# Grade 1 – Language

## A. Literacy Connections and Applications

Throughout Grade 1, in connection with the learning in strands B to D, students will:



| | Curriculum Expectations – Overall Expectations | Pages |
|---|---|---|
| A1 | **A1. Transferable Skills** | 7 – 190 |
| A2 | **A2. Digital Media Literacy**<br><br>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 | 147 – 149, 187 – 190 |
| A3 | **A3. Applications, Connections, and Contributions**<br><br>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 | 48 – 55, 113 – 114, 139 – 146, 187 - 190 |

Preview of 120 pages from this product that contains 295 pages total.

# Grade 1 – Language

## C1. Knowledge about Texts



| | Curriculum Expectations – Specific Expectations | Pages |
|---|---|---|
| C1.1 | **Using Foundational Knowledge and Skills to Comprehend Texts**<br>read and comprehend short, simple texts, using kn dge of words, grammar, cohesive ties, sentence st and background knowledge | 36 – 40, 44, 80 – 82, 88 – 89 |
| C1.2 | **res**<br>tify sim y and informational text forms and their a es | 34 – 40, 80 – 82, 88 – 89, 91 – 93, 111 – 114, 120 – 128, 133 – 136 139 – 146, 177 – 186 |
| C1.3 | **Text Patter Fea**<br>identify some uencing and chronological ord t fea uding illustrations, symbols, tes ith various text forms, and explain how the ner, and viewers understand the me ners, | 91 – 93, 111 – 114, 120 – 128, 159 – 160, 162 – 167, 169 – 175, 177 – 190 |
| C1.4 | **Visual Elements of Texts**<br>demonstrate an understanding of the re ship between simple illustrations, images, and g the text | 109, 162 – 175, 79 – 186 |
| C1.5 | **Elements of Style**<br>identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and describe how they help communicate meaning | 4 - 156 |
| C1.6 | **Point of View**<br>identify the narrator's point of view in a variety of texts, and suggest an alternative point of view to tell the story | 56 – 60 |
| C1.7 | **Indigenous Context of Various Text Forms**<br>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 | 48 – 55, 100 – 103 |

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# Grade 1 – Language

## C2. Comprehension Strategies



| | Curriculum Expectations – Specific Expectations | Pages |
|---|---|---|
| C2.1 | **Prereading: Activating Prior Knowledge**<br>activate prior knowledge, including knowledge gained from pe al and text experiences, that they can use to understand th of new texts | 12 – 13, 24 – 25, 29 – 32 |
| C2.2 | **reading ng the Purpose for Reading, Listening, and wing**<br>identif r e with texts, including enjoyment or finding i on | 12 – 13, 20 – 21, 29 – 32 |
| C2.3 | **Monitoring of Unde : Ma nfirming Predictions**<br>make predictions using gro text features, and evidence from the text | 12 – 13, 18 – 19, 24 – 25, 29 – 32 |
| C2.4 | **Monitoring of Understanding: Ongoing C nensi**<br>use strategies such as rereading, visuali nd questions, to monitor their understanding of si s | 12 – 13, 20 – 21, 26 – 28, 29 – 32, 45 – 46, 76 - 77 |
| C2.5 | **Monitoring of Understanding: Making Connections**<br>identify connections between ideas expressed in simple tex d their knowledges and lived experiences, the ideas in other familiar texts, and the world around them | 19, 29 – 32 |
| C2.6 | **Summarizing: Identifying Relevant Information and Drawing Conclusions**<br>identify important information in a simple text, including the main idea | 12 – 13, 29 – 32, 115 - 119 |
| C2.7 | **Reflecting on Learning**<br>identify strategies, such as activating prior knowledge and visualizing, that have helped them comprehend texts | 26 – 28 |

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# Grade 1 – Language

## C3. Critical Thinking in Literacy



| | Curriculum Expectations – Specific Expectations | Pages |
|---|---|---|
| C3.1 | **Literary Devices**<br>identify simple literary devices, including rhyme, alliteration, and onomatopoeia, and describe how they help communicate meaning | 61 – 72, 133 – 136, 139 – 146, 157 - 158 |
| C3.2 | **Making Inferences**<br>make simple inferences, using stated and implied information to help understand simple texts | 22 – 25, 41 – 43, 86 – 87, 129, 159 - 160 |
| C3.3 | **Analyzing**<br>analyze important ideas in literary and informational texts, by identifying and describing important information and events | 73 – 79, 88 – 89, 94 – 96, 104 – 109, 169 - 171 |
| C3.4 | **Analyzing Cultural Elements of**<br>identify some cultural elements presented in various texts, including symbols and values, and explain how these elements contribute to the meaning | 129 |
| C3.5 | **Perspectives within Texts**<br>identify explicit and implicit perspectives communicated in a text, and describe how these perspectives could influence an audience | – 87, 152 - |
| C3.6 | **Analysis and Response**<br>express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility | – 131, 150, 168 |
| C3.7 | **Indigenous Contexts**<br>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 | 100 – 103, 137 – 138, 147 - 149 |
| C3.8 | **Reflecting on Learning**<br>identify thinking skills that helped them understand simple texts | 83 - 87 |

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# Block 1: Reading Comprehension Strategies - Basics

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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.

Name: _____ 12

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

# Understanding Reading Comprehension

**What is Reading Comprehension?**

Reading comprehension means really understanding the story you read.

It is not just saying the words, it is knowing what they mean.

**Strategies for Reading Comprehension**



1. Reading Predictions

Before you start reading:

- Look at the title.
- See the pictures.

Guess what might happen in the story. This is called making predictions.

2. During Reading: Make Connections

While you read, think about things you already know. Does the story remind you of something? This is called making connections.

3. After Reading: Make Inferences

When you finish reading, try to think about what the story did not say. Can you guess why a character felt a certain way? This is called making inferences.

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Name: _____ 13

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

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

| | |
|---|---|
| 1) What is comprehension?<br>❑ Counting pages<br>❑ Understanding<br>❑ Drawing | 2) What is making predictions?<br>❑ Guessing what the story is about<br>❑ Closing the book<br>❑ Talking loudly |
| 3) What [illegible] understanding better [illegible]?<br>❑ St[illegible]ng<br>❑ Jumping<br>❑ Making connec[illegible]ns | 4) What makes understanding better after reading?<br>❑ Ignore it<br>❑ Make inferences about the story<br>❑ Hide the book |

**Draw** Draw a picture of so[illegible] you[illegible]e read lately. Explain it.

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Name: _____ 14

Curriculum Connection
C2.5

# Making Connections

**What is Making Connections?**



Making connections helps us understand stories better.

1) Text-to-Text Connections: Think of similar books you have read.

2) Text-to-Self Connections: Remember your own life when you read.

3) Text-to-World Connections: Relate the story to real-world events.

PREVIEW

**Making Connections**

Draw a connection from the example to the type of connection.

| 1) Anna's mom made a pie. | |
|---|---|
| Text-to-Self | Many families cook special foods. |
| Text-to-Text | My mom bakes cookies. |
| Text-to-World | Like the pie in my fairy tale book. |

| 2) The girl found a rainbow. | |
|---|---|
| Text-to-Self | It is like the rainbow in my picture book. |
| Text-to-Text | Rainbows appear after rain everywhere. |
| Text-to-World | I love looking at rainbows. |

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Curriculum Connection
C2.5

# Making Text-To-Self Connections

**Making Connections** Make text-to-self connections to the passage below.

Billy felt excited when he put on his new shoes. They were blue and fast. He could not wait to show his friends at school. He ran faster than ever during p e.

PREVIEW

## Text-To-Self

**Draw** Draw what you were seeing whil king a connection to the passage.



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Curriculum Connection
C3.2

# What is an Inference?

An inference is a smart guess you make based on clues. You use what you see and what you know to understand something better.



**Examples:**

1) If you see dark clouds, you can infer it might rain soon.
2) If someone is yawning, you can infer they are tired.

**Infer** the correct inference for these sentences.

| 1) The trees have no leaves. | | |
|---|---|---|
| Which season is it? | | Winter |

| 2) The sun is going down. | | |
|---|---|---|
| What time of the day is it? | Morning | Evening |

| 3) Mom is making Turkey for dinner. | | |
|---|---|---|
| Which holiday is it? | Thanksgiving | Canada Day |

| 4) He is putting on a coat, hat, and mittens. | | |
|---|---|---|
| What is the weather like? | Cold | Hot |

| 5) Henry is carrying a backpack and lunchbox. | | |
|---|---|---|
| Where do you think Henry is going? | Zoo | School |

PREVIEW

Name: _____ 23

Curriculum Connection
C3.2

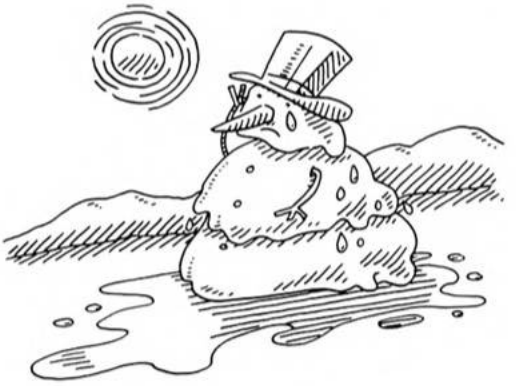
# What is an Inference?

**Infer** Make inferences from what you see in the images below. Circle your answer.



The dog is wagging

| How is the dog feeling? | |
|---|---|
| Happy | Sad |



The snowman is melting.

| Wh ason is starting now? | |
|---|---|
| Wint | Spring |



Santa has brought gifts for kids.

| What holiday is it? | |
|---|---|
| Halloween | Christmas |



The kids are playing together.

| What are the kids playing? | |
|---|---|
| Soccer | Basketball |

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Curriculum Connection
C2.1, C2.3, C3.2

# Comprehension Practice – Predicting

## The Story of Lila and Mason's Helpful Day

Once upon a time in a bright classroom, two friends named Lila and Mason w[illegible] excited for a new school day. Lila liked to water the plants by th[illegible]ng sure they had enough to drink. Mason liked to feed the clas[illegible]all goldfish named Sparkle.



Lila and Ma[illegible] kne[illegible]ing the classroom clean was im[illegible]t. [illegible] snack time, Lila picked up all th[illegible]per sc[illegible] and put them in the bin. Mason wiped th[illegible]ble[illegible] cloth.



They also liked to help their [illegible]er [illegible]Ma[illegible] by handing out colouring sheets to the cl[illegible]es. Everyone loved how responsible Lila and Mason were.

At the end of the day, the classroom looked wonderful, and Sparkle the goldfish seemed happy too. Lila and Mason felt proud because they knew their classroom responsibilities.

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Curriculum Connection
C2.1, C2.3, C3.2

**Pre-Reading** Write two classroom responsibilities that you already know.

1.

2.

**Questi** Circle the correct answer for each question.

1) [illegible] the plants?

| | | | |
|---|---|---|---|
| A) Mason | [illegible] Lila | C) Mrs. Maple | D) Someone else |

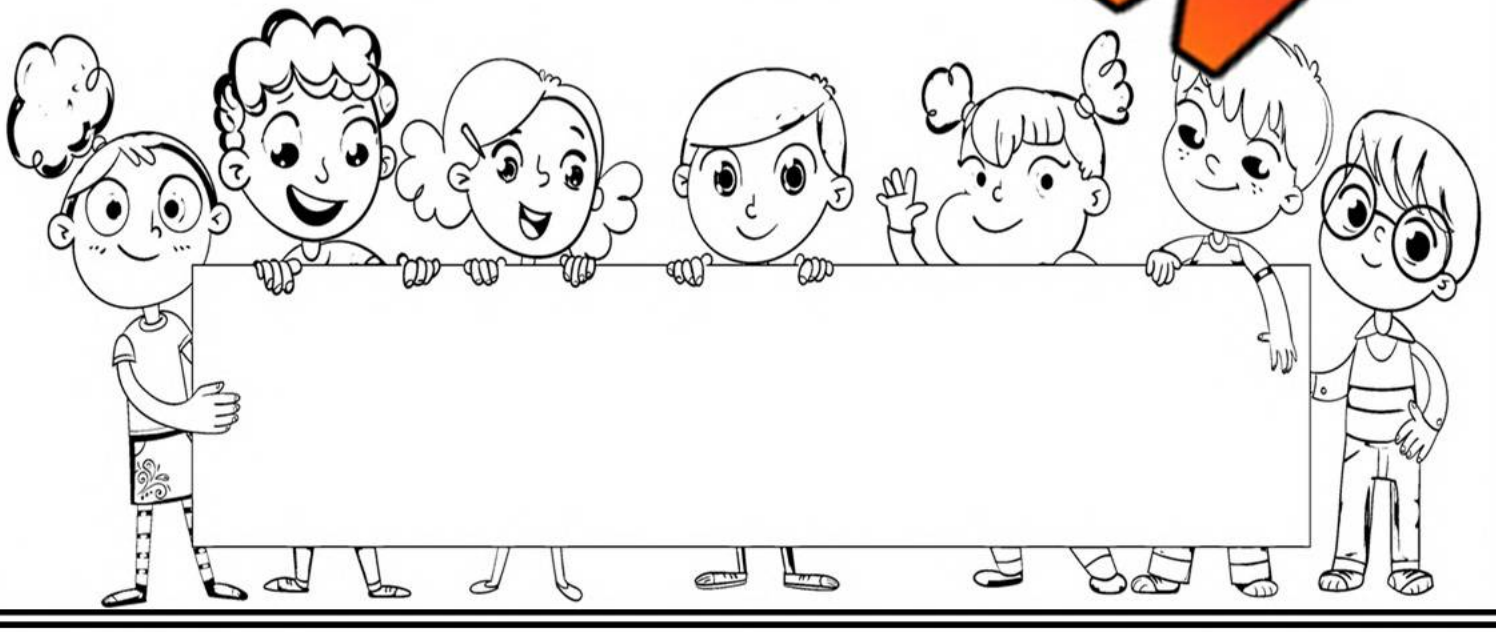
2) What is the name [illegible] class?

| | | | |
|---|---|---|---|
| A) Shimmer | B) Sparkle | [illegible] | D) Goldie |

3) Who wiped the tables?

| | | | |
|---|---|---|---|
| A) Mason | B) Lila | C) Mrs. M[illegible] | D) [illegible]eone else |

**Visualizing** Draw what you were picturing while you [illegible]



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Curriculum Connection
C2.4, C2.7

# Comprehension Practice – Visualizing

To: Uncle Louis

25 Maple Street

Toronto, Canada

Dear Uncle Louis,




I hope you are well. In our class,

we are learning about what clothes to wear in different seasons. It is

very important to stay cozy and safe.

In the winter, we wear warm coats, mittens, and boots. This keeps

us cozy when it snows. In the summer, it is good to wear t-shirts and

shorts because it gets very hot.

Spring is the time for light jackets and sometimes rain boots if it

rains. Fall is a bit chilly, so we wear sweaters and maybe a scarf.

Knowing what to wear helps us enjoy each season more. I hope you

find this interesting!

Love,

Your Niece, Sophia

PREVIEW

Name: _____ 27

Curriculum Connection
C2.4, C2.7

| Pre-Reading | Why are you reading this text? Circle your answer. |
|---|---|

| For Fun | To Learn | I am interested in seasons |
|---|---|---|

| While Reading | Draw 2 different pictures of what you are visualizing while reading |
|---|---|

PREVIEW

| After Reading | Put a check mark beside the p ou is correct. |
|---|---|

Which type of shoes would you wear in winter?



☐



☐

Which bottom d think are suitable for mmer?



☐



☐

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Name: _____ 29

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 | |
| | |

**Visual** – Draw a picture of something you visualized.

**Day 2** Fill in the organizer below.

| | |
|---|---|
| Name of Book | |
| Author | |
| Fiction/Non-Fiction | |

**Questioning** – Write a question that you have about the text.

_____

_____

PREVIEW

Name: _____ 30

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

# Independent Reading - Responses

**Day 3** Fill in the organizer below.

| | |
|---|---|
| Name of Book | |
| Author | |
| re | |
| Maki ti – What does the book remind you of? | |

_____

_____

_____

**Day 4** Fill in the organizer b

| | |
|---|---|
| Name of Book | |
| Author | |
| Fiction/Non-Fiction | |
| Retell – What happened in the story? | |

_____

_____

_____

PREVIEW

Name: _____ 31

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

# Independent Reading BINGO

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

| B | I | N | G | O |
|---|---|---|---|---|
| Draw ma... ch... | Where did he story ...en? | 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 | Dr... front ... | ...made yo... in ... | 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 | **Fre... Space** | Ma... ne... ...ook. | How did the story end? |
| Tell a friend about the book in 1 sentence. | Find and write down a word from the book that rhymes with 'cat' | Was it a happy or sad story? Explain. | Would yo... read it again? Why or why not? | ...o 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 |

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# Block 2:
# Reading Letters

PREVIEW

## Focus

- Voice in letters
- New vocabulary, grammar rules, [illegible]ve tie
  sentence structure specific to letters
- Formal versus informal letters
- Email versus letters
- Making inferences after reading

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Curriculum Connection
C1.2, C1.5

# Letters – Voice in Letter Writing

34 Oak Drive

Vancouver, Canada



Dear Mrs. Wilson,

Thank y[illegible] teaching us about formal letters. I learned that we use a prope[illegible] dear. I also learned to be polite and use a proper closi[illegible]ke re[illegible] sincerely. I will use formal letters when I write to people I res[illegible]t and [illegible]t know very well.

Sincerely,

Your student, Ethan

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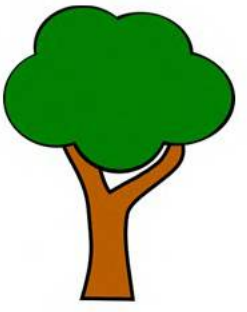
67 Pine Street

Montreal, Canada

Dear Jenny,

I hope you're good! Guess what? We're learning about [illegible]ers in class. They're letters you write to friends or family just to say hi or share news. You can even draw smiley faces! 😊

Informal letters are fun because you can be more like yourself. I can't wait to write more to you soon!



Bye for now,

Your friend, Mia

PS. Did you like my tree drawing?

Name: _____ 35

Curriculum Connection
C1.2, C1.5

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) You can add a P.S. to an informal letter. | True | False |
| 2) The formal letter has smiley faces. | True | False |
| 3) You can be like yourself in informal letters. | True | False |
| 4) A formal closing could be: “See ya”. | True | False |

## Questio

Answer the questions below.

1) Voi[illegible] writ[illegible] your words sound, like talking to a friend or a teacher. Cir[illegible]ette[illegible]e has a more serious voice?

| | |
|---|---|
| Letter t[illegible]. Wi[illegible] | Letter to Jenny |

2) What voice would y[illegible]s[illegible] to w[illegible]he people below. Circle your answer.

| | | | |
|---|---|---|---|
| Teacher | Angry | H[illegible] | Formal |
| | Excited | [illegible]ous | Informal |
| Brother/Sister | Angry | [illegible]a[illegible] | Formal |
| | Excited | Seriou[illegible] | [illegible]al |

## Draw

Draw people you could write an informal letter to. Writ[illegible]e[illegible]es below.

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Curriculum Connection
C1.1, C1.2, C1.5

# Linking Words – Sequencing

**Instructions** Circle the transition words in the sequences below.



First, take some soap



Second, rub it between your palms.



Next, rub it on the back of your hands.



Then, rub it between your fingers



Next, rub the base of your thumbs.



Finally, rub your fingernails.



After that, wash your wrists.



Last, rinse your hands with water



Finally, dry your hands with a clean towel.

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Curriculum Connection
C1.1, C1.2, C1.5

# Letter Writing – Sentence Structure

**Instructions** Write a letter to someone. Fill in the spaces below following the sentence structure of a letter.

Greeting:

_____




Ope

_____

Body/Deta

_____

_____

_____

_____

_____

Question:

_____

Closing:

_____

Signature:

_____

_____

PREVIEW

# Block 3: Narratives

PREVIEW

## Focus

- Includ ural ms – Indigenous story telling, songs
- Identify narrators oin rst person
- Indigenous Storywork
  - Indigenous Storywork is t o principles of respect, respons reci ty, reverence, holism, interrelatedne an
  - Read and listen to stories from First Natio etis, and Inuit creators.
- Literary devices – Rhyme, Alliteration and Onomatopoeia
- Sequencing the plot events in a story, explaining the cause and effect

Name: _____ 48

Curriculum Connection
A3, C1.7

# What is Indigenous Storywork?

**What is Indigenous Storywork?**

**Indigenous Storywork** is a special way of teaching and learning. It comes from the First Nations, Inuit, and Métis people of Canada. They use stories to understand the world, nature, and how to be good people.

PREVIEW



**Important Lessons in Stories**

The stories teach us important lessons like:

- Being respectful to everyone and everything
- Taking care of the land and animals
- Helping and loving our family and friends

**How Stories Are Shared**

These stories are often told by **elders**, who are wise, older people in the community. Sometimes, the stories are told around a fire or during special gatherings. The stories can be very old, passed down from many years ago.

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Curriculum Connection
A3, C1.7

## True or False

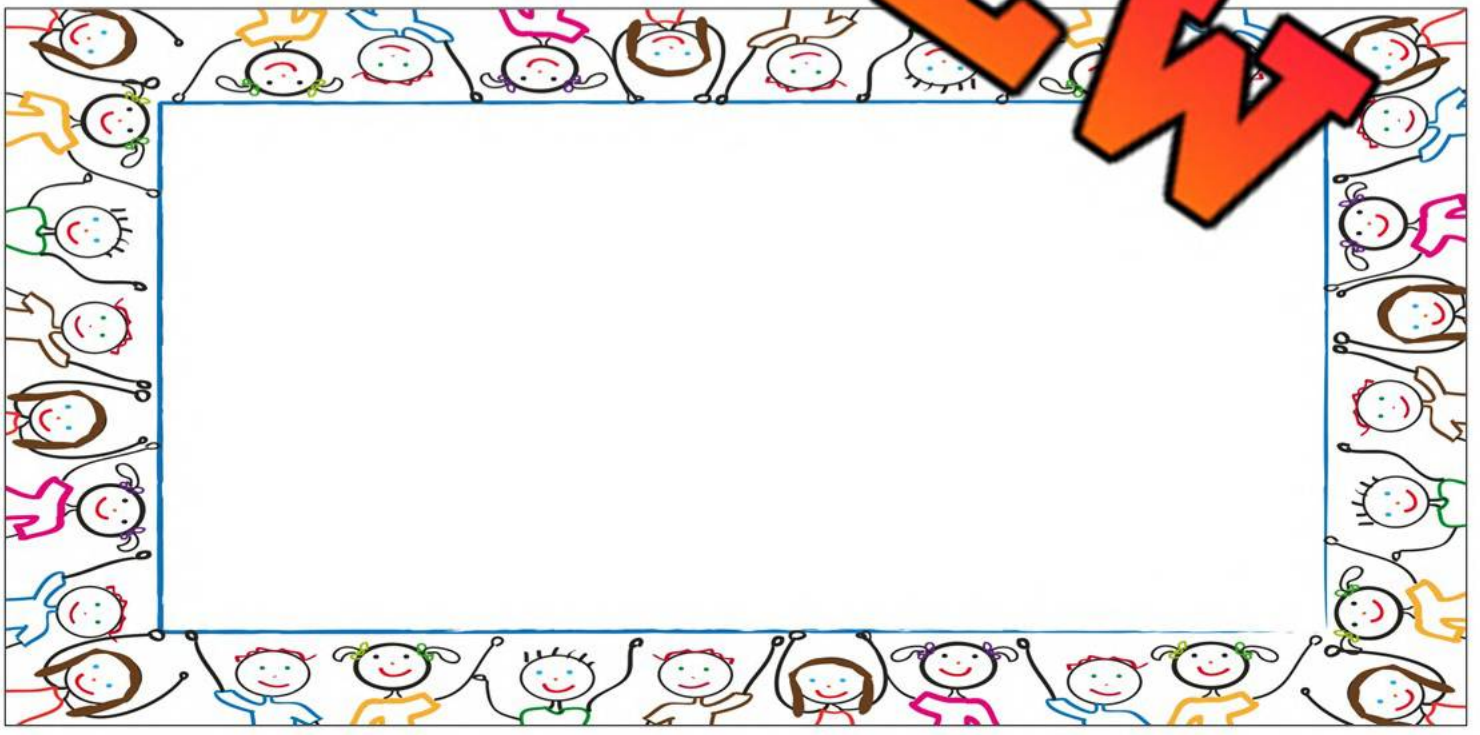
Is the statement true or false?

| | | |
|---|---|---|
| 1) Indigenous stories teach us about video games. | True | False |
| 2) Indigenous stories are told in a classroom only. | True | False |
| 3) Taking care of animals is important. | True | False |
| 4) Elders often tell the Indigenous stories. | True | False |
| 5) Indige stories come from new books. | True | False |

## Answ one thing Indigenous Storywork teaches us?

## Visualize

Draw your favourite anim d ho ake care of it.



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Curriculum Connection
A3, C1.7

# The Story of Little Feather and Wise Owl

Once upon a time, in a beautiful forest in Canada, lived a young bird named Little Feather and an old owl named Wise Owl. Lit ther loved to sing but sometimes sang too he other animals.



One da l s ittle Feather, your songs are lovely, but too loud. You mus pe eryone and everything in the forest."

Little Feather felt sad but listened c ully. next day, she sang softly. The deer, the rabbits, and even the e ile.



"Thank you, Little Feathe or ful," Wise Owl said, "Now, everyone can y your beautiful songs and the peace of the forest."

And so, Little Feather learned the importance of being respectful to everyone and everything. From then on, the forest was a happier place for all.

The End

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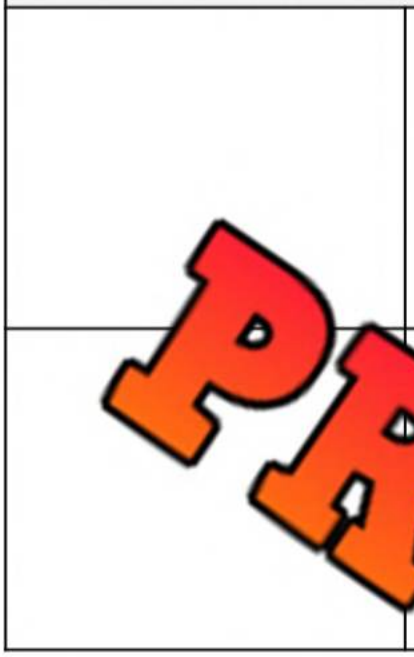
Curriculum Connection
A3, C1.7

## Questions — Answer the questions below.

1) Draw Little Feather and Wise Owl. Describe their characters.



## Questions — Circle the co nswe ach question.

1) Who tells Little Feather that she is g t

| | | | |
|---|---|---|---|
| A) The deer | B) The rabbits | C) Wise | D |

2) What did the other animals do when Little Feather sang y?

| | |
|---|---|
| A) They left the forest | B) They seemed to smile |
| C) They sang along | D) They told her to stop |

3) What lesson did Little Feather learn?

| | |
|---|---|
| A) To sing louder | B) To leave the forest |
| C) To be respectful | D) To never sing again |

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Curriculum Connection
A3, C1.7

# The Tale of Sky Elk and Gentle River



In a lush Canadian forest lived Sky Elk and his friend, Gentle River. Sky Elk loved to run and play, but sometimes he was not careful and knocked over plants and scared away the animals.

Gentle River said, "Sky Elk, the land and animals are our friends. We should take care of them."

Sky Elk listened and thought about what Gentle River said. The next day, he stepped carefully so he would not harm the plants. He also gave some of his food to the birds.

Gentle River smiled and said, "See, Sky Elk? When you take care of the land and animals, they are happy, and so are we!"

From then on, Sky Elk was careful to be a good friend to the land and animals. The forest felt more joyful, and everyone lived in harmony.



The End

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Curriculum Connection
A3, C1.7

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Sky Elk was always careful around plants. | True | False |
| 2) Sky Elk did not listen to Gentle River. | True | False |
| 3) Gentle River cared about the land and animals. | True | False |
| 4) The forest felt more joyful. | True | False |

## Questi

Answer the question below.

Draw Elk a e River. Describe their characters.

PREVIEW

## Fill In The Blank

Complete the sentences using the words from the word bank below.

| | | |
|---|---|---|
| Happy | Birds | Food |

1) Sky Elk gave some of his _____ to the _____.

2) When we take care of the land and animals, they are _____.

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Curriculum Connection
A3, C1.7

# Helping Hands in Our Village

In a cozy village, two best friends, Moondrop and Starlight, lived happily. Moondrop noticed that her grandma, Elder Willow, seemed tired. She wanted to help.



"[illegible], Moondrop, "you look tired. Can I make tea for you?" Elder Willow smiled warmly, "Oh, dear, you're so kind!"

Nearby, Starlight saw his dad carrying heavy boxes. "Dad, let me help you," Starlight offered. His dad grinned, "If you can help me, you make my heart happy!"

Later, Moondrop and Starlight played together. They talked about how good it felt to help their families. "You know," said Moondrop, "when we love and help our family and friends, our hearts feel as bright as stars." Starlight nodded, "Yes, and our village feels like the warmest place on Earth."

From that day, Moondrop and Starlight always looked for ways to help and love their family and friends.

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Name: _____ 55

Curriculum Connection
A3, C1.7

**Answer** Write one way you help your family at home.

**Quest** Circle the correct answer for each question.

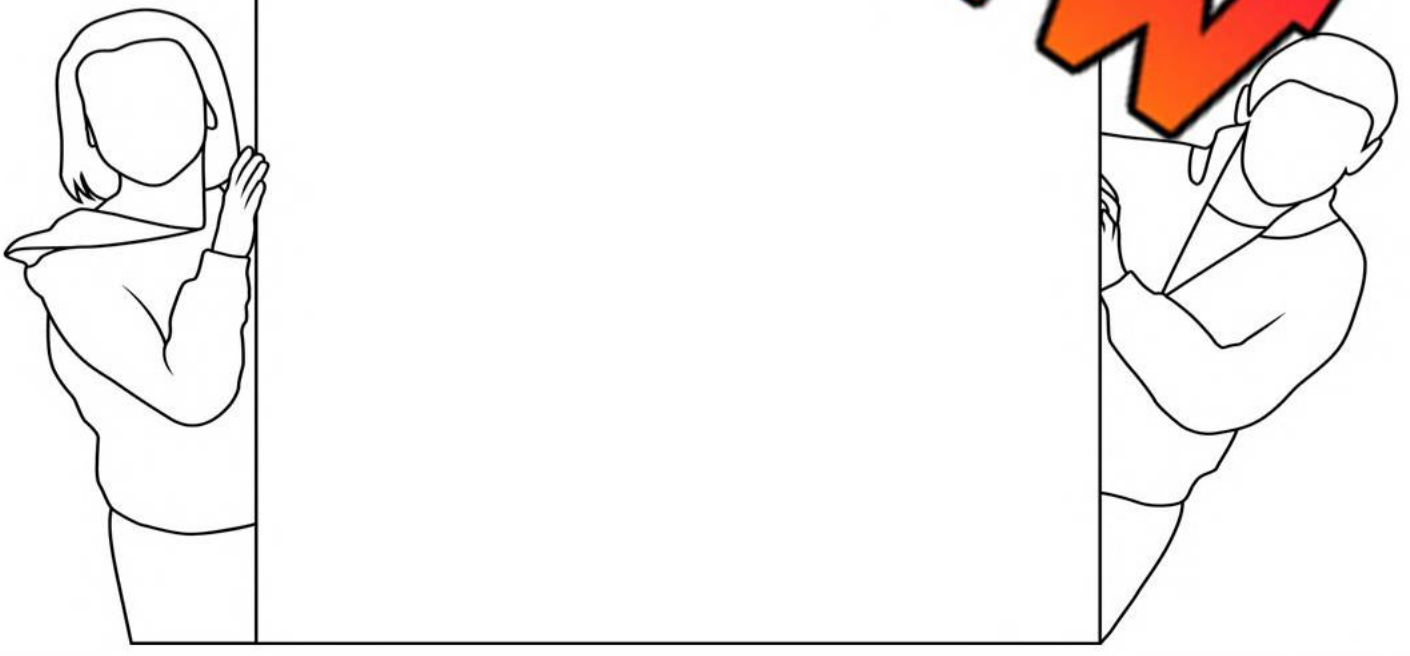
1) Wh did S elp his dad with?

A) Cooking | Car g | C) Making tea | D) Singing

2) What did helping fami ke s feel like?

A) Heavy | B) Dark | C) Brig s st | D) Tired

**Visualizing** Draw what you were pictu g ou w eading.



PREVIEW

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Name: _____ 56

Curriculum Connection
C1.6

# Narrator's Point of View

In every story, someone is telling us what's happening. This is called the **narrator's point of view**.



There are two main types:

1. First-Person: In this type, a character from the story is the one telling us. They use words like "I" and "we." Example: "I found a shiny treasure" or "We had a fun day at the park."
2. Third-Person: In this type, it's someone is watching the story and telling us what is going on. They use words like "he," "she," and "they." Example: "Jake found a shiny treasure" or "They had a fun day at the park."

PREVIEW

**Instructions** Read the sentences and tell which point of view is used.

| | | |
|---|---|---|
| 1) I like to play with my blocks. | First | Third |
| 2) The children play in the sandbox. | First | Third |
| 3) We go to the zoo on weekends. | First | Third |
| 4) He eats an apple for snack time. | First | Third |
| 5) We make cookies on Sundays. | First | Third |
| 6) The dog runs around the yard. | First | Third |

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Name: _____ 57

Curriculum Connection
C1.6

# 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) The cat sleeps on the couch. | B) I jump high on the trampoline. | C) The bird sings in the morning. |
| D) I liste… …ories at bedtime | E) Emily loves to dance. | F) I catch butterflies in the garden. |

PREVIEW



| First | Third |
|---|---|
| | |

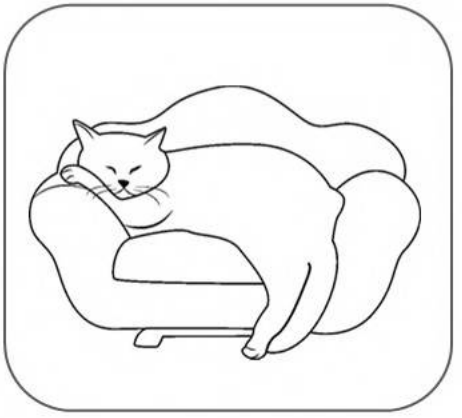


| First | … | Third |
|---|---|---|
| | | |





| First | Third |
|---|---|
| | |



| First | Third |
|---|---|
| | |



| First | Third |
|---|---|
| | |

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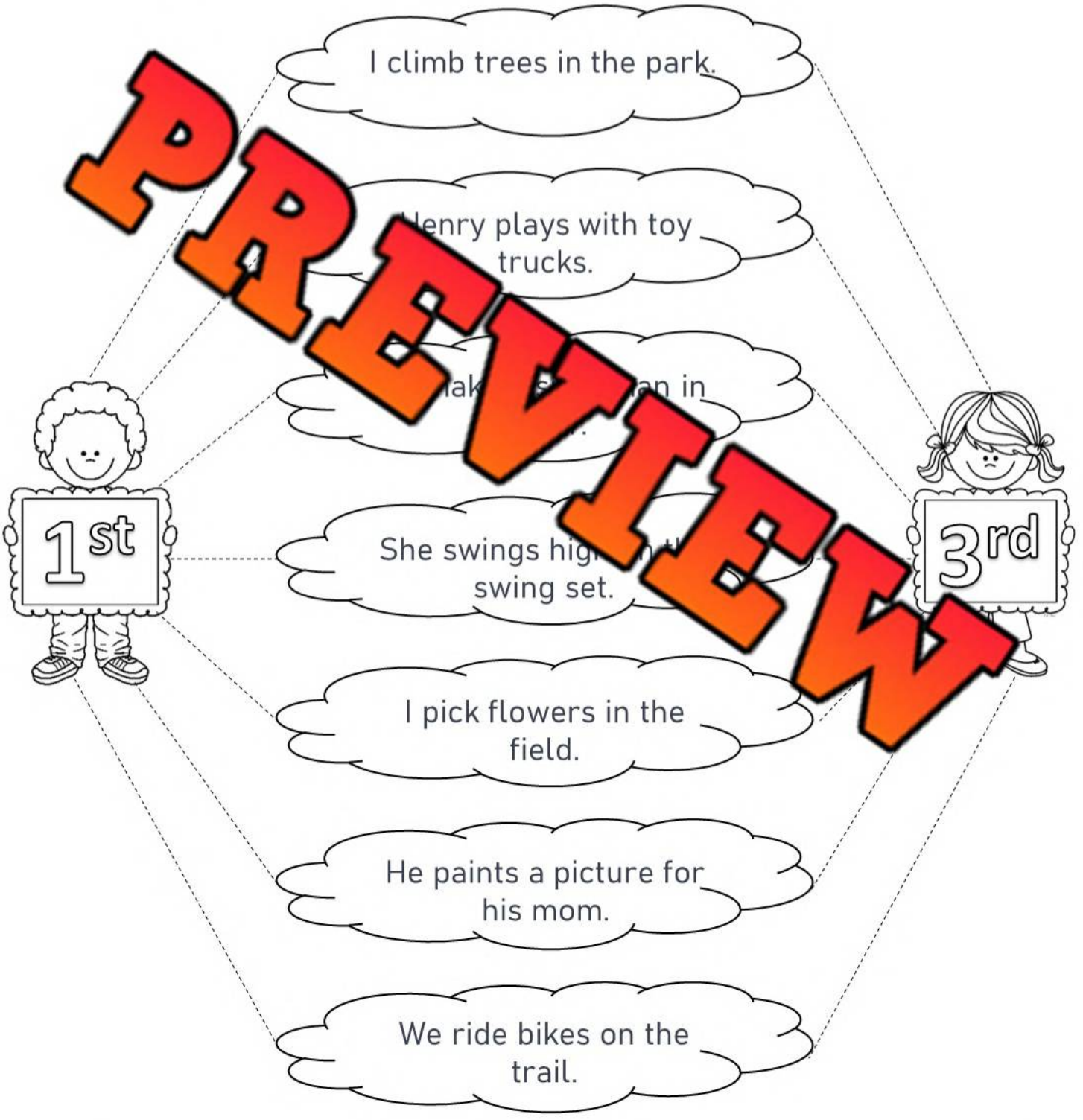
Name: _____ 58

Curriculum Connection
C1.6

# Narrator's Point of View – Who Said This?

**Instructions** Draw over the dotted line to match each sentence with the correct point of view.




PREVIEW

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Name: _____ 59

Curriculum Connection
C1.6

# Being Good Friends – Different Points of View

**First-Person**

Hi! I am Benny. Today, my friend Luna was sad because she lost her toy.

So, I sha[illegible] my toy car with her. She smiled big!



[illegible]ed and fell. I helped her up and

asked if she [illegible]y. We [illegible]n and played catch.

Being a good friend [illegible]e ha[illegible]

PREVIEW

**Third-Person**

Benny saw his friend Luna looking sad. She [illegible] her [illegible]o, Benny

shared his toy car with her. Luna's face lit up with a sm[illegible]

Later, Luna tripped and fell. Benny

helped her up and made sure she was okay.



Then, they played catch and laughed together.

Being good friends made them both very happy.

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Curriculum Connection
C1.6

## Questions

Answer the questions below.

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

2) Colour the words used in first-person writing green and the words used in third-person red.

| | | | | |
|---|---|---|---|---|
| I | Benny | They | We | She |
| | He | Their | Me | Luna |

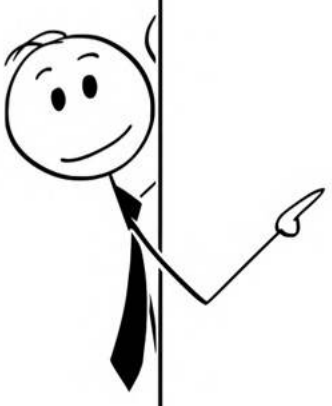
## Sequencing

Number each sentence to show what happened first, next, and last.

| | |
|---|---|
| | Benny and Luna played at the park. |
| | Benny shared his toy with Luna. |
| | Benny helped Luna stand up after she fell. |

## Visualizing

Draw a scene where you helped your friend do something.



PREVIEW

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Name: _____ 61

Curriculum Connection
C3.1

# Rhyme

A **rhyme** is when words sound the same at the end. Like "cat" and "hat." They make reading and songs fun!

**Examples:**

- Cat –
- Dog
- S Fun
- Bee - Tr





**Think** Read ... ...y and ...line examples of rhymes.

Betty had a kite so light, she fle... day an... ...ith string so long, nothing could go wrong. She ran so fas... ...t. Up in the sky, the kite went high, almost saying "bye!"

Then came Pete, fast on his feet. He had a treat, so sweet to eat. "Would you like some?" he asked with glee. Betty said, "For you and me!"

They ate and smiled, staying awhile. The kite still in sight, made everything right. Betty and Pete felt so complete, with a kite so neat and a treat so sweet!

PREVIEW

Name: _____ 62

Curriculum Connection
C3.1

## Scavenger Hunt

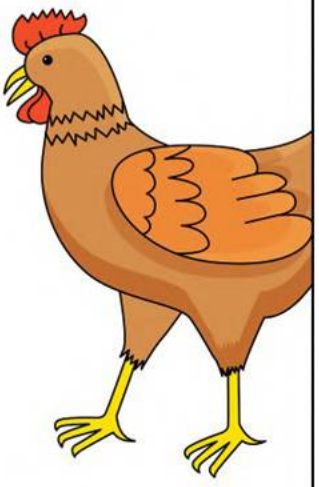
Find books that have examples of rhymes.

| Book Name | Example – Describe or quote the example. |
|---|---|
| "Goodnight Moon" | "Goodnight room, goodnight moon." |
| "Brown Bear, Brown Bear, What Do You See?" | "Brown Bear, Brown Bear, what do you see? I see a red bird looking at me." |
| | |
| | |
| | |

PREVIEW

## Matching

Match the words in Column A to the [illegible] Column B that makes a rhyme.



| Column A | Column B |
|---|---|
| Ball | Log |
| Dog | Hen |
| Car | Hook |
| Book | Fall |
| Pen | Star |



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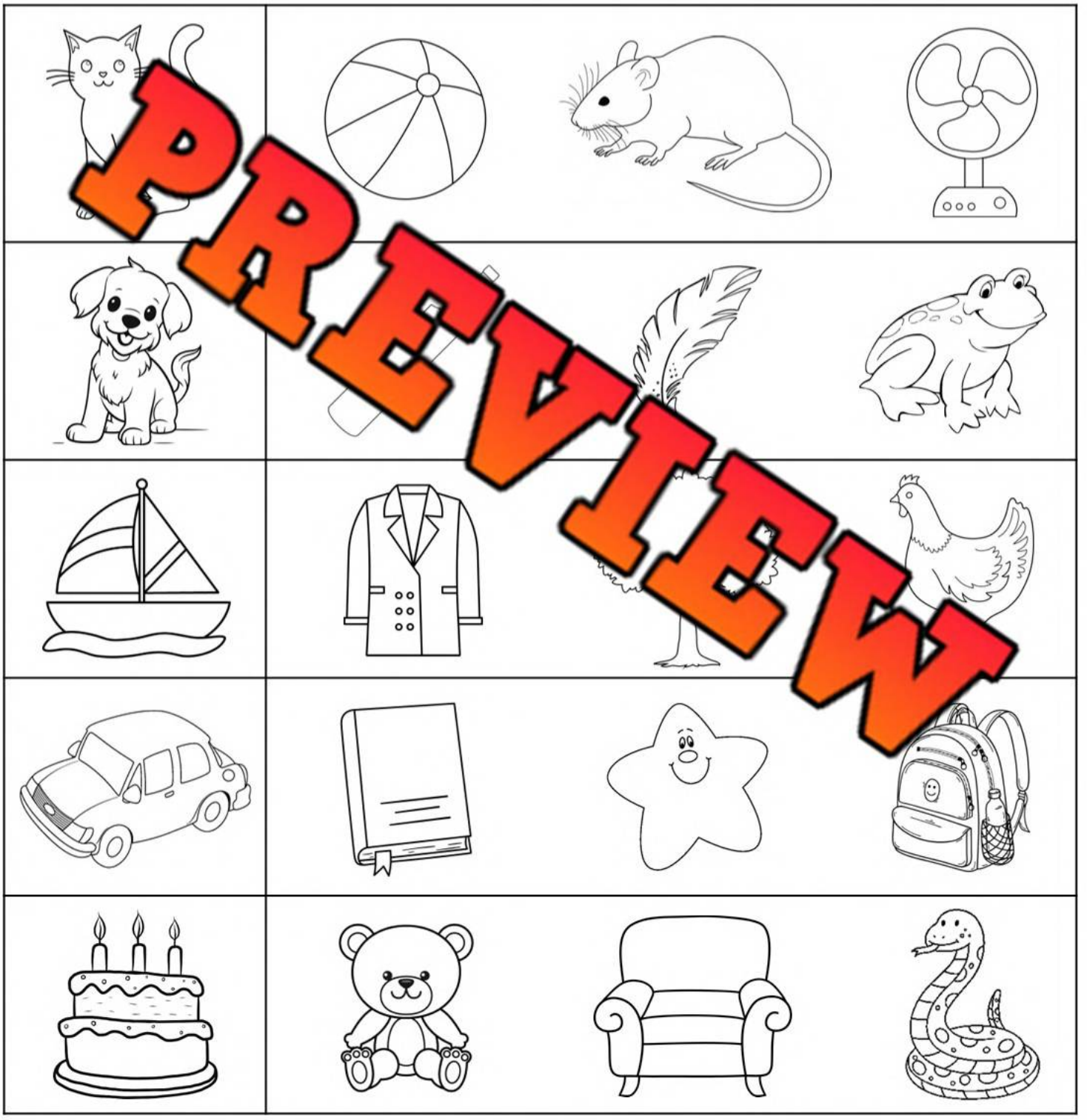
Name: _____ 63

Curriculum Connection
C3.1

# Rhyme

**Instructions** Colour the first picture. Then, colour the picture that rhymes with the first picture.



PREVIEW

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Name: _____ 64

Curriculum Connection
C3.1

# Drawing Rhymes

**Instructions** Draw what you visualize after reading these rhymes.

The dog sat on a log.

The bee flew by the tree.

The cat wore a hat.

PREVIEW

Name: _____ 65

Curriculum Connection
C3.1

# Alliteration

**Alliteration** is when words start with the same sound. It's like a tongue twister!

**Examples:**



- Silly
- Bus
- Frog
- Lucky L

It is fun to say w th same at the start!

PREVIEW

**Think** Read the st nd examples of alliteration.

Once upon a time, there was a playful p ame She loved leaping around the sunny park. One day, Penny a friend g named Freddy. They became fast friends.

Penny and Freddy had a picnic under a tall, towering tree, ng apples and chatting cheerfully. They watched birds singing in the sky and felt happy.

As the sun set, they said goodbye, promising to meet again. Penny pranced home, her heart full of joy from the fun day with her new friend Freddy.

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Name: _____ 66

Curriculum Connection
C3.1

# Alliteration

**Scavenger Hunt** Find books that have examples of alliteration.

| Book Name | Example – Describe or quote the example. |
|---|---|
| "Dr. Seuss's ABC: An Amazing Alphabet Book!" | "Big B, little b, what begins with B? Barber, baby, bubbles, and a bumblebee." |
| | |
| | |

PREVIEW

**Instructions** Circle the correct word to complete the alliteration in each sentence.

| | | |
|---|---|---|
| 1) Big bears bounce _____. | ba | pples |
| 2) Silly Sally _____ songs. | | gs |
| 3) _____ grapes grow greatly. | green | pink |
| 4) Jolly jellyfish _____ joyfully. | swim | jump |
| 5) Lazy _____ lay low. | lions | pandas |
| 6) Tommy the tiger _____ too. | speaks | talks |
| 7) Cool cats _____ curtains. | climb | pull |
| 8) _____ horses hop high. | sad | happy |

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Name: _____ 67

Curriculum Connection
C3.1

# Alliteration

**Match** Match these sentences to the appropriate noun to complete the alliteration.





| | |
|---|---|
| The | bananas |
| The leaping | goblin |
| The big bunch of | nake |
| Sally's seven | |
| The hungry | cat |
| The green | lizard |
| Carla's cute | shells |

PREVIEW

Name: _____ 68

Curriculum Connection
C3.1

# Drawing Alliteration

**Instructions** Draw what you visualize after reading these alliterations.

Big blue balls bounce high.

Happy horses hop high.

Pink pigs play in puddles.

Tiny [illegible]s to [illegible]y steps.

PREVIEW

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Name: _____ 69

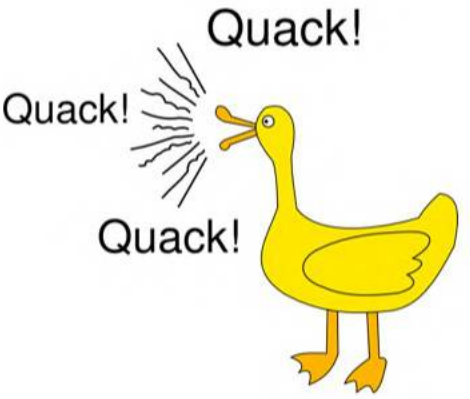
Curriculum Connection
C3.1

# Onomatopoeia

**Onomatopoeia** is a big word that means sounds words make. Like "buzz" for a bee or "moo" for a cow.

**Examples**:

- Buzz – like a bee
- Qua – like a duck
- [illegible] – like a
- Meow – [illegible]




PREVIEW

**Think** Read th[illegible] and u[illegible]ine examples of onomatopoeia.

Bobby went to the farm. "Moo," [illegible] the co[illegible] moo!" Bobby giggled. He walked over to the pond. "Quack, qu[illegible] we[illegible] Bobby clapped his hands. Next, he went to the pigpen. [illegible]oi[illegible] the pigs. Bobby laughed out loud.

"Baa, baa," said the sheep near the barn. "This is fun!" said Bobby.

Suddenly, "Cock-a-doodle-doo!" crowed the rooster. "It's time to go," said Mom.

As they left, Bobby heard a "Meow" from a cat. "What a noisy, fun day!" Bobby smiled all the way home.

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Name: _____ 70

Curriculum Connection
C3.1

# Onomatopoeia

**Scavenger Hunt** Find books that have examples of onomatopoeia.

| Book Name | Example – Describe or quote the example. |
|---|---|
| "The Very Quiet Cricket" | "Chirp, chirp." |
| "Mr. Bro Can Moo! Can " | "Moo, moo!" |
| | |
| | |

PREVIEW

**Instructions** Circle the correct w to co ete onomatopoeia in each sentence.

| | | |
|---|---|---|
| 1) The bee goes "_____." | o | uzz, buzz |
| 2) The duck says "_____." | quack, quac | om |
| 3) The frog says "_____." | pom, pom | bit, ribbit |
| 4) The dog barks "_____." | woof, woof | honk, honk |
| 5) The phone rings "_____." | ssss, ssss | ring, ring |
| 6) The bell goes "_____." | ding, ding | oink, oink |
| 7) The clock says "_____." | creak, creak | tick, tock |
| 8) The cat purrs "_____." | meow, meow | tweet, tweet |

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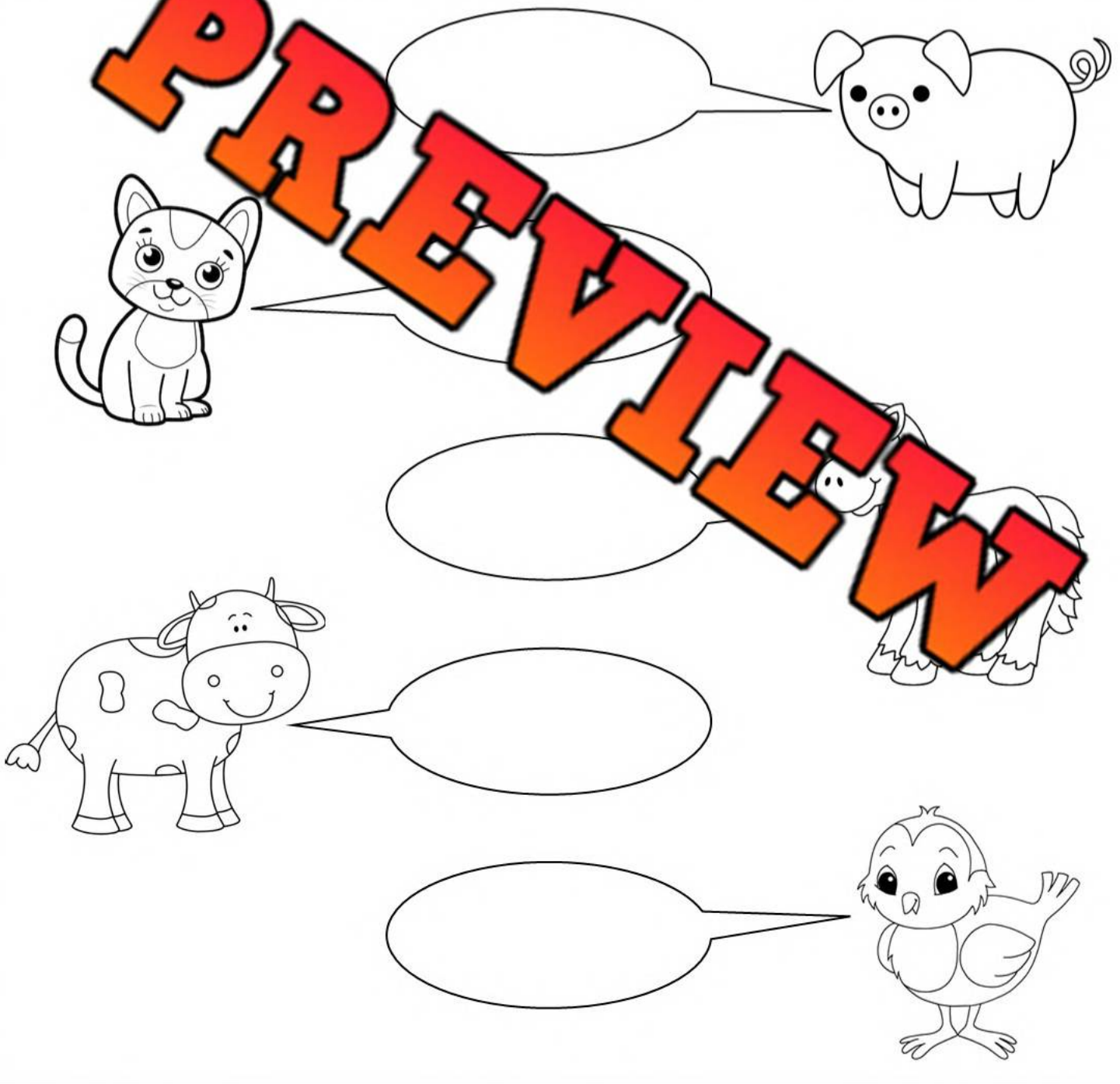
Name: _____ 71

Curriculum Connection
C3.1

# Onomatopoeia

| Instructions | Write the sounds of each animal by choosing from the word bank. Colour the pictures. |
|---|---|

| | | |
|---|---|---|
| Meow, meow | Neigh, neigh | Moo, moo |
| Oink, oink | Tweet, tweet | |



PREVIEW

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Name: _____ 72

Curriculum Connection
C3.1

# Drawing Onomatopoeia

**Instructions** Draw what you visualize after reading these onomatopoeia.

The rain goes "drip, drop."

The door goes "creak, creak."

The bird sings "tweet, tweet."

Th... cries ...a, waa."

PREVIEW

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Name: _____ 73

Curriculum Connection
C3.3

# Sequencing the Plot of a Story

**Sequencing** of stories means putting the parts of a story in the right order. It helps us understand what happens first, next, and last.



Here's how it works:

- Begin: The start of the story where we meet the characters.
- M: things happen to the characters.
- End: This i tor nishes.

So, when you rea tory k what comes first, then what comes next, and finally how it en is e uencing!

PREVIEW

**Read** Read the story bel , tryin put vents in order.

**A)** Sarah finds a shiny, red apple on the grou

**B)** Sarah feels happy and proud for doing something e.

**C)** Sarah gives the apple to her teacher, Mrs. Brown.

**D)** Mrs. Brown smiles and says, "Thank you, Sarah!"

**E)** She picks it up and thinks, "This would be a nice gift for my teacher."

**Sequence** Write the order of the story using the letters for each sentence.

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Name: _____ 74

Curriculum Connection
C3.3

# Sequencing the Plot of a Story

**A)** Danny asks his sister, Bella, to help him build a sandcastle. "Sure, Danny! That sounds fun!" Bella replies.

**B)** "We did it!" they both cheer, giving each other a high-five. They sit back and look at their amazing sandcastle, feeling proud and happy.

**C)** They gather their shovels, and start building. They make it tall and dig deep.



**D)** Just as they are about to finish, a crab comes along and adds a seashell to the castle. "Look, Bella, even the crab wants to help!"

**E)** It's a sunny day and Danny is at the beach. The sun is warm, and the waves are splashing.

PREVIEW

**Sequence** Use the letters for each paragraph to put the story in order. Then draw what you visualized when you read the story.

| Plot Sequence | |
|---|---|
| | |

Name: _____ 75

Curriculum Connection
C3.3

# Narrative Writing - Cause and Effect

**Cause** and **effect** means one thing makes another thing happen. The "cause" is why it happens, and the "effect" is what happens.

**Example 1:**



Cause: You drop a ball.

Effect: The ball bounces on the floor.

**Example 2:**

Cause: It rains.

Effect: You see a rainbow.

PREVIEW

**Think** Is the underlined part the cause or the effect?

| | | |
|---|---|---|
| 1) It rained, so the grass grew tall. | Cause | Effect |
| 2) I ate too much, now my tummy hurts. | Cause | Effect |
| 3) The sun set, so it got dark. | Cause | Effect |
| 4) I watered the plant, and it grew. | Cause | Effect |
| 5) She was kind, so she had many friends. | Cause | Effect |
| 6) The wind blew hard, so the kite soared. | Cause | Effect |
| 7) People clapped after she sang a song. | Cause | Effect |
| 8) I forgot my coat, so I was cold. | Cause | Effect |
| 9) He was full after eating a big meal. | Cause | Effect |

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Name: _____ 76

Curriculum Connection
C2.4, C3.3

# How Energy is Used at Home

## Sally and Danny Learn About Home Energy

Sally and Danny were curious kids. One day, Sally turned on the light, so the roo bright. Danny opened the fridge, and it was cold inside. Sall d, y does all this work?"



Their mom, M ter, l m. "That's because of energy," she said. S ned t switch down, so the room got dark. Danny tu the d they could watch cartoons. "When you turn on the TV, it ener Mrs. Baxter.



Sally boiled water for tea. She saw e s o the water bubbled. Danny opened the windo d the room got chilly. He closed it, so the room got warm again.

Mrs. Baxter turned on the fan. The air moved, so they all felt cool. Sally and Danny learned that energy makes things work at home. It made them both very happy and a bit smarter too!

PREVIEW

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Name: _____ 77

Curriculum Connection
C2.4, C3.3

## Cause/Effect

Fill in the table below.

| 1) Circle the effects that go with the causes below. | | |
|---|---|---|
| Sally turned on the light | so, the room got bright. | so, the room got dark. |
| When you turn on the TV, | it uses energy. | it does not use energy. |
| The stove [illegible] | so, the water became ice. | so, the water bubbled. |

| 2) Ci[illegible]e cau[illegible]o with the effects below. | | |
|---|---|---|
| Danny opene[illegible] window, | [illegible]y turned on the | the room got chilly. |
| Mr. Baxter closed the window | Baxt[illegible]ned on the | they all felt cold. |
| Sally switched on all lights | Sally fl[illegible]e li[illegible] switch[illegible]n | so, the room got dark. |

PREVIEW

## Visualizing

Draw what you were picturi[illegible]hil[illegible]ading.



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Curriculum Connection
C3.3

# Cause and Effect

**Match** Match each cause to its effect.





It wa[illegible]and snowy



So, the tomatoes grew.



I forgot my umbrell[illegible]



So, I put on a jacket.



The baby cried



So, I go[illegible]n.



She watered the plant



So, mom picked it up.



PREVIEW

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# Block 4:
# Persuasive Texts

PREVIEW

## Focus

- ✓ Vocabulary, grammar, transition words, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Making inferences after reading
- ✓ Is the sentence persuasive?
- ✓ Reading Comprehension Strategy: Inferencing

Name: _____ 82

Curriculum Connection
C1.1, C1.2

# Persuasive Writing – Can You Convince Us?

Let's pretend you want to become an astronaut. To convince us, write two reasons why being an astronaut would be good. Draw what you visualized while writing each reason.

R

Reason 2:

PREVIEW

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Name: _____ 83

Curriculum Connection
C3.5, C3.8

# Persuasive Writing – Different Opinions

**Why Students Should Have Sleep Time in Class**




About 90% of doctors say that sleep helps you learn better. When you take a quick nap, your brain gets a break. Studies show that kids who sleep a little in the day have better memory. So, having sleep time in class can make us all smarter and happier!

**Why Students SHOULD NOT Have Sleep Time in Class**

We do not need to sleep during class. I do not like to sleep. Going to sleep at night is the worst part of the day. I would rather be playing games with my friends than sleeping. I think sleeping is just a waste of time. It does not help me at all.

PREVIEW

**Think Critically** Answer the questions below.

| 1) Which text has more facts? | |
|---|---|
| First One | Second One |
| 2) Which text appeals to just your feelings and is only one opinion? | |
| First One | Second One |
| 3) Which text is more persuasive? Explain your opinion. | |

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Name: _____ 84

Curriculum Connection
C3.5, C3.8

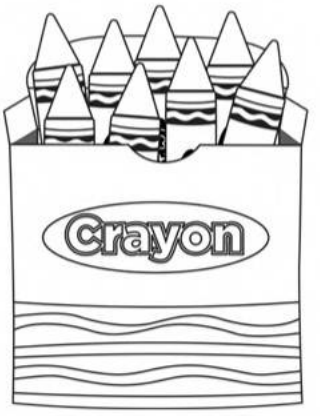
# Persuasive Writing – Thinking Critically

Hey Kids,

You have to try my SuperFun Crayons! I made them and now sell them. They are the best crayons in the whole wide world. No other crayons are this goo[illegible]romise! My SuperFun Crayons are the most colourful and the eas[illegible]s.

You'll [illegible]ke th[illegible]tures ever! Forget about all the other boring [illegible]s. Tru[illegible]ou won't need them anymore.

Your New Best Crayon Fri[illegible],
Crayon Charlie




PREVIEW

**Think Critically** Answer the questions b[illegible]

| | |
|---|---|
| 1) Who wrote the persuasive text? | |
| 2) Do you believe Crayon Charlie? | |
| 3) Why might Crayon Charlie be lying? Circle the best answer. | |
| a) He likes to help kids | |
| b) He wants to make money | |
| c) He has too many crayons, so he wants to get rid of some | |
| 4) Can you believe everything you hear or read? | |
| Yes | No |

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# Block 5: Procedural Writing

PREVIEW

F[illegible]as

- ✓ 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?

Name: _____ 91

Curriculum Connection
C1.2, C1.3

# What is Procedural Writing?

**What Is Procedural Writing?**

Procedural writing helps us learn how to do something. It gives steps in the right order. This helps us know what to do first, next, and last.



**Feature[s] of Procedural Writing**

Pro[cedural writing] has important parts:

- Title: Tells [what] we will learn.
- Materials: A list of [things] we need.
- Steps: These are [the] things we [do] in order.

**Example: How to Tie Your Shoes**

**How to Tie Y[our] Shoe[s]**

Materials: One pair of shoes with laces

Steps:

1) Cross the laces to make an “X”
2) Wrap the top lace under the bottom lace and pull it through.
3) Make a loop with one end of the shoelace.
4) Wrap the other lace around the loop once.
5) Make another small loop with the wrapped lace and pull it through the "hole" in the middle. “ Pull tight.
6) Yay! Your shoes are now tied and you’re good to go.



PREVIEW

Name: _____ 92

Curriculum Connection
C1.2, C1.3

## Pre-Reading

When have you use instructions?

| | | | |
|---|---|---|---|
| Follow Recipe | Play Video Games | Put Something Together | Playing a Game in Gym |

## Making Connections

When did you use instructions last?

PREVIEW

## Order

Order the steps below from the [illegible] in brushing your teeth (1 – 6).

| Order | Steps |
|---|---|
| | Rinse your mouth and toothbrush with water. |
| | Hold the toothbrush against your teeth. |
| | Spit out the toothpaste into the sink. |
| | Move the toothbrush in small circles to clean your teeth. |
| | Gather your materials (toothbrush, toothpaste, cup of water). |
| | Squeeze a pea-sized amount of toothpaste onto the toothbrush. |

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Name: _____ 93

Curriculum Connection
C1.2, C1.3

# Procedural Writing – How To Grow a Plant

**Instructions** Fill in the steps below to grow a plant. Choose from the given words.

Things you need:



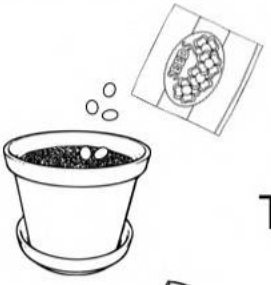

PREVIEW



_____

_____

_____ with _____



_____

_____

Then, add _____ to t_____ with soil.



_____

_____

_____ the seeds with more _____.



_____

_____

Finally, _____ your plant.

| | |
|---|---|
| Soil | Seeds |
| Water | Cover |

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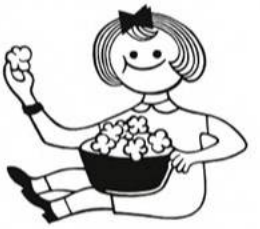
Name: _____ 94

Curriculum Connection
C3.3

# Ordering Steps – How To Make Popcorn

**Order** Cut out the following strips. Put them in order and glue them on blank paper. Colour the pictures.

Eat and enjoy the popcorn!



Put the popcorn into a bowl.



Add some salt and butter.



Wait until the kernels have finished popping



Get an adult to help you put a package of microwave popcorn into the microwave and turn it on for the length of time it says on the package.



PREVIEW

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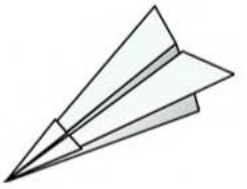
Name: _____ 95

Curriculum Connection
C3.3

# How To – Ordering Steps

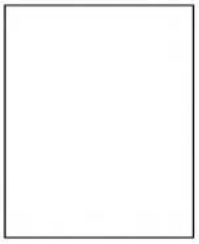
**Sequence** Number the steps for making a paper airplane.



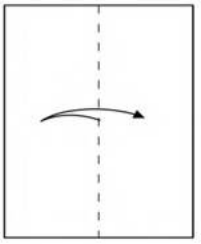
| Order | Information |
|---|---|
| | Open the paper. Fold the top corners so they meet in the middle. |
| | Materials:<br>1 sheet of paper |
| | Your paper airplane is ready for takeoff! |
| | **Make a Paper Airplane** |
| | Take the triangle and fold it down. |
| | Take your paper and fold it in half. Make a crease. |
| | Fold your paper back in half along the first crease. Hold it at the bottom and let it fly! |
| | Fold the new edges to the middle to form a triangle! |

PREVIEW

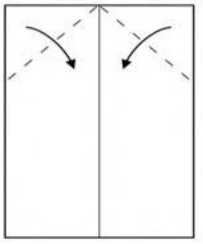
1

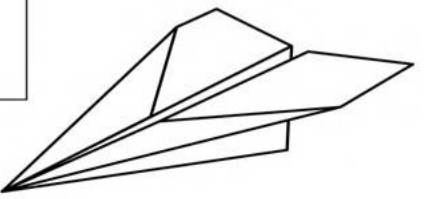


2

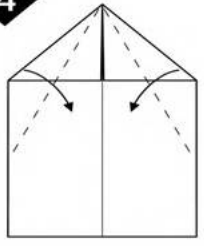


3

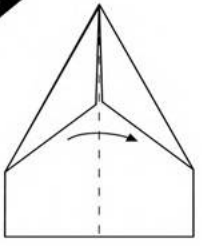




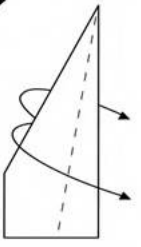
4



5



6



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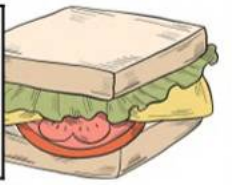
Name: _____ 96

Curriculum Connection
C3.3

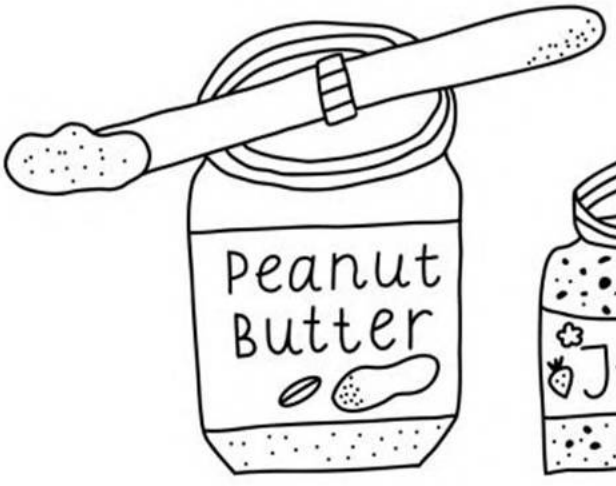
# Recipes – Ordering Steps

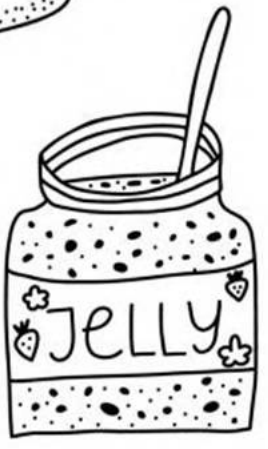
**Order** The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on (1 – 8). Colour the pictures below.

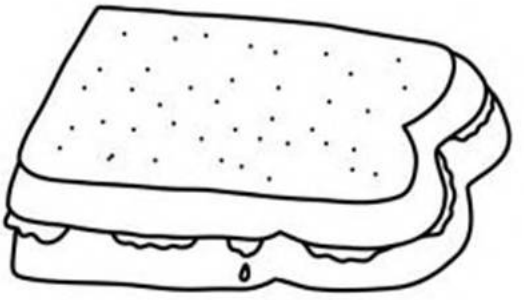


| Order | Information |
|---|---|
| | ne slice of bread on top of the other to make a sandwich. |
| | **Sandwich: Peanut Butter and Jelly!** |
| | ut tw f bread on your plate. |
| | You n is You can eat it now or save it for later. |
| | **Ingredien**<br>➢ Two slices d<br>➢ Peanut butter<br>➢ Jelly<br>➢ A knife<br>➢ A plate |
| | Spread the peanut butter on one sli ead. |
| | Use your hands to gently press the slices eth |
| | Spread the jelly on the other slice of bread. |

PREVIEW



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Name: _____ 97

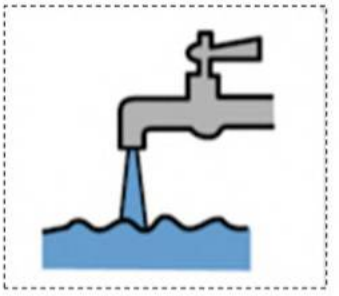
Curriculum Connection
C1.4

# Graphics in Procedural Writing – Brushing Teeth

**Label** Cut out the images below and put them into the correct order of brushing teeth by pasting them in the boxes below.













PREVIEW

| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |

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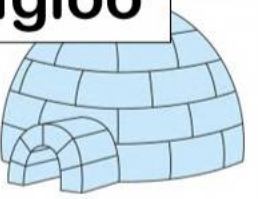
Name: _____ 100

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

# Following Instructions – Drawing an Igloo



**Draw** Follow the procedural text below to draw an igloo.

| Title | Drawing an Igloo: A Fun Art Adventure! |
|---|---|
| **Materials** | - A blank sheet of paper<br>- A pencil<br>- Eraser<br>- Crayons or markers (optional) |
| **Introduction** | An igloo is a special kind of home made of snow. Igloos are found in cold places like Canada's Arctic where people use them as a shelter. |
| **Step 1** | Make a straight line at the bottom of your paper. This is the snow ground. |
| **Step 2** | Draw a big half-circle on top of the line to make your igloo. |
| **Step 3** | In the bottom part of the half-circle, draw a small rectangle for the door. |
| **Step 4** | Add some vertical and horizontal lines inside the half-circle to look like snow blocks. |
| **Step 5** | Erase any snow block lines that go inside the door rectangle. |
| **Step 6** | Draw small circles around the igloo to make it look like more snow. |
| **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! |

PREVIEW

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Name: _____ 101

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

# Following Instructions – Drawing an Igloo

**Draw** Draw the igloo below.




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Name: _____ 102

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

# Following Instructions – Drawing a Totem Pole

**Draw** Follow the procedural text below to draw a totem pole.

| Title | Drawing a Totem Pole |
|---|---|
| **Mater** | - A blank sheet of paper<br>- A pencil<br>- Eraser<br>- loured pencils (optional) |
| **Introduction** | A t p is a tall wooden carving made by enou s on the West Coast of Canada. It tells st es nily symbols. |
| **Step 1** | Make a tal kinn the middle of your paper for the totem po |
| **Step 2** | Draw circles or ovals in the r le to represent faces or animals. |
| **Step 3** | Inside each circle or oval, add se ths to create faces or animals. |
| **Step 4** | Draw small lines or shapes around the face extra details like feathers or paws. |
| **Step 5** | At the bottom of the rectangle, draw a small horizontal line to show where the totem pole stands on the ground. |
| **Step 6** | Use crayons or markers to fill in your drawing with bright colours. |
| **Finish** | Proudly display your totem pole drawing! Talk to your friends about the special meaning behind totem poles in many Indigenous cultures. Enjoy your art! |

PREVIEW

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Name: _____ 104

Curriculum Connection
C1.4, C3.3

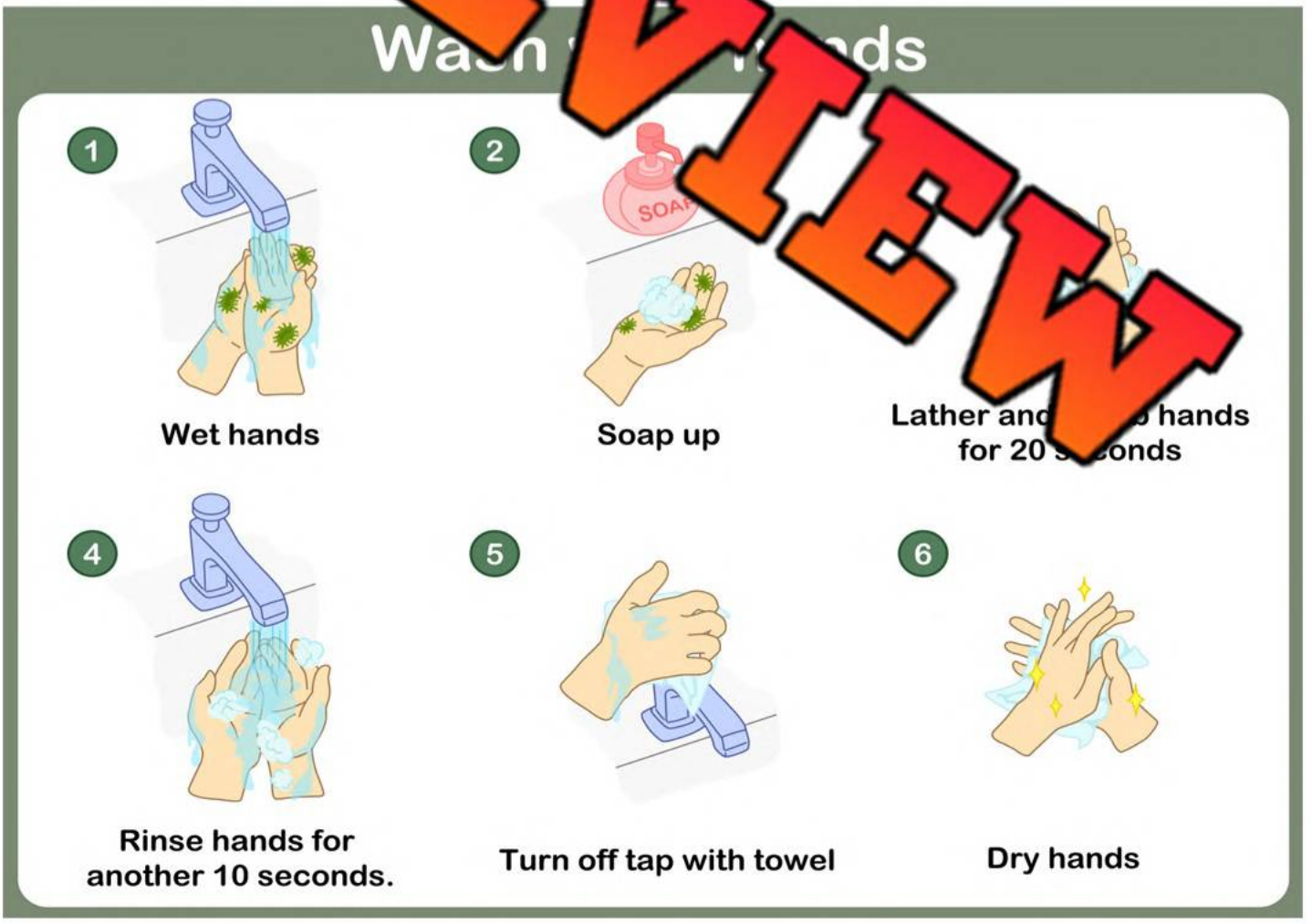
# Comparing Instructions – Washing Hands

**Compare** Read both instructions. Which is easier to understand?

| | |
|---|---|
| **Step 1** | Wet hands |
| **Step 2** | Soap up |
| **Step 3** | …er and scrub hands for 20 seconds |
| **Step …** | …s for another 10 seconds |
| **Step …** | Turn… …p with a towel |
| **Step 6** | Dry… |

PREVIEW

## Wash … …nds



Name: _____ 105

Curriculum Connection
C1.4, C3.3

**Answer** Which set of instructions was easier to understand? Why?

**Answer** Circle and label the items you need to wash your hands.




**Order** Put these steps of washing hands in order. Write numbers (1–6) beside each step.

| | |
|---|---|
| | Turn off the tap with a towel |
| | Rinse hands for another 10 seconds |
| | Dry hands |
| | Soap up |
| | Wet hands |
| | Lather and scrub hands for 20 seconds |

PREVIEW

Name: _____ 108

Curriculum Connection
C1.4, C3.3

# Comparing Instructions – Playing Tug-of-War

**Compare** Read both instructions. Which is easier to understand?

**Option 1:**

**How To Play Tug-of-War**

To play tug-of-war, you need a long rope and some friends. Make two teams a[illegible]nd on opposite ends of the rope. Each team holds their side[illegible]e[illegible]n someone says "Go!", both teams pull the rope as hard a[illegible]they c[illegible] pull the other team past a line on the ground. If you do, your [illegible]ins!



**Option 2**

| Step | Instructions |
|---|---|
| **Step 1** | Make Teams: Get your friends and make two teams. |
| **Step 2** | Hold the Rope: Each team stands on one side of the rope and holds it. |
| **Step 3** | Find the Middle: Make sure the middle of the rope is on a line on the ground. |
| **Step 4** | Ready, Set, Go!: Wait for someone to say "Go!" |
| **Step 5** | Pull!: When you hear "Go!", pull the rope as hard as you can. |
| **Step 6** | Win: If you pull the other team over the line, you win! |

PREVIEW

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Name: _____ 109

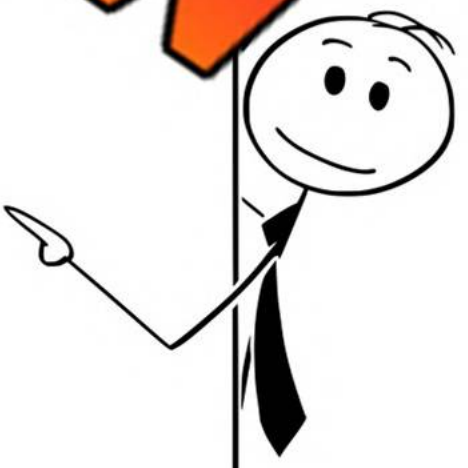
Curriculum Connection
C1.4, C3.3

| Make A Connection | Have you ever played tug-of-war before? |
|---|---|

| Answer | W[illegible] of in[illegible]ns were easier to understand? Circle your [illegible]ver. |
|---|---|

| Option 1 | Option 2 |
|---|---|

| Visualize | Draw a scene where you are [illegible]ng [illegible]of-war with your friends. |
|---|---|



PREVIEW

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# Block 6: Informational Reports

PREVIEW

- ✓ Text features like headings, t[illegible] of c[illegible] icons, and charts
- ✓ Diversity, inclusion, and accessibility th[illegible]me[illegible]s
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

Name: _____ 111

Curriculum Connection
C1.2, C1.3

# Reports – Text Features

## What Are Informational Reports?

An **informational report** is a special kind of writing. It helps us learn about something new. Imagine you want to learn ab nguins. An informational rep about them!




PREVIEW

## Text Featur ake a rt

Informational rep text features to help you understand. Here's a list thi

- Title: What the report is about.
- Headings: Titles for sections.
- Introduction: A few sentences at the start.
- Facts: Real and true information about the topic.
- Pictures: Photos or drawings.
- Captions: Words under the pictures.
- Glossary: A list of hard words at the end.
- Icons: Small pictures that show things.
- Table of contents: Helps you find where things are.

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Name: _____ 112

Curriculum Connection
C1.2, C1.3

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) A report teaches new things. | True | False |
| 2) Facts are not true. | True | False |
| 3) Captions are under pictures. | True | False |
| 4) Title tells the topic. | True | False |

## Questi

Circle the correct answer for each question.

1) W ... out what hard words mean?

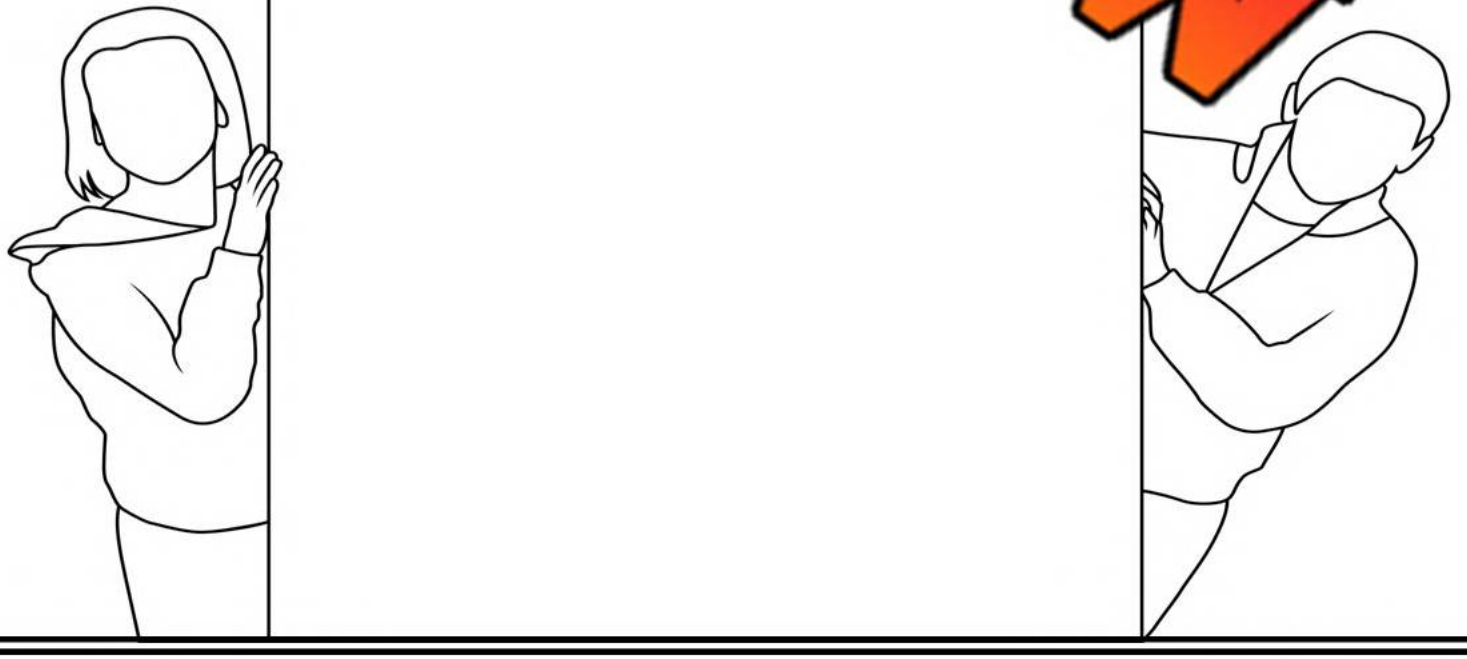
| | | |
|---|---|---|
| A) Facts ... | C) Title | D) Table of contents |

2) What does a tit ... ell

| | | |
|---|---|---|
| A) How long the report is | ... about | C) How many pictures ... here are |

## Visualizing

Draw a picture of somethin ... wou ... read an informational report about. It ... h ... a ... place, or anything you like!



PREVIEW

Name: _____ 113

Curriculum Connection
A3, C1.2, C1.3

# Comprehension – Text Features in Reports

**Table of Contents**


1) Understanding Traffic Signs
2) Three Common Traffic Signs
3) How to Use Traffic Signs





3 Common Traffic Signs

PREVIEW

**Unders[illegible]affic Signs**

Traf[illegible]ns ar[illegible]ant because they help us know what to do when we are walki[illegible]ding i[illegible] They keep us safe!

**Three Common Traffic S[illegible]**

- Stop Sign : This sign is re[illegible]has e[illegible]des.
- School Zone Sign : This sign is y[illegible]and [illegible]o people walking. It means you are near a school, so[illegible]a c[illegible]l!
- One-Way Sign : This sign is black with a white ar[illegible]

**How to Use Traffic Signs**

When you see a Stop Sign , make sure to stop and look both ways before crossing the street. The School Zone Sign means you should walk carefully because there could be kids around. The One-Way Sign helps cars know which way to go so they don't bump into each other.

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Name: _____ 114

Curriculum Connection
A3, C1.2, C1.3

## Text Forms

Answer the questions below.

Write the caption used in the report.

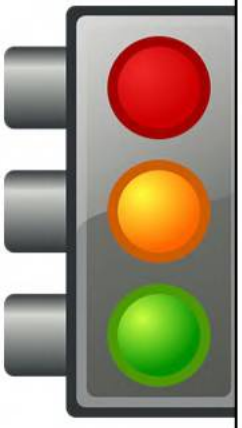
## Reflection

How ... pictures, icons and table of contents help you?
C... the p... you agree with.

| | | |
|---|---|---|
| ❑ Find topics fast. | ❑ ...akes ...rs fun. | ❑ Quick picture clues. |
| ❑ Learn step by step. | ❑ ...ot f... | ❑ Learn in chunks. |
| ❑ See main ideas. | ❑ Know ... come... | ❑ Guide to good stuff. |

## Match The Column

Match the ... to ...tions.



| Column A | Col... B |
|---|---|
| | One way sign |
| | Road |
| ONE WAY | Stop sign |
| | School zone sign |
| | Traffic lights |



PREVIEW

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Name: _____ 115

Curriculum Connection
A1, C2.6

# Activity – Summarizing Reports

**Objective** What are we learning more about?



The goal of this activity is to practice summarizing a 3-part report to improve reading comprehension skills.

**Instructions** How do we complete the activity?

1) Group Up: Split students into small groups and assign each a report part. There are three parts, so groups will have the same part.
2) Read Report: Read the 3-part report with the groups.
3) Summarize: Each group draws a picture and writes a summary sentence for their part.
4) Share: Groups present their drawing and sentence to the class.
5) Class Summary: Create a single summary sentence for the entire report as a class.
6) Display: Put all drawings and the class summary on a bulletin board.

PREVIEW

Name: _____ 116

Curriculum Connection
A1, C2.6

# Summarizing Reports – Forms of Energy

**Instructions** Read the 3-part report below

**1)**

Heat is a [illegible] of energy that makes us feel warm. When it's cold outside, we tu[illegible]r. Heat comes from the sun, too. It can melt snow and make hot [illegible] yummy!

Light is another form of ene[illegible]gy. [illegible] to see things. When it gets dark, we turn on lamps or flashlights. Li[illegible]ome[illegible] many things like:

- The Sun
- Light bulbs
- Fireflies

**3)**

Sound is energy we can hear. When you clap your hands, you make sound. Bells, drums, and even your voice make sounds too. Sound helps us talk to our friends and listen to music.

PREVIEW

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Name: _____ 117

Curriculum Connection
A1, C2.6

**Instructions** Listen as your teacher reads a 3-part report. Draw and write your summary below.

**Part 1** Write the main idea of your part below.

**Draw** Draw a picture o[illegible]at [illegible]ind when you read your part

PREVIEW

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Name: _____ 118

Curriculum Connection
A1, C2.6

# Activity – Summarizing Reports

**Instructions** Work with your classmates to create one summary sentence for the entire report. Write it below.




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Name: _____ 119

Curriculum Connection
C2.6

# Summarizing Practice

**Summarize** Write a one-sentence summary of the text. Then draw what you pictured.

Firefighters are brave helpers who keep us safe. They wear special suits and drive big red trucks. When there is a fire, they use hoses to put it out. Firefighters are heroes in our community!

PREVIEW

Name: _____ 120

Curriculum Connection
C1.2, C1.3

# Animal Research Reports - Lions

**What Kind of Animal is a Lion?**

Lions are big cats. They are called mammals. Mammals are animals that do not lay eggs, rather give birth to their babies and feed them milk.

**Body Pa a Lion**

Lion parts like:

- Mane: Th male lion's neck
- Tail: The long
- Paws: They use them lk d
- Whiskers: The small hairs on eir face
- Teeth: They have sharp teeth to eat



PREVIEW

**Where Do Lions Live?**

Lions live in many parts of the world but mostly in the conti f Africa. They like to live in grasslands and savannas. These are places with lots of space and less trees.

**What Do Lions Eat?**

Lions are carnivores. This means they eat meat. They like to eat animals like zebras and antelopes. They hunt in groups to find their food.

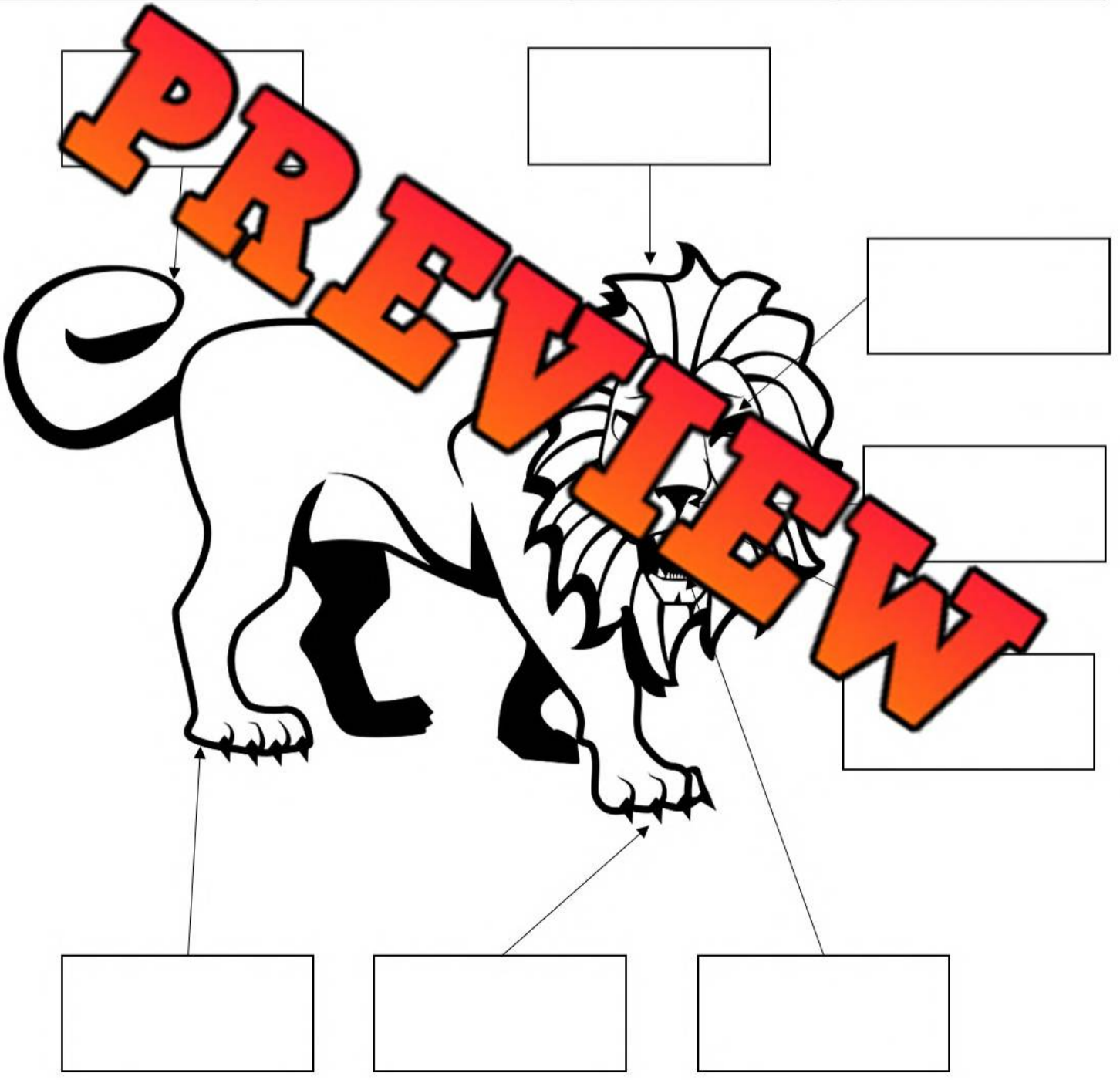
Name: _____ 121

Curriculum Connection
C1.2, C1.3

# Animal Research Report – Lions – Body Parts

**Label** Label the body parts of a lion. Colour the picture.

| | | | |
|---|---|---|---|
| ❑ Mane | ❑ Tail | ❑ Teeth | ❑ Jaw |
| ❑ Nose | ❑ Eyes | ❑ Paws | ❑ Nails |

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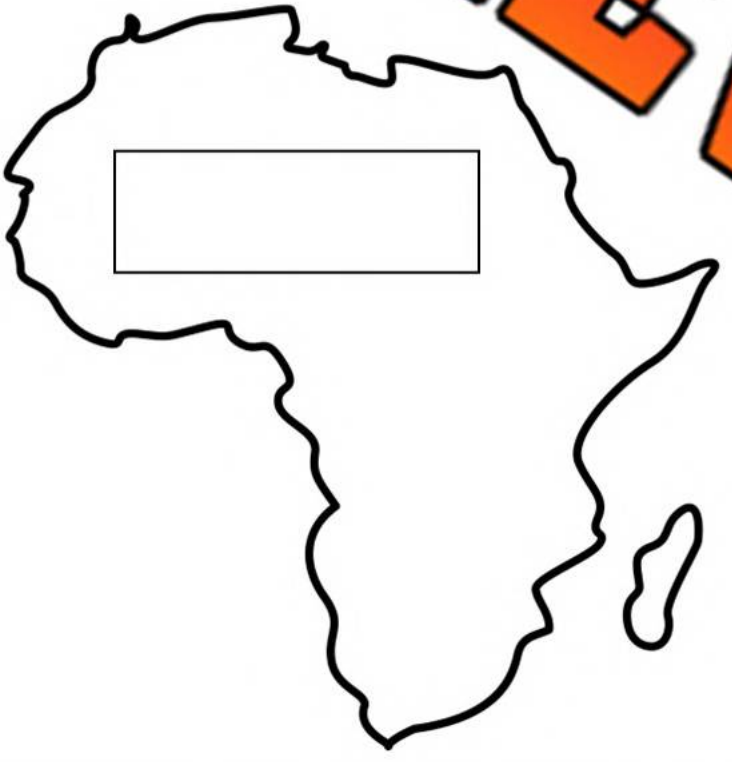
Name: _____ 122

Curriculum Connection
C1.2, C1.3

**Think** What 3 things did you learn about lions?

| | |
|---|---|
| 1) | |
| 2) | |
| 3) | |

**Label** Label the map of this cont[illegible] whe[illegible]ive.



PREVIEW

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Name: _____ 124

Curriculum Connection
C1.2, C1.3

# Animal Research Reports - Rabbits

## What Kind of Animal is a Rabbit?



**Rabbits** are mammals. They belong to the family called Leporidae. Rabbits live for about 9 to 12 years.

## Where [illegible]ive and Who Are Their Predators?

Rabbits [illegible]ke to [illegible]rrows, which are holes in the ground. They are found in many p[illegible] of t[illegible]o[illegible]ke North America, Europe, and Asia. They have predators, w[illegible]ear[illegible] that might try to eat them. Some predators are foxes, eagl[illegible]akes, [illegible]s, coyotes, and owls.

## What Do Rabbits Eat?

Rabbits are herbivores. This means they eat plant[illegible] hey[illegible]

- Grass
- Hay
- Carrots
- Leafy greens

Rabbits are mostly known for their long ears and for hopping quickly. They use their ears to listen for danger and their strong legs to hop away fast.

PREVIEW

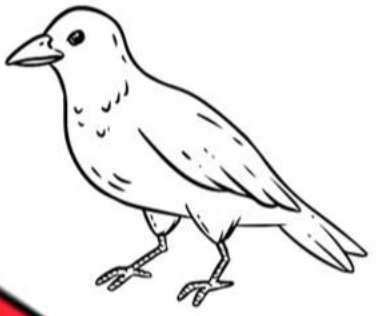
Name: _____ 126

Curriculum Connection
C1.2, C1.3

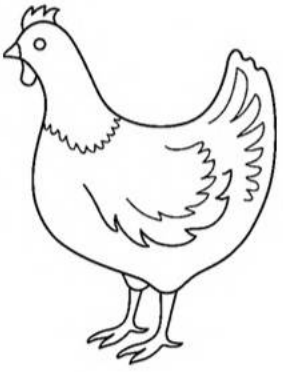
# Animal Research Report - Rabbits - Predators

**Identify** Colour only the animals which are predators of rabbits.

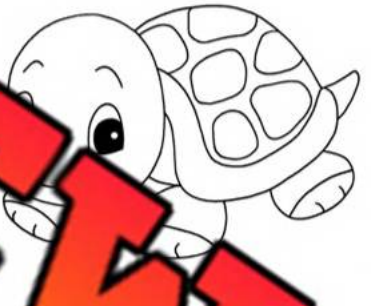

Fox

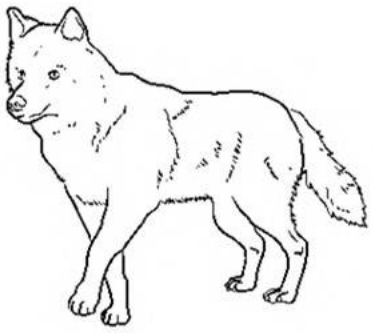

Crow

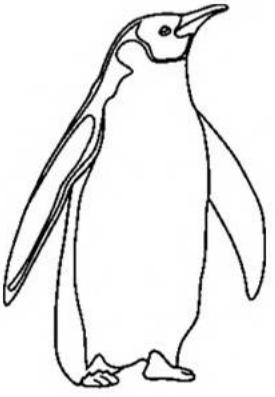

Owl


Hen


Snake




Coyote


Penguin


Raccoon

PREVIEW

Name: _____ 130

Curriculum Connection
C3.6

# Diversity Report

## All Kinds of Friends

Our school is special. We have friends from many places. Some have brown skin, and some have light. Some friends use wheelchairs, and some wear glasses to see better.

## Languages

In our school, you hear different words. Some friends speak French. When we eat lunch, some have tacos, and some have sushi. We try new foods!



PREVIEW

## Celebrating Together

We celebrate many holidays. Some friends celebrate Diwali, some celebrate Eid, and some celebrate Christmas. We learn from both of these special days.

## We All Belong

Our school teaches us that everyone is important. We all fit in like pieces in a puzzle. Together, we make our school a beautiful picture.

## Our School Promise

We promise to be kind. We promise to learn about each other. We promise to help everyone feel welcome. Our school is full of different, wonderful friends!

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Curriculum Connection
C3.6

## Question

What does diversity mean?

PREVIEW

## Colour

C[illegible] child[illegible] showing how we are different



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# Block 7: Poetry

PREVIEW

## Focus

- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Literary devices – Rhyme, Alliteration, Onomatopoeia
- ✓ Making inferences
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Name: _____ 135

Curriculum Connection
C1.2, C3.1

# Types of Poems

**Haiku: The Nature Poem**

A **haiku** is a poem about nature with 3 lines. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables.

Big bright moon so high,
Stars sing songs in the night sky,
Sleep will come soon, bye.



**Acrostic: The S... Wor...**

An **acrostic** is a poem ...e the f...ter in each line spells out a word. Here is an example with th... wor...

**C**ute an... uffy,
**A**lways likes t... y,
**T**ail wagging all day



**Limerick: The Silly Poem**

A **limerick** is a funny poem with 5 lines. Lines 1, 2, and 5 rhy..., and lines 3 and 4 rhyme. Here is an example:

There once was a duck with a bill,
Who sat very still on a hill.
He quacked once or twice,
Thought the pond was so nice,
And splashed in the water for a thrill.



PREVIEW

Name: _____ 136

Curriculum Connection
C1.2, C3.1

## Match The Column

Draw a line from the name of the poem type to its definition.

| Column A | Column B |
| --- | --- |
| Haiku | A poem that is funny with 5 lines. |
| Acrostic | A poem about nature with 3 lines. |
| Limeri | A poem where the first letter in each line spells a word |

## Visualizing

ach of the poems from the reading and draw what you are picturing.

PREVIEW

### Haiku

### Limerick

### Acrostic

Name: _____ 137

Curriculum Connection
C3.7

# Haiku Poetry – Inuit Reflection

**Haiku Poetry – Inuit Reflection**

The Inuit people live up north where it is very cold. They know a lot about sn ice, and animals like seals and polar bears. Haikus are short poems l us learn about the Inuit in a fun way.

H e are ck haikus to think about Inuit life:

PREVIEW

d sno r boots,



Seals s icy

Inuit are h



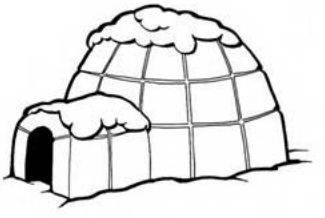
Northern lights dance high

Inuit families watch,

Sky tells its own tale.

Igloo stands so strong,

Built from snow blocks, snug and warm,



Inuit night home.

Name: _____ 138

Curriculum Connection
C3.7

**Inferences** When reading poetry, you often need to make inferences as a lot of things are not clearly said. Read the parts of the poems and choose the correct inference.

| 1) "Inuit are home." |
| --- |
| The Inuit like living in the cold weather. |
| The Inuit d rather live where it is warmer. |

| 2) "S e." |
| --- |
| The sky has rough northern lights. |
| The sky can spea e h |

| 3) "Inuit night home." |
| --- |
| Inuit people stay in igloos at nig |
| The Inuit sleep outside without any she |

**Visualizing** Re-read each of the poems and d at turing.

| Haiku 1 | Haiku 2 | H |
| --- | --- | --- |
| | | |

PREVIEW

Name: _____ 139

Curriculum Connection
A3, C1.2, C3.1

# Acrostic Poems – Simple Machines

**Acrostic Poems – Simple Machines**

Simple machines make work easier for us. They help us lift, pull, and move things. Two simple machines are the pulley and the lever. Acrostics are fun poems that can help us remember what these machines do.

PREVIEW

## Acrostic Poems

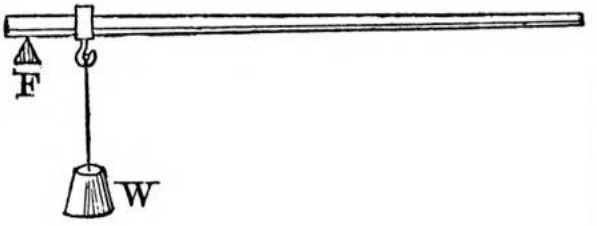
### Pulley

**P** - Pulls things high,
**U** - Uses a rope and a wh
**L** - lifts without a sigh,
**L** - like raising a meal,
**E** - easy to use, oh my,
**Y** - you'll think it's a big deal!




### Lever

**L** - Lets you lift with ease,
**E** - Even really big trees,
**V** - Very handy tool,
**E** - Easy as a school rule,
**R** - Raises and lowers, please!

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Name: _____ 140

Curriculum Connection
A3, C1.2, C3.1

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

Pulley

PREVIEW

Lever

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Name: _____ 143

Curriculum Connection
A3, C1.2, C3.1

# Limerick Poem – Rhyme and Alliteration

**Fall**

A Fall leaf was orange and red,

It twiste[illegible]d twirled overhead.

It lan[illegible]

In a pile bel[illegible]

Get raking, time [illegible]



PREVIEW



**Winter**

W[illegible]vered in snow,

With winds th[illegible]ld [illegible]l blow.

W[illegible]owman,

As quick as we can,

And sipped on hot cocoa to go!

Limericks make each season come to life in a funny and rhyming way. It's a fun way to remember what makes each season special!

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Curriculum Connection
A3, C1.2, C3.1

**Think** Find examples of alliteration and rhyming words

| Rhyming Words | | | Alliteration |
|---|---|---|---|
| Red | | | |
| So | | | |
| Snow | | | |
| Sn | | | |

PREVIEW

**Visualizing** ...d each ... poems and draw what you are picturing.

**Winter**

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Curriculum Connection
A2, C3.7

# Activity: "Sweetest Kullu"

**Objective** What are we learning more about?

To read and understand the poem/children's book called "Sweetest Kulu", written by Celina Kalluk.

She is an Inuit Canadian poet/writer.



**Instructions** How we complete the activity?

1) Reading Aloud: First, read the children's book, "Sweetest Kullu." You can find it online.
2) Discussion: After hearing the story, discuss what you liked about it. How did the poem make you feel? What did it talk about?
3) Stanza Breakdown: We will listen to the poem again after each page. Draw what you are picturing in your head. After, write the rhyming words/alliteration 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?

PREVIEW

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Name: _____ 148

Curriculum Connection
A2, C3.7

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

| Pages 1 – 4: Rhyming Words/Alliteration Used | |
|---|---|
| | |

| Pages 5 – 8: Rhyming Words/Alliteration Used | |
|---|---|
| | |

| Pages 9 – 12: Rhyming Words/Alliteration Used | |
|---|---|
| | |

| Pages 13 – 16: Rhyming Words/Alliteration Used | |
|---|---|
| | |

PREVIEW

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Curriculum Connection
A2, C3.7

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

| Pages 17 – 20: Rhyming Words/Alliteration Used | |
|---|---|
| | |

| Pages 21 – 24: Rhym[illegible]s/Alli[illegible] Used | |
|---|---|
| | |

| Pages 25 – 28: Rhyming Words/Alliteration Used | |
|---|---|
| | |

PREVIEW

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# Block 8:
# Bk Reviews

F

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

PREVIEW

Name: _____ 152

Curriculum Connection
C3.5

# Finding Bias in Reviews

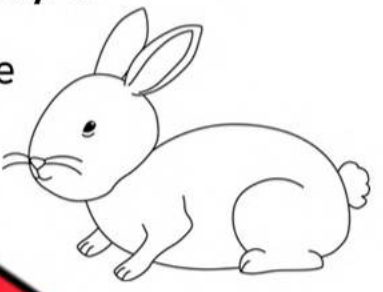
**What is Bias in Reviews?**

**Bias** means that someone has a favourite side, and it shows in their writing. If you write about ice cream and only say good things about chocolat t is bias. You are not being fair to other flavours.

An d the reviews below and answer the questions.

**Buzz ny Bunnies" - Rating 10/10**

Yay! "Funny Bunn Bunnies are the best animals by far. Since s bo ut bunnies, it is the best book. You will love i !



| | | |
|---|---|---|
| 1) Is the author biased? | Ye | No |
| 2) What is the author's bias? | They e bunn | y only like |
| 3) Would this author like a book about dogs? | Yes | |
| 4) Should you believe this author? | Yes | No |
| 5) Draw what you visualized after reading the review. | | |

PREVIEW

Name: _____ 154

Curriculum Connection
C1.5

# Our Voice in Review Writing

**What is Voice in Writing?**

Voice in review writing means how you sound when you talk about something. It is your own special way of telling if you like or do not like it.

**Voice**

A[illegible]ly of 4 watched a movie. Read the reviews and draw the c[illegible]r who you thought wrote the review.

PREVIEW

| | Mom | Teenager | Youngest |
|---|---|---|---|
| | | | |

I liked the happ[illegible]og its wagging tail! Bu[illegible] wanted to see more fe[illegible] and rolls from the pup.

The movie had nice hugs and family moments. I loved watching it with my [illegible].

The film had good parts, like the big snowball fights. There was a lot of action, which I prefer.

Hey, the pictures in this show are cool! Those snow fights are wild, dude. You should see this.

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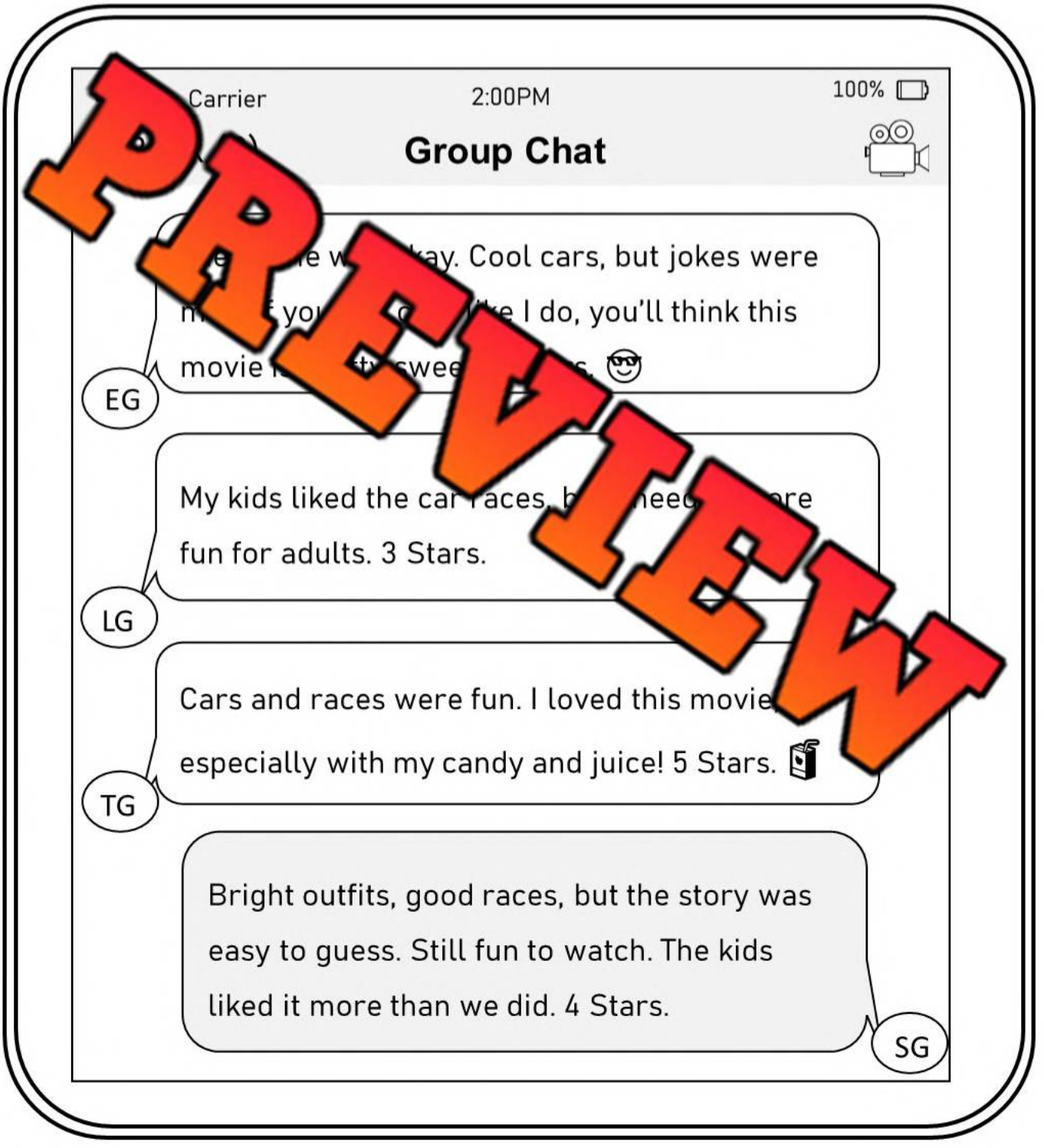
Name: _____ 155

Curriculum Connection
C1.5

# Our Voice in Review Writing

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




PREVIEW

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# Block 9:
# Graphic Texts

PREVIEW

## Focus

- ✓ 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

Name: _____ 164

Curriculum Connection
C1.3, C1.4

# Understanding Comics

**Analyze** Read the comic and answer the questions.




| Circle the text features used: |
|---|
| Speech Bubbles |
| Thought Bubbles |
| Captions |
| Sound Effects |
| Panels/Frames |

PREVIEW

1) Summarize the comic above. What happene

2) Did you find this comic funny? Circle your answer.

| Yes | No | I don't know |
|---|---|---|

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Name: _____ 166

Curriculum Connection
C1.3, C1.4

# Understanding Graphic Texts

**Analyze** Read the comic and answer the questions.




PREVIEW

1) Summarize the comic above. What happene

2) Did you find this comic funny? Circle your answer.

| Yes | No | I don't know |
|---|---|---|

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Name: _____ 168

Curriculum Connection
C1.4, C3.6

# Understanding Graphic Texts

**Analyze** Colour the graphic and answer the questions




PREVIEW

1) Match the word with its meaning.

| | |
|---|---|
| Equality | ❑ You get what you need |
| Equity | ❑ You get the same as everyone else |

2) Does everyone need the same thing? Explain.

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Name: _____ 170

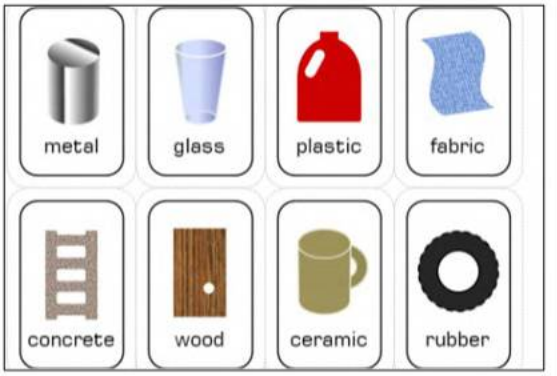
Curriculum Connection
C1.3, C1.4, C3.3

# Text Features in Infographics

Infographics are like picture helpers that show us facts and numbers.

Infographics may contain:

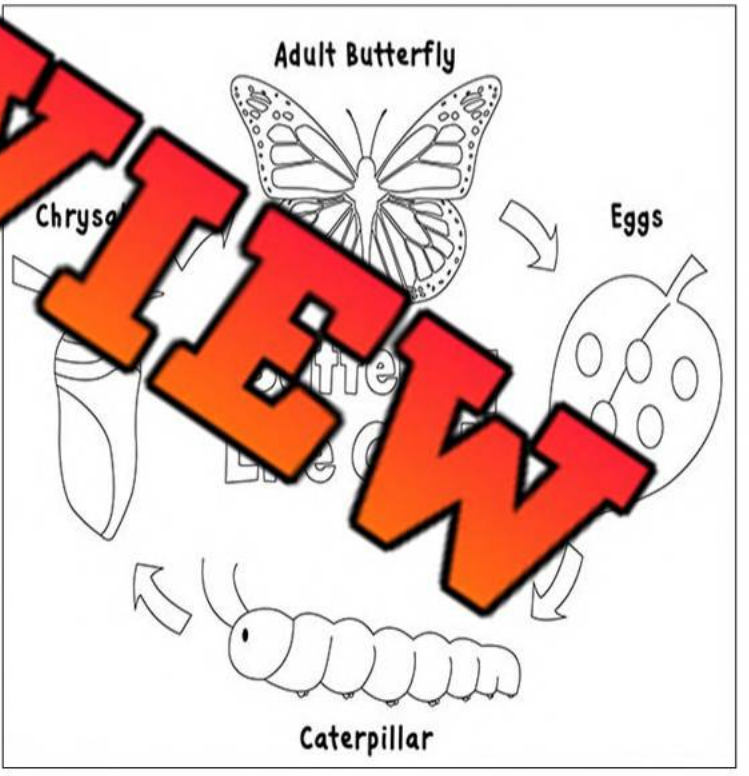
- **Titles**: For the main idea.
- **Pictures**: To show what it is about.
- **Label**: ll parts of the pictures.
- **D**: t facts.




PREVIEW

Examine ead infographic and answer the questions.

1) Circle the title of t infographic in the image. e the four stages of the butterfly lifecycle.




2) Draw a caterpillar and butterfly.

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Curriculum Connection
C1.3, C1.4, C3.3

# Text Features in Infographics




| Circle the text features used: |
|---|
| Title |
| Pictures |
| Labels |
| Captions |
| Arrows/Lines |

PREVIEW

**Examine** | Answer the questions

| 1) What is the title of the infographic? | |
|---|---|
| | |
| 2) Put a checkmark on things you should eat according to t od guide. | |
| ❑ Fruits and vegetables | ❑ Whole grain foods |
| ❑ Burgers | ❑ Pizza |
| ❑ Chocolate | ❑ Protein foods |
| 3) Does the infographic have more text or pictures? Circle your answer. | |
| Text | Pictures |

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# Block 10: Biographies

PREVIEW

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

Name: _____ 179

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

# Biography – Chris Hadfield

## Chris Hadfield: A Star Among Stars

**Table of Contents**


| |
|---|
| Early Life |
| Flying H nd Beyond |
| Makin un for Everyone |
| Tim |




Chris Hadfield

PREVIEW

### Early Life

Chris Hadfield was born on August 29, 1959, in Sarnia, Canada. He looked up at the sky and dreamed of flying like a bird and exploring space.

### Flying High and Beyond

Chris became a pilot and then an astronaut. He went up to space three times! Once, he even sang a song and played guitar in a special mission.

### Making Space Fun for Everyone

Chris showed kids and grown-ups that space is exciting. He wrote books and shared stories about stars, planets, and being an astronaut.

### Timeline

- 1959: Born in Sarnia, Canada
- 1995: First spaceflight with Space Shuttle Atlantis
- 2013: Sang a song in space
- Today: Teaches and shares space stories.

Name: _____ 180

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 Chris Hadfield?

1. _____

2. _____

PREVIEW

## Answer

Ci[illegible]e correct answer for each question.

1) Where was Chr[illegible] bor[illegible]

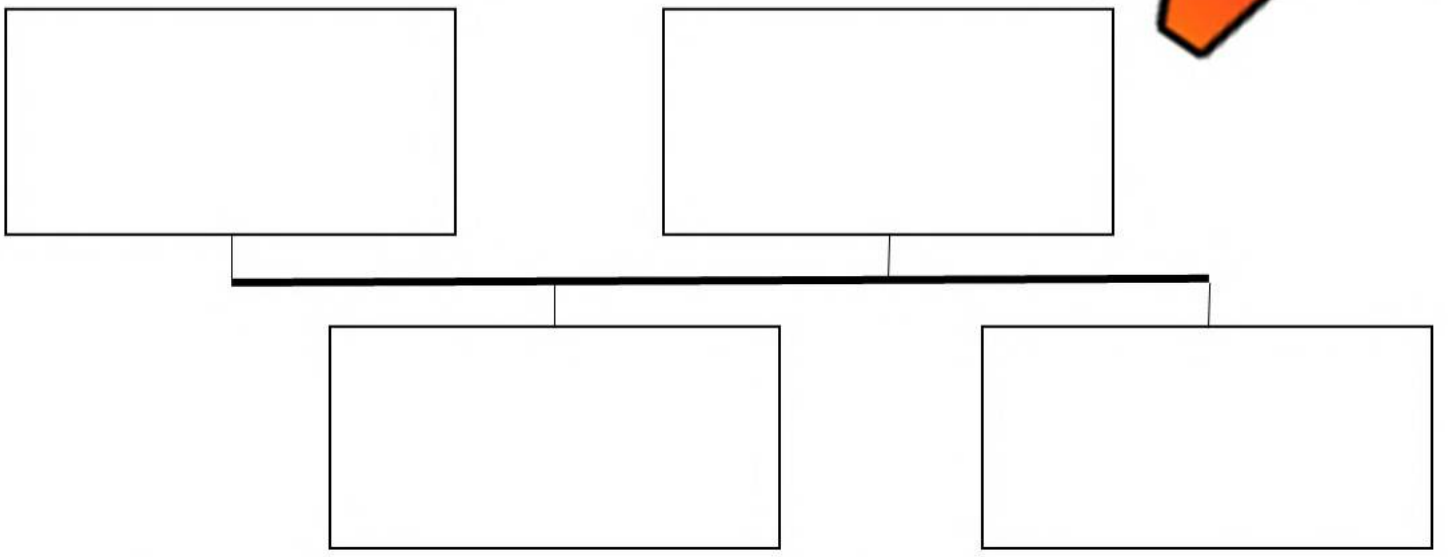
| | | |
|---|---|---|
| A) Winnipeg | B) Toron[illegible] | D) Vancouver |

2) How many times did Chris go up into [illegible]e?

| | | | |
|---|---|---|---|
| A) Once | B) Twice | C) Three ti[illegible] | D) [illegible] times |

## Timeline

Draw a timeline with pictures of Chr[illegible]e



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

# Biography – Tooth Fairy

## Early Life

The Tooth Fairy was born in a shimmering castle in the clouds, with wings as bright as moonbeams. She started collecti[illegible]eth to build her gleaming palace.



## Mag[illegible]

She gli[illegible]es th[illegible]hi[illegible]t with her silvery bag, visiting kids a[illegible] the w[illegible]r dress sparkles with stardust, and he[illegible]e neve[illegible]e a sound.

## Gifts and Giggles

For every tooth she finds under a pillow, [illegible]leav[illegible]hind a shiny coin or a glittery sticker. She loves to make c[illegible]re[illegible]t[illegible]ir dreams.

## A Fairy's Kindness

The Tooth Fairy helps children remember to brush and floss[illegible]s even written a song about tooth care that echoes in the whispers of the wind.

## Timeline

Long ago: The Tooth Fairy's first flight.

Every new moon: She crafts new gifts.

Summer and winter: She visits all smiling children.

Always: She sprinkles tooth-brushing reminders with her wand.

PREVIEW

Name: _____ 184

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

**Visualize** Draw what you were picturing in your head. Then colour the fairy.



**Dur… eading** …hat questions do you have about the tooth fairy?

**Timeline** Draw pictures that go … e timeline.

Long Ago

Summer and …nte…

Every New Moon

Always

PREVIEW

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Curriculum Connection
A1, A2, A3, C1.3

# Biography Activity

**Objective** Create a biography of a classmate. Fill in the information for them.

Name

Birthd

Family

Favorite Activities

PREVIEW



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