



Preview – Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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

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, map, man, nap, pot, put, post

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 girl sits on a mat.		<input type="checkbox"/> The cat reads a map.
	<input type="checkbox"/> The girl sits on a table.		<input type="checkbox"/> The cat takes a nap.
	<input type="checkbox"/> The girl puts a cat.		<input type="checkbox"/> The mat has a gift.
	<input type="checkbox"/> The girl holds 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.



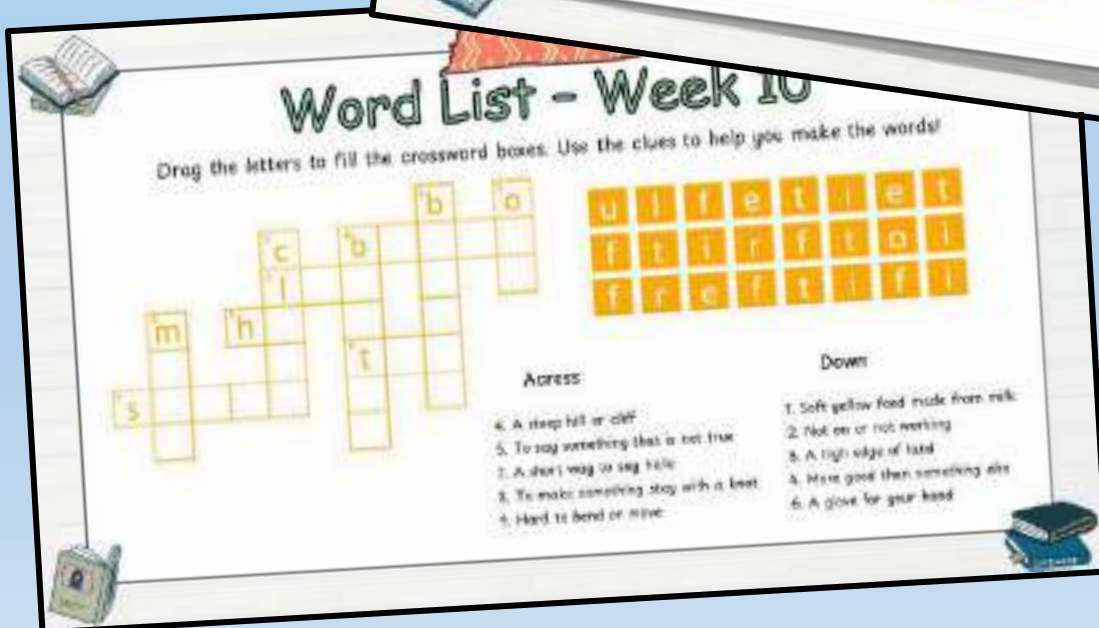
Base Words

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

care	like	u m n l
kind	fair	e i s l
spell	kind	n p u e
soft	safe	d s s u
do	like	e u s n
		n e 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!



Across

- A steep hill or cliff
- To say something that is not true
- A short way to say hello
- To make something stay with a knot
- Hard to bend or move

Down

- Soft yellow food made from milk
- Not on or not working
- A high edge of land
- More good than something else
- 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	I	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

h a d

t w

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
	Effective Listening Skills	
B1.1	use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities	226 – 230
	Listening Strategies for Comprehension	
B1.2	identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally	231 – 235
	Speaking Purposes and Strategies	
B1.3	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
	Oral and Non-Verbal Communication Strategies	
B1.4	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
	Word Choice, Syntax, and Grammar in Oral Communication	
B1.5	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
B2.1	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
B2.2	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
B2.3	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
B2.4	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
B2.5	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
B2.6	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
B2.7	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
B2.8	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
B3.1	Syntax and Sentence Structure identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences	123, 130, 137, 144, 151
B3.2	Grammar 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
B3.3	Capitalization and Punctuation 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

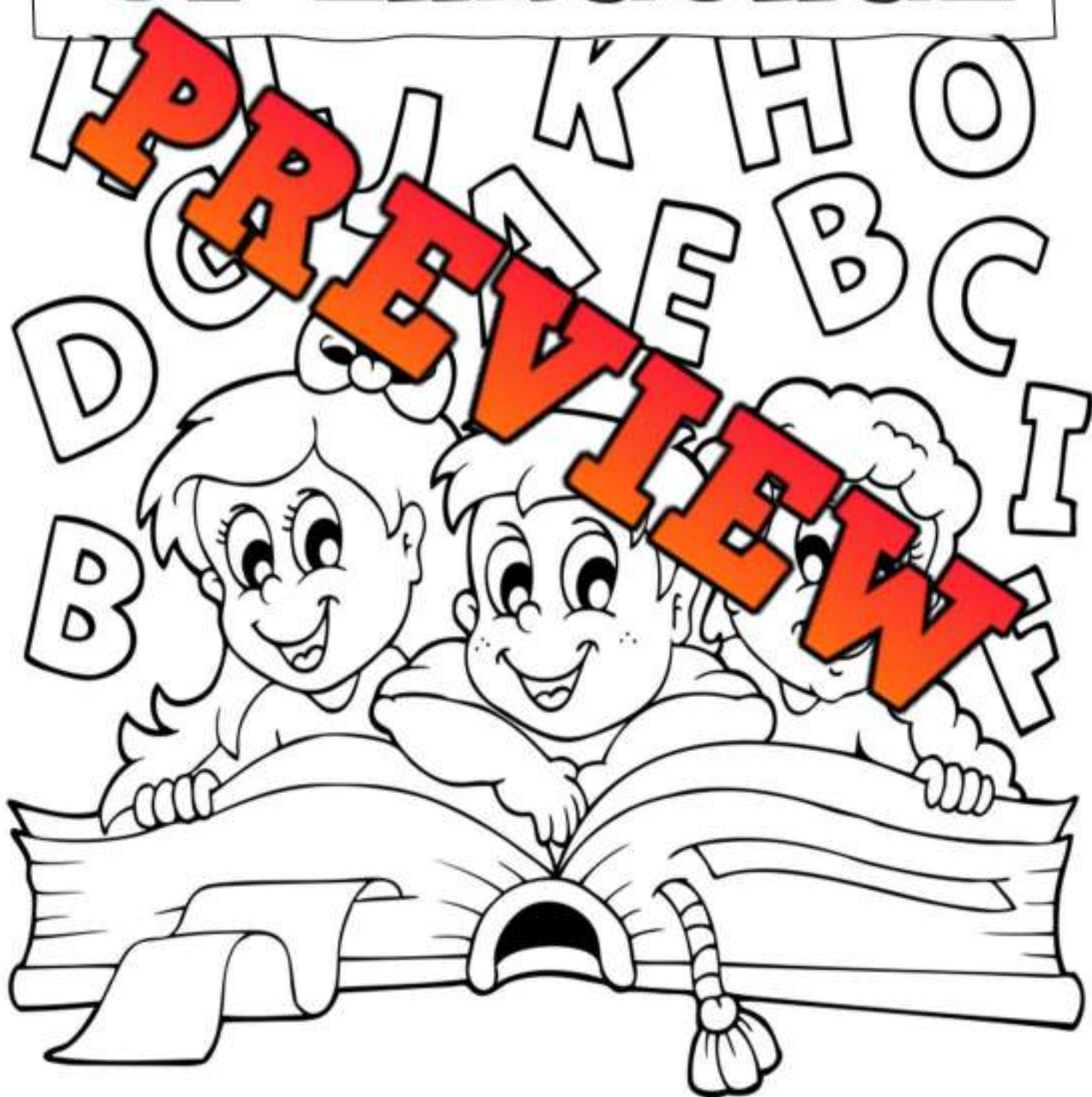
Week	Lesson 1	Lesson 2	Lesson 3
1	Consonant Focus	Vowel Focus	<p>Within these 6 weeks, you will teach the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Alphabetic order <input checked="" type="checkbox"/> Is the letter uppercase or lowercase? <input checked="" type="checkbox"/> Position-based tendencies: In week 6, the silent E (Bossy E), makes the vowel long. <input checked="" type="checkbox"/> Reading words with accuracy <input checked="" type="checkbox"/> Spelling words with accuracy <input checked="" type="checkbox"/> Beginning sounds and ending sounds
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.

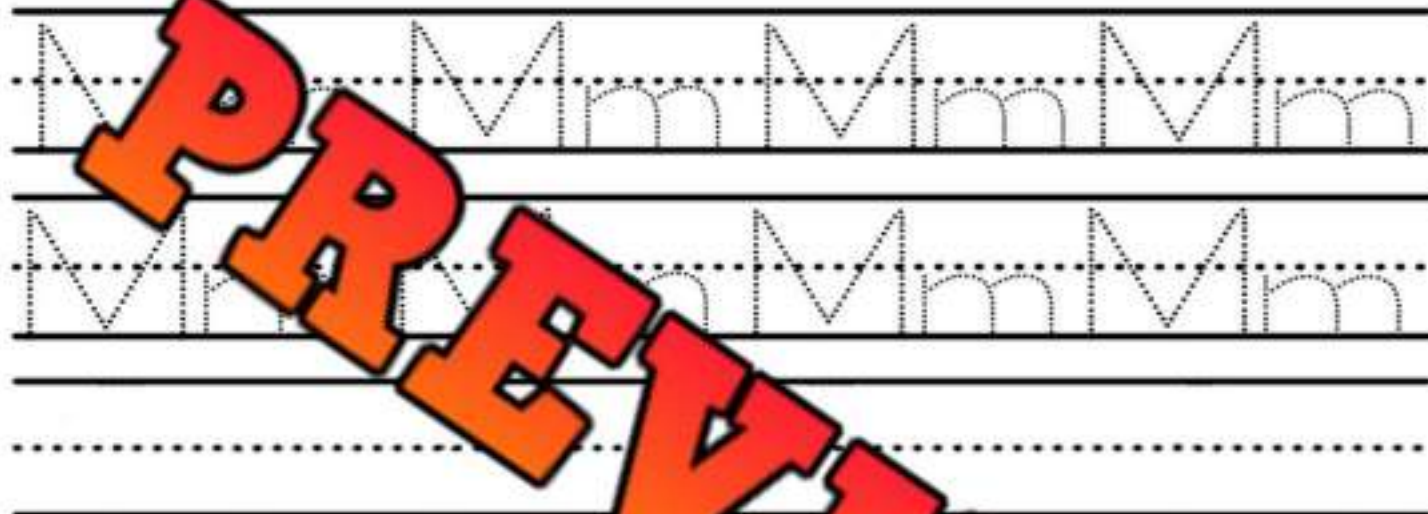


	Copy and Spell	Cover and Spell
1)	mad	
2)	mat	
3)	map	
4)	man	
5)	nab	
6)	nap	
7)	pad	
8)	pal	
9)	pat	
10)	pass	

Consonant Review: m**Tracing**

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

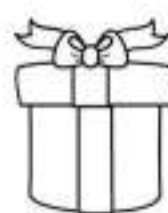
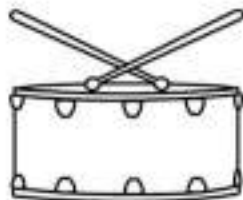
Mm

**Focus**

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

**Focus**

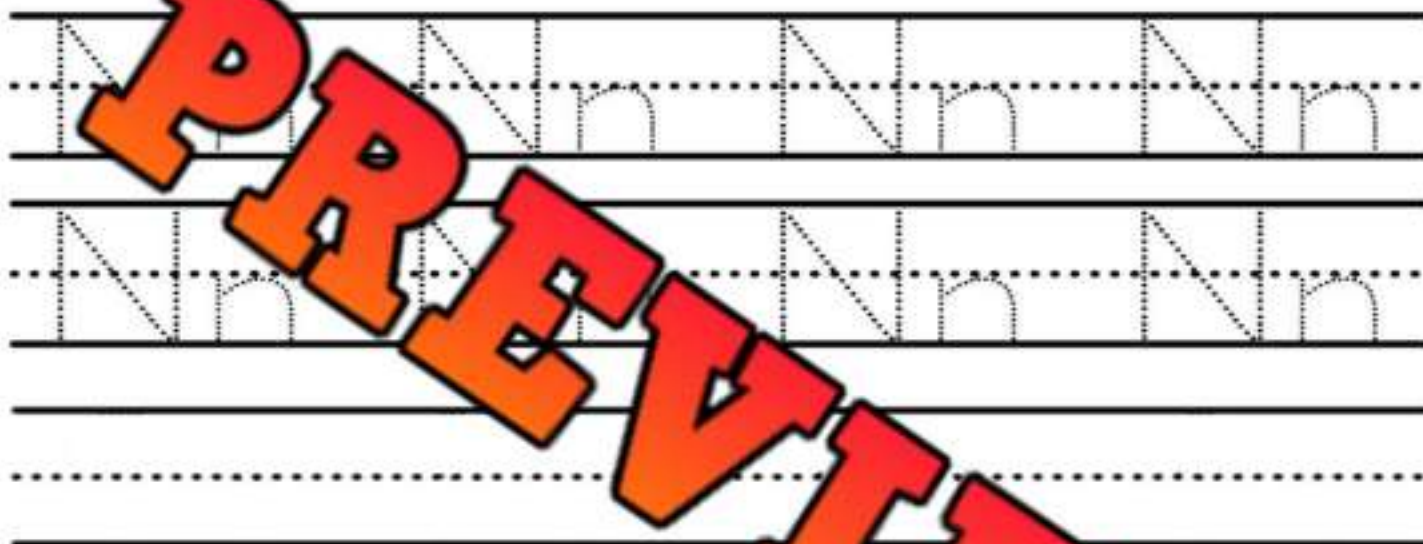
Say the picture name. Fill in the circle with the final consonant "m" sound.



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 "N".

Before Nn

Oo

Ss

Vv

After Nn

Pp

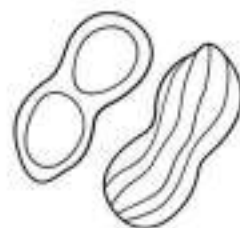
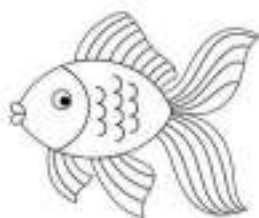
Hh

Mm

Jj

Identify

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



Consonant Review: p**Tracing**

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

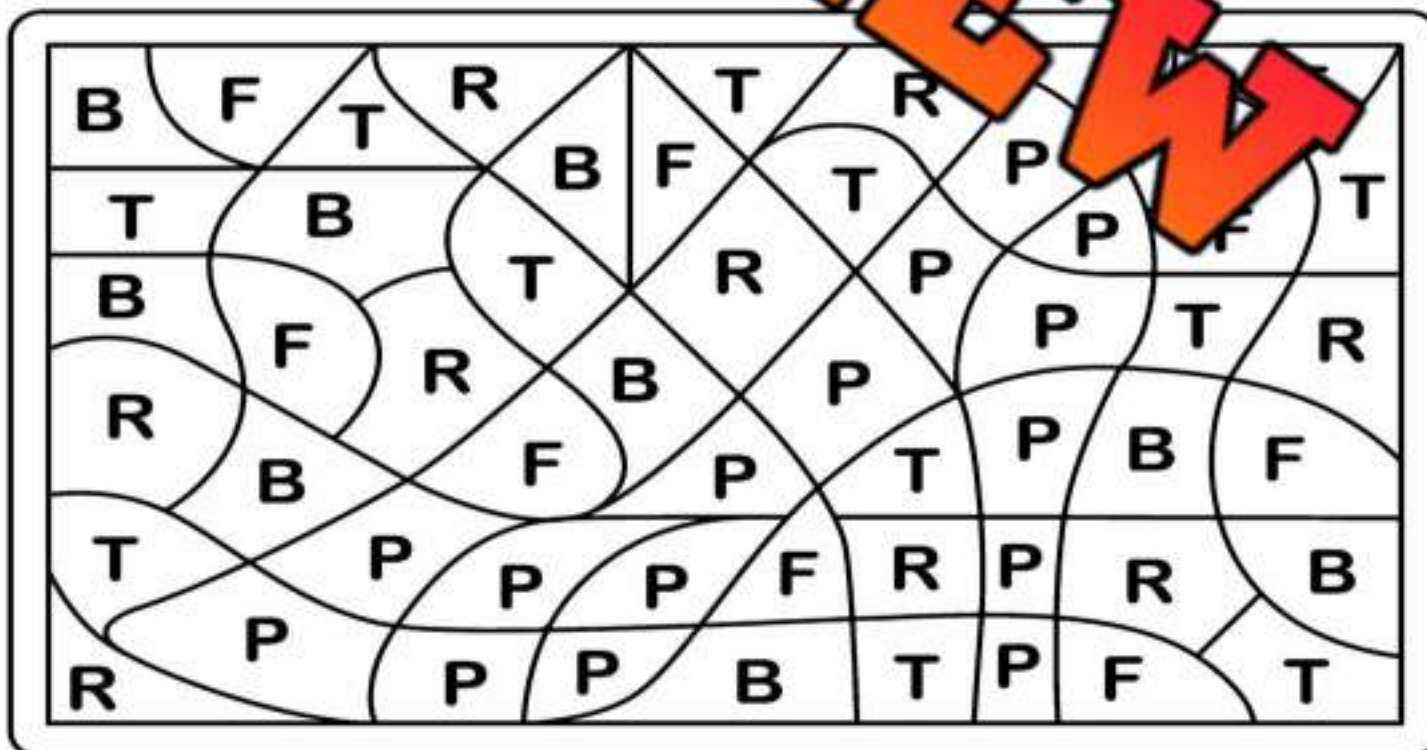
P p



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 empty lined paper for independent writing. A large red 'PREVIEW' watermark is diagonally across the page.

Colour By Letters

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

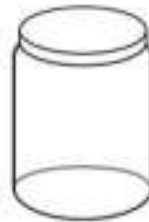


Short Vowel: a**Completion**

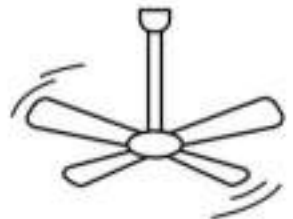
Write the correct letter to complete each word with a short "a" sound.



c _ _ 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)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	
10)	

Focus

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



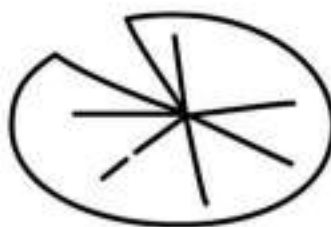
<input type="radio"/> m
<input type="radio"/> n
<input type="radio"/> p



<input type="radio"/> m
<input type="radio"/> n
<input type="radio"/> p

Circle

Circle the picture with short "a" sound.








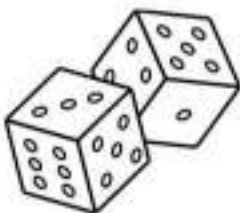



Week 2 - Word List

bed	bet	bad	bat	ten
tag	tap	dad	dog	den

Match

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

		
		
		
		
	10	

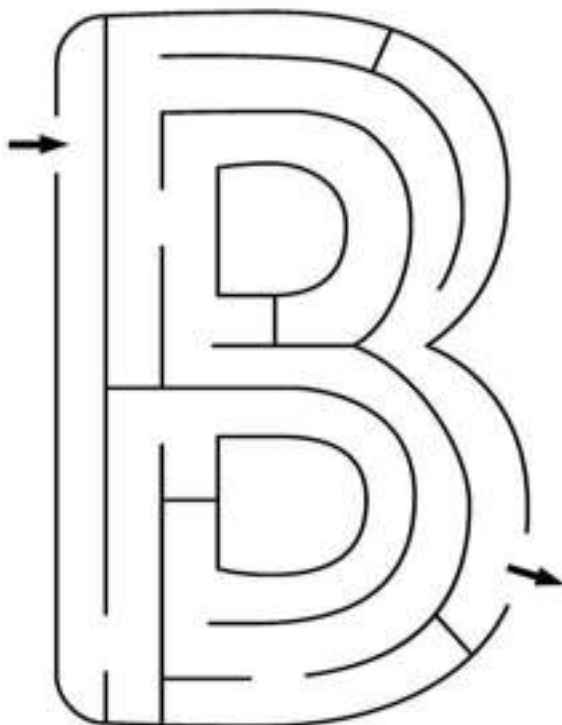
Consonant Review: b**Tracing**

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

B b

**Maze and Colour**

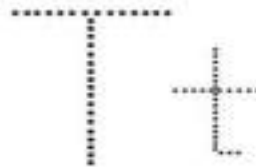
Finish the letter maze. Match and colour the Bb.



Consonant Review: t

Tracing

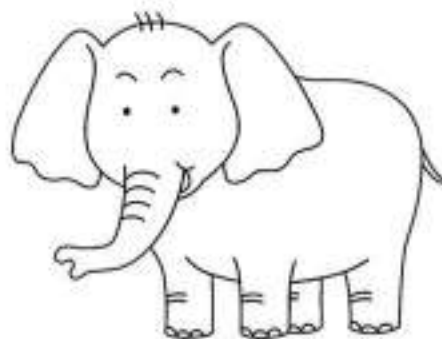
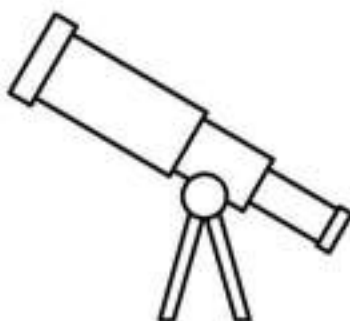
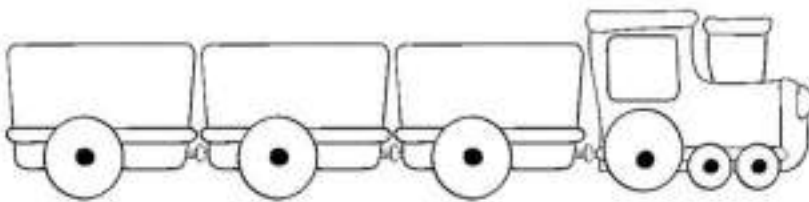
Trace the letters below and then write them on your own.



PREVIEW

Colour

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

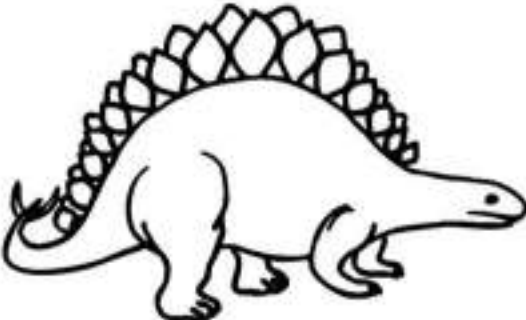


Consonant Review: d**Tracing**

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

Short Vowel: e**Colour By Sound**

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

**Tracing**

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



net



web



bed

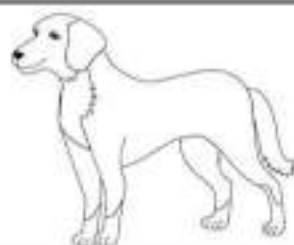


pet

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.



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)			

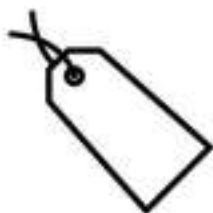
Match

Circle the matching letters.

b	b d d b d d b d d d
d	d d b b d d b b d b
t	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.



10



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



Tracing practice lines for the letter 's'. The first two rows show dotted 'S' and 's' for tracing on lined paper. The third row shows dotted 'S' and 's' for tracing on lined paper. The fourth row shows dotted 'S' and 's' for tracing on lined paper. The fifth row shows dotted 'S' and 's' for tracing on lined paper. The sixth row shows dotted 'S' and 's' for tracing on lined paper. The seventh row shows dotted 'S' and 's' for tracing on lined paper. The eighth row shows dotted 'S' and 's' for tracing on lined paper. The ninth row shows dotted 'S' and 's' for tracing on lined paper. The tenth row shows dotted 'S' and 's' for tracing on lined paper.

Draw

Draw the given s-words, then trace.

sun

star

sad

sun

star

sad

Short Vowel: i**Identify**

Colour the correct word for each picture.



bi



hid

bid



win

wig



kid

hid



fig

pig

pin

rid

lid

zig

dig

Draw

Try to read the sentence and write the words.

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



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)	

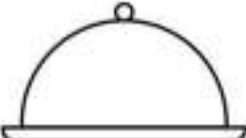
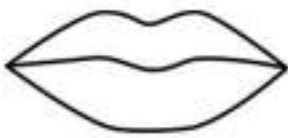


Focus

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		

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

Consonant Review: l

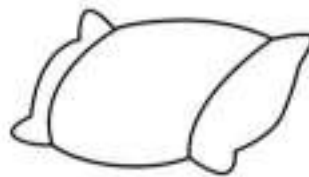
Tracing

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.

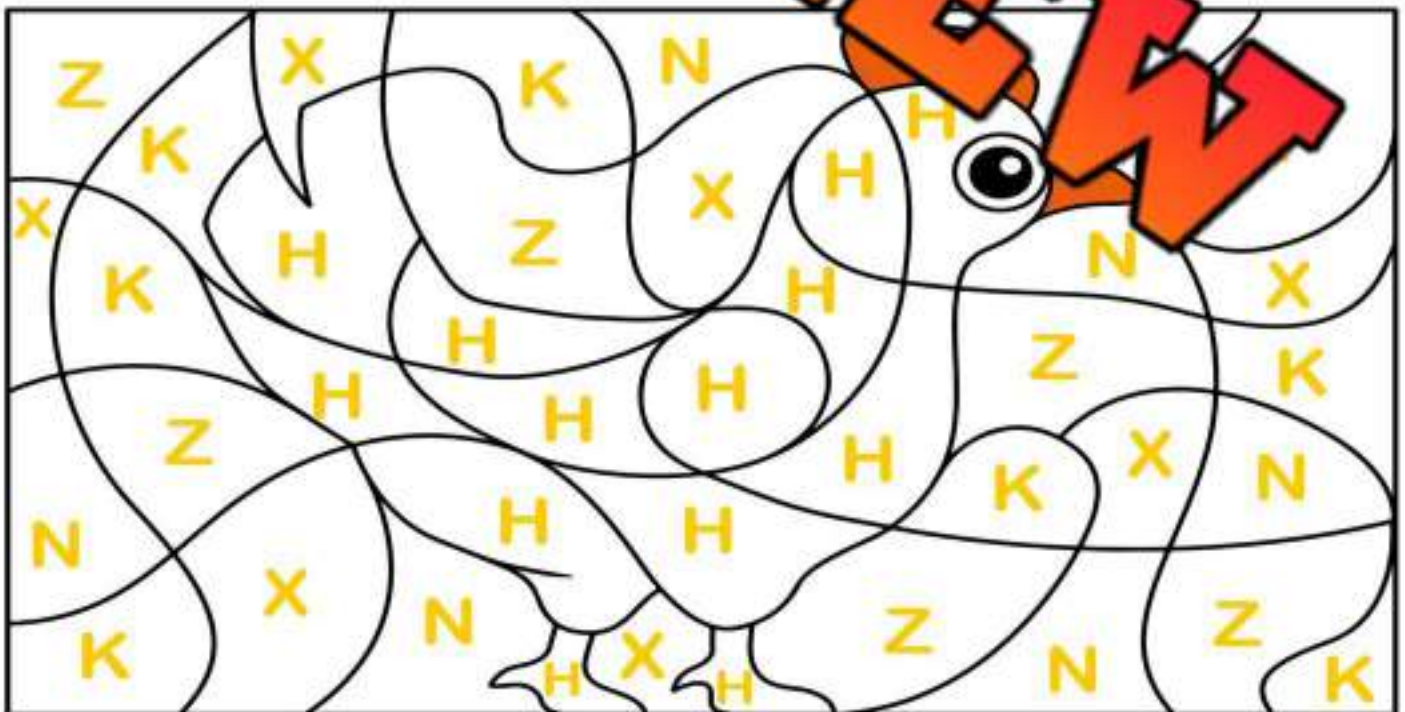
H h



Tracing practice lines for the letter 'h'. The first two rows show dotted 'h' characters on lined paper for tracing. The third row is empty for independent writing.





Colour By Letters

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



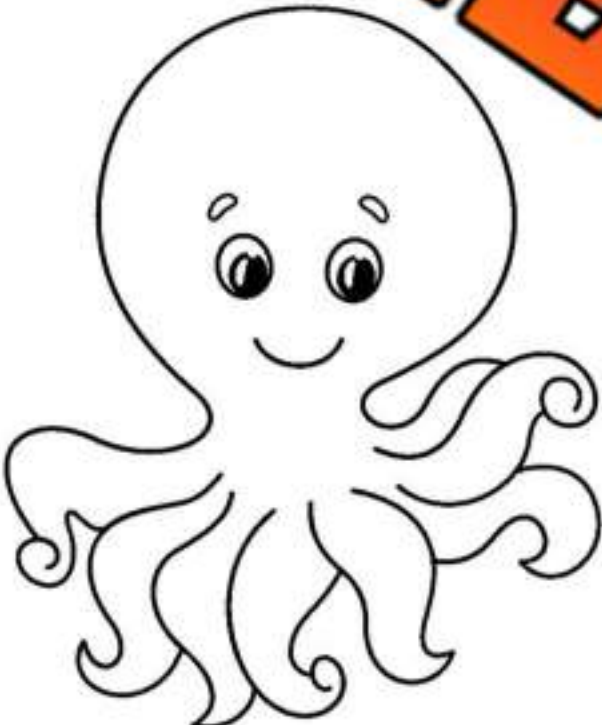
Short Vowel: o**Identify**

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 st Try	2 nd Try	1 st Try	2 nd Try
1)	She 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.				


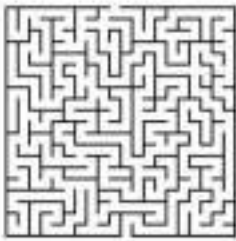


Week 4 - Spelling Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Completion

Complete the words 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

Consonant Review: r

Tracing

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

Rr

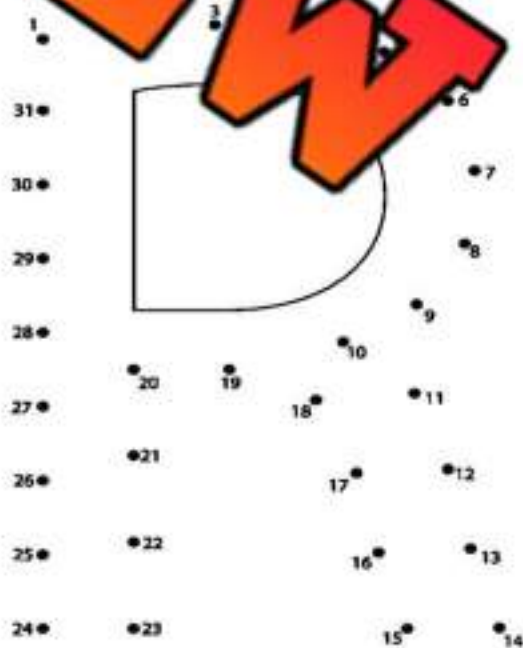


Two rows of handwriting practice lines. Each row contains four sets of dotted uppercase 'R' and lowercase 'r' for tracing. Below the second row are two additional empty rows of handwriting lines for independent practice.

Colour and Connect

Colour the letter R and then 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.

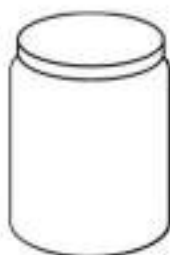
J j



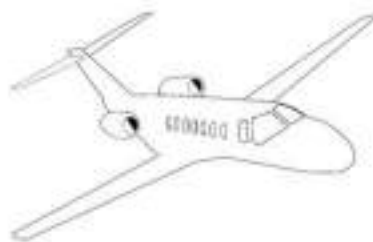
PREVIEW

Think

Unscramble the letters below to form words starting with j.



r j a



j t e



g u j

Consonant Review: y

Tracing

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

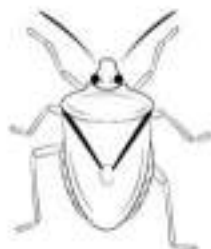
**Colour**

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



Short Vowel: u**Cut and Paste**

Cut out the words to the space below each pictures.



sun

bug

duck

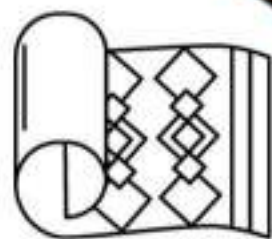
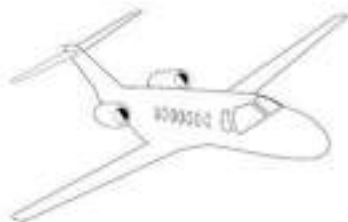
hug

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)			

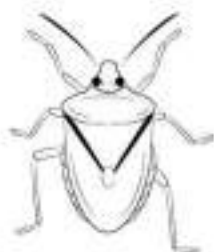
Match

Circle the matching letters.

r	r l l c f r t s j e r s x
j	l i j i j i f t j i l f i
y	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.



Week 6 - Word List

mix	box	quit	quiz	win
wax	kid	kit	ate	wake

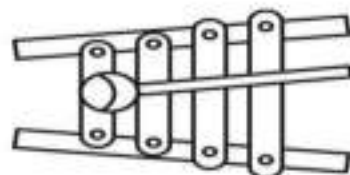
Writing

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	

Consonant Review: x**Tracing**

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



PREVIEW

Colour and Write

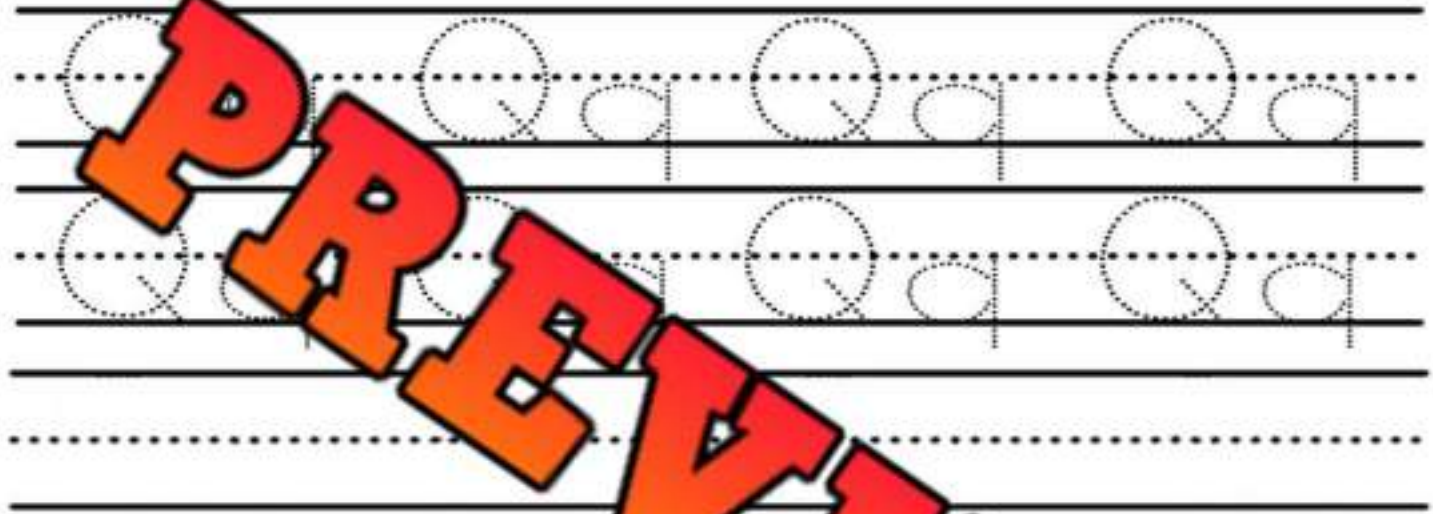
Colour all uppercase and lowercase letters. Then think of three words that have an X in them.



Consonant Review: qu

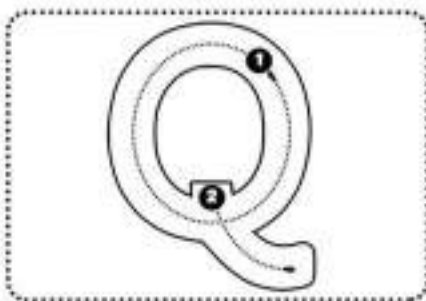
Tracing

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

**Instructions**

Follow the instruction for each activity.

Trace it



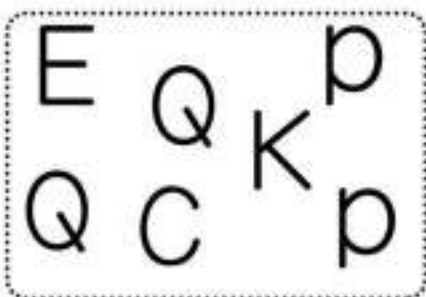
Colour it



Write it



Find it



Write it

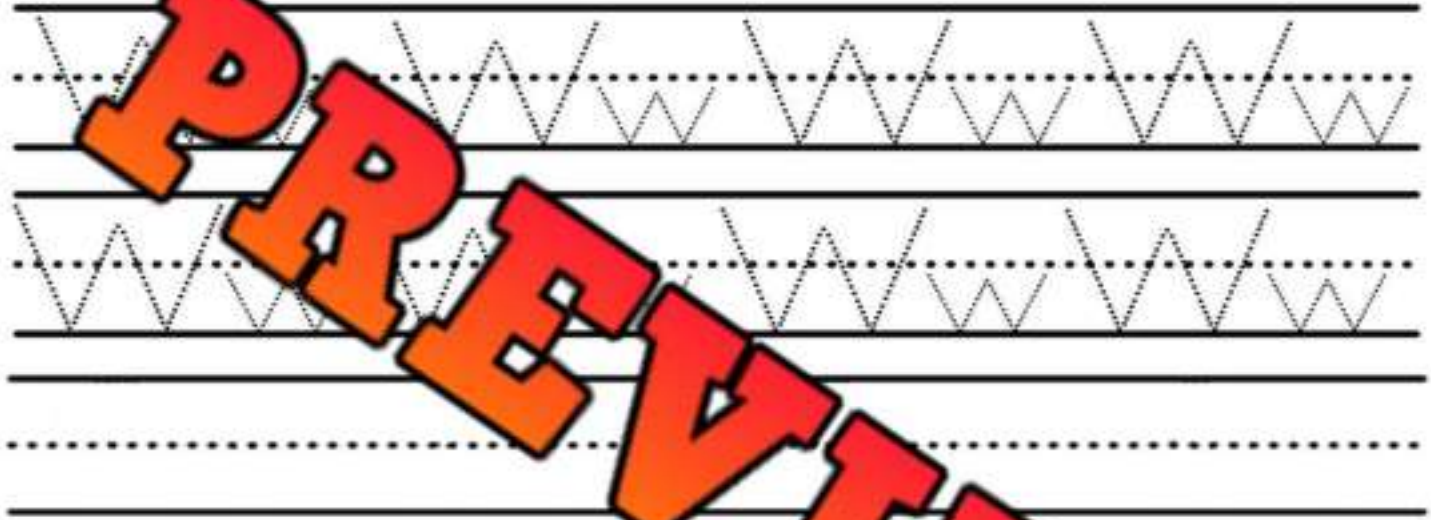
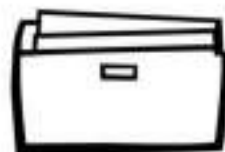


Solve it



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: _____

53

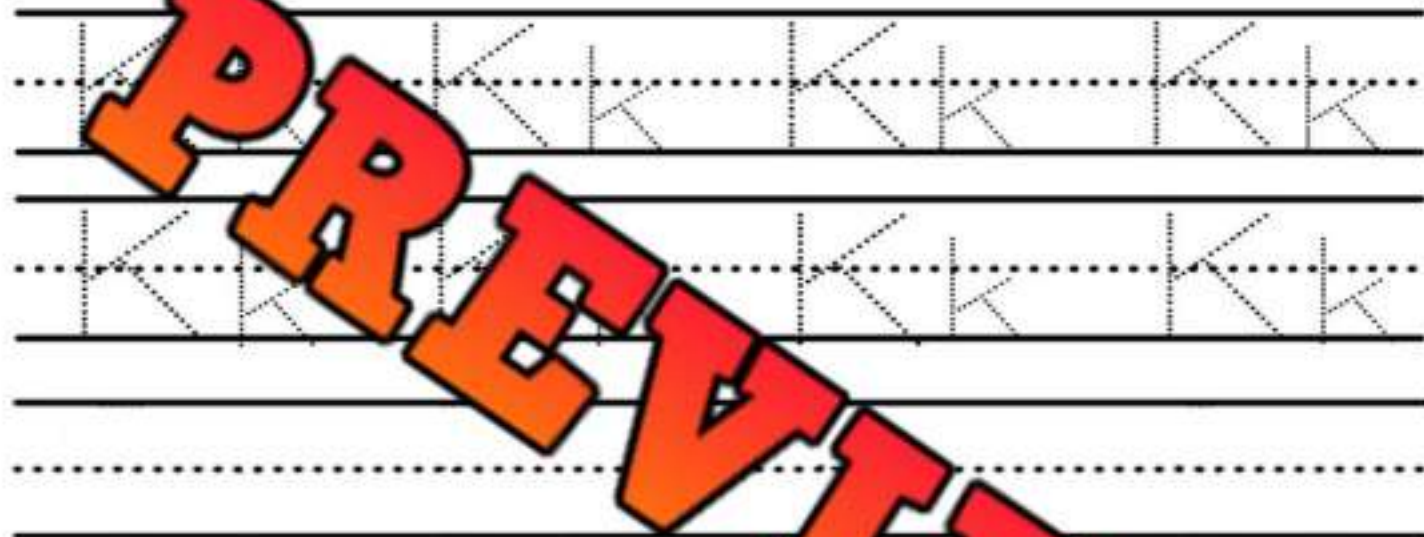
Curriculum Connection
B2.1, B2.2

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


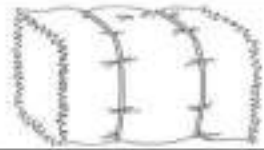



kid

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	gate
hay	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 game.



4) Kate quit her job.



5) Kit will mix the box.



6) We want to win now.



7) Pick a box, then wax it.




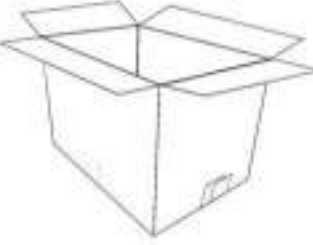


Week 6 - Spelling Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Completion

Complete the word 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.



Hard C**Focus**

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

car

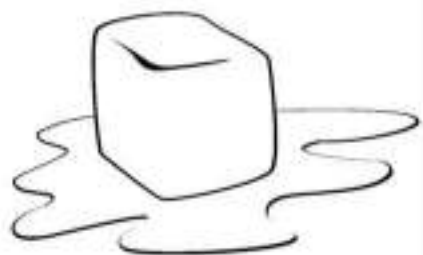
circle

coat

ice

cake

cereal

**Identify**

Circle the hard c sound words in the sentence below.

The car is the colour blue.

Soft C**Completion**

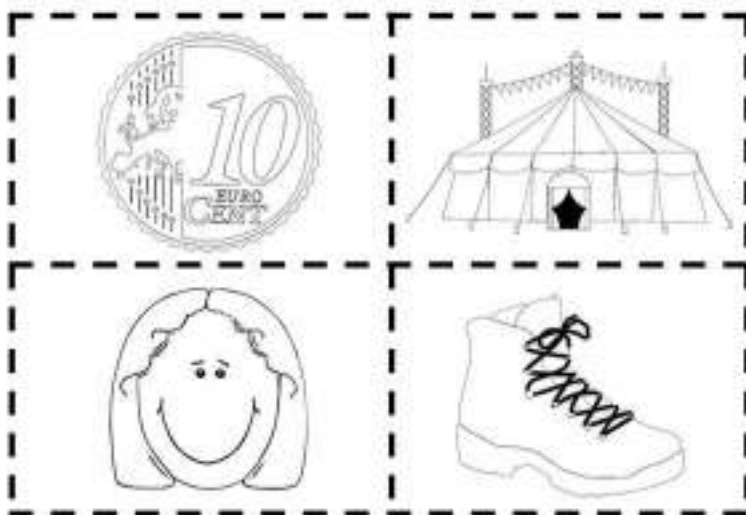
Read and complete each word by adding the letter c.

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

Cut and Paste

Cut out the pictures and paste it to match the words in the table.

cent		
face		circle



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_

Base Words



Base words are the main part of a word with its own meaning. We can add little bits before or after to change that meaning.

For example, in "unhappy," "happy" is the base word and "un-" was added to it.

Draw

Draw pictures of the base words. Then draw the new word with the prefix or suffix added.

Unlock

Play

Pl

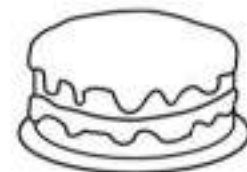
Week 7 – Fluency Readings**Read**

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.



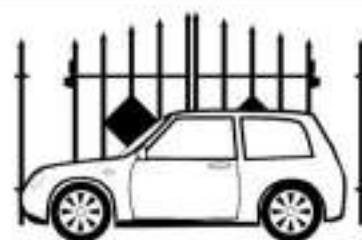
4) The cat ran fast.



5) His cap is the colour red.



6) The car is by the gate.



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	nice
care	race	cup	nice
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

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

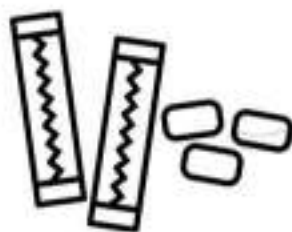
Writing

Practice writing the letters.



Writing

the _____ have a hard "g" sound.



gum



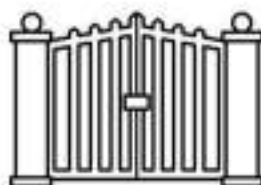
gel



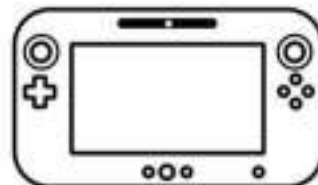
game



gym



gate



game

Soft G**Cut and Paste**

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

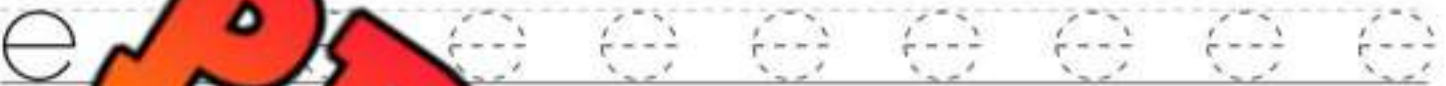
gem	rage	page	cage

magic	gent	giraffe	bridge

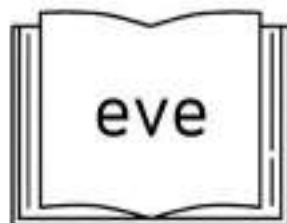
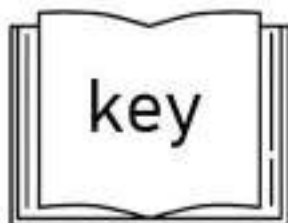
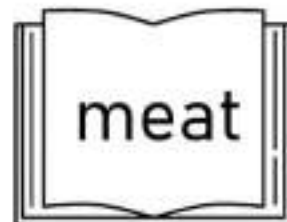
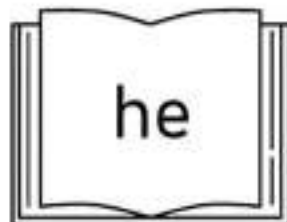
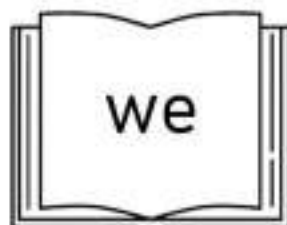


Long Vowel: E (be)**Tracing**

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.

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" and "g" that use with "soft g".

go	giant	gum
gel	gem	got

Write

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

dog

tray

paper

_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

211

Curriculum Connection
A1, B2.4, B2.7**Week 29 - Word List**

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

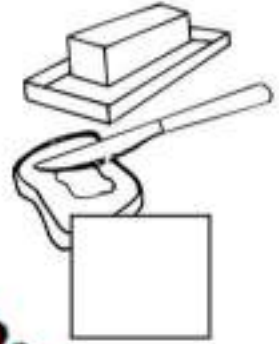
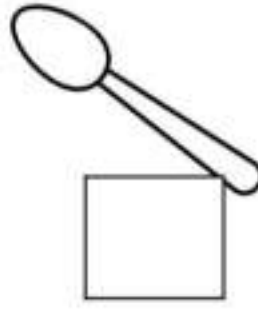
Alphabeti

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.



--	--	--	--



--	--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

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

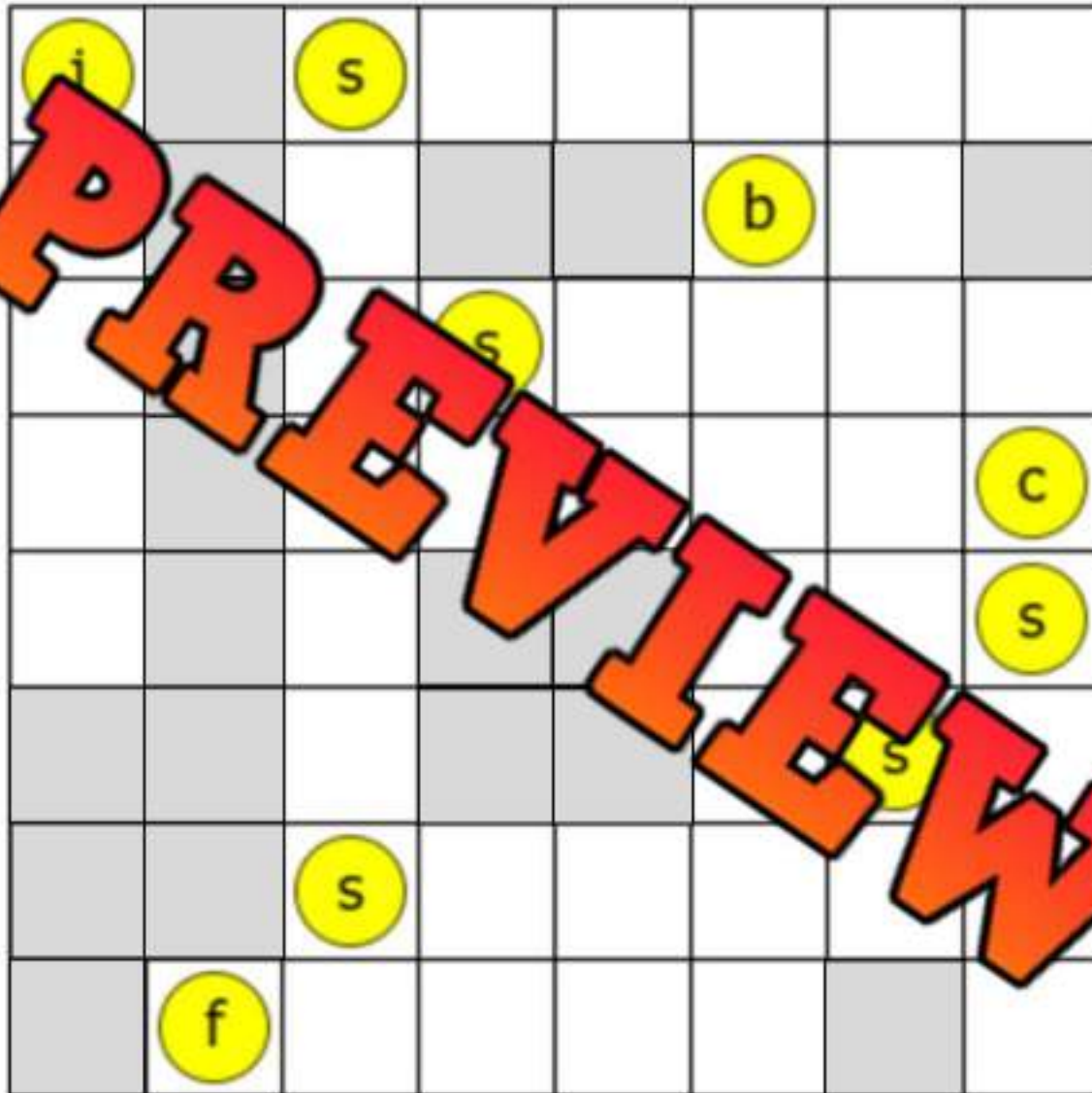
I like playing basketball with my friend who

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)	
		1st Try	2nd Try	1st Try	2nd Try
1)	Ray the great.				
2)	We go on a sp				
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 plate.
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: _____

218

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. 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	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**HOW DID I DO?**

1 2 3 4 5

The c
I see a big r
We play at the
Every morning, Mom
My friend and I like to read history b

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	K			U	N	U	B	L	Q	B	L	J	L
X	N	I	A	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.



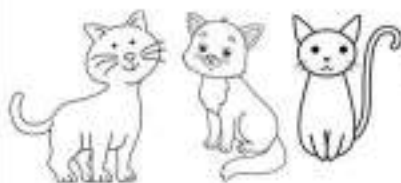
I caught the ball.

I threw the ball.



A few birds flew.

A few birds 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 an ear provided



Instructions

How do we complete this activity?

- 1) Begin by explaining to the students that they will be drawing 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	Draw 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 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 (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 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: _____ we need for our activity?

- ✓ List of simple action sentences (e.g., "Brushing your teeth", "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 have 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?

- ✓ A bowl or container of different facial expressions (happy, sad, angry, confused, etc.)
- ✓ A hat or bag
- ✓ A mirror (optional)



Instructions

How do we complete the activity?

- 1) Begin by discussing with the students that we 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: _____

242

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

Clapping 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

Finger 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 to use on 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

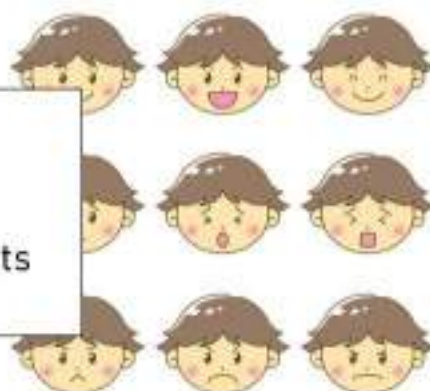
What are we learning more about?

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?

- ✓ Hat or container
- ✓ Strips of paper with pre-written sentences.
- ✓ A board or chart to note different expressions.
- ✓ Optional: Voice recording app (to let students hear back their own voice expressions).



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 different 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 my turn to present.

The teacher gave me homework.

I have a long night.

There is a storm coming.

It started raining during the picnic.

My cousins are coming over today.

The movie starts in 10 minutes.

They 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

shy

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. Explain that using different words can change the way a story feels or sounds.
- 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).
- ✓ 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		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.



Google Slides Lessons Preview






Ontario Language Curriculum


Reading Comprehension Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

 Discussion Questions




Have you ever guessed what might happen in a story?

Do you like looking at pictures in books before reading them?

Can you think of a story that reminded you of your own life?

Have you ever imagined what a character might be feeling?

 Making Connections

Drag the type of connection that was made to the text.

Connections	Connection Type
This reminds me of a story with a space cat.	
I like to pretend I am in space too.	
I read a book about a boy going to the moon.	
Astronauts go to space in real rockets.	
I made a rocket out of blocks before.	
Rockets fly up like airplanes.	

Text To World

Text To Self

Text To Text

Part 2 – Action!


- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!


Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

Read the story carefully and think about what is happening and what might happen next.


It was a rainy afternoon, and Mia sat by the window, watching drops race down the glass. She hugged her favourite blanket and held a small box in her hands. Inside was a shiny seashell she had found last summer at the beach. She smiled, thinking about the warm sand and the sound of waves. She looked out again and saw her mom walking quickly up the path, holding something behind her back.



 Consolidation – The Rainy Day Surprise

Questions

- 1) **Making Connections** – Have you ever had something that reminded you of a fun day? What was it?
- 2) **Visualizing** – Draw what you see in your mind from the story.
- 3) **Prediction** – What do you think Mia's mom is holding behind her back?
- 4) **Inference** – How do you think Mia feels in this story? What makes you think that?





Ontario Language Curriculum

Reading Comprehension Unit – Grade 1

Email Writing - Linking Words


Dear Sam,

I had a fun day at school. I read a book. I drew a picture. I wanted to play outside. it started to rain. I went to the gym I played basketball. I was tired. I took a nap. I ate some cookies I was hungry. I want to see you soon. Have you seen my pencil?

From,
Alex

Also so and but because then

Read each sentence and check which point of view they show. ✓



A Pam had the perfect plan. She just had to make it happen.
First Person ☐ Third Person ☐

B It was my only choice, I had to raise my hand.
First Person ☐ Third Person ☐

C I slowly opened the box, my hands were shaking.
First Person ☐ Third Person ☐

D Greg and Chris ran outside and straight into the tree house.
First Person ☐ Third Person ☐

Sequence an Easy Story

Number the story events from one to four

1 2 3 4

 Mark played with his friends at recess.	 His dog was waiting for him to come home after school.	 Mark went to the bus stop.	 Mark took the bus to school.
--	---	---	--



Ontario Language Curriculum

Reading Comprehension Unit – Grade 1

Consolidation – Exit Card

After learning about Finding Bias in Reviews and Voice in Review Writing, complete the multiple-choice questions below.

Question	A	B	C	Answer
1) What does it mean if a review is biased?	It shows only one side	It uses many colours	It talks about every book fairly	
2) If a reviewer only says good things about their favourites, what are they showing?	Their bias	Their drawing	Their glossary	
3) What is "voice" in review writing?	The sound of a singer	The way the reviewer shares their feelings	The title of the book	
4) If a review sounds excited and fun, what does that tell you about the reviewer's voice?	They got a robot to write it	They had no fun writing the review	They used their voice to write it creatively	

Missing Story

Read the events in the timeline. One event is missing. Choose the event that best fits the blank.

Biography of a person

The person was born in a small town.

The person went to elementary school.

The person became a teacher.

The person wrote a famous book.

The person learned to read and write.

The person grew a garden.

The person went on vacation.

Consolidation – Exit Card

Read each sentence and choose if it shows Comics, Timelines, Infographics, or Graphic Texts.

Characteristic	Answer
1) Shows a funny picture with words that people share online.	
2) Uses boxes, pictures, and speech bubbles to tell a story.	
3) A line that shows events in the order they happened.	
4) Texts that mix pictures and words to help us understand.	
5) Pictures with numbers or facts that explain information.	
6) Includes maps, comics, infographics and timelines.	



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:



	Curriculum Expectations – Overall Expectations	Pages
A1	A1. Transferable Skills	
	Preview of 120 pages from this product that contains 295 pages total.	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	147 – 149, 187 – 190
A3	A3. Applications, Connections, and Contributions Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	48 – 55, 113 – 114, 139 – 146, 187 – 190

Grade 1 – Language

C1. Knowledge about Texts



	Curriculum Expectations – Specific Expectations	Pages
C1.1	Using Foundational Knowledge and Skills to Comprehend Texts read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structure, and background knowledge	36 – 40, 44, 80 – 82, 88 – 89
C1.2	Identifying Simple Texts identify simple literary and informational text forms and their associated features	34 – 40, 80 – 82, 88 – 89, 91 – 93, 111 – 114, 120 – 128, 133 – 136, 139 – 146, 177 – 186
C1.3	Text Patterns and Features identify some text patterns, such as sequencing and chronological order, and text features, including illustrations, symbols, and tables, in a variety of text forms, and explain how these features help readers and viewers understand the message	91 – 93, 111 – 114, 120 – 128, 159 – 160, 162 – 167, 169 – 175, 177 – 190
C1.4	Visual Elements of Texts demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text	109, 162 – 175, 179 – 186
C1.5	Elements of Style identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and describe how they help communicate meaning	134 – 144, 154 – 156
C1.6	Point of View 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 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

Grade 1 – Language

C2. Comprehension Strategies



	Curriculum Expectations – Specific Expectations	Pages
C2.1	Prereading: Activating Prior Knowledge activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the meaning of new texts	12 – 13, 24 – 25, 29 – 32
C2.2	Prereading: Identifying the Purpose for Reading, Listening, and Viewing identify the purpose for engaging with texts, including enjoyment or finding information	12 – 13, 20 – 21, 29 – 32
C2.3	Monitoring of Understanding: Making Predictions make predictions using background knowledge, text features, and evidence from the text	12 – 13, 18 – 19, 24 – 25, 29 – 32
C2.4	Monitoring of Understanding: Ongoing Comprehension use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts	12 – 13, 20 – 21, 26 – 28, 29 – 32, 45 – 46, 76 – 77
C2.5	Monitoring of Understanding: Making Connections identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them	29, 29 – 32
C2.6	Summarizing: Identifying Relevant Information and Drawing Conclusions identify important information in a simple text, including the main idea	12 – 13, 29 – 32, 115 – 119
C2.7	Reflecting on Learning identify strategies, such as activating prior knowledge and visualizing, that have helped them comprehend texts	26 – 28

Grade 1 – Language

C3. Critical Thinking in Literacy



	Curriculum Expectations – Specific Expectations	Pages
C3.1	Literary Devices 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	Make Inferences make inferences, using stated and implied information, to understand simple texts	22 – 25, 41 – 43, 86 – 87, 129, 159 – 160
C3.3	Analyzing Texts analyze texts, including literary and informational texts, by identifying important information and events	73 – 79, 88 – 89, 94 – 96, 104 – 109, 169 – 171
C3.4	Analyzing Cultural Elements identify some cultural elements in various texts, including symbols and values, and explain how these elements contribute to the meaning	129
C3.5	Perspectives within Texts identify explicit and implicit perspectives contained in a text, and describe how these perspectives could influence an audience	87, 152 – 153
C3.6	Analysis and Response 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 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 identify thinking skills that helped them understand simple texts	83 – 87

Block 1:

Reading

Comprehension

Strategies - Basics

Focus

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

Understanding Reading Comprehension

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. Before Reading: Make 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. Do any of the characters or events 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.

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

1) What is comprehension?

- ☐ Counting pages
- ☐ Understanding
- ☐ Drawing

2) What is making predictions?

- ☐ Guessing what the story is about
- ☐ Closing the book
- ☐ Talking loudly

3) What makes understanding better after reading?

- ☐ Standing
- ☐ Jumping
- ☐ Making connections

4) What makes understanding better after reading?

- ☐ Ignore it
- ☐ Make inferences about the story
- ☐ Hide the book

Draw

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

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.

Making Connections

Draw an example to the type of connection.

1) Anna's mom made a pie.

Text-to-Self

Many families cook and bake.

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.

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.

Text-To-Self

Draw

Draw what you were seeing while making a connection to the passage.



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

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.

What season is starting now?

Winter

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

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 were excited for a new school day. Lila liked to water the plants by the window, making sure they had enough to drink. Mason liked to feed the class pet, a small goldfish named Sparkle.

Lila and Mason knew keeping the classroom clean was important. At snack time, Lila picked up all the paper scraps and put them in the bin. Mason wiped the tables with a cloth.



They also liked to help their teacher, Mrs. Mason, by handing out colouring sheets to the students. 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.

Pre-Reading

Write two classroom responsibilities that you already know.

<div>1</div>	
<div>2</div>	

Questions

Circle the correct answer for each question.

1) Who took care of the plants?

A) Mason	B) Lila	C) Mrs. Maple	D) Someone else
----------	---------	---------------	-----------------

2) What is the name of the class?

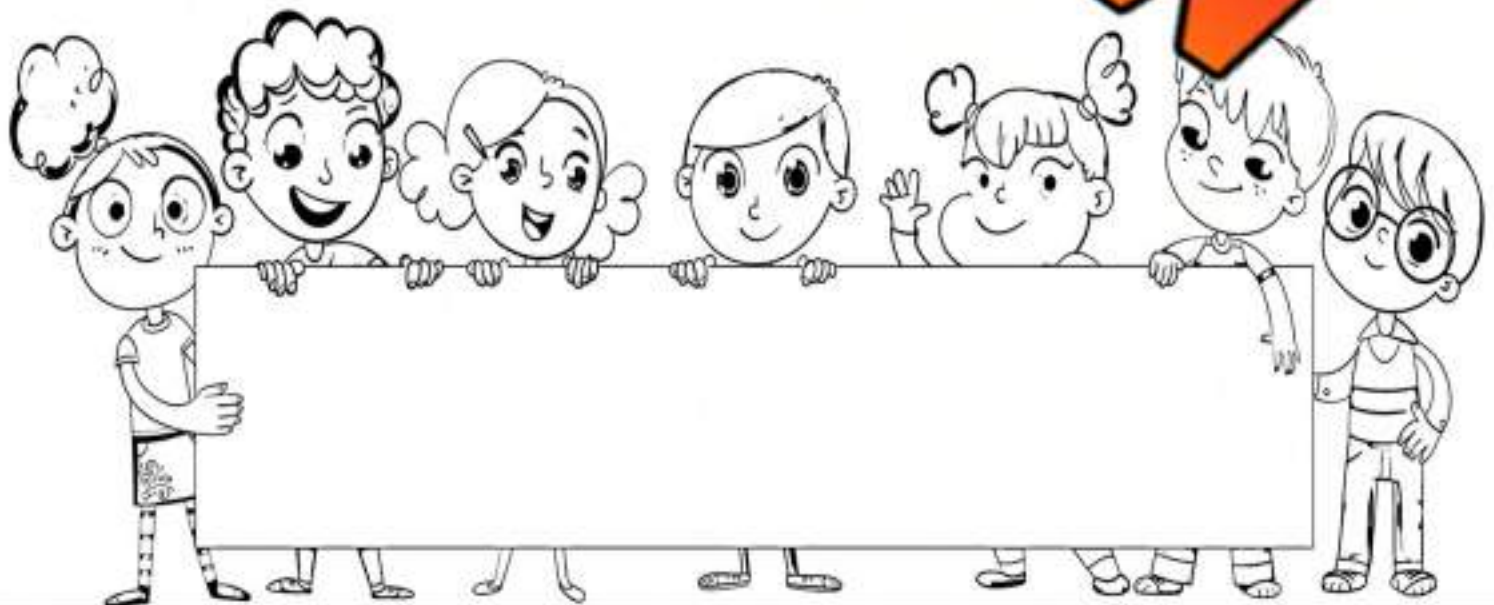
A) Shimmer	B) Sparkle	C) Abby	D) Goldie
------------	------------	---------	-----------

3) Who wiped the tables?

A) Mason	B) Lila	C) Mrs. Maple	D) Someone else
----------	---------	---------------	-----------------

Visualizing

Draw what you were picturing while you



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 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, we wear t-shirts and shorts because it gets very hot.

Spring is the time for light jackets and sometimes raincoats 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



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

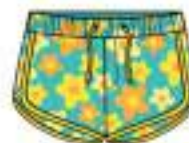
After Reading

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

Which type of shoes would you wear in winter?

☐☐

Which bottoms do you think are suitable for summer?

☐☐

PREVIEW

INDEPENDENT READING ACTIVITIES

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	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.	

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	
Genre	
Making a Connection – What does the book remind you of?	

Day 4

Fill in the organizer below.

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

Independent Reading BINGO

BINGO

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

B	I	N	G	O
Draw a map of the story.	Where did the story take place?	Rate the book out of 5 stars	Who was your favourite character?	Find a new word you learned. Explain what it means.
Tell the beginning of the story	Draw a picture of the main character.	What made you like the book?	What made you sad in the book?	What was the problem in the story?
Write a funny line from the book.	Draw something you liked in the book	Free Space	Make up a new ending for the book.	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 you read it again? Why or why not?	Who helped solve the problem?
Guess what happens next after the book ends.	Write a sentence about your favourite scene	What was your favourite part?	Tell the middle of the story	Write how the main character might have felt at the end

Block 2:

Reading Letters

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

Letters – Voice in Letter Writing

34 Oak Drive

Vancouver, Canada

Dear Mrs. Wilson,

Thank you for teaching us about formal letters. I learned that we use a proper greeting like dear. I also learned to be polite and use a proper closing like really sincerely. I will use formal letters when I write to people I respect and don't know very well.

Sincerely,

Your student, Ethan



67 Pine Street

Montreal, Canada

Dear Jenny,

I hope you're good! Guess what? We're learning about informal letters 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?



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

Question Answer the questions below.

1) Voice in writing shows how your words sound, like talking to a friend or a teacher. Circle the letter that has a more serious voice?

Letter to _____

With _____

Letter to Jenny

2) What voice would you use to write to the people below. Circle your answer.

Teacher	Angry	Happy	Formal
	Excited	Serious	Informal
Brother/Sister	Angry	Happy	Formal
	Excited	Serious	Informal

Draw

Draw people you could write an informal letter to. Write their names below.

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.



After that, wash
your wrists.



After that, wash
your wrists.



Last, rinse your
hands with water



Finally, dry your hands
with a clean towel.

Name: _____

40

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:

Open

Body/Details

Question:

Closing:

Signature:



PREVIEW

Block 3:

Narratives

Focus

- Include oral forms – Indigenous story telling, songs
- Identify narrators, point of view, first person
- Indigenous Storywork
 - Indigenous Storywork is based on principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness and
 - Read and listen to stories from First Nations, Métis, and Inuit creators.
- Literary devices – Rhyme, Alliteration and Onomatopoeia
- Sequencing the plot events in a story, explaining the cause and effect

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.

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.



True or False

Is the statement true or false?

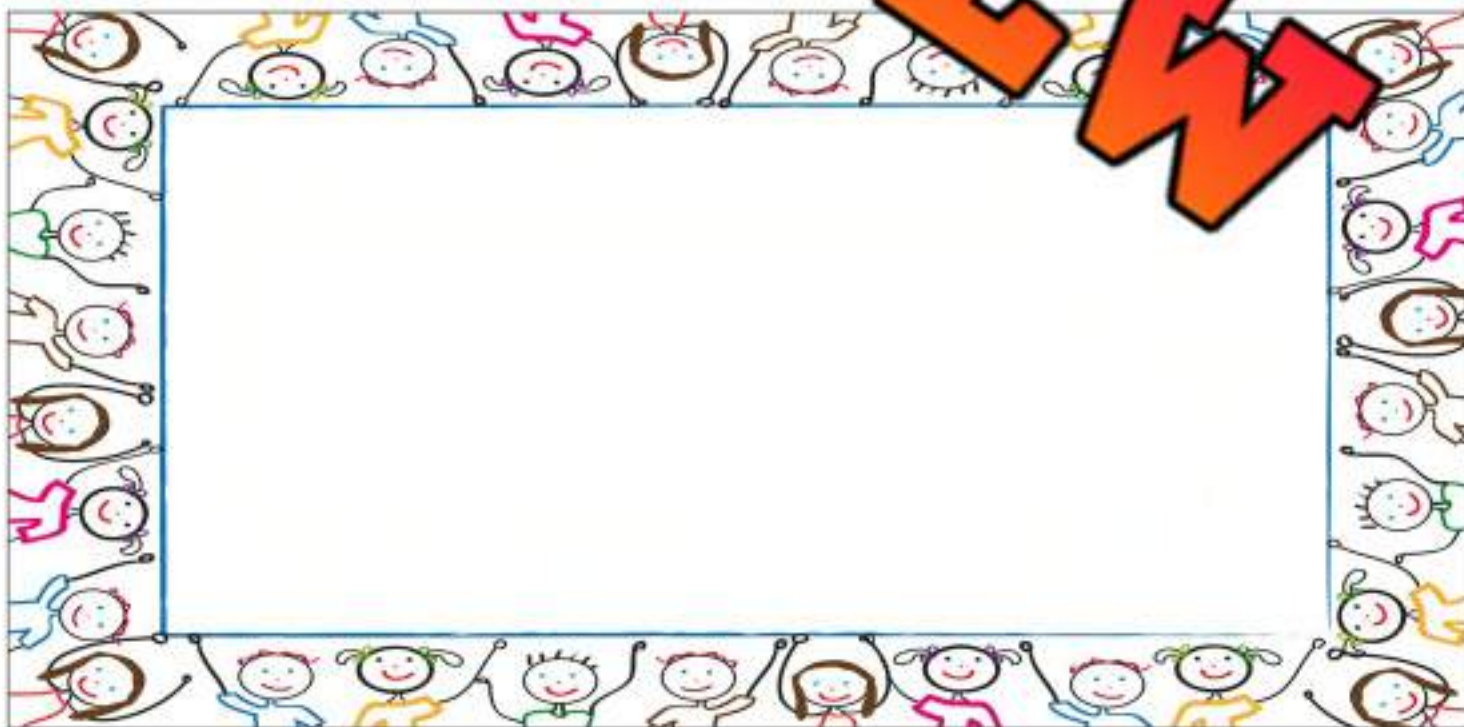
1) Indigenous stories teach us about video games.	True	False
2) Indigenous stories are told in a classroom only.	True	False
3) Taking care of animals is important.	True	False
4) Elders often tell the Indigenous stories.	True	False
5) Indigenous stories come from new books.	True	False

Answer: Write one thing Indigenous Storywork teaches us?

PREVIEW

Visualize

Draw your favourite animal and how you take care of it.



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. Little Feather loved to sing but sometimes sang too loudly for the other animals.



One day, Wise Owl said to Little Feather, "Your songs are lovely, but too loud. You must be respectful to everyone and everything in the forest."

Little Feather felt sad but listened carefully. The next day, she sang softly. The deer, the rabbits, and even the trees seemed to smile.



"Thank you, Little Feather, for being so respectful,"

Wise Owl said, "Now, everyone can enjoy 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

Questions

Answer the questions below.

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

Questions

Circle the correct answer for each question.

1) Who tells Little Feather that she is singing too loud?

A) The deer

B) The rabbits

C) Wise Owl

D) Little Feather

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

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

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, "See, Sky Elk? When the land and animals are happy, the forest can 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 land. He also gave some of his food to the birds.

Gentle River smiled and said, "See, Sky Elk? When the land and animals are happy, 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

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 and the River. Describe their characters.

REVIEW

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 _____.

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.

"Grandma," Moondrop said, "you look

tired. Can I make you some tea?" Elder

Willow smiled warmly. "Oh, Moondrop,

you're so kind!"



Nearby, Starlight saw his dad carrying a heavy bag. "Dad, let me help you," Starlight offered. His dad grinned, "Thank you, Starlight. 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.

Answer

Write one way you help your family at home.

Question

Circle the correct answer for each question.

1) What did Sam help his dad with?

A) Cooking

B) Carrying

C) Making tea

D) Singing

2) What did helping family make Sam feel like?

A) Heavy

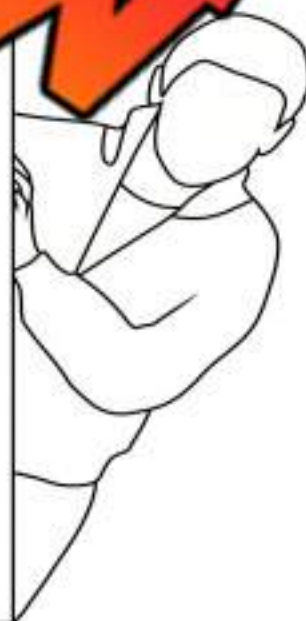
B) Dark

C) Bright as star

D) Tired

Visualizing

Draw what you were picturing when you were reading.



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 what is going on. These words like "I" and "we." Example: "I found a shiny treasure chest." or "We had a fun day at the park."
2. Third-Person: In this type, someone is watching the story and telling us what is going on. These words like "he," "she," and "they." Example: "Jake found a shiny treasure chest." or "They had a fun day at the park."

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

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 listen to stories at bedtime.

E) Emily loves to dance.

F) I catch butterflies in the garden.



First

Third

First

Third



First

Third

First

Third

First

Third

Narrator's Point of View – Who Said This?

Instructions

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



I climb trees in the park.

Henry plays with toy trucks.

Jack takes a nap in

She swings high on the swing set.

I pick flowers in the field.

He paints a picture for his mom.

We ride bikes on the trail.

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 shared my toy car with her. She smiled big!

Luna tripped and fell. I helped her up and

asked if she was okay. We then played catch.

Being a good friend made me feel happy.



Third-Person

Benny saw his friend Luna looking sad. She told him she had lost her toy car. So, Benny

shared his toy car with her. Luna's face lit up with a smile.

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.



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

Write the number beside each sentence to show what happened first, next, and last.

	Benny and Luna played a game.
	Benny shared his toy with Luna.
	Benny helped Luna stand up when she fell.

Visualizing

Draw a scene where you helped your friend do something.



Rhyme

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

Examples:

- Cat - Hat
- Dog - Log
- Sun - Fun
- Bee - Tree



Think

Read slowly and follow the rhyme examples of rhymes.

Betty had a kite so light, she flew it all day and night with string so long,
nothing could go wrong. She ran so fast, jumping and shouting, 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!

Scavenger Hunt

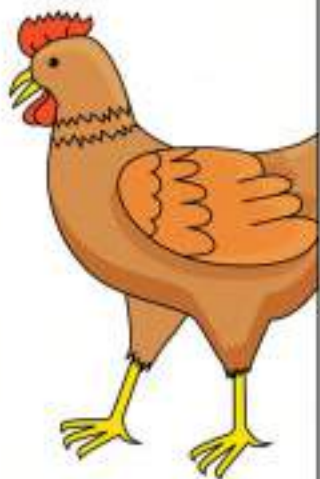
Find books that have examples of rhymes.

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."

Matching

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

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



Rhyme

Instructions

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



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.

The cat wore a hat.

PREVIEW

Alliteration

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

Examples:

- Silly Sally
- Busy Bee
- Froggy Frog
- Lucky L



It is fun to say words that start with the same sound at the start!

Think

Read the story and find examples of alliteration.

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

Penny and Freddy had a picnic under a tall, towering tree, eating 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.

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."

Instructions

Circle the correct word to complete alliteration in each sentence.

1) Big bears bounce _____.	bark	apples
2) Silly Sally _____ songs.	sing	eggs
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

Alliteration

Match

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



The _____

bananas

The leaping _____

goblin

The big bunch of _____

snake

Sally's seven _____

The hungry _____

cat

The green _____

lizard

Carla's cute _____

shells

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 toes to my steps.

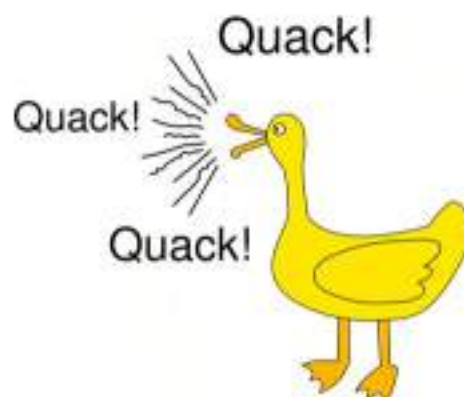
PREVIEW

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
- Quack - like a duck
- Moo - like a cow
- Meow - like a cat



Think

Read the story and underline examples of onomatopoeia.

Bobby went to the farm. "Moo," said the cow. "Moo!" Bobby giggled. He walked over to the pond. "Quack, quack," went the duck. Bobby clapped his hands. Next, he went to the pigpen. "Oink, oink," said 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.

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. Brown Can Moo! Can You?"	"Moo, moo!"

Instructions

Circle the correct word to complete the onomatopoeia in each sentence.

1) The bee goes "_____."	hum, hum	buzz, buzz
2) The duck says "_____."	quack, quack	boom, boom
3) The frog says "_____."	pom, pom	ribbit, 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

Onomatopoeia

Instructions

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

Meow, meow

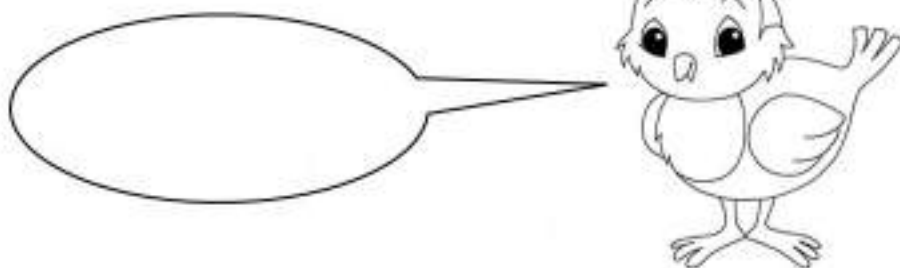
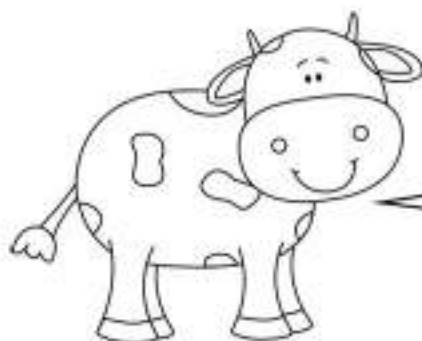
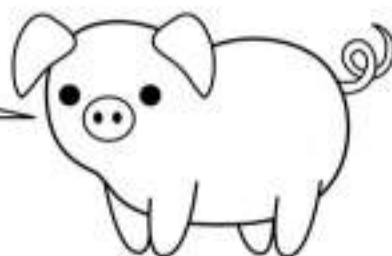
Neigh, neigh

Moo, moo

Oink, oink

Tweet, tweet

PREVIEW



Drawing Onomatopoeia

Instructions

Draw what you visualize after reading these onomatopoeia.

The rain goes "drip, drop."

The door goes "creak, creak."

PREVIEW

The bird sings "tweet, tweet."

The cat cries "meow, meow."

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.
- **Middle:** Things happen to the characters.
- **End:** This is how the story finishes.

So, when you read a story, think about what comes first, then what comes next, and finally how it ends. This is called sequencing!

Read

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

- A) Sarah finds a shiny, red apple on the ground.
- B) Sarah feels happy and proud for doing something good.
- 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.

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 shovels, and start building. They start to dig deep.



D) Just as they are about to finish, a crab comes along and adds a seashell to the castle. "Look, Ben, 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.

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

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.



Think

Is the underlined part the cause or the effect?

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

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 room was bright. Danny opened the fridge, and it was cold inside.

Sally asked, "How does all this work?"



Their mom, Mrs. Baxter, helped them. "That's because of energy," she said. Sally turned the light switch down, so the room got dark. Danny turned on the TV, and they could watch cartoons. "When you turn on the TV, it uses energy," Mrs. Baxter.



Sally boiled water for tea. She saw the water bubbled. Danny opened the window, and 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!

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 got hot	so, the water became ice.	so, the water bubbled.

2) Circle the causes that go with the effects below.

Danny opened the window,	Mr. Baxter turned on the heater.	the room got chilly.
Mr. Baxter closed the window	Mr. Baxter turned on the heater.	they all felt cold.
Sally switched on all the lights	Sally flipped the light switch off.	so, the room got dark.

Visualizing

Draw what you were picturing while reading.



Cause and Effect

Match

Match each cause to its effect.

It was _____ and snowy



I forgot my umbrella



The baby cried



She watered the plant



So, the tomatoes grew.



So, I put on a jacket.



So, I got _____.



So, mom picked it up.



Block 4:

Persuasive Texts

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

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.

Reason 1:

Reason 2:

PREVIEW

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 in class. I do not like to sleep. Going to sleep at night is the way to get a good night's sleep. I would rather be playing games with my friends than sleeping. Sleeping is just a waste of time. It does not help me at all.

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.

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 good. I promise! My SuperFun Crayons are the most colourful and the easiest to use.

You'll like the pictures ever! Forget about all the other boring crayons. True, you won't need them anymore.

Your New Best Crayon Friend,
Crayon Charlie



Think Critically

Answer the questions below.

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

Block 5: Procedural Writing

PREVIEW

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

What is Procedural Writing?

What Is Procedural Writing?

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

Features of Procedural Writing

Procedural writing has important parts:

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



Example: How to Tie Your Shoes

How to Tie Your Shoes

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.



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 first step to the last step in brushing your teeth (1 - 6).

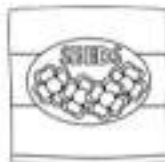
Order	Steps
	Rinse your mouth and toothbrush with water.
	Hold the toothbrush against your teeth.
	Spit out the toothpaste into the sink.
	Move the toothbrush in small circles to clean your teeth.
	Gather your materials (toothbrush, toothpaste, cup of water).
	Squeeze a pea-sized amount of toothpaste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

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:



First, fill the pot with _____



Then, add _____ to the pot with soil.



_____ the seeds with more soil.



Finally, _____ your plant.

Soil

Seeds

Water

Cover

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.



How To – Ordering Steps

Sequence

Number the steps for making a paper airplane.

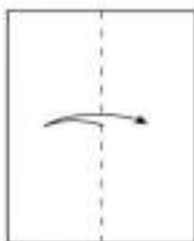


Order	Information
	Open the paper. Fold the top corners so they meet in the middle.
	Flap the wings out to the sides.
	Trim the wings to make them the same length.
	Your paper airplane is ready for takeoff!
	Make a Paper Airplane
	Take the paper and fold it in half. Make a crease.
	Take your paper and 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. Now you have a triangle!

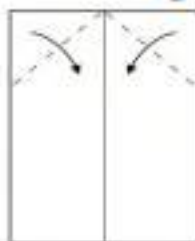
1



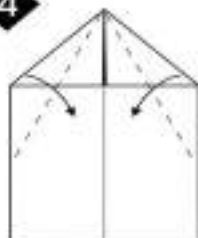
2



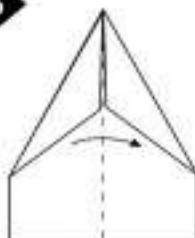
3



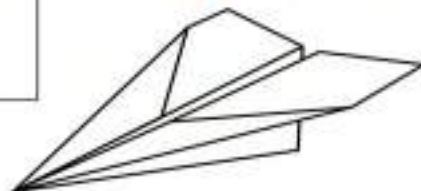
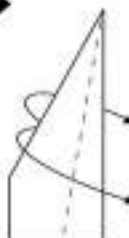
4



5



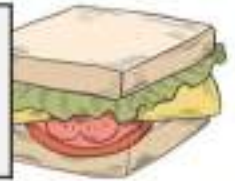
6



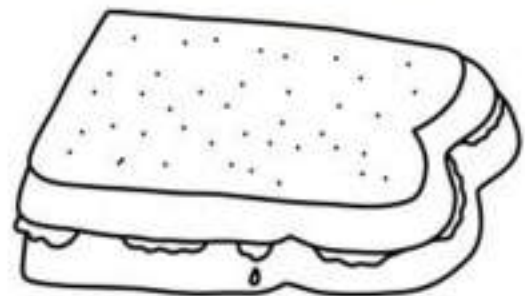
Recipes – Ordering Steps

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.



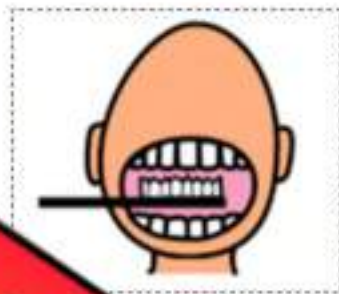
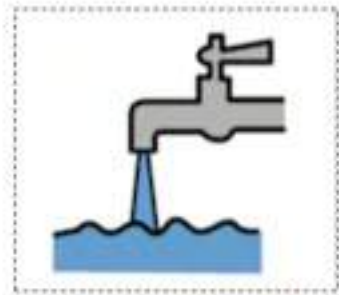
Order	Information
	Put one slice of bread on top of the other to make a sandwich.
	Sandwich: Peanut Butter and Jelly!
	Put two slices of bread on your plate.
	You can eat it now or save it for later.
	Ingredients
	➤ Two slices of bread
	➤ Peanut butter
	➤ Jelly
	➤ A knife
	➤ A plate
	Spread the peanut butter on one slice of bread.
	Use your hands to gently press the slices together.
	Spread the jelly on the other slice of bread.



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.



1

2

4

5

6

Following Instructions – Drawing an Igloo

Draw

Follow the procedural text below to draw an igloo.



Title	Drawing an Igloo: A Fun Art Adventure!
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Crayons or markers (optional)
Introduction	<p>An igloo is a special kind of home made of snow. Igloos are usually found in cold places like Canada's Arctic. They are used as a shelter.</p>
Step 1	Make a straight line across 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!

Following Instructions – Drawing an Igloo

Draw


Draw the igloo below.

PREVIEW

Following Instructions – Drawing a Totem Pole

Draw

Follow the procedural text below to draw a totem pole.

Title	Drawing a Totem Pole	
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional) 	
Introduction	A totem pole is a tall wooden carving made by Indigenous peoples on the West Coast of Canada. It tells stories and features family symbols.	
Step 1	Make a tall rectangle in the middle of your paper for the totem pole.	
Step 2	Draw circles or ovals inside the rectangle to represent faces or animals.	
Step 3	Inside each circle or oval, add eyes, noses, and mouths to create faces or animals.	
Step 4	Draw small lines or shapes around the faces to add 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!	

Comparing Instructions – Washing Hands

Compare

Read both instructions. Which is easier to understand?

Step 1	Wet hands
Step 2	Soap up
Step 3	Lather and scrub hands for 20 seconds
Step 4	Rinse hands for another 10 seconds
Step 5	Turn off tap with a towel
Step 6	Dry hands



Answer

Which set of instructions was easier to understand? Why?

Answer

List 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

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 and stand on opposite ends of the rope. Each team holds their side of the rope. When someone says "Go!", both teams pull the rope as hard as they can to pull the other team past a line on the ground. If you do, you win!



Option 2

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

Make A Connection

Have you ever played tug-of-war before?

Answer

Which of the two options were easier to understand? Circle your answer.

Option 1

Option 2

Visualize

Draw a scene where you are playing tug-of-war with your friends.



Block 6: Informational Reports

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

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 about penguins. An informational report can help you about them!



Text Features for Informational Reports

Informational reports use many text features to help you understand. Here's a list of things to look for:

- 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.

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

Questions

Circle the correct answer for each question.

1) What does a report tell you about what hard words mean?

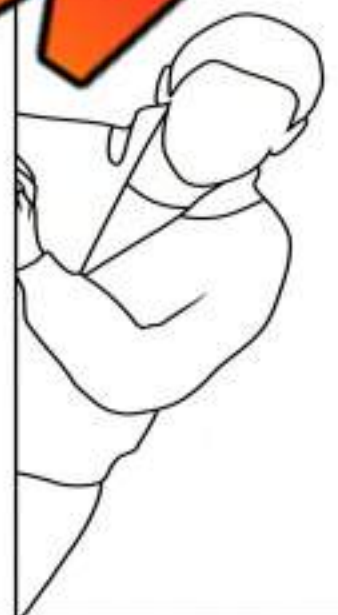
A) Facts	B) Photos	C) Title	D) Table of contents
----------	-----------	----------	----------------------

2) What does a title tell you?

A) How long the report is	B) What the report is about	C) How many pictures there are
---------------------------	-----------------------------	--------------------------------

Visualizing

Draw a picture of something you would read an informational report about. It can be a place, or anything you like!



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




Understanding Traffic Signs

Traffic signs are important because they help us know what to do when we are walking or driving. They keep us safe!

Three Common Traffic Signs

- Stop Sign : This sign is red with a white border.
- School Zone Sign : This sign is yellow with a black border and shows a black silhouette of an adult and a child walking. It means you are near a school, so you should walk carefully.
- One-Way Sign : This sign is black with a white arrow pointing right.

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.

Text Forms

Answer the questions below.

Write the caption used in the report.

Reflection

How do pictures, icons and table of contents help you?
 Give me one point you agree with.

- | | | |
|--|--|---|
| <input type="checkbox"/> Find topics fast. | <input type="checkbox"/> Makes learning fun. | <input type="checkbox"/> Quick picture clues. |
| <input type="checkbox"/> Learn step by step. | <input type="checkbox"/> Not too hard. | <input type="checkbox"/> Learn in chunks. |
| <input type="checkbox"/> See main ideas. | <input type="checkbox"/> Know what to come. | <input type="checkbox"/> Guide to good stuff. |

Match The Column

Match the icons to the descriptions.



One way sign

Road

Stop sign

School zone sign

Traffic lights



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 class.
- 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.

Summarizing Reports – Forms of Energy

Instructions

Read the 3-part report below

1)

Heat is a form of energy that makes us feel warm. When it's cold outside, we turn on a heater. Heat comes from the sun, too. It can melt snow and make hot soup. Yummy!

Light is another form of energy. We need it to see things. When it gets dark, we turn on lamps or flashlights. Light comes from many things like:

- The Sun
- Light bulbs
- Fireflies

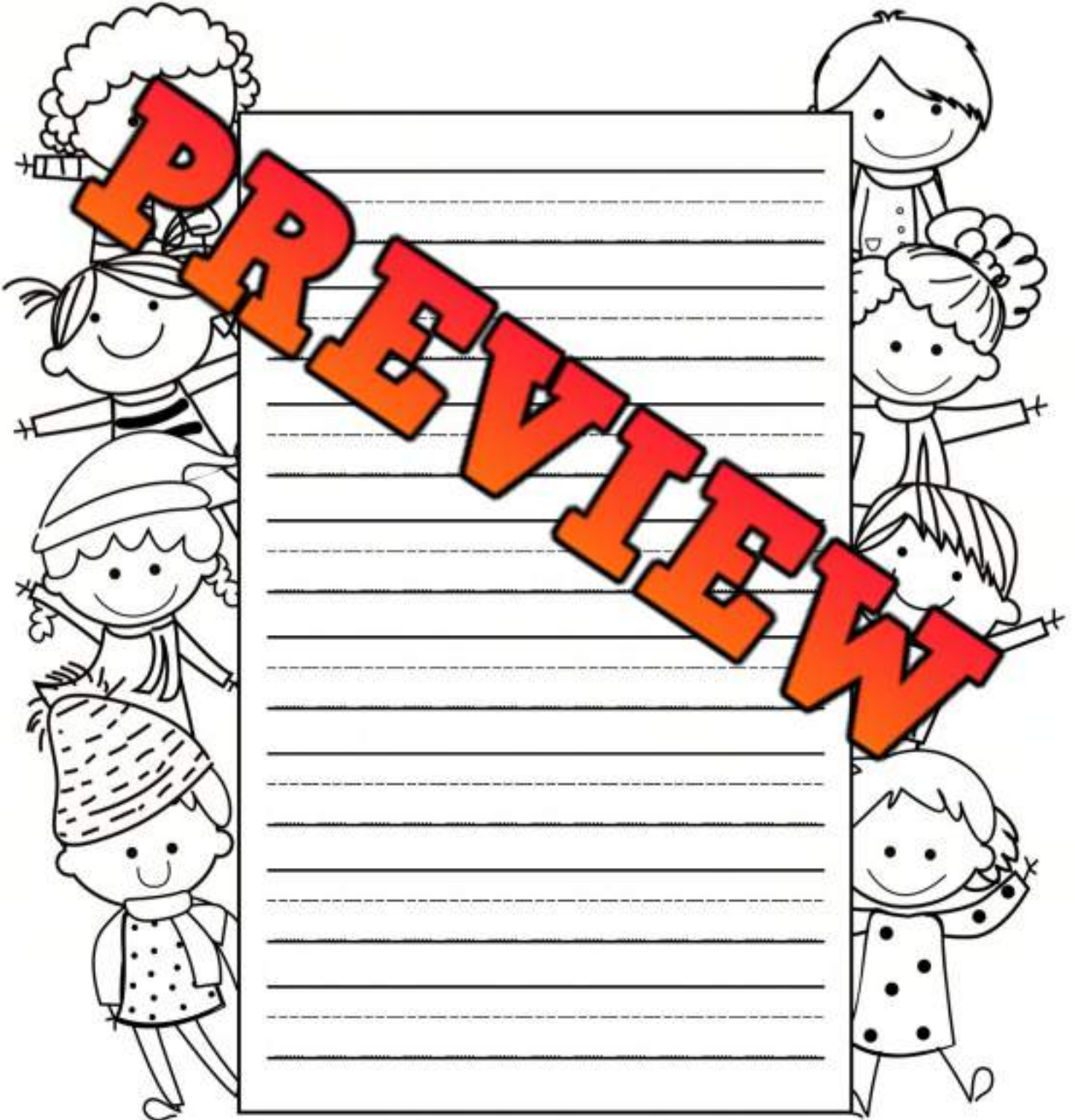
3)

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.

Activity – Summarizing Reports

Instructions

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



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 red trucks. When there is a fire, they use hoses to put it out. Firefighters are heroes in our community!

PREVIEW

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 Parts of a Lion

Lions have many body parts like:

- Mane: The hair around a male lion's neck
- Tail: The long part at the back
- Paws: They use them to walk and run
- Whiskers: The small hairs on their face
- Teeth: They have sharp teeth to eat



Where Do Lions Live?

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

What Do Lions Eat?

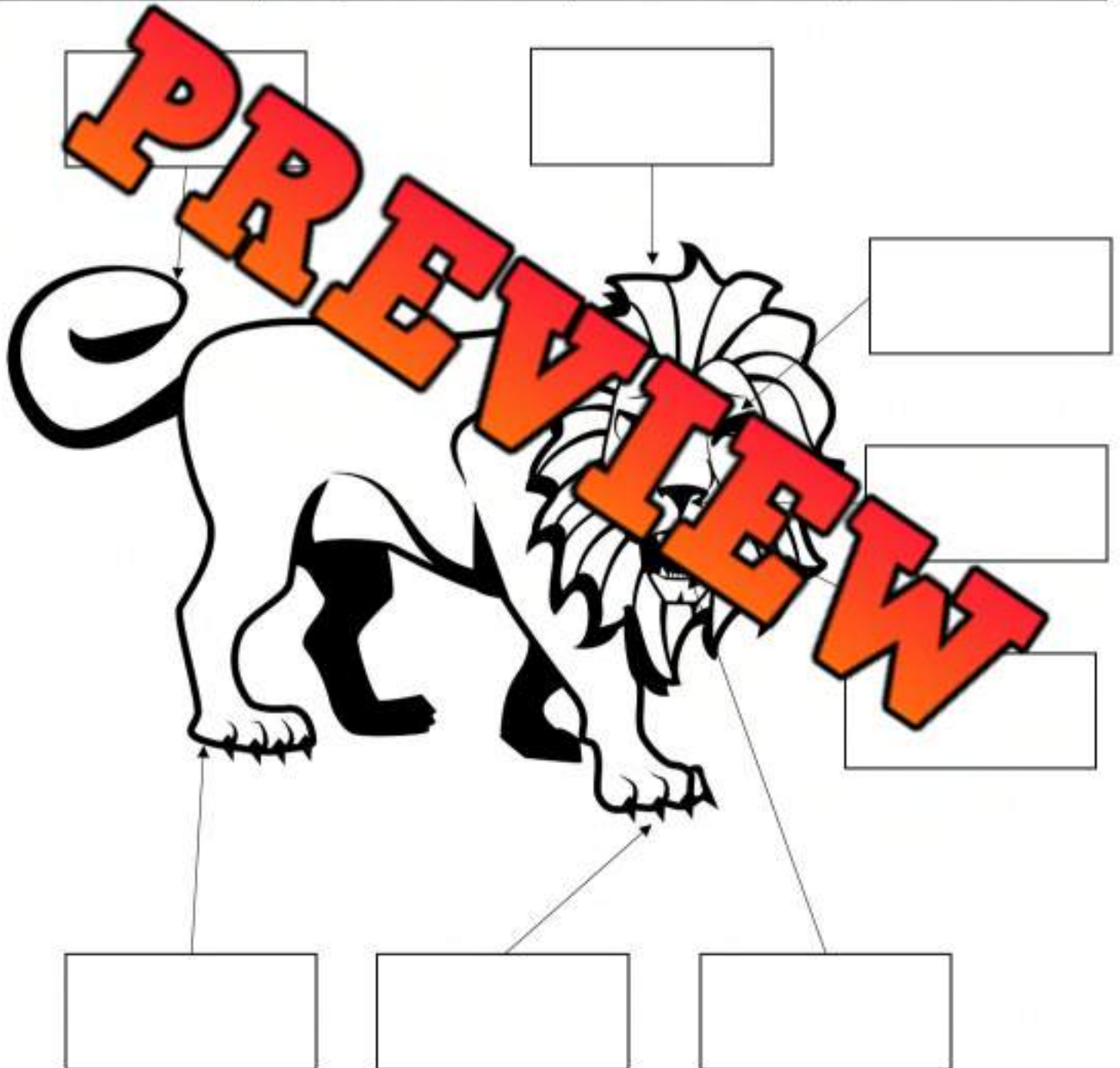
Lions are carnivores. This means they eat meat. They like to eat animals like zebras and antelopes. They hunt in groups to find their food.

Animal Research Report – Lions – Body Parts

Label

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

<input type="checkbox"/> Mane	<input type="checkbox"/> Tail	<input type="checkbox"/> Teeth	<input type="checkbox"/> Jaw
<input type="checkbox"/> Nose	<input type="checkbox"/> Eyes	<input type="checkbox"/> Paws	<input type="checkbox"/> Nails



Think

What 3 things did you learn about lions?

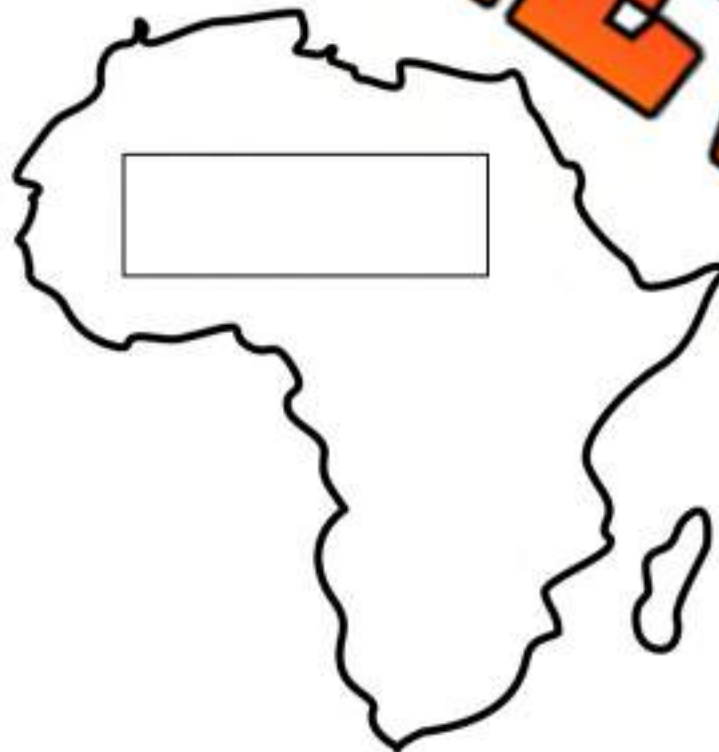
1)

2)

3)

Label

Label the map of this continent where lions live.



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 Do They Live and Who Are Their Predators?

Rabbits like to live in burrows, which are holes in the ground. They are found in many parts of the world, including North America, Europe, and Asia. They have predators, which are animals that might try to eat them. Some predators are foxes, eagles, snakes, hawks, coyotes, and owls.

What Do Rabbits Eat?

Rabbits are herbivores. This means they eat plants. They eat:

- 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.

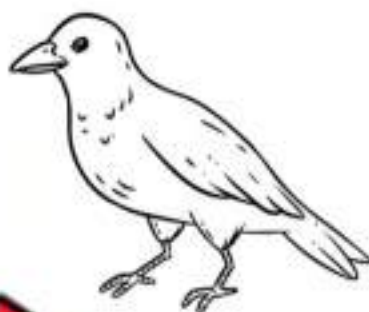
Animal Research Report - Rabbits - Predators

Identify

Colour only the animals which are predators of rabbits.



Fox



Crow



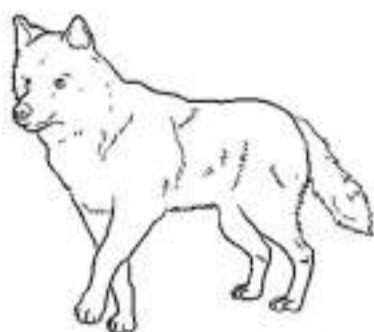
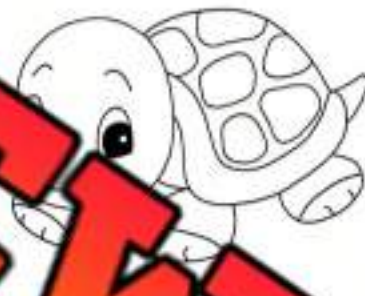
Owl



Hen



Snake



Coyote



Penguin



Raccoon

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.

Language

In our school, you hear different words.

Some friends are Spanish. Some speak French.

When we eat lunch, some have

tacos, and some have

try new foods!



Celebrating Together

We celebrate many holidays. Some friends celebrate Hanukkah, some celebrate Eid, and some celebrate Christmas. We learn from each other about 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!

Question

What does diversity mean?

Colour

Colour the children showing how we are different



Block 7:

Poetry

PREVIEW

FOCUS

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

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 Secret Word

An **acrostic** is a poem where the first letter in each line spells out a word. Here is an example with the word "CUTE".

Cute and fluffy,
Always likes to play,
Tail wagging all day.



Limerick: The Silly Poem

A **limerick** is a funny poem with 5 lines. Lines 1, 2, and 5 rhyme, 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.



**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.

Limerick

A poem where the first letter in each line spells a word

Visualizing

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

Haiku

Limerick

Acrostic

Haiku Poetry – Inuit Reflection

Haiku Poetry – Inuit Reflection

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

Here are three haikus to think about Inuit life:

Good snow for boots,

Seals swim in icy

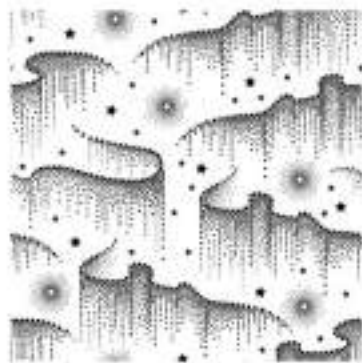
Inuit are happy.



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.



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 would rather live where it is warmer.

2) "So the sky is home."

The sky has a home through northern lights.

The sky can speak to the Inuit.

3) "Inuit night home."

Inuit people stay in igloos at night.

The Inuit sleep outside without any shelter.

Visualizing

Re-read each of the poems and draw what you are picturing.

Haiku 1	Haiku 2	Haiku 3

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.

Acrostic Poems

Pulley

P - Pulls things up and down,
U - Uses a rope and a wheel,
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!



Visualizing

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

Pulley

PREVIEW

Lever

Limerick Poem – Rhyme and Alliteration

Fall

A Fall leaf was orange and red,
It twisted and twirled overhead.
It landed softly on the ground,
In a pile below.
Get raking, time to get on!



Winter

Winter is covered in snow,
With winds that howl and blow.
We build a snowman,
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! ❄️

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 do 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 you learn about?
- 3) Stanza Breakdown: We will listen to the poem again. After each page. Draw what you are picturing in your head. Also, 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?

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

Reflection

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

Pages 17 – 20: Rhyming Words/Alliteration Used

Pages 21 – 24: Rhyming Words/Alliteration Used

Pages 25 – 28: Rhyming Words/Alliteration Used

PREVIEW

Block 8: Book Reviews

PREVIEW

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

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 chocolate, that is bias. You are not being fair to other flavours.

Now read the reviews below and answer the questions.

3. "Buzz About Bunnies" - Rating 10/10

Yay! "Funny Bunnies" is the best book about Bunnies are the best animals by far. Since I love bunnies, it is the best book. You will love it too!



1) Is the author biased?	Yes	No
2) What is the author's bias?	They only like bunnies.	They only like dogs.
3) Would this author like a book about dogs?	Yes	No
4) Should you believe this author?	Yes	No

5) Draw what you visualized after reading the review.

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 family of 4 watched a movie. Read the reviews and draw the character who you thought wrote the review.

Mom

Teenager

Youngest

I liked the happy song
its wagging tail! But
wanted to see more fe
and rolls from the pup.

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


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.


Our Voice in Review Writing

Voice


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

Carrier 2:00PM 100% 

Group Chat

EG: ...e we w...ay. Cool cars, but jokes were
m... if you... I do, you'll think this
movie... sweet... 

LG: My kids liked the car races, but... were
fun for adults. 3 Stars.

TG: Cars and races were fun. I loved this movie
especially with my candy and juice! 5 Stars. 

SG: Bright outfits, good races, but the story was
easy to guess. Still fun to watch. The kids
liked it more than we did. 4 Stars.

Block 9:

Graphic Texts

PREVIEW

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

1) Summarize the comic above. What happened?

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

Yes

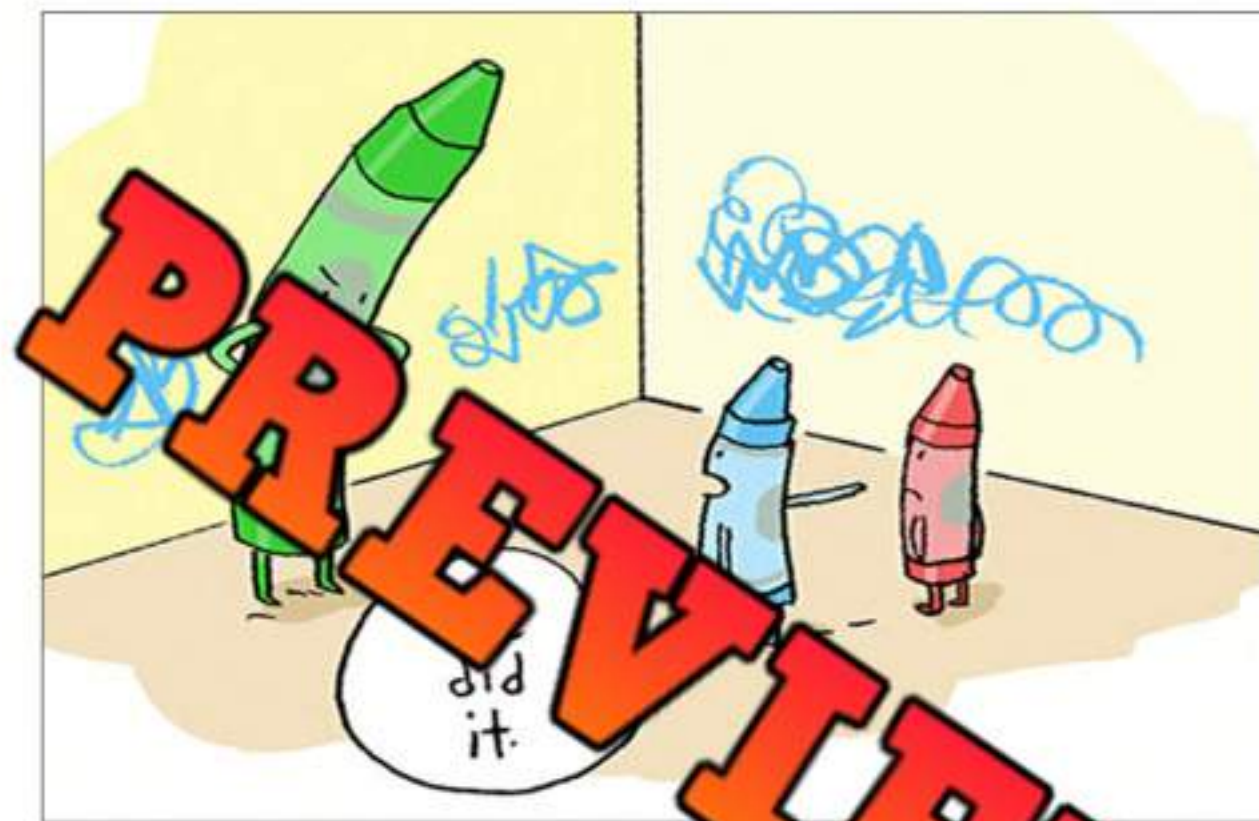
No

I don't know

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



1) Summarize the comic above. What happened?

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

Yes

No

I don't know

Understanding Graphic Texts

Analyze

Colour the graphic and answer the questions



EQUALITY

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.

Text Features in Infographics

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

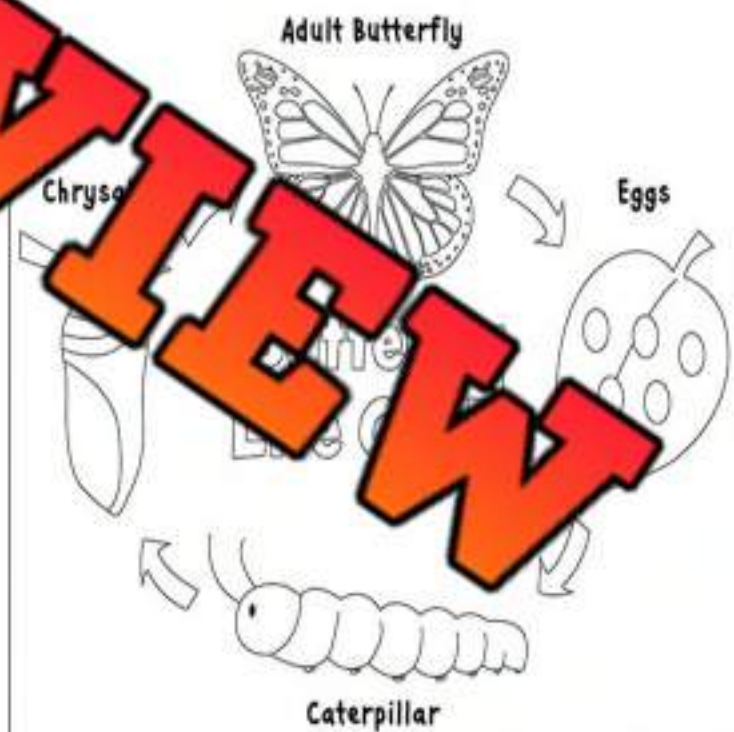
Infographics may contain:

- **Titles:** For the main idea.
- **Pictures:** To show what it is about.
- **Labels:** All parts of the pictures.
- **Data:** Facts.



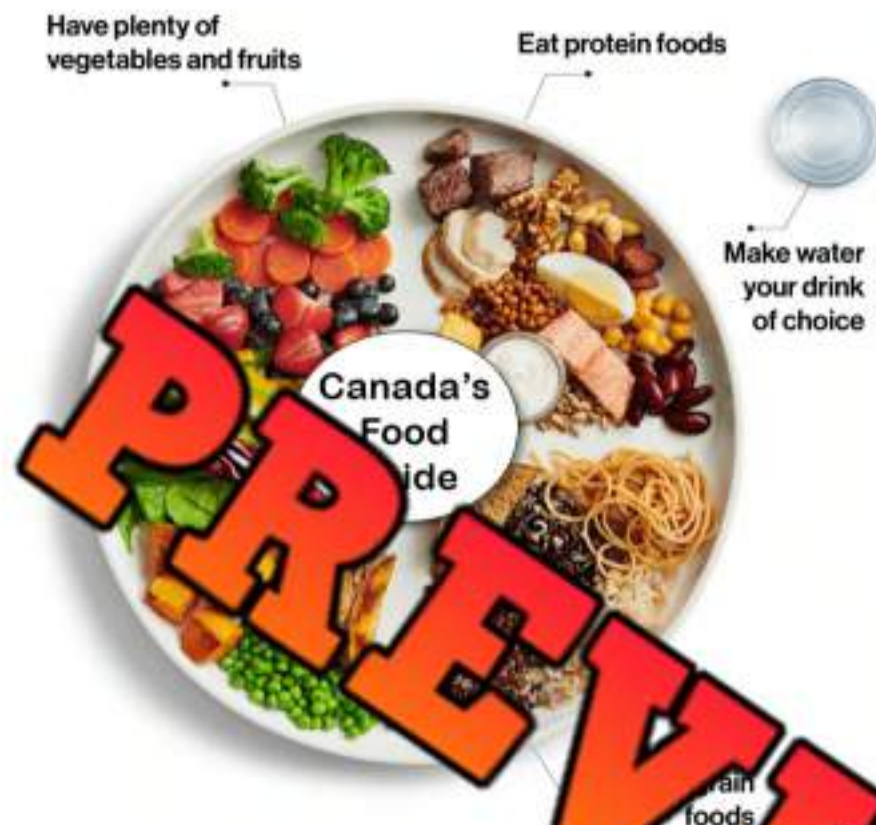
Examine each infographic and answer the questions.

- 1) Circle the title of the infographic in the image. Write the four stages of the butterfly lifecycle.



- 2) Draw a caterpillar and butterfly.

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

2) Put a checkmark on things you should eat according to the food 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

Block 10:

Biographies

PREVIEW

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

Biography – Chris Hadfield

Chris Hadfield: A Star Among Stars

Table of Contents

Early Life
Flying High and Beyond
Making Space Fun for Everyone
Timeline



Chris Hadfield

Early Life

Chris Hadfield was born on January 15, 1959, in Sarnia, Canada. He looked up at the sky and dreamed of flying high and beyond space.

Flying High and Beyond

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

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.

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. _____

Answer

Circle the correct answer for each question.

1) Where was Chris Hadfield born?

A) Winnipeg

B) Toronto

C) Seattle

D) Vancouver

2) How many times did Chris go up into space?

A) Once

B) Twice

C) Three times

D) Four times

Timeline

Draw a timeline with pictures of Chris Hadfield's life.

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 collecting teeth to build her gleaming palace.



Magical

She glides through the night with her silvery bag, visiting kids all over the world. Her dress sparkles with stardust, and her wings never make a sound.

Gifts and Giggles

For every tooth she finds under a pillow, she leaves behind a shiny coin or a glittery sticker. She loves to make children smile and fulfill their dreams.

A Fairy's Kindness

The Tooth Fairy helps children remember to brush and floss. She has 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.

Visualize

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



During reading, what questions do you have about the tooth fairy?

**Timeline**

Draw pictures that go along with the timeline.

Long Ago

Summer and winter

Every New Moon

Always

Biography Activity

Objective

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

Name

Birth

Family

Favorite Activities

Is in Them

PREVIEW



Google Slides Lessons Preview





Ontario Language Curriculum Composition (Writing) – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to add details about who, what, when, where, why, and how to a sentence, so we can make our sentences longer and more interesting.

Matching: Sentence Details

Match each detail to the correct question to make the sentence longer and more interesting, then trace the complete sentence below.

Who?	
What?	
Where?	
When?	
Why?	
How?	

Drag the information to the right row.

at lunchtime
quickly and happily
Ben
in the kitchen
ate a sandwich
to fill his empty stomach

Ben ate a sandwich in the kitchen at lunchtime to fill his empty stomach.

Ben ate a sandwich quickly and happily.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

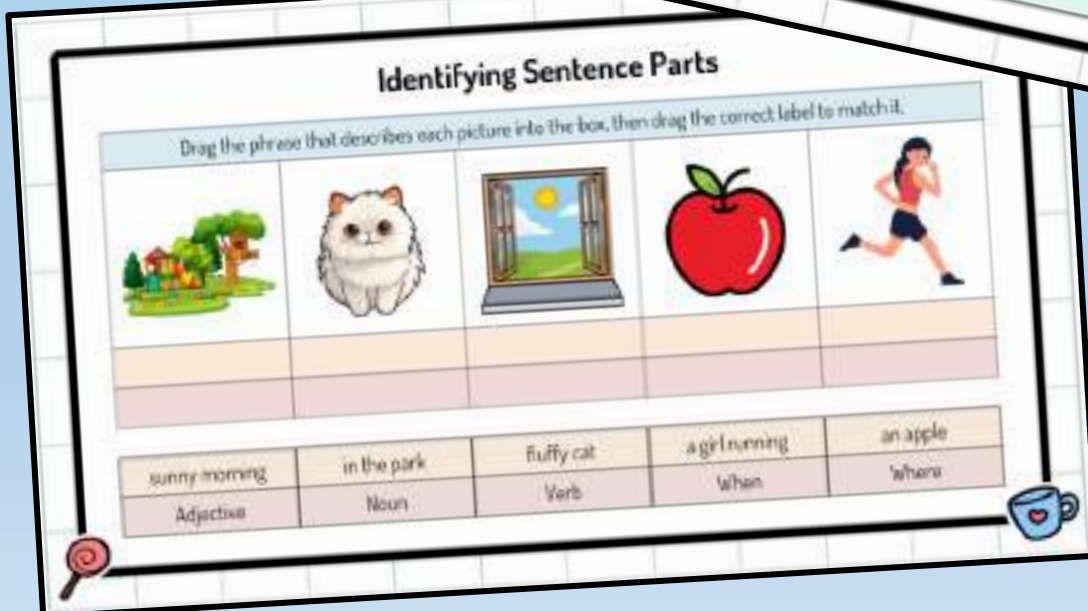
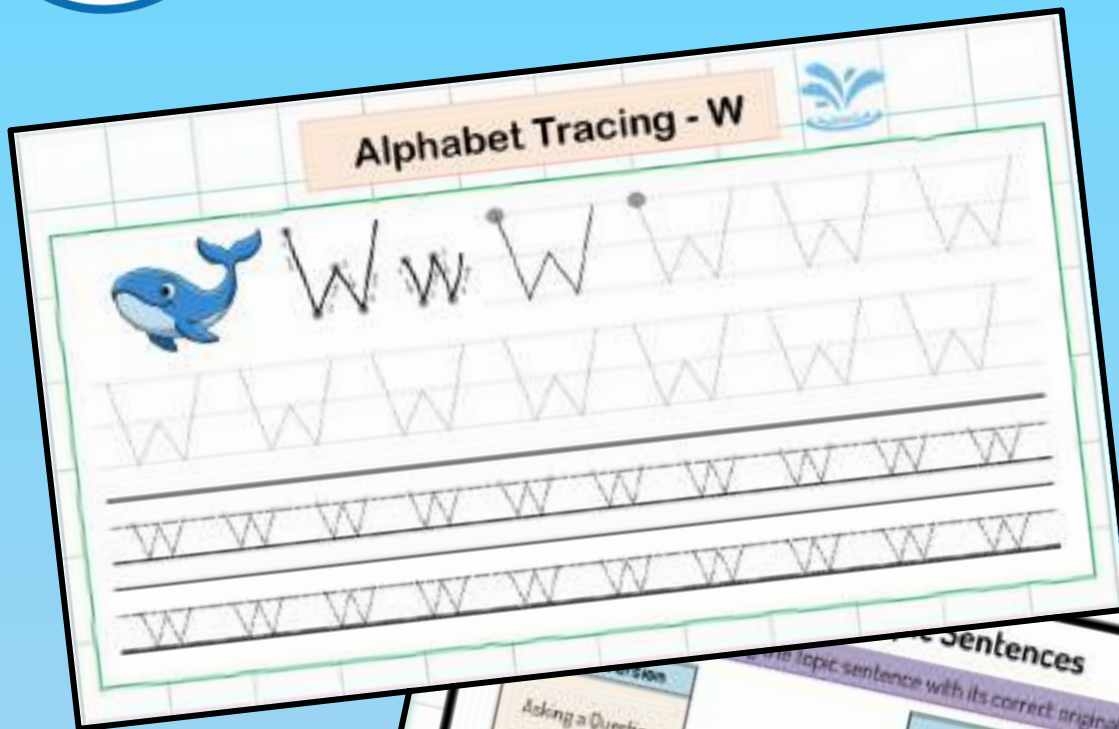
Writing Descriptive Sentences

Write sentences about the pictures below. Be as descriptive as you can!





Ontario Language Curriculum Composition (Writing) – Grade 1






Ontario Language Curriculum Composition (Writing) – Grade 1

Engaging Topic Sentences

Draw a line matching the topic sentence with its correct original version.

Original Version	Topic Sentences
Asking a Question	Penguins are amazing birds.
Using an Exclamation	What do penguins eat in the wild?
Making a Bold Statement	Penguins can hold their breath for over 20 minutes.
Adding an Interesting Fact	Wow! Penguins can swim really fast!



Matching: Text Form

Drag each text form name to the matching example picture or story.

Text Form	Example
Poem	Illustration of a poem book.
Story	Illustration of a storybook.
List	Illustration of a list.
Instructions	Illustration of a book with instructions.
Report	Illustration of a report.

The Story - Pick the Best Ending

At the start of each story. Drag the image and the sentence of the best ending.

Beginning	Middle	Ending
She was walking to the park with her new red hat.	A strong wind blew, and her hat flew away.	She found a green hat.
Jack was working with glass of orange juice.	He spilled his juice and stepped.	He cleaned it up with a towel.
		He put on his shoes and went outside.
		The juice turned on a big orange fish.



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:



	Curriculum Expectations – Overall Expectations	Pages
A1	Transferable Skills	
	Preview of 130 pages from this product that contains 391 pages total.	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	215 – 216, 263 – 265
A3	<u>Applications, Connections, and Contributions</u> 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	227 – 229, 265 – 266, 272 – 280

Grade 1 – Language



D1. Developing Ideas and Organizing Content

	Curriculum Expectations – Specific Expectations	Pages
D1.1	<u>Purpose and audience</u> Identify the purpose, and audience for various texts that can be created	111 – 112, 151 – 158, 165, 171 – 174, 190 – 191, 217 – 218
D1.2	<u>Developing ideas</u> Generate ideas for writing on various topics, using simple strategies such as brainstorming or using resources, including their own lives and experiences, and learning from other subject areas	62 – 74, 77 – 78, 92 – 96, 104 – 108, 113, 171 – 174, 181 – 189, 192 – 198, 211 – 214, 219 – 221, 227 – 227, 234 – 237, 243 – 246, 253 – 254, 267 – 269, 275 – 276, 279 – 280
D1.3	<u>Research</u> Gather information and content relevant to a topic or issue from a single source	215 – 216, 243 – 245, 255 – 256, 259 – 260, 275 – 276, 283 – 285
D1.4	<u>Organizing content</u> Sort and sequence ideas and information, taking into account the text form and genre to be used	136, 139, 151 – 153, 160, 178 – 179, 200, 207 – 208, 222 – 227, 233, 239, 242, 250 – 252, 255 – 256, 259 – 260, 270 – 274, 277 – 278
D1.5	<u>Reflecting on learning</u> Identify the strategies that helped them to develop ideas for texts	75 – 76, 103, 110, 114 – 116, 150, 159, 164, 170, 177, 200, 232, 241, 249, 281 – 282, 288

Grade 1 – Language

D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	<u>Producing drafts</u> Draft, edit, and revise simple texts of various forms and genres, including personal narratives, persuasive texts, and informational texts, using a variety of media, tools, and strategies	137 – 138, 143 – 145, 160 – 162, 171 – 174, 180, 196 – 199, 228 – 229, 239, 247, 257 – 258, 261 – 262, 283 – 285
D2.2	<u>Printing</u> Print letters and words, and apply information patterns, size, placement, and spacing	10 – 61, 104 – 108, 228 – 229, 240
D2.3	<u>Voice</u> Demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about the topic	121, 154 – 158, 165 – 169
D2.4	<u>Point of view</u> Identify the point of view, including first person, used in their texts	196 – 198, 200, 209 – 210
D2.5	<u>Editing and proofreading</u> Make simple edits to draft texts, such as changes to capitalization, punctuation, and spelling	202 – 203

Grade 1 – Language

D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	<u>Producing final texts</u> Produce texts using simple techniques, to achieve intended purposes	109, 146 – 148, 163, 176, 204 – 205, 240, 248, 286 – 287
D3.2	<u>Publishing or presenting</u> Present the texts to an audience using appropriate strategies, including by publishing or presenting	146 – 149, 202 – 203, 209 – 210, 230 – 231
D3.3	<u>Reflecting on learning</u> Identify a strategy they found helpful when producing texts	75 – 76, 110, 114 – 115, 160, 164, 177, 232, 241, 249, 287



Composition: Expressing Ideas and Creating Texts

Long Range Plan

Block 1: Letter and Word Printing

- Print letters and words with appropriate formation patterns, size, placement, and spacing.

Block 2: Sentence Writing

- How to write a sentence
- Improving our sentences: from simple to descriptive sentences
- Jumbled sentences
- Write in different voices
- Picture prompts

Block 3: Paragraph Writing

- How to write a paragraph (focus on 1 main idea. Picture prompts.
- Topic and conclusion sentences
- Writing and publishing paragraphs

Block 4 - Introduction to Text Forms

- Exploring different text forms
- Brainstorming activities to generate ideas
- Mind map / 4 corner brainstorming

Block 5: Procedural Writing - Instructions

- Writing instructions for simple tasks
- Sequencing the order of instructions
- Writing and publishing instructions

Block 6: Letter Writing

- Formal versus informal letters
- Identifying voice in writing: reading our audience
- Writing and publishing formal and informal letters

Block 7: Personal Narratives Writing

- Setting and characters (family, friends, etc.)
- Feeling and emotions
- Beginning and ending
- Writing and publishing personal narratives

Block 8: Opinion Writing or Persuasive Writing

- Debating different topics
- Fact or fiction: which is more persuasive
- Researching: Finding facts to be persuasive
- Writing and publishing opinion texts

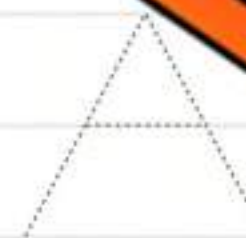
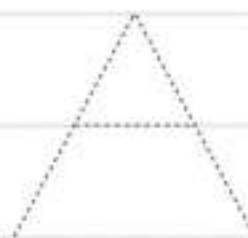
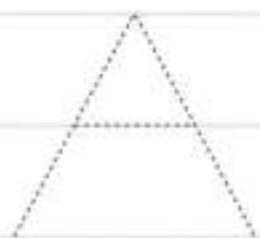
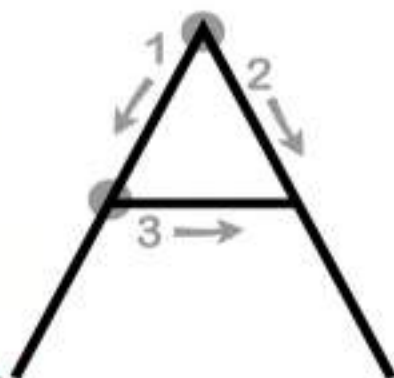
Block 9: Poetry

- Acrostic, Haiku, and Limerick poems
- Rhyming words and syllables
- Writing and publishing poems

Block 10: Report Writing

- Researching: trustworthy sources
- Structure of reports (headings)
- Writing and publishing reports

Alphabet Tracing - A



Tracing Writing Activities

Practice

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

I am a happy student.

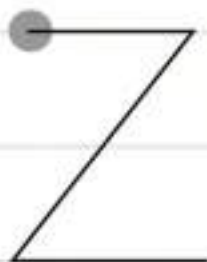
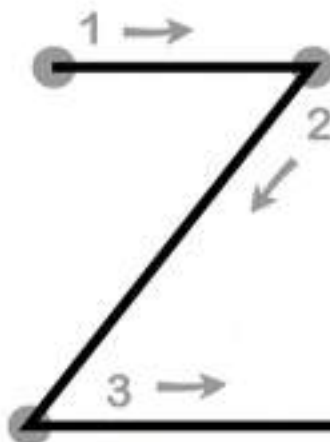
The cat sat on the mat.

We love our big dog.

My mom cooks food.

PREVIEW

Alphabet Tracing - Z



Tracing Writing Activities

Practice

Trace the sentences and then write them on your own below

Zebras live in the zoo.

Open your zipper jacket.

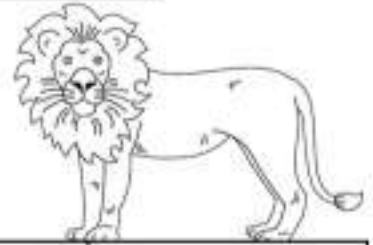
The car zoomed.

Eating zucchini is good.

Writing Descriptive Sentences

Directions

Use the options below about the lion to write a sentence. Draw it afterwards.



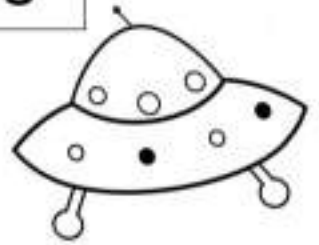
Adjectives (Describing words)	Noun	Verb (What could the lion be doing?)	Where	When
Yellow		Roared loudly at me	In the zoo	This afternoon
		Was growling at me	In the field	Last night
Loud		Started chasing me	In the water	All day

PREVIEW

Writing Descriptive Sentences

Directions

Write 2 options for the picture. Then use your ideas to write one sentence.



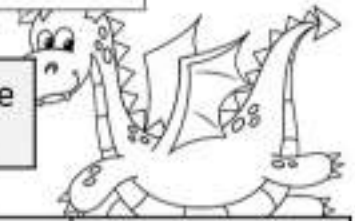
Adjectives (Describing words)	Noun	Verb (What could the spaceship be doing?)	Where	When
	Spa			

<div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div>	<div>Picture</div>
---	--------------------

Writing Descriptive Sentences

Directions

Write 3 options for the picture. Then use them to write a paragraph of sentences that describes the dragon.



Adjectives	Noun	Verb	Where	When

Paragraph – Put Sentences Together

Jumbled Sentences

Directions

Put the words in the correct order

1. dog catches stick the The

2. toys Please, away for

3. a student chair on The sat

Activity – Improving Sentences

To make a sentence longer and better, you can add details. Here's how:

- **Who:** Tells us about the person or thing.
- **What:** Tells more about the action or thing.
- **When:** Tells the time.
- **Where:** Tells the place.
- **Why:** Tells the reason.
- **How:** Tells the way something is done.



Directions

Use the sentence below that uses in the information in the table

Example: Jimmy Jumped.	
Who?	Jimmy
What?	Jumped over the fence
Where?	In the garden
When?	Yesterday
Why?	To play with friends
How?	Quickly

Sentence

Jimmy jumped quickly over the fence in
the garden yesterday to play with friends.

Name: _____

Directions

Fill in the table and then write your sentence at the bottom

Boring Sentence: I Swam

Who?

What?

Where?

When?

How?

PREVIEW

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

Students will work together to make fun sentences using provided prompts while focusing on the order and combination of words.



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to students that they will be creating sentences using specific prompts. Provide the order of the words and how they fit together.
- 2) **Display the Prompts:** On the next page, there is a table displaying the prompts.
- 3) **Group Work:** Divide the students into groups. Ask each group to refer to the table of prompts and choose words to create their own sentences.
- 4) **Sentence Creation:** Challenge each group to create descriptive sentences using the prompts from the table. They can't reuse words and must use all the words provided. They should write these sentences down on this page.

For example, they might come up with:

- "The shiny apple dances in the garden in the fall."
 - "The tall clown hops near the river during the day."
- 5) **Share & Discuss:** Have each group present their sentences to the class.
 - 6) **Reflection:** After all groups have presented, discuss as a class. Which sentences stood out and why? How did the order of words affect the meaning of the sentence? What was challenging about not reusing words?

Name: _____

Adjectives	Nouns	Verbs	Where	When
shiny	rabbit	melts	at the circus	in the fall
tall	snow	dances	in the sky	during the day
cute	apple	shines	near the river	on the weekend
funny	clown	hops	in the garden	all year

Sentences

Write 2 different sentences using the words above

PREVIEW

Writing Descriptive Sentences

Directions

Write a sentence about each of the pictures below. Be as descriptive as you can!

Sentence 1

Sentence 2



Exploring the Structure of Paragraphs

What's Inside a Paragraph?

A **paragraph** is like a small story. It talks about one thing. It has three parts: a beginning, a middle, and an end.



Beginning: Topic Sentence

- ☐ This is the first sentence. It tells you what the paragraph is about.

Example: "I love going to the zoo."

Middle: Details

- ☐ These are the middle sentences. They give more information.

Example: "I like seeing the lions. They roar loudly!"

End: Closing Sentence

- ☐ This is the last sentence. It wraps up the story.

Example: "The zoo is my favourite place!"



Exploring the Structure of Paragraphs

Topic
Sentence

The paragraphs have one detail and a closing, but no topic sentence.
Write a good topic sentence. **Tip:** use the conclusion to help you!

Topic
Sentence

She purrs when I pet her. A cat with whiskers is a happy cat.

Topic
Sentence

They are juicy and sweet when I take a bite. I feel happy when I eat an apple.

Topic
Sentence

It shines bright in the sky during the day. The sun makes the day happy.

Exploring the Structure of Paragraphs

Hooks

Rewrite the topic sentences below but make them interesting so they hook the reader.

Boring Version

The playground is where we play.

Your Version**Boring Version**

The stars are beautiful.

Your Version**Boring Version**

We went to the beach.

Your Version

Writing Engaging Topic Sentences

Asking a Question: Start with a question This makes people curious to read more.

Example: "Do you know how bees make honey?"



Using an Exclamation: Use an exclamation to show something exciting.

Example: Wow, stars are so bright at night!

Making a Bold Statement: Use big words to make your idea.

Example: "Apples are the best fruit ever!"

Adding an Interesting Fact: Use a cool fact to make your paragraph interesting.

Example: "Elephants can smell water from miles away."

Writing Engaging Topic Sentences

Hooks

Draw a line matching the topic sentence with its correct original version.

Original Version**Topic Sentences**

Using an Exclamation

Making a Bold Statement

Adding an Interesting Fact

Kangaroos are the best jumpers in the world.

Did you know kangaroos can't walk backward.

Why do kangaroos keep in the pouches?

Look at that kangaroo jump!



Quality Topic Sentences

**Think**

Circle which topic sentence you think is best.

1) The wheels on my toy car spin fast. Playing with my toy car is fun.

Draw It

a) I have a car.

b) My dad likes cars.

c) My school has a car.

2) Max loves to wag his tail. Max is my best friend.

Draw It

a) Apples are red.

b) My dog is called Max.

c) I like to read.

3) Grandma adds chocolate chips to the cookies. Grandma's cookies are the best.

Draw It

a) Spiders have eight legs.

b) Cookies are sweet.

c) My grandma bakes cookies.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

When we write, paragraphs are like boxes for our ideas. Each box helps you keep your thoughts neat and tidy.



When we write a paragraph, we start with a main idea. In each paragraph, we add details to our main idea. For example, if your main idea is "My horse is awesome," you'll explain why it is awesome, how it looks, and what you like about riding it.

Check These Out:

- Main Idea: "Apples are tasty."
- Details: They are crunchy, sweet, and make delicious pies.
- Main Idea: "Books are fun."
- Details: You can learn new things, go on adventures, and even laugh out loud.

How to Build Great Paragraphs:

- **Start with Topic Sentence**: This tells what you're going to talk about.
- **Add Fun Details**: These make your story more exciting.
- **End with a Wrap-Up Sentence**: This is like putting the lid on a toy box.

Crafting Perfect Paragraphs

**Supporting Details**

Follow the instructions below

1) Draw or write 4 things you like to play outside in the winter.**2) Choose your 2 favourite things about winter. They will be your supporting details. Write 1 sentence about each one.****Topic Sentence**

Winter is a great season for playing outside.

Supporting Detail # 1**Supporting Detail # 2**

Crafting Perfect Paragraphs

**Supporting Details**

Follow the instructions below

1) Draw or write 4 things you like to do in the summer.**2) Choose your 2 favorite things to do in the summer. They will be your supporting details. Write 1 sentence for each one.****Topic Sentence**

The summer is the best season to have fun!

Supporting Detail # 1**Supporting Detail # 2**

Crafting Perfect Paragraphs

Supporting Details

Fill in the 3 missing supporting details
about the topic sentence below.



Topic
Sentence

The park is a great place to spend a sunny afternoon
having fun.

1. You can build _____ in the park.

2. The _____

is great fun to climb on.

3. You can have a picnic and eat yummy _____ and

Supporting Details

Our supporting details talk about the main idea of our paragraph. Once we have a main idea, we write our topic sentence. Then we write the supporting details that explain our topic sentence.

Example

- Main Idea: School is fun
- Supporting Detail: I like to learn.
- Supporting Detail: I see my friends.
- Supporting Detail: I play at recess.



Practice

Write supporting details about the main idea below.

Main Idea	
	_____ is fun.
Supporting Detail # 1	_____

Supporting Detail # 2	_____

Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Also	But	And	Finally
Next	Likewise	However	Also	Lastly
Then	Similarly	On the other hand	In addition	In the end

Think: Choose a good transition word for the supporting details.

1. I don't like broccoli. _____ I'll try a small bite.

2. I'll turn off the light _____ I'll get a blanket.

3. After playing outside all day, it's _____ for bed.

4. My cat is so fluffy. _____ she purrs a lot.

5. She has a minty toothpaste, _____ mine is fruity.

Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Also	But	And	Finally
Next	Likewise	However	Also	Lastly
Then	Similarly	On the other hand	In addition	In the end

Write a paragraph using the sequence and conclusion sentence has been written for you below. Add the paragraph using **ONE** supporting detail. Use a transition word from the list above.

Topic: What you do when you get home

I have lots to do when I get home from school. First, I take off my shoes.

Then I go to the kitchen **and** have a snack.

Lastly, I sit down to do some colouring. **In the end**, I put away my toys

and wait for dinner. I love my after school routine!

Ending With A Bang: Conclusion Sentences

What's a Conclusion Sentence?

A **conclusion sentence** is the last sentence of your writing. It tells them that you're done talking about your topic.

Why Do We Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

1. To make your writing neat and tidy.
2. To remind ourselves of the main thing we wanted to say.
3. To leave our readers with a final thought.



How to Write a Good Conclusion Sentence

To write a fantastic conclusion sentence, remember these tips:

- Summarize the Main Idea: Say the main idea but use new words.
- Make it Short and Sweet: Don't make new points.
- End with a Bang!: Something exciting or thought-provoking!

Conclusion Sentence Examples

If you're writing about your favourite animal, your conclusion might go like this:

- ✓ *"That's why pandas are the sleepiest animals ever!"*

True or False

Is the statement true or false?

1. A conclusion sentence is the first sentence of your writing.	True	False
2. Conclusion sentences make our writing neat and tidy.	True	False
3. A good conclusion sentence should introduce new points.	True	False
4. Conclusion sentences remind readers of the main idea.	True	False
5. A conclusion sentence can end with something exciting.	True	False

Think _____ Which conclusion sentence you think is best.

1) Winter is an awesome season. I can build snowmen, have snow days, and go sledding.	DRAW IT
a. I play hockey in the winter.	
b. I can't wait for winter to come again next year.	
c. Summer is a great season too.	

2) My neighbour Lilly has a lovely garden. There are roses, daisies, and even some vegetables like tomatoes. Lilly's garden is like a small paradise.	DRAW IT
a. The garden always smells so nice.	
b. Lilly's garden is too small.	
c. It's always a joy to visit Lilly's garden.	

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below. Then DRAW it.



1) Baking cookies is so much fun and smells awesome. You mix smooth flour, sweet sugar, and gooey eggs. You can even add chocolate chips or raisins.

PREVIEW

Analyzing Paragraphs

Analyze

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.



1) I really like painting pictures with my paint set. My colours are so bright. I have blue and cherry red. I paint beautiful flowers with lots of petals, and sky with fluffy clouds. I even hang my paintings on the fridge with magnets. Painting makes me feel like an artist.

Main Idea

2) Eating fruits makes me feel strong and happy. Apples are crunchy and taste like a sweet treat. Bananas are soft and they peel so easily, it's like they have a zipper. Grapes are like tiny, juicy water balloons that pop in my mouth. Fruits are not just yummy, they make me feel good too.

Main Idea

Analyzing Paragraphs

Analyze

Read the paragraph below. Underline or highlight the 3 supporting details. **DRAW** a picture for each supporting detail you find.

Penguins are amazing birds that live in cold places.

First, they have thick feathers that keep them warm in icy weather. Next, they are great swimmers and can catch fish underwater. Also, they take turns keeping their eggs warm. Penguins are cool birds that are built for life in chilly areas.



Detail 1	Detail 2	Detail 3

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.



- ☐ Tell us about an animal you really like.
- ☐ Which season do you like the most?
- ☐ What do you want to learn more about?
- ☐ Would you rather be super strong or fast?



1) What is your topic?

2) Brainstorm anything that comes to mind when you think of this topic. **Draw & write** some ideas.

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

3) Write a good topic sentence below.

PREVIEW

4) Write a good conclusion sentence below.

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains focus on the main idea		
Uses transition words appropriately		
Has a well-crafted conclusion sentence		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Has a well-crafted conclusion sentence		

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
Topic Sentence	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
Conclusion Sentence	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
Main Idea	Clearly focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Two or more clear, relevant supporting details.	One or two relevant supporting details; may be vague.	One detail; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some good transitions.	Transitions are awkward or missing.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are bland or repetitive.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors that distract the reader.	Numerous errors hinder understanding.

Teacher Comments

Mark

Understanding Text Forms

Discovering Different Text Forms

When we read or write, we see many types of writings. They're called "text forms".



Types of Text Forms

- Stories: Magical tales about heroes and adventures.
- Instructions: Like a recipe in a cookbook, they guide us step-by-step.
- Letters: Friendly notes to say "Hello" to someone special.
- Lists: Helpful reminders, like a grocery shopping list.
- Poems: Beautiful words that might rhyme and make us go.
- Reports: Information about a topic, like "All About Frogs".

Why So Many Forms?

Every text form has a job. It helps us share our message in the best way.

Picking the right form makes sure our readers understand and enjoy.

Which Form?

Which text form would you use? Choose one from the reading.

- | | |
|---|--|
| 1) Talk about her weekend trip to the mountains. | |
| 2) Is saying how to take care of a pet fish to the class. | |
| 3) Wants to say thank you to her aunt for the new dress. | |
| 4) Wants to describe the moon using rhymes. | |
| 5) Is planning to learn about the planets. | |

Question Answer the question below.

Which text form have you used last? What did you write about?

Draw

Draw a book cover for a book you have read.

--	--

Idea Development Strategies

Practice

Coming up with ideas is the first thing to do when writing. Practice the different strategies below. Write down as many ideas as possible.

1) **Brainstorm:** What are your favourite toys? Draw pictures or write what comes to mind.

PREVIEW

Favourite
Toys

Activity: Power of Planning

Objective

What are we learning more about?

To understand the impact of planning on writing by comparing two 8-minute writing exercises: one without brainstorming and one with 2 minutes of brainstorming.

Instruction

How do we complete the activity?



Part 1: Writing Without Planning

Subject: My Favourite Food

Instructions:

- 1) Students are given 8 minutes to write about the chosen subject without any planning or brainstorming.
- 2) Encourage students to write freely and continuously for the 8 minutes.
- 3) Collect the writing to set it aside for later comparison.

Part 2: Writing With Brainstorming

Subject: My Favourite Season

Instructions:

- 1) Students are given 2 minutes to brainstorm ideas for the chosen subject. They can jot down key words, phrases, or outline their thoughts.
- 2) After the brainstorming session, students have 6 minutes to write about the subject using their brainstormed ideas.
- 3) Collect the writing.



Activity: Power of Planning

Part 1

Write for 8 minutes straight about what your favourite food is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) What are **4 things** you like about your favourite season? Draw it.

PRINT	

2) Now **WRITE** for o was b

VIEW

Personal Voice in Writing

Your Writing Voice

Did you know your writing can sound just like you? That's called your "personal voice." It's how you talk, but it's on paper!

- 1) **Use Words You Use** Use words you use when you talk! If you say "cool," write it down.

- *Example: "I was so cool today!"*

2) **Use Different Sentences**

- Use short or long sentences.
- *Example: "I ran. I ran so fast. I was so tired."*

3) **Feelings**

- Share how you feel. If you're excited, you can write using exciting words.
- *Example: "I was so pumped to win, I jumped for joy!"*

4) **Punctuation**

- Use marks like "!" for excitement and "?" for questions.
- *Example: "Are you coming? Yay!"*



Creative Writing - Using Different Voices

Character	Plot	Words They Might Use
Pirate	Searching for treasure on an island.	"Ahoy!", "Matey", "Ship", "X marks the spot"

Write

Write as if you are the character above. Use the plot and the words to help you with your writing.

**Pirate**

PREVIEW

Draw A Picture Below of Your Character

Name: _____

120

Curriculum Connection
D2.3

Character	Plot	Words They Might Use
Cowboy/ Cowgirl	Herding lost cattle through a storm.	"Yeehaw!", "Lasso", "Saddle", "Steed", "Outlaw"

Write

Write as if you are the character above. Use the plot and some of the words to help you with your writing.



Cowboy/Cowgirl

PREVIEW

Draw A Picture Below of Your Character

Procedural Writing: A Quick Guide

What is Procedural Writing?

Procedural writing tells us how to do something.

It shows us steps to finish a task from start to end.

Why is it important?

Procedural writing helps us learn how to do new things. If we want to make a pear and water sandwich, we can read the steps and do it right.

What Does it Look Like?

- ☐ **Title** : The title tells what the procedure is about.
- ☐ **Material List**: Is a list of things you need to complete the task.
- ☐ **Steps** : The steps are listed in order. Usually numbered **points**. Each step is clear and easy to understand.

Example:

Title: How to Build a Snowman

Materials: Snow, two sticks, a scarf, a hat, 8 black buttons.

Steps:

- 1) Roll a large snowball until it's about as tall as your knees.
- 2) Make a second snowball that's a bit smaller.
- 3) Stack the second snowball on top of the first one.
- 4) Roll a third snowball that's smaller than the second and place it on top.
- 5) Put sticks as arms on the middle snowball.
- 6) Place a scarf around its neck.
- 7) Add a hat on the top snowball.
- 8) Use buttons for eyes, a nose, and a mouth.



True or False

Is the statement true or false?

1) Procedural writing shows steps to finish a task.	True	False
2) We don't need a title in procedural writing.	True	False
3) Procedural writing helps you learn new things.	True	False
4) A materials list is not important in procedural writing.	True	False
5) The steps in procedural writing are random.	True	False

Questions that practice writing the steps **FIRST, NEXT, and LAST.**











Procedural Writing : Topics Zooming In!

Instructions

Look at the broad topic and ZOOM IN to think of something smaller you could teach someone to do!

Topic	Zoom In!	
Ex. How to make cereal	1	How to make cereal
	2	How to cook eggs
Ex. How to get ready for school	1	How to pack my backpack
	2	How to brush your teeth
How to play sports	1	_____
	2	_____
How to draw animals	1	_____
	2	_____
How to take care of a pet	1	_____
	2	_____

Procedural Writing : Brainstorm Topics

Instructions

What are you good at doing? Write 2 different tasks that you have done before in each place.

DRAW IT	Outside
	<i>Ex. Build a Snowman</i>
	_____ _____ _____
	_____ _____ _____
At Home	DRAW IT
<i>Ex. How to Clean your Room</i>	
_____ _____ _____	
_____ _____ _____	

Procedural Writing : Transition/Signal Words

What are Transition Words?

Transition words are special words that help us know what comes next. In procedural writing, they help us understand the steps better.

Transition Words : Help readers know what order to do things in.

Beginning

- ☐ First
- ☐ To Begin
- ☐ Step One
- ☐ To Start

Middle

- ☐ Next
- ☐ Then
- ☐ Step Two
- ☐ After

End

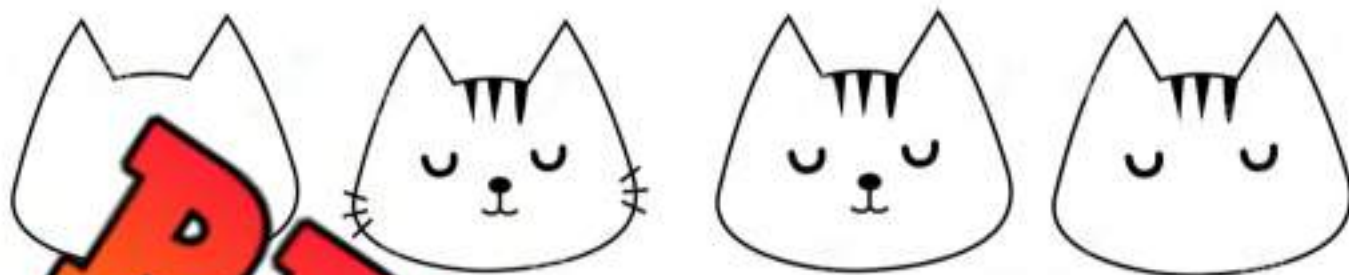
- ☐ Last
- ☐ Finally
- ☐ When we are finished



Transition/Signal Words – Practice**Instructions**

Cut out the transition words and paste them under the right step

**First****Next****Then****Finally****First****Next****Then****Finally**

Transition/Signal Words – Practice**Instructions** Cut out the transition words and paste them under the right step

--	--	--



--	--	--	--

First**Next****Then****Finally****First****Next****Then****Finally**

Procedural Writing : Transition/Signal Words

Beginning the Task	During the Task	Ending the Task
First	Next	Then
Step one	Step two	Last step
To begin	After that	Lastly
Start	Meanwhile	Finally

Instructions: Use the words in the table above, fill in the missing transition words in each of the procedural task.

How to Make a Paper Hat

- First**, find a large sheet of paper.

- _____ fold the paper in half horizontally.

- _____ fold the top two corners inward to meet in the middle.

- Meanwhile**, make sure the edges are even.

- _____ fold the bottom edges up to finish your hat.



Procedural Writing : Transition/Signal Words

Beginning the Task	During the Task	Ending the Task
First	Next	Then
Step one	Step two	Last step
To begin	After that	Lastly
Start	Meanwhile	Finally

Instructions Using the table above, fill in the missing transition words in each of the procedural task.

How to Wash Your Hands

1. _____

turn on the tap and get wet with water.

2. _____

wet your hands under the running water.

3. _____

apply soap to your hands.

4. _____

scrub your hands together for 20 seconds.

5. _____

rinse off the soap and dry hands with a towel.



Writing Procedural Steps – Practice

Beginning the Task	During the Task	Ending the Task
First	Next	Then
Step one	Step two	Last step
To start	After that	Lastly
	Meanwhile	Finally



Instructions

Write the steps for each procedural task.

To start, wash your hands.

First, open the fish food container.

After that, watch your fish eat to make sure you didn't give too much.

Writing Procedural Steps – Practice

Instructions

Write the steps for the how-to-guides below

How To Make The Perfect Lunch

PREVIEW

Writing Procedural Steps – A Quick Guide

What are Steps?

Steps are the parts that tell us **WHAT** to do

In procedural writing, each step helps you
get to your goal.



How to Write Steps

- ✓ First, think of what you want to do.
- ✓ Then, break it down into little steps.
- ✓ At the end, check it over, following your steps.

Example

- 1) **First**, write an opening sentence. It tells people what they will learn.
- 2) **Next**, list the things they will need.
- 3) **Then**, start with the word "Step 1" and tell what to do first.
- 4) **After that**, use "Step 2, Step 3,..." and so on, for each new step.
- 5) **Finally**, write a closing sentence to say you're done.

True or False

Is the statement true or false?

1) Procedural writing tells us WHAT to do.	True	False
2) Steps in procedural writing are not needed.	True	False
3) You begin writing steps with an opening sentence.	True	False
4) You should write down materials after the steps.	True	False
5) You do need a closing sentence.	True	False

Instructions: Read the instructions below

Step Number	Instructions
Step 1	Draw a circle for the dog's head.
Step 2	Add two small circles on each side for ears.
Step 3	Draw a bigger circle below the head for the body.
Step 4	Draw four lines under the body for the legs.
Step 5	Add small ovals at the end of each leg for paws.
Step 6	Add a curvy line at the end of the body for the tail.
Step 7	Draw dots for eyes and a circle on the head.

Organizing Procedural Steps

**Steps**

Organize the steps below into correct order

How To Make a Peanut Butter Sandwich	Order
Eat your delicious peanut butter sandwich.	
Put one slice of bread on a plate.	
Use a knife to spread peanut butter on the bread.	
Put another slice of bread on top.	
Take a knife from the table and return the spoons and forks.	

How To Play Soccer	Order
Kick the ball to the other team's goal.	
Wait for the whistle sound to play.	
Put on your soccer shoes and shin guards.	
Stand with your team in your spot.	
Celebrate with your teammates after scoring a goal.	

How To Make Lemonade	Order
Pour the lemonade into cups and enjoy.	
Find lemons, sugar, water, and a pitcher.	
Mix sugar and water in the pitcher.	
Add the lemon juice to the pitcher and stir.	
Squeeze the lemons to get lemon juice.	

Assignment – Procedural Writing

Final Draft

Write the final draft of your procedural writing below.

Title: _____

_____**Introduction** _____

_____**Materials** _____

PREVIEW

Assignment – Procedural Writing

Final Draft

Write the final draft of your procedural writing below.
Draw a picture that goes with each step of your instructions.

Step 1**Step 2****Step 3**

PREVIEW

Assignment – Procedural Writing

**Final
Draft**

Write the final draft of your procedural writing below.
Draw a picture that goes with each step of your instructions.

Step 4

Step 5

Step 6

PREVIEW

Edit

Edit your first draft by looking at the success criteria.

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Has a title		
Has a material list (if needed)		
Has an introduction		
Explains steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

Edit

Edit your first draft by looking at the success criteria.

Criteria		
Has a title		
Has a material list (if needed)		
Has an introduction		
Explains the steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

Rubric – Procedural Writing

Category	1 Points	2 Points	3 Points	4 Point
Title	No title or unclear title	Basic title	Clear title	Engaging and clear title
Materials	Missing materials list	Partial list of materials	Complete list of materials	Complete and well-organized list of materials
Introduction	Missing introduction	Basic introduction	Clear introduction	Engaging and clear introduction
Clear Steps	Steps are confusing or missing	Some steps are clear	Steps are mostly clear	All steps are clear and easy to follow
Pictures	No pictures	Some pictures but unclear	Pictures support steps	Pictures clearly support and enhance steps
Capital Letters and Punctuation	Frequent mistakes	Some mistakes	Almost all correct	All correct

Teacher Comments

Mark

Formal vs. Informal Letters

Formal Letters: For Serious Talks

A **formal letter** is very polite. We write them to teachers, principals, or people we don't know well. We use nice words like "please" and "thank you".



How to Write

- ✓ Opening/Greeting: Start with "Dear" like "Dear Principal."
- ✓ Body: Here, tell your big idea or question. Always be polite.
- ✓ Closing/Signature: Finish with words like "Thank you".

Informal Letters

An **informal letter** is like chatting with a friend. We write them to family and friends.

How to Write

- ✓ Opening/Greeting: Say "Hi" or "Hello" like "Hi Jamie."
- ✓ Body: Talk about cool things, like your new toy or a fun day.
- ✓ Closing/Signature: Say "Love" or "Talk to you later."

Four Parts of an Email

Emails are like letters but on a computer. They have 4 parts:

1. **Subject Line**: Says what the email is about.
2. **Greeting**: Like "Dear" or "Hi."
3. **Body**: Where you write your message.
4. **Closing**: Like "Sincerely" or "Love."



True or False

Is the statement true or false?

1) A formal letter is like chatting with a friend.	True	False
2) An email has 4 parts.	True	False
3) In a formal letter, we use the word "Hi" to start.	True	False
4) The body of an email is where you write your message.	True	False
5) An informal letter ends with the word "Thank You."	True	False

Third Circle Which type of letter is given in the example.

Hi Mrs. Smith,

I hope you are well. Can you read about stars and planets so we can talk about them when I visit?

Thanks,
Alyssa

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Hi Grandma,

How are you? I miss you! Can we bake cookies when I visit?

Love,
Caitlin

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: Fun at the Park! !

Hi Ali,

Guess what? I'm going to the park tomorrow. Want to play with me? We'll have fun!

See ya tomorrow,
Aisha

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: Reading My New Book

Dear Principal Sara,

I hope you are good. Can I read my new book to the class tomorrow? I think they will like it.

Regards,
Liam

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Analyzing Informal Emails

Analyze

Read the emails below. Underline the **subject**, **greeting**, and **closing** (or use highlighters).

Subject: Where's My Blue Ball?

Dear Principal Lisa,

I can't find my blue ball. I played with it at recess. Can someone help me to find it?

Thanks,
Tommy

Subject: My Cool Party!

Hi Sam,

Guess what? I'll be 6 soon! I'm having a birthday party. You should come! We'll have cupcakes and play tag. Hope to play with you soon!

Cheers,
Jenny

Subject: The Big Bell Sound

Dear Mrs. Harper,

I heard we have a big bell sound soon. It's loud and makes me jump. Can we talk so I know what will happen?

Talk soon,
Liam

Informal Email Writing

Write

Using what you've learned about informal letters, write a letter below. Use the audience and purpose provided for you. Then draw a picture that will go with your letter.

Audience**Purposes**

What should we play at recess?

Subject: _____

Success Criteria – Informal Emails

Analyze

Read the email below. **Circle** things you like about the email. Afterwards, color in the elements that the email had!

Subject: My First Time Baking Cookies

Hi Lil!

Guess what? I baked cookies for the first time this weekend. At first, I had a hard time because the dough was really sticky. Ugh! However, once they came out of the oven, they were warm and smelled amazing. Wahoo! I even added chocolate sprinkles for extra fun!

Did you do anything exciting this week? We should plan a cookie swap soon.

Catch you later,
Peter

EMAIL ELEMENTS

EMAIL ELEMENTS		
Subject Line	Body	Signature
Greeting	Closing	Interjection

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic.

Audience	Purposes
Neighbours	Asking to play together
Family Members	Giving thanks, holiday greetings
Friends	Asking about fire safety
Teachers	Asking questions about your favourite animal

1) Who will be the audience of your informal email?

2) What will be the purpose of the email?

3) Brainstorm anything that comes to mind when you think of your purpose. What things could you write about to this audience? Draw or Write.

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.



4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

PREVIEW

Analyzing Formal Letters

Analyze

Read the emails below. Underline the **address**, **greeting**, and **closing** (or use highlighters). **CIRCLE** which voice is used.

Cheerful Town Academy

1010 H. Blvd.

Ton 15

Dear Mr. Osel,

I can't wait for the holidays! For we like cookies at home. Then, we'll decorate our tree. It's going to be so fun. Is it okay if I bring some cookies to share with the class?

Your student,

Sophia

Author's Voice



Intro to Narrative Writing

What is Narrative Writing?

Narrative writing is telling a story on paper. You can talk about a fun day you had or create a tale about a dragon.

Who are the characters?

In stories, you need **characters** – like people, animals, or even robots! You also need a place for the story to happen. That's the **setting**.

Story Parts

Beginning: The Story's Start

At the beginning of a story, we meet the main characters and learn about where they live and where the story is set.

Middle: The Big Adventure

The middle is where the action heats up! This is where the main events happen. Our characters might face challenges, go on quests, or solve mysteries.

End: Wrapping It Up

In the end, everything starts to make sense. The characters find solutions to their problems or answers to their questions. We get to see how everything turns out and how the characters feel at the close of their journey.



True or False

Is the statement true or false?

1) Narrative writing tells a story.	True	False
2) Stories don't need characters.	True	False
3) Stories have three parts	True	False
4) The beginning of the story solves the problem.	True	False
5) The beginning of the story shares the setting and characters.	True	False

Question: What are the three parts in narrative writing?

--	--

Think

Write beginning, middle, and end for the story.



Narrative Writing

Write

Write narrative story using the pictures below.

Beginning**Middle****End**

PREVIEW

Narrative Writing - Setting

Analyze

The setting below has been written about a magic forest. **CIRCLE** or **UNDERLINE** what the character sees, feels, hears, tastes, and smells.

In a magic forest, Sarah feels the soft moss under her feet and hears the gentle voices of talking trees. As she takes a bite of a glowing fruit, she tastes a sweet taste while the scent of wildflowers fills the air around her.

Describe

Imagine the setting in the forest below. Describe the setting. Use extra senses you can't see using your 5 senses.



See	<hr/> <hr/> <hr/>
Feel	<hr/> <hr/> <hr/>
Hear	<hr/> <hr/> <hr/>
Taste	<hr/> <hr/> <hr/>
Smell	<hr/> <hr/> <hr/>

Narrative Writing - Characters

Characters in Narratives

Making characters in a story is like making up new play buddies! Here's how you can make them fun for everyone who reads your story:

1) Give Them Names and Looks:

Think of a name and tell us how they look.

Do they have short hair? Sparkly eyes?

Maybe they have colorful shoes?

2) Add Personality:

Tell us if they love pizza or if they are brave.

Are they always giggling, shy, brave, or sometimes

grumpy?

3) Add a Special Trait or Talent:

Think about something cool they can do.

Can they dance really well?

Maybe they're amazing at drawing or can whistle super loud.



Practice

Describe a character for a story you could write.

1) What is your character's name?

2) What does your character look like? **DRAW**

EYES

BODY

CLOTHES



3) **COLOUR** in the personality(s) of your character

Friendly

Funny

Organized

Scary

Sensitive

Adventurous

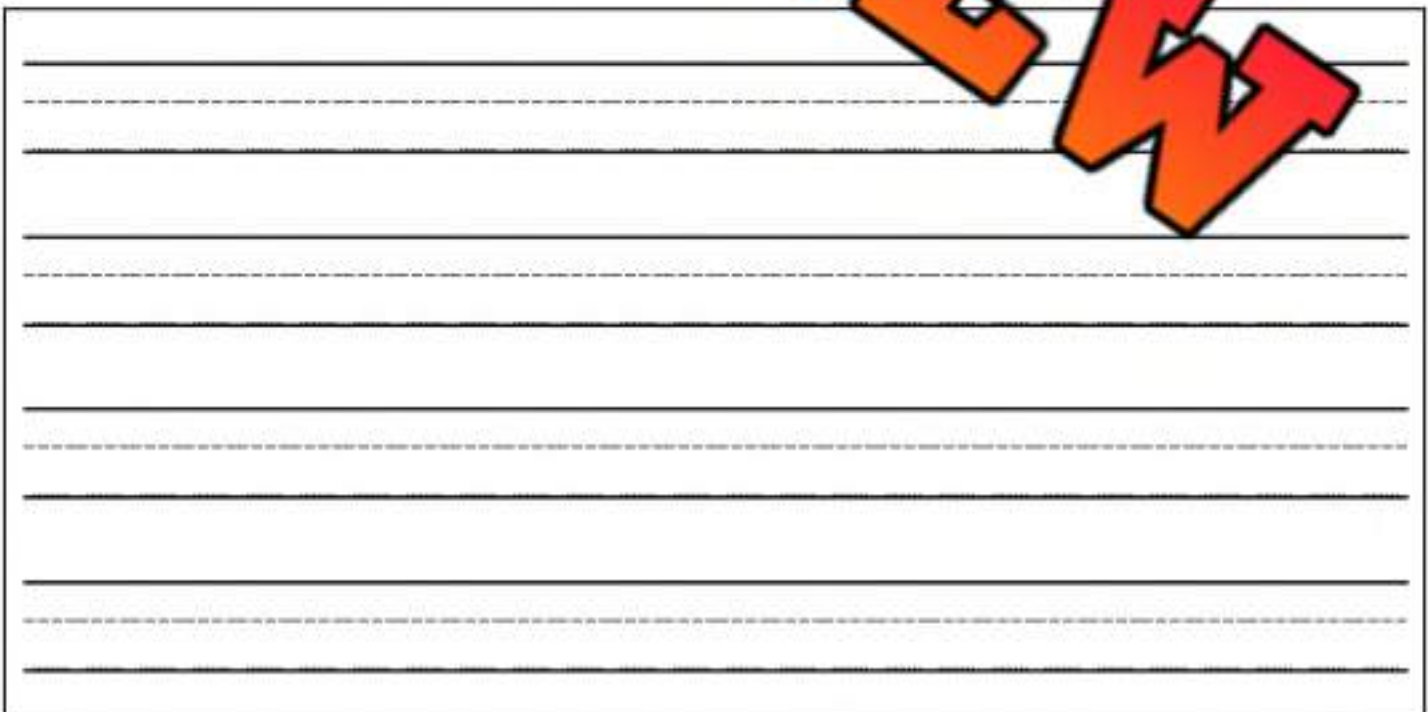
4) What special trait or talent does your character have?

5) Draw your character.



Practice

Write a paragraph that introduces your character.



Narrative Writing - Characters

Draw

Read the description of the character. Then draw what the character looks like.

Draw The Character Below

Lily stands out with her curly brown hair and colourful glasses. She always wears bright clothes that match her energetic personality. Her special talent is making art with her paintbrush in 5 minutes!

With his short blond hair and lucky red cap, you can always spot Jack on the playground. He's usually dressed in sporty clothes, ready for action. He's known as the fastest runner in the entire school!

Draw The Character Below

Narrative Writing - Characters

Analyze

Read the character introductions that could be used in different stories. Fill in the organizer.

Lea has long black hair and often wears simple yet beautiful dresses. She has big brown eyes and a calm personality. Magic happens when she sings. Her voice can make anyone stop and listen.



Name	<hr/> <hr/> <hr/>
Look	<hr/> <hr/> <hr/> <hr/> <hr/>
Personality	<hr/> <hr/> <hr/>
Special Trait or Talent	<hr/> <hr/> <hr/>

Narrative Writing - Plot

Every story has a plot. Most of the time, the **plot** is a problem that needs to be solved. The plot is the middle of the story, after the characters and setting has been described. The ending is when the problem is solved.



Instruction: Does the sentence describe the plot, a character, setting or ending?

1) Tim is a brave boy with a big smile.	Plot	Character	Setting	Ending
2) The town is full of trees and flowers.	Plot	Character	Setting	Ending
3) Tim finds a lost puppy in the park.	Plot	Character	Setting	Ending
4) The puppy has soft fur white fur.	Plot	Character	Setting	Ending
5) The park has a big pond and tall trees.	Plot	Character	Setting	Ending

Draw a scene from the story above

Narrative Writing – Finish the Story

Analyze

Write the ending to the story below



Oliver is a little raccoon with fluffy fur and a big tail. He likes to find shiny things in the forest. The forest is his favourite place. It has tall trees and sparkling water. Oliver always finds them there.

One day, he hears a loud quack. It is his friend Daisy the duck. Daisy is sad because she has lost a shiny, golden feather. Oliver wants to help.

They look near the pond. They look in the meadow. No feather. Then, they go to see Clara the cat. Clara is in the garden. She points to a big pine tree.

Narrative Writing – Start the Story

Analyze

Write the beginning (setting and characters) and the middle (plot) to the story below.

PREVIEW

Sophie takes the star rock to Mrs. Thompson, her next neighbour. Mrs. Thompson knows about rocks and gems. Mrs. Thompson says it's a very special kind of rock that glows in the dark.

That night, Sophie puts the star rock next to her bed. The rock glows softly and makes her feel happy and safe.

Now, Sophie is not just a girl who likes to look at stars. She is a girl with her own piece of the night sky. Sophie, her family, and even Mrs. Thompson are happy.

Personal Narrative Writing – Family Trip

First Person

A personal narrative is written in the first-person perspective. This means it is written by the main character. When you write a story from your life, you are writing a first-person narrative, using words like I or we.

Characters (You +)	Plot – Family Trip	Settings – Where did you go?
	Tell the story of a family trip or holiday that you really enjoyed.	

Plan

Plan out your plot of a family trip in more detail.

1) **Beginning** – What characters are involved in this plot?

2) **Beginning** – What will the setting be? Describe it using your senses.

3) **Middle** – What happened during the trip/holiday? What did your family do?

4) **End** – How did the trip/holiday end? How did you get home?

5) What is a good title for your story?

Name: _____

198

Curriculum Connection
D1.2, D2.1, D2.4

Personal Narrative Writing

Write

Write your personal narrative below

PREVIEW

Success Criteria – Personal Narrative

Analyze

Read the story below. Find the three different parts of a story within it.

Setting
(Circle)

Sensory
(Highlight)

Plot
(Underline)

My Hockey Game

Last weekend, I wore my red and white shirt and my skates. I went to the hockey arena. My skates and my stick were shiny. I could smell popcorn. My family sat in the stands and ate red and white fluffy pompoms.

I played hockey with my team. We wanted to win the game. The time was running out. My heart went thump-thump.

I had the puck! I skated really fast. Then, I tried to score a goal. The puck went in! Yay! My team was so happy.

After the game, we went to eat pizza. The place had red seats and fun music. I ate a yummy pizza slice.

I was so happy and smiled a lot.

The End



Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beginning - Describes the Character(s)		
Beginning - Describes the Setting - Uses 5 Senses		
Middle - Interesting Plot		
Ending - Explains How the Story Ends		
Appropriate Title		
Story Makes Sense		
Uses Capital Letters		
Uses Periods at the End of Sentences		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria		
Beginning - Describes the Character(s)		
Beginning - Describes the Setting - Uses 5 Senses		
Middle - Interesting Plot		
Ending - Explains How the Story Ends		
Appropriate Title		
Story Makes Sense		
Uses Capital Letters		
Uses Periods at the End of Sentences		

Activity: Being Persuasive

Objective

What are we learning more about?

Students will practice persuasive speaking by debating different prompts, developing their ability to form arguments and listen to others' arguments.



Instructions

How do we complete the activity?

- 1) **Find a Partner:** If there's an extra person, make one group of three.
- 2) **What We're Doing:** Today, we'll talk about different topics from the list. One friend will pick a side for one topic and the other friend will pick for the next one. Take turns doing this.
- 3) **Look at the First Topic:** Check out the first topic. See if they agree or disagree. The other friend will pick the opposite side.
- 4) **Thinking Hat On:** Take 2 minutes to think about what you want to say. Write some ideas down.
- 5) **Let's Talk!** Chat with your friend about the topic for 3 minutes. Remember to be kind and listen.
- 6) **Next Topic Time:** After the first topic, look at the next one. Now, the other friend picks a side first. Think and chat just like before.
- 7) **Keep Going:** Keep talking about all the topics on the list, taking turns picking sides.
- 8) **Share with the Class (If You Want):** Who wants to chat about a topic in front of everyone? You can pick a topic you already talked about.

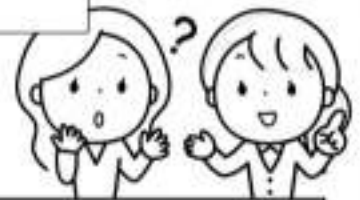
Prompts

Debate the prompts below.

- 1) Is it better to have a pet dog or a pet cat? Explain your reason.
- 2) Should recess be longer?
- 3) What is the best dessert to have after dinner? Why?
- 4) TV before homework: yes or no? Explain.
- 5) Are video games better or worse than YouTube?

Think

Answer the questions below



1) Was it easy to persuade your partner? Colour in YES or NO.

2) What helped you persuade them?

YES

NO

Fun and Boring

Draw two sports: one you think is fun and one you think is boring. Explain your opinions below.

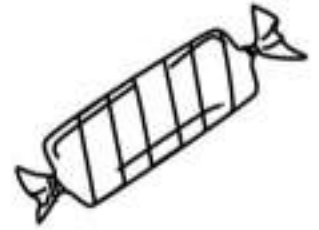
Persuasive Writing - Opinions

Opinion

What is your opinion of the topic below?

CICRLE your answer

Explain why with two reasons each.



1)

Or candy is the better snack? Why?

Candy

Fruit

Reason
1

Reason
2

PREVIEW

Is It Persuasive?

Instructions

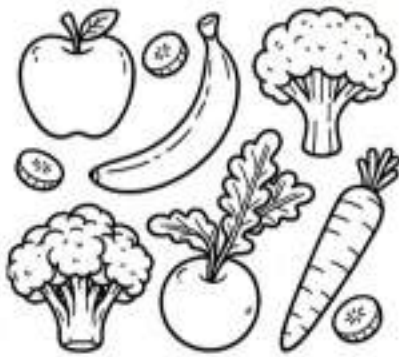
If you had to use one of the details to persuade someone of the topic, which would you use? **Circle** it.

Topic: We should have longer recess time.

Teacher _____ a break too.

Recess is the best _____ of the day.

Recess helps kids _____ healthy.



Topic: We should eat more fruits and vegetables.

I like how fruits _____

Both have vitamins that _____

Vegetables have pretty colours.

Topic: Everyone should learn to play an instrument.

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.



Is It Persuasive?

Instructions

If you had to use one of the details to persuade someone of the topic, which would you use? Why?



Topic: Every family should have a pet.

Taking care of a pet can teach kids how to care for animals.

Pets are fun to have.

Why is it more persuasive than the others?

Topic: Summer is the best season.

Summer activities like swimming and hiking are good.

The sun is hot.

Why is it more persuasive than the others?

What is a Haiku?

What is a Haiku?

A **haiku** is a short poem from Japan. It's short, only three lines! The lines have a beat: 5 syllables, 7 syllables, then 5 syllables. Haikus are often about nature or how we feel. They make us see a picture using few words.



Snowflakes in the air,
Landing softly on my hair,
Winter's quiet hug.

Rain
Raindrops on the leaves,
Umbrellas bloom like flowers,
Summer's gentle kiss.

Write

Finish the Haiku poems below.

Topic: Sun

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

What is a Haiku?

Write

Finish the Haiku poems below. Draw a picture to go with the poem.

Topic: Nighttime

Line 1

Moon up in the sky,

Line 2

Owls asking who, who, who?

Line 3

Topic: Crashing Waves

Line 1

Waves crash on the shore

Line 2

Line 3

A powerful force.

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

What is a Rhyme?

When two words sound the same at the end, they rhyme.

Like "dog" and "log" both have an "-og" sound.

Steps to Writing a Rhyming Poem

- 1) Pick a Topic: What do you like to write about?
- 2) Choose a Rhyme Scheme: Decide how words will match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use rhyming words at the end of your lines in the pattern you choose.

Example of AABB Rhyme Scheme:

- Line 1: Whiskers the cat loves to play, (A)
- Line 2: Chasing toy mice all through the day. (A)
- Line 3: When it gets dark, he starts to yawn, (B)
- Line 4: Curls up tight and waits for dawn. (B)



Think

Write rhyming words for the original words below

Original Word	Rhyme Word 1	Rhyme Word 2	Rhyme Word 3
High	Sky		
Hand	Sand		
Night	Light		
Foot	Sky		

Write

Put in the rhyming word to complete the poem and rhyme.

Draw It**AABB Poems**I look at the sky so **high**,Birds and planes fly **high**.I wave with my **hand**.As I play in the **sand**.**AABB Poem**I let my kite **fly**,

Up in the blue _____.

At the beach, on the _____,

With a shovel in my **hand**.**Draw It**

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.



1) Which topic will you write your first poem about?

3) Write your poem below with rhyming words that follow the pattern above.

4) Illustrate your poem by drawing a picture.

PREVIEW

Children's Book

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.

In a cozy nook, near a stream,

Lived a small mouse who had a dream.

To climb the tallest mountain in the sky,

And wave to the birds, as they flew by.

One sunny day, he started the climb,

Up the rocky path, taking his time.

He met a young fox, with fur so bright,

Who said, "I'll help you reach a great height!"

Children's Book

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.

Together climbed, higher they go,

Over the rocks, with snow.

They reached the top, and felt proud,

They danced and cheered, shouting

Back home in the nook, under the moon's soft gleam,

The bear cub slept, with a smile and a dream.

He dreamt of the stars, and his friend so sly,

On top of the world, where the mountains touch the sky.

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun poems that are usually silly and funny.

These poems have a certain beat and rhyme, which makes them catchy.

Hickory Dickory Dock,

The mouse ran up the clock,

The clock struck one,

The mouse ran down,

Hickory Dickory Dock.

There Once Was A Man From Nantucket

There once was a man from Nantucket

Who kept all his cash in a bucket

He had a daughter named Nan

Who ran with a man

And as for that bucket, well, kick it

How a Limerick Goes

Limericks follow a particular pattern. They have five lines, and the rhyme scheme is usually AABBA.

- Lines 1, 2, and 5 rhyme with each other (A) and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B) and are typically shorter (~5 syllables)



What is a Limerick Poem?

Ran	Jack	Plan	Fan	Snack
Back	Slack	Pack	Mack	Track
Zack	Can	Black	Man	Tan

Write

Use the word bank words to fill in the limericks with missing words that rhyme. Draw a picture to go with it.



Line 1

There was a dog named

Jack,

Line 2

Who found a big

Line 3

He tugged and he

ran

Line 4

Sipped on a soda

can,

Line 5

Then went for a run around the

What is a Limerick Poem?

Fail	Show	Low	Tail	Pin
Go	Trail	Pail	Slow	Glow
Sail	Win	Flow	Mail	Trim

Write

Use the word bank words to fill in the limericks with rhyming words that rhyme. Draw a picture to go with it.



PREVIEW

Line 2	Tried to _____ a _____
Line 3	He moved very _____
Line 4	With a soft, quiet _____
Line 5	But his shiny path never did _____

What is a Limerick Poem?

Write

Finish the poem and colour the picture.

Topic: Silly Bees

Line 1 There once were some bees in a hive,

Line 2 Who buzzed and felt so alive.

Line 3 They wore silly hats,

Line 4 And danced with the

Colour In



Line 5

Topic: The Jolly Man

Line 1 There once was an old man named Ray,

Line 2 Who laughed in a jolly old way.

Line 3 With a chuckle and grin,

Line 4

Line 5 Brightening everyone's day!

Colour In



Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that you are interested in. You may draw ideas down.

Example: friends, hobbies, sports teams, seasons, weather, etc.

2) Which topic will you choose to write about?

3) What words come to mind when you think of your topic? When you think of a word, write down rhyming words that go with it.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

Rubric – Creating a Limerick Poem

Category	4 Points	3 Points	2 Points	1 Point
Rhyme Scheme	Follows AABBA pattern perfectly.	Mostly follows the AABBA pattern.	Sometimes follows the AABBA pattern.	Rarely or never follows the AABBA pattern.
Word Choice	Uses words that mostly rhyme well.	Uses words that mostly rhyme well.	Uses some words that don't rhyme well.	Uses words that don't rhyme well.
Clarity	Poem is easy to understand and enjoy.	Poem is mostly understandable.	Poem has parts that are confusing.	Poem is mostly confusing.
Creativity	Poem is imaginative and original.	Poem has some original ideas.	Poem lacks originality.	Poem lacks originality.

Teacher Comments

	Mark
--	-------------

What is an Acrostic Poem?

What is an Acrostic Poem?

Acrostic poetry is a poem where the first letter of each line comes together to spell a word. This word is usually the topic of the poem.

How to Write an Acrostic Poem:

- 1) Choose a Word: Pick a word you want to write about.
- 2) Write the Word: Write the word vertically (up and down) on the left side of your paper.
- 3) Think of Lines: For each letter, think of a line that starts with that letter. The line should be about your topic.
- 4) Write the Poem: Write each line next to its letter.

Example: If you choose the word "CAT," your poem might look like this:

Cat Acrostic

C - Curled up in a ball
A - Always chasing after yarn
T - Tails flicking, eyes so keen



Writing an Acrostic Poem

Write

Write an acrostic poem about school. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

School Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Book	Hook	Look	Brook	Rook
Class	Grass	Mass	Pass	Brass
Grade	Made	Shade	Parade	Braid
		Rest	Nest	Jest

S

C

H

O

O

L

Writing an Acrostic Poem

Plan and Write

Write an acrostic poem about you

1) Write words that come to mind when you think of yourself. Are you into sports, books, food, scary movies, funny books, computers, video games, pizza, ice cream? Think of as many things as you can to help plan your poem.

2) Choose the words you want to include in your poem and write them below on the left side of the table. Then write 3 words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

Name: _____

247

Curriculum Connection
D2.1

Rough Copy

Write your rough copy below

PREVIEW

Informational Reports: A Quick Guide

What's In a Report?

Reports help us learn new things. They have lots of facts and information about different subjects.

Parts of a Report

A report is made of many pieces. Each piece has its special spot. Let's learn about the parts of a report!



- **Title:** This is the first part of the report. It tells readers what they're about to learn. *Example:* "All About Dinosaurs"
- **Introduction:** A short paragraph that says the topic. *Example:* "We're going to talk about Dinosaurs."
- **Headings:** These are big, bold words that show different parts of the report. *Example:* "When did Dinosaurs Live?"
- **Body:** This is the main part of the report. It has all the facts and details.
- **Pictures:** These are fun visuals that show what you're talking about.
- **Conclusion:** The end of your report. It's like saying, "So, now you know dinosaurs were real and are awesome!"

True or False

Is the statement true or false?

1) The body is the part where you say "hello" to the reader.	True	False
2) Headings have bold text.	True	False
3) The title tells us what the report is going to teach us.	True	False
4) An index is found at the start of a report.	True	False
5) Pictures in the report are only for making it look good.	True	False

Questions: Write the questions below.

1) Why would you write a report?

2) What do you want to learn more about? Think of different topics, like video games, animals, sports, how toys are made, dinosaurs, how TVs work, etc.

Matching

Draw a line from the term to the description.

Title
Headings
Pictures
Introduction
Body
Conclusion

Main facts and details.
The end of your report.
Tells the report's topic.
Adds fun visuals.
Names your report.
Shows report sections.

Informational Reports: Non-Fiction

Fiction is like when you play pretend or imagine. It's stories like princesses in castles or superheroes flying.

Non-fiction is when you learn real facts. If you pick up a book about real lions living in Africa, that's non-fiction. But, if the lion chases you and wears a backpack for a day, that's fiction!

Fiction is made-up, hard-to-believe, and non-fiction is real. Informational reports are non-fiction texts.



Think

Is the text with a topic of fiction or non-fiction? **Colour in** the correct box below.

1)	Lucy's Grand Pirate Adventure for Hidden Treasure	Fiction	Non-Fiction
2)	All About the Colourful World of Butterflies	Fiction	Non-Fiction
3)	How Do Plants Grow From Seed to Flower?	Fiction	Non-Fiction
4)	What Do Firefighters Do to Keep Us Safe?	Fiction	Non-Fiction
5)	Alice's Magical Carpet Ride to Distant Lands	Fiction	Non-Fiction
6)	Chris's Crazy Day Exploring Candyland	Fiction	Non-Fiction

Writing a Report – Bears

Objective

What are we learning more about?

We will be practicing writing a report using the proper formatting.

Instructions

How do we complete the activity?



- 1) Read the facts below.
- 2) Organize the facts into headings: what they eat and their body. Read the facts below and write each fact.
 - 1) About **Body**, put the fact in the box.
 - 2) About **Food**, place an F in the box.
- 3) On the next page, write the introduction for the report. Then you'll need 2 headings for the body. Lastly, you'll write the conclusion.

Facts

Organize the facts below

Bears eat lots of berries in summer.	
They have big paws to dig and climb.	
They munch on leaves and roots.	
Their sharp claws help them catch food.	
They catch fish in rivers and streams.	
Bears have thick fur to stay warm.	

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What will the 2 headings be? What 2 facts will you include about each heading?**Heading #1** _____
What _____ Bears Eat?*Fact 1* _____

_____*Fact 2* _____

_____**Heading #2** _____
A Bear's Body*Fact 1* _____

_____*Fact 2* _____

_____**Conclusion** – Summarize the report in just a couple sentences.

Name: _____

257

Curriculum Connection
02.1

Writing a Report – Bears

PREVIEW

How To Research Well

Finding Information: Let's Begin!

When you are wondering something, you can find answers by doing research.

Choosing the Right Tools: Library, Internet, and Search Engines

In library, you can find books with lots of information. On the internet, there are so many websites and search engines (like Google) to help you.

When using a search engine, type short and clear questions.

Good Searches	Bad Searches
What giraffes eat	What do giraffes eat
How clouds form	Show me about clouds
Canada's oldest tree	Which tree in Canada is super old

The Importance of Trustworthy Sources

Always make sure what you're reading is real. A trustworthy source is a place we find trusted information.

Here are some good places to look:

- Ask your teacher or someone at the library.
- Visit websites by schools, museums, or governments.
- Pick books by smart authors who know their stuff.

Be careful! Some places might give you wrong answers.

Stay away from:

- Posts on social media by people who aren't super-smart on the topic.
- Blogs with no real facts.
- Website that are trying to sell you something.



Think

Is the search good or bad?

1) What happens to a caterpillar as it gets older?	Good	Bad
2) Tell me something about dinosaurs please	Good	Bad
3) Canada map	Good	Bad
4) Why is it that the moon changes the way it looks?	Good	Bad
5) I want to know how a plant gets bigger and bigger	Good	Bad
6) Animals that live in the desert	Good	Bad
7) Who scored the most goals this season NHL	Good	Bad
8) What is the best food to eat?		

Questions

Answer the questions below.

1) You want to learn more about dinosaurs. What would you type in?		

2) You want to learn about why rainbows can only be seen in the sky.		

3) Is the description of the website below trustworthy? Yes or no?		
1) Government website with facts about Canada	Yes	No
2) Guy on YouTube who tells me what he thinks	Yes	No
3) School textbooks and workbooks	Yes	No
4) A comment on Instagram	Yes	No
5) A blog post by a BMX biker about climate change	Yes	No

Report Writing – Generating Ideas

Planning

Today, you will practice writing outlines for different report topics. Choose 2 options for topics from below and then write 2 headings you could use for each report. Below is an example.

Topic	Plants
<i>Heading #1</i>	<i>What Plants We Eat</i>
<i>Heading #2</i>	<i>What Plants Need To Grow</i>

Sports	Movie	School	Computers
Television	Music	Friends	Family

Topic 1	<hr/> <hr/> <hr/>
<i>Heading #1</i>	<hr/> <hr/> <hr/>
<i>Heading #2</i>	<hr/> <hr/> <hr/>

Draw It

Name: _____

269

Curriculum Connection
01.2

Planning

Choose a topic from the last page or come up with your own topic. Then write 2 headings.



Topic 2

Heading #1

Heading #2

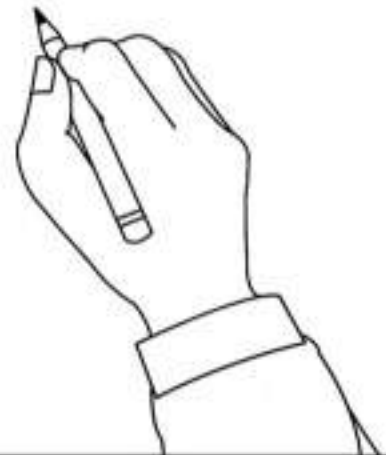
PREVIEW

Report Writing – Introductions

A great beginning makes people want to read your story.

Here's how to start:

- Begin with a cool fact or a question.
- Say what your story is about.
- Plan out the ideas in the report, but don't tell all the information.
- Make it short and interesting.



Analyze

Read the introduction and use a checkmark if it meets the criteria. You can mark more than one.

Did you know some dinosaurs were as tall as a house? Wow! Today, we're going to learn about these amazing creatures that lived long, long ago. Get ready to roar like a T-Rex!



Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Analyze

Read the introductions below and use a checkmark if it meets the criteria. You can check more than one.

Did you know that Chinese New Year is sometimes called the Spring Festival? That's so cool! Let's explore how people celebrate Chinese New Year. I'm already excited about dragons, yummy foods, and special traditions! Let's start our exciting journey!



Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

This is a report about caterpillars. Caterpillars are the baby form of butterflies. They have many legs. Caterpillars eat leaves. Some caterpillars can be fuzzy. Caterpillars turn into butterflies.



Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!