



# Preview – Information



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

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

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

Thank you for shopping with us. Please let us know if you have any questions at:

[rob@supersimplesheets.com](mailto:rob@supersimplesheets.com)



# Google Slides Lessons Preview





# Ontario Language Curriculum Foundations of Language – Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

- Word Lists
- Word Searches
- Discussions
- And More!

### Word List - Week 1

Drag each word to its matching picture.


mad  
mat  
map  
man  
nab  
nap  
pad  
pal  
pat  
pass

### Consonant Review: m

Drag each picture to the basket if it starts with 'm' or to the bin if it does not.

### Part 2 – Action!

- Coloring
- Matching
- Drag and Drop
- And More!

### Part 3 – Consolidation!

- Fluency Reading
- Quizzes
- Reflection
- And More!

### Fluency Readings

Look at each picture. Read both sentences. Put a checkmark beside the sentence that best tells what is happening in the picture.

	<input type="checkbox"/> The man takes a nap.		<input type="checkbox"/> She is mad.
	<input type="checkbox"/> The man reads a map.		<input type="checkbox"/> She is glad.
	<input type="checkbox"/> The pal sits on a mat.		<input type="checkbox"/> The cat reads a map.
	<input type="checkbox"/> The pad sits on a table.		<input type="checkbox"/> The cat takes a nap.
	<input type="checkbox"/> The girl pat a cat.		<input type="checkbox"/> The mat has a gift.
	<input type="checkbox"/> The girl nab the bag.		<input type="checkbox"/> The man has a gift.

# Ontario Language Curriculum Foundations of Language – Grade 1

## Consonant Review: f

Drag each picture to the basket if it starts with 'f' or to the bin if it does not.



## Base Words

Drag the letters into the boxes to finish spelling each base word.

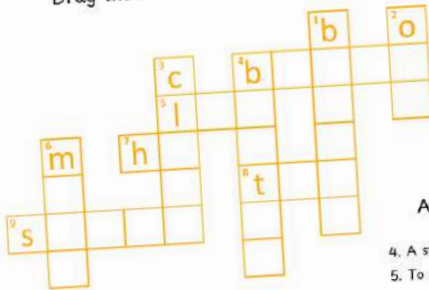
care \_ \_ \_  
kind \_ \_ \_  
\_ \_ spell  
soft \_ \_ \_  
\_ \_ do

\_ \_ like  
\_ \_ fair  
\_ \_ kind  
\_ \_ safe  
\_ \_ like

u	m	n	i
e	i	s	l
n	r	u	e
d	s	s	u
e	u	s	n
n	s	n	d
s	u	n	f

## Word List - Week 10

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!



u	l	f	e	t	i	e	t
f	t	i	r	f	t	o	i
f	r	e	f	t	i	f	i

### Across

4. A steep hill or cliff
5. To say something that is not true
7. A short way to say hello
8. To make something stay with a knot
9. Hard to bend or move

### Down

1. Soft yellow food made from milk
2. Not on or not working
3. A high edge of land
4. More good than something else
6. A glove for your hand







# Ontario Language Curriculum


## Foundations of Language – Grade 1


### Prefix un-

Drag the letters into the open boxes to finish each word under the pictures. All the words have prefix un- in them.

  
[ ] [ ] l o [ ] [ ]

  
[ ] [ ] t e [ ] [ ]

  
[ ] n z [ ] p

  
u [ ] h [ ] [ ] k

d	p	n
u	c	x
i	n	o
o	u	i
n	k	u

### Word List

Find 10 words in the word search and circle each one. Look for words with the prefix un-.


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


straw strong string  
street due strap  
true glue  
clue blue


### Letter Blends: thr


Drag the right letters into the open boxes to finish each word under the pictures. All the words have letter blends: 'thr' in them.

3

  
t [ ] [ ] e [ ] [ ]

  
t [ ] [ ] [ ] w

  
h [ ] [ ] a d

  
[ ] [ ] r o [ ] t

t	a	h
o	b	r
h	r	e
g	t	m
e	r	h



# Workbook Preview



## Grade 1 – Language

### A. Literacy Connections and Applications

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



**Preview of 101 pages from this product that contains 441 pages total.**

**Included are weeks 1 - 8 and 29 - 30.**

**Also 10 of 18 Oral Communication activities are shown**

contributions, including those of First Nations, Metis, and Inuit individuals, communities, groups, and nations

# Grade 1 – Language

## B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
	<b>Effective Listening Skills</b>	
<b>B1.1</b>	use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities	226 – 230
	<b>Listening Strategies for Comprehension</b>	
<b>B1.2</b>	identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally	231 – 235
	<b>Speaking Purposes and Strategies</b>	
<b>B1.3</b>	identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently	236 – 240
	<b>Oral and Non-Verbal Communication Strategies</b>	
<b>B1.4</b>	identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages	241 – 251
	<b>Word Choice, Syntax, and Grammar in Oral Communication</b>	
<b>B1.5</b>	use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas	252 – 264



# Grade 1 – Language

## B2. Language Foundations for Reading and Writing



	Expectations	Pages
<b>B2.1</b>	use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes	15 – 18, 22 – 25, 29 – 32, 36 – 39, 43 – 46, 50 – 54, 58 – 60, 65 – 67, 74, 81, 88, 94, 101, 108, 115
<b>B2.2</b>	name and form the upper- and lowercase letters both in and out of order and demonstrate knowledge of alphabetic order, with automaticity	15 – 17, 22 – 24, 29 – 31, 36 – 38, 43 – 45, 50 – 53
<b>B2.3</b>	identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity	72 – 73, 79 – 80, 86 – 87, 93, 100, 107, 114, 121 – 122, 128 – 129, 135 – 136, 142 – 143, 149 – 150, 156 – 158, 163 – 165, 170 – 172, 177 – 179, 184 – 186, 191 – 193, 198 – 200, 205 – 206, 212 – 213, 219 – 220
<b>B2.4</b>	use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts	14, 18, 21, 25, 28, 32, 35, 39, 42, 46, 49, 54, 57, 60, 64, 67, 71, 74, 78, 81, 85, 88, 92, 94, 99, 101, 106, 108, 113, 115, 120, 127, 134, 141, 148, 155, 162, 169, 176, 183, 190, 197, 204, 211, 218
<b>B2.5</b>	use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	122, 129, 136, 143, 150, 158, 165, 172, 179, 186, 193, 200, 213, 220
<b>B2.6</b>	use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	61, 68, 75, 82, 89, 95, 102, 109, 116
<b>B2.7</b>	demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context	14, 21, 28, 35, 42, 49, 57, 64, 71, 78, 85, 92, 96, 99, 102, 106, 110, 113, 117, 120, 124, 127, 131, 134, 138, 141, 145, 148, 152, 155, 162, 169, 176, 183, 190, 197, 204, 208, 211, 215, 218, 222
<b>B2.8</b>	read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression	19, 26, 33, 40, 47, 55, 62, 69, 76, 83, 90, 97, 104, 111, 118, 125, 132, 139, 146, 153, 160, 167, 174, 181, 188, 195, 202, 209, 214, 216, 221, 223

# Grade 1 – Language

## B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
<b>B3.1</b>	<b>Syntax and Sentence Structure</b> identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences	123, 130, 137, 144, 151
<b>B3.2</b>	<b>Grammar</b> demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun “I”, the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly	166, 173, 180, 187, 194, 201, 207
<b>B3.3</b>	<b>Capitalization and Punctuation</b> use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end	55, 130, 137, 144, 151, 159



## Reading Program - Overview

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

The Grade 1 curriculum emphasizes foundational literacy skills. In **Phonemic Awareness**, students learn the sound structure of spoken words, aiding in decoding and spelling. **Alphabetic Knowledge** covers recognizing and forming uppercase and lowercase letters and understanding their sequence. In **Phonics**, students grasp the relationship between letters and the sounds they represent, essential for reading and spelling. **Word-Level Reading and Spelling** teaches students to apply their phonics, orthographic, and morphological knowledge to read and spell words. This comprehensive approach ensures students develop robust reading and writing skills.

Therefore, our reading program will be broken down into 30 word lists that align with the expectations in the grade 1 foundations of language curriculum. Each week, teachers will focus on one vowel sound – long or short and one consonant focus.

Week	Grapheme 1 – Consonant Focus	Grapheme 1 – Vowel Focus
1	Consonants Review: m, n, p	Short vowels: a
2	Consonants Review: b, t, d	Short vowels: e
3	Consonants Review: f, v, s	Short vowels: i
4	Consonants Review: z, l, h	Short vowels: o
5	Consonants Review: r, j, y	Short vowels: u
6	Consonants Review: x, qu, w, k	Long vowels: a (as in 'ate')
7	Hard c (as in "cat"), Soft c (as in "cent")	Long vowels: a (as in 'cake')
8	Hard g (as in "go"), Soft g (as in "giant")	Long vowels: e (as in 'be')
9	ll, ss	Long vowels: e (as in 'be')
10	ff, tt	Long vowels: i (as in 'hi')
11	dd, gg	Long vowels: i (as in 'ride')
12	Consonant Digraphs: sh	Long vowels: o (as in 'go')

# Reading Program - Overview

Week	Grapheme 1 – Consonant Focus	Grapheme 1 – Vowel Focus
13	Consonant Digraphs: ch	Long vowels: o (as in hope')
14	Consonant Digraphs: th	Long vowels: u (as in 'use')
15	Consonant Digraphs: wh	Long vowels: u (as in 'tube')
16	Consonant Digraphs: ck	Long A - Vowel Team: ai
17	Consonant Digraphs: ph	Long A - Vowel Team: ay
18	Consonant Digraphs: gh	Long E - Vowel Team: ee
19	Consonant Digraphs: kn	Long E - Vowel Team: ea
20	Consonant Digraphs: wr	Long E - Vowel Team: ey
21	L-Blends: bl, cl	Long E - Vowel Team: ie
22	L-Blends: fl, gl	Long I - Vowel Team: ie
23	R-Blends: br, cr	Long I - Vowel Team: igh
24	R-Blends: dr, fr	Long I - Vowel Team: y
25	S-Blends: sc, ck	Long O - Vowel Team: oa
26	S-Blends: sl, sm	Long O - Vowel Team: oe
27	T-Blends: tr, tw	Long O - Vowel Team: ow
28	Three-Letter Blends: str	Long U - Vowel Team: ue
29	Three-Letter Blends: spr	Long U - Vowel Team: ui
30	Three-Letter Blends: thr	Long U - Vowel Team: ew



# Reading Program - Overview

Week	Lesson 1	Lesson 2	Lesson 3
1	Consonant Focus	Vowel Focus	<p>Within these 6 weeks, you will teach the following:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Alphabetic order</li> <li><input checked="" type="checkbox"/> Is the letter uppercase or lowercase?</li> <li><input checked="" type="checkbox"/> Position-based tendencies: In week 6, the silent E (Bossy E), makes the vowel long.</li> <li><input checked="" type="checkbox"/> Reading words with accuracy</li> <li><input checked="" type="checkbox"/> Spelling words with accuracy</li> <li><input checked="" type="checkbox"/> Beginning sounds and ending sounds</li> </ul>
2	Consonant Focus	Vowel Focus	
3	Consonant Focus	Vowel Focus	
4	Consonant Focus	Vowel Focus	
5	Consonant Focus	Vowel Focus	
6	Consonant Focus	Vowel Focus	
7	Consonant Focus	Vowel Focus	Base Words
8	Consonant Focus	Vowel Focus	Suffix - s
9	Consonant Focus	Vowel Focus	Suffix -s, -es, ies
10	Consonant Focus	Vowel Focus	Suffix -ing
11	Consonant Focus	Vowel Focus	Suffix -ed
12	Consonant Focus	Vowel Focus	Prefix -un
13	Consonant Focus	Vowel Focus	Prefix -re
14	Consonant Focus	Vowel Focus	Prefix -dis
15	Consonant Focus	Vowel Focus	Prefix -non

# Reading Program - Overview

Week	Lesson 1	Lesson 2	Lesson 3
16	Consonant Focus	Vowel Focus	Sentence Fragment Or Complete Sentence
17	Consonant Focus	Vowel Focus	Types Of Sentences: Interrogative Include Punctuation
18	Consonant Focus	Vowel Focus	Types Of Sentences: Exclamatory Include Punctuation
19	Consonant Focus	Vowel Focus	Types Of Sentences: Imperative Include Punctuation
20	Consonant Focus	Vowel Focus	Types Of Sentences: Declarative Include Punctuation
21	Consonant Focus	Vowel Focus	Capitalization – Beginning of a Sentence
22	Consonant Focus	Vowel Focus	Nouns
23	Consonant Focus	Vowel Focus	Singular and Plural Nouns
24	Consonant Focus	Vowel Focus	Common Adjectives
25	Consonant Focus	Vowel Focus	Verbs
26	Consonant Focus	Vowel Focus	Verb Tenses
27	Consonant Focus	Vowel Focus	Common Adverbs
28	Consonant Focus	Vowel Focus	Common Conjunctions
29	Consonant Focus	Vowel Focus	Fluency Sentences
30	Consonant Focus	Vowel Focus	Fluency Sentences

NAME: \_\_\_\_\_

# FOUNDATIONS OF LANGUAGE



Name: \_\_\_\_\_

14

Curriculum Connection  
B2.4, B2.7

## Week 1 - Word List

mad	mat	map	man	nab
nap	pad	pal	pat	pass

### Spell

Spell the words once by looking at them. Then spell them again without looking at the word. You can cover them up with another page or book.



	Copy and Spell	Cover and Spell
1)	mad	
2)	mat	
3)	map	
4)	man	
5)	nab	
6)	nap	
7)	pad	
8)	pal	
9)	pat	
10)	pass	



Name: \_\_\_\_\_

15

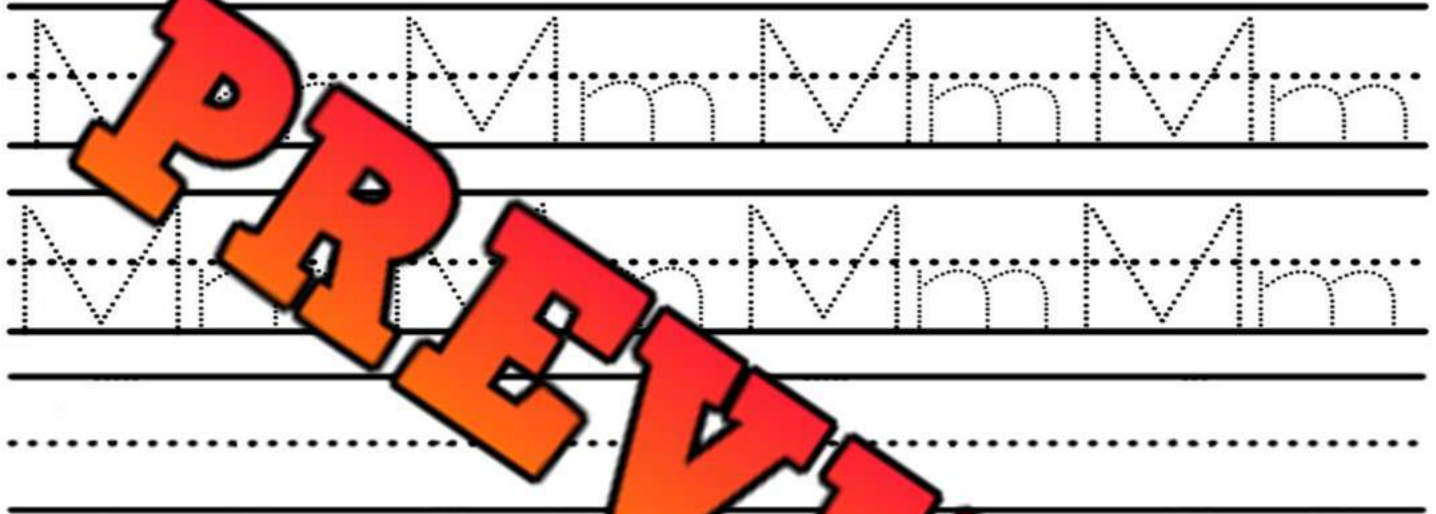
Curriculum Connection  
B2.1, B2.2

## Consonant Review: m

Tracing

Trace the letters below and then write them on your own.

Mm



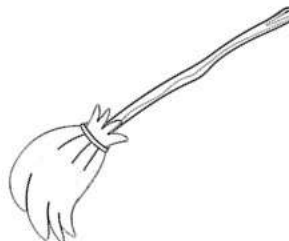
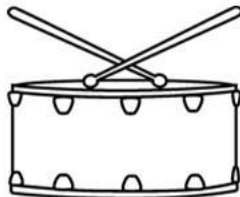
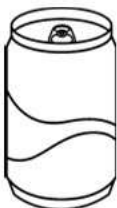
Focus

Say the picture name. Fill in the circle with the beginning consonant "m" sound.



Focus

Say the picture name. Fill in the circle with the final consonant "m" sound.



Name: \_\_\_\_\_

16

Curriculum Connection  
B2.1, B2.2

## Consonant Review: n

### Tracing

Trace the letters below and then write them on your own.

Nn



### Letter Order

Circle the letters that come before or after the letter "N".

Before Nn

Oo

Ss

Vv

After Nn

Pp

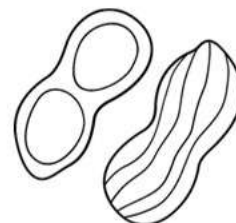
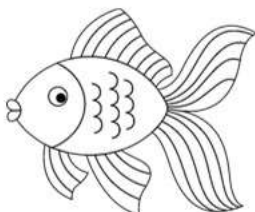
Hh

Mm

Jj

### Identify

Circle the pictures that begin with the letter "n".



Name: \_\_\_\_\_

17

Curriculum Connection  
B2.1, B2.2

## Consonant Review: p

Tracing

Trace the letters below and then write them on your own.

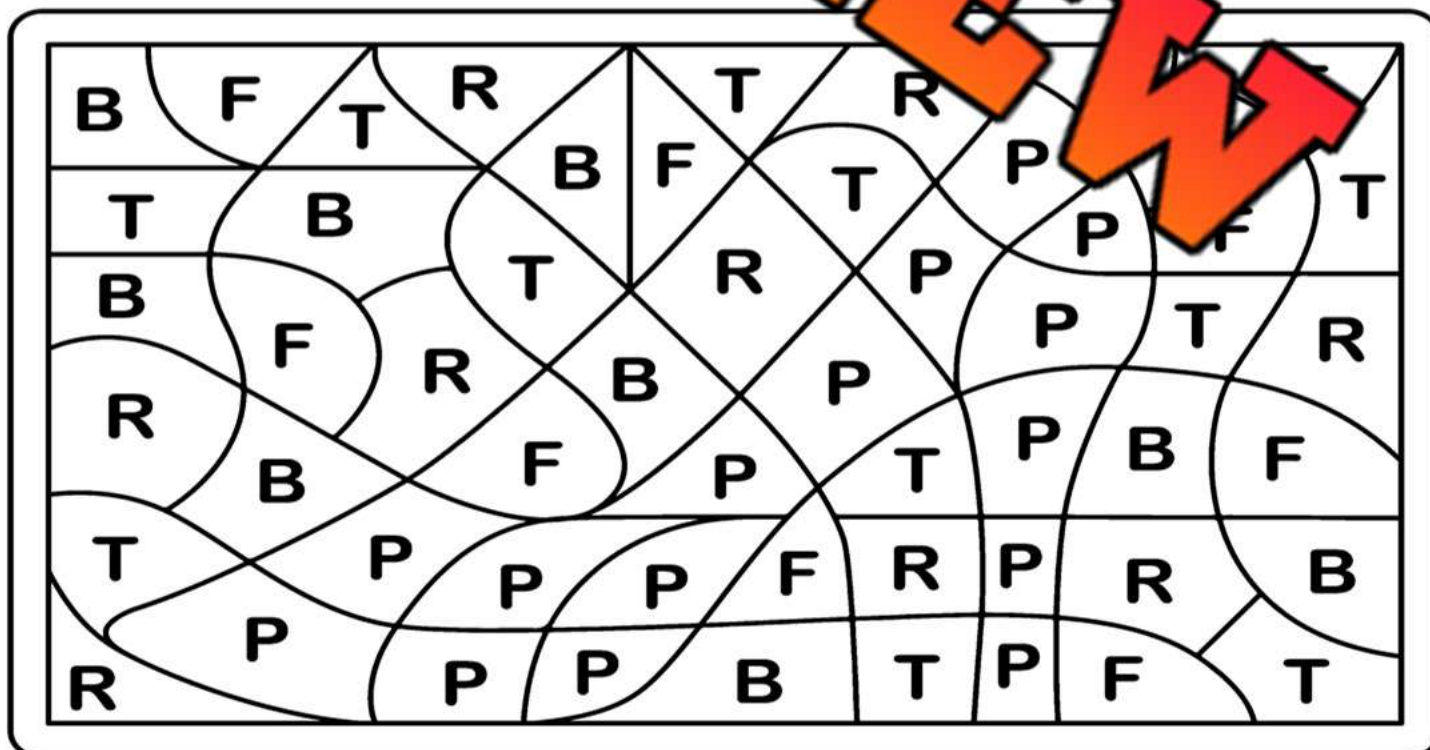
P p



Tracing practice lines for the letter 'p'. The first two rows show dotted uppercase 'P' and lowercase 'p' on lined paper for tracing. The third row shows dotted uppercase 'P' and lowercase 'p' for independent practice. A large, diagonal 'PREVIEW' watermark is overlaid across the middle of the page.

Colour By Letters

Colour the cells with the letter 'p' to reveal the picture.





**Short Vowel: a****Completion**

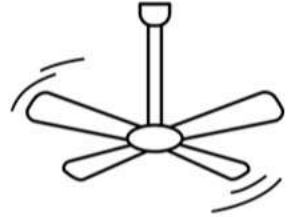
Write the correct letter to complete each word with a short "a" sound.



c \_ a t \_ \_ a p \_



j \_ a \_ \_



f \_ \_ n \_

**Matching**

Connect each picture to its matching short "a" word.

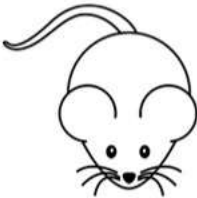
1.



•

bat

2.



•

3.

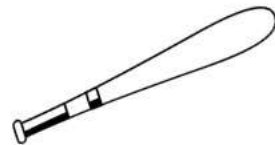


•

•

rat

4.



•

•

mat

5.



•








•

nap



**Week 1 – Fluency Readings****Read**

Read each sentence three times. Colour the star each time you read.

1)	Man has a map.	
2)	Pat sat on a mat.	
3)	Pal had a nap.	
4)	Pam will nab a pad.	
5)	Pat is mad at Pal.	
6)	Pass the map to Pam.	
7)	Nap on a mat, man.	

## Week 1 - Spelling Quiz




### Spelling

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)			

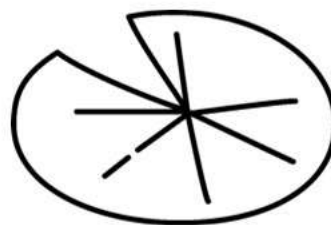
### Focus

Fill in the circle to the beginning letter and the pictures.

 O m O n O p	 O m O n O p	 O m O n O p
--	--	--

### Circle

Circle the picture with short "a" sound.





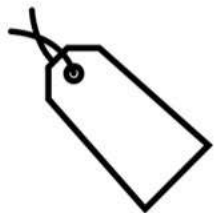


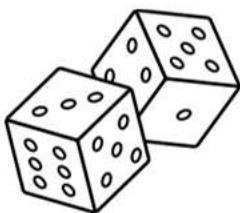



**Week 2 - Word List**

bed	bet	bad	bat	ten
tag	tap	dad	dog	den

**Match**

Choose from the words above that correspond to the given picture.

			
			
			
			
		10	



Name: \_\_\_\_\_

22

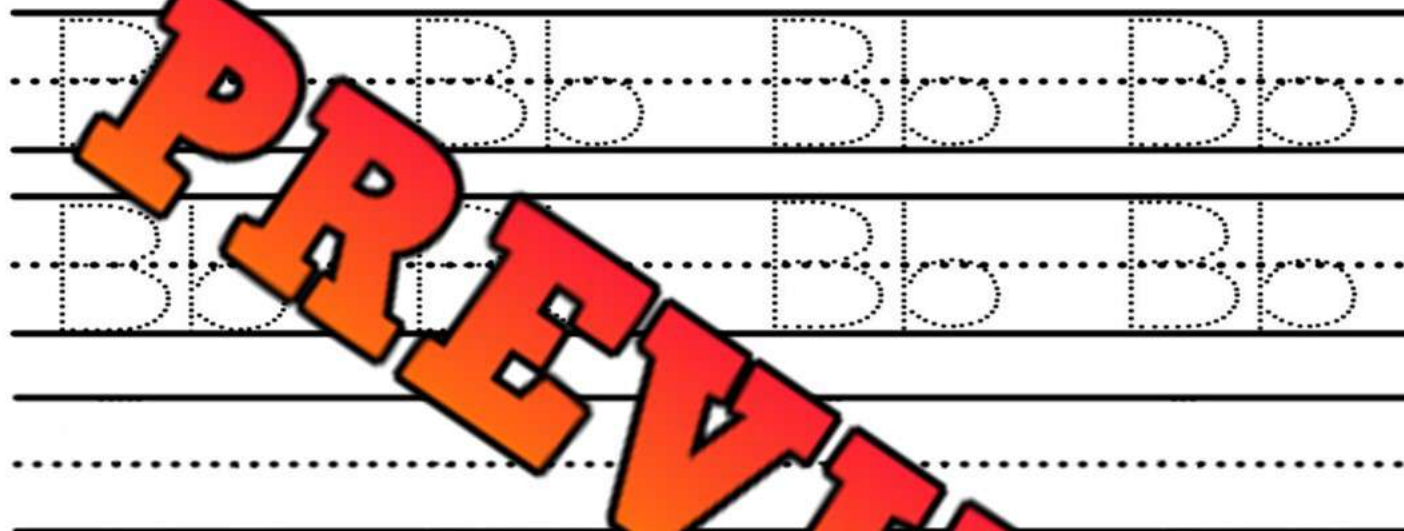
Curriculum Connection  
B2.1, B2.2

## Consonant Review: b

### Tracing

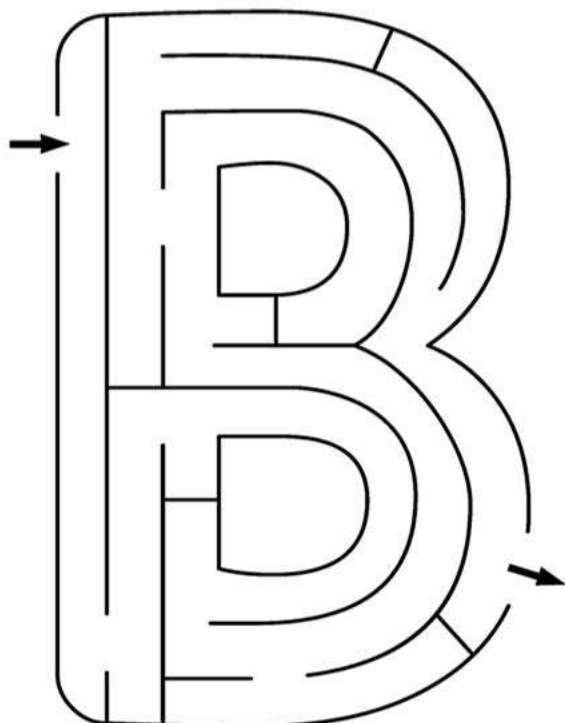
Trace the letters below and then write them on your own.

B b



### Maze and Colour

Finish the letter maze. Each path starts with the letter Bb.

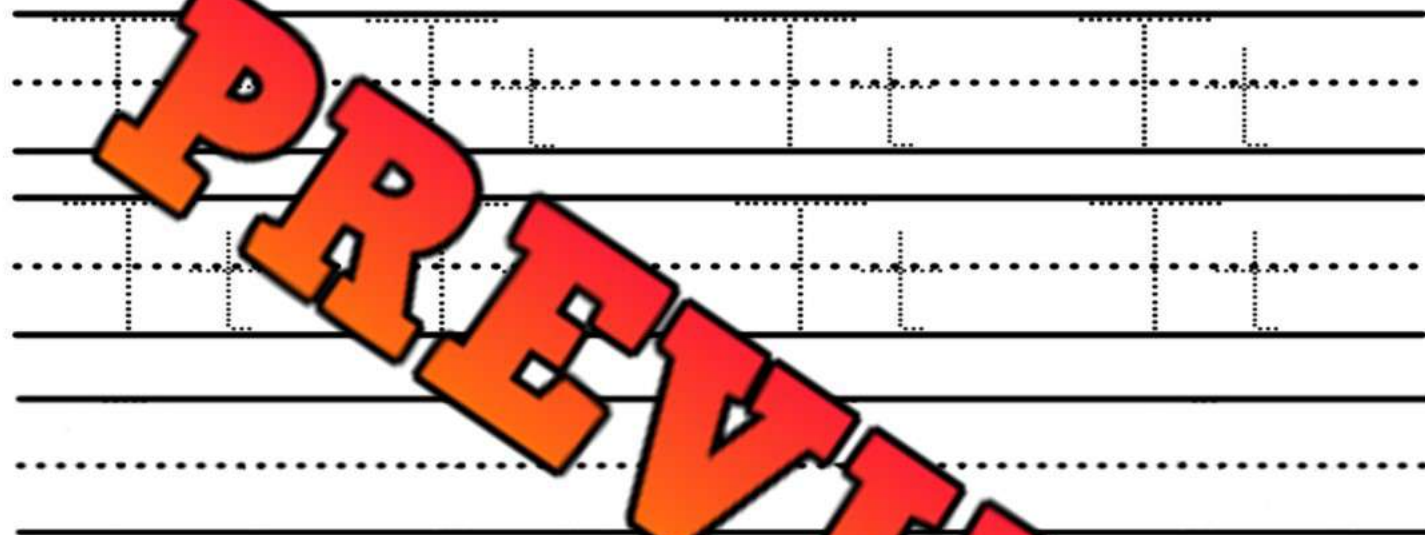
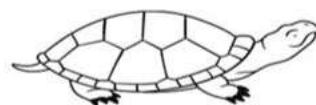




# Consonant Review: t

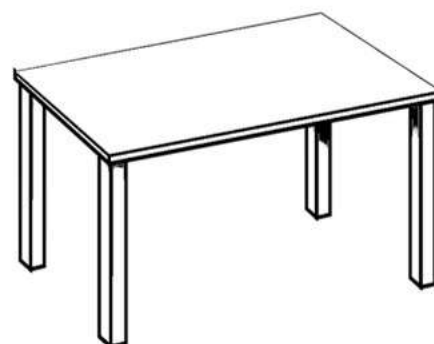
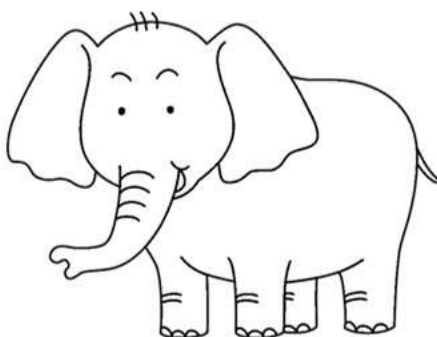
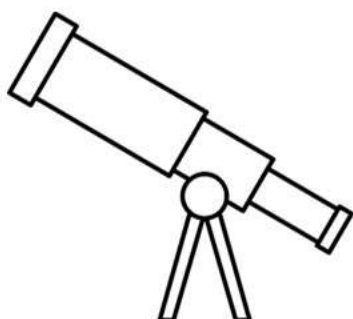
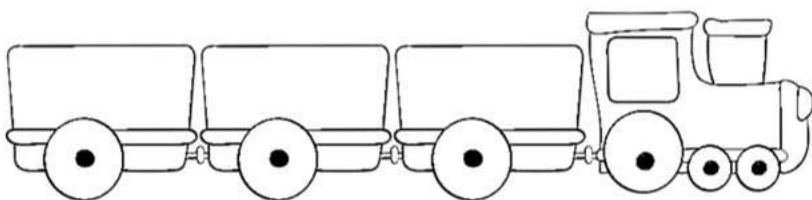
## Tracing

Trace the letters below and then write them on your own.



## Colour

Colour the picture RED if it starts with 't' and ends with 't'.



Name: \_\_\_\_\_

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Curriculum Connection  
B2.1, B2.2

## Consonant Review: d

Tracing

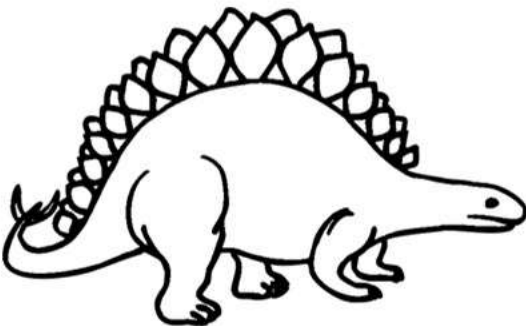
Trace the letters below and then write them on your own.

D d



Colour

Colour the boxes with the letter

D	B	d	
P			D
q			d
b	d	D	p

Name: \_\_\_\_\_

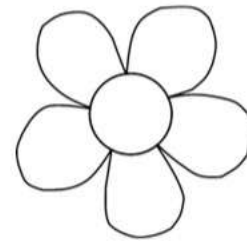
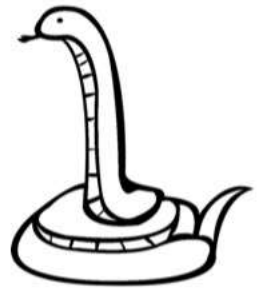
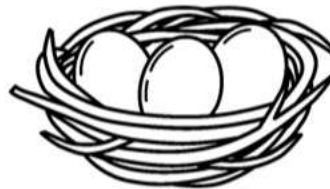
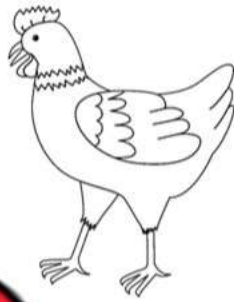
25

Curriculum Connection  
B2.1, B2.4

## Short Vowel: e

Colour By Sound

Say the picture names. Colour it if it has a short "e" sound.



**PREVIEW**

Tracing

Trace the words that have the short vowel "e" sound.



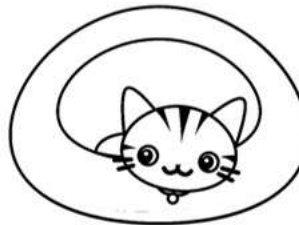
net



spider



bed


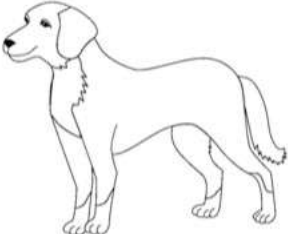



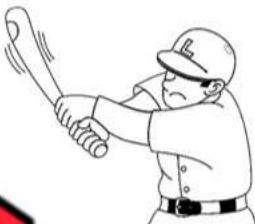





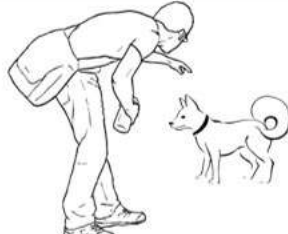


pet



**Week 2 – Fluency Readings****Read**

Read each sentence three times. Colour the star each time you read.

1) Ted bet on a dog.		
2) Dad's bed is big.		
3) Ben hit the bat.		
4) Tap the red tag.		
5) Ten bats in the den.		
6) Dad pets the dog.		



## Week 2 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)			

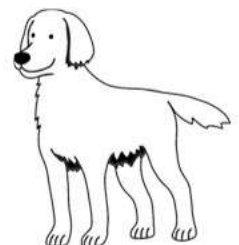
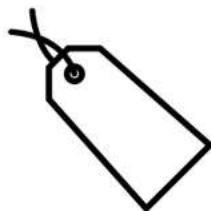
### Match

Circle the matching letters.

<b>b</b>	b d d b d d b d d d
<b>d</b>	d d b b d d b b d b
<b>t</b>	t l t l l f l t f f i t t f t

### Identify

Say the picture name. Circle the picture if it has a short "e" sound.



Name: \_\_\_\_\_

28

Curriculum Connection  
A1, B2.4, B2.7**Week 3 - Word List**

fit	fan	fat	fog	van
vet	sip	sit	sun	sad

**Writing**

Trace the words then write them on your own.

		Trace	Write
1)	fit	fit	
2)	fan	fan	
3)	fat	fat	
4)	fog	fog	
5)	van	van	
6)	vet	vet	
7)	sip	sip	
8)	sit	sit	
9)	sun	sun	
10)	sad	sad	

# Consonant Review: f

**Tracing**

Trace the letters below and then write them on your own.

F f



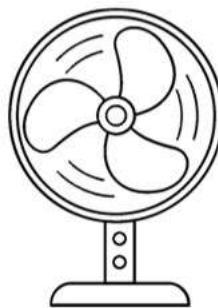
Tracing practice lines for uppercase 'F' and lowercase 'f'. The first row shows dotted letters for tracing. The second row shows dotted letters for tracing. The third row shows dotted letters for tracing. The fourth row shows dotted letters for tracing. The fifth row shows dotted letters for tracing.

**Arrange**

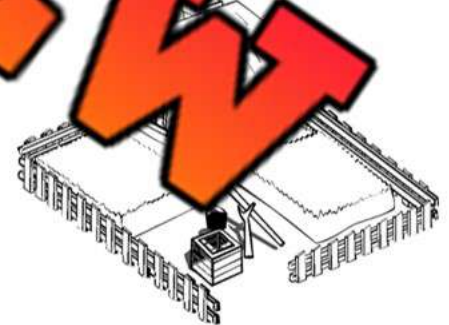
Unscramble the letters below to form words starting with "f".



o f x



a n f



a m f r

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Consonant Review: v

**Tracing**

Trace the letters below and then write them on your own.



PREVIEW

**Letter Order**

Circle the letters that come before or after the letter "V".

After Vv

Ww

Xx

Zz

Before Vv

Pp

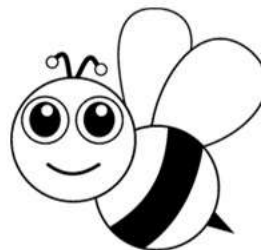
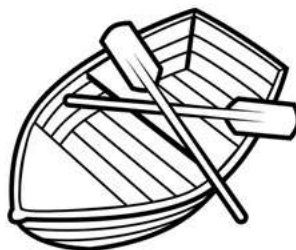
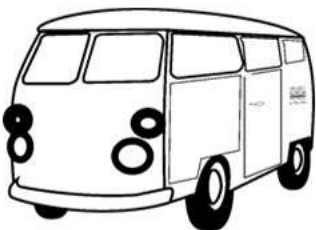
Oo

Aa

Yy

**Identify**

Circle the pictures that begins with letter "v".





Name: \_\_\_\_\_

31

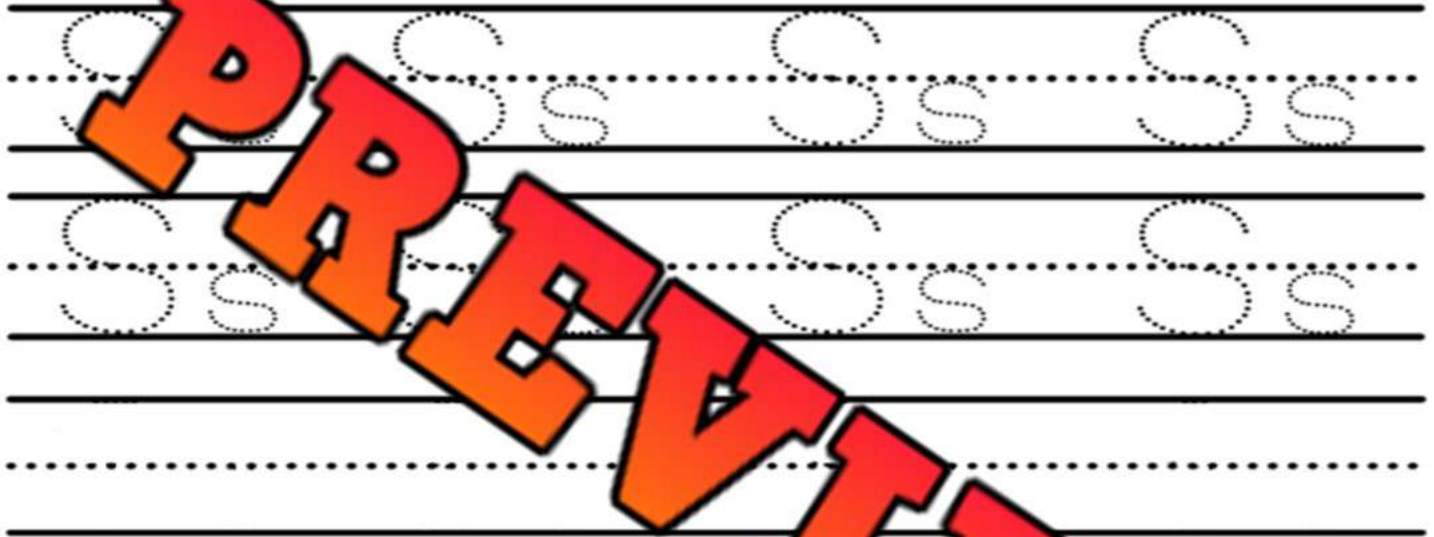
Curriculum Connection  
B2.1, B2.2

## Consonant Review: s

Tracing

Trace the letters below and then write them on your own.

Ss



Draw

Draw the given s-words, then trace.

sun

star

sad

sun

star

sad

Name: \_\_\_\_\_

32

Curriculum Connection  
B2.1, B2.4

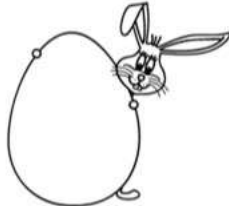
## Short Vowel: i

Identify

Colour the correct word for each picture.



big



hid

bid



win

wig



kid

hid



fig

pig

pin

f

rid

lid



zig

dig

Draw

Try to read the sentence and draw.

The kid has a big pig.

## Week 3 – Fluency Readings

**Read**

Read each line and then write the last sentence.

Viv sat and

Viv sat and sipped

Viv sat and with

Viv sat and with the

Viv sat and sipped the



**PREVIEW**

The fan

The fan in

The fan in the

The fan in the van

The fan in the van is

The fan in the van is fit.

---

---

---

---



## Week 3 - Spelling Quiz



### Spelling

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)		10)	

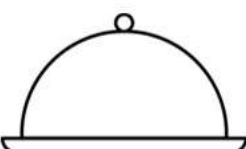
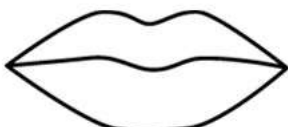


### Focus

Colour the box with the beginning letter of the pictures.

	f		f
	v		v
	s		s

### Focus

Colour the correct picture that corresponds to the given word.

lip		
hit		

Name: \_\_\_\_\_

35

Curriculum Connection  
A1, B2.4, B2.7**Week 4 - Word List**

zoo	zap	hop	hot	hat
has	lot	log	leg	loss

**Spell**

Spell the words once by looking at them. Then spell them again without looking at the word. You can cover them up with another page or book.



	Copy and Spell	Cover and Spell
1)	zoo	
2)	zap	
3)	hop	
4)	hot	
5)	hat	
6)	has	
7)	lot	
8)	log	
9)	leg	
10)	loss	

# Consonant Review: z

## Tracing

Trace the letters below and then write them on your own.



## Identify

Circle the pictures that begin with the letter z.



## Colour Pattern

Colour all Zz to show a zigzag pattern.

Z	i	S	l	r	l	Z	y	r	Y
s	Z	L	Q	S	Z	l	Z	L	S
w	h	Z	A	Z	H	o	X	Z	n
t	J	r	Z	S	c	p	d	V	z



Name: \_\_\_\_\_

37

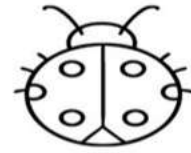
Curriculum Connection  
B2.1, B2.2

## Consonant Review: l

Tracing

Trace the letters below and then write them on your own.

l l

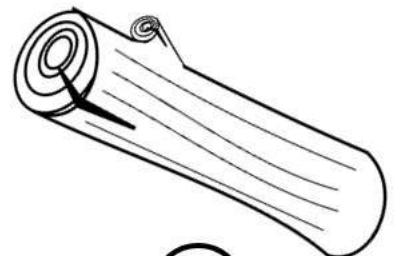


PREVIEW

Focus Say the picture name. Fill in the circle if it has a beginning consonant "l" sound.



Focus Say the picture name. Fill in the circle if it has a final consonant "l" sound.



# Consonant Review: h

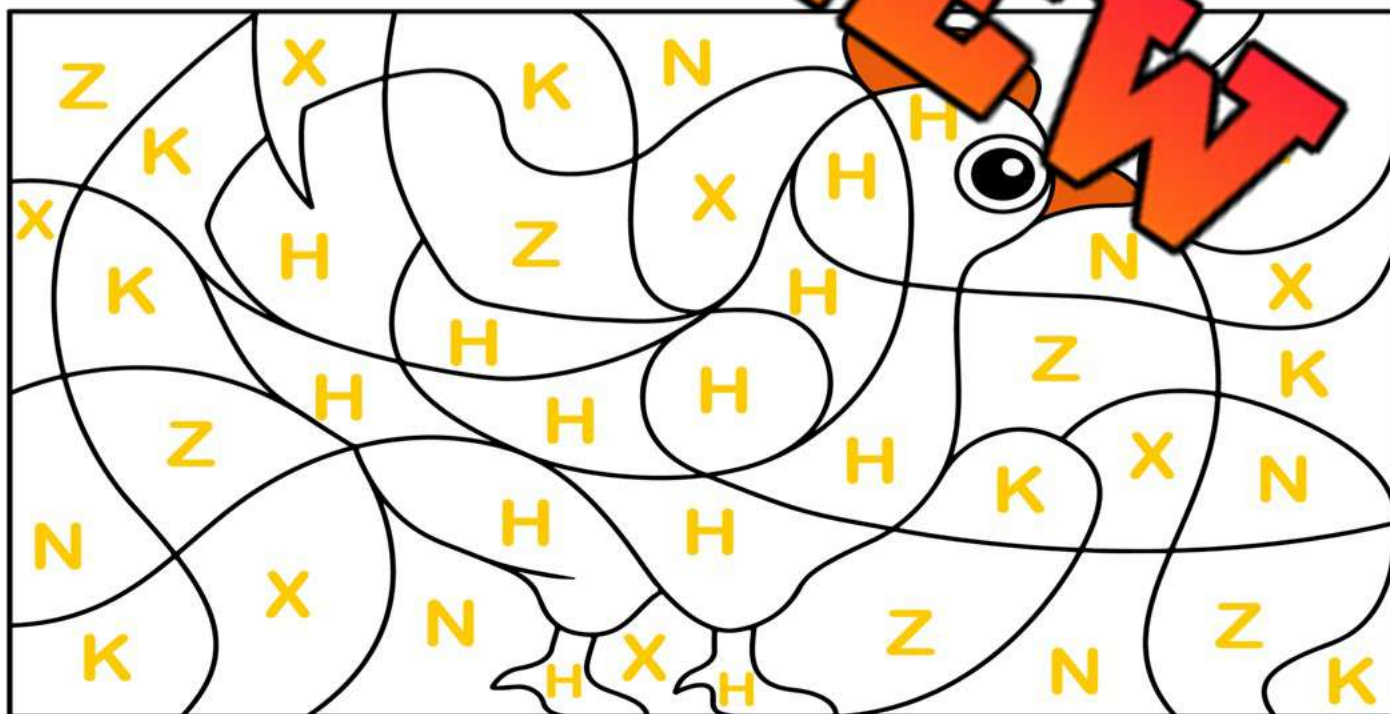
**Tracing**

Trace the letters below and then write them on your own.

Hh

**Colour By Letters**

Colour the cells with the letter h to reveal the picture.



Name: \_\_\_\_\_





39

Curriculum Connection  
B2.1, B2.4

## Short Vowel: o

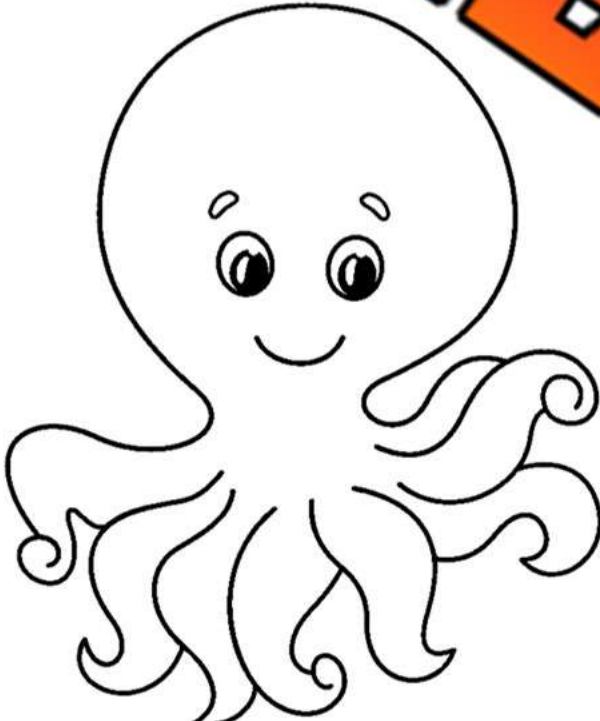
Identify

Name each picture and listen to the vowel. Circle the correct word.

	mop		top
	mom		pot
			rod
			rot

Identify

Colour the words with a short "o" so



dot

hop

coin

frog

hope



**Week 4 – Fluency Readings****Read**

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	_____ has _____				
2)	Hal lost his _____				
3)	The hog is hot.				
4)	She got a dot.				
5)	The dog hops on logs.				
6)	Tom zaps a lot.				

Name: \_\_\_\_\_

41

## Week 4 - Spelling Quiz


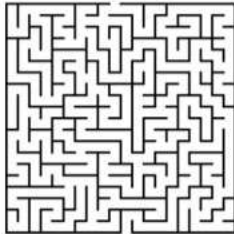


### Spelling

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)		10)	

### Completion

Complete the word by adding a letter.

			
__ o c k	m a __ e	__ o t	b e l __

### Think

Give three words with short o sound.

--	--	--

Name: \_\_\_\_\_

42

Curriculum Connection  
A1, B2.4, B2.7

## Week 5 - Word List

run	rug	red	rip	jug
jet	job	yes	yet	yell

Pictionary

Choose 4 spelling words from the list above and draw a picture representing that word. Have your partner guess the word without using verbal hints or writing letters. Then write the word below the drawing.

**PREVIEW**

Spelling Word

Spelling Word

Spelling Word

Spelling Word



Name: \_\_\_\_\_

43

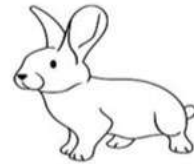
Curriculum Connection  
B2.1, B2.2

# Consonant Review: r

Tracing

Trace the letters below and then write them on your own.

Rr

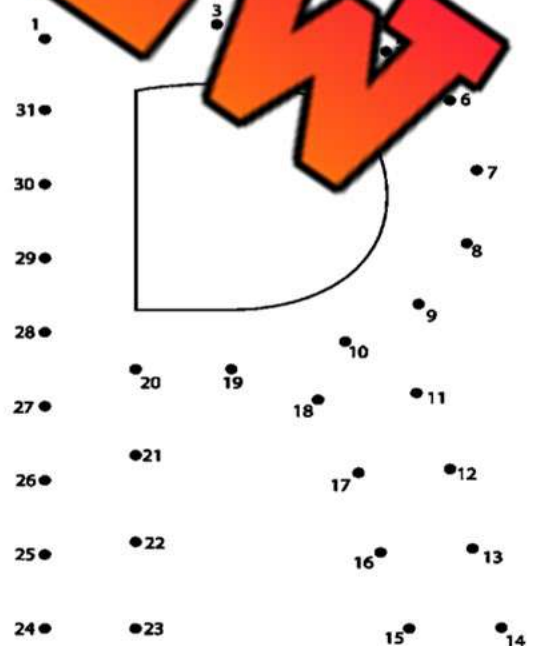


Tracing practice lines for the letter 'r'. The first row shows 'Rr' followed by four dotted 'Rr' pairs for tracing. The second row shows four dotted 'Rr' pairs for tracing. Below these are two empty rows of handwriting lines for independent practice.

Colour and Connect

Colour the letter R and connect the dots to show the letter.

B	E	P	E	P	P	F
B	E	R	R	R	E	B
P	R	F	P	F	R	B
F	R	E	F	P	R	P
F	R	R	R	R	F	F
B	R	E	R	E	B	B
E	R	F	B	R	B	B
F	R	B	P	F	R	F
P	E	F	E	E	B	E



Name: \_\_\_\_\_

44

Curriculum Connection  
B2.1, B2.2

## Consonant Review: j

Tracing

Trace the letters below and then write them on your own.

J j



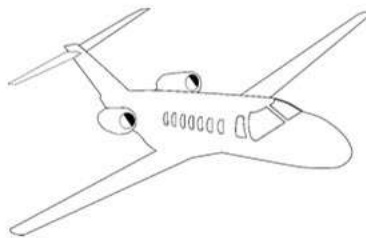
**PREVIEW**

Think

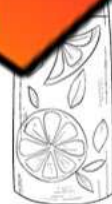
Unscramble the letters below to form words starting with 'j'.



r j a



j t e



g u j

Name: \_\_\_\_\_

45

Curriculum Connection  
B2.1, B2.2

## Consonant Review: y

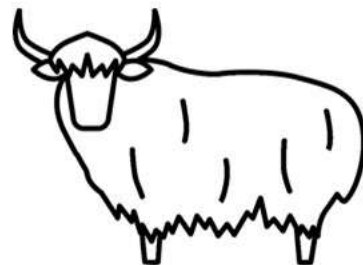
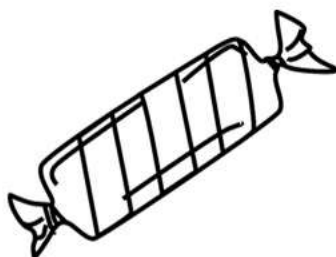
Tracing

Trace the letters below and then write them on your own.



Colour

Colour the picture GREEN if it starts with "y" and RED if it ends with "y".





Name: \_\_\_\_\_

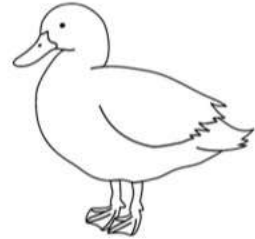
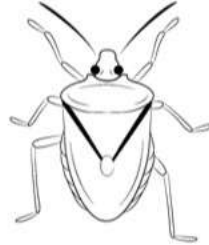
46

Curriculum Connection  
B2.1, B2.4

## Short Vowel: u

Cut and Paste

Cut out the words to the space below each pictures.



sun

bug

duck

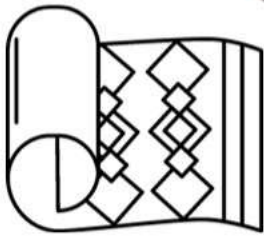
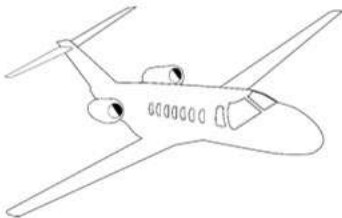
hug

nut

cup

**Week 5 – Fluency Readings****Read and Match**

Read each sentence and then highlight the sentence that matches the picture.

☐ Ray runs fast.☐ Ray swims fast.☐ Red shoes are nice.☐ Red rugs are nice.☐ Jay has a red jet.☐ Jay has a red net.☐ Ray yells at his job.☐ Ray yawns at his job.

## Week 5 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)			

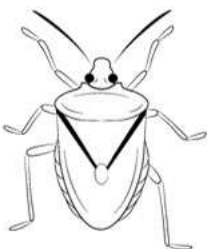
### Match

Circle the matching letters.

<b>r</b>	r l l c f r t s j w r s x
<b>j</b>	l i j i j i f t j i l f i
<b>y</b>	x c y z x y z y t s t s y

### Identify

Say the picture name. Circle the picture if it has a short "u" sound.





Name: \_\_\_\_\_

49

Curriculum Connection  
A1, B2.4, B2.7**Week 6 - Word List**

mix	box	quit	quiz	win
wax	kid	kit	ate	wake

**Writing**

Trace the words then write them on your own.

		Trace	Write
1)	mix	mix	
2)	box	box	
3)	quit	quit	
4)	quiz	quiz	
5)	win	win	
6)	wax	wax	
7)	kid	kid	
8)	kit	kit	
9)	ate	ate	
10)	wake	wake	

Name: \_\_\_\_\_

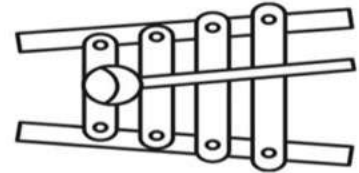
50

Curriculum Connection  
B2.1, B2.2

## Consonant Review: x

### Tracing

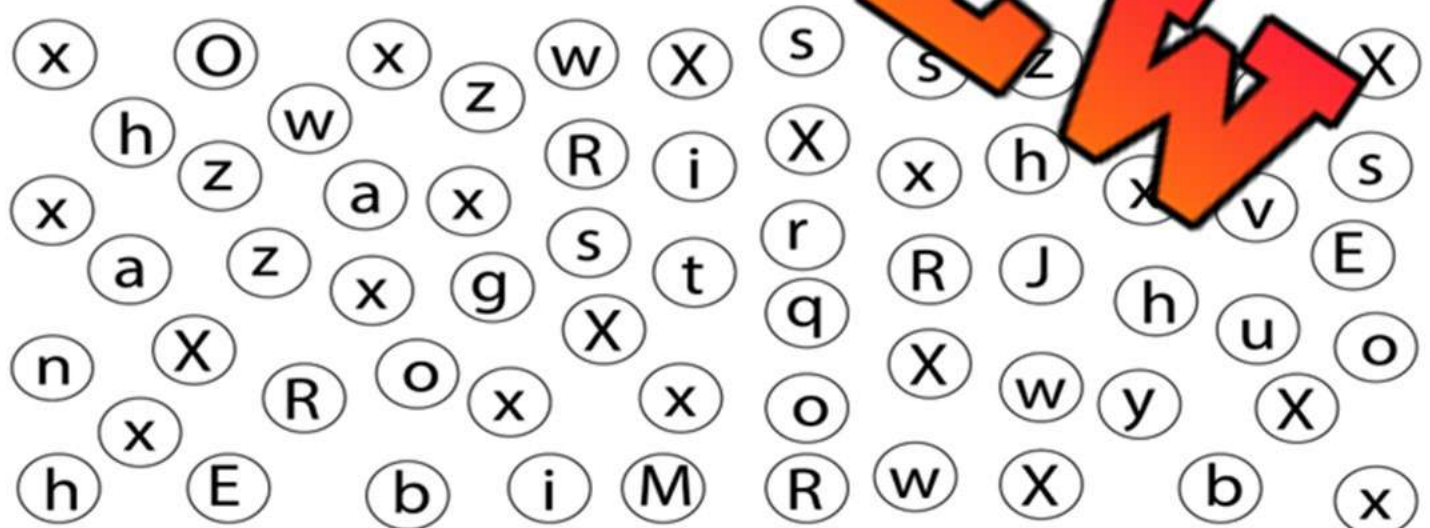
Trace the letters below and then write them on your own.



Two sets of handwriting practice lines (top solid, middle dashed, bottom solid) for tracing and writing the letter X.

### Colour and Write

Colour all uppercase and lowercase letters X. Then think of three words that have an X in them.

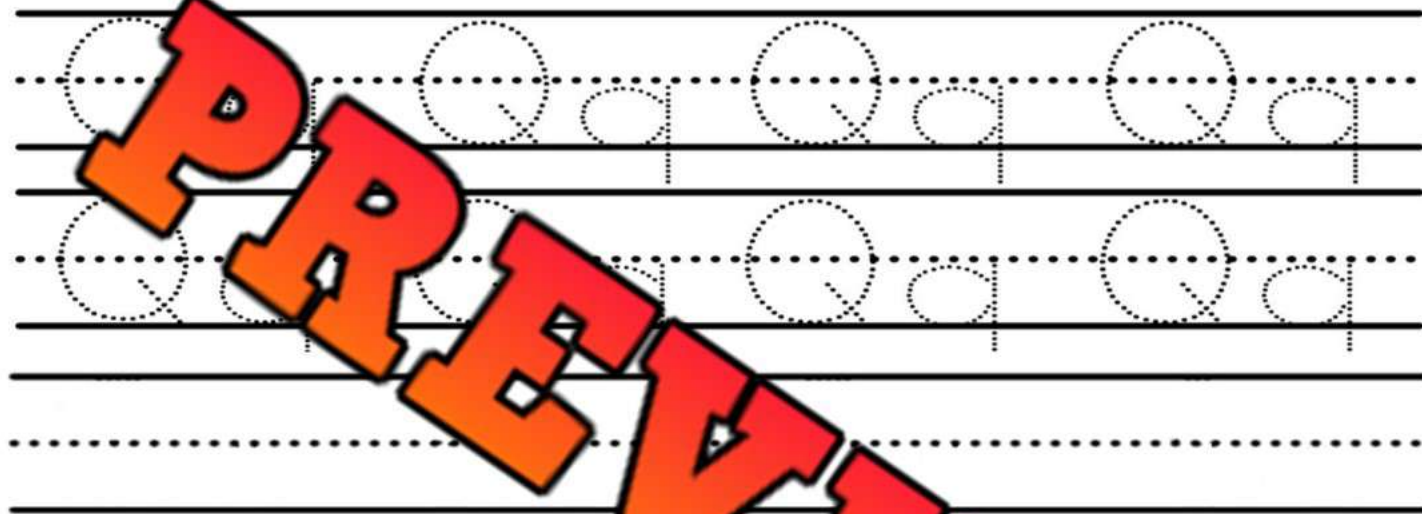


Three sets of handwriting practice lines (top solid, middle dashed, bottom solid) for writing words found in the word search.

# Consonant Review: qu

## Tracing

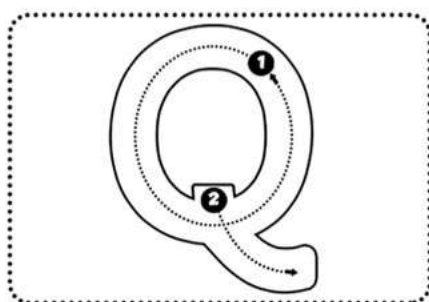
Trace the letters below and then write them on your own.



## Instructions

Follow the instruction for each activity.

Trace it



Colour it



Find it



Find it



Write it



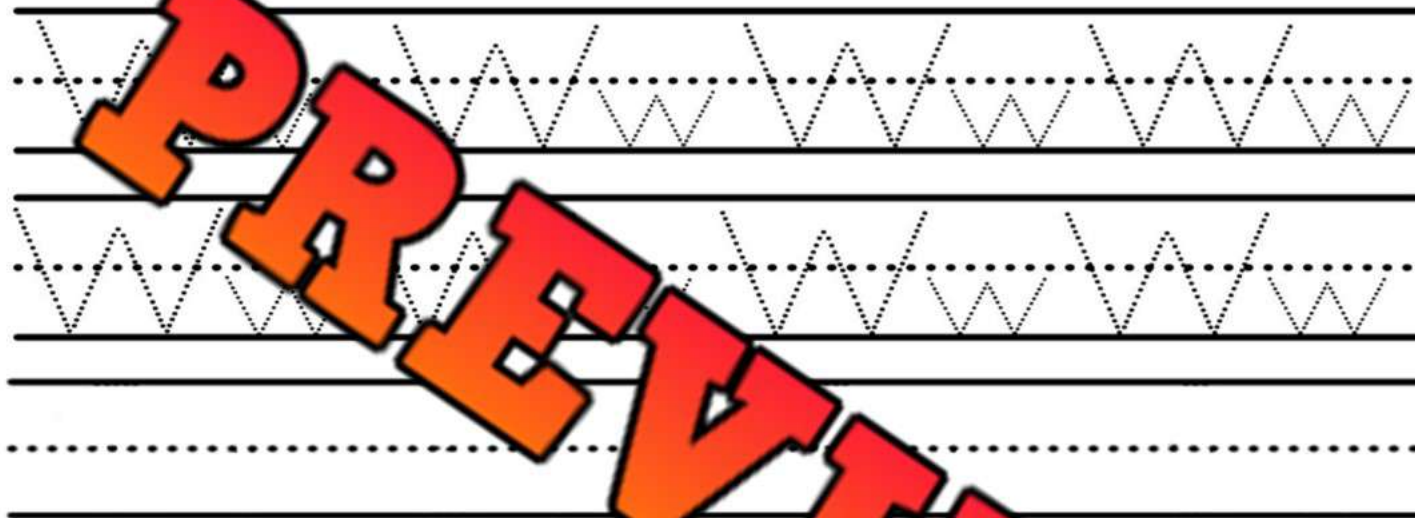
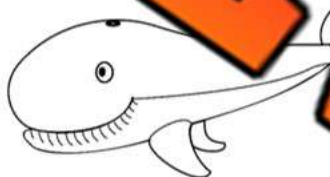
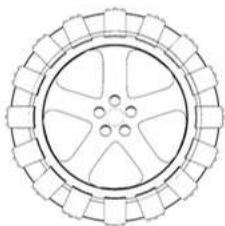
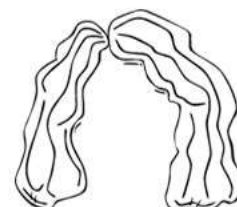
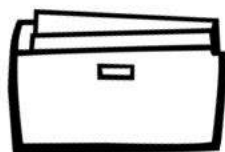
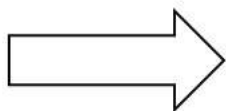
Solve it





**Consonant Review: w****Tracing**

Trace the letters below and then write them on your own.

**Focus** Say the picture name. Fill in the circle if the beginning consonant has a "w" sound.**Focus** Say the picture name. Fill in the circle if the final consonant has a "w" sound.

Name: \_\_\_\_\_

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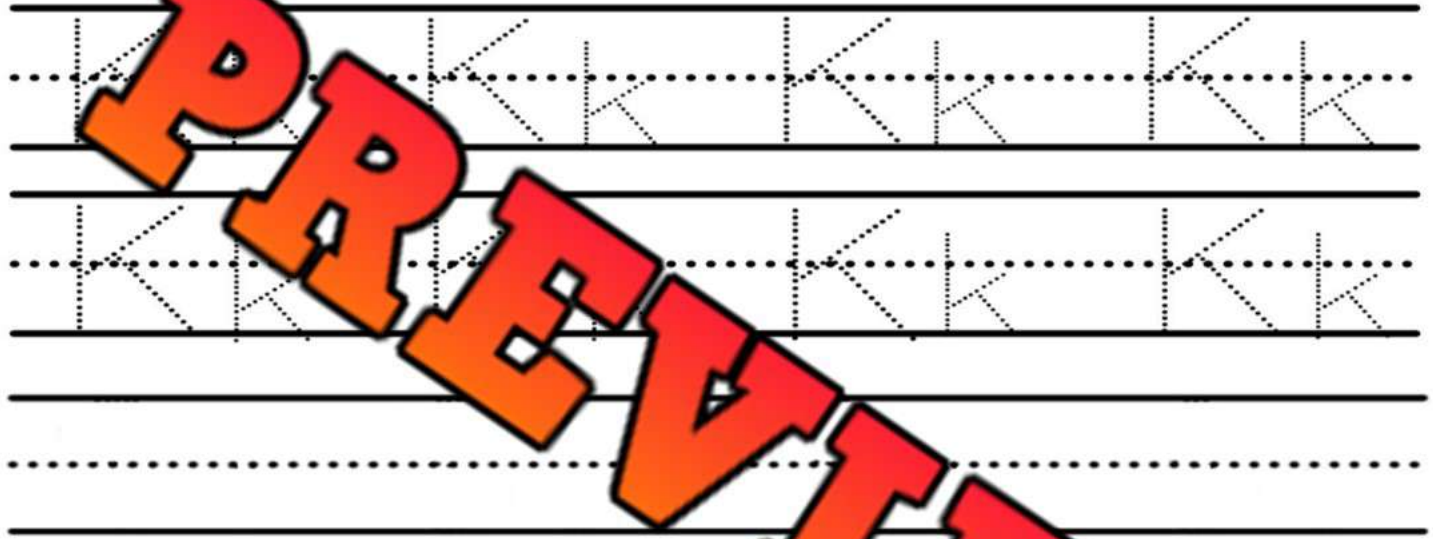
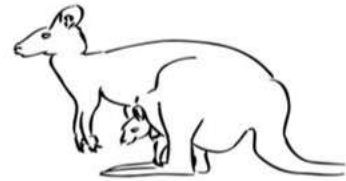
Curriculum Connection  
B2.1, B2.2

## Consonant Review: k

Tracing

Trace the letters below and then write them on your own.

Kk



Draw

Draw the given k-words, then trace.

key

kid

kite

key


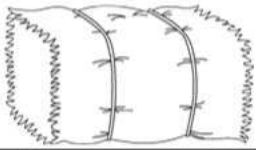
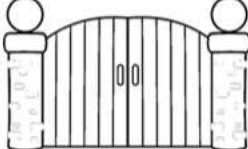


kid

kite

**Long Vowel: a (ate)****Instructions**

Read the long "a" sound words, then write it in the next column.  
Match the word with its picture on the last column.

Read	Write
cake	cake
plane	plane
gate	
hay	

Match






**Draw**

Draw a picture of the words below.






















rat	rate

pan	pane



**Week 6 – Fluency Readings****Read**

Read each sentence three times. Colour the star each time you read.

1)	Kim ate wax.	  
2)	Wake up!	  
3)	Pat won the ...	  
4)	Kate quit her job.	  
5)	Kit will mix the box.	  
6)	We want to win now.	  
7)	Pick a box, then wax it.	  

## Week 6 - Spelling Quiz

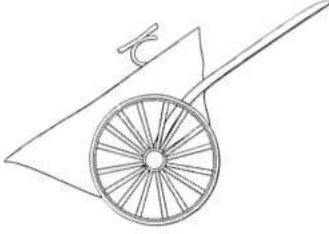
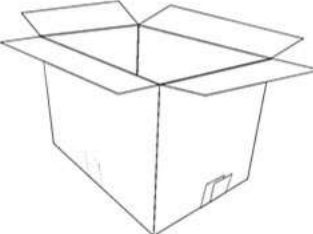


### Spelling

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)		10)	

### Completion

Complete the words by adding a vowel.

			
__ a g o n	b o __	__ e e n	__ i t e

### Think

Give three words with a long "a" sound.

--	--	--

Name: \_\_\_\_\_

57

Curriculum Connection  
A1, B2.4, B2.7

## Week 7 - Word List

cat	cap	car	cell	cent
cite	cake	late	gate	rate

Fill In The

Fill the boxes with the spelling words from above.





Name: \_\_\_\_\_

58



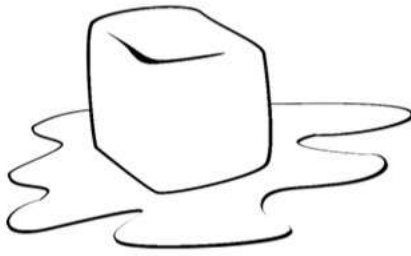


Curriculum Connection  
B2.1

## Hard C

### Focus

Write the correct word under each picture, then colour it if it has a hard c sound (as in cat).

car	circle	coat
ice	cake	cereal

### Identify

Circle the hard c sound words in the sentence below.

The car is the colour blue.

Name: \_\_\_\_\_

59

Curriculum Connection  
B2.1

## Soft C

### Completion

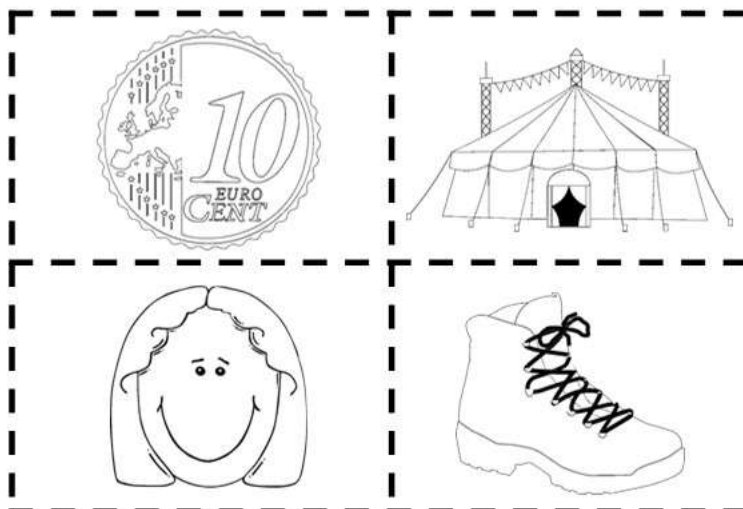
Read and complete each word by adding the letter c.

i _ e	_ _ ity	fa _ _ e
	_ _ entre	pen _ _ il

### Cut and Paste

the picture and paste it to match the words in the table.

cent		
face		circle



Name: \_\_\_\_\_

60

Curriculum Connection  
B2.1, B2.4

## Long Vowel: a (cake)

Colour

Colour the bubble if the word has a long "a" sound.

snake

late

bake

mate

pack

mat

game



Draw

Add one letter to transform the words into a long "a" sound.

%



rat \_

tap \_

cap \_




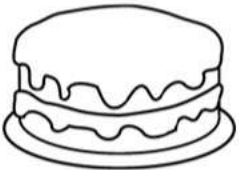







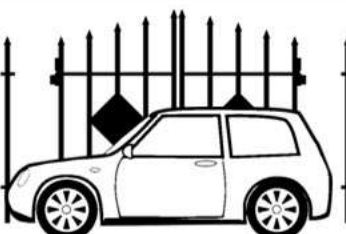
plan \_





**Week 7 – Fluency Readings****Read**

Read each sentence three times. Colour the star each time you read.

1) She is late.		
2) I eat a cake.		
3) I have one cent.		
4) The cat ran fast.		
5) His cap is the colour red.		
6) The car is by the gate.		

Name: \_\_\_\_\_

63

## Week 7 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)		10)	

### Identify

Colour the box red if the word has a soft c sound. Colour the box blue if it has a hard c sound.

car	cold	cup	city
care	race	cow	city
camp	cute	cow	city

### Identify

Underline the base word from the given words.

1. undo	2. reader	3. preview
4. misspell	5. dancer	6. repainting



Name: \_\_\_\_\_

64

Curriculum Connection  
A1, B2.4, B2.7**Week 8 - Word List**

go	got	gas	gap	gel
gym	germ	he	me	be

**Spell**

Unscramble the letters to make the spelling words.

	Scrambled Word	Unscrambled Word
1)	g	
2)	o	
3)	em	
4)	og	
5)	eh	
6)	ags	
7)	egl	
8)	pag	
9)	eb	
10)	myg	

Name: \_\_\_\_\_

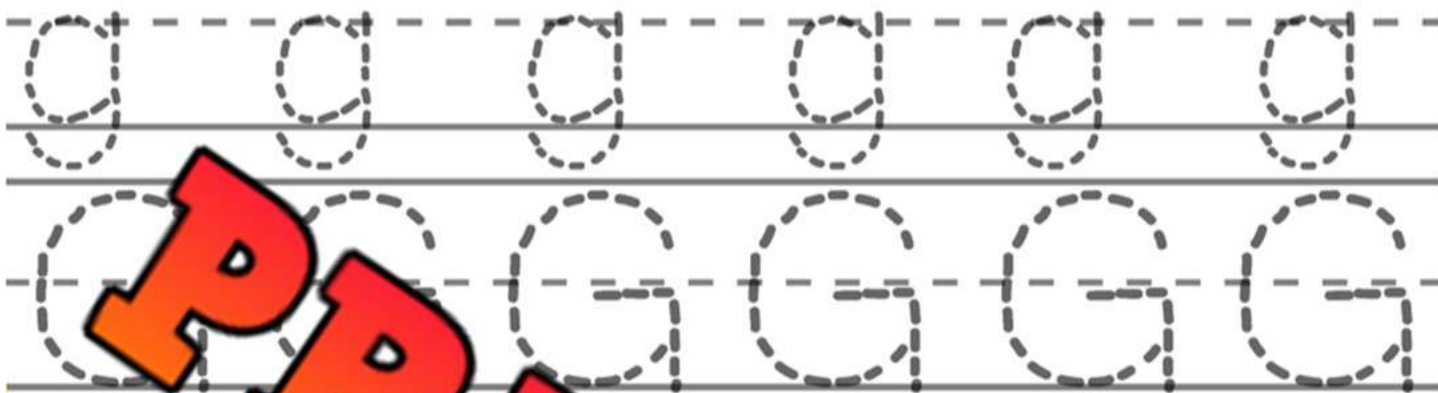
65

Curriculum Connection  
B2.1

## Hard G

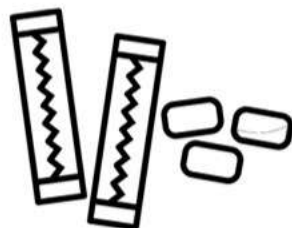
Writing

Practice writing the letters.



Writing

the words have a hard "g" sound.



gum



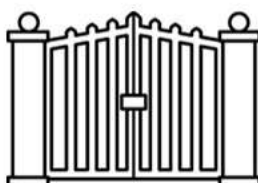
gel



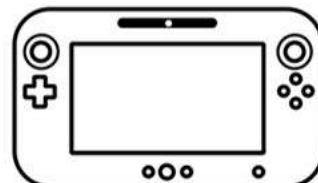
game



gym



gate



game

Name: \_\_\_\_\_

66

Curriculum Connection  
B2.1

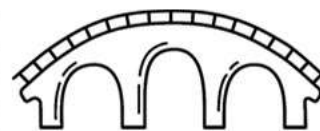
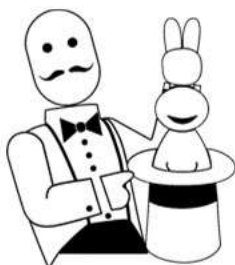
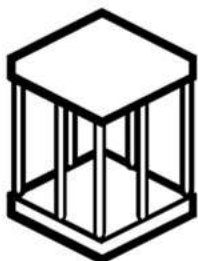
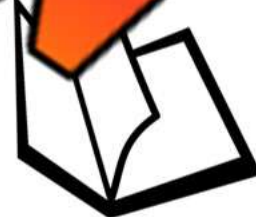
## Soft G

Cut and Paste

Cut out the pictures and paste them below the matching words.

gem	rage	page	cage

magic	gent	giraffe	bridge





Name: \_\_\_\_\_

67

Curriculum Connection  
B2.1, B2.4

## Long Vowel: E (be)

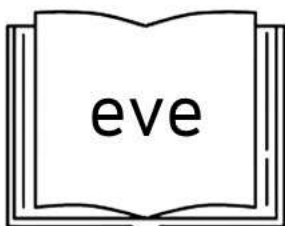
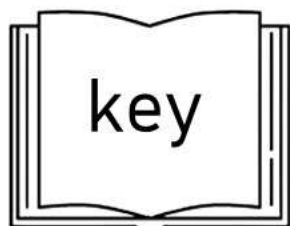
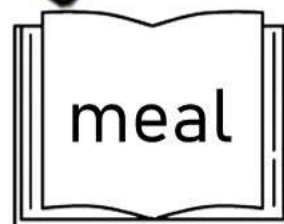
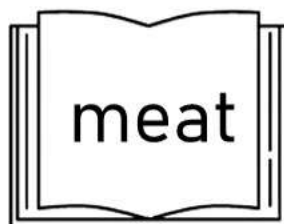
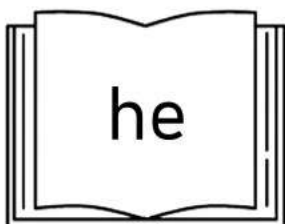
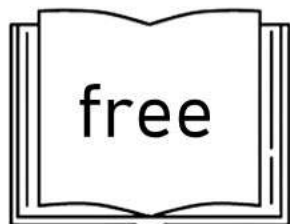
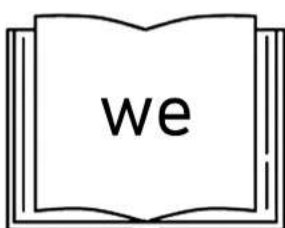
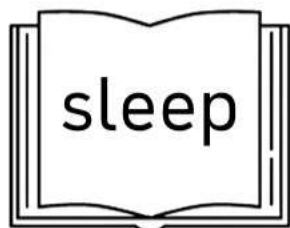
Tracing

Trace the letters below and then write them on your own.



Long E Sound

Colour the book if the word has a long e sound (as in be).



**Suffix -s**

The suffix "s" usually means more than one. So, if you have one toy, you say "toy."  
But if you have many toys, you add an "s" and say "toys."

**Identify**

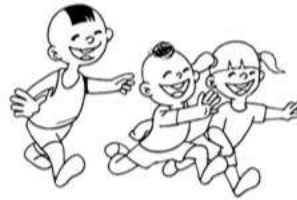
Circle the correct noun to describe the picture.



- A. cat  
B. cats



- A. cat  
B. cats



- A. kid  
B. kids



- A. kid  
B. kids



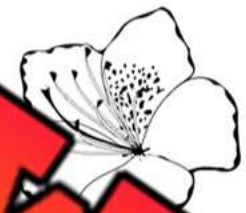
- A. book  
B. books



- A. book  
B. books



- A. flower  
B. flowers



- A. flower  
B. flowers

**Draw**

Draw the given number of nouns.

Five apples

Three stars

## Week 8 – Fluency Readings

**Read**

Read each line and then write the last sentence.

He got

He got

He

He got gas

He got gas at



Go

Go fill

Go fill the

Go fill the gap

Go fill the gap with

Go fill the gap with gel.



Name: \_\_\_\_\_

70

## Week 8 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)		10)	

### Identify

Check all words with "h g" and c g. Put those with "soft g".

go	giant	gum
gel	gem	got

### Write

Pluralize the words below by adding "s" to it.

dog

tray

paper

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

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Curriculum Connection  
A1, B2.4, B2.7

## Week 29 - Word List

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

Alphabeti

Write the words in alphabetical order

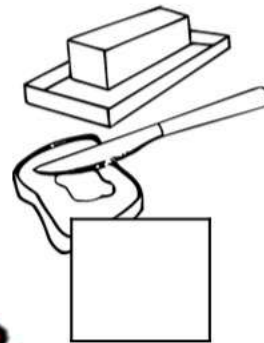
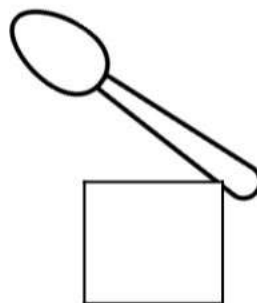
1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)			

Draw

Choose three words from above then draw them.


## Three - Letter Blends: spr

**Sound Check** Say the picture name. Check the box if there is an "spr-" letter sound.



**Think** Think of two words with "spr-" letter blend. Write them in the sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Long U – Vowel Team: ui

**Cut and Paste**

Cut out the letters below and paste them in the correct order to spell the pictures with the long “u” sound.



--	--	--	--



--	--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

**PREVIEW**

e	t	u	n	q	u	i
u	s	r	u	s	i	t
c	g	u	e	m	e	l
j	i	c	p	i	i	d

## Fluency Sentences

Fluency sentences are special sentences we read to help us become better readers. They help us read smoothly, quickly, and with understanding. When we practice these sentences, we become more fluent and reading feels easy and fun!

**Fluency**

Read the text. Copy the complete sentence and then answer the questions.



I

I like

I like playin

I like playing basketball

I like playing basketball with

I like playing basketball with

I like playing basketball with my friend

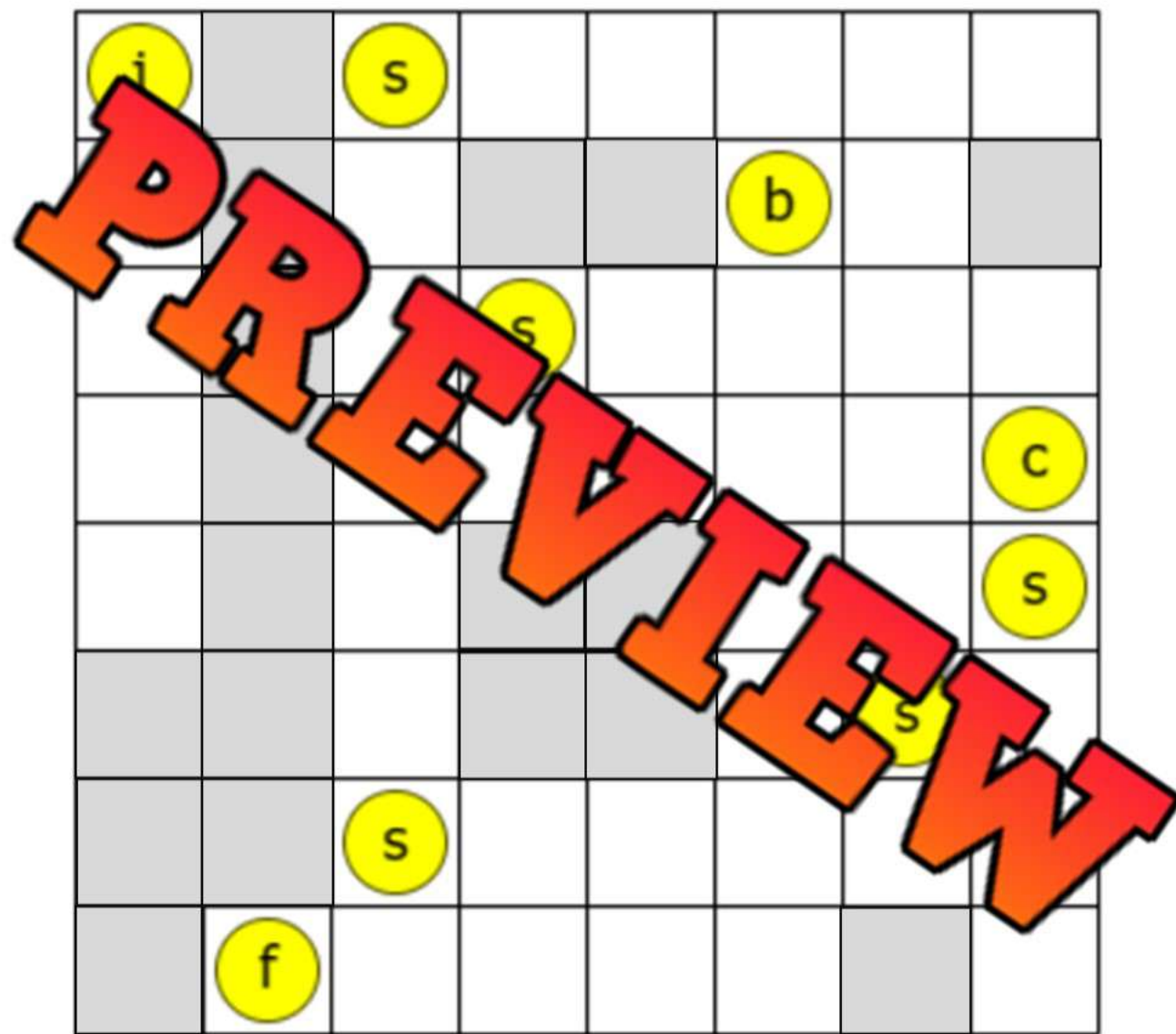
I like playing basketball with my friend. I

**Who do I like playing with?****What do I like playing with my friend?**

## Reverse Word Search

### Word Search

Instead of looking for words in a grid, place the words in an empty word search puzzle.



Place these words in the grid.

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

**Week 29 – Fluency Readings****Read**

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	ray the nt.				
2)	We go on a s				
3)	I like fruit juice.				
4)	Jay sprained his toe.				
5)	The suit hides his bruise.				
6)	We cruise in the spring.				



**Week 29 - Spelling Quiz****Spelling**

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)		10)	

**Completion**

Complete the sentences with the words.

1)	I use a _____ to _____ the pl _____.
2)	Be careful so you do not _____.
3)	Mom likes to _____ butter on toast.

**Reading**

Read the sentence three times, make a question out of the given sentence.

The sun shines brightly as we play in the park.

_____
_____
_____

Name: \_\_\_\_\_

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Curriculum Connection  
A1, B2.4, B2.7

## Week 30 - Word List

three	throw	threw	thread	thrive
new	few	chew	grew	crew

Pictionary

Choose 4 words from the list above and draw a picture of each in the boxes below. Have your partner guess the word without using any verbal hints or letters. Then write the word below the drawing.

**PREVIEW**

Spelling Word

Spelling Word

Spelling Word

Spelling Word

**Three - Letter Blends: thr****Identify**

Colour the ice cream scoop that has the "thr-" letter blends

**Sentence**

Rearrange the words to create a meaningful sentence

three

She

threads

has

colourful

He

outside

threw

balls

three

**Long U: Vowel Team: ew****Sound check**

Colour the words with the long vowel "U" sound.

new	grow	review	brew
	stew	crow	few
screw		renew	throw
show	crew	now	jewel

**Matching**

Match the word that best suits each sentence.

1) Dogs \_\_\_\_\_ their toys.

2) The \_\_\_\_\_ worked very hard.

3) I have a \_\_\_\_\_ books to read.

4) Let's \_\_\_\_\_ the lesson tomorrow.

5) Mom made yummy \_\_\_\_\_ today.

☐ chew☐ stew☐ crew☐ review



## Fluency Sentences

**Fluency**

Read the sentences. Rate your reading fluency based on the criteria.

**READING PRACTICE**

The c \_\_\_\_\_

I see a big r \_\_\_\_\_ y ball.

We play at the p \_\_\_\_\_ k \_\_\_\_\_ y day.

Every morning, Mom g \_\_\_\_\_ s m \_\_\_\_\_ u \_\_\_\_\_

My friend and I like to read history b \_\_\_\_\_ s.

**HOW DID I DO?**

1 2 3 4 5

**Draw**

Draw any two scenes from the sentences above.

# Word Searches

## Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> three	<input type="checkbox"/> throw	<input type="checkbox"/> threw	<input type="checkbox"/> thread	<input type="checkbox"/> thrive
<input type="checkbox"/> new	<input type="checkbox"/> few	<input type="checkbox"/> chew	<input type="checkbox"/> grew	<input type="checkbox"/> crew

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

## Word Search

Make your own word search using 5 words from the word bank.


Word Bank


**Week 30 – Fluency Readings****Read and Match**

Read each sentence then highlight the sentence that matches the picture.



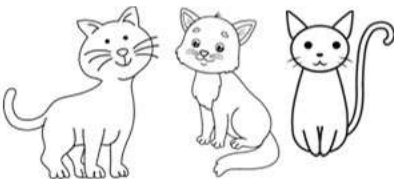
I caught the ball.

I threw the ball.



A few birds flew.

A few ducks flew.



We have three new cats.

We have three new dogs.



Trees thrived and grew.

Plants thrived and grew.

**Week 30 - Spelling Quiz****Spelling**

When your teacher reads the word, spell it below.

1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)		10)	

**Sentence**

Rearrange the words to create a meaningful sentence.

played	with	Three	a	cats
<hr/> <hr/> <hr/>				

**Fluency**

Read the sentences. Rate your reading fluency based on the criteria.

**Reading Practice**

Apples are sweet and crunchy.

Butterflies flutter around the colourful flowers.

**HOW DID I DO?**

1 2 3 4 5



# **ORAL COMMUNICATION STRAND**

## Activity: Listening Ears Drawing Adventure

### Objective

What are we learning more about?

To reinforce active listening skills by having students follow oral instructions to create a picture.

### Materials

What do we need for our activity?

- ✓ White drawing paper (1 piece per student)
- ✓ Crayons or colored pencils
- ✓ Steps for how to draw a picture provided



### Instructions

How do we complete this activity?

- 1) Begin by explaining to the students that they will be creating a picture, but they need to listen carefully to your instructions.
- 2) Have all students start with a blank piece of paper and their drawing tools ready.
- 3) Read the steps on the back of this page so students can follow along and draw a picture. Read them slowly and carefully.
- 4) Once finished, have students compare their drawings with their peers. Discuss how everyone's drawing might look a little different even though they all listened to the same instructions.

**Option 1**

Read these steps that explain how to draw a picture

Step Number	Drawing Instructions
1	Start by drawing a big circle in the middle of your paper. This will be the sun's face.
2	Inside the circle, draw two small circles for the eyes.
3	Below the eyes, draw a curved line that looks like a smile. This is the sun's happy mouth.
4	Around the outside of the big circle, draw at least 8 straight lines. These are the sun's rays.
5	Colour the sun's face with a bright yellow.
6	Add any additional details you'd like, such as cheeks or eyebrows.

**Option 2**

Read these steps that explain how to draw a picture

Step Number	Drawing Instructions
1	Draw a wide rectangle at the bottom of your paper. This will be the tree's trunk.
2	Above the trunk, draw a big cloud-like shape. This will be the tree's foliage.
3	Inside the cloud shape, draw several small circles. These are the tree's apples.
4	On the trunk, draw a small arched door near the bottom. Imagine this is where a tiny squirrel lives!
5	Draw two small windows above the door on the trunk.
6	Colour the trunk brown.
7	Colour the cloud shape green for the tree's leaves.
8	Colour the small circles red for the apples.
9	Colour the door and windows any shade you like – maybe the squirrel painted them!



## Activity: Mystery Box Storytime

### Objective

What are we learning more about?

To enhance students' listening skills and encourage them to ask relevant questions about a story's content.

### Materials

What do we need for our activity?

- ✓ (a short story that works perfectly)
- ✓ Various objects related to the story (ruler, binder, paper, pencil, etc.)
- ✓ A short story with the objects already provided for you that incorporates objects that are found in class.



### Instructions

How do we complete this activity?

- 1) Tell the students that inside the mystery box are objects related to the story you're about to tell.
- 2) Begin reading or narrating the short story to the class.
- 3) Once the story is over, reveal one object at a time from the mystery box.
- 4) After showing each object, ask the students how it relates to the story and encourage them to ask questions about it.
- 5) Once all objects have been discussed, engage the students in a broader discussion about the story.



**Story: "The Classroom Birthday Party"**

In Room 5, it was a very special day — the classroom's birthday! Every year, the items in the classroom celebrated the day the room was first opened for students. This year, the friends — Rudy the Ruler, Benny the Binder, Penny the Pencil, Marky the Marker, and Paige the Paper — wanted to do something extra special.

Rudy had an idea: "Let's throw a surprise party for the classroom!" Everyone cheered in agreement.

Penny the Pencil said, "I can make invitations!" With her sharp point, she wrote out cute little notes for the items in the classroom.

Benny the Binder jumped with excitement. "I can keep the party plans inside me, so it's a secret!" He held all the party ideas safely.

Marky the Marker declared, "I'll make the decorations!" He drew bright balloons and fun shapes on Paige the Paper.

Paige was thrilled. "I'll be the one to carry Marky's decorations and put them up on the walls!"

Rudy had the most important job of all. "I'll make sure everything is set up in order for the party!"

The day of the party arrived, and with everyone's help, the classroom looked festive and bright. When the students walked in, they were surprised and delighted. They didn't know who planned it, but the classroom items giggled quietly, happy to see everyone enjoying.

At the end of the day, the friends sat together, proud of their teamwork. They realized that while each of them was special, together they made things even better. Every day in Room 5 was fun, but that day was the most special of all.

## Activity: Classroom Charades

### Objective

What are we learning more about?

To enhance listening skills and comprehension by having students mime out actions they hear, and then have their peers guess those actions.

### Materials

What do we need for our activity?

- ✓ List of simple action sentences (e.g., "Brushing your teeth", "Tying a bow", "Putting on a shoe")
- ✓ A hat or bowl to place the action sentences in
- ✓ Space in the classroom for students to perform their mimes



### Instructions

How do we complete the activity?

- 1) Begin by explaining the game of charades to the students and having them act out an action without using words.
- 2) Fold and place each action sentence into the hat or bowl.
- 3) Have a student pick a sentence from the hat without showing or telling anyone.
- 4) The student then acts out the action in front of the class.
- 5) The rest of the class tries to guess the action based on the mime.
- 6) Once the action is correctly guessed or after a set time limit, another student gets a turn.
- 7) Continue until everyone has had a chance or as time allows.



## Action Sentences

Cut out the scenarios below

Jumping like a frog

Sneezing into an elbow

Spinning in a circle

Climbing a ladder

Clapping hands

Laughing out loud

Stomping

Pouring a glass of water

Pretending to

Sliding down a slide

Waving hello

Holding an umbrella

Crawling like a baby

Digging a hole

Flying like a bird

Riding a bicycle

Hopping on one foot

Opening a door

Blowing a big balloon

Catching a ball

Rowing a boat

Petting a cat

Picking an apple

Blowing out candles

Swinging on a swing

Reading a book

Rolling like a log

Putting on a hat

Shaking a tambourine

Dancing to music

## Activity: Emoji Faces!

### Objective

What are we learning more about?

To help students recognize and understand various emotions through facial expressions.

### Materials

What do we need for our activity?

- ✓ Scissors or glue
- ✓ Cards or paper of different facial expressions (happy, sad, angry, confused, etc.)
- ✓ A hat or bowl
- ✓ A mirror (optional).



### Instructions

How do we play the activity?

- 1) Begin by discussing with the students that you can understand how someone feels by looking at their face.
- 2) Show the students the different facial expressions you have prepared and discuss each emotion.
- 3) Fold and place each facial expression into the hat or bowl.
- 4) Have a student pick a facial expression from the hat without showing it to anyone else.
- 5) The student then makes that facial expression to the class.
- 6) The rest of the class tries to guess the emotion based on the facial expression.
- 7) If using a mirror, after making the expression, the student can look in the mirror to see their own face.
- 8) Continue the game until every student has had a chance or as time permits.



Name: \_\_\_\_\_

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Curriculum Connection  
B1.4

Cut Out

Cut out the emojis below



PREVIEW

## Activity: Mime It Right!

### Objective

What are we learning more about?

To help students understand and recognize the meaning behind common gestures.

Materials: What do we need for our activity?

- ✓ Cards with pictures or names of different gestures (e.g., waving, thumbs up, nodding, pointing).
- ✓ A hat or bowl.



### Instructions

How do we complete the activity?

- 1) Begin by explaining to the students that sometimes we can communicate without words, just by using our hands or body.
- 2) Show the students the cards and discuss the meaning of each gesture.
- 3) Shuffle the cards and place them in the hat or bowl.
- 4) Have a student pick a card without showing it to anyone else.
- 5) The student then performs the gesture to the class.
- 6) The rest of the class tries to guess the meaning based on the gesture.
- 7) Continue the game until every student has had a chance or as time permits.



## Gestures

Cut out the gestures below

Waving hand

Fist pump

Thumbs up

Finger wagging side to side

Thumbs down

Pinky promise

Shaking hands

Mimicking talking hand

Nodding head

Hands together in prayer

Shaking head

Patting head

Pointing forward

Stomping foot

Shrugging shoulders

Thumbs up peace sign

Hand on heart

Pointing

Tapping wrist

Fingers crossed

Finger to lips

Pinching nose

Arms crossed

Tapping nose

Hands on hips

Handshake

Rubbing chin

High five

Palm facing out

Blowing a kiss



## Activity: Feelings in Phrases

### Objective

What are we learning more about?

To help students understand how the same sentence can convey different emotions based on tone and body language



### Materials

What do we need for our activity?

- ✓ Cards with emotions written on them (e.g., happy, sad, angry, excited, etc.)
- ✓ A hat or bowl
- ✓ A mirror (optional)
- ✓ A common sentence on a card or chart paper. (e.g., "I went to the park today.")

### Instructions

How do we complete the activity?

- 1) Begin by discussing with students how our voice and body can show feelings, even when we say the same words.
- 2) Show the sentence you've chosen and read it out loud with a neutral tone.
- 3) Have a student draw an emotion card from the hat or bowl.
- 4) Ask the student to say the sentence out loud, expressing the emotion on the card with their voice and body. For instance, if they draw "excited", they might say the sentence with wide eyes and an enthusiastic tone.
- 5) If using a mirror, after expressing the emotion, the student can look in the mirror to see their own facial expression.
- 6) Continue until all students have had a turn or as time permits, reshuffling the emotion cards as needed.

## Emotions

Cut out the emotion cards.

happy

sad

angry

excited

scared

curious

frustrated

proud

shy

surprised

calm

confused

## Sentences

Below are ten sentences.

The cat sat on the mat.

I had cereal for breakfast.

My shoes are blue and white.

The library has many books.

It rained all day yesterday.

I found a shiny penny on the ground.

The park is closed for repairs.

I will be visiting my grandparents this weekend.

We are having a surprise test tomorrow.

The school bus is running late today.



# Speak with Expression Activity

## Objective

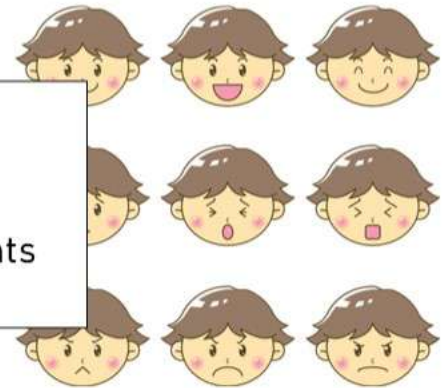
What are we learning more about?

To teach students the power of tone, pitch, and volume in oral communication and how it can alter the meaning or feeling of a sentence.

## Materials

What do we need for our activity?

- ✓ For con...
- ✓ Strips of paper with pre-written sentences.
- ✓ A board to write notes on different expressions.
- ✓ Optional: Voice recording device or app (to let students hear back their own voice slow motions).



## Instructions

How do we complete the activity?

- 1) Cut out the sentences on the backside of page 251.
- 2) Place all the sentence strips into the hat or container.
- 3) Explain to the students that the same sentence can be said in many ways to express different emotions or intentions.
- 4) Ask each student to draw a sentence strip from the hat.
- 5) Once they have their sentence, ask them to say it in two different ways using variations in tone, pitch, and volume. For example, they can express it as if they are surprised, sad, or curious.
- 6) After each rendition, ask the class to guess the emotion or intention the speaker was trying to convey.
- 7) If available, record a few variations and play them back. Discuss how tone, pitch, and volume made the sentence sound different each time.



## Speak with Expression Activity

**Sentences**

Cut out the cards below

**Emotions**

Use the Emotions

I finished my book last night.

The garbage truck is outside.

We are having a quiz tomorrow.

It's time to turn to present.

The teacher gave me homework.

I have to go to bed at night.

There is a lot of fun for everyone.

It started raining during our picnic.

My cousins are coming over to play.

The movie starts in 10 minutes.

There are giving away raisin cookies.

I missed the school bus this morning.

We are going shopping this weekend.

The field trip is to the museum.

The carnival is in town.

I forgot to bring my lunch today.

The power went out during my video game.

Lunch today is tuna sandwiches.

### Emotions

happy

sad

excited

bored

angry

surprised

tired

nervous

hopeful

relieved

frustrated

## Activity: Vocab Voyage

### Objective

What are we learning more about?

To help students integrate new vocabulary into their spoken language by incorporating it into a story they create.

### Materials

What do we need for our activity?

- ✓ Cards with new vocabulary words written on them.
- ✓ A hat or bowl.
- ✓ A whiteboard or chart paper.
- ✓ Markers or chalk.



### Instructions

How do we complete this activity?

- 1) Start by discussing the importance of vocabulary. Using different words can change the way a story feels or is understood.
- 2) Ask a student to come up and share a simple, short story. Write down key points of the story on the whiteboard or chart paper.
- 3) Once they've told their story, ask them to draw a vocabulary card from the hat or bowl.
- 4) The student then retells their story, but this time, they must incorporate the new vocabulary word into it, either by replacing an existing word or adding a new sentence.
- 5) Continue this activity, allowing several students to share their stories and integrate new vocabulary words.
- 6) Conclude by discussing how the new words changed the stories or gave them a different perspective.

## Vocabulary

Cut out the vocabulary words.

glimmer

meadow

flutter

whirl

sparkle

rustle

twirl

ripple

dazzle

sparkle

chirp

gleam

scamper

glimmer

meadow

flutter

**PREVIEW**



## Activity: Sentence Scramble

### Objective

What are we learning more about?

To help students understand the structure of sentences and practice constructing coherent sentences using sentence strips.

### Materials

What do we need for our activity?

- ✓ Sentence strips (or paper strips).
- ✓ Markers or pens.
- ✓ Envelopes or small bags.
- ✓ Pre-written words (e.g. "the", "park", "in").



### Instructions

How do we complete the activity?

- 1) Begin by discussing the importance of sentence structure and how words come together to make meaningful sentences.
- 2) Distribute an envelope or small bag filled with individual words to each student or pair of students.
- 3) Ask students to arrange the words to form a coherent sentence. There can be more than one correct answer.
- 4) Once they have formed a sentence, they can share it with the class.
- 5) Rotate envelopes or bags among students so that they get to try forming different sentences.
- 6) For an extra challenge, you can provide additional word strips and ask students to create their own sentences.

## Emotions

Cut out the emotion cards.

1	the	cat	jumps	over	the	fence
2	my	sister	loves	to	read	books
3		fly	high	in	the	sky
4	we	go	to	the	big	park
5	she	has	a	shiny	red	bike
6	they	play	so	on	Sunday	morning
7	I	like	eating	fresh	fruit	apples
8	dogs	always	chase	their	food	
9	grandma	bakes	the	best	chocolate	cookies
10	he	swims	fast	in	the	pool
11	the	sun	shines	bright	during	summer
12	rain	falls	softly	on	the	ground



## Activity: Add-a-Phrase Relay Race

### Objective

What are we learning more about?

To promote active listening, memory recall, and creativity by constructing a cumulative sentence as it's relayed from one student to the next.

### Materials

What do we need for our activity?

- ✓ Open space in the classroom or playground.
- ✓ A starting sentence written on a card or whiteboard.
- ✓ Stopwatch or timer (optional).



### Instructions

How do we complete the activity?

- 1) Begin by explaining the importance of listening carefully and recalling information.
- 2) Line up students in a single file line.
- 3) The first student in line reads the starting sentence and whispers the sentence to the next student.
- 4) The second student adds a short phrase or descriptor to the sentence and whispers the modified sentence to the next student.
- 5) This continues down the line, with each student adding a phrase and then whispering the cumulative sentence to the next student.
- 6) The final student says the entire sentence out loud for the class to hear.
- 7) The activity can be repeated multiple times with different starting sentences or by reshuffling the order of the students.



## Sentence Starters

Use the starters below.

- 1 A tiny mouse danced in the moonlight.
- 2 The rainbow appeared after the rain.
- 3 I found a mysterious key in her pocket.
- 4 The cat sat on the roof, gazing at stars.
- 5 In the middle of the forest was a pond.
- 6 Every morning, the sun said hello to the mountains.
- 7 A magic feather floated down from the sky.
- 8 The old tree in the park had a secret.
- 9 Butterflies gathered around the blooming flowers.
- 10 At bedtime, the teddy bear began to sing.