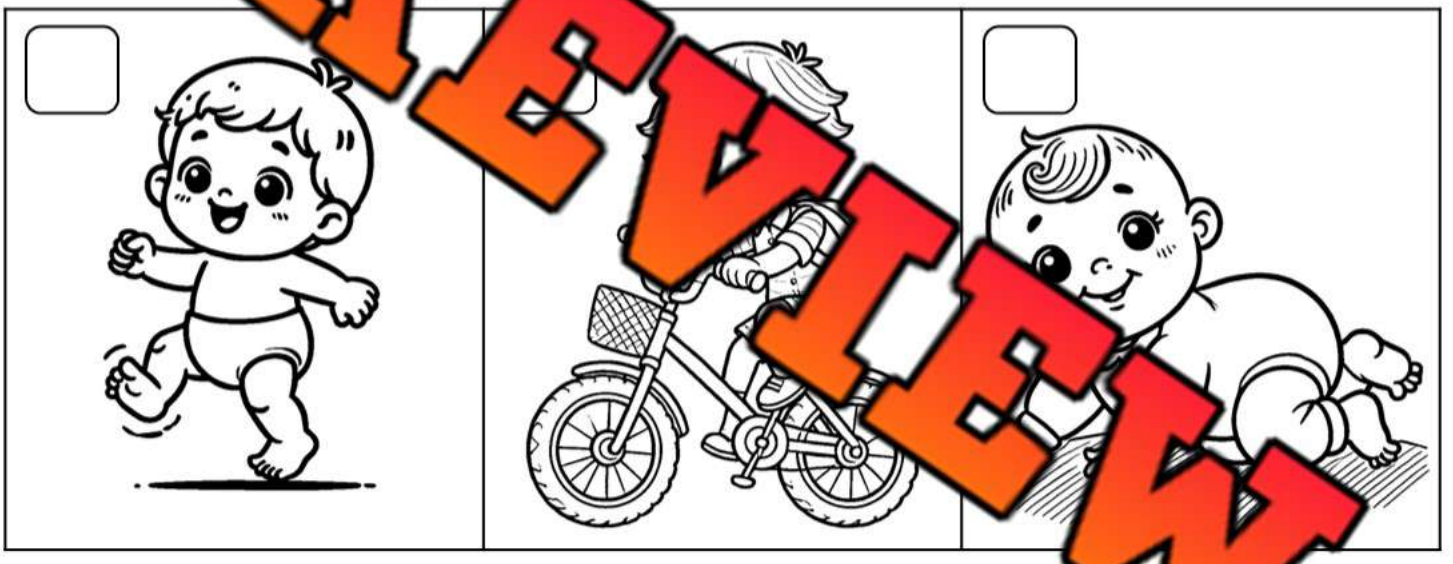
Curriculum Connection
1.5

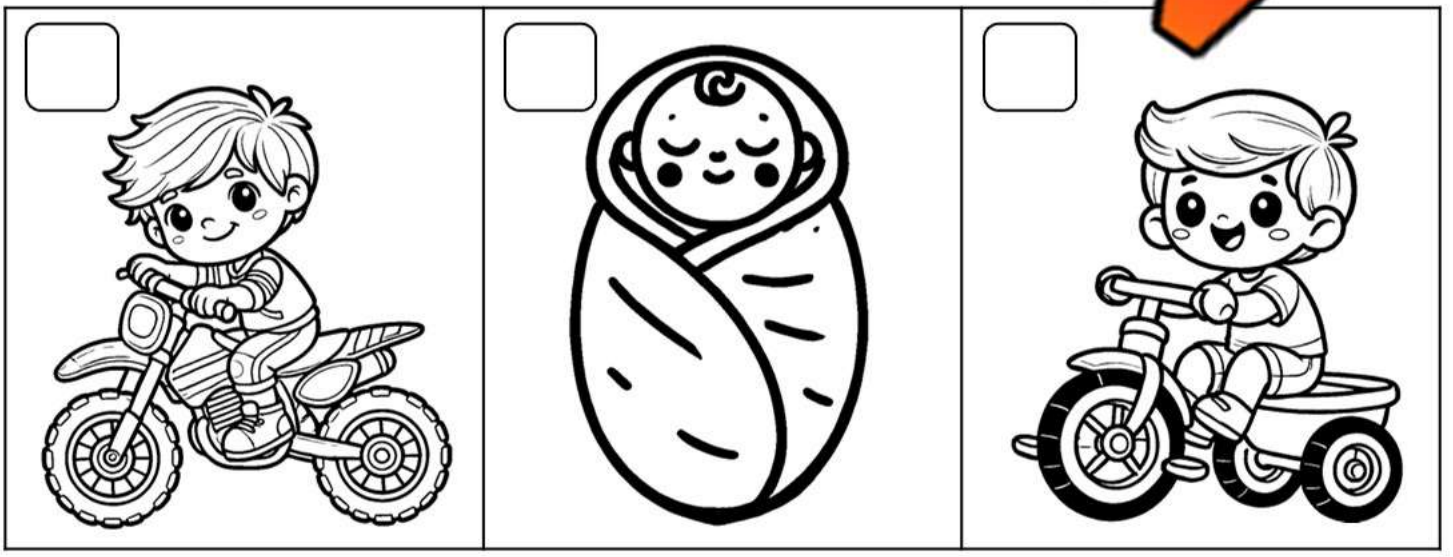
Ordering Events - Ben's Life

Ben was born on November 13, 2016. He learned how to crawl when he was 1 years old. When he was 2, he started walking. At the age of 3, Ben got a tricycle. He rode it to the park all the time. When he turned 4, he got a real bicycle fo his birthday! He rode that everywhere! Ben is now 6 and can now ride a di He drives his dirt bike behind his house.

PREVIEW

Ordering ents vents below in order from what happened 1st to 6th





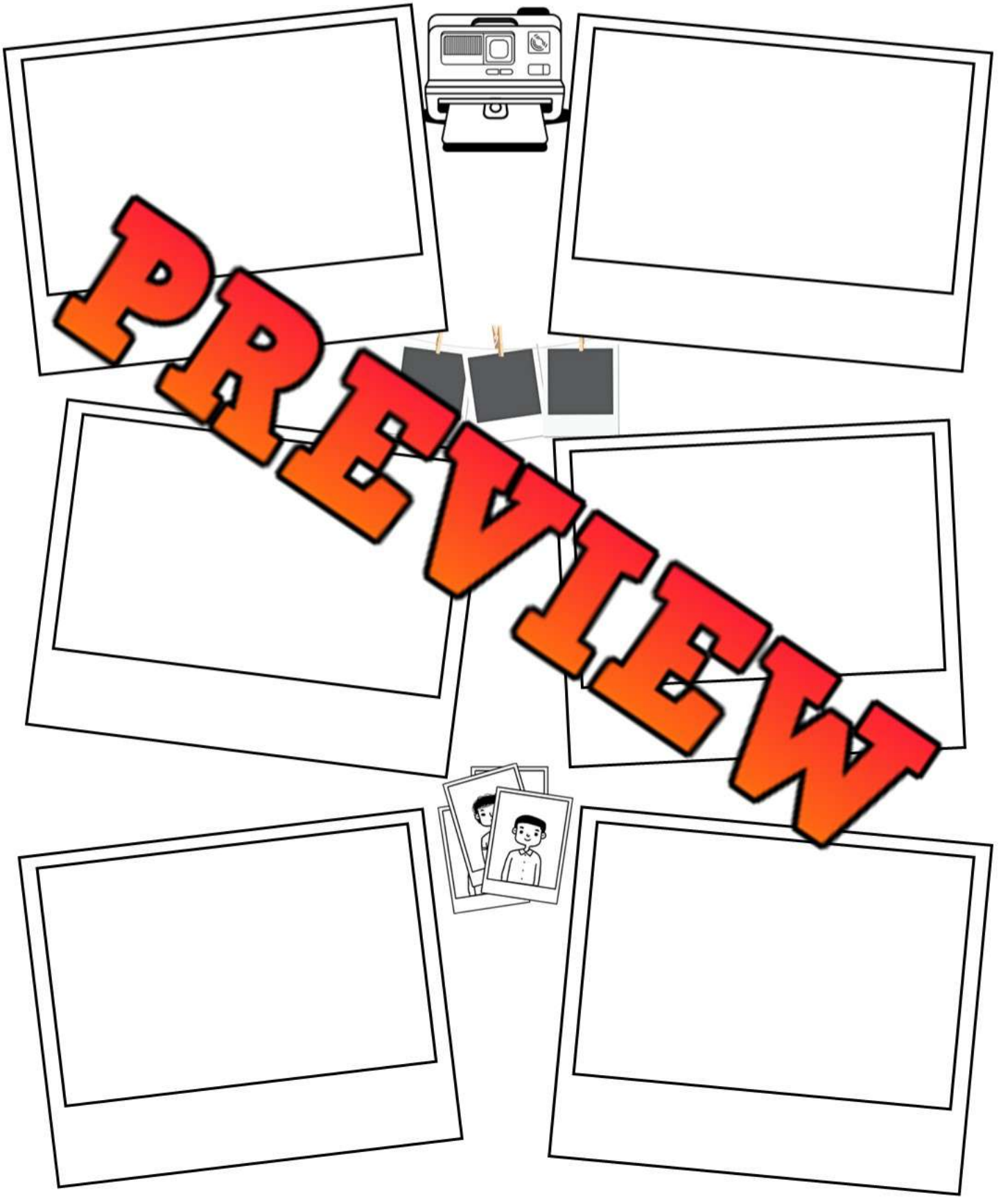
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Big Events

Draw big events in your life and label them.



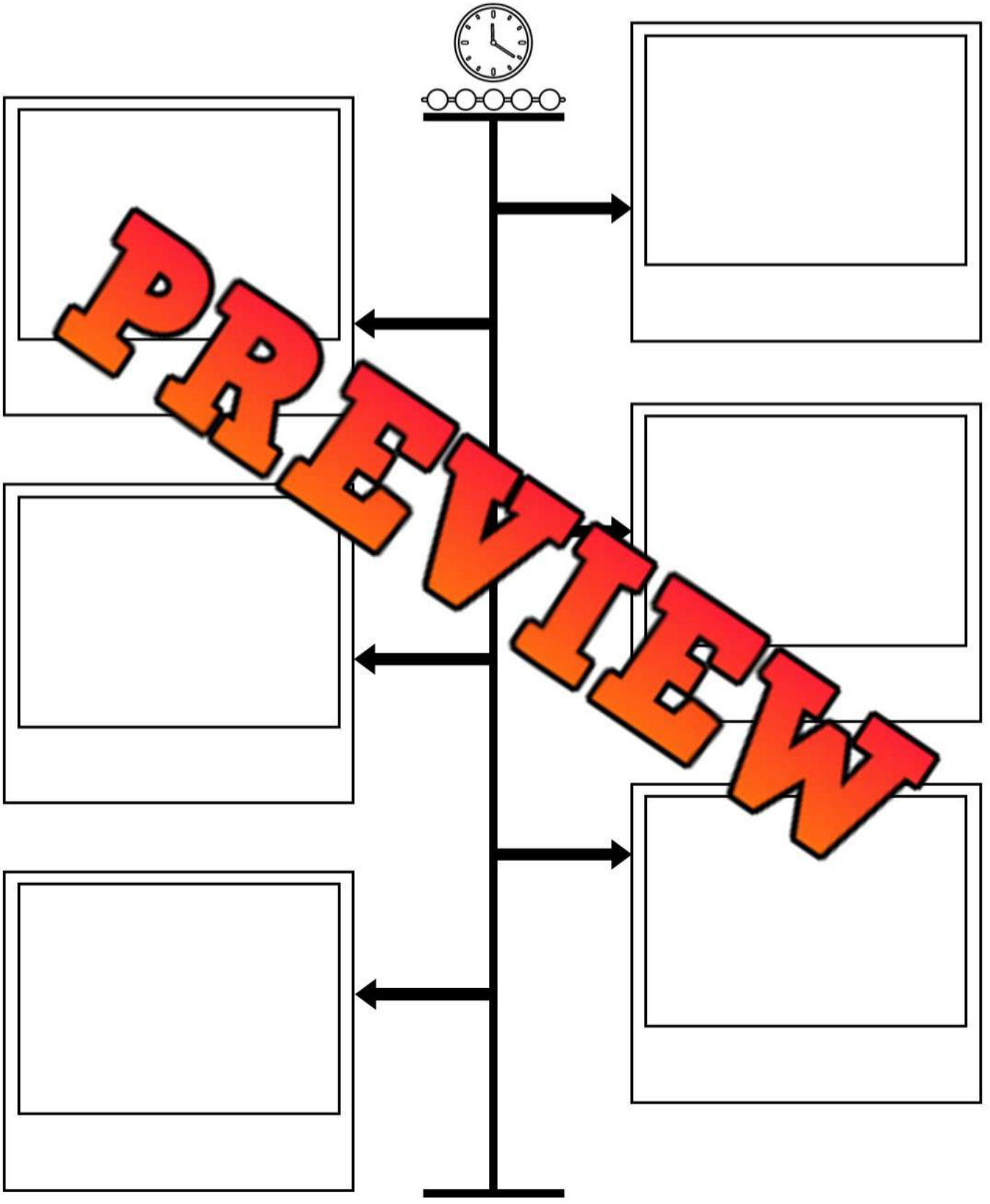
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Timeline Use the timeline to put the events in order from earliest to most recent:



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History of Your Community

The First Peoples of Canada have lived here for thousands of years. European settlers began moving here around 300 years ago. Most non-Indigenous communities began much later than that, around 150 years ago.

Research Research the answers to the questions below with your teacher

1) What y your city/town founded?

2) How old is yo ?

3) Who founded your cit ?

4) What was the first building in your mmunity

5) What year was it built?

6) Draw a picture of the building.

PREVIEW

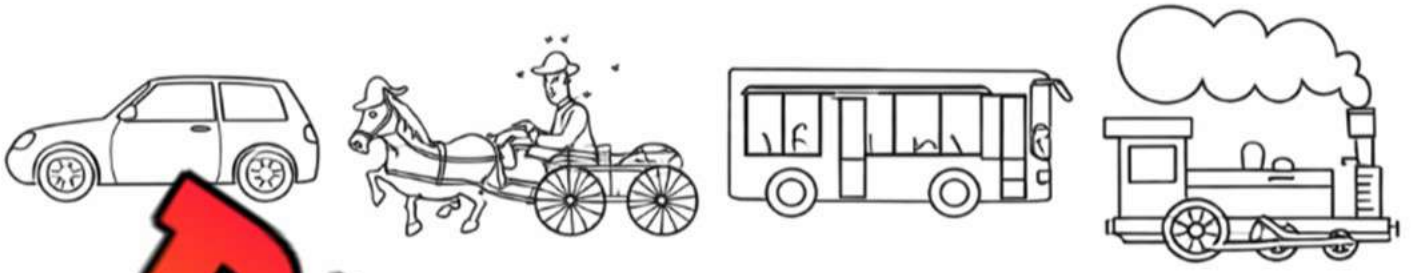
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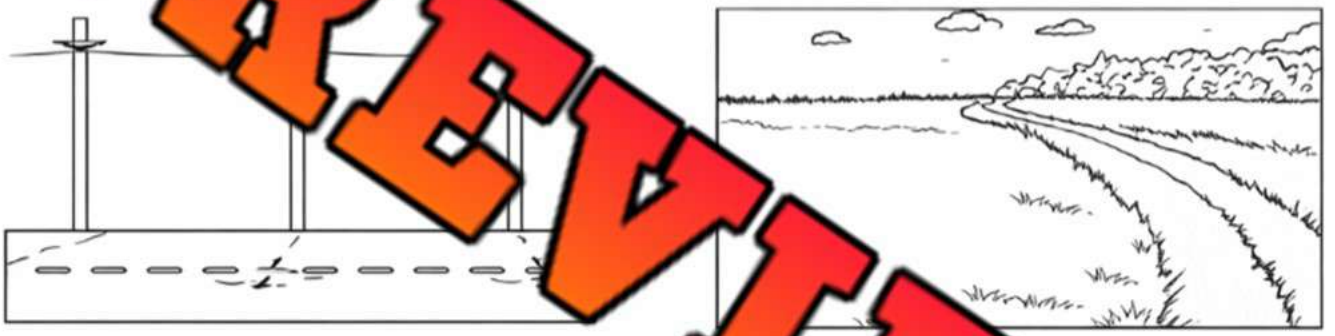
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Research Research the answers to the questions below with your teacher

7) How did people get around during this time period? Circle the ways.



8) Ci[illegible]ight have looked like during this time period.



9) What did the stores look like back then?



10) Were buildings made of steel or wood hundreds of years ago?

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Name: _____ 178

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Draw Draw a community with horses, old buildings made of wood, and dirt roads.



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First People In Your Community

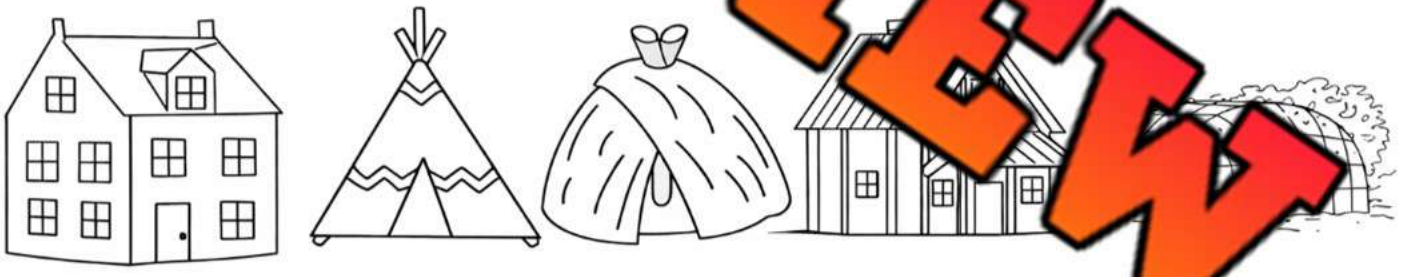
Before Europeans came to Canada, the First Peoples of Canada lived here for thousands of years.

Research Research the answers to the questions below with your teacher

1) Which F[illegible]ation lived where your community is now?

2) Wha[illegible]dform[illegible]nink they used? Lakes, rivers, forests, mountains?

3) What did their shelters look like? [illegible] what [illegible]ey lived in.



4) Draw a shelter the First People in your community lived in.

PREVIEW

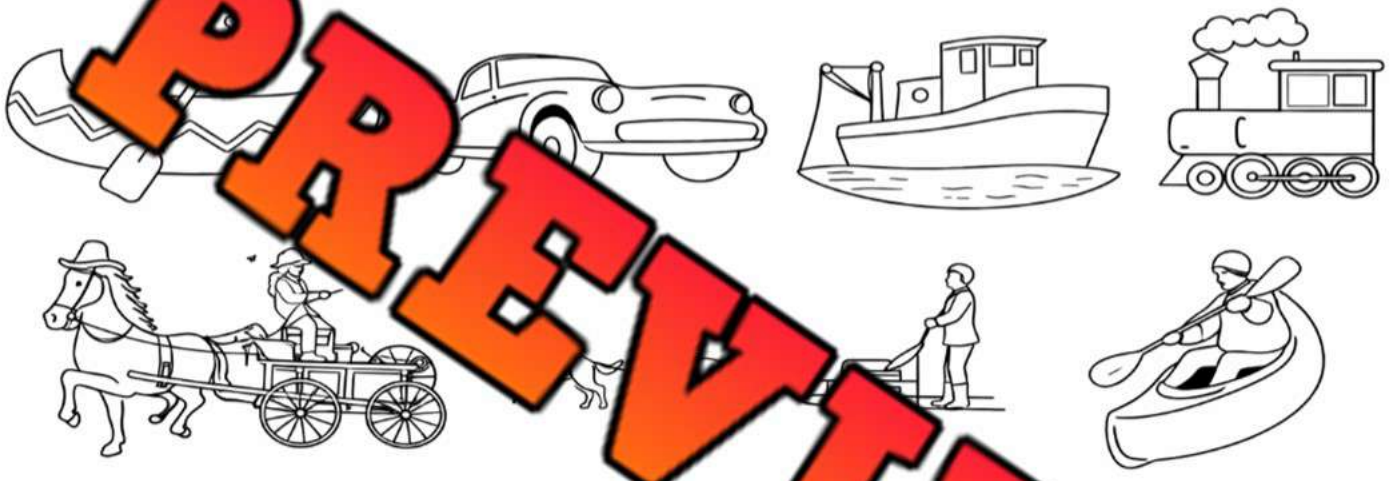
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Research Research the answers to the questions below with your teacher

5) What treaty covers the land your community is on?

6) How did the First People get around in your area?



7) Draw a community of the First Peoples in your area

PREVIEW

Name: _____ 182

Unit Test – Roles and Responsibilities

Think Will the person be happy or sad?

Will the Person be Happy or Sad?	Happy	Sad
1) The mayor is building a splash pad. Jeff doesn't like water. Will Jeff be happy or sad?		
2) The mayor is building a skateboard park. Jill doesn't skate. Will she be happy or sad?		
3) The mayor is building a library. Sam loves to read. Will Sam be happy or sad?		

Responsibilities Circle the responsibilities you have at home

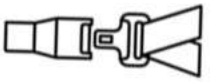
			
Dusting	Hanging Laundry	Sweeping	Vacuuming
			
Cleaning Table	Washing Dog	Making Bed	Setting Table
			
Feeding Baby	Washing Clothes	Mopping	Cooking

PREVIEW

Laws or Rules

Which are laws and which are rules?

Mark /

1)	Wash your hands before eating 	Law	Rule
2)	Drive less than the speed limit 	Law	Rule
3)	Wea eatbelt 	Law	Rule
4)	our do ash when you walk it 	Law	Rule
5)	Take baths arly 	Law	Rule

PREVIEW

Ordering Events

Put the events b ow hat happened 1st to 6th

Mark /













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