

Grade 2 – Language

A. Literacy Connections and Applications

Throughout Grade 2, in connection with the learning in strands B to D, students will:



	Curriculum Expectations – Overall Expectations	Pages
A1	A1. Transferable Skills	3 – 170
	Preview of 130 pages from this product that contains 254 pages total.	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	128 – 131, 168 – 170
A3	A3. Applications, Connections, and Contributions Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	46 – 53, 103 – 104, 113 – 114, 124 – 127, 168 – 170

Grade 2 – Language

C1. Knowledge about Texts



	Curriculum Expectations – Specific Expectations	Pages
C1.1	Using Foundational Knowledge and Skills to Comprehend Texts read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	34 – 38, 42, 71 – 73, 79 – 80
C1.2	Text Forms and Functions identify and explain some characteristics of literary and informational text forms and their associated genres	32 – 38, 71 – 73, 79 – 84, 101 – 104, 116 – 119, 122 – 127, 158 – 167
C1.3	Text Patterns and Features identify some text patterns, such as chronological order and journal entry, and text features, such as table of contents, charts, and icons, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning	82 – 84, 101 – 104, 140 – 141, 143 – 156, 158 – 170
C1.4	Visual Elements of Texts identify ways in which images, graphics, and illustrations are used in texts, and create, communicate, and contribute to meaning through a variety of visual elements	87 – 97, 143 – 156, 160 – 165
C1.5	Elements of Style identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning	88, 135 – 137
C1.6	Point of View identify the narrator's point of view, including first person or third person, in simple texts, and suggest an alternative point of view to tell the story	54 – 57
C1.7	Indigenous Context of Various Text Forms read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	46 – 53, 90 – 93, 120 – 121

Grade 2 – Language

C2. Comprehension Strategies



	Curriculum Expectations – Specific Expectations	Pages
C2.1	Prereading: Activating Prior Knowledge activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts	12 – 13, 22 – 23, 27 – 30, 116 – 119
C2.2	Prereading: Identifying the Purpose for Reading, Listening, and Viewing identify the purpose for engaging with texts, including enjoyment and learning	12 – 13, 18 – 19, 27 – 30, 110 – 111
C2.3	Monitoring of Understanding: Making Predictions make predictions using background knowledge, text features, and evidence from the text	12 – 13, 16 – 17, 22 – 23
C2.4	Monitoring of Understanding: Ongoing Comprehension use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts	12 – 13, 18 – 19, 24 – 25, 27 – 30, 43 – 44, 68 – 69
C2.5	Monitoring of Understanding: Making Connections identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them	17, 27 – 30
C2.6	Summarizing: Identifying Relevant Information and Drawing Conclusions identify the main idea in a simple text, and relate important details in sequence	12 – 13, 27 – 30, 105 – 109
C2.7	Reflecting on Learning identify strategies, such as rereading, visualizing, and asking questions, that have helped them comprehend various texts	24 – 25, 27 – 30

Grade 2 – Language

C3. Critical Thinking in Literacy



	Curriculum Expectations – Specific Expectations	Pages
C3.1	Literary Devices identify simple literary devices, including consonance and simile, and describe how they help communicate meaning	58 – 64, 122 – 127, 138 – 139
C3.2	Making Inferences make simple inferences using stated and implied information to better understand simple texts	20 – 23, 39 – 41, 77 – 78, 112, 140 – 141
C3.3	Analyzing Texts analyze texts, including literary and informational texts, identifying and locating important information, and comparing and contrasting simple elements	65 – 69, 79 – 80, 85 – 86, 94 – 99, 150 – 152
C3.4	Analyzing Cultural Contexts of Texts identify some cultural contexts in various texts, including symbols, language, and art, and ask questions and share ideas about how these contexts contribute to the meaning	112
C3.5	Perspectives within Texts identify explicit and implicit perspectives contained in a text, providing evidence, and describe how these perspectives could influence an audience	41, 74 – 78, 133 – 134
C3.6	Analysis and Response express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility	110 – 111
C3.7	Indigenous Contexts identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences	90 – 93, 113 – 114, 120 – 121, 128 – 131
C3.8	Reflecting on Learning identify thinking skills that have helped them analyze and better understand simple texts	74 – 78

Block 1:

Reading

Comprehension

Strategies - Basics

Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.

Understanding Reading Comprehension

Understanding Reading

Reading is not just saying words. Reading is when you understand the words you are saying.

Why Reading is Important

- 1) Reading helps you learn new things.
- 2) Reading helps you better understand talking.
- 3) Reading helps you write better.



How to Be Good at Reading - Strategies

A) Before Reading

- What You Know: Think of what you know already before you read.
- Why Read: Are you reading to learn something or do you have fun?

B) While Reading

- Predict: Try to guess what will happen next.
- Questioning: Keep thinking by asking questions about what you are reading.
- Make Connections: Connect the story to you, other stories, or the world.

C) After Reading

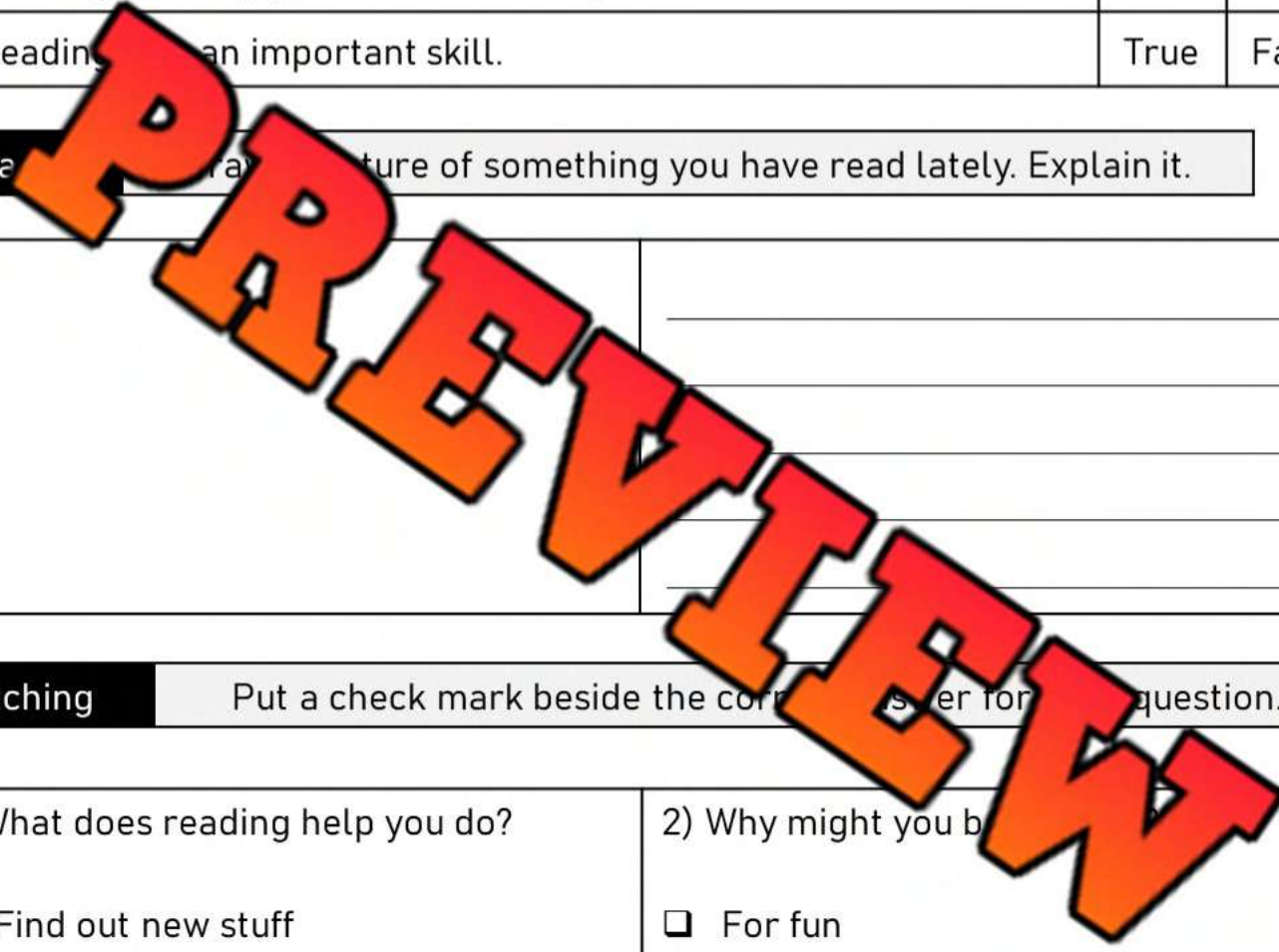
- Retell: Revise the main parts of the story.
- Inference: Look for small clues to understand things that are not said out loud.

True or False

Is the statement true or false?

1) Reading is just saying words.	True	False
2) Reading does not help you talk better.	True	False
3) Asking questions while reading is a good idea.	True	False
4) Reading can help you learn new things.	True	False
5) Reading is an important skill.	True	False

Draw a picture of something you have read lately. Explain it.

	<hr/> <hr/> <hr/> <hr/> <hr/>
---	-------------------------------

Matching

Put a check mark beside the correct answer for each question.

<p>1) What does reading help you do?</p> <p><input type="checkbox"/> Find out new stuff</p> <p><input type="checkbox"/> Sleep</p> <p><input type="checkbox"/> Run faster</p>	<p>2) Why might you be reading?</p> <p><input type="checkbox"/> For fun</p> <p><input type="checkbox"/> To learn</p> <p><input type="checkbox"/> Both A and B</p>
<p>3) How does reading affect talking?</p> <p><input type="checkbox"/> Makes it worse</p> <p><input type="checkbox"/> Makes it better</p> <p><input type="checkbox"/> No effect</p>	<p>4) How can you relate the reading to your own life?</p> <p><input type="checkbox"/> Ignore it</p> <p><input type="checkbox"/> Make connections</p> <p><input type="checkbox"/> Write a poem</p>

Making Connections

Making Connections

Making connections makes reading easier to understand.

- Text-to-Text Connection: Like another book you have read.
- Text-to-World Connection: About things that happen in the world.
- Text-to-Self Connection: About your own life and what you know.



Making Connections Draw a line from the example to the type of connection

1) Bella finds a lost dog on a street.

Text-to-Self _____ Animal shelters help lost pets.

Text-to-Text _____ I once found a dog.

Text-to-World _____ I read a newspaper story about lost pets.

2) Grandma comes to visit for the weekend.

Text-to-Self _____ This is like the book "Little Red Riding Hood".

Text-to-Text _____ People travel to see family.

Text-to-World _____ My grandma also comes to visit sometimes.

3) Jake and his friends build a snowman.

Text-to-Self _____ Building snowmen is very common during winter.

Text-to-Text _____ I built a snowman last year.

Text-to-World _____ I read that it will be snowing a lot this winter.

Making Connections

Making Connections

Make connections to the passage below.

Sam the rabbit loved hopping around the pond. One day, he found some shiny berries. His friend, Tina the turtle, was slow to find food. Sam decided to share his berries with Tina. They both enjoyed the yummy treat and felt happy.

Text-to-text

Text-to-self



Text-to-world



Comprehension Practice – Making Connections

“Every Drop Counts: The Importance of Saving Water”

Once upon a time, in a small town, lived a young girl named Lily. Lily loved water.

She liked swimming, watering plants, and playing with water balloons.

One day, she noticed something. The pond near her house was getting smaller.

“Why is the pond getting smaller?” Lily asked her mom.

Her mom said, “We all need to save water. The pond is getting smaller because we are using too much water. Let’s try to save it.”

Lily thought hard. “I want to help save water.” Here’s what Lily did:

- She turned off the tap while brushing her teeth.
- She took shorter showers.
- She used a broom instead of a hose to clean the sidewalk.

When her friends knew what Lily was doing, they started to save water too. And guess what? The pond started to get bigger again!

Lily was so happy. She learned that saving water helps the whole town, and even the animals that lived in the pond.

Remember, like Lily, you can help too. Every drop counts, and small changes can make a big difference. Let us all save water and take care of our planet!



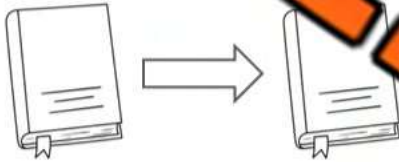
Pre-Reading

After reading the title and looking at the pictures, what do you think the text is about?

While Reading

As you read, stop and make connections to your life

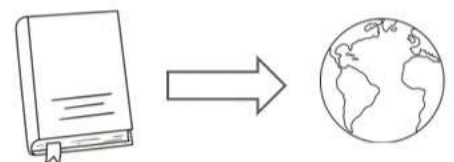
Text-to-text



Text-to-self



Text-to-world



Comprehension Practice – Questioning

The Magic of Pulleys: How Elevators Work

What is a Pulley?

A pulley is like a special wheel that helps lift things up and down. It uses a rope or a cable. Pulleys make it easy to move heavy stuff!

How do elevators use pulleys?

Elevators have a pulley at the top. A strong motor turns this pulley. When the pulley turns, the elevator goes up or down.

Parts of an Elevator

Here is what you find in an elevator.

- Pulley: The special wheel at the top
- Motor: Makes the pulley turn
- Cable: The strong rope
- Elevator Car: Where people stand



When you press the button, the motor starts turning the pulley. The pulley then moves the cable, and the elevator car goes to the floor you picked.

Why Are Pulleys Important?

Pulleys are like magic because they can lift heavy things easily. You can find pulleys in other places too, like in cranes that lift big boxes.

Pre-Reading

Are you reading for fun or for information?

[illegible]

While

As you read, stop and write down questions you have.

1)	
2)	

Visualizing

Draw what you were picturing while you were **ad**

This is a blank white page enclosed by a thin black rectangular border. There are no markings, text, or illustrations on the page surface.

What is an Inference?

When you read or listen, your brain takes in new facts. It mixes them with things you already know. This way, you get fresh ideas or make **smart guesses**.

Example

New Information 1) Frogs jump really high to catch flies.

Inference 1) Frogs are eating flies. 2) Jumping high is good for frogs.



Infer You can make an inference now by answering the questions.

1) Rachel is collecting oyster shells that eggs were left all over her house.

What holiday is it?

2) Dad is filling the car with suitcases and suitcases.

What is the family doing?

3) The teacher is passing out test papers and sharpened pencils.

What is happening in the class?

4) The puddles are turning to ice outside.

What is the weather like?

5) Jenny is brushing her teeth and wearing pajamas.

What time of the day is it?

What is an Inference?

Infer

Make 1 inference about each of the sentences below.

1) The soccer field is wet, and the sky is cloudy.

2) The cat curled up on the windowsill, looking outside.

3) Lisa is putting on a scarf, and mittens.

Infer

Make inferences about what is in the images below



The dog is wagging its tail.



The snowman is melting.

Comprehension Practice – Predicting

A Day in the Life of Ananya: Experiencing India

Ananya wakes up early in the morning to the sound of birds chirping outside her window. She lives in India, a country with many languages, foods, and traditions.

After getting dressed, Ananya joins her family for breakfast. They eat idli, a soft and spongy food made from rice. Ananya loves to dip her idli in coconut chutney.

"Today is a special day!" says her mom. Ananya is excited. She loves going to the market because it is full of colours and smells. They buy many things, including beautiful fabrics.



After the market, Ananya and her family visit a special place called a temple. Inside, they see statues and light candles. Ananya feels a sense of peace.



For lunch, they eat biryani, a delicious dish made with rice, meat, and spices. Ananya helps her mom set the table.

Later, they go to a park where kids are flying kites.

Ananya loves watching the kites dance in the sky. She even gets to fly one!



As the sun sets, Ananya and her family enjoy a dinner of roti and dal, a lentil sauce. Before bed, Ananya thinks about her wonderful day. Ananya loves living in India. Each day is a new adventure, full of things to learn and people to meet.

Comprehension Practice – Visualizing

Nairobi, Kenya

September 12, 2023

Dear Sam,

Hi from Nairobi, Kenya, a country in

Africa. I want to tell you about a fun picnic I had here.

We went to a place with lots of animals. We saw lions, zebras, and even elephants!

For lunch, we ate something called ugali. It's a yummy food made from
mashed corn. We also had some tasty fruits like mangoes and papayas.

After eating, we played some games. We did a little tug-of-war and a tug-of-war!
For dinner we ate nyama choma which is made from grilled meat.

Nairobi is a big city with tall buildings, but there are also beautiful places like parks
and gardens.

I hope you can come to Kenya one day. I would love to show you all the fun things
we can do here!

Best wishes,

Hazel



Name: _____

25

Curriculum Connection
C2.4, C2.7

Pre-Reading

Why are you reading this letter? Is it for fun, or to learn?

While Reading

Draw 2 different pictures of what you are visualizing while reading

After Reading

Put a check mark beside the picture you think is correct.

What do you think the Kenyan food Ugali looks like?

☐☐

What do you think the Kenyan food nyama choma looks like?

☐☐

PREVIEW

INDEPENDENT READING ACTIVITIES

Name: _____

27

Curriculum Connection
C2.1, C2.2, C2.3, C2.4, C2.5, C2.6

Independent Reading - Responses

Day 1

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Visual	Draw a picture of something you visualized. Explain the picture.

Day 2

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Questioning – Write 3 questions about the text. One before reading, one during, one after.	
Before	
During	
After	

Independent Reading BINGO

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Draw the character	Where did the story happen?	Rate the book out of 5 stars	Who was your favourite character?	Find a new word you learned. Explain what it means.
Tell the beginning of the story	Draw a picture from the front of the book	What made you cry in the book?	What made you sad in the book?	What was the problem in the story?
Write a funny line from the book.	Draw something you liked in the book	Free Space	Make a drawing of the book cover	How did the story end?
Tell a friend about the book in 3 sentences	Find and write down a word from the book that rhymes with 'cat'	Was it a happy or sad story? Explain.	Would you read it again? Why or why not?	Who helped solve the problem?
Guess what happens next after the book ends.	Write a sentence about your favourite scene	What was your favourite part?	Tell the middle of the story	Write how the main character might have felt at the end

Block 2: Reading Letters

PREVIEW

- Voice in letters
- New vocabulary, grammar rules, concepts and sentence structure specific to letters
- Implicit and explicit perspectives in various texts
- Making inferences after reading

Letters – Voice in Letter Writing

123 Apple Way

Calgary, AB

T1Y 2Z3

Dear Mrs. Smith,

I hope you are well. I wanted to tell you that writing letters is fun! Sometimes we need to write formal letters. These are important letters we write about serious things. Other times we write informal letters. These are letters to friends or family.

I cannot wait to hear from you.

Best wishes,
Emily Davis



789 Sunshine Ave.

Happyville, BC

H2G 4L1

Hi Lucy!

Guess what? We learned to write informal letters at school today. It is like talking to a friend, but on paper. You can be casual and say anything. You can start with "hi" or "hey.". It is really simple! I hope you write back so we can have a paper chat.

Love,
Mia

P.S. I cannot wait to see your drawing when you write back! 😊



True or False

Is the statement true or false?

1) You can add a P.S. after you have finished your letter.	True	False
2) The letter from Calgary talks about formal letters.	True	False
3) Emily Davis cannot wait to hear back from Lucy.	True	False
4) The letter from Happyville discusses formal letters.	True	False
5) Mia asks to send a drawing when she writes back.	True	False

Question: Answer the questions below.

1) Voice in writing is how your words sound, like talking to a friend or a teacher. Which letter type is more likely to use voice?

2) What voice would you use to write the letters below. Different voices could be funny, serious, fact-based, bossy, curious, excited, or angry.

Grandparent	
Pen Pal	
Cousin	
School Principal	
Brother/Sister	
City Mayor	

3) Why do we write letters?

Email Writing – Linking Words

Linking words are words that make sentences and ideas connect. They help us understand what we read. They can be conjunctions, pronouns, or transition words. Linking words make our writing easy to follow.

E-mail!

- **Conjunctions** – joining words
- **Pronouns** – replace people and things (nouns) so we don't repeat ourselves
- **Transition Words** – words that say what happens next

Conjunctions		Pronouns		Transition Words	
And			They	First	Also
But	Because		We	Then	Finally
So	Yet	It	You	However	Next

Instructions

Circle the linking words in the emails below.

Subject: Meeting Tomorrow

Hi Class,

I hope you are well. We meet tomorrow at 10 am. Please bring your art. After that, we will chat about going to the park next week.

See you soon,

Mrs. Howard

What voice was used in this email?

Formal

Informal

Subject: Your New Recipe!

Hi Friend,

I tried a new cooking recipe. First, you mix stuff. Second, you bake them. Last, you eat them with friends and family.

They taste so good! Want some?

Bye!

Sara

What voice was used in this email?

Formal

Informal

Linking Words – Sequencing

Instructions

Circle the transition words in the sequences below. Then write all the transition words below.



First, get a pot.

Second, layer the gravel at the bottom.

After that, fill the pot with soil and plant the seed.

Then, cover the seed with a thin layer of soil.



Next, water the seedling.

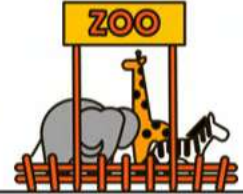
After that, put the pot in the sun.

Last, care for the plant and wait for it to grow.

Finally, the plant is grown.

Letter Writing – Sentence Structure

- 1) Greeting Line: Start with Dear _____.
- 2) Opening: Reason for writing - Example: Thanks for inviting me to the zoo.
- 3) Body: Your main ideas - Example: I had a great time. I enjoyed the lions.
- 4) Ask a Question: Example: Where should we go next?
- 5) Closing: Thank you thanks - Example: Thanks again for the invite!
- 6) Signature: End with "Sincerely," and your name.



Instructions

Use the greeting and circle the signature. Then, answer the questions below.

Dear Principal Jordan,

I hope you are well. I am Jennifer from _____ we have a reading corner?

Reading corners are nice because kids can read to, to, to make our school fun.

Can you make a reading corner, please? It would make _____

Thank you for your time.

Sincerely,

Jennifer

1) Is a formal or informal voice used?

2) What linking words were used?

3) How did Jennifer close the email.

Letter Writing – Inferences

Dear Class,

I hope you're all having a good day. I wanted to write you this letter to tell you something important. In our office, we use computers a lot! We also talk to people on the phone to help them. We wear special clothes called suits, and we even have a big meeting room.

So, we have treats in the kitchen. But guess what? We have to be really quiet there because Mr. Smith is always thinking really hard in the next to the kitchen.

I can't wait to see you.

Best wishes,

Mrs. Johnson



Inferences

Answer the questions below by making inferences

1)	Why does Mrs. Johnson wear a suit?	It's cold	It's her work clothes
2)	What does Mr. Smith do in his office?	Cooks	
3)	Why do they have to be quiet near the kitchen?	Mr. Smith is thinking	There's a baby
4)	What is likely happening in the meeting room?	Eating	Meetings
5)	Why does Mrs. Johnson use a computer?	To play games	For work
6)	What does Mr. Smith probably do?	Make decisions	He is a cook
7)	Do you think Mrs. Johnson is having a good day?	Yes	No

Letter Writing – Inferences

Dear Aunt Julia,

I hope you are well. It is busy at our beach house. The sun is shining a lot, so it is perfect for swimming. Dad and I are playing with a moat.



Mom is making smoothies with bananas and strawberries. They are so tasty. I take one to our neighbour Mr. and he gives us fresh lemons.

Guess what? The town is making a new playground. They are putting in a climbing wall and a seesaw. I cannot wait to play there.



I am in a painting class. We use bright colours. It is really fun and they say art is good for you.

I have to go. Dad and I are going to swim now. Please say hi to Uncle Mark.

Love,

Hannah

Name: _____

41

Curriculum Connection
C3.2, C3.5

Inferences

Make inferences from the sentences below.

"Mom is making fruit smoothies."

"The sun is shining a lot, so it is perfect for swimming."

"The town is making a playground!"

Do you think Mr. Henry likes the smoothies?

Visualizing

Draw what you were picturing while you were reading the story.



Block 3:

Narratives

Focus

- Indigenous Storywork – symbols, language, and values
- Include cultural context for Indigenous story telling, songs
- Identify narrators' point of view – first and third person
- Indigenous Storywork
 - Indigenous Storywork is built on several principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and sustainability.
 - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – Similes and Consonance
- Sequencing the events of multiple plots in a story, explaining the cause and effect

What is Indigenous Storywork?

What Is Indigenous Storywork?

Indigenous Storywork is a special way to share stories. It comes from First Nations, Metis, and Inuit people. It is more than a story. It teaches good lessons and keeps traditions alive.

The 7 Principles of Indigenous Storywork

There are seven principles in these stories.

- Respect: Being kind and listening.
- Responsibility: Doing what is right.
- Reciprocity: Share and take turns.
- Reverence: Treat things as special.
- Holism: Understand the whole story.
- Interrelatedness: Know how things connect.
- Synergy: Work together to make it better.

Why Is This Good?

These stories help us be good to the earth, animals, and people.

How Do We Learn It?

We can listen to these stories at events, family times, or read them in books at school.



Name: _____

47

Curriculum Connection
A3, C1.7

True or False

Is the statement true or false?

1) Indigenous Storywork comes only from First Nations.	True	False
2) The stories teach bad lessons.	True	False
3) There are seven big ideas in Indigenous Storywork.	True	False
4) Reciprocity means to be rude.	True	False
5) You can only learn Indigenous Storywork in school.	True	False

Questions


Answer the questions below.

1) Reread paragraph 4. Write what Indigenous Storytelling is.

2) What 7 principles are taught in Indigenous story?

Visualize

Draw a scene where an Indigenous elder is telling a story to a family gathering and kids are listening.



The Caring Friendship of Turtle and Squirrel

Long ago, in a forest, lived Turtle and Squirrel. They were good friends. One day, they found a small tree that was very sick.

"Let's help it," said Turtle. "If we do, it will grow strong and make." Squirrel nodded. "And it will give us food and fruit for everyone."



So, they started watering the tree every day. Turtle used his strong legs to bring water from the lake, and Squirrel used its tiny paws to dig and make the soil loose.



Weeks passed, and the tree got better and started to grow. It became strong and made many fruits and nuts. Other animals came to eat, and they all said, "Thank you, Turtle and Squirrel."

Turtle and Squirrel smiled. They felt good inside. "You see," said Turtle. "When we help one, we help all." Squirrel nodded. "We are all connected, like a big family."

They learned that taking care of the tree was their responsibility. They also learned to respect all living things because everything is linked. They were happy and proud. And the tree was happy, too.

Name: _____

49

Curriculum Connection
A3, C1.7

Questions

Answer the questions below.

1) Who was in the story? Describe their characters.

2) Match the traits to the story. Have you ever watered a plant or a tree? Explain.

Storywork Traits

Match how these indigenous story work traits were taught in the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how everything is linked

Interrelatedness

Taking care of the others

Word Scramble

Unscramble the words below

TCESPER

EARTSNSIEDENLRET

IPNIEOYLIBSSRT

The Dance of the Sun, Moon, and Stars

In a sky village, Sun, Moon, and Star were friends. They always shone alone and never together. People in the world below were sad. "It is either too dark or too bright," they said.

One day, Elder Cloud told them, "Your lights are all special, but they are even better. Work together!"



Sun, Moon, and Star talked. "Let us shine together in harmony. We will make the sky perfect!" said Sun.

Moon said, "Agreed. We understand how we are all linked in making the sky beautiful for everyone." Sun shone brightly in the day.

Moon glowed softly at night, and Star twinkled in between.

Now, the sky had day, twilight, and night. People were happy. The friends learned that by working together, they made something better and more whole.

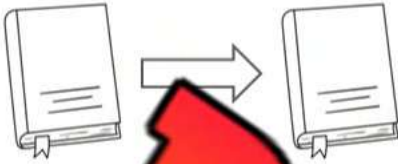
Elder Cloud smiled, "You see, everything is linked. You worked together and made the sky perfect for everyone."

Sun, Moon, and Star now knew the power of synergy, holism, and interrelatedness. And they all shone happier than ever.

Make Connections

Stories like this one often teach us lessons we can use in our lives. How can you relate this story to your own life?

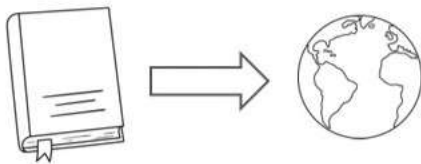
Text-to-text



Text-to-



Text-to-world



Storywork Traits

Match how these indigenous story work traits were taught in the story.

Synergy

☐ Everything in the sky is linked

Holism

☐ Looking at all the parts of the sky

Interrelatedness

☐ Shining together to make the sky beautiful

Narrator's Point of View

Narrator's point of view means who tells the story. There are two main kinds:

First-Person: A person in the story talks. They say "I" and "we."

- Example: "I see a dog." or "We went to the store."

Third-Person: Someone else tells the story. They say "he," "she," "they."

- Example: "Sara sees a dog." or "They went to the store."



Instructions: Read the sentences and decide which point of view is being used.

1) We went to the park and had a picnic.	First	Third
2) She danced across the hall.	First	Third
3) I baked cookies for the party.	First	Third
4) She painted with bright, fun colours.	First	Third
5) I found my lost, favourite toy.	First	Third
6) We cheered when our team won.	First	Third
7) Benny shot the puck, and it went in! Goal!	First	Third
8) He read the book all night.	First	Third

Book Hunt

Look in your classroom for books written in different points of view.

Name of Book	Point of View

Narrator's Point of View – Who Said This?

Instructions

Write the letter from the sentences under the correct picture. Is the sentence written in first or third person?

A) They are playing soccer.

B) We went to the park today.

C) Alia is doing her homework.

D) I want all the kids to get back to class now!

E) I love chewing a bone.

F) I am baking a cake for the kids.



First	Third

First	Third



First	Third

First	Third

First	Third

The Bike Ride – Different Points of View

First-Person

Hi, I'm Tim! Today was a sunny day, so I decided to ride my bike. I felt so happy as I pedaled down the street. The wind felt amazing as it blew through my hair. "This is the best day ever," I thought.

While I was riding, I heard a dog barking. I looked over and saw a big, fluffy dog running around. "Woof, woof!" the dog barked as I rode by. I giggled and waved at the dog.

Finally, I turned my bike around and rode back home. I couldn't wait to tell my mom and dad all about my fun ride and the cute, fluffy dog I saw.

Third-Person

Tim was feeling great because it was a sunny day. He decided to go for a bike ride. As he pedaled down the street, the wind blew through his hair, making him very happy. "What a wonderful day," he thought to himself.

During his ride, Tim heard some barking. He looked to the side and saw a big, fluffy dog in a yard. The dog seemed to be saying, "Woof, woof!" as he rode past.

Tim couldn't help but laugh and wave at the playful dog.

After his adventure, Tim rode back home, eager to share his fun experience and the story of the fluffy dog with his parents.



Questions

Answer the questions below.

1) Which story did you enjoy the most: first-person or third-person? Explain your choice.

2) Summarize the sequence of events that happened in the story. Write 4 events in one sentence

1)

2)

3)

4)

Inferences

Circle all the personality traits which you think Alex has.

Playful

Creative

Adventurous

Energetic

Funny

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Organized

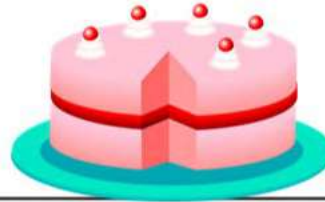
Dedicated

Helpful

Simile

A **simile** is when we say something is like something else. We use the words "like" or "as." It makes our talking and writing fun. Here are some examples:

- The dog is as fast as a race car.
- The cake tastes like a rainbow.
- Her teddy bear is as soft as a teddy bear.

**Think**

Read the paragraph and underline examples of similes. Then write 4 of them below.

Once upon a time, Tom had a train that was as busy as a beehive. He loved his trains, which glided on wheels like ice on a hot pan. One day, a bird, quick as a wink, zoomed into his room. Tom was so happy and glad watching it. Soon, clouds as black as coal gathered in the sky, and a thunder that sounded like a drum. "Oh no, my window is open!" he shouted. He ran to close it, as fast as lightning. Raindrops fell like soft pillows. Indoors, Tom felt as cozy as a kitten. After the rain, the sky turned clear, like a glass window. Tom's new friend—the bird decided to stay!

Scavenger Hunt

Find books that have examples of similes.

Book Name	Example – Describe or quote the example.
"Crazy Like a Fox"	Crazy like a fox.
"My Dog is As Smelly as Dirty Socks"	Smelly as dirty socks.

Matching

Match the words in Column A with the words in Column B that makes a simile.

Column A	Column B
As fast as	a clown
As loud as	fire
As bright as	a drum
As hot as	a cheetah
As funny as	a star



Name: _____

60

Curriculum Connection
C3.1

Simile

Instructions

Complete these similes with the help of hints from the pictures.

1. As busy as _____

2. As slow as _____

3. As tall as _____

4. As _____

5. As brave as _____

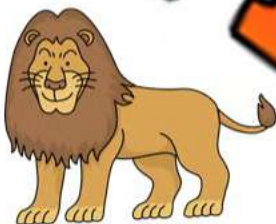
6. As sweet as _____

7. As light as _____

8. As cold as _____

9. As big as _____

10. As soft as _____



Name: _____

61

Curriculum Connection
C3.1

Selfie Similes

Instructions

Complete the simile and draw yourself in a way that shows what the simile says.

I am as happy as a

I am as brave as a

I am as funny as a

I am as sweet as a

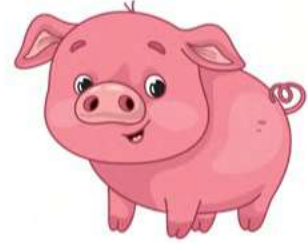
I am as bright as a

I am as _____ as a

Consonance

Consonance is when the same ending sound repeats in words that are close in a sentence. This makes the words sound catchy. Writers like to use it.

- A big, pink pig.
- A fall from a tall wall.
- She likes to hop on top.
- A fall from a tall wall.



Think Read the passage and find five examples of consonance. Write 4 of them below.

Cole had a big, red ball. He went to kick it against the tall, stall wall. "Kick, kick, tick-tock," the ball went back and forth for hours.

One day, Cole saw a duck near a small pond. "Quack, quack, snack time," said the duck. Cole had a pack of crackers in his sack. "Crack, crack," he said while eating the crackers.

"Thanks, Cole," quacked the duck. "You make snack time fun. I really had fun time!"

And so, Cole felt glad. His day had been filled with kicks, quacks, and fun. It was a day of fun sounds and happy friends.

Consonance

Scavenger Hunt

Find books that have examples of consonance.

Book Name	Example – Describe or quote the example.
"Goodnight Moon"	Goodnight light and the red balloon.
Brown Bear Brown Bear What Do You See?	Brown bear brown bear

Instructions

Underline the words that show consonance in the given examples.

- 1) The black cat sat on the mat.
- 2) The big, brown dog dug deep in the ground.
- 3) In his neat, red bed, Ted read.
- 4) She will still fill the pail.
- 5) The pig is big, round, and found in the mud.
- 6) He sat on his flat hat.
- 7) Dad will grill the fish and fill our dish.
- 8) The duck is stuck in the muck.



Name: _____

64

Curriculum Connection
C3.1

Simile & Consonance

Instructions

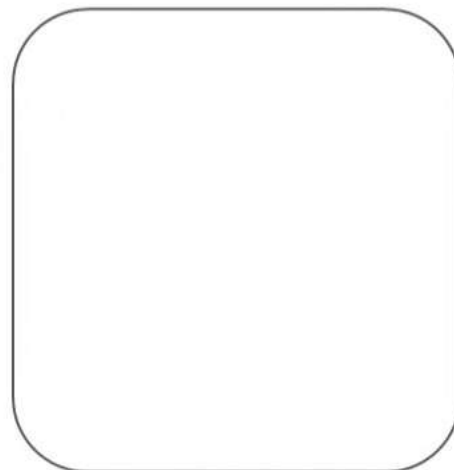
Draw what you visualize while reading each sentence and circle whether it is a simile or consonance



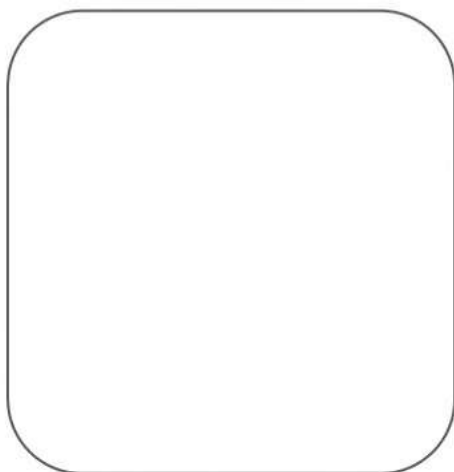
Simile	Consonance
The dog barked as loud as a siren.	



Simile	Consonance
She seashell	



Simile	Consonance
The cake tasted as sweet as sugar.	



Simile	Consonance
The black cat sat on a mat.	



Simile	Consonance
The snowflakes were as soft as feathers.	



Simile	Consonance
Pink pigs danced a jig.	

Sequencing the Plot of a Story

Sequencing is putting story events in order. It helps you know what happens first, what comes next, and what is last. It makes the story easy to understand.

Read

Read the story below, trying to put the events in order.

A) Tim saw Ben waking up. "Oh, so bears do sleep all winter and wake up in spring!"

Tim felt surprised.

B) The snow covered the ground outside. But Ben was warm in his cave.

C) "Wow, Ben is sleeping so long!" said Tim. "Do bears really sleep all winter?"

D) Ben the Bear felt sleepy when winter came. "It has been for a long time," he thought.

E) In spring, Ben woke up. "I feel refreshed," he said and went outside.

F) Ben closed his eyes in his cozy cave. He began his winter sleep.

**Sequence**

Write the order of the story using the letters for each paragraph.

Narrative Writing - Cause and Effect

In stories, "cause and effect" means one thing makes another thing happen.

- Cause: It rains. Effect: You use an umbrella.
- Cause: You run. Effect: You get tired.



Think

Is the underlined part of the sentence the cause or the effect?

1) The wind <u>blew</u> and the leaves fall.	Cause	Effect
2) The bell <u>rang</u> at school.	Cause	Effect
3) They <u>run fast</u> and win the race.	Cause	Effect
4) The <u>sun rises</u> and birds start sing.	Cause	Effect
5) He slips and <u>falls down</u> .	Cause	Effect
6) The door creaks and <u>the dog barks</u> .	Cause	Effect

Write

Write either the cause or effect that completes the sentence below.

Cause	Effect
The sun is out,	
I watered the plants,	
I ran a race today,	
He fell off his bike,	

The Rainbow Connection

The Rainbow: Timmy's Colourful Discovery

Dark clouds covered the sky and rain started to fall. The grass and flowers got a nice drink, and they perked up. Timmy felt a bit down and went inside, but then the sun came out. The sky lit up, and a bright rainbow appeared, making Timmy grin.



"Mom, why does a rainbow have so many colours?" Timmy asked. His mom said, "Sunlight goes through raindrops, and that makes a rainbow. The raindrops break the light into different colours." Timmy felt very happy to learn this.



Next day, Timmy was on his way to school. He showed it to his friends. They said, "When the sun shines and it is raining, a rainbow

The raindrops change the sun's light into a bunch of colours." His friends felt very interested and thanked Timmy for telling them.

Now, Timmy always feels excited when it rains, and the sun is out. He knows sunlight plus rain equals a rainbow. This makes him feel joy and curiosity, and he loves to share what he knows about rainbows.

Name: _____

69

Curriculum Connection
C2.4, C3.3

Cause/Effect

Fill in the table below.

1) Finish the effects of the causes below.

Dark clouds
covered the sky,

Sunlight goes
through raindrops,

The sky lit

2) Think of causes that go with the effects below.

and they perked
up.

making Timmy grin
widely.

a rainbow appears.

Visualizing

Draw what you were picturing while you were reading.



Block 4:

Persuasive Texts

PREVIEW

FOCUS

- ✓ Vocabulary, grammar, persuasive sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading
- ✓ Reading Comprehension Strategy: Inferencing

Persuasive Writing – Can You Convince Us?

Let's pretend you have decided to live on the moon. To convince us, write three reasons why you have decided to do this. Draw what you visualized while writing each reason.

Reason 1: _____

Reason 2: _____

Reason 3: _____

PREVIEW

Persuasive Writing – Different Opinions

Tablets in class improve learning! 📱

Studies show that when students use tablets, they learn more.

They let you look at books and lessons right away. Every kid can

learn in their own way using a tablet. Students in schools where there is a tablet for each student do better on tests.



Tablets in class are no fun!

Tablets in class are fun, but they make it hard to talk and

laugh with friends and teachers. I feel bored when everyone is

just looking at a screen. We don't want our classroom to be super quiet and boring!

I don't like it when we are all on tablets!



Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text has just emotional, personal opinion?

First One

Second One

3) Which text is more persuasive? Explain your opinion.

Persuasive Writing – Thinking Critically

Dear Class,

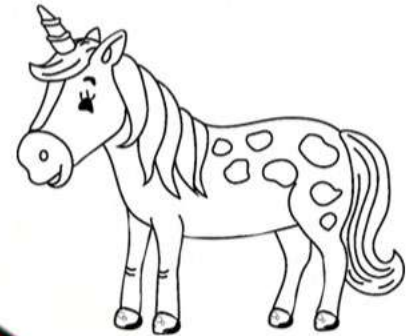
Hi! It's me, Jen, the unicorn lover! Guess what? I think we should all have unicorns in our classroom! Yup, real, live unicorns!

First of all, unicorns are great at math. If we had one, we would all get better grades! Also, unicorns can make rainbows, and rainbows make everyone happy. So we never be sad in class!

And you know unicorns can fly? That means we could go on super cool field trips without leaving the room!

Let's tell the teacher we want a classroom unicorn!
It will make school time here even better!

Your friend,
Jen



Think Critically

Answer the questions below.

a) Who wrote this? Are they biased?

b) Below are Jen's arguments. Circle the arguments that are true and cross out the ones that are made up.

1) Jen is a unicorn lover.

2) Unicorns are great at math.

3) Having a unicorn would make everyone get better grades.

4) Unicorns can fly.

5) With a unicorn, the class could go on field trips without leaving the room.

6) Rainbows make everyone happy.

Inferences - Persuasive Writing Advertisement

Hey Kids, I am Lucy! Let us Talk About Making Your Own Garden! 🌱🌸

Looking for something fun? How about creating a mini garden in the classroom!

Why Gardens Are Fantastic

- Learn Gardens teach us about plants, soil, and bugs! 🐛
- Healthy Snacks Grow your own fruits and veggies to eat. 🥕🥦
- Save the Planet Gardens are good for the Earth. 🌍

What Students Say

- 9 out of 10 kids enjoy planting seeds!
- 8 out of 10 say it is more fun than just reading about plants!
- Everyone I asked wants to show their garden to their friends!

Think of the Lessons!

When you are involved in a garden, you are learning about science, nutrition, and art all at the same time!

Smart Choice

Creating a garden is an exciting project. It makes learning fun and gives you a reason to be proud. So, let's get planting and make our classroom garden awesome! 🌱🌸



Inferences

Circle the inference from the sentences below

8 out of 10 say it is more fun than just reading about plants!

Most kids find planting more fun than reading.

Kids like reading more than planting

Everyone who wanted to show their garden to family and friends!

Every kid who wanted to share their garden with loved ones.

All the kids are proud of their gardens.

9 out of 10 kids enjoy planting seeds.

Kids like doing hands on activities.

9 out of 10 kids like to plant seeds

Draw

Design a layout for your classroom garden. What fruits and vegetables would you like to grow?



Cohesive Ties in Persuasive Writing – Transition Words

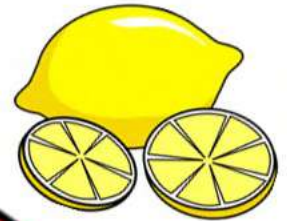
Cohesive ties are like word glue. They make our sentences and stories connect.

Transition words are a type of cohesive tie that help us move from one idea to another easily. Words like "first," "but," "so," and "last" make it simple to know what comes next.

Instructions: Circle the transition words in the text.

Making Lemonade Using Solids and Liquids

First, let us get excited about making lemonade! It is not just tasty but also, a fun way to understand mixing solids and liquids. First, gather your lemons, sugar, and water. These are your ingredients.



Next, squeeze the lemons to get lemon juice. This is your liquid.



Then, it is time for sugar, which is a solid. When you mix sugar with your lemon juice, you are blending a solid with a liquid. Stir them really well!

Last, do not forget the water! Pour it in and give it another good stir.

Now, you have delicious lemonade and you have also learned a neat science lesson about mixing solids and liquids. Making lemonade is not only yummy, but it is also a smart way to learn!



Questions

Answer the questions below.

1) What is a transition word? Why do we use them?

2) List as many transition words as you can below.

Selection

Circle the transition word that goes with the corresponding sentence.

1) She was tired, _____ she went to bed.	so	but
2) We went to the park. _____ we had a picnic.	First	Then
3) _____ it was raining, we stayed indoors.	Because	But
4) I like to read, _____ my brother likes to play sports.	and	so
5) The movie was boring. _____ we left early.		But

Match The Column

Re read the passage and match the transition words in Column A with the correct sentences in Column B.

Column A	Column B
First	_____, do not forget the water.
Next	_____, gather your lemons, sugar, and water.
Last	_____, it is time for sugar, which is a solid.
Then	_____, squeeze the lemons to get lemon juice.

Block 5: Procedural Writing

Focus

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?

What is Procedural Writing?

What is Procedural Writing?

Procedural writing helps us learn how to do something. It is like a recipe that tells us the steps to make a cake or a craft.



Features of Procedural Writing:

- **Introduction:** Tells us what we will learn to do.
- **Materials:** Tells us what things you need to complete the task.
- **Steps:** These are the directions you start at step one and go in order. Steps have numbers like 1, 2, 3, etc.
- **Ending:** Sometimes, there are extra tips at the end to help you.

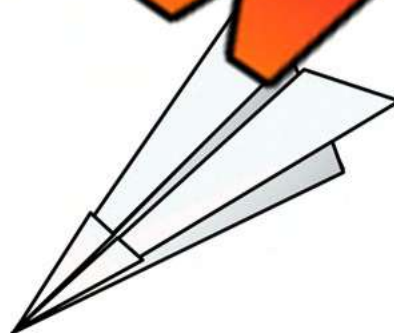
Example: Making a Paper Airplane

How to Make a Paper Airplane

Materials: One sheet of paper

Steps:

- 1) Pick a piece of paper.
- 2) Fold it in half.
- 3) Make two more folds to shape the wings.
- 4) Make sure the wings are even.



Yay! Your paper airplane is done! Share it with a friend so they can make it too.

Prereading

Before reading, answer the questions below.

Before reading, decide why you are reading this. Are you reading for fun or information?

Make Connections How often have you seen instructions before? When do you get instructions? How do you read them?

Order

Order the steps below from the first step to the last step in creating a paper plane (1 – 5).

Order	Steps
	Make two more folds to shape the wings.
	Pick a piece of paper.
	Make sure the wings are even.
	Fold it in half.
	Gather your materials.

Procedural Writing – How To Make Cookies

Instructions

Fill in the steps below to complete the cookie recipe. Choose from the given words.



To start, we need a _____



Then, _____



After that, drop a teaspoon of the mixture onto the _____



Finally, put them into the _____



Enjoy the _____

Oven

Cookies

Recipe

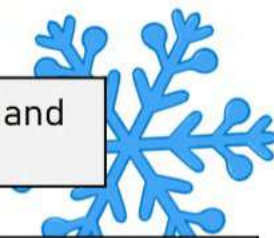
Pan

Ingredients

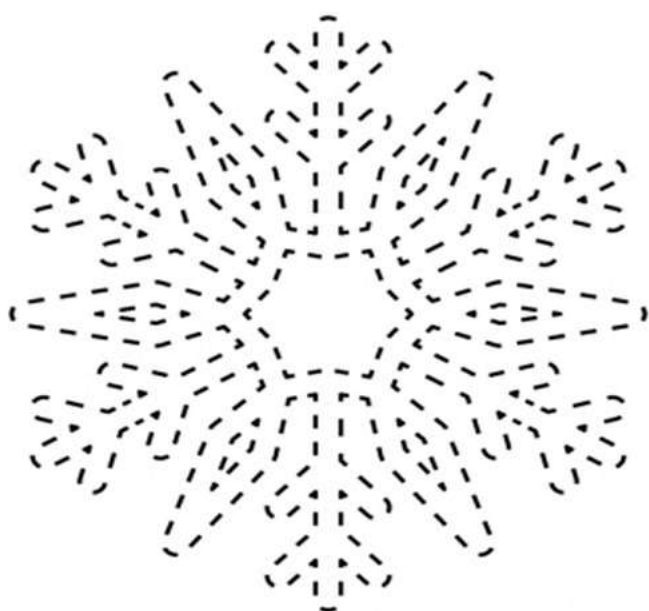
How To – Ordering Steps

Examine

Number the steps for making a paper snowflake. Then trace and colour the snowflake below.



Order	Information
	Materials: White paper Scissors Pen
	Use a pen to draw lines and shapes on the folded paper.
	You'll have your snowflake shape!
	How to Make a Paper Snowflake
	Cut along the lines you drew with scissors.
	Fold your triangle in half again to make a smaller triangle.
	Carefully unfold the paper.
	Fold the paper in half to make a triangle.



Recipes – Ordering Steps

Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on (1 – 12)



Order	Information
	Put paper liners in a cupcake pan.
	Cupcakes: Yum!
	Preheat the oven to 375°F (190°C).
	Beat the eggs one at a time.
	Ingredients
	➤ 1 cup of sugar
	➤ 1/2 cup of butter
	➤ 2 eggs
	➤ 1 1/2 cups of all-purpose flour
	➤ 1 3/4 teaspoons of baking powder
	➤ 1/2 cup of milk
	In a bowl, mix the sugar and butter together until smooth.
	Add the flour mix to the butter mix and stir well.
	Put the pan in the oven and bake for 20 to 25 minutes.
	Add the milk and mix until smooth.
	Fill the cupcake liners with the batter.
	In another bowl, mix the flour and baking powder.
	Great job! You've made simple cupcakes. Let them cool and then enjoy!

Graphics in Procedural Writing – Handwashing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Brush your teeth
from top to bottom



Rinse your teeth
with water



Graphics in Procedural Writing – Drawing

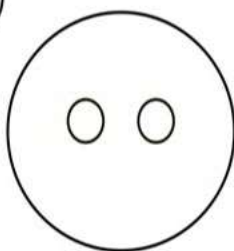
Label

The pictures below are numbered, showing the steps to draw a house.
On the back of this page, explain each step.

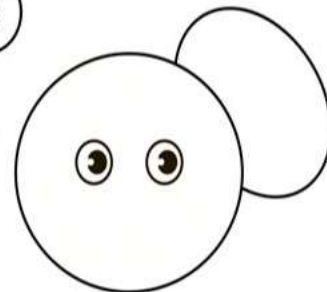
①



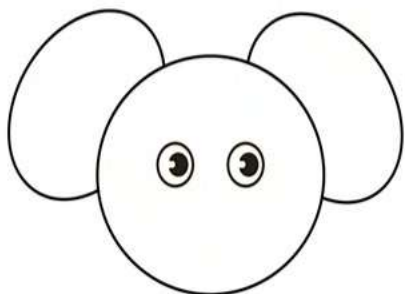
②



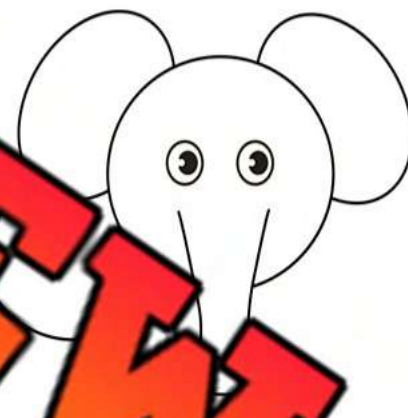
③



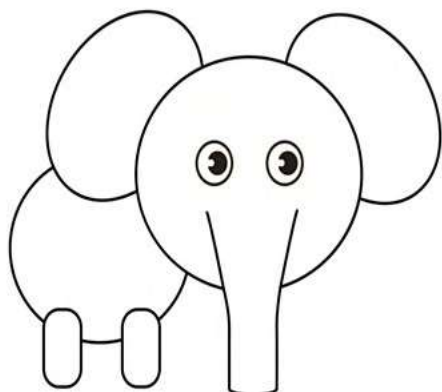
④



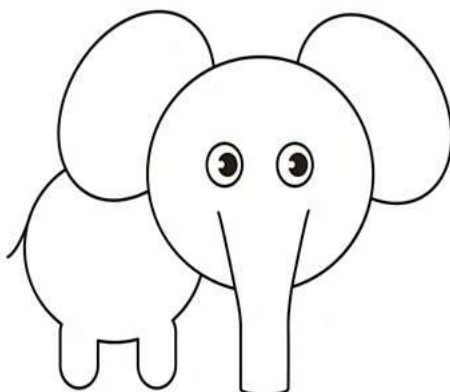
⑥



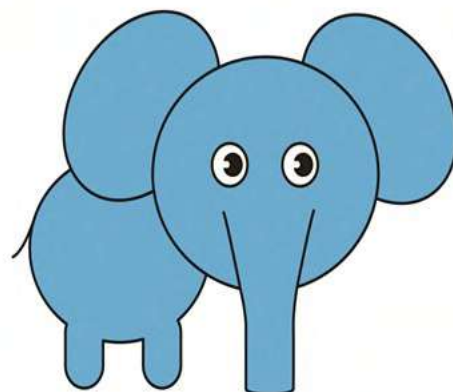
⑦



⑧



⑨



Label

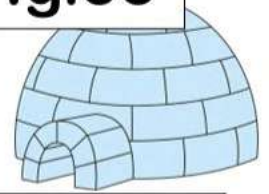
Describe what to do at each step

Step	Instruction
1	Draw a circle.
2	
3	
4	
5	
6	
7	
8	
9	

Following Instructions – Drawing an Igloo

Draw

Follow the procedural text below to draw an igloo



Title	Drawing an Igloo: A Fun Art Adventure!
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Crayons or markers (optional)
Introduction	<p>An igloo is a special home made of snow. Indigenous people in the Arctic use the igloo to stay warm in the cold winter. They keep people safe and cozy when it's very cold outside.</p>
Step 1	Start by drawing a big circle on your paper for the main part of the igloo.
Step 2	Draw a smaller half-circle inside the big one to show the snow blocks.
Step 3	Add a rectangle at the bottom of your big circle. This is the door!
Step 4	Inside your igloo, draw small blocks to show the snow.
Step 5	Now draw the ground. Make a line under your igloo where it sits on the snow.
Step 6	You can draw a little Inuit person or a sled dog near the igloo if you like!
Step 7	Use your crayons or markers to colour your igloo. You can use blue or grey to show how cold it is.
Finish	Great job! You have drawn an igloo. Now you know how important they are for some people in Canada and how to draw one yourself!

Name: _____

91

Curriculum Connection
C1.4, C1.7, C3.7

Following Instructions – Drawing an Igloo

Draw

Draw the igloo below

PREVIEW

Comparing Instructions – Making Hot Chocolate

Compare

Read both instructions. Which is easier to understand?

Step 1	Add sugar
Step 2	Add cocoa
Step 3	Add a little splash of milk
Step 4	Stir together
Step 5	Add the remaining milk
Step 6	Pop in microwave for 3-5 minutes
Step 7	Add marshmallows
Step 8	Enjoy!

HOW TO MAKE HOT CHOCOLATE

**ADD SUGAR****ADD COCOA****ADD A LITTLE
SPLASH OF MILK****STIR TOGETHER****STIR WITH
REMAINING MILK****POP IN
MICROWAVE****ADD
MARSHMALLOWS****ENJOY!**

Name: _____

95

Curriculum Connection
C1.4, C3.3

Before Reading

Make a connection

Have you ever made hot chocolate before?

During Reading Write 2 questions that come to mind while you read.

After Reading

Answer the questions below

1) Which set of instructions were easier to understand and follow?

2) Do you make hot chocolate differently? What do you do different?

Block 6: Informational Reports

- ✓ Text features like headings, the use of color, icons, and charts
- ✓ Diversity, inclusion, and accessibility themes
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

Comprehension – Text Features in Reports

Table of Contents

1) What is Lunar New Year?
2) How It Is Celebrated
3) Special Foods
4) Dragon Dance



12 Chinese New Year Animals

🎉 What is Lunar New Year?

The Lunar New Year is a big holiday in

China. It starts with the moon at a thin smile and lasts for 15 days!

🎊 How It Is Celebrated

People in China do many fun things.

They clean their houses and put up red decorations. Red is a lucky colour!

🍲 Special Foods

Yummy foods are a big part of this holiday. Here is a list of some to eat:

- Dumplings
- Rice cakes
- Sweet treats

🐉 Dragon Dance

The dragon dance is very exciting! People dress up like a big, long dragon and dance in the streets. It is good luck to see the dragon dance. People in China look forward to it all year! 🎉🎊

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption used in the report.

Reflection

How do the start, end and table of contents help you? Check all the points you agree with.

<input type="checkbox"/> Find topics fast.	<input type="checkbox"/> Take notes in fun.	<input type="checkbox"/> Quick picture clues.
<input type="checkbox"/> Learn step by step.	<input type="checkbox"/> Spot quickly.	<input type="checkbox"/> Learn in chunks.
<input type="checkbox"/> See main ideas.	<input type="checkbox"/> Know what is a good.	<input type="checkbox"/> Guide to good stuff.

Match The Column

Match the icons to their meanings.



Column A

Column B

Chinese food

Dragon

Moon

Celebration

House

Dance



Activity – Summarizing Reports

Objective What are we learning more about?

To summarize a 4-part report, understand the main ideas, and work together as a team.



Instructions How do we complete the activity?

- 1) Make Teams: Divide the class into teams of 4. Each team gets a 4-part story.
- 2) Pick Parts: Every kid chooses one part of the story to read.
- 3) Read and Tell: Read your part. Write down the main idea in 1 or 2 sentences.
- 4) Share Ideas: Take turns telling your main idea to the team.
- 5) What Is The Big Idea?: Put all the main ideas together for one big idea. Write it down.
- 6) Talk: Discuss how each idea helped you understand the whole story. Find any surprises? Did this make the story clearer?

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

What is Thanksgiving?

Thanksgiving is a special day when people say "thank you" for all the good things in their lives. Each year, families gather to eat a big meal together. It's a day to feel happy and thankful.

2)

The Big Meal

One of the best parts of Thanksgiving is serving food! Families eat turkey, mashed potatoes, and pie. Some families have recipes that are very old, passed down from their grandparents.

3)

Special Traditions

Families have different ways to celebrate. Some people watch football games on TV. Others might go for a walk or play games. Some families talk about what they are thankful for.

4)

The Harvest

Thanksgiving started as a harvest festival. Long ago, people would gather the crops like corn and pumpkins. They said "thank you" for the food that would help them through the winter. Each part of Thanksgiving makes the day very special. The food, the traditions, and the history all come together for a day of giving thanks.

Name: _____

107

Curriculum Connection
A1, C2.6

Activity – Summarizing Reports

Instructions

Write your summary below.

Final Summary

Write your group's final summary below.

Summarizing Practice

A summary is a short way to tell a big story. It tells you what the story is mostly about and some small things that help you get it. When you make a summary, you think about what really matters in the story and say it in a way that you understand!



Summarize the main idea of the text. Then number the details in order from 1 to 3.

Diversity in schools is like a rainbow. Each colour is different but all are special. Kids come from different backgrounds. When everyone joins in, we learn to like what makes us special. This helps us become friends and helps us learn!



Main Idea	
	Kids in schools come from different backgrounds.
	When everyone plays together, we learn to like what makes us special.
	Diversity in schools is compared to a rainbow.

Some people worry about being different. But we are all different in our own way. You might speak a different language or have two moms or dads. When we celebrate diversity, we know that being different is cool. In this school, everyone is liked just the way they are.

Main Idea	
	Some people speak different languages.
	Some people are worried about being different.
	Being different is cool.

Summarizing Practice

Summarize

Write a summary of the passage. Start with the main idea, then add the supporting details. Then draw what you pictured.



1) The sunflower is a tall plant with a big, yellow flower on top. It likes to face the sun and needs lots of light to grow. Sunflowers can give us seeds to eat.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
-------------------------------------	--

2) The library is a quiet place full of books. You can borrow books to take home or read them there. Libraries also have computers and places to study.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
-------------------------------------	--

Inferencing Practice

Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

What are Totem Poles?

Hi, I am T. Totem poles are tall wooden carvings. They tell stories of important people and events.

Why We Make Them

Totem poles are made to honor nature and family. They are sometimes made to tell a story. When they are pieces of art.



Indigenous Dances: Their Role

Hi, I am Luna! Our dances are more than moves. They tell tales and teach us.

Why We Dance

Dances keep our history alive. If we stop dancing, our dances will go away. They are like a short movie of our past. We learn them when we are young.



Our History: A Journey Through the Siksika Nation

Table of Contents

1) Who Are The Siksika?
2) What They Do
3) Arts and Crafts
4) Beliefs
5) Why Learn About Siksika?



Who Are The Siksika?

The Siksika are a First Nations people. They were the first people to live in parts of Canada. They like to live on the grassy land called plains.

What They Do


They are good at hunting and fishing. They hunt for bison and deer.

- Deer 
- Elk 
- Fish 


Arts and Crafts

 They make special things like tents and clothes using stuff from nature.

Beliefs

 They have important stories and dances. They teach us to respect Earth.

Why Learn About Siksika?

 Knowing about the Siksika helps us learn about Canada. It also teaches us to care for our world.

About the Text

Answer the questions below.

1) What is the main idea of the report?

2) What text forms are used in the report?

Inferencing

Make inferences about the text below.

1) The Siksika have respect for the Earth. What things they do and do not do.

Do**Don't Do**

2) They like to live by rivers and open land called plains. Infer why.

3) The Siksika nation are great at hunting and fishing. Infer why you think that is.

Block 7:

Poetry

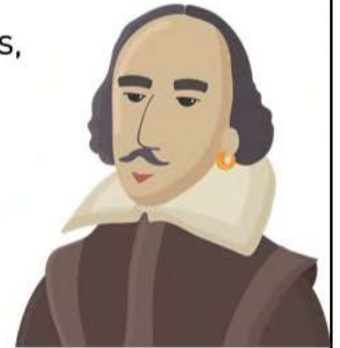
PREVIEW

- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Literary devices – Similes and Personification
- ✓ Making inferences
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Literary Devices Used in Poetry

What Is Poetry?

Poetry is a way to write that is fun and different. It can tell stories, share feelings, or make you think. It's special because it can have words that rhyme and a beat like in music.



Literary Devices

Poems use neat tools to make them fun to read or listen to. Here are some tools you might find:

- Rhyme: Words that end the same, like "cat" and "hat."
- Alliteration: Words that start with the same sound, like "Peter Piper picked a Blue Ball."
- Metaphor: Saying something is something else, like "This cookie is a masterpiece."
- Simile: Saying something is like something else, like "Her smile was like a ray of sunshine."
- Rhythm: The beat in the poem that makes it fun to read.
- Consonance: When words end with the same sound, like "Light" and "Sight."

How Poetry Uses These Tools

When you read a poem, these tools make it more fun. Rhyme helps the poem sound nice. Consonance makes words easy to remember. Metaphors and similes make pictures in your mind, making the poem feel real.

Inferences

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "The moon is a cookie."

2) What do you think is meant by the simile, "Quick as a bunny."

Draw

Draw a picture of these sentences with consonance. What are you picturing?

The dog dug a big hole.

The cat sat on the mat.

Match The Column

Draw a line from the literary device in Column A to its matching example in Column B.

Column A	Column B
Rhyme	The sun is a golden ball.
Alliteration	The car is as fast as a rocket.
Metaphor	He took a quick lick.
Simile	"moon" and "soon"
Consonance	Larry loves lemons.

Types of Poems

Types of Poems

Poems can tell stories and make us feel happy or sad. Let us look at some types!

Haiku: The Nature Poem

Haiku is a poem about nature. It has 3 lines. The first line has 5 syllables, the second line has 5, and the third line has 5 again.

A yellow sun smiles,
It is in the park all day,
An ant comes.

Acrostic: The Secret Word Poem

Acrostic poems use letters to make a word. Here is one with the word "dog."

Digs holes in the yard.
Only wants to play and run.
Good at being a guard.

Limerick: The Silly Poem

Limericks are silly and have 5 lines. Lines 1, 2, and 5 rhyme. Lines 3 and 4 rhyme too.



There was a young frog on a log,
Who found he was stuck in a bog,
He leapt and he sighed,
In the mud, he did slide,
Then he hid in the fog like a dog.

Name: _____

119

Curriculum Connection
C1.2, C3.1

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Visualizing

Read _____ of the _____ from the reading and draw what you are picturing.

Haiku

Limerick

Acrostic

Haiku Poetry – Mohawk Reflection

Haiku Poetry – Mohawk Reflection

Long ago, Mohawk people lived on this land. They were part of the Haudenosaunee Confederacy, a group of Indigenous nations in North America.

They were known as skilled farmers, cultivating crops like corn, beans, and squash. They were called to as the "Three Sisters." They had special traditions. Then, people came and things started to change.

Here are some quick haikus to think about Mohawk life back then.



Corn grows in the field,
New faces from across the sea—
Life starts to shift fast.

Eagle soars up high,
Metal tools and beads arrive—
Wings still touch the sky.



Deer run in the woods,
Traded for some shiny things—
What did we let go?

Acrostic Poems – States of Matter

Acrostic Poems – States of Matter

Acrostic poems use the first letter in each line to spell a word or message. They're a fun way to explore and learn!

Today we are going to learn about two states of matter: solids and liquids.

Solids stay in one shape and do not flow. Liquids can flow and take the shape of any container they are in.

S - Stays in one shape, does not flow
O - Objects like rocks and wood
L - Like an ice cube, staying good
I - It's hard and does not bend
D - Does not take the shape of its container's end

Liquid

L - Like water, milk, or juice
I - It can move, it is very loose
Q - Quenching thirst, a drink to choose
U - Under the sun, it can reduce
I - It fills the shape of any cup
D - Down the river, it can go non-stop



Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

Solid

Liquid


PREVIEW

Limerick Poem – Simile and Consonance

Limerick Poetry – Learning About Indigenous Groups

These poems are called limericks. These poems use similes and consonance to help us learn about different Indigenous groups in Canada.

Abenaki: People of the Dawn




Adam, as bright as a bead,
Hands tall and straight like a reed.
With his tales of old,
Of what he was told,
Abenaki with his creed.

Dene: People of the North

Danny, like a bright northern star,
Fished in rivers, near and far.
With his songs so grand,
Showing love of the land,
Dene life is his avatar.

Métis: A Mix of Cultures



Molly, quick as a flash,
Wears a sash, so posh and brash.
With fiddles sweet,
Like birds that tweet,
Métis moments make a splash.

Questions

Answer the questions below.

1) What is consonance?

2) Which poem did you like the best? Why?

Visualizing

Read each poem and draw what you are picturing.

Limerick 1

2

Limerick 3

Rhyming Poems – Critical Thinking

Rhyming Poetry

Rhyming poetry is when words at the **end** of lines sound the same. You can make different rhyme patterns in your poems. In AABB pattern, the first two lines rhyme with each other and the next two lines also rhyme. In ABAB pattern, the first line rhymes with the third and the second line rhymes with the fourth.

The Lever

A lever lifts things oh so high,
Like a seesaw up to the sky.
Push down here, lift up there,
Making lifting seem so fair.

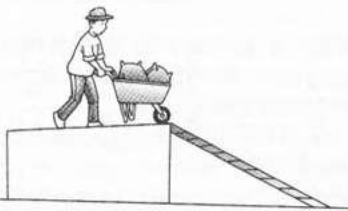
The Wheel

The wheel goes round and never ends,
Like the time which it depends.
It's rolling and it's never stay,
Wheels are moving all day.



The Ramp

A ramp helps us go up and down,
In buildings and parks in the town.
Sliding or rolling, either way,
Ramps make it easier to play.



The Pulley

A pulley lifts things up with ease,
Like a flag flying high in the breeze.
Pull down here, it goes up there,
Lifting things higher, in the air.



Name: _____

127

Curriculum Connection
A3, C1.2, C3.1

Critical Thinking

Answer the questions below.

1) Which poem did you like the best? Why?

2) If you were trying to get something heavy onto a roof, which simple machine would you use?

Visualizing

Re-read the poem and draw someone using a pulley and a wheel.



A pulley

A wheel



Activity: "Just a Walk"

Objective

What are we learning more about?

To read and understand the poem/children's book called "Just A Walk", written by Jordan Wheeler. He is Cree Indigenous poet/writer.



Instructions

How do we complete the activity?

- 1) Reading Aloud: First listen to the children's book, "Just A Walk." You can find it online.
- 2) Discussion: After hearing the story, discuss what you thought about it. How did the poem make you feel? What did you think about it?
- 3) Stanza Breakdown: We'll listen to the poem again but stop at each stanza. Draw what you are picturing in your head. Also write the rhyming words used on each page.
- 4) Reflect: If time, ask questions like these to reflect on each page.
 - a) How does it make you feel?
 - b) Does this remind you of anything?
 - c) Did you learn anything from this page?

Name: _____

129

Curriculum Connection
A2, C3.7

Reflection

Draw what you were picturing and write the rhyming words used.

Pages 1 and 2 – Rhyming Words Used

Pages 3 and 4 – Rhyming Words Used

Pages 5 and 6 – Rhyming Words Used

Pages 7 and 8 – Rhyming Words Used

PREVIEW

Block 8: Book Reviews

PREVIEW

- ✓ Bias in book reviews
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – similes and consonance

Finding Bias in Reviews

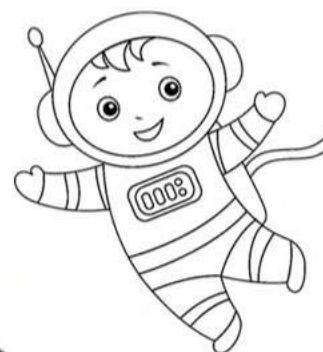
What is Bias in Reviews?

Bias means when you like or dislike something so much that it changes what you say. Like, if you only like dogs, you might say cats are no good. That's why it's a good idea to listen to what lots of people say.

Bias can be found in reviews below and answer the questions.

Movie Talk "Space Heroes" – Rating 10/10

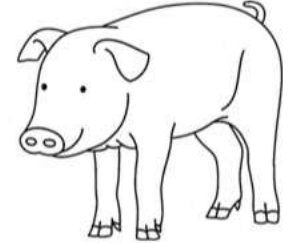
Wow! "Space Heroes" is a great movie because I only love space! Tim is a super astronaut and he has a cool alien. There are cool spaceships and stars! If you love space like me, you have to see it! It's the only movie you should watch.



1) Is the author biased?		No
2) What is the author's bias?	They only like sports	
3) Would this author like a sports movie?	Yes	No
4) Should you believe this author?	Yes	No
5) Draw what you visualized after reading the review.		

Book Talk: "Funny Farm" – Rating 10/10

Amazing! "Funny Farm" is the only book you should ever read because farms are the best! The pig tells the best jokes and the farmer is super nice. It's full of talking animals! If you like farms as much as I do, you can't miss this book! It's the best book ever!



1) Is the author biased?	Yes	No
2) What is the author's bias?	They love farms	They love food
3) Would this author like a space movie?	Yes	No
4) Should you believe this author?	Yes	No

Book Talk: "Robot Dance" – Rating: 2/10

Uh-oh, "Robot Dance" is not good because I only like books about treasure! It's all about robots dancing and that's just too boring. If you're like me and love exciting stories, then this book isn't for you.

1) Is the author biased?	Yes	No
2) What is the author's bias?	They love robots	They love treasure
3) Would this author like a treasure movie?	Yes	No
4) Should you believe this author?	Yes	No

5) Do you think you would like this book? Explain.

Our Voice in Review Writing

What is Voice in Writing?

A writing voice is how you sound when you write. It is like your speaking voice but in words on a page. Everyone's writing voice is special. You can tell who wrote something just by how it sounds!

Voice

A group of 4 watched a movie. Read the reviews and draw the character who wrote the review.

Mom

Teenager

Youngest

I liked the funny cat and silly jumps! But I really wanted to see more tricks and flips from the kat.

The movie had sweet family moments, but it was too loud for me. The sounds could be quieter.


The film had its moments, like the fast-paced bike races. If you're a fan of racing, this movie is worth a watch.


Yo, the animation in this flick is legit! Those bike races were insane, man. You've gotta check this out.

Our Voice in Review Writing

Voice

A family all texted their reviews of a show to each other. Check them out!

Carrier 2:00PM 100% 

(2) **Group Chat** 

EG: The show was a little good and a little bad. The magic tricks were awesome, but the songs were kind of boring. I think you'll like parts of it.

LG: The magic tricks in the show were really clever and my kids seemed to enjoy them. However, I wish there were more tricks for adults like me.

TG: The clown and magic tricks were pretty good, but some of the jokes were kinda lame. Wish there was more magic and more stuff to laugh at!

SG: The costumes in the show were so bright and fun. I really liked the magic tricks, but the story was easy to guess. Still, if you enjoy fun stuff, it's worth watching. I recommend it.

Our Voice in Review Writing

Think

Answer the questions below

1) Which person wrote the reviews? Look at the initials of the texts and label them either: parent, child, or teenager.

EG		LG		TG		SG	
----	--	----	--	----	--	----	--

2) How do you come up with your guesses. Explain for each person what gave it away.

EG	
LG	
TG	
SG	

3) Write a message that someone might send you in their voice. Write who it is and then the message.

Person	

Literary Devices in Reviews

Literary devices are special tools that writers use to make their reviews more fun.

Here are two types of literary devices

- **Simile**: When we say something is like something else – "as fast as a cheetah."
- **Consonance**: When some letters sound the same in words – "Bill and Jill went up the hill."

Examine the review below and find examples of the literary devices used.

Reading "Jungle Mayhem" is a real treasure! Lucy and Max explore a jungle full of colourful creatures. The tale is well textured, and totally terrific. Reading feels like diving into a cool pool.

The storytelling is as smooth as silk, creating a hilarious, captivating tale. I give it a 5/5 stars. A must-read for any young explorer!



Simile	
Consonance	

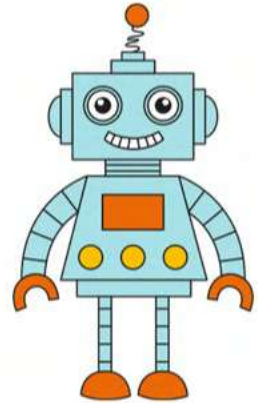
Draw what you visualized while reading the review.

Review Writing - Inferences

Title: "The Robot's Big Race"

Introduction

Hey there young readers! Do you enjoy robots and races? Then
You will love "The Robot's Big Race!"



Summary

In this book, a robot named Sparky has to win the Grand Robot Race. He has to
build a faster car, dodge the evil robot, Rusty!

Thoughts

Reading this book is like speeding down a race track full of
zooming turns. The author uses cool words to make the story exciting.
Trust me, it is like winning a gold medal in reading!

Rating

I give this book 5/5 stars. It is turbo-charged fun! I could not put it down. Good for
kids who are fans of robots and racing.



Examine

Read the review and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Simile

Consonance

Match

Draw a line from the quotes in Column A to their matching quote in Column B.

Column A

Column B

Do you enjoy robots and
Then you will love this book.

The story is about a race.

A robot named Sparky wants to
win the Grand Robo Race.

The book is good for people
who like robot races.

Reading this book is like
speeding down a racetrack!

☐ The book was as fast as a
like a race.

Visualize

Draw a robot. Use your imagination to make it creative.

Block 9:

Graphic Texts

PREVIEW

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Types of Graphic Texts

What Are Graphic Texts?

Graphic texts are fun! They use words and pictures to tell a story or give facts. You can find them in comics, maps, and easy charts!



Types of Graphic Texts

Here are some types of graphic texts:

- Comic Books: They use pictures and speech bubbles.
- Infographics: They use pictures and words to explain things.
- Timelines: They show events in order of when they happened.
- Maps: Show you places and how to get to them.



Cool Parts of Graphic Texts

Graphic texts have special tools to make them different:

- Titles: These are big words or headings.
- Pictures: They are found a lot in graphic texts and go with the words.
- Captions: These are words below pictures to explain more.
- Speech Bubbles: They show what characters say.
- Word Tags/Labels: These are words that name parts of a picture.

Prereading

Before reading, answer the questions below.

Re-read the title and headings and write what you already know about this subject.

Matching

Draw a line from the Term in Column A to its matching definition in Column B.

Column A	Column B
Timelines	<input type="checkbox"/> Pictures and text that tell a story or joke.
Comic Books	<input type="checkbox"/> Pictures and a few words to explain things.
Maps	<input type="checkbox"/> Show the location of places.
Infographics	<input type="checkbox"/> Show places and things in a picture.

Questions

Answer the questions below.

1) When do you or your family use maps in your life?

2) Where do you see posters/infographics? How are they used?

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

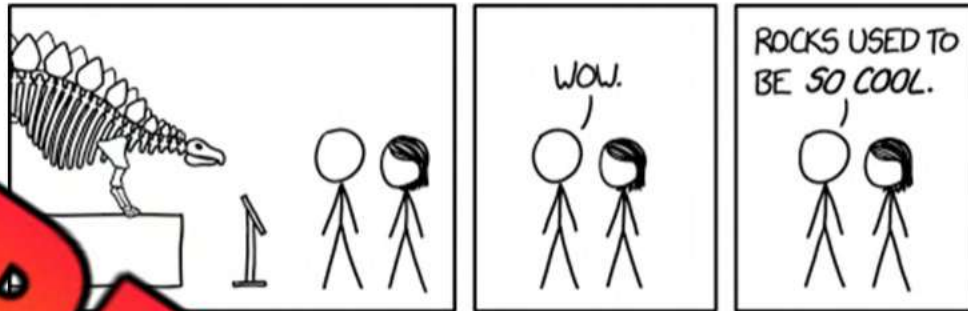
1) Summarize the comic above. What happened?

2) Why is this a joke?

Understanding Graphic Texts

Analyze

Read the comic and answer the questions



1) What is the comic about? Describe the joke.

2) What do you think of this? Explain.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of?

RESTAURANTS

FILTERS

HOURS

ANY OPEN NOW OPEN AT...

RATING

ANY ☆3+ ☆3.5+ ☆4+ ☆4.5+

CURRENT NOISE LEVEL

60dB 70dB 80dB 90dB 100dB ANY

PRICE

\$ \$\$ \$\$\$ \$\$\$\$

THIS FEATURE SHOULD AUTOMATICALLY
APPEAR WHEN YOU REACH AGE 30.

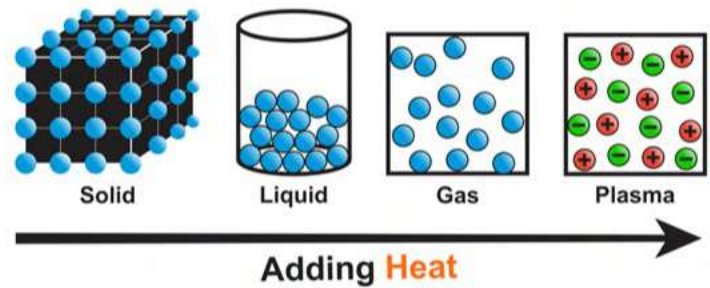
Text Features in Infographics

Infographics are fun pictures that tell you easy things. They can talk about pets, nature, or a fun game!

Infographics may contain:

- **Titles:** For the main idea.
- **Pictures:** Show what it is about.
- **Labels:** Names of the pictures.
- **Details:** Extra information.

States of Matter

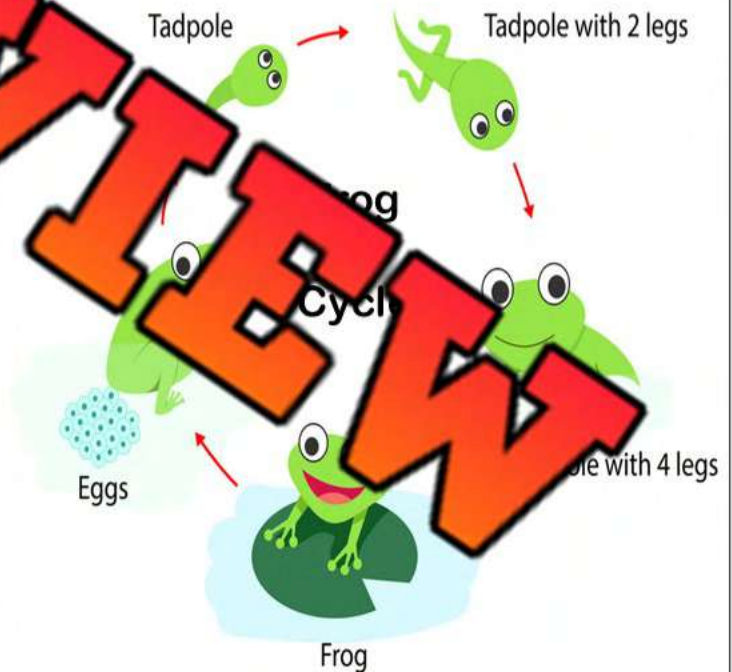


Examine

the infographic and answer the questions.

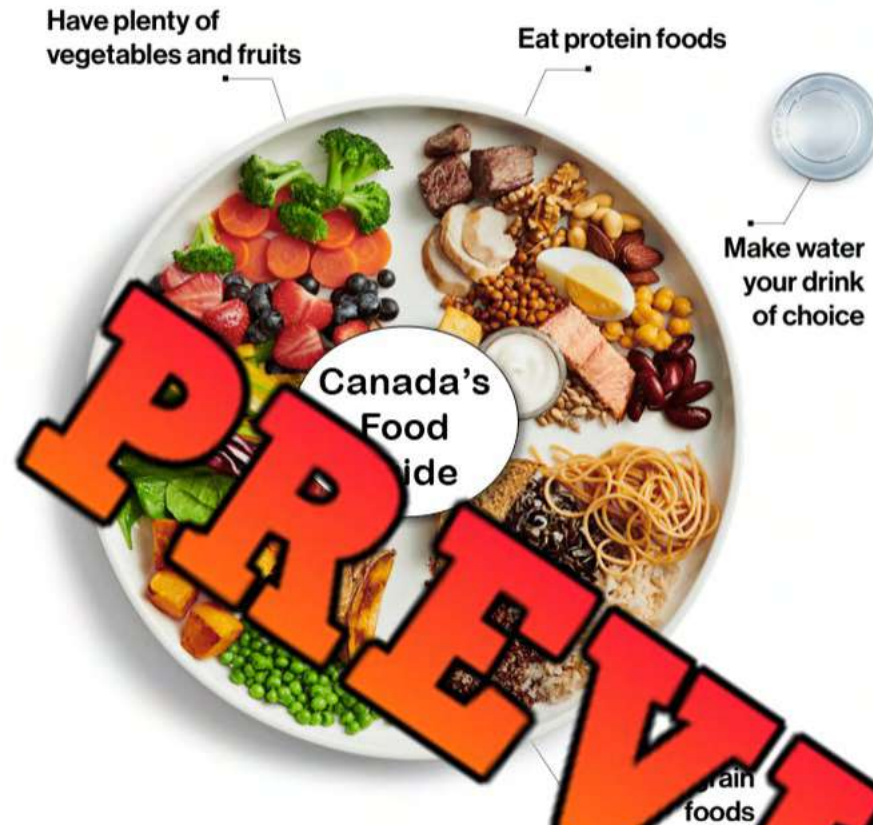
1) What is the title of the infographic?

2) What are the five stages of the frog life cycle?



3) Draw a frog and a tadpole.

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions.

1) What is the title of the infographic?

2) Summarize the food guide – What should you eat?

3) Does the infographic have more text or pictures?

Reading Maps – Text Features

Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces, like ONTARIO.
- Cities and Towns: Words with only the first letter capitalized are cities or towns, such as Ottawa.
- Red Dots: These mark the capital of a province or territory. A red dot is for the capital of Canada.



Reading Maps – Text Features

Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

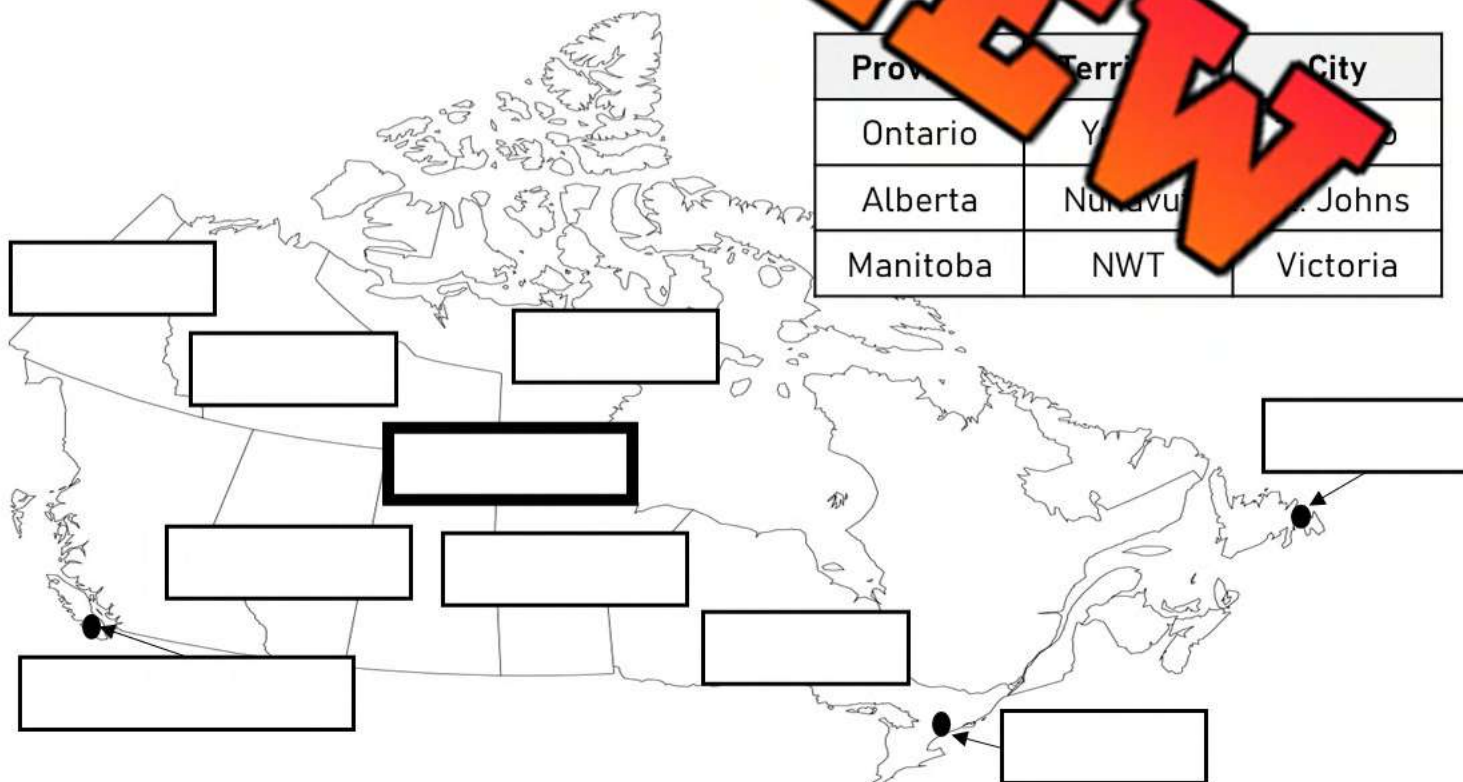
2) How can you identify provinces or territories on a map?

3) How can you identify cities on a map?

4) What do black dots on a map usually represent?

Think

Label the provinces/territories/cities using the word bank. Use the correct capitalization. Label Canada in the empty box with a black border.



Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

EVOLUTION CARS



1880



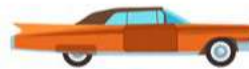
1900



1920



1940



1960



1970



1980



1990



2000



2010



2020

1) What is the title of the timeline?

2) What features are shown on this timeline?

3) How have cars changed over the years? Be specific about what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

Block 10:

Biographies

PREVIEW

- ✓ Biographies about important people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Use of table of contents, charts, and/or icons.

What Are Biographies?

What is a Biography?

A **biography** is a book that tells about someone's life. It is like going on a time trip to learn about a person. You can read about heroes, famous people, or folks who did interesting or helpful things!



What's Inside?

A **biography** has parts that you can find in a book:

- Intro: A few pages at the start that tell who the person is.
- Chapters: Parts that break up the story into chapters about a different time in the person's life.
- Pictures: Shows what the person looked like or things they did.
- Timeline: A line with dates for important events.
- Glossary: A list that explains hard words.
- Table of Contents: Shows where each chapter starts.
- Icons: Little pictures that might give you extra information.
- Charts: Pictures that help you understand numbers or facts.



Albert Einstein

Prereading

Before reading, answer the questions below.

Re-read the title and headings and write what you already know about this subject.

Making Connections: How does this remind you of? Have you read a biography before?
 Connecting: What do you want to learn more about?

Matching

Draw a line from the sentence in Column A to its matching definition in Column B.

Column A	Column B
Intro	<input type="checkbox"/> A list that explains hard words
Chapters	<input type="checkbox"/> A few pages at the start that tell who the person is
Table Of Contents	<input type="checkbox"/> Parts that break up the story
Pictures	<input type="checkbox"/> These show you what the person looked like
Glossary	<input type="checkbox"/> Shows where each chapter starts

Biography – Terry Fox

Terry Fox: A Hero on the Run

Table of Contents

Early Life
A Big Run For A Big Cause
Making a Lasting Mark
Timeline

Early Life

Terry Fox was born on July 2, 1958, in Winnipeg, Canada. He liked sports and dreamed of being great. But when he was 23, he got sick and lost one leg.

A Big Run For A Big Cause

Terry decided to run across Canada with one leg. He called it the Marathon of Hope. He wanted to raise money for cancer research. People joined him.

Making a Lasting Mark

Terry could not finish his run, but he became a hero. Even today, people do Terry Fox Runs to help fight cancer.

Timeline

- 1958: Born in Winnipeg, Canada
- 1976: Lost one leg to cancer
- 1980: Started the Marathon of Hope
- 1981: Passed away, but became a hero



Terry Fox

Name: _____

161

Curriculum Connection
C1.2, C1.3, C1.4

Prereading

Before reading, answer the questions below.

After seeing the title, headings, and pictures, can you think of 2 things you already know about Terry Fox?

Question

Answer the questions below.

1) Why is a table of contents helpful when reading a biography?

2) How does the picture of Terry Fox help you understand him better?

Timeline

Draw a timeline with pictures of Terry's life

Biography – Margaret Atwood

Margaret Atwood: The Word Weaver ✍️

Early Life

Margaret Atwood was born on November 18, 1939, in Ottawa, Canada. She liked reading books 📖 and writing her own stories as a kid. 🧒

Amazing on Paper

Margaret is a famous writer. She wrote many books, poems, and even TV shows 📺. One of her big ones is called "The Handmaid's Tale."

Changing Minds with Words

She won many prizes for her writing. Her stories make people think about the world in new ways. Her stories are read all over the world.

Timeline

- 1939: Born in Ottawa, Canada
- 1960s: Started writing books and poems
- 1985: Wrote "The Handmaid's Tale"
- Now: Still writes and wins awards 🏆



Margaret Atwood

Create a table of contents for the biography above.

Name: _____

163

Curriculum Connection
C1.2, C1.3, C1.4

Before Reading

Before reading, answer the questions below.







Look at the symbols/icons in the biography. What do you think you will learn about based on these icons?

During Reading: What picture were you picturing while you were reading. Explain the picture.

	<hr/> <hr/> <hr/>
--	-------------------

Match The Column

Match the icons to their meanings.

Column A	Column B
	Books
	Writing
	TV
	Girl Kid
	World
	Trophy/Award



Biography – Stephen Hawking

Stephen Hawking: A Star in Science

Table of Contents

Early Life
Amazing Finds in Science
Helping People Understand Space
Timeline



Stephen Hawking

Early Life

Stephen Hawking was born on January 8, 1942, in Oxford, England. Even though he got a serious disease called ALS, he still worked hard to learn about science.

Amazing Finds in Science

Stephen became a very smart **scientist** who studied the **universe**. He told us new things about **black holes** and how time works.

Helping People Understand Space

Stephen wrote books that made hard science easy to get. Many people read his book "A Brief History of Time." He won big awards for his work.

Glossary

- ALS: A disease that damages the nervous system in your body.
- Black Holes: High gravity places in space
- Scientist: A person who studies to learn how things work.
- Universe: Everything that exists, including all space and time.

Understanding

Is the statement true or false?

1) Stephen Hawking was born on January 8, 1942.	True	False
2) Stephen Hawking got a disease called ALS.	True	False
3) Stephen Hawking didn't work after he got ALS.	True	False
4) Hawking knows a lot about Black Holes.	True	False
5) Black Holes are dug in the ground.	True	False

Critical Thinking

Answer the questions below

1) **Inferencing:** Does Stephen Hawking is someone who gives up easy? Explain.

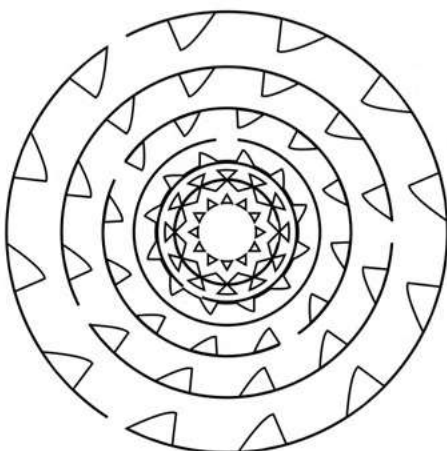
2) **Questioning:** Write 2 questions you have about Stephen Hawking.

1)

2)

Colour

Colour the Black Hole and picture of Stephen Hawking



Biography – Elsie Marie Knott

Elsie Marie Knott: A Leader for Her People

Table of Contents

Early Life
Leading the Way
Making Changes
Timeline



Elsie Marie Knott

Early Life

Elsie Marie Knott was born in Ontario, Canada 🍁. She grew up in a First Nations community and wanted to help her people.

Leading the Way

In 1954, Elsie became the first woman Chief of the Curve Lake First Nation. She was active in making her community better. She helped build new schools 🏫, improved housing, and brought clean water 💧 and electricity ⚡ to the community.

Making Changes

Elsie worked hard to make life better for her community. She helped build schools and brought clean water to homes. 🏠

Timeline

- 1922: Born in Ontario, Canada
- 1954: Became first woman Chief
- 1950s-1960s: Built schools and got clean water

Name: _____

167

Curriculum Connection
C1.2, C1.3

Understanding

Is the statement true or false?

1) Elsie Marie Knott was born in the United States.	True	False
2) Elsie helped to build new schools in her community.	True	False
3) She improved housing in the Curve Lake community.	True	False
4) Elsie stepped down as Chief in 1944.	True	False
5) Elsie was from the Curve Lake First Nation in Ontario.	True	False

Timeline

Draw a timeline with pictures of Elsie's life

A timeline drawing area consisting of three empty rectangular boxes for pictures, connected by a horizontal line. A large, diagonal, orange and red 'PREVIEW' watermark is overlaid across the entire page.

Critical Thinking

Answer the question

1) **Inference**: If Elsie had to work hard to get her people the right drinking water, how do you think indigenous people were treated in the 1900s?

2) Make a glossary for the bold words in the biography.

Community	
Chief	