



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:

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Google Slides Lessons Preview



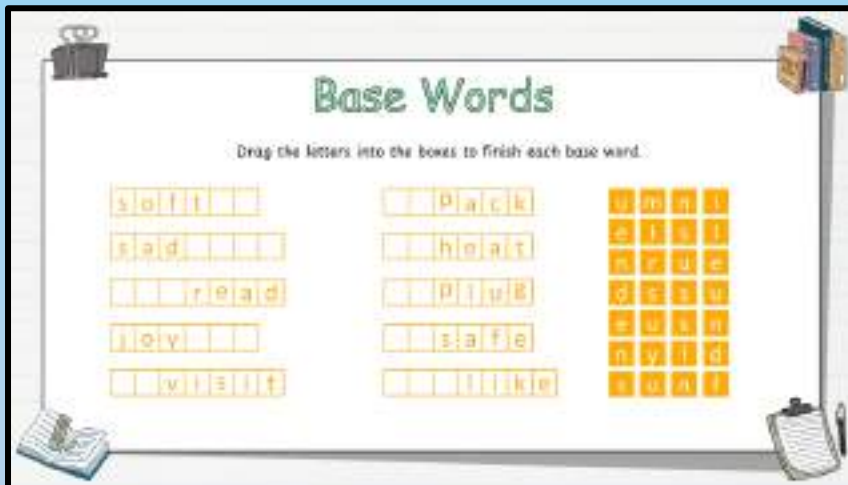


Ontario Language Curriculum Foundations of Language – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

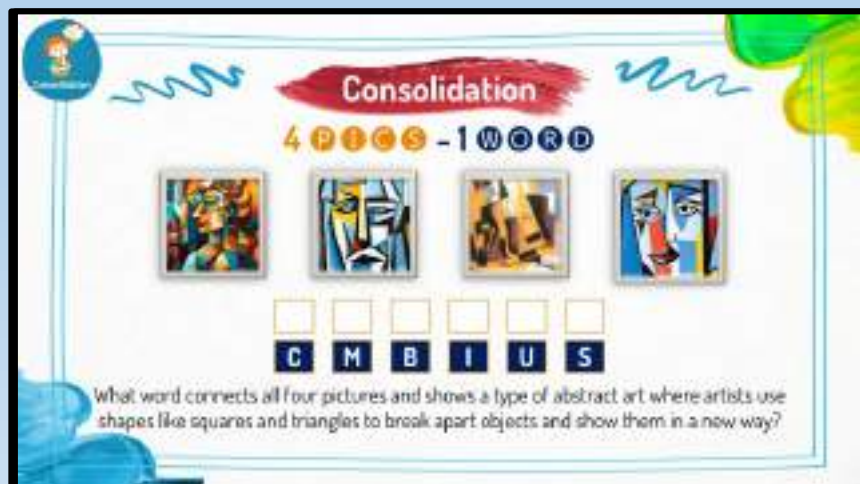


Part 2 – Action!

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

Part 3 – Consolidation!

- Fluency Reading
- Quizzes
- Reflection
- And More!





Ontario Language Curriculum Foundations of Language – Grade 2

Suffixes -er

Read the words. Drag each picture to the matching word with the -er suffix.

Swimmer	Reader	Climber	Farmer

Painter	Winter	Singer	Teacher

Walker	Driver	Fisher	Skater

Suffixes -ion

Look at the picture. Pick the right -ion word and drag it in.

Explosion	Attention
Direction	Rotation
Motion	Reflection
Impression	Location
Creation	Patron
Education	Station
Imitation	Vacation
Operation	Duration
Population	Emotion

Word List - Week 5

Find 10 words in the word search and circle each one. Look at the word list to help you!

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

score	scope
broke	scoop
go	scab
scan	slow
pony	home



Ontario Language Curriculum Foundations of Language – Grade 2

Vocabulary

Look at the pictures. Read the sentences. Drag the sentence that matches each picture.



- The forest has a lot of trees.
- It was both a sunny day.
- This dog always sits on the front porch.
- I want a pencil to write the name.
- There will be a soccer match at the park.
- I left some my friends at the park.
- We now never sleep on the lawn.
- The car was a blue colour.
- We put a blackboard under the table.

COMMONLY MISPELLED


Look at each picture. Choose the correctly spelled word that matches the picture. Drag it into the box.



thumb	knife
comb	lam
ate	eight
knob	come
caf	lamb
ghost	nife
thum	nob
cough	goat

Single Words with Accuracy

Read the words on the ladder. Start at the bottom and read the word out loud. If you read it correctly, move up one step. Keep going until you reach the trophy!



unfamiliar
international
sparkle
dragon
forest
moon
book

unfamiliar
international
dangerous
firework
discover
lamp
door

celebration
celebration
celebration
celebrate
rumble
ship
jump



Workbook Preview



Grade 2 – Language

A. Literacy Connections and Applications

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



Preview of 109 pages from this product that contains 441 pages total.

Included are weeks 1 - 8 and 29 - 30.

Also 10 of 14 Oral Communication activities are shown

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

Grade 2 – Language

B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
B1.1	use effective listening skills, including asking relevant questions, restating what they heard, and expressing interest, in formal and informal contexts and for various purposes, including in conversations and various classroom activities	240 – 244
B1.2	identify and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, and to recognize when a message is difficult to understand	245 – 248
B1.3	identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns and staying on topic, to communicate meaning clearly and coherently	249 – 255
B1.4	identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed	256 – 261
B1.5	use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas, to support audience comprehension	262 – 268

Grade 2 – Language



B2. Language Foundations for Reading and Writing

	Curriculum Expectations – Overall Expectations	Pages
B2.1	Word-level reading and spelling: using phonics knowledge Use phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts	30, 46, 62, 70, 110, 126, 141, 148, 191 – 192, 206, 226
B2.2	Word-level reading and spelling: using orthographic knowledge Use orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	22, 54, 102, 109, 134, 177, 199, 205
B2.3	Word-level reading and spelling: using morphological knowledge Use developing knowledge of the meanings of words and common morphemes (i.e., Bases, prefixes, and suffixes) to read and spell words	16, 23 – 24, 31 – 32, 39 – 40, 47 – 48, 55 – 56, 63 – 64, 71 – 72, 79 – 80, 87 – 88, 95 – 96, 103 – 104, 111, 119 – 120, 127 – 128
B2.4	Vocabulary Demonstrate an understanding of a variety of 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 – 15, 18, 21, 26, 29, 34, 37, 38, 42, 45, 50, 53, 58, 61, 66, 69, 74, 77 – 78, 82, 85 – 86, 90, 93 – 94, 98, 101, 106, 114, 117 – 118, 122, 125, 130, 133, 137, 140, 144, 147, 151, 154 – 155, 159, 162 – 163, 166, 169 – 170, 173, 176, 180, 183 – 184, 187, 190, 194, 197 – 198, 201, 204, 208, 211 – 212, 215, 218 – 219, 222, 225, 229, 232 – 233, 236
B2.5	Reading fluency: accuracy, rate, and prosody Read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation	19, 27, 35, 43, 51, 59, 67, 75, 83, 91, 99, 107, 115, 123, 131, 138, 145, 152, 160, 167, 174, 181, 188, 195, 202, 209, 213, 216, 220, 223, 227, 230, 234, 237

Grade 2 – Language

B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
B3.1	Syntax and sentence structure Identify and construct declarative, imperative, interrogative, and exclamatory sentences, including compound sentences	17, 25, 33, 41, 49, 57, 65, 73, 81, 89, 179, 185 – 186
B3.2	Grammar Demonstrate an understanding of the functions of parts of speech in sentences, including abstract and collective nouns, personal pronouns, forms of the verb “to be”, comparative and superlative adjectives, conjunctions, and recognition of the words that adverbs modify, and use this knowledge to support comprehension and communicate meaning clearly	97, 105, 112 – 113, 121, 129, 135 – 136, 142 – 143, 149 – 150, 156 – 158, 164 – 165, 171 – 172, 178
B3.3	Capitalization and punctuation Use their understanding of the meaning and function of capitalization and punctuation to communicate clearly, including capital letters for proper nouns, commas to separate items in lists, apostrophes for possessives, and quotation marks for direct speech	179, 185, 193, 200, 207, 214, 221, 228, 235

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.

In grade 2, the focus of the curriculum is to use their phonics knowledge to spell phonetically regular monosyllabic and multisyllabic words. Students need to use their orthographic knowledge to make spelling choices and to accurately pronounce words.

Therefore, our reading program will be broken down into 30 word lists that align with the expectations in the grade 2 foundations of language curriculum. Each week, teachers will focus on two phonemes – one vowel sound and one consonant blend/digraph.

The other words in the word list will align with the vocabulary overall expectation (B2.2), which states tier 2 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and will be the focus of explicit vocabulary instruction.

Week	Phoneme 1	Phoneme 2 – Vowel Focus
1	L-Blends: bl	Short vowels: a
2	L-Blends: cl	Short vowels: e
3	L-Blends: fl	Short vowels: i
4	L-Blends: gl	Short vowels: o
5	R-Blends: br	Short vowels: u
6	R-Blends: cr	Long vowels: a (as in 'ate')
7	R-Blends: dr	Long vowels: e (as in 'be')
8	R-Blends: fr	Long vowels: i (as in 'ride')
9	S-Blends: sc	Long vowels: o (as in 'go')
10	S-Blends: sk	Long vowels: u (as in 'use')
11	S-Blends: sl	Vowel Teams: ai
12	S-Blends: sm	Vowel Teams: au

Reading Program - Overview

Week	Phoneme 1	Phoneme 2 - Vowel Focus
13	T-Blends: tr	Vowel Teams: aw
14	T-Blends: tw	Vowel Teams: ay
15	Consonant Digraphs: sh	Vowel Teams: ea
16	Consonant Digraphs: ch	Vowel Teams: ee
17	Consonant Digraphs: th	Vowel Teams: ei
18	Consonant Digraphs: wh	Vowel Teams: ie
19	Three-Letter Blends: str	Vowel Teams: oa
20	Three-Letter Blends: spr	Vowel Teams: oe
21	Double Consonants: bb	Vowel Teams: oo
22	Double Consonants: dd	Vowel Teams: ou
23	Double Consonants: gg	Vowel Teams: ow
24	-ng ending	Vowel Teams: oy
25	-dge ending	Vowel Teams: ue
26	-tch ending	r-Controlled: ar
27	Final blends: -mp	r-Controlled: er
28	Final blends: -lt	r-Controlled: ir
29	Final blends: -nd	r-Controlled: or
30	Final blends: -sk	r-Controlled: ur

Reading Program - Overview

Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 1	Base Words	Sentence Fragment Or Complete Sentence
Week 2	Suffix – s	Simple Sentences
Week 3	Suffix – s or es	Types Of Sentences: Interrogative
Week 4	Suffix – ing	Types Of Sentences: Exclamatory
Week 5	Suffix – er	Types Of Sentences: Imperative
Week 6	Suffix – ed	Types Of Sentences: Declarative
Week 7	Suffix – ion	Review Sentence Types
Week 8	Suffix – ous	Parts Of Speech – Nouns
Week 9	Suffix – ness	Abstract Vs. Concrete Nouns
Week 10	Suffix – ful	Collective Nouns
Week 11	Suffix – ment	Parts Of Speech – Adjectives
Week 12	Prefix un-	Comparative Adjectives
Week 13	Prefix re-	Superlative Adjectives
Week 14	Prefix dis-	Parts Of Speech – Verbs
Week 15	Prefix non-	Forms Of The Verb "To Be"

Reading Program - Overview

Weeks	Lesson 1 - Letter/Word Level	Lesson 2 - Sentence/Paragraph Level
Week 16	Position-based Tendencies - I Before E	Adverbs
Week 17	Position-based Tendencies - Q And Then U	Parts Of Speech - Pronouns Overview
Week 18	Position-based Tendencies - Double Consonants In The Middle	Personal Pronouns: Usage And Examples
Week 19	Bossy E (Magic E)	Parts Of Speech - Prepositions
Week 20	Soft And Hard Sounds - C And G	Parts Of Speech - Interjections
Week 21	Different Letter Sound: Y As A Vowel Or A Consonant?	Conjunctions
Week 22	Decoding - Monosyllabic Words	Compound Sentences - Using Conjunctions (FANBOYS)
Week 23	Word Families - Rhyming Words	Compound Sentences - Other Conjunctions And How Commas Are Used
Week 24	Decoding Strategy - Skip The Word, Then Return (Using Context)	Capitalization: Start Of A Sentence
Week 25	Commonly Misspelled Words	Capitalization: Proper Nouns
Week 26	Reading Single Words With Accuracy - Provide List Of Words That Get Progressively Harder	Capitalization: Titles
Week 27	Reading Sentences With Accuracy - Provide List Of Sentences That Get Progressively Harder	Commas In Lists.
Week 28	Pacing In Paragraph Reading - Reading Punctuation: Pausing At Comma, Stop At Period.	Apostrophes For Singular Possession
Week 29	Strategies For Expressive Reading Aloud - Reading Punctuation	Apostrophes For Plural Possession
Week 30	Reading Sentences With Different Expressions	Quotation Marks For Direct Speech.

NAME: _____

FOUNDATIONS OF LANGUAGE



Week 1 - Vocabulary List

blue	blur	blow	bled	blend
sad	crab	scab	flat	stand

Meaning Circle the correct meaning of the words below.



1)	blue	A colour	To mix
2)	blur	A sea animal	Not clear
3)	blow	A colour	Move with air
4)	bled	Was bleeding	Stand firm
5)	blend	Move with air	Mix
6)	sad	Unhappy	A colour
7)	crab	A type of cat	A sea creature
8)	scab	Healing skin	Not clear
9)	flat	Unhappy	Smooth, level
10)	stand	To be upright	To lay down

Vocabulary

Draw

Draw a picture to show what each sentence means.

The blue crab crawled across the flat sand.

The boy bled from a cut on his knee that was not yet a scab.

The beautiful blend of colours on the birthday cake, on its stand, made Hanna want to wait to blow the candles out.

The kit was so close a blur from tears.

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

1. Draw the base words.

2. Draw the new word that has a suffix added

	cats

farm	farmer

sail	sailor

bicy	tricycle

match	mismatch

tie	untie

Sentence Fragments or Complete Sentence

A **full sentence** is like a whole lunch box. It has two parts: the one telling us who or what and the other part telling us what they're doing. Like, "The dog runs."

A **fragment** is like only having half a sandwich. It is missing something. Like, "Runs fast." Who runs fast? We do not know, so it is only half a sandwich!

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) The moon will	Complete	Fragment
2) His knee bled	Complete	Fragment
3) Feeling very sad	Complete	Fragment
4) Jumping over the fence	Complete	Fragment
5) I like to blend my colours.	Complete	Fragment
6) With a scab.	Complete	Fragment



Completion

Complete the sentence fragment

1) I was

2) I like to

3) Stacey is

4) Running in the park

Word Searches

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> blue	<input type="checkbox"/> blur	<input type="checkbox"/> blow	<input type="checkbox"/> bled	<input type="checkbox"/> blend
<input type="checkbox"/> sad	<input type="checkbox"/> crab	<input type="checkbox"/> scab	<input type="checkbox"/> flat	<input type="checkbox"/> stand



Word Search

Make your own word search using 6 of the words.

Word Bank

Week 1 – Fluency Readings**Read**

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

1) The sky is blue.



2) The picture is a blur.



3) I blow out the candles.



4) He bled when he got a stab.



5) I blend the colors together.



6) I am sad when it rains.



7) The crab has a flat shell.



Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Underline the base word for the words.

1. unhappy	2. reader	3. preview
4. misspell	5. repaint	6. bid

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) The bird sings beautifully.	Complete	Fragment
2) On the swing.	Complete	Fragment
3) Eating ice cream.	Complete	Fragment
4) I love my new toy.	Complete	Fragment

Week 2 - Vocabulary List

clip	claw	club	clown	close
bed	fed	shed	press	slept

Spell

Spell 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



	Word	Copy and Spell	Cover and Spell
1)	clip		
2)	claw		
3)	club		
4)	clown		
5)	close		
6)	bed		
7)	fed		
8)	shed		
9)	press		
10)	slept		

Vocabulary

clip	claw	club	clown	close
bed	fed	shed	press	slept

Spell

Unscramble the letters to make spelling words.



	Scrambled Word	Unscrambled Word
1)	cluc	
2)		
3)	ilc	
4)	pet	
5)	woncl	
6)	sreps	
7)	socle	
8)	heds	
9)	deb	
10)	efd	

Fill In The Box

Fill the box with the vocabulary words from above.

Suffixes -s

The suffix **"s"** often means more than one.
For example, adding "s" to "cat" gives "cats", meaning more than one cat. It helps turn a singular noun into a plural form.



Identify

Write the correct noun for each sentence.

doll, dolls	1) Three _____ have pretty dresses.
	2) She gave _____ for her birthday.
bird, birds	3) The _____ sang a beautiful song from the tree.
	4) We saw many _____ flying in the sky today.
pen, pens	5) I need a _____ to write my name on the paper.
	6) She has three colorful _____ in her pencil case.
flower, flowers	7) There are beautiful _____ coming in the garden.
	8) The _____ in the vase smells lovely.

Search

Circle all nouns ending in -s in the story.

In a quiet town, there were two houses side by side. One house had bright windows and the other had blue doors. In front of the houses, kids played with their toys while dogs chased their tails. Birds sang in the trees, and the smell of fresh flowers filled the air. Every evening, the families would sit on their porches, watching the stars. The town was peaceful, and its residents were happy.

How many did you find?



Suffixes -s**Draw by Count**

Suffix -s pluralizes words. Draw the given scenes emphasizing the plural forms.



1) Three plates with two eggs on each plate.

PREVIEW

2) Two trees with five oranges on each.

3) Four papers with drawings of two stars and three hearts on each paper.

Simple Sentences

A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

The **subject** is like the engine of the train – it is what the sentence is mainly about. It is often a person, place, or thing. The **predicate** is like all the cars attached to the engine. It tells us what the subject is doing or tells us more about the subject.

For example: "The cat sleeps." Here, "The cat" is the subject, and "sleeps" is the predicate.

Subject Predicate the underlined word/phrase the subject or predicate?

1) <u>The dog</u> barks.	Subject	Predicate
2) Sara <u>reads a book</u> .	Subject	Predicate
3) <u>Birds</u> fly in the sky.	Subject	Predicate
4) My teacher <u>smiles kindly</u> .	Subject	Predicate
5) The sun <u>shines brightly</u> .	Subject	Predicate



Write

Write 4 simple sentences using the provided subjects.

1) clown	
2) bed	
3) shed	
4) slept	








































Crack the Code

Directions

Use the code below to reveal each spelling word.












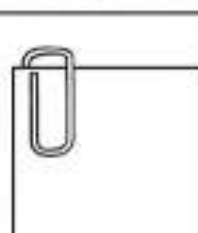
												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n	o	p	q	r	s	t	u	v	w	x	y	z

Code	Answer	Answer
   		
   		  
   		   
    		    
    		    

Week 2 – Fluency Readings**Read**

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

1) The cat has sharp claws.		
2) The dog is full today.		
3) The clown pressed down.		
4) Please close the door.		
5) He slept in her bed.		
6) I clip my paper together.		

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Write the correct noun for each sentence.

apple, apples	1) I ate an _____ after lunch. 2) She packed three _____ for a picnic.
airplane, airplanes	3) Many _____ took off from the airport today. 4) I saw an _____ flying in the sky.

Subject or Predicate?

Is the underlined word/phrases the subject or predicate?

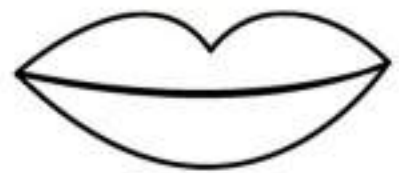
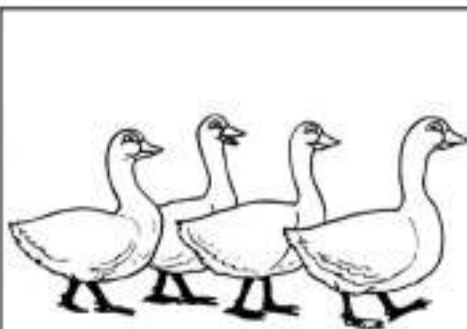
1) <u>The teacher</u> writes on the board.	Subject	Predicate
2) The fish <u>swims in the pond</u> .	Subject	Predicate
3) <u>The moon</u> shines at night.	Subject	Predicate

Week 3 - Vocabulary List

fly	flip	flag	fluff	flock
lip	kit	trim	drill	shift

Write Write 5 sentences using as many of the words above as you can!

1)	
2)	
3)	
4)	
5)	

Identify What is shown in the picture? Choose from the words.

Vocabulary

Create

Using the letters below, create as many "fl-" words as you can.

a	r	e	c	g	f	o	d	s	l	p	i
---	---	---	---	---	---	---	---	---	---	---	---

Search

Circle the short vowel "i" sound in the story.

Tim had a tiny kitten named Mitt. Mitt loved to sit and knit. "Isn't it nifty?" Tim said with a grin, "A kitty that knits in a tin bin!" Mitt's whiskers twitched in delight. With Mitt by his side, everything felt right.



One day, Tim found a lit candlestick. "Look, Mitt!" he chirped. Mitt batted the light, making the wick flick. "Silly Mitt!" Tim laughed, giving her a shiny coin. Mitt purred, showing joy in the simplest things.

Suffixes -s, -es, -ies

The suffixes "s" and "es" are often added to words to show that there is more than one.

When making a word plural:

- ☐ Add "s" for most words: cat → cats.
- ☐ Add "es" for words that end in s, x, z, sh, or ch: bus → buses, fox → foxes.
- ☐ If a word ends in "y", we often need to change the "y" to "ies".

Instructions: Circle the right suffix and then write the new word

Word	Suffix			New Word
dog	s	es	ies	
candy	s		ies	
brush		es	s	
box	s		ies	
toy	s	es		
peach	s	es		
baby	s	es	ies	
pencil	s	es	ies	



Identify

Circle the correct word

berrys	berryes	berries	I love to eat all kinds of _____.
flags	flages	flagies	We saw colourful _____ waving in the breeze.
foxs	foxes	foxies	The playful _____ have bushy tails.
keys	keyes	keies	I lost my _____ in the park.

Suffixes -s, -es, -ies

Singular	Plural "s"
dog	dogs
chair	chairs
key	keys

Singular	Plural "es"
box	boxes
bush	bushes
glass	glasses

Singular	Plural "ies"
party	parties
pony	ponies
city	cities

Search

words that have -s, -es, and -ies in the table below



In the town of Sunville, there were many happy cats playing in the streets. On Main Street, there were many buses picking up kids from school. Near the park, children found a field with many foxes. Jenny had two parties this month, where she served many pies. She brought teddy bears as gifts. They all loved candies and would often trade toys for their favourite ones. It was always a fun time in Sunville with so many friends.

-s	-es

Word Scramble

Unscramble the words below that are from the examples at the top

yske		pnyo	
itiesc		hsebus	
sselgas		xbeso	

Types of Sentences: Interrogative

An interrogative sentence is a type of sentence that asks a question. It usually begins with words like "who," "what," "where," "when," "why," or "how" and ends with a question mark (?). For example: "What is your name?" or "How old are you?"

Draw

Draw your answers to the given interrogative sentences.

What is your favourite fruit?	Where do you keep your toys?
What is your hobby?	What is your favourite place to play?

Write

Use the given words to make an interrogative sentence.

1) Who	
2) Why	

Word Search

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> fly	<input type="checkbox"/> flip	<input type="checkbox"/> flag	<input type="checkbox"/> fluff	<input type="checkbox"/> flock
<input type="checkbox"/> lip	<input type="checkbox"/> kit	<input type="checkbox"/> trim	<input type="checkbox"/> drill	<input type="checkbox"/> shift

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

Word Scramble

Unscramble the word.

lpi		lifp	
ikt		aglf	
lyf		lufff	
rimt		flcko	
rilld		histf	

Week 3 – Fluency Readings**Read**

Read each line and then write the last sentence.

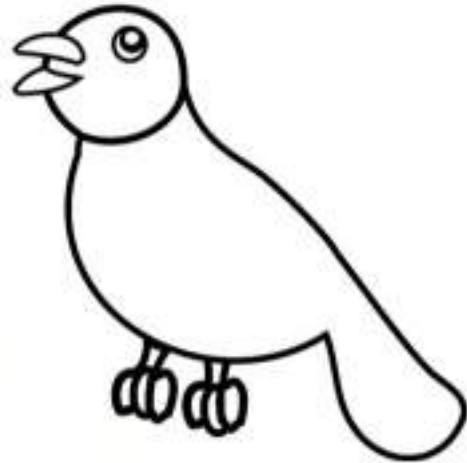
Birds

Birds fly

Birds fly together

Birds fly together in

Birds fly together in a flock

**PREVIEW**

I

I flip

I flip the

I flip the flag

I flip the flag up

I flip the flag up high.

Week 3 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Instructions

Circle -s, -es, or -ies then write the new word adding the suffix.

Root Word	Suffix			Word
paper	s	es	ies	
beach	s	es	ies	
baby	s	es	ies	

Completion

Complete the interrogative sentence below.

1. _____ did you put your school bag?

2. _____ do you like to colour with blue crayons?

Name: _____

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Curriculum Connection
A1, B2, 4

Week 4 - Vocabulary List

glow	glob	glee	glad	glare
hop	top	drop	shop	stomp

Write

Write a story that uses as many words from above as you can. Add a picture to your story.

PREVIEW

Vocabulary

glow	glob	glee	glad	glare
hop	top	drop	shop	stomp

Write

Choose your answer from the word list above.



	Question	Answer
1	What is the opposite of "bottom"?	
2	What is another word for being happy?	
3	What do you call a ball of slimy stuff?	
4	What do you do with your foot when you are angry?	
5	Where can you buy groceries or clothes?	
6	What is the opposite of "bottom"?	
7	What is another word for being happy?	
8	Fill in the blank - when you see smoke, stop, _____, and roll.	
9	What is a strong beam of light called?	
10	What is a small jump called?	

Suffixes -ing

The suffix "ing" is added to a verb to show an ongoing action or a state of being. For example, in "jump", when we add "ing", it becomes "jumping." Follow these rules:

- 1) In many words, you can just end -ing. (Example: play → playing)
- 2) If a word ends in a silent "e", drop the "e" and add -ing. (make → making)
- 3) In some words, you need to double the consonant before adding -ing. (run → running)

Think

Change the given base words to its -ing form.

Base Words	"-ing" form
walk	
swim	
play	
run	

Base Words	"-ing" form
dance	
draw	
drink	
read	



Write

Revise the sentences by adding -ing to the base words.

1) The children **run** in the park.

The children are running in the park.

2) She **plays** with her dolls.

3) The fish **swim** in the pond.

4) She **writes** her name on the paper.

Suffixes -ing

Verb

Think of a verb ending in -ing that suits each sentence.

- 1) The kids are _____ in the playground.
- 2) The bird _____ in the sky.
- 3) The chef _____ a delicious meal.
- 4) She _____ her favourite song.
- 5) The students _____ to the teacher.
- 6) The artist is _____ a portrait.

**Write**

Use the words to complete the sentences.

1) glowing	_____
2) glaring	_____
3) shopping	_____
4) stomping	_____

Types of Sentences: Exclamatory

An **exclamatory sentence** is a type of sentence that expresses strong emotion or excitement. It ends with an exclamation mark (!).

For example, 'What a beautiful sunset!' is an exclamatory sentence because it shows strong feelings about the sunset.



Illustrate Draw a picture to illustrate each of the given exclamatory sentences!

That snow is amazing!	Look at that rainbow after the rain!
Wow, that is a huge ice cream cone!	Yum, the cookies smell good!

Write

Write an exclamatory sentence using the given scenario.

You discovered a surprise party for your birthday with all your family and friends. Write a sentence expressing your glee!

Word Sudoku

Sudoku

Fill in the puzzle so that every row, every column, and every 3x2 box contains all the words without repeating them.



glow	glad	glee
glad	glare	hop



	glow	glad	glee	glare	
glee	hop		glad		
glare		hop	glow	glee	
glow	glad			glob	glare
hop		glob		glee	glow
	glee	glow	glare		glob

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)	
		1st Try	2nd Try	1st Try	2nd Try
1)	He zapped the frog.				
2)	Frogs hop hither and yon.				
3)	He has a big hat.				
4)	I got a zap from the toy.				
5)	The sun is hot today.				
6)	Ray has a lot of leg pain.				

Week 4 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

Convert

Change the given base words into the "-ing" form.

Base Words	"-ing" form
pick	
drive	

Base Words	"-ing" form
hop	
lift	

Write

Write an exclamatory sentence using the given scenario.

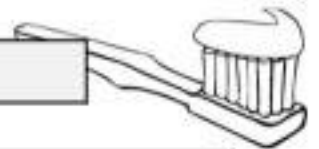
You opened your lunchbox and found a frog inside. Write a sentence expressing your shock!

Week 5 - Vocabulary List

brim	brow	brush	brand	browse
sun	fun	jump	dunk	blush

Write

Circle the misspelled words and write them correctly.



- 1) I tried to make it shiny.
- 2) I tried to browse the books.
- 3) Playing in the sun is so fun!
- 4) The hat's brim is green.
- 5) Watch me jump really high.
- 6) Mom uses a different brand of soap.
- 7) My browe was sweaty from running.
- 8) My friend began to blush at the joke.
- 9) The sun is shining brightly today.
- 10) He tried to dunk the basketball.

Identify

Shade the box if the word has a short vowel "u" sound (as in fun).

<input type="checkbox"/> bump	<input type="checkbox"/> cube	<input type="checkbox"/> duck	<input type="checkbox"/> mule
<input type="checkbox"/> sun	<input type="checkbox"/> flute	<input type="checkbox"/> hug	<input type="checkbox"/> tune
<input type="checkbox"/> jump	<input type="checkbox"/> rug	<input type="checkbox"/> tube	<input type="checkbox"/> dune
<input type="checkbox"/> gum	<input type="checkbox"/> use	<input type="checkbox"/> plum	<input type="checkbox"/> cute

Vocabulary

Syllables

Match syllables to make spelling words, then write the complete word.

1) up	<input type="checkbox"/> set	
2) sun	<input type="checkbox"/> zip	
3) fun	<input type="checkbox"/> lift	
4) dle		
5) pud	g	
6) un	<input type="checkbox"/>	
7) rug		

**Write**

Use the given words to create meaningful sentences.

1) Dunk	<hr/> <hr/> <hr/>
2) Jump	<hr/> <hr/> <hr/>
3) Blush	<hr/> <hr/> <hr/>
4) Browse	<hr/> <hr/> <hr/>

Suffixes -er

The suffix "-er" often means someone who does an action.

Example 1:

- Word: "bake"
- With Suffix: "baker"
- Explanation: A "baker" is someone who bakes.



Analyze Choose the appropriate "-er" words to complete the story

runner	teacher	writer	dancer
runner	farmer	painter	

Once upon a time, in a village, a happy _____
named Mr. Brown. Every morning, he _____ treats. Next door, a fast
_____, Lily, trained for _____s. She _____ to run!

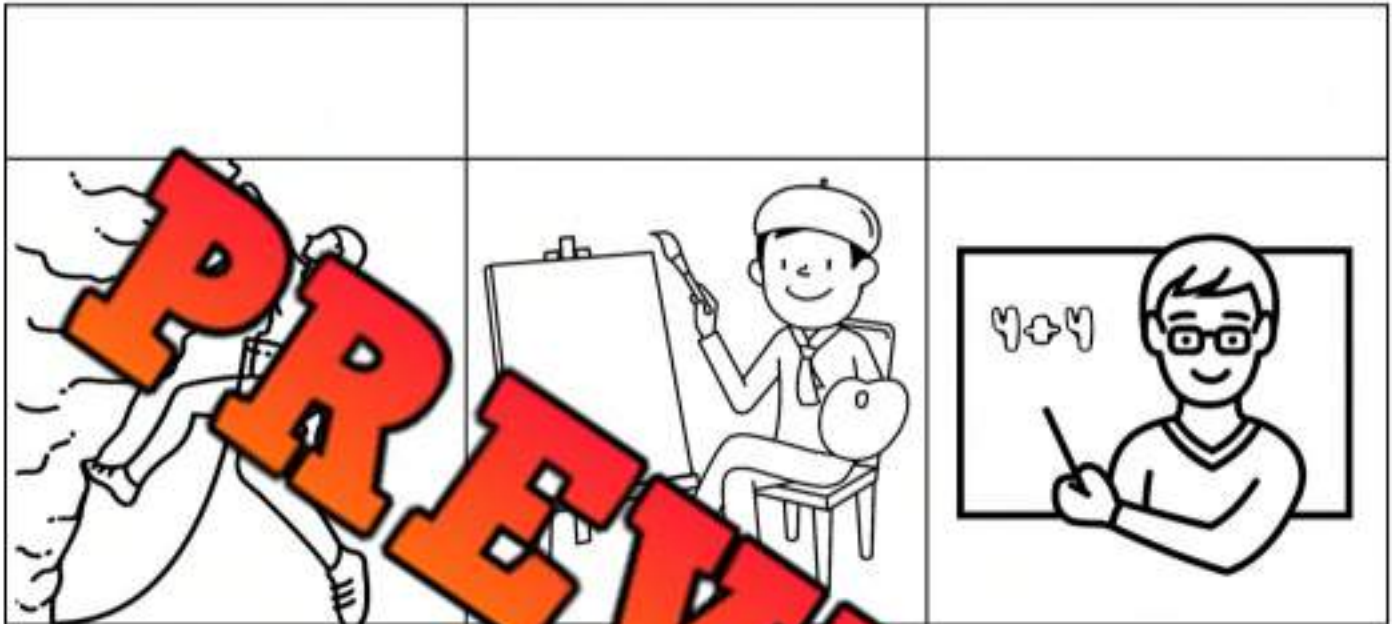
Close by, a _____, _____ed colourful
pictures. He had a friend, Miss Rose, a graceful _____ who
danced like the wind. They often performed at the village square. _____ a kind
_____, Mrs. White, taught little kids. She liked to share stories about a
brave _____, Jack, who hiked tall mountains.

On the other side of the village, a _____, Mr. Black,
grew yummy vegetables. Everyone loved to read books by the talented
_____, Emma, who lived nearby. The village was full of joy,
and everyone lived happily ever after.

Suffixes -er

Label

Label each picture with its corresponding -er word.

**Identify**

Guess the words being described in each statement, make sure your answer ends with a suffix -er.

Answer	Description
1)	Someone who swims in water.
2)	Someone who writes stories.
3)	Someone who reads books.
4)	Someone who helps plants grow.
5)	Someone who dances to music.
6)	Someone who sings songs.

Types of Sentences: Imperative

Imperative sentences give commands or make requests. They often start with a verb and do not have a subject written.

Examples:

- "Close the door." (This gives a command to do an action.)
- "Please pass the salt." (This makes a polite request.)



Identify Identify whether the imperative sentences show command or request.

Imperative sentence	Answer	
1) Close the door.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
2) Can you pass the toy?	<input type="checkbox"/> Command	<input type="checkbox"/> Request
3) Please, turn off the light.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
4) May I have some water?	<input type="checkbox"/> Command	<input type="checkbox"/> Request
5) Could you help me tie this?	<input type="checkbox"/> Command	<input type="checkbox"/> Request
6) Wash your hands with soap.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
7) Can you please share the toy?	<input type="checkbox"/> Command	<input type="checkbox"/> Request

Illustrate

Draw a picture representing each command or request.

Draw a big, colourful rainbow.

Can you please draw a smiling sun?

Word Searches

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> brim	<input type="checkbox"/> brow	<input type="checkbox"/> brush	<input type="checkbox"/> brand	<input type="checkbox"/> browse
<input type="checkbox"/> sun	<input type="checkbox"/> fun	<input type="checkbox"/> jump	<input type="checkbox"/> dunk	<input type="checkbox"/> blush



Word Search

Make your own word search using 6 of the words.

Word Bank

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

Look at each picture. Read the two sentences below it and check the sentence that describes the picture.

☐ The rabbits jump high.☐ The frogs jump high.☐ I use a palette to paint.☐ I use a brush to paint.☐ His cheeks are blue.☐ He has a scar on his cheek.☐ The cup was half empty.☐ The cup was full to the brim.

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Guess the words being described in each statement. Make sure your answer ends with a suffix -er.

Answer	
1)	Someone who climbs rock faces.
2)	Someone who paints artworks.
3)	Someone who bakes pastries.

Identify

Identify whether the imperative sentences show command or request.

Imperative Sentence	Answer	
1) Open the door.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
2) Please ask for help.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
3) Brush your teeth.	<input type="checkbox"/> Command	<input type="checkbox"/> Request

Week 6 - Vocabulary List

Alphabetize

Write the words in alphabetical order

cry	crib	crisp	crawl	crumb
ate	gate	late	skate	create

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

Completion

Complete the words below to come up with words that contain the sound.

c _ _ k e	g r a _ _ e s	s c a _ _ _
p l a _ _ _	_ _ _ c e	b _ _ _ k e
s _ _ _ k e	w _ _ v e	_ _ a b _ _
r a _ _ n	c r _ _ _ e	s _ _ a k _ _
t _ _ a i n	_ _ l a _ _ e	_ _ _ a c e

Vocabulary

Search

Circle the words with the long "a" vowel sound.



cake	bat	rain	cat
plate	map	glaze	mat
	snake	crane	rat
	trap	scale	jam
face		wave	van
jack		train	bag
stake		space	nap
clam	plan		can
frame	blaze	blaze	man

Draw

Draw a picture that uses as many long "a" words as you can.

	Words Used
--	------------

Suffixes -ed

The suffix "-ed" is added to verbs to show a past action.

jump – jumped

hike – hiked

pick – picked

cry – cried (drop y add -ied)

stop – stopped (double consonant)

dance – danced (just add -d)



Change _____ to "ed" to transform all the base verbs into their past tense.

	Past
1. ask	
2. play	
3. hop	
4. dance	
5. paint	

Present	Past
6. walk	
7. look	
8. study	
9. work	
10. _____	

Write

Suffix "-ed" indicates the past tense of a verb. Write the sentence changing the tense of the verb.

Present Tense	I <u>open</u> my book to read a story.
Past Tense	

Present Tense	He is <u>snapping</u> his fingers.
Past Tense	

Present Tense	I <u>carry</u> my bag to school.
Past Tense	

Suffixes -ed



Past Tense

Shade the box if adding -ed to the base words will change them into their past tense form.

<input type="checkbox"/> walk	<input type="checkbox"/> go	<input type="checkbox"/> listen	<input type="checkbox"/> eat
<input type="checkbox"/> play	<input type="checkbox"/> be	<input type="checkbox"/> study	<input type="checkbox"/> drink
<input type="checkbox"/> say	<input type="checkbox"/> dance	<input type="checkbox"/> bake	<input type="checkbox"/> write
<input type="checkbox"/> talk	<input type="checkbox"/> see	<input type="checkbox"/> paint	<input type="checkbox"/> sing
<input type="checkbox"/> jump	<input type="checkbox"/> do	<input type="checkbox"/> open	<input type="checkbox"/> run

Draw

Draw two scenes illustrating the "before" and "after" scenarios for the given verbs. Circle which verb makes the most sense.

Before Scene: Draw a child with a brush and an unpainted canvas.

After Scene: Draw the same child with a brush, holding a colourful picture of a canvas.

Paint

Painted

Paint

Painted

Types of Sentences: Declarative

Declarative sentences make statements or opinions. They give information and end with a period.

Examples:

"The sky is blue." – This sentence gives information about the colour of the sky.

"Cats are playful." – This is an opinion about cats.



Sentence Scramble

Rearrange the words to form declarative sentences.

1) sister, my, has, brother

2) The, shining, sun

3) pet, We, cat, a, have

4) favourite, are, my, fruit, Apples

5) The, nice, is, teacher

Write

Imagine you have to create a new toy. Using declarative sentences, tell us what it looks like, what it does, and your opinion on the toy.

look

what it
does

opinion









































Crack the Code

Directions

Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n	o	p			t	u	v	w	x	y	z	

Code	Answer	Code	Answer
  		 	
   			
    		   	
    		    	
    		     	

Bonus:
Draw your own
secret word

Week 6 – Fluency Readings**Read**

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

1)	I like to skate in the park.	
2)	Boys play on the floor.	
3)	I ate a crumb from the table.	
4)	The apple is crisp and yummy.	
5)	I saw a baby cry in the crib.	
6)	Open the gate, it's getting late.	
7)	Let's create a fun game together!	

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Past Tense

Shade the box if adding -ed to these words changes them into their past tense form.

<input type="checkbox"/> talk	<input type="checkbox"/> go	<input type="checkbox"/> listen	<input type="checkbox"/>
<input type="checkbox"/> say	<input type="checkbox"/> buy	<input type="checkbox"/> act	<input type="checkbox"/> dri

Sentence Scramble

Rearrange the words to form declarative sentences.

1) love, apple, I, pie	
2) books, read, like, to, I	
3) sister, play, I, tag, My, and	

Week 7 - Vocabulary List

dry	draw	drop	drove	dream
bee	tree	bleed	beetle	scene

Fill In The _____

Choose the best word for each sentence.



- 1) I like _____ pictures of flowers and trees.
- 2) The _____ is very tall and has lots of leaves.
- 3) Last night, I had a _____ flying like a bird.
- 4) After the rain, the sun came out and made a _____ group.
- 5) The _____ in the picture showed _____ of people.
- 6) Mom _____ us to the park in her car.
- 7) If you get a cut, it might _____, so tell an adult.
- 8) Be careful not to _____ your ice cream cone!
- 9) I found a shiny _____ crawling in the grass.
- 10) The _____ buzzed around the flowers in the garden.

Vocabulary

Rhyme

Write the spelling words below that rhyme with the given word

1) dry		11) dragon	
2) draw		12) drum	
3) drop		13) dress	
4) dream		14) drip	
5) dream		15) drape	
6) bee		16) green	
7) tree		17) theme	
8) bleed		18) deep	
9) beetle		19) mean	
10) scene		20) these	

wagon	cream	deep	trip
plum	breeze	mess	free
hop	green	sky	mean
stove	dream	grape	scene
			straw

Boggle

How many words can you make using the letters in the word:
c r e a t i o n ?

Suffixes -ion

The suffix **"-ion"** changes a verb into a noun that describes an action or process.

- Verb: "act"
- Noun: "action" – meaning doing something.



Word Transform

Add "-ion" to the verbs to make it a process.

Verb	+ ion
1. attract	_____
2. attract	_____
3. suggest	_____
4. project	_____

Verb	+ ion
5. connect	_____
6. reflect	_____
7. subtract	_____
8. quest	_____

Challenge

Sometimes you need to change a word to add -ion.

Verb	+ ion
1. create	creation
2. relate	_____
3. operate	_____
4. invade	_____

Verb	+ ion
5. inform	_____
6. decide	_____
7. combine	_____
8. inform	_____

Write

Write a sentence using each word.

1) creation	_____
2) reflection	_____

Suffixes -ion**Write**

Choose the most appropriate word to complete each sentence.

a) information	b) addition	c) action
d) selection	e) attention	f) creation

	1) We made a colourful _____.
	2) I read _____ and learned lots of _____.
	3) I am going to subtract _____.
	4) There is a good _____ of treats.
	5) You should pay _____ in class.
	6) The movie had lots of _____.

Draw

Illustrate the sentence below.

Mia used a colourful selection of crayons for her butterfly.

Sentence Types



Declarative Sentence - The sun is shining brightly.

Interrogative Sentence - What is your favourite colour?

Imperative Sentence - Please close the door.

Exclamatory Sentence - Wow, that ice cream is so yummy!

Sentence T

Write **DE** if the sentence is declarative, **IN** if interrogative, **IM** for imperative, and **EX** for exclamatory.

Sentences	
1)	My puppy is so cute!
2)	My family goes to the park on Sundays.
3)	What is your favourite colour?
4)	Close the door and come back.
5)	Yay, it is snowing!

Transform

Transform the declarative sentence into different types of sentences.

Declarative: You have a new book.

Interrogative: Do you have a new book?

Imperative: Show me your new book.

Exclamatory: You have a new book!

Declarative	The cat is on the mat.
Interrogative	_____
Imperative	_____
Exclamatory	_____

Word Search

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> dry	<input type="checkbox"/> draw	<input type="checkbox"/> drop	<input type="checkbox"/> drove	<input type="checkbox"/> dream
<input type="checkbox"/> bee	<input type="checkbox"/> tree	<input type="checkbox"/> bleed	<input type="checkbox"/> beetle	<input type="checkbox"/> scene




















Word Scramble

Unscramble the word.

ward		yrd	
verod		maerd	
ebe		reet	
leedb		pord	
cenes		teeleb	

Week 7 – Fluency Readings**Read**

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

1)	I drop my toy.	  	
2)	The y.	  	
3)	A bee is near the tree.	  	
4)	I like to draw a scene.	 	
5)	I had a dream last night.	  	
6)	He drove my mother's car.	  	

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	
10)	

Spell

Add -ion to the verbs below

Verb	+ Ion
1. create	
2. suggest	
3. operate	

Verb	+ Ion
4. act	
5. subtract	
6. inform	

Identify

What type of sentences are these: interrogative, declarative, imperative, exclamatory

1)	Can I have an apple?
2)	Close the book after reading.
3)	Look at that, the cat can jump really high!

Week 8 - Vocabulary List

fry	frog	from	fresh	fruit
lie	wide	hide	tied	pride

Write

Cross-out the word that is not a synonym

1) jump	cook	heat
2) frog	toad	apple
3) from	since	banana
4) fresh	clean	croak
5) fruit	sports	berry
6) lie	fib	far
7) wide	broad	big
8) hide	mask	cover
9) tied	tight	knotted
10) pride	happy	delight
		cook

Word Scramble

Unscramble the words.



morf		depir	
gorf		dite	

Vocabulary

Analyze

Circle the words with blends "fr"; box the words with long vowels "i"

frisbee	banana	frighten	mountain
mango	drive	elephant	frizzle
frigate	frigid	pineapple	rectangle
apple	apple	frivolous	fringe
pine	banana	orange	franchise
freedom	fridge	friday	frail
fruity	frizzle	fringe	friction
river	frightful	fridge	dolphin
frontiers	tricycle	fridge	fritter
frilly	slide	fries	fridge
prize	frown	raspberry	fridge

Write

Use the given words in simple sentences.



1) wide	_____
2) fresh	_____

Suffix -ous and -ious

The suffix "**-ous**" means "full of."

- "Joy" + "-ous" = "Joyous." This word means full of joy.
- "Danger" + "-ous" = "Dangerous." This word means full of danger.

The suffix "**-ious**" also means "full of."

- "Mystery" + "-ious" = "Mysterious." This word means full of mystery.
- "Curiosity" + "-ious" = "Curious." This word means full of curiosity.

Word Build Add -ous to the given base words to create a new word.

Base Word	-ous
1) danger	
2) adventure	
3) joy	
4) courage	
5) marvel	

Base Word	-ious
6) mystery	
7) glory	
8) space	
9) victory	
10) envy	

Think Choose the -ous word that matches the picture.

courageous

joyous

delicious

victorious

jealous



Suffix -ous**Completion** Choose the most suitable -ous/ious word to complete each sentence.

a) mysterious	b) glorious	c) joyous	d) dangerous
e) courageous	f) spontaneous	g) delicious	h) fabulous

1)	_____ party was full of laughter.
2)	The knight _____ and brave.
3)	The _____ was a big hit.
4)	The old, _____ horse was a change.
5)	Jumping off the roof is _____.
6)	Her outfit was _____.
7)	It was a _____ feeling to win.
8)	The decision to have a picnic was _____.

**Write**

Use the given words in sentences.

1) fabulous	_____ _____
2) envious	_____ _____

Parts of Speech - Nouns

A **noun** is a name word. It can be the name of a person, like "teacher" or "Mary"; the name of a place, like "school" or "park"; or the name of a thing, like "book" or "car". So, when we talk about different people, places, or things, we use nouns!

Noun Sort

Check the category of the given nouns.

	Person	Place	Thing
1) boy			
2) ball			
3) Sam			
4) frog			
5) mother			
6) school			
7) Canada			



Search

Circle all nouns in the story below.

In a village, a happy farmer named Tom sold fresh eggs and milk. Nearby, a magical forest was home to talking animals and a treasure. One day, Tom went into the forest, meeting squirrels and listening to the birds' songs.

Soon, he met a wise owl who shared stories and led him to hidden treasure. Filled with coins and gems, Tom decided to use it for his village, building a school and hospital. Grateful, the owl gave Tom a magical feather for protection.

Hidden Word

Hidden Word

Fill the answers of the clues in the puzzle. Next, find the hidden word in the bold rectangles.

**Clues**

- 1) Cook in hot oil.
- 2) A green animal that jumps.
- 3) New, clean, or just made.
- 4) When things are fastened together.
- 5) Yummy food from plants.
- 6) Tells where something started.
- 7) To go where no one can see you.
- 8) Not telling the truth.
- 9) Something that is very broad.

The hidden word

Week 8 – Fluency Readings**Read**

Read each line and then write the last sentence.

I ate

I ate fruit

I ate

I ate fresh fruit from

I ate fresh fruit from the market.



Jane

Jane began

Jane began to

Jane began to fry

Jane began to fry the

Jane began to fry the fish.

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

Word Build

Add -ous/ious to the given base word to create a new word.

Base word	-Ous
1) joy	
2) danger	

Base word	-Ious
3) space	
4) glory	

Noun Sort

Check the category of the given nouns.

Noun	Person	Place	Thing
1) Mrs. Smith			
2) home			
3) pencil			

Week 29 - Vocabulary List

and	sand	bend	brand	sound
sort	fort	torn	sport	short

Fill In The _____ Choose the appropriate vocabulary word for each sentence.

- 1) My mom brought home a bowl _____ of cereal, and it is yummy!
- 2) Oh no, my paper _____; I will need to tape it.
- 3) Can you _____ down your shoe?
- 4) We used blankets and chairs to build _____ in the living room.
- 5) Let's _____ the colourful blocks in _____ places.
- 6) I have a pencil _____ a book in my backpack.
- 7) We built a big castle in the _____ at the beach.
- 8) The baby duck is _____ and fluffy.
- 9) We heard a funny _____ coming from the tree.
- 10) Soccer is my favourite _____ because I like to kick the ball.

Vocabulary

Opposite

Identify the opposite of the given words below

1) bend

☐ tall

2) sound

☐ whole

3) sort

☐ straight

4) short

5) torn

☐**Write**

Use the given words to create a sentence

1) sort

2) brand

3) torn

4) short

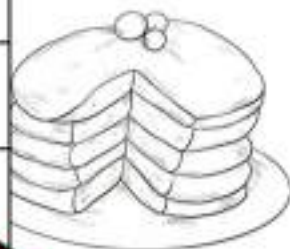
Strategies for Expressive Reading Aloud

Expressive Reading Aloud makes our reading sound more interesting and fun. One important strategy is paying attention to punctuation – those little signs like periods (.) and commas (,).

- **Period (.)**: When we see a period at the end of a sentence, we make a full stop.
- **Comma (,)**: When we see a comma, we take a short pause.

Punctuation Use appropriate punctuation for each sentence, then read the sentences aloud.

1	On my way to school I saw a cat it was climbing a tree
2	My mom made pancakes they were yummy and I ate a lot
3	In the park there are flowers big and small a big tree
4	Lisa has a basket of fruits she has apples bananas and oranges
5	It was raining but I had my umbrella so I stayed dry



Read Aloud Read the story below applying the correct reading of punctuation.

Once upon a time, in a bright, sunny meadow, lived a cheerful bunny named Ben. Ben loved hopping around, exploring, and playing with his friends, the birds, the frogs, and the butterflies.

One day, while exploring, he found a trail of juicy berries. Excited, Ben followed it. The trail led him to a beautiful, sparkling pond. There, he made new friends with the fish. Together, they played all day, and Ben learned to swim. What a fun, adventurous day.

Apostrophes for Plural Possession

Apostrophes for Plural Possession is used to show that something belongs to more than one person or thing.

For example, if two sisters, Anna and Mia, have a room they share, we say: "This is Anna and Mia's room." Notice how we put the apostrophe (') before the "s" at the end of their names.

But, if many dogs have toys, we write: "The dogs' toys are scattered everywhere." Here, the apostrophe comes after the "s" in "dogs".

Write Combine the nouns and objects and write the plural possessive form.

Name	Object	Possessive Form
1. teachers	desks	teachers' desks
2. elephants	trunks	
3. bakers	aprons	
4. rabbits	ears	
5. cows	bells	

Draw Illustrate the plural ownership sentences below.

The bees' hives are hanging from the trees.

The birds' nests are perched on the branches.

Word Searches

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> and	<input type="checkbox"/> sand	<input type="checkbox"/> bend	<input type="checkbox"/> brand	<input type="checkbox"/> sound
<input type="checkbox"/> sort	<input type="checkbox"/> fort	<input type="checkbox"/> torn	<input type="checkbox"/> sport	<input type="checkbox"/> short

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

Word Search

Make your own word search using 7 of the words.

Word Bank

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)	I sang a song.				
2)	I sort all my books.				
3)	She has a short hair.				
4)	I bend to tie my shoes.				
5)	I love the sound of rain.				
6)	He is good at his sport.				

Week 29 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Punctuated

Put punctuation for each sentence so it can be read properly.

1	I have roses tulips and sunflowers and I water every one
2	My favourite fruits are apples bananas and grapes
3	Today, I played with my friends John Mia and Lily at the park

Write

Combine the plural nouns and objects and write the plural possessive form.

Name	Object	Possessive Form
1. boys	toys	
2. students	pens	
3. birds	nests	

Week 30 - Vocabulary List

ask	desk	risk	dusk	brisk
fur	hurt	blur	burst	curly



Write

Cross-out the word that is not a synonym.

1) ask	talk	query	inquire
2) desk	workstation	chair	
3) risk	danger	adventure	
4) dusk	moon	evening	
5) brisk	quick	wind	
6) fur	pelt	float	coat
7) hurt	cry	wound	injure
8) blur	haze	cloud	
9) burst	explode	popcorn	leak
10) curly	twisted	spiral	straight

Word Scramble

Unscramble the words.

lurcy		urf	
thur		sduk	

Vocabulary

Draw

Draw a picture to show what each sentence means.

The bunny's fur was soft and fluffy.

Lisa has many colourful pencils on her desk.

Sam has curly hair that bounces when he walks.

The ball hit and made a loud pop!

PREVIEW

Reading Sentences with Different Expressions

When we read, sometimes we feel happy, sad, surprised, or even scared! Our voice can show these feelings.



For example:

- **Happy:** When you see a puppy, you might say, "Wow, I love this cute puppy!" with a big smile.
- **Sad:** If you lose your toy, you might say, "Oh no, where is my toy?" with a frown.

Emotion Match the expressions employed in each sentence.

1. "Yay, I won the game!" ☐ tired
2. "I'm so sleepy, I can't go to school!" ☐ surprised
3. "Oh wow, a new book!" ☐ scared
4. "We're going to the zoo!" ☐ happy
5. "There's a thunderstorm outside!" ☐ excited

Write

Read the scenario and write sentences to express how you might feel and respond using different emotions.

It is dusk and the sun is setting. The air is brisk and chilly. You are walking in a park and see a small animal with soft fur shivering beside a tree. The animal might be hurt.

Angry	Who could have left this little animal here all alone?
Sad	
Worried	
Excited	

Quotation Marks for Direct Speech

In formal writing, we use quotation marks to show the exact words someone said. This is called direct speech.

For example, if Jane says, "I love reading," we place her words between quotation marks to indicate they are her exact words. Always use quotation marks at the beginning and end of direct speech.



Direct Speech Place quotation marks in the correct spots in each sentence to show direct speech.

1. Mom said, "I love you" before bed.
2. The teacher asked, "Did you finish your homework?"
3. My sister exclaimed, "I found a lost dog!"
4. The dog barked, "Woof, woof," when it saw the cat.
5. Dad announced, "We are going to the zoo tomorrow!"

Identify

Underline the direct speech in the story and place quotation marks where needed.

In a small town, a cheerful girl named Lily lived. One sunny day, she met a talking bird. Hello! chirped the bird. Hi! replied Lily. They became friends and played hide-and-seek. The bird sang, You can't find me! Lily laughed, There you are!

Together, they explored and had fun. As the sun set, Lily waved, See you tomorrow! The bird flew away, singing, Goodbye, friend! Lily smiled, excited for more adventures.







































Crack the Code

Directions

Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n	o	p	q	r	s	t	u	v	w	x	y	z

Code	Answer	Answer
  		 
   		 
   		   
   		    
    		    

Bonus:
Draw your own
secret word

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

Look at each picture. Read the two sentences below it and check the sentence that describes the picture.

☐ The children ask a question.☐ The teachers ask a question.☐ The sheep's fur is curly.☐ The cat's fur is curly.☐ The wind is brisk today.☐ The wind is humid today.☐ The balloon will deflate at a time.☐ The balloon will burst at a time.

Week 30 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Emotions

Match the expressions employed in each sentence.

1. "I wonder what's inside this box?"
2. "Someone took my cookie!"
3. "I can't find my teddy bear."

Direct Speech

Place quotation marks in the correct spots in each sentence to indicate direct speech.

1. My friend shouted, Come and see the rainbow!
2. Mom said, Come here, it's time for dinner!
3. Grandma sang, Twinkle, twinkle, little star.

Oral Communication Strand

Activity: Before-During-After Chart

Objective

What are we learning more about?

To develop listening strategies for comprehension by having Grade 2 students fill out a "Before-During-After" chart while listening to a brief educational talk or story.

Materials

What do we need for our activity?

- ✓ Prepare "Before-During-After" charts for each student
- ✓ Have a pencil for each student
- ✓ A brief educational talk or story on a familiar topic (e.g., "How Do We Grow?")



Instructions

How do we complete the activity?

- 1) Arrange the students in a circle, and distribute a "Before-During-After" chart and a pencil to each student.
- 2) Briefly introduce the topic of the educational talk or story, and write it on the whiteboard for reference.
- 3) Instruct students to fill out the "Before" section of the chart, noting what they already know about the topic.
- 4) Once everyone has filled out the "Before" section, tell them to sit down and prepare to listen.
- 5) Deliver the educational talk or read the story, making sure to speak clearly and at a pace appropriate for Grade 2 students.
- 6) After the talk or story is done, instruct students to fill out the "During" section, noting what new information they learned.
- 7) Allow students to discuss briefly in pairs or small groups what they've written in the "During" section, encouraging them to think critically.
- 8) Have the students fill out the "After" section, jotting down any questions or further thoughts they have after listening.
- 9) Open the floor for a class discussion, allowing students to share their thoughts, questions, and what they've written on their charts.

Activity: Before-During-After Chart**Before-During-After Chart**

Fill in the chart below

Before Listening – What I Already Know

During Listening – What I Learned

After Listening – What I Still Wonder or What I Think About The Reading

Activity: Pause and Reflect

Objective

What are we learning more about?

To improve listening comprehension and recall by pausing a story at predetermined points to ask questions that test students' understanding.

Materials

What do we need for our activity?

- ✓ A story or appropriate story (either a book or a printed story)
- ✓ A list of comprehension questions related to the story
- ✓ Whiteboard or chart paper for summarizing answers and key points

Instructions

How do we complete the activity?

- 1) Arrange the students in a comfortable listening position, making sure they can see and hear you well.
- 2) Introduce the story's title and provide a brief summary of what it's about, writing the title on the whiteboard.
- 3) Explain the activity rules: You will be reading a story and pausing at predetermined points to ask questions. Their job is to listen carefully and answer the questions based on what they've heard.
- 4) Begin reading the story, reading clearly and at a pace suitable for all students.
- 5) Pause the story at the first predetermined point. Ask a comprehension question related to what has been read so far.
- 6) Allow students to raise their hands to answer. Acknowledge correct answers and offer clarification for any misconceptions.
- 7) Summarize the correct answers on the whiteboard so that students can visually connect the narrative to the questions.
- 8) Continue reading the story and repeat steps 5-7 at the next predetermined pause point.
- 9) At the end of the story, ask a couple of summary questions to gauge overall comprehension.

Activity: Pause and Reflect

Questions

Below are some options for questions you can ask

1	What is the setting of the story?
2	Who are the main characters introduced so far?
3	What problem is the character facing?
4	How do you think the character feels about the problem?
5	What did the character decide?
6	Why do you think the character made that choice?
7	What do you predict will happen next?
8	Were you correct in your prediction? Why or why not?
9	What is the turning point in the story?
10	How was the problem solved?
11	What was the most surprising part of the story?
12	What is the main lesson or moral of the story?

Activity: Role Play

Objective

What are we learning more about?

To help Grade 2 students understand the concept of purpose and audience in communication by engaging them in role-play activities.

Materials

What do we need for our activity?



- ✓ Role-play cards with descriptions of different real-life situations
- ✓ Props and scenarios (e.g., toy phone, shopping bag, etc.)
- ✓ List of roles for each scenario (e.g., parent, teacher, friend)

Instructions

What do we do to complete the activity?

- 1) Prepare scenario cards with descriptions of different real-life speaking situations like "ordering food at a restaurant" or "asking a teacher for help."
- 2) Arrange the students in a semi-circle around a central playing area where the role-play will take place.
- 3) Explain that they will be participating in role-play to practice speaking for different purposes and audiences.
- 4) Shuffle the scenario cards and draw one to start the role-play.
- 5) Read the scenario aloud and discuss the purpose of the speaker and the audience is. For example, for "ordering food at a restaurant," the purpose is to communicate what you would like to eat, and the audience is the waiter.
- 6) Assign roles to students based on the scenario (e.g., one student as the waiter, another as the customer).
- 7) Provide props if applicable to make the role-play more realistic and engaging.
- 8) Instruct the students to begin the role-play, reminding them to stay in character and speak according to the given situation. Give about 2-3 minutes.
- 9) After the role-play ends, lead a brief discussion with the class about what they observed. Ask questions like, "Did the speaker stay on topic?" or "Was the language appropriate for the audience?"
- 10) Draw another scenario card and repeat steps 5-10 with different students in new roles.

Activity: Role Play

Scenarios

Act out the scenarios below

Role-Play Scenario	Roles Involved
Ordering food at a restaurant	Customer, Waiter
Asking a teacher for help	Student, Teacher
Inviting a friend to a birthday party	Inviter, Invitee
Reporting a lost item at school	Student, School Office Clerk
Asking for a book at the library	Student, Librarian
Buying groceries	Shopper, Cashier
At a doctor's appointment	Patient, Doctor
Calling to wish grandma a happy birthday	Child, Grandma
Asking for directions	Student, Peer Helper
Complaining about a wrong order at a café	Customer, Server
Discussing a playground game with friends	Player 1, Player 2
Reporting a broken swing in the park	Child, Park Ranger
At a pet store choosing a pet	Child, Store Clerk
Discussing a school project with classmates	Student 1, Student 2
Telling a family member about the school day	Child, Parent

Activity: Topic Jar

Objective

What are we learning more about?

To help Grade 2 students practice speaking clearly and coherently about various topics.



Materials

What do we need for our activity?

- ✓ A jar or container
- ✓ Small pieces of paper with various topics written on them
- ✓ Optional: Speaking prompts on index cards to guide students who may need help

Instructions

What do we do to do the activity?

- 1) Cut out the small pieces of paper with various topics written on them.
- 2) Place the small pieces of paper into the jar and shake it to mix them up.
- 3) Arrange the students in a semi-circle, seated, around the jar so everyone can see and participate.
- 4) Explain to the students that they will be picking a topic from the jar and then speaking about it for one minute. Emphasize the importance of speaking clearly and staying on topic.
- 5) Optionally, display some speaking prompts on index cards as a reference for students who might need them.
- 6) Choose a student to be the first to pick a topic from the jar.
- 7) Once the student has picked a topic, start the timer or stopwatch for one minute.
- 8) Ask the student to speak about the topic they picked, focusing on clarity and coherence. They can look at the speaking prompts if they need help formulating their thoughts.
- 9) After the one minute is up, stop the timer and thank the student for sharing.
- 10) Ask the class for some positive feedback and perhaps areas for improvement, concentrating on clarity and coherence.
- 11) Choose the next student to pick a topic from the jar and repeat steps 6-10.

Activity: Topic Jar**Topics**

Cut out the topics below and put them in a jar

My Favourite Animal

An Interesting Animal

A Place I Want to Visit

My Favourite Holiday

My Friend

My Favourite Toy

My Favourite

A Fun Day I Had

A Book I Love

My Favourite Subject in School

A Movie I Enjoy

Something I'm Good At

My Favourite Season

My Favourite Colour

My Family

A Special Tradition

What I Want to Be When I Grow Up

An Adventure I'd Like to Have

My Favourite Sport

A Hero of Mine

A Fun Memory

My Favourite Song

My Favourite Game

Something I'm Thankful For

Activity: Topic Jar**Speaking Prompts**

Cut these out and place them where students can see them

Can you describe it?

Why do you like it?

How does it make you feel?

When did you first learn about it?

What's something interesting about it?

Can you share a story or memory related to it?

How would you explain it to someone who knows nothing about it?

What's your favourite thing about it?

Is there anything you don't like about it?

What words would you use to describe it to a friend?

Charades & Gestures: Message Without Words

Objective

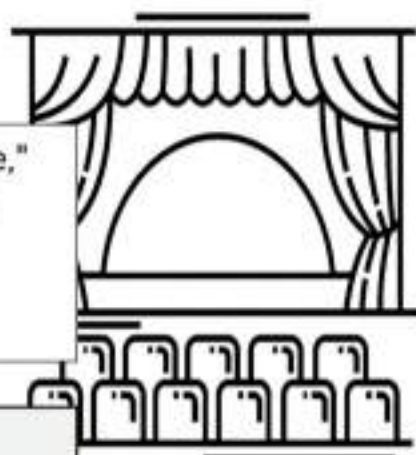
What are we learning more about?

Students will understand and appreciate the importance of non-verbal cues in communication by playing charades, focusing on body language, gestures, and facial expressions.

Materials

What do we need for our activity?

- ✓ Prepared cards with words/phrases (e.g., "baking a cake," "playing soccer," "raining," "the rain," "reading a book")
- ✓ Timer or stopwatch
- ✓ Notepad and pen for scoring
- ✓ Bowl or hat to hold the cards



Instructions

How do we complete the activity?

- 1) Preparation: Write different actions or activities on separate cards. Fold them and place them in a bowl or hat.
- 2) Divide the class into two teams.
- 3) One student from the first team will draw a card from the bowl or hat and show or tell their team the word/phrase.
- 4) Set the timer for 1 minute. The student will then act out the word/phrase without speaking, using only gestures, facial expressions, and body movements.
- 5) The team will guess the word/phrase based on the student's non-verbal cues.
- 6) If the team guesses correctly within the 2 minutes, they earn a point.
- 7) The next team will then take their turn.
- 8) The game continues until all cards are used or until a set period.
- 9) The team with the most points at the end wins!

Charades & Gestures: Message Without Words

Charades

Cut out the cards below

Hoping on one foot

Drawing a heart

Sleeping

Saying goodbye

Making a snowman

Opening a present

Telling a secret

Marching down the road

Playing catch

Scratching an itch

Fishing

Looking through a telescope

Tying shoes

Laughing at a joke

Signing into a microphone

Using a skipping rope

Building a snowman

Blowing out birthday candles

Typing on a computer

Taking a selfie

Activity: Facial Expressions Circle

Objective

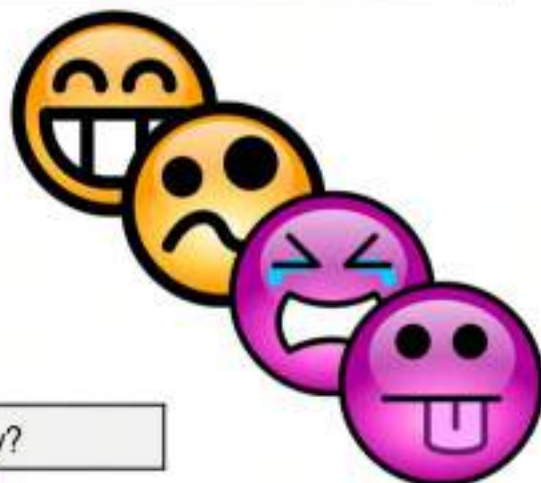
What are we learning more about?

To help students understand and interpret emotions through facial expressions and realize the importance of non-verbal communication.

Materials

What do we need for our activity?

- ✓ A set of emotion cards – provided
- ✓ A circle of chairs around the classroom for students to sit around



Instructions

How do we do this activity?

- 1) Have all students sit in a circle.
- 2) Provide each student with a card (face drawn from the emotions). They shouldn't reveal their emotion to anyone.
- 3) When given the signal, students will express the emotion on the card using only their facial expression.
- 4) Going clockwise around the circle, each student will have a turn to display their facial expression to the person on their left. The guesser will have one chance to guess the emotion correctly.
- 5) After guessing, the next student (the previous guesser) will display their emotion to the next person in the circle, and so on.
- 6) Continue until every student has had a chance to display their emotion and guess an emotion.
- 7) If it is too challenging, show the list of emotions to give students a chance to guess the emotions.

Activity: Facial Expressions Circle

Emotions

Cut out the cards below

happy

hungry

sad

thirsty

sleepy

surprised

cold

excited

hot

scared

sneezed

confused

itchy

proud

funny

silly

grumpy

bored

playful

tired

lonely

worried

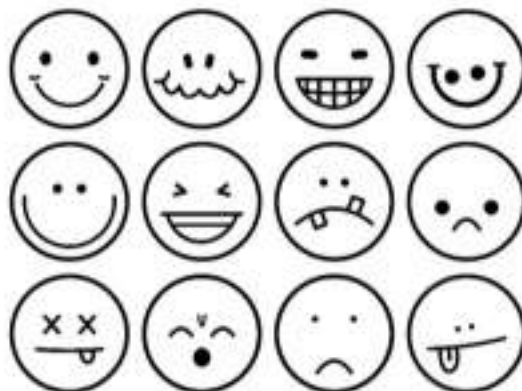
relaxed

Activity: Expression Says

Objective

What are we learning more about?

To enhance students' awareness of different facial expressions and their associated emotions, while also building their ability to follow instructions.



Materials

What do we need for our activity?

- ✓ A list of facial expressions/emotions (e.g., happy, sad, angry, confused).

Instructions

How do we play the activity?

- 1) Begin by discussing different emotions with students. Ask them how they might show they're happy, sad, angry, etc. using their face.
- 2) Explain the rules of "Expression Says". Just like "Simon Says", students should only change their facial expression when they hear "Expression Says" before the instruction. If they change their facial expression without hearing "Expression Says", they're out for that round.
- 3) Stand in front of the class and start giving instructions using facial expressions. For example, "Expression says show me a surprised face" or "Show me a sad face!" (For the latter, students should not change their expression since "Expression says" wasn't used.)
- 4) Continue playing for several rounds, allowing different students to have the chance to be the leader giving instructions.
- 5) To add a fun twist, occasionally throw in silly or unexpected expressions like "Expression says show me a face you'd make if you tasted a sour lemon!" or "Expression says show me your best pirate face!"
- 6) As the game progresses, increase the speed of the instructions to make it more challenging.

Activity: Expression Says**Emotions**

Show these cards to give ideas to the leader

worried	hungry
sad	happy
afraid	sleepy
amused	cold
excited	hot
scared	relaxed
confused	in pain
proud	grumpy
silly	playful
bored	lonely
tired	
Pirate face	Monkey face
Sour lemon face	Something stinks face

Activity: Vocabulary Relay

Objective

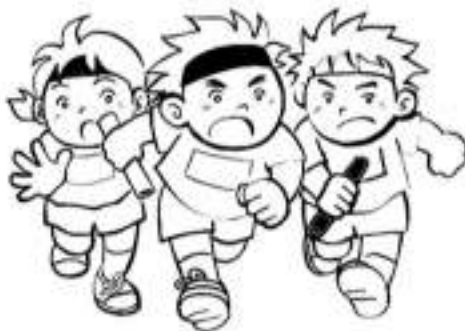
What are we learning more about?

To enhance students' vocabulary and encourage them to use new words in meaningful sentences, promoting comprehension and retention.

Materials

What do we need for our activity?

- ✓ A list of appropriate vocabulary words.
- ✓ Flashcards for each word.



Instructions

What do we do during the activity?

- 1) Preparation: Prior to the activity, write each vocabulary word on a separate flashcard. Ensure the words are appropriate and challenging enough to stimulate thought.
- 2) Setting the Scene: Divide the class into two teams and have them line up at opposite ends of the classroom. Place the flashcards in the middle of the room.
- 3) Starting the Relay: At the sound of the bell or whistle, a student from each team runs to the middle, picks up a flashcard, and reads the word. (You can help read the word).
- 4) Forming Sentences: After reading the word, the student must form a sentence using the word correctly. They should say the sentence out loud to everyone to hear.
- 5) Scoring Points: If the student uses the word correctly in a sentence, their team earns a point. If they struggle or use it incorrectly, no points are awarded.
- 6) Continuing the Relay: Once the student has said their sentence (whether correct or not), they return to their line, and the next student in line runs to the middle to pick a new flashcard.
- 7) Keeping Time: The game continues in this relay style for a set duration (e.g., 10 minutes). The teacher can use the stopwatch or timer to track time.
- 8) Concluding the Game: When time is up, the team with the most points is declared the winner.

Activity: Vocabulary Relay

Vocab Words

Cut out the words below

adventure

brilliant

harmony

curious

illuminate

captivate

dazzling

jubilant

delight

enraptured

rekindle

exquisite

flourish

luminous

graceful

gleaming

picturesque

horizon

hues

nocturnal

intriguing

imaginary

oasis

joyous

journey

picturesque

kaleidoscope

lush

radiant

Activity: Grammar Police

Objective

What are we learning more about?

To improve students' understanding and application of basic grammar rules by having them identify and correct intentional grammatical errors in sentences.



Material

What do we need for our activity?

- ✓ List of sentences with intentional grammatical mistakes
- ✓ Whiteboard or markers, chalkboard and chalk
- ✓ Badges (optional) for students to wear as "Grammar Police"

Instructions

How do we complete the activity?

- 1) Begin by discussing with students the importance of using grammar in communication.
- 2) Introduce the concept of the "Grammar Police" and explain that the goal for this activity will be to listen carefully and correct any grammatical mistakes that are heard.
- 3) Hand out the "Grammar Police" badges to each student (optional).
- 4) Read, write, or project a sentence with a grammatical error on the board. Example: "She don't like apples."
- 5) Ask students to identify the mistake in the sentence.
- 6) Once a student identifies the mistake, have them come to the board and correct it. The corrected sentence should be: "She doesn't like apples."
- 7) Continue with additional sentences, varying the types of grammatical errors.
- 8) After several sentences, pause and discuss the types of errors that were identified. Ask students to explain the grammar rule associated with each error.

Activity: Grammar Police

Incorrect Sentences

Read the sentences to the class so they can correct them

Me and my friend goes to the park.

She don't like chocolate.

Him is the fastest runner.

They were here yesterday.

My dog play with all.

She can sing as well.

He have two pencils.

The cats chases the mouse.

We likes to read books.

My sister and I goes to school together.

The ducks swims in the pond.

There is five apples on the table.

You is my best friend.

The kids plays outside.

I don't has a blue crayon.

She have a big kite.

He don't want to share his toy.

Them went to the zoo yesterday.

The girl play with her dolls.

There's three cookies in the jar.



PREVIEW

Activity: Descriptive Storytelling

Objective

What are we learning more about?

To enhance students' vocabulary usage and foster creativity in storytelling. By the end of the activity, students should be able to craft a cohesive story using the provided vocabulary words.

Materials

What do we need for our activity?

- ✓ List of vocabulary words
- ✓ Writing paper and pencils



Instructions

How do we complete this activity?

- 1) Look at the four vocabulary tables.
- 2) Choose one list that you would like to use for your story.
- 3) Think of a creative story that uses all the words from your list.
- 4) Make sure you understand each word and its meaning. If you're unsure, ask the teacher!
- 5) Once you have your story ready in your mind, find a partner.
- 6) Share your story with your partner, ensuring you use all the vocabulary words.
- 7) Listen carefully to your partner's story and see if they used all their words.
- 8) Once both of you have shared your stories, discuss which words were easiest and hardest to incorporate.

Activity: Descriptive Storytelling

Vocabulary

Use one of the lists for the vocabulary words for your story

List 1

cat

sun

ball

tree

house

fish

book

car

List 2

mountain

butterfly

bicycle

whisper

rainbow

elephant

ground

river

List 3

telescope

adventure

mysterious

glimmer

reflect

tumble

delight

whistle

List 4

curious

enchanted

journey

ponder

tremble

gleaming

horizon

intrigue



Google Slides Lessons Preview





Ontario Language Curriculum Composition (Writing) – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to write descriptive sentences so we can make our writing more interesting and help readers imagine what is happening by knowing what, where, and when things take place.

Five Senses Match-Up

Senses	Match each phrase to the sense it belongs to.

A rainbow in the sky	Freshly baked cookies	A dog barking loudly
A soft pillow	Sea urchins	Bright shiny stars
Sweet chocolate cake	Birds singing in the morning	Salty french fries
Music playing on the radio	Talkies	Perfume from a bottle
Pizza from the oven	A red apple on the table	A rough rock

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Writing Descriptive Sentences

Write a sentence about the picture below. Be as descriptive as you can!



Ontario Language Curriculum Composition (Writing) – Grade 2

Quality Topic Sentences



Check which topic sentence you think is best.

1) Riding a bike is fun and makes me feel free. The wind rushes past me. It feels so exciting!

- a) My bike is broken.
- b) I love to ride my bike.
- c) I ride my bike and eat pizza.

2) The sun is shining. I hear the birds singing. It feels good to be outside!

- a) I like watching TV.
- b) The sun is a powerful object.
- c) Being outside makes me happy.

3) My dog wags his tail when he sees me. He jumps up and licks my face.

- a) Dogs are scary.
- b) I like cake more than dogs.
- c) Having a pet dog is fun and full of love.

4) The snow is cold and sparkly. I love making snowmen with my friends.

- a) Playing in the snow is the best.
- b) Snow is too cold.
- c) I don't like wearing gloves.

Who Uses It?

Match each item to the Witch, Princess, or King.



Sorting: Persuasive or Not Persuasive?

Persuasive	Not Persuasive

Drag each sentence into the correct column: Persuasive if it tries to convince, or Not Persuasive if it just states a fact.

Eat fruits, they make you strong.	The car is fast.
Drink milk, it helps you grow.	Brush your teeth, they will shine!
My cat sleeps a lot.	I have a blue cap.
I live in a small house.	Read books, they make you smarter.
The sky is blue.	Exercise daily, it keeps you fit.
Be kind, it makes friends.	Choose water. It's the best drink.
The grass is green.	My shoes are new.



Drag the words from the boxes below to complete the two-stanza poem. Use the picture as your guide to help you build the poem.

Leaves							bright
whispers							light
STANZA 2							
Pumpkins							
Autumn							

Leaves	and	whispers	and	autumn	
fall	red	gold	cold	of	crisp
				field	bright
			with	in	so
	evenings	smell			
Pumpkins	glow				
Autumn					

The Little Goldfish

Use the correct words from the word bank above to complete the poem.

splash	wish	dish	swish
flash	squish	marsh	crash
	brush	dash	

Line 1 _____

The Little Goldfish

Choose the correct words from the word bank above to complete the limerick poem.

splash	wish	dish	swish	rash
flash	squish	mash	crash	gash
	brash	dash	smash	slash

Line 1: There once was a gold little _____

Line 2: Who swam past a shiny new _____

Line 3: He made a big _____

Line 4: Then swam off in a _____

Line 5: Living life just the way he could _____





Workbook Preview



Grade 2 – Language

A. Literacy Connections and Applications

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



	Curriculum Expectations – Overall Expectations	Pages
A1	Transferable Skills	
	Preview of 140 pages from this product that contains 318 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	161 – 162, 187 – 189, 203 – 208
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	127 – 129, 151 – 158, 165 – 166

Grade 2 – 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	10 – 11, 58 – 64, 71 – 74, 76 – 77
D1.2	<u>Developing Ideas</u> generate and develop ideas on chosen and chosen topics, using simple strategies, and drawing on various resources, including personal experiences, and learning from other subjects	12 – 13, 17 – 22, 31 – 32, 43 – 47, 53 – 54, 76 – 77, 88 – 100, 104 – 105, 149 – 150, 163 – 164, 189, 203 – 208
D1.3	<u>Research</u> gather information and content relevant to a topic from three or more sources	151 – 152, 155 – 156, 159 – 162, 175 – 177, 180 – 181, 193 – 208
D1.4	<u>Organizing Content</u> sort and sequence ideas and information, taking into account the text form and genre to be used	58 – 59, 60 – 61, 62 – 63, 64 – 65, 66 – 67, 68 – 69, 70 – 71, 72 – 73, 74 – 75, 76 – 77, 78 – 79, 80 – 81, 82 – 83, 84 – 85, 86 – 87, 88 – 89, 90 – 91, 92 – 93, 94 – 95, 96 – 97, 98 – 99, 100 – 101, 102 – 103, 104 – 105, 106 – 107, 108 – 109, 110 – 111, 112 – 113, 114 – 115, 116 – 117, 118 – 119, 120 – 121, 122 – 123, 124 – 125, 126 – 127, 128 – 129, 130 – 131, 132 – 133, 134 – 135, 136 – 137, 138 – 139, 140 – 141, 142 – 143, 144 – 145, 146 – 147, 148 – 149, 150 – 151, 152 – 153, 154 – 155, 156 – 157, 158 – 159, 160 – 161, 162 – 163, 164 – 165, 166 – 167, 168 – 169, 170 – 171, 172 – 173, 174 – 175, 176 – 177, 178 – 179, 180 – 181, 182 – 183, 184 – 185, 186 – 187, 188 – 189, 190 – 191, 192 – 193, 194 – 195, 196 – 197, 198 – 199, 200 – 201, 202 – 203, 204 – 205, 206 – 207, 208 – 209, 210 – 211, 212 – 213, 214 – 215, 216 – 217, 218 – 219, 220 – 221, 222 – 223
D1.5	<u>Reflecting on Learning</u> identify the strategies that helped them develop ideas for texts	14 – 16, 23 – 25, 34, 52, 57, 65, 70, 75, 80, 103, 145, 167 – 174, 180, 194, 211 – 212, 222

Grade 2 – Language

D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	<u>Producing Drafts</u> draft short texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies	32, 66 – 67, 76 – 77, 99 – 102, 106 – 108, 153 – 154, 157 – 158, 175 – 178, 190 – 191, 218 – 219
D2.2	<u>Printing and Word Processing</u> print legibly using appropriate formation patterns, size, and spacing	53 – 54, 73 – 74, 190 – 191, 201 – 202, 220, 223 – 239
D2.3	<u>Voice</u> demonstrate a personal voice in their texts using descriptive words to express their thoughts, feelings, and opinions about the topic	25 – 33, 61 – 64, 71 – 74, 81 – 85, 121 – 122, 213 – 219
D2.4	<u>Point of View</u> identify the point of view, including first person, used in the texts	
D2.5	<u>Revision</u> make revisions to texts using feedback from others, such as adding or deleting sentences	33, 110 – 111, 192
D2.6	<u>Editing and Proofreading</u> make simple edits to draft texts, such as checking for errors in capitalization, punctuation, and spelling	54, 67, 77, 101 – 102, 107 – 108, 153 – 154, 157 – 158, 165 – 166, 178, 192 – 193

Grade 2 – Language

D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	<u>Producing Final Texts</u> ... using simple techniques, to achieve intend	56, 69, 79, 112 – 113, 141 – 143, 220
D3.2	<u>Publishing</u> ... present the texts to ... appropriate strategies, including by ... session	202, 220
D3.3	<u>Reflecting on Learning</u> identify a few strategies they found helpful when presenting texts	16, 23 – 25, 34, 80, 114, 145, 191, 222



Composition: Expressing Ideas and Creating Texts

Long Range Plan

Block 1: Introduction to Writing & Generating Ideas

- Exploring different text forms
- Brainstorming activities to generate ideas
- Personal voice in our writing

Block 2: Sentence Writing

- How to write simple sentences
- Improving our sentences to descriptive sentences

Block 3: Paragraph Writing

- Topic and conclusion sentences
- Main idea of paragraphs
- Writing and publishing paragraphs

Block 4: Letter Writing

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

Block 5: Personal Narratives Writing

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

Composition: Expressing Ideas and Creating Texts

Long Range Plan

Block 6: Opinion Writing – Persuasive Writing

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

Block 7: Procedure Writing – Instructions

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

Block 8: Report Writing

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

Block 9: Poetry

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

Block 10: Book Reviews

- Audience and purpose
- Summaries and ratings
- Writing and publishing book reviews

Throughout this 30-week program, students will explore various text forms, such as narratives, book reviews, reports, and poetry, learning to plan, draft, revise, and present their work. The curriculum builds skills sequentially, emphasizing key concepts like voice, point of view, and research, with targeted lessons for each text type.

Effective practices and strategies for diversity, equity, and inclusion are woven into the program. Students will also engage with design tools and mechanical skills like handwriting.

By the end, they will have a well-rounded understanding of different text forms and how to communicate effectively, setting them up for future success.

Understanding Text Forms

Discovering Different Text Forms

When we read or write, we see many types of writing. They are called "text forms". Let's dive in and learn more!



Types of Text Forms

- Stories: Magic, dragons, with heroes and adventures.
- Instructions: Recipes, cookbook. They guide us step-by-step.
- Letters: Friendly notes, say "Hello" or "Miss you" to someone special.
- Lists: Helpful reminders, like a grocery list.
- Poems: Beautiful words that might rhyme and make us feel things.
- Reports: Information about a topic, like "All about..."
- Book Reviews: Saying what we liked or did not like about a book.

Why So Many Forms?

Imagine trying to write a poem as a list! Funny, right? 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.

Remember, just like using the right tool to build or fix something, using the right text form makes our message shine!

Which Form?

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

1) Wants to tell 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 sharing what she learned about the planets.	
6) Is not sure what she needs for a party.	
7) Wants to tell class about a cool book he just finished.	

Question

Answer the question below.

Which text form have you used lately? What do you write about?

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

Draw

Draw a book cover for a book you have read lately.

<div></div>

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?

PREVIEW

Favourite Toys

2) **Drawing Pictures:** Draw pictures of your favourite toys.

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite birthday party games. What questions could you answer in your writing. For example, how many kids are coming? How old are the kids?

1	
2	
3	
4	

4) **Talk To Others:** Pretend you are writing about how to make your favourite food. Talk to a friend about the steps you take to make it. Write them below.

1	
2	
3	
4	
5	

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 Holiday

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 holiday is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – What is your favourite season? Why is it your favourite? Write everything that comes to mind. Then write for 6 minutes below.



Season

PREVIEW

Writing Descriptive Sentences

When you write a descriptive sentence, you make a picture with words. Here's how:

- 1) **Adjective** - This word describes something. Like 'fluffy' cat or 'blue' sky.
- 2) **Noun** - This is the name of a person, place, or thing. Like 'dog', 'park', or 'ball'.
- 3) **Verb** - This word shows action. Like 'run', 'jump', or 'eat'.
- 4) **Where** - This tells us the place. Like 'in the park' or 'under the bed'.
- 5) **When** - This tells us the time. Like 'in the morning' or 'after school'.

So, if you use these words, your sentence can be: "The fluffy cat (adjective) jumped (verb) on the bed (where) in the morning (when)." This helps your reader see and feel your story better!



Directions

Use the words provided to write 2 sentences about a teacher. Mix up which parts you use.

Adjectives (Describing words)	Noun	Where	When
Tall	Teacher	In the library	Yesterday afternoon
Calm		Claps their hands near desk	On the last day of school
Old		Was singing in the hallway	During the morning

Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

Use the options below about the lion to write 3 different sentences



Adjectives (Describing words)	Noun	Verb (What could the lion be doing?)	Where	When
Yellow		Roared loudly at me	In the zoo	This afternoon
Happy		Was growling at me	In the savanna	Last night
		Started chasing me	By a waterhole	All day
Fluffy		Was drinking water	At the park	One rainy day
Quiet		Was sleeping	By my house	Every summer

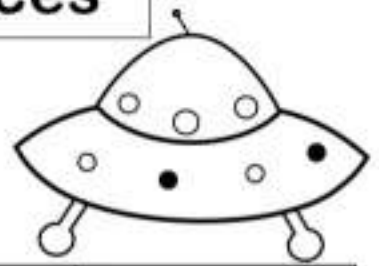
Sentence 2

Sentence 3

Writing Descriptive Sentences

Directions

Write 3 options for the picture. Then use them to write three different sentences.



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

Sentence 1**Sentence 2****Sentence 3**

Writing Descriptive Sentences

Directions

Write 5 options for the picture. Then use them to write a paragraph of sentences that describes the dragon.



Adjectives	Noun	Verb	Where	When

Paragraph - Put The Sentences Together

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 the students that they will be creating sentences using specific prompts. They must decide 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 a sentence.
- 4) Sentence Creation: Challenge each group to create a sentence using the prompts from the table. They cannot reuse words from all the words provided. They should write these sentences down at the bottom of this page.

For example, they might write:

- "The tiny girl sang under the tree on Tuesday."
 - "In the morning, the colourful ball rolled on the beach."
- 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?

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
Red	Tree	Falls	On the ground	In the spring
Cold	Sun	Grows	From the tree	In the sunshine

Sentence Writing Using all 6 sentences using the different prompts above.

Writing Descriptive Sentences

Directions

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

Sentence 1**Sentence 2****Sentence 3**

Personal Voice in Writing

Your Writing Voice

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

1) Words

Use words you use when you talk! If you say "cool," write it down.

- Example: "It was a cool day!"

2) Use Different Sentence Lengths

- Use short or long sentences.
- Example: "I ran. I ran so fast on the road!"



3) Feelings

- Share your feelings. If you are excited, write excited words.
- Example: "I was so pumped to win, I jumped!"

4) Punctuation

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

Your Voice Can Wear Costumes!

You can sound different in different writings! In a journal, you might write like you are chatting with a teddy bear. For school, you choose your words carefully to sound smart.



Personal Voice in Writing

True or False

Is the statement true or false?

1. Your "personal voice" is how you talk on paper.	True	False
2. Only use long sentences in your writing.	True	False
3. Use "!" to show you are excited.	True	False
4. Don't show how you feel in your writing.	True	False
5. Your voice is different in a journal and at school	True	False

Practice

Choose one of the writing prompts below. Write about this writing prompt in two different voices – silly and serious.

Favourite subject

Favourite sport

Favourite game

Favourite place

Serious

Creative Writing - Using Different Voices

Character	Plot	Words They Might Use
Pirate	Searching for a hidden treasure on a faraway island.	"Ahoy!", "Matey", "Ship", "X marks the spot"
Surfer	Trying to catch the biggest wave for a big competition.	"Rad!", "Wave", "Board", "Tide", "Hang ten"
Witch	Making a special potion to help flowers bloom faster.	"Spell", "Broom", "Cauldron", "Magic", "Potion"
Cowboy	Bringing lost cattle back home from a wild desert storm.	"Yeehaw!", "Lasso", "Saddle", "Steed", "Outlaw"
Robot	Using a power source in the city to fix broken tools.	"Beep", "Recharge", "Circuit", "Program", "Bolt"

Write

Write as if you are the character. Use the plot and some of the words to help you write your creative writing, so have fun and don't worry about organizing your thoughts for now.



Pirate

Draw a Picture

Name: _____

29

Curriculum Connection
D2.3

Write

Write as if you are the characters below.



Surfer

Draw a Picture

PREVIEW

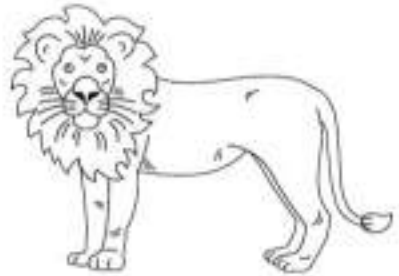
Witch

Draw a Picture

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 Sentence

This is the first sentence. It tells us what the paragraph is about.

Example: "I love the zoo."

Middle: Details

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

Example: "I like seeing the lions. The lions are so cute. I also saw zebras and giraffes!"

End: Closing Sentence

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

Example: "The zoo is my favourite place!"

Tips:

- ✓ All the sentences should talk about the same thing.
- ✓ Make sure to start with a topic sentence and end with a closing sentence.



Remember, a good paragraph is like a mini-story. It starts with a topic, adds some fun details, and then ends with a closing thought. Now, you are ready to write your own paragraphs!

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

He has soft fur and big floppy ears. I feed him carrots and lettuce every day. Fluffy is my dog.

Topic Sentence

I love to build tall sandcastles with my bucket and shovel. Swimming in the water is so fun. After a day at the beach, I always feel happy.

Topic Sentence

I love the wind blowing through my hair as I pedal fast. My dad taught me how to ride on our driveway. Every time I bike, I feel proud and excited.

Hooks

Rewrite the topic sentences below but make them hooks. They should hook the reader.

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

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 share your main idea.
Example: Apples are the most tempting fruit ever!"

Adding an Interesting Fact: Use a cool fact to make your paragraph interesting.
Example: Elephants can smell water from miles away!"



Hooks

Write a sentence below using the different strategies.

Original Version	_____ are a cool animal.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) The characters are brave. There are lots of twists and turns. The ending is happy. Every time I read it, I feel like I'm on an adventure too!

a) I can ride a bike.

b) My favourite book is full of adventure.

c) My favourite food is exciting, and I hate broccoli.

2) You put seeds in the ground, you water them and watch them grow. Flowers and vegetables come from magic!

a) I am good at soccer.

b) Planting a garden is fun and having a garden is nice.

c) Planting a garden is like making your own tiny world.

3) You get to mix colours and make something beautiful. Learning to paint is like a magic wand. I love to see what I can create.

a) Learning to paint is a creative journey.

b) I love eating cake.

c) Painting is creative, and I am good at math.

4) The water is cool. I can do many different strokes. Sometimes, we even have races. Swimming is my favourite summer activity.

a) I am scared of spiders.

b) Swimming is a fun thing to do in the summer.

c) Swimming is not very fun.

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

5) You have to feed them and give them water. Pets also need exercise and love. It is a lot of work but so rewarding.

a) I love Christmas.

b) Taking care of a pet teaches responsibility.

c) Pets are a lot of fun.

6) I like to ride on the playground like I am flying! My legs get strong too. I love the freedom to go anywhere on my bicycle.

a) Riding a bicycle is a thrill.

b) I enjoy watching cartoons.

c) Riding a bike is fun and I love pizza.

7) We go on picnics, visit the beach, and watch movies everyone has the day. It is fun to be with family. I always look forward to family outings.

a) Family outings are okay.

b) I like going camping and to hotels on family outings.

c) Family outings are special times.

8) I like the monkeys that swing from tree to tree. The elephants are big and strong. The penguins waddle and swim. Zoos are wonderful places to see animals!

a) Zoos have a few animals that I like.

b) The zoo is home to many amazing animals.

c) My favourite animals are dogs, cats, and snakes.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

When we write, paragraphs are like boxes for our ideas. We use paragraphs to keep our ideas nice and tidy. Each box helps you keep your thoughts neat and tidy, just like how each toy has a place in your room.

What Goes Into a Paragraph?

In each paragraph, you add details to your main idea, like putting toys in a toy box. For example, if your main idea is "My bike is awesome," you will explain why it is awesome, how it works, and how you like about riding it.

Check These Out:

- Main Idea: "Apples are tasty."
- Details: They are crunchy, sweet, and make a great pie.
- Main Idea: "Books are fun."
- Details: You can learn new things, go on adventures, and even travel around.



Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

If we stack them right, they will not fall over.

How to Build Great Paragraphs:

- **Start with a Big Idea Sentence:** This tells what you are 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

Write 3 supporting details about the topic sentences below.

Topic Sentence	The park is a great place to spend a sunny afternoon having fun.
1	You can build awesome sandcastles in the sandbox.
2	The monkey bars are great for showing off your climbing skills
3	You can have a picnic and eat yummy sandwiches and fruit.

Topic Sentence	Summer is a great season for playing outside.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Staying inside when it is raining is not so
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

When we write about something, like our favorite season, we can have lots of reasons why we like it. But to make our writing neat, we can group those reasons into big ideas. Let's see how it works!

Think about why we love summer:

Sunshine, no cold snow, vacation from school, playing sports like basketball and soccer, lots of days to play.

2 Big Ideas: (1) Sunshine and no cold snow, (2) More fun (playing sports like basketball and soccer, lots of days to play, and more time to play because no school)

Brainstorm 3 ideas and then select 2 big ideas to write about.

1) What is your favourite

Favourite
Sport

Write the 2 ideas you can pull from your brainstorming.

1)

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
After that	As well as	Nevertheless	Plus	In conclusion

Third, choose a good transition word for the sentences.

1) _____ I put on my socks. Then, I lace up my bright red shoes.

2) Hiking is a good workout. _____ we get to see beautiful trees and maybe even some animals.

3) I do not like broccoli much. _____ I love eating carrots and peas.

4) Summer is the best season because the days are longer. _____, you can go swimming to cool off on hot days.

5) I love playing at the park. _____, I go on the swings.
_____, I climb the monkey bars. _____, I go
down the slide. _____, I go home.

Transition Words - Supporting Details

First	Also	But	And	Finally
Next	Likewise	However	Also	Lastly
Then	Similarly	On the other hand	In addition	In the end
After that	As well as	Nevertheless	Plus	In conclusion

Write

The first sentence and conclusion sentence has been written for you below. Fill in the middle with supporting details. Use transition words from above.

Topic: What you love about you.

I have lots to do when I get home from school.

I love my after school routine!

Ending With A Bang: Conclusion Sentences

What Is a Conclusion Sentence?

A **conclusion sentence** is the last sentence of your writing. It is like a goodbye wave to your reader. It tells them that you are done talking about your topic.



Why Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

1. To make your writing neat and tidy, like a neatly wrapped present.
2. To remind our readers of everything we wanted to say.
3. To leave our readers with a feeling or something to remember.

How to Write a Good Conclusion Sentence

To write a fantastic conclusion sentence, remember the 3 C's:

- Summarize the Main Idea: Say the main idea again, but use different words.
- Make it Short and Sweet: Do not make it too long. Keep it simple.
- End with a Bang!: Something exciting or that makes the reader remember.

Conclusion Sentence Examples

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

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

If you are writing about a fantastic day at the amusement park, your conclusion could be

- ✓ *"I will never forget this day of roller coasters and cotton candy!"*

True or False

Is the statement true or false?

1. A conclusion sentence is the first sentence of your writing.	True	False
2. We use conclusion sentences to 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 about which conclusion sentence you think is best.

1) Winter is a great season. We can build snowmen, have snowball fights, and go sledding. Winter brings so much fun and joy.

a. I play hockey in the winter.

b. I can't wait for winter to come again.

c. Summer is a great season too.

2) My neighbour Lily has a lovely garden. There are flowers and even some vegetables like tomatoes. Lily's garden is like a small paradise.

a. The garden always smells so nice.

b. That's why I love walking by Lily's house.

c. It's always a joy to visit Lily's garden.

3) Rainbows are beautiful to look at. They have many colours like red, orange, and blue. Seeing a rainbow makes any day special.

a. Rainbows are seen after it rains.

b. I love rainy weather.

c. That is why rainbows are one of nature's treasures.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.



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.

2) Jump ropes are good for staying active and having fun. You can jump really fast or take it nice and slow. Sometimes I like to see how many jumps I can do.

3) Swimming in the pool feels so good, especially on a hot day. The water is cool and the colour is a pretty blue, like the sky. I like to splash and make big waves with my friends.

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 art set. My colours are so bright, like sky blue and red. I paint beautiful flowers with lots of petals, and skies with fluffy clouds. I hang my paintings on the fridge with colourful 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 easily, like they have a zipper. Grapes are like tiny, juicy water balloons that pop in your mouth. Fruits are not just yummy, they make me feel good too.

Main Idea

3) Going to the beach is like a mini-vacation. The sand feels warm and soft, like a big fluffy towel. I build tall sandcastles with moats and towers, using my special beach bucket. My friends and I also collect shells that have pretty shapes and colours. Being at the beach is like finding treasure, it is so much fun.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Write things you like about the paragraph. Afterwards, share your ideas with the class, so you and your classmates can come up with 5 criteria that make a good paragraph.

Penguins are amazing birds that live in cold places. First, they have special feathers that keep them warm in icy water. Next, they are great swimmers and can catch fish super fast. Also, they take turns keeping their eggs warm. In the end, penguins are cool birds that are perfect for life in chilly areas.

1)	
2)	
3)	
4)	
5)	

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Tell us about an animal you really like.	What I Want to be When I Grow Up
Which season do you like the most?	Who is someone you look up to? Why?
Talk about a fun day you had at a zoo	What do you want to learn more about?
Would you like to be super strong or fast?	Talk about a fun family trip you took.

1) What is your topic?

2) Brainstorm ideas that come to mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

5) Write at least 2 supporting details you will include in your paragraph.

1

2

3

6) Write your topic sentence for your paragraph below. Include transitions words between your sentences.

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	✓	✗
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it is not boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense.		

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	✓	✗
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it is not boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense.		

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	Consistently 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 relevant details; supporting detail.	One or two relevant details; may be vague.	One detail; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some transitions.	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are repetitive.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors that affect readability.	Numerous errors that affect understanding.

Teacher Comments

Mark

Student Reflection - How did you do on this assignment? What could you do better?

Formal Versus Informal Letters

Formal Letters: For Serious Talks

A **formal letter** is very polite. We write them to teachers, principals, or people we do not 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: Use nice words like "Thank you" or "Yours truly."



Informal Letters

An **informal letter** is like chatting with a friend. We write them to family and friends. We can use fun words and a lot of emojis. How are you?

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 "Sincerely."	True	False

This is an example of which type of letter is given in the example.

Dear Mrs. Smith,

I hope you are doing well. I would like to have a lesson about planets next week?

Thank you,
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,
Carla

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

Subject: My Birthday Party!

Hi Omar,

Guess what? My birthday is next week. Want to come to my party? We will have cake!

Love,
Sophia

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

Subject: Bring a Pet for Show and Tell

Dear Principal Leo,

I hope you are well. May I bring my pet turtle for Show and Tell next week? I promise to be careful.

Sincerely,
Peter

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

Purpose and Audience of Letters

Think

Read the purpose and audience of the email. Then decide if it will be a formal or informal email?

Audience	Purpose	Formal or Informal	
Friend	Talking About a Toy	Formal	Informal
Principal	Asking About School Rules	Formal	Informal
Classmate	Planning a Play Date	Formal	Informal
Teacher	Asking About Homework	Formal	Informal
Pen Pal	Writing a Fun Story	Formal	Informal
School Helper	Requesting a Pencil	Formal	Informal
Parent	Asking for a Recommendation	Formal	Informal
Librarian	Asking for a Book	Formal	Informal
Mayor	Asking for a New Park	Formal	Informal
School Nurse	Saying You're Sick	Formal	Informal

Think

Think of 3 emails you might want to send. Write the purpose and audience. Is it formal or informal?

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal

Analyzing Informal Emails

Analyze

Read the emails below. Underline the **subject**, **greeting**, and **closing** (or use highlighters). Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: I Lost My Favourite Pencil

Dear Principal Davis,

I am sad because I lost my favourite pencil. It had unicorns on it. Is it in the Lost and Found?

Sincerely,
Miguel

Author's Voice

Subject: Yay! My Birthday Party

Hi Anika,

Guess what? I'm turning 7! I'm having a party and you have to come! There will be cake, games, and even a magician. I can't wait to see you there!

Love,
Tara

Author's Voice

Subject: Nervous About the Upcoming Fire Drill

Dear Mrs. Thompson,

I heard there is going to be a fire drill soon. Fire drills make me really nervous because the loud alarm scares me. Can we talk about what to expect so I can feel less scared?

Sincerely,
Zara

Author's Voice

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Oh!	Ouch!	Yippee!	No!	Yikes!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!

Think

Add the appropriate interjections and describe the voice used.

Subject: Sorry For My Toy

Hey Kai,

_____! I can't find it, I lost my favourite toy today. _____!

I looked everywhere and it was nowhere. _____! I am so mad!

Until next time,

Lena

Voice (Angry, Sad, Mad, Frustrated, etc..)

Subject: You Won't Believe What Happened

Hello Aiden,

_____! I saw the biggest spider in the playground today! _____!

I was so scared but don't worry, it is gone now. _____! It was huge!

Catch you later,

Zane

Voice (Angry, Sad, Mad, Frustrated, etc..)

Analyzing Formal Letters

Analyze

Read the letters below. Underline the address, greeting, and closing (or use highlighters). Circle the transition words being used. Then describe the voice used in each letter. Is the person happy, sad, scared, etc.?

Horton Elementary School
32 Forest Ave.
Toronto, ON M1B4

Dear Mr. Johnson,

I hope you are doing well. I am writing to you because I'm feeling a bit down these days. You see, my dog, Buddy, is not doing great. First of all, I noticed he was swimming a little. Next, I changed his water, hoping it would make a difference. Furthermore, I added his favourite food, but he still is unhappy.

Can you tell me what I am doing wrong?

Your student,
Lena

Author's Voice

123 Maple Street
Toronto, ON
M5V 2T6

Dear Mayor Johnson,

Oh no! I am writing to you because I am very upset. Our community park has lots of trash. First, I saw empty bottles near the swings. Moreover, there were candy wrappers next to the slide. Lastly, someone even left their old toys by the pond. This is really bad! Please, can you make sure the park gets cleaned up?

Sincerely,
Emily

Author's Voice

Name: _____


73

Curriculum Connection
D1.1, D2.2, D2.3

Formal Letter Writing

Write

Using what you have learned about formal letters, write a letter below.
Use the audience and purpose provided for you.

Audience	Purpose	
Classmates	To invite them all to your birthday party	
		

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:** Gives a reason.
- **How:** Tells the way something is done.



Example

Before

After A big dog barked at the mailman this morning because it was guarding the house.

Directions

Fill in the information in the table below. Next, use the details to write an improved sentence.

Barking at the mailman.

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

Sentence

Directions

Fill in the information in the table below. Next, use the details to write an improved sentence. Then draw a picture of your sentence.

Boring Sentence: Jumped high.

Who?

What?

Where?

Why?

How?

PREVIEW

Sentence

Intro to Narrative Writing

Telling Stories with Writing!

Narrative writing is like telling a story on paper. Imagine drawing with words! You can talk about a fun day you had or create a tale about a dragon.

Who and Where?

In stories, we have **characters** – like people, animals, or even robots! You also need to think about where the story happens. That is the **setting**. Maybe it is a magical forest, a school, or your backyard. You decide!

Story Parts

Beginning: The Story's Start

At the beginning of a story, we meet the main characters and learn about where they live. This is the **setting**. This part sets the stage for everything else to happen and gives us a hint about what is coming next.

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. We are at the edge of our seats, wondering what will happen next.

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 do not 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

Answer the questions below.

1) What are the three parts in narrative writing?

2) **Story Idea:** Think of a fun problem. Think about your favourite games or toys and a small problem you could have with them.Ex: *Lucy loses her favorite teddy bear at home.***Think**

Write the beginning, middle, and end of your story below.

Story Idea: Shane forgot his lunch for school.

Beginning Character/ Setting	_____
Middle Problem	_____
End Solution	_____

Narrative Writing - Setting

Analyze

The setting below has been written about a haunted house. Describe what the character sees, feels, hears, tastes, and smells.

In a magic forest, Sarah feels the soft moss under her feet. She hears the gentle rustling of trees. She takes a sip of a glowing potion and tastes its sweet nectar while the scent of wildflowers fills the air around her.

See

Feel

Hear

Taste

Smell

Describe

Imagine the story takes place in the forest below. Describe the setting. Make up extra details using your 5 senses.



See

Feel

Hear

Taste

Smell

Narrative Writing - Characters

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

- 1) Give Them Names and Looks: Pick a name and tell us how they look. Do they have short hair? Sparkly eyes? Maybe they wear colourful shoes?
- 2) Add Personality: Tell us if they love pizza or don't like broccoli. Are they always giggling, a bit shy, super brave, or sometimes a tiny bit grumpy?
- 3) Add a Trait or Talent: Think about something cool they can do. Can they dance? Draw? Maybe they are amazing at drawing or can whistle super loud.

Practice Write two characters for a story you could write.

- 1) What is your character's name?
- 2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

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

Narrative Writing - Characters

Analyze

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

Lily stands out with her curly brown hair and colourful dresses. She always wears bright clothes that show her energy and joy. Her special talent is making rainbow paintbrushes in 10 minutes!

Draw The Character Below

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

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

Name	
Look	
Personality	
Special Trait or Talent	

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.



Instructions

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

1) Tim is a boy with a big smile.	Plot	Character	Setting	Ending
2) Tim lives in a town of colourful houses.	Plot	Character	Setting	Ending
3) Tim finds a puppy in the park.	Plot	Character	Setting	Ending
4) The puppy has some spots on its fur.	Plot	Character	Setting	Ending
5) The park has a big pond and a tree.	Plot	Character	Setting	Ending
6) Tim wants to find the puppy's home.	Plot	Character	Setting	Ending
7) Mrs. Lee is their kind neighbour.	Plot	Character	Setting	Ending
8) Tim and Mrs. Lee make lost puppy signs.	Plot	Character	Setting	Ending
9) They put signs near the school and shops.	Plot	Character	Setting	Ending
10) A family sees the sign and the puppy goes home.	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 has many friends there.

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

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

PREVIEW

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-door neighbor. 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.

Narrative Writing – Write the Middle

Analyze

Write the beginning by describing the characters and setting. Then write the ending, how the plot is solved.

PREVIEW

Ethan takes the map to his grandpa who used to be a sailor. Grandpa Joe looks at the map and says it could lead to a big treasure in the yard.

Using shovels and pails, Ethan and Grandpa Joe dig for the map. They dig near the rose bushes, under the swing, and finally, under the big maple tree. There, they find a small metal box.

Personal Narrative Writing – Family Trip

Write

Plan your narrative about a family trip by filling in the characters and the setting of your trip.

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


Plan

Plan your narrative about a family trip in more detail.

1) **Beginning** – What characters are in the plot?

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

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

4) **End** – How did the trip end? How did you  me?

5) What is a good title for your story?

Success Criteria – Personal Narrative

Analyze

Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with criteria that makes a good narrative.

My Hockey Game

Last week I had a big day. I wore my blue and white hockey jersey, laced up my skates, and put on my helmet. The ice rink was cold, and the ice was shiny. The air smelled like fresh snow. My family sat in the stands, cheering with blue and white pom-poms.

I played in a hockey game with my team. It was the last period, the score was tied, and the clock was running. My skates were racing.

Then, I got the puck. My skates were making scratchy sounds on the ice. I took a deep breath and shot the puck into the net! I scored a goal, and we won the game!

After, my family took me to my favourite ice cream parlor. It had red booths and a jukebox that played fun songs. I had a big cone of ice cream and a slice of pizza. It was the perfect way to end the day.

I felt really happy and could not stop smiling.

The End

1)	
2)	
3)	
4)	
5)	

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 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: Story Swap Revision Party

Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

Material

What is needed to complete the activity?

- ☐ Drafts of student-written narrative stories
- ☐ Pencils and paper
- ☐ Highlighters in various colors
- ☐ Revision checklist to ensure success criteria



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they will get to read each other's stories and help make them even better. Emphasize that constructive feedback is helpful and kind.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

Activity: Story Swap Revision Party

Feedback

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner **do well**?

2) Based on the success criteria, what does your partner **need to change**?

3) What is your **favorite part** of the story?

4) Write a question you have about your partner's story.

5) **Hand this sheet back to your partner.** Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 2 changes.

Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
Describes Character(s)	Clear character details.	Some character details.	Few character details.	No character details.
Describes Setting with 5 Senses	Uses 3-5 senses.	Uses 2 senses.	Uses 1 sense.	No senses used.
Interesting Plot	Engaging plot.	Somewhat engaging.	Lacks interest.	No clear plot.
Explains Ending	Clear ending.	Somewhat clear ending.	Unclear ending.	No ending.
Appropriate Title	Relevant title.	Somewhat relevant title.	Unrelated title.	No title.
Story Makes Sense	Easy to follow.	Mostly makes sense.	Hard to follow.	Doesn't make sense.
Capitals and Periods	All correct.	Mostly correct.	Some correct.	None correct.

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Understanding Persuasive Writing

What is Persuasive Writing?

Persuasive writing is when you write to make someone see things your way. It is like telling a friend why your favourite game is the best.

When Do We Use It?

We see persuasive writing in many places:

1. In school, like why you like a story.
2. In ads on TV, like how to look cool.
3. In letters, like asking for a new book.



What Makes Persuasive Writing Good?

1. Clear Ideas: Your writing should show what you think and why you think it.
2. Using Facts: To persuade someone, use facts to back up your ideas. For example, you could say a new slide will help kids get more exercise.
3. Think of the Reader: Imagine who will read it. What would they like to hear?
4. Careful Word Choice: If you write about a new toy, use words like "cool" and "awesome." If you are writing to the mayor, use formal language with words like important, need, advantage, recommend, etc.
5. Good Order: Start by saying what you think. Next, share why you think it and why they should agree. End with a sentence that wraps it up nicely.

True or False

Is the statement true or false?

1) Persuasive writing is only used in school.	True	False
2) TV ads use persuasive writing.	True	False
3) You should not think about who is going to read your writing.	True	False
4) Use facts in persuasive writing.	True	False
5) Use boring words like good or okay.	True	False

Ad Post _____ Write a poster of your favourite toy or snack. Then write 3 reasons
why everyone should buy it.

PREVIEW

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 will 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. Decide 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 be your partner? Yes, or no?

- 2) What helped you personally?

Fun and Boring

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

A large empty rectangular box for drawing a fun animal.A rectangular box with five horizontal lines for writing an explanation.A large empty rectangular box for drawing a boring animal.A rectangular box with five horizontal lines for writing an explanation.

Persuasive Writing - Opinions

Opinion What is your opinion of the topics below? Explain why with 2 reasons each.

	Topic	Opinion
1)	Is it better to give gifts or receive gifts? Why?	
Reason 1		
Reason 2		
2)	Should school be year-round or have a break?	
Reason 1		
Reason 2		
3)	Are video games better than board games?	
Reason 1		
Reason 2		

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.

Teachers need a break too.

Recess is the best part of the day.

More time helps kids to exercise and be healthy.

Topic: We should eat more fruits and vegetables.

I like how fruits

Both have vitamins that are healthy.

Vegetables have pretty colors.

Topic: Everyone should learn to play an instrument.

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.

Topic: Swimming the best sport.

The water feels good.

My cousin is a great swimmer.

Swimming exercises all parts of the body.

Topic: We should use less plastic.

Plastic is yucky.

Less plastic helps save sea animals.

My mom uses cloth bags.

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: Rides at an amusement park are good for you.

Rides can help you face and overcome your fears.

Rides are fun because they go really, really fast.

Why is it more persuasive than the others?

Topic: Winter is the best season.

Winter activities like skiing and sledding are good exercise.

Snowflakes look pretty.

Why is it more persuasive than the others?

Procedural Writing: A Quick Guide

What is Procedural Writing?

Procedural writing tells us how to do something. It is like a recipe or a treasure map. 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 peanut butter and jelly sandwich, we can read the steps and do it right. Recipes like this can help you cook your favorite food.

What Does it Look Like?

- ☐ **Title** : The title tells us what the procedure is about.
- ☐ **Material List**: Is a list of things you need to complete the task. This helps you get ready.
- ☐ **Steps** : The steps are listed in order, usually with 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, a carrot.

Steps:

- 1) Roll a large snowball until it is about as tall as your knees.
- 2) Make a second snowball that is a bit smaller.
- 3) Stack the second snowball on top of the first one.
- 4) Roll a third snowball that is 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 add the carrot for a nose.



Procedural Writing : A Quick Guide

True or False

Is the statement true or false?

1) Procedural writing is like a recipe.	True	False
2) We do not 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

Answer the questions below.

1) What is the **purpose** of procedural writing?

2) What is the purpose of these **three key** features of procedural writing?

Title	<hr/> <hr/> <hr/>
Material List	<hr/> <hr/> <hr/>
Steps	<hr/> <hr/> <hr/>

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 cook	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 protect the Earth	1	
	2	
How to take care of a pet	1	
	2	

Transition/Signal Words – Practice

Instructions

Write the transition words under the correct step

To Begin**Step Two****After That****Lastly**

PREVIEW



Below the illustrations are four empty boxes for writing transition words:

--	--	--	--

Step One	Then	Next	At Last
-----------------	-------------	-------------	----------------



Below the illustrations are four empty boxes for writing transition words:

--	--	--	--

Procedural Writing : Transition/Signal Words

Beginning the Task	During the Task	Ending the Task
First	Next	Then
To start	After that	Afterward
Initially	Meanwhile	Lastly
Begin by	Following this	Finally
Before anything	Also	In the end

Instructions Use the table above fill in the missing transition words that are needed to complete the procedural task.

How to Make a Paper Hat

1. **Before anything**, find a large sheet of paper.
2. _____, fold the paper in half horizontally.
3. _____, fold the top two corners inward to meet in the middle.
4. **Meanwhile**, make sure the edges are even.
5. _____, fold the bottom edges up to finish your paper hat.



How to Water a Plant

1. _____, get a watering can and fill it with water.
2. _____, place the plant on a flat surface.
3. **After that**, slowly pour water into the plant's soil.
4. _____, let the water soak in for a moment.
5. _____, put the plant back in its usual spot.



Writing Procedural Steps – Practice

Beginning the Task	During the Task	Ending the Task
First	Next	Then
To start	After that	Afterward
Initially	Meanwhile	Lastly
Firstly	Following this	Finally
Before anything	Also	In the end

Instructions: Write the missing steps for each procedural task.



How to Feed a Fish
Initially, wash your hands.
First, open the fish food container.
Afterward, watch your fish eat to make sure you did not overfeed.

How to Plant a Seed
To start, gather a small pot, soil, a seed, and water.
First, fill the pot almost to the top with soil.
Finally, water the soil gently so the seed can grow.

Writing Procedural Steps – Practice

Beginning the Task	During the Task	Ending the Task
First	Next	Then
To start	After that	Afterward
Initially	Meanwhile	Lastly
Begin by	Following this	Finally
Anything	Also	In the end



Instructions: Complete the missing steps for each procedural task.

How To Draw A Sun

Initially, grab a piece of paper and some markers.

After that, colour the circle yellow.

In the end, show your drawing to someone and see them smile!

How To Set The Table For Dinner

First,

Next,

Then,

After that,

Finally,

Writing Procedural Steps – Practice

Instructions

Write the steps for the how-to-guides below

How To Make A Fruit Salad

PREVIEW

How To Make The Perfect

Writing Procedural Steps – A Quick Guide

What are Steps?

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

Think of steps like stairs. You go up one at a time to reach the top. In procedural writing, each step helps you get to the end goal.



Why are Steps Important?

Steps are important because they guide us.

If we miss a step, we might not get what we want. Like if we forget to fold the corners in our paper airplane, it might not fly well.

How to Write Steps:

- ✓ First, think of what you want to explain. Maybe it's how to make a sandwich or how to play a game.
- ✓ Then, break it down into little parts. Each part is a step.
- ✓ At the end, check it over, following your steps. If you wrote them right, you should be able to complete the task.

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 are done.



True or False

Is the statement true or false?

1) Procedural writing shows you how to do something step-by-step.	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 what is needed before starting the steps.	True	False
5) You do not need a closing sentence.	True	False

Instructions Follow the instructions below.

Step Number	Instruction
Step 1	Draw a circle for the dog's head.
Step 2	Draw two small circles on each side for ears.
Step 3	Draw a large oval inside of the circle for the body.
Step 4	Draw four lines extending from the body for the legs.
Step 5	Add small ovals at the end of each line for paws.
Step 6	Add a curvy line at the end of the body for a tail.
Step 7	Draw dots for eyes and a circle for a nose in the head.

Organizing Procedural Steps

**Steps**

Organize the steps below into correct order, (1-5).

How To Make a Peanut Butter Sandwich	Order
Eat your delicious peanut butter sandwich.	
Place a slice of bread on a clean plate.	
Use a knife to spread peanut butter on one side of the bread slice.	
Gently press another slice of bread on top of the peanut butter.	
Pick up a butter knife from the kitchen drawer.	

How to Play Soccer	Order
Kick the ball towards the opponent's goal.	
Listen for the referee's whistle to start the game.	
Put on your soccer boots and shin guards.	
Join your team on the field and stand in your position.	
Celebrate with your teammates if you score a goal.	

How To Make Lemonade	Order
Pour the lemonade into cups and enjoy.	
Gather 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 – Planning

List of Procedural Ideas

How to Tie Your Shoes	How to Make a Birthday Card
How to Set the Table	How to Play a Sport
How to Feed a Pet	How to Make Food
How to Build a Sandcastle	How to Fly a Kite
How to Fold a Sheet	How to Clean Your Room

Remember

Be sure to
ZOOM in for
these.



Planning: Answer the questions below to plan your writing.

1) Topic – Which idea will you choose? What are you writing your how-to-guide for?

2) Title – Example: How To Ride A Bike

3) Introduction – This should be 2 or 3 sentences about what your how-to-guide is about and why they should follow it.

4) Materials – What will they need to complete the task?

Assignment Procedural Writing – Planning

Step	Instructions
Step 1	_____ _____
Step 2	_____ _____
Step 3	_____ _____
Step 4	_____ _____
Step 5	_____ _____
Step 6	_____ _____

Conclusion – This should tell them they are finished and they can enjoy whatever they made, or you can say well done!

Assignment – Procedural Writing

Final Draft

Write the Final draft of your procedural writing below. Draw a picture of you are writing about.

Title: _____**Intro****Materials**

PREVIEW

Edit

Edit your first draft by looking at the success criteria.

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has a Title		
Has a Material List (if needed)		
Has an Introduction		
Has a Conclusion		
Explains the 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		
Has a Conclusion		
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
Conclusion	Missing conclusion	Basic conclusion	Clear conclusion	Engaging and clear conclusion
Clear Steps	Steps are confusing or missing	Steps are clear	Steps are mostly clear	All steps are clear and easy to follow
Pictures	No pictures	Some pictures support the steps	Pictures mostly support the steps	Pictures clearly support and enhance steps
Capital Letters and Punctuation	Frequent mistakes	Some mistakes	All correct	All correct

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Informational Reports: A Quick Guide

What Is In a Report?

Reports help us learn new things. They have lots of facts and information about different subjects. If you want to learn about dinosaurs, you could read a report!

Parts of a Report

Have you ever seen a puzzle? A report is like a puzzle. Each piece has its special job. Let's learn about the parts of a report!



- **Title:** This is the first line of the report. It tells readers what they are about to learn. Example: "About Dinosaurs."
- **Introduction:** A short paragraph that starts the report. Example: "We are going to talk about Dinosaurs."
- **Headings:** These are big, bold words that divide the report into different parts. Example: "**When Did Dinosaurs Live?**"
- **Body:** This is the main part of the report. It has all the facts and details. Under the heading "When Did Dinosaurs Live," you might write, "Dinosaurs lived thousands of years ago."
- **Pictures:** These are fun visuals that show what you are talking about. A picture of a dinosaur walking in the jungle could be added to make your report exciting.
- **Conclusion:** The end of your report. It is 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 Answer the questions below.

1) Why would you write a report?

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

Matching

Draw a line from the term to the description

Title	Main facts and details.
Headings	The end of your report.
Pictures	Tells the report's topic.
Introduction	Adds fun visuals.
Body	Names your report.
Conclusion	Shows report sections.

Informational Reports: Non-Fiction

Fiction is like when you play pretend or imagine. It is 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 chats with you and wears a backpack for a treasure hunt, that is fiction! So, fiction is make-believe, and non-fiction is real-life facts! Reports are non-fiction texts.



Think! What is the text about with the topic below fiction or non-fiction?

1)	Lucy's Crazy Adventure for Hidden Treasure	Fiction	Non-Fiction
2)	All About the Colorful 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
7)	The Solar System: Planets and Moons	Fiction	Non-Fiction
8)	The Mysterious Case of Teddy's Disappearance	Fiction	Non-Fiction
9)	Dinosaurs: Fearsome Creatures from Long Ago	Fiction	Non-Fiction
10)	Keira and the Talking Dog's Enchanted Journey	Fiction	Non-Fiction

Activity: Idea Factory

Objective

What are we learning more about?

Students will learn how to make ideas for a report by participating in an assembly-line, where they will work together and build on each other's ideas.

Materials

What is needed to complete the activity?

- ☐ Topic Selection
- ☐ Topic Selection
- ☐ Time (optional)



Instructions

What do we need to do to complete the activity?

- 1) Divide into Groups: Divide students into all groups of 3-4.
- 2) Topic Selection: Provide each group with topics below.
- 3) Assembly Line Process: Tell each student to write one idea or fact related to the topic on a separate page, then pass the page to the next person in their group to add another idea or fact.
- 4) Rotation and Collaboration: Continue the process for a set time (10 minutes) or until they have lots of information.
- 5) Presentation: Have each group present their ideas and explain them together.

Topics

Print out the topics below.

Best Lunch Foods	A Visit to the Zoo	Summer Season	How to Take Care of a Pet
Best Gym Games	My Favourite Toy	Canada's Best Sports	Popular Ice Creams
Being a Good Friend	Why Canada is the Best	Winter Activities	Best Birthday Activities

Activity: Idea Factory

Think

Write your ideas/facts below about your topic.

1) What is your topic?

2) Write your ideas/facts below, taking turns.

PREVIEW

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 1 of 3 main headings: what they eat, their body, and hibernation. Write each fact below and label each fact. If it is about their body, put a B. If it is about their diet, place an F and if its about hibernation, place an H.
- 3) On the next page, write an introduction for the report. Then you'll need 3 headings for the body. You will also need a conclusion.

Facts

Organize the facts below.

Bears eat lots of berries in summer.

They have big paws to dig and climb.

Bears sleep all winter in a cozy den.

They also munch on leaves and roots.

Their sharp claws help them catch food.

They catch fish in rivers and streams.

They do not eat while they hibernate.

The sleep lasts about 5 to 7 months.

Bears have thick fur to stay warm.

Planning

Fill in the parts of the report below.

Introduction – What will the report be about?

Body – What will the 3 headings be? What 3 facts will you include about each heading?**Heading #1** What Do Bears Eat?

Fact 2

Fact 3

Heading #2 A Bear's Body

Fact 1

Fact 2

Fact 3

Heading #3 Bear Hibernation

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a couple sentences.

Name: _____

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Curriculum Connection
A3, D2.1, D2.6

Writing a Report – Bears

PREVIEW

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

Libraries and the internet are like treasure chests full of information. In libraries, you can find books with lots of information. On the internet, there are special tools called search engines (like Google) to help you.

When using search engines, type short and clear questions.

Good Searches	Bad Searches
What do giraffes eat?	What do giraffes eat? I want to know what do giraffes eat
How do clouds form?	How do clouds form? Can you 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 are reading is real and not made-up. 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 are not 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) Animal	Good	Bad
7) Math	Good	Bad
8) Simple math	Good	Bad
9) Rainforest	Good	Bad
10) How do I tie my shoes so they stay tied up?	Good	Bad

Questions

Answer the questions

1) You want to learn more about why lions roar. What website do you type in?

2) You want to learn about why rainbows can only be seen after it rains.

3) You want to learn who was the first person to land on the moon.

4) 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

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

Material

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (list below)
- ☐ Paper and pen



Instructions

How do we complete the activity?

- 1) Introduction: Explain to students that they are going on an online treasure hunt to find answers to exciting questions. They will need to include the source of the website they found the answer on. Students should go over how to determine the name of the website.
- 2) Divide Students: Split the class into pairs or small groups and assign each group with access to a computer or tablet.
- 3) Distribute Questions: Hand out a list of pre-written questions to each group (on back page)
- 4) Research Time: Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.
- 5) Record Answers: Students should write down their answers on paper, along with the websites where they found the information.
- 6) Review and Discuss: Once the activity is complete, review the answers with the class and discuss the sources they used.

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer
1) What is the largest mammal?	
2) In what country do they wear Kimonos?	
3) Which gas do plants need for food?	
4) Who is the Prime Minister of Canada?	
5) Is the Sun a star or a planet?	
6) Which bird cannot fly?	
7) Can elephants jump?	
8) How tall is the CN Tower?	
9) How many hearts does an Octopus have?	
10) How long can snails sleep?	

Report Writing – Introductions

A great beginning makes people want to read your story. Here is how to start:

- Begin with a cool fact or a question.
- Say what your story is about.
- Give a hint about the ideas in the report, but do not share all the information.
- Make it short and fun!

Analyze the introductions below and use a checkmark if it meets the criteria.

Did you know that a dinosaur was 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!	

Did you know that Chinese New Year is sometimes called the Spring Festival? That's so cool! Let's explore about how people celebrate Chinese New Year. Get ready to learn about dragons, yummy foods, and special red envelopes! 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!	

Report Writing – Introductions

Write

Write introductions for the topics below and then check whether you met the criteria.

Topic: Why kids need to go to the dentist.

PREVIEW

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Topic: Why kids should eat fruit.

PREVIEW

Starts with fun fact or question

Gives a hint, not all the information

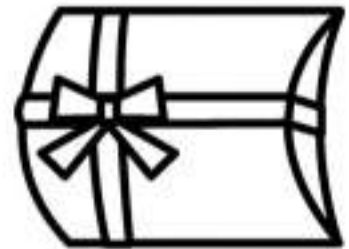
Says the main idea

Keep it short and interesting!

Report Writing – Conclusions

Finishing your story with a strong ending is like tying a ribbon on a gift. A great ending should:

- **Summarize Points:** Remind readers of the main idea.
- **Connect to Start:** It should be like the introduction.
- **Call to action:** Ask readers to try a related activity.
- **Interesting ending:** Leave with a fun fact or question.



Analyze Read the questions below and use a checkmark if it meets the criteria.

So now you know the water cycle is! It brings us rain, snow, and helps plants grow—just like we know it's raining. Next time it rains, maybe you can catch some raindrops and see what water is in action. Did you know that the same water you drink today could have been snow long ago? Isn't the water cycle incredible?

Summarizes the main points		Call to action	
Connects to the introduction		Ends with something interesting	

We have learned that volcanoes are mountains that can erupt with lava and ash. They can be found in many parts of the world. The next time you see a mountain, think about whether it could be a volcano.

Summarizes the main points		Call to action	
Connects to the introduction		Ends with something interesting	

Report Writing – Conclusions

Analyze

Read the conclusions below and use a checkmark if it meets the criteria.

So now you know all about penguins! They can't fly but are amazing swimmers, and they love eating fish. We talked about this at the beginning too, remember? And here's something fun to think about: some penguins can hold their breath for up to 20 minutes!

Summarizes the main points

Call to action

Connects to the introduction and ends with something interesting

Whoops – the conclusion is missing a call to action. Can you think of something kids could do about penguins?

If you see a big ship on the water, think about all the things it might be carrying. Did you know elephants are really good swimmers? And the sky is blue because of the way light bends in the air. Hope you liked this report about how ships carry the things we need.

Summarizes the main points

Call to action

Connects to the introduction

Ends with something interesting

Analyzing a Report – Success Criteria

All About Komodo Dragons

Introduction

Guess what? Komodo dragons have a super sense of smell. They can find their food from far, far away! This report is going to tell you all about Komodo dragons. We'll learn where they live, what they eat, and why they are so special! Let's go on an adventure!



Where Do Komodo Dragons Live?

Komodo dragons live on islands. The most famous island is called Komodo. It's so famous that we even named the dragon after it! They like places that are hot and dry, kind of like a sandy playground!

What Do Komodo Dragons Eat?

Komodo dragons eat meat. They are called "carnivores," a fancy word for meat-eaters! They can eat big things like deer and even small things like birds. Yum, yum, but only if you're a Komodo dragon!

Why Are Komodo Dragons Special?

Komodo dragons are really, really big lizards! They can be as long as a car! They have sharp teeth and strong legs. They are also good at swimming and climbing trees. They can do so many things!

Conclusion

And that's it! Now you know Komodo dragons are super cool! They live on special islands, eat lots of different things, and are really big and strong! Next time you play pretend, maybe you can be a Komodo dragon! Until our next adventure, keep learning!

Analyzing a Report – Success Criteria

Questions

Answer the questions below.

1) What are the 3 things that make Komodo Dragons special?

2) If you wanted to learn about a carnivore, which paragraph would you read?

Analyze

After reading the report, write 5 things you like about it. Afterwards, share your ideas with the class, so everyone can come up with 8 criteria that make a good report.

1)

2)

3)

4)

5)

What is Poetry?

Getting to Know Poetry

Poetry is like making art with words! It helps us imagine awesome things and feel special emotions. When you read a poem, it can sometimes feel like listening to music because of its rhythm and rhyming words.



Different Types

- **Rhyming:** Words that end with the same sound.
- **Haiku:** 3-line poem about nature.
- **Acrostic:** A poem in which the first letter of each line spells out a word or secret message.
- **Limerick:** A 5-line funny poem with a specific rhyme scheme.
- **Sonnet:** A 14-line poem, that usually follows its own pattern of rhyming words.

How Poetry Makes Us Feel

Poems can make us laugh, feel a little sad, or even dreamy. Poets use special words like "shiny stars" or "big, crashing waves" to make pictures in our minds!

Guess what? You can find poems in more than just books. They're also in songs and movies! So, the next time you're singing along or watching a film, keep an eye out for a hidden poem.

True or False

Is the statement true or false?

1) Haikus have 3 lines and are from Japan.	True	False
2) Limericks are sad and have 7 lines.	True	False
3) Acrostic poems spell a word with the first letters.	True	False
4) Poems are in books, songs, and movies.	True	False
5) Sonnets have 10 lines and are about anger.	True	False

Write _____ that can make the reader feel the emotions below.

Happy	
Sad	
Scared	
Excited	

Draw

Draw what you picture when you read the poem.

Snowflakes dance from the sky, Covering the ground, oh my! Winter's here, let's sled and play!	
Silly laughs we like to spread, Happy times are just ahead. Apple slices, cut to pair, Reading books, we both declare. Everyone gets a piece, it's fair!	

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. Look at these:

Snowflakes falling softly,
Landing on a frosty nose,
Winter's gentle hug.



Rain

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

These little poems are fun to read and a wonderful way to share something special about your world.

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

Topic: Brown Bear

Line 1

Oscar the brown bear

Line 2

Sleeps all winter in his den

Line 3

What is a Haiku?

**Write**

Finish the Haiku poems below.

Topic: Nighttime

Line 1

Moon up in the sky,

Line 2

Owls asking who, who, who?

Line 3

Line 1

Owls crack in the night,

Line 2

Line 3

A powerful force.

Topic: Rainbows

Line 1

Rainbow in the sky

Line 2

Line 3

A gift after rain.

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

Rhyme poems are like fun songs but without music. Words in them sound the same at the end. This makes them fun to read and sing! Let's learn to make a rhyme poem!

What is Rhyme?

When two words sound the same at the end, they rhyme. Like "log" and "bog" both have an "-og".

Steps to Write a Rhyming Poem

- 1) Pick a Topic: What do you like or love?
- 2) Choose a Rhyme Scheme: Decide which words 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 each line to follow 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)



Tools for Finding Rhymes

- Rhyming Dictionaries: These are like dictionaries, but just for rhymes!
- Online Rhyming Tools: Type a word and find matches!

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Frog	Hog	Log	Bog
Hand			Sand
Play	Day		
Torn			

Write

Finish the poem below using the rhyming scheme.

AABB Poems

Raindrops on my **coat**,
Puddles make my boots **afloat**.
Sky has been **torn**,

AABB Poem

_____ine _____
Birds _____ing wa _____gh.
Children lac _____and _____

AABB Poems

Moon is glowing **bright**,
Guiding us throughout the **night**.
Owls hoot and bats **fly**,

AABB Poem

Bees buzz in the **air**,
Flowers blooming **everywhere**.
Honey on the **hand**,

Children's Book**Illustrate**

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

Lucas had a hat so fine,

It sparkled like stars do shine.

He put it on and quiet was

As if he ruled a magic land.

"Let's try some magic," Emma said,

"We could turn a stone into bread."

Lucas waved the hat with glee,

And soon they both had snacks for free.

Children's Book

Illustrate

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

Emma's toy that broke,
It was when her spoke.
With Lucas' hat, my mother
And played with it well into night.

"It's fun, this hat, but can't you see,
The magic's not just meant for me."
He put it where he found the prize,
For another kid to realize.

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. Popular limericks include There Was An Old Man With A Beard and There Once Was A Man From Peru.

There Once Was A Man From Peru

There once was a man from Peru
Who dreamt he was wearing a shoe.
He awoke in the night
With a terrible fright,
And found it was perfectly true.

There Was An Old Man With A Beard

There was an old man with a beard,
Who said it is just as I feared.
Two owls and a hen,
Four larks and a wren,
All his adventures were in my beard!

How a Limerick Goes

Limericks follow a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They have a rhythm as well – think Hickory Dickory Dock.

- 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?

**Write**

Finish the poem and draw what you are picturing.

Topic: Silly Bees

Line 1	There once were some bees in a hive,	Draw
Line 2	They buzzed and felt so alive.	
Line 3	The jolly bees	
Line 4	And chat with their friends,	
Line 5		

Topic: The Jolly Old 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!	

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 words that rhyme. Draw a picture to go with it.



Line 1

Once there was a puppy named _____,

Line 2

Who was drinking soda _____,

Line 3

He tugged and he _____,

Line 4

Sipped on a soda _____,

Line 5

Then went for a run around the _____.

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
Page	Age	Cage	Wage	Sage
Shade	Shade	Shade	Parade	Braid
Rest	Rest	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: _____

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Curriculum Connection
A2, D1.2, D1.3

Rough Copy

Write your rough copy below

PREVIEW

Understanding Book Reviews

What Is a Book Review?

Book reviews are like messages from other people who want to share their opinion about what they read. They help us choose the best books to read and give us an idea of the adventures waiting inside.

Parts of a Book Review

- ☒ **Title and Author:** Start with the book's name and the person who wrote it.
- ☒ **Summary:** Share a little about the story, but shhh! No telling the ending!
- ☒ **Your Thoughts:** Here, you get to share your feelings and thoughts about the book. Did you enjoy it? Was it exciting, funny, or magical? Explain why you feel this way.
- ☒ **Rating:** Use stars or smiley faces to tell everyone how much you enjoyed it.



The Format of a Book Review

- **Introduction:**
 - ☐ Start with the book's name and who wrote it.
 - ☐ "Hook" in your reader by saying something interesting about the book.
- **Body: Summary and Thoughts**
 - ☐ **Summary:** Share a little about the book's story without giving away too much. Think of it as a sneak peek.
 - ☐ **Your Thoughts:** Here, you get to share your feelings and thoughts about the book. Did you enjoy it? Was it exciting, funny, or magical? Explain why you feel this way.
- **Ending with a Rating:** To make it even more fun, use stars, smiley faces, or even thumbs to tell everyone how much you liked or did not like the book.

True or False

Is the statement true or false?

1) Book reviews help us find great books with adventures.	True	False
2) Book reviews include the book's name and author.	True	False
3) Don't reveal the ending in a book review.	True	False
4) Share your feelings and thoughts in the body of the review.	True	False
5) Use stars or smiley faces to rate the book.	True	False

Question Answer the questions below.

1) What does a book review help readers decide?

2) What 2 things should you include in the introduction?

3) What 2 things should you include in the body?

4) How should you end a book review?

5) What rating would you give the last book you read? Explain.

Practicing Summarizing

Summarize

Read the short story below and then summarize it without giving away surprises. Pretend a friend has asked for a television or movie recommendation, so they don't want to know exactly what happens.

Short Story**The Lost Puppy**

In a sunny park, Jake found a little lost puppy with fluffy, brown fur. It cried softly, looking very sad. Jake wondered how he could help it. Then he remembered seeing a "Lost Puppy" sign. Holding the puppy gently, Jake ran over and called the number on the poster. After a few minutes, a happy owner showed up, hugging the puppy with tears of joy. "Thank you so much!" she said, filled with thanks. Jake smiled, happy to have found a new furry friend.

Your Summary

Practicing Reviews – Lucy's Magic Bracelet

Reviews

Write your thoughts about the short story below. What voice will you write with? Are you frustrated with the story? Excited about it? What were your favourite/least favourite parts? What rating will you give the story?

Short Story – Tom's Magical Boots

Tom found special boots in a magic forest. He was so excited that he put them on right away. The boots made him jump his feet one, two, three times. All of a sudden, he could understand what the trees were saying! Big oak trees told him really old stories. Willow trees whispered secrets to him. Even the maple trees gave him funny riddles to solve. When he went home, he took off his magic boots and ran to his friends. "I have amazing stories to tell you," he said. Tom loved his magic boots and could not wait to visit the forest again.

1) What are your thoughts about the story? Write using a certain voice – happy, mad, etc.

2) What was your favourite part? Least favourite part?

Favourite	
Least Favourite	

3) What rating do you give the story? Why do you give it this rating?

MY BOOK REVIEW**Title:****Author:****Summary****My Thoughts**

PREVIEW

My Rating

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"/>
Says the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

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	
Says the book's title and author's name	
Has an exciting start that grabs the reader's interest	
Shares a brief summary without giving away the ending	
Includes a rating	
Makes it clear who would enjoy the book	
Author's voice comes through in the writing	
Is interesting and informative	

Rubric – Book Review

Category	4 Points	3 Points	2 Points	1 Point
Title and Author's Name	Clearly states title and author	Mentions title and author	Missing either title or author	Missing both title and author
Grabs Reader's Attention	Engaging start, hooks reader	Starts with some interest	Lacks a catchy start	No effort to engage reader
Strong Summary	Clear and concise summary of book	Adequate summary of book	Incomplete or unclear summary	No summary given
Rating	Gives rating (e.g., stars)	Gives rating	Unclear rating	No rating provided
Recommendation	Strongly recommends with reason	Recommends with basic reasoning	Mentions recommendation	No recommendation

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

PREVIEW

Printing
Activities

Printing Activities**Practice**

Trace the printing letters below.

A A A A A A A A A A A A

a a a a a a a a a a a a a a

B B B B B B B B B B B B B B

b b b b b b b b b b b b b b

C C C C C C C C C C C C C C

c c c c c c c c c c c c c c c c

D D D D D D D D D D D D D D

d d d d d d d d d d d d d d d

Printing Activities**Practice**

Trace the printing letters below.

Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y

Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y

Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

Practice

Trace the printing letters below.

A a B b C c D d E e F f G g H h I i

J j K k L l M m N n O o P p Q q R r

S s T t U u V v W w X x Y y Z z

Printing Activities

Practice

Print the letters in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

Printing Activities

Practice

Print the letters in each of the boxes.

P								
p								
Q								
q								
R								
r								
S								
s								
T								
t								

Printing Activities

Practice

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

The cat slept.

I love me.

Birds fly high.

He reads a big book.

My dog barks loudly.

PREVIEW



Google Slides Lessons Preview





Ontario Language Curriculum Reading Comprehension – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We are learning to understand different reading comprehension strategies so we can make connections, ask questions, make predictions, visualize stories, and draw inferences to better understand what we read.

Based on the story, sort the sentences into two piles:
"Likely to Happen" ☒
"Unlikely to Happen" ☒

Likely to Happen
The kite will fly into space and never come back.
Ella and Noah will run home before it starts raining.
The kids will put the kite away because of the thunder.
Ella and Noah will play at the park all night.
The dark clouds mean a storm is coming soon.
The sun will suddenly come out, and there won't be any rain.

Likely or Unlikely? Making Predictions

Likely to Happen

Unlikely to Happen

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

Liam and Sophie woke up early on Saturday morning and looked outside. Everything was white! Snow covered the trees, the road, and their front yard. "Let's build the biggest snow fort ever!" Sophie said excitedly. They put on their boots, hats, and mittens and ran outside. Liam rolled a huge snowball while Sophie started stacking blocks of snow. Soon, they had a tall, strong fort. Their dog, Max, jumped around in the snow, barking happily. Just as they finished, big snowflakes started falling again. "Perfect timing!" Liam laughed. It was the best snow day ever.

Consolidation – The Big Snow Day

Questions

- 1) **Making Connections** – Have you ever built a snow fort or played outside in the snow like Liam and Sophie?
- 2) **Questioning** – What questions did you have while you read?
- 3) **Visualizing** – Draw what you see in your mind from the story.
- 4) **Prediction** – What do you think Liam and Sophie might do after finishing their snow fort?
- 5) **Inference** – How do you think Liam and Sophie felt while building the fort?




Ontario Language Curriculum

Reading Comprehension – Grade 2

Point of View

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



A

Evelyn held her breath as the butterfly landed gently on her hand.

First Person ☐ Third Person ☐

B

I couldn't believe my eyes when I spotted the hidden cave behind the waterfall.

First Person ☐ Third Person ☐

C

Noah and Harper raced across the playground, laughing as the wind rushed past them.

First Person ☐ Third Person ☐

D

I carefully balanced the stack of books, hoping none would fall before I reached my desk.

First Person ☐ Third Person ☐

Make sentences that use consonance.

Sentences

the	went	quack	back	the	duck	in
the	on	log	a	frog	sat	
tack	tick	clock	the	and	will	
flag	their	dogs	dig	big	wag	and

Consolidation – Exit Card

After learning about persuasive writing, different opinions, and thinking critically, complete the multiple-choice questions below.

Question	A	B	C	Answer
1) What do persuasive writers want you to do?	Agree with their ideas	Draw a funny picture	Count the sentences	
2) When two texts disagree, what should you compare?	Which one is more colourful	Which one gives stronger facts	Which one has more names	
3) When thinking critically, what should you ask?	What reasons are used?	How many words are there?	What do my friends think of this?	
4) Which is a weak reason in persuasive writing?	"Doctors say exercise helps your heart."	"It's healthy for your body."	"I just think it's cool."	



Ontario Language Curriculum

Reading Comprehension – Grade 2

Q Adult or Kid Voice

Read the review and drag adult or kid based on who you think wrote the review.

	Adult	Kid
Magic Kingdom Rides – "I screamed SO loud on the roller coaster! It was AWESOME! I want to go again!"		
Candy Blast Movie – "The candy turned into superheroes! It was hilarious, and I couldn't stop laughing!"		
The History Museum – "The exhibit was informative and well-organized. I especially enjoyed learning about ancient tools."		
Starry Night Symphony – "The music was calming and beautifully arranged. It felt peaceful and thoughtful."		
Alien Adventure Show – "The aliens burped glitter! Best show ever!"		
Wildlife Documentary – "The narrator explained animal habitats in great detail. It was very educational and fascinating."		
Super Pizza Party Game – "I beat the dragon boss and unlocked the secret pizza world! So cool!"		

Look at each meme picture carefully and match them with the correct caption in the box.

Image	Caption
A 	"When you wanted cake but got fruit."
B 	"That face you make when milk tastes funny."
C 	"Sharing? Never heard of it."

Structure Of Biography

Match the images to the matching description.

Descriptions	Parts
• Lists important dates in the person's life.	
• Shows the chapters and page numbers to help you find information.	
• Explains new or tricky words to help you understand the story.	
• Tells when and where the person was born and grew up.	
• Divides the story into sections about different stages of life.	

Pictures **Timeline** **Glossary** **Chapters** **Introduction** **Table of Contents**



Workbook Preview



Grade 2 – Language

A. Literacy Connections and Applications

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



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

Grade 2 – Language

C1. Knowledge about Texts



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

Grade 2 – Language

C2. Comprehension Strategies



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

Grade 2 – Language

C3. Critical Thinking in Literacy



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

Block 1:

Reading

Comprehension

Strategies - Basics

Focus

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

Understanding Reading Comprehension

Understanding Reading

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

Why Reading is Important

- 1) Reading helps you learn new things.
- 2) Reading helps you better understand the world.
- 3) Reading helps you become a better person.



How to Be Good at Reading - Strategies

A) Before Reading

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

B) While Reading

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

C) After Reading

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

True or False

Is the statement true or false?

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

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

--	--

Matching

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

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

Making Connections

Making Connections

Making connections makes reading easier to understand.

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



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

1) Bella finds a lost dog on a street.

Text-to-Self

Volunteers help lost pets.

Text-to-Text

Police find a lost dog.

Text-to-World

I read a newspaper story about lost pets.

2) Grandma comes to visit for the weekend.

Text-to-Self

This is like the book "Little Red Riding Hood".

Text-to-Text

People travel to see family.

Text-to-World

My grandma also comes to visit sometimes.

3) Jake and his friends build a snowman.

Text-to-Self

Building snowmen is very common during winter.

Text-to-Text

I built a snowman last year.

Text-to-World

I read that it will be snowing a lot this winter.

Making Connections

Making Connections

Make connections to the passage below.

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

Text-to-text

Text-to-self

Text-to-world



Comprehension Practice – Making Connections

“Every Drop Counts: The Importance of Saving Water”

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

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

One day, she noticed something. The pond near her

house was getting smaller.



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

Her mom said, “We need to save water. The pond is getting smaller because we are using too much water.”

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

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

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

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

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



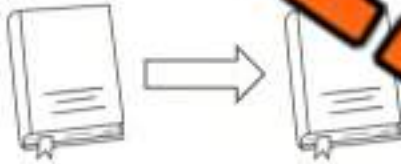
Pre-Reading

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

While Reading

As you read, stop and make connections to your life

Text-to-text



Text-to-self



Text-to-world



Comprehension Practice – Questioning

The Magic of Pulleys: How Elevators Work

What is a Pulley?

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

How do elevators use pulleys?

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

Parts of an Elevator

Here is what you find in an elevator.

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



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

Why Are Pulleys Important?

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

What is an Inference?

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

Example

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

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



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

1) Rachel is collecting oyster shells and eggs. There are left all over her house.

What holiday is it?

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

What is the family doing?

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

What is happening in the class?

4) The puddles are turning to ice outside.

What is the weather like?

5) Jenny is brushing her teeth and wearing pajamas.

What time of the day is it?

What is an Inference?

Infer

Make 1 inference about each of the sentences below.

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

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

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

Infer

Make inferences about what is in the images below



The dog is wagging its tail.



The snowman is melting.

Comprehension Practice – Predicting

A Day in the Life of Ananya: Experiencing India

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

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

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



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



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

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

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

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

Pre-Reading

What do you know about India? What do you want to know?

While

As you read, stop when you can make a prediction or guess what will happen next. The first one is done for you.

Ex.	After getting up, he had breakfast.
1)	
2)	

Visualizing

Draw what you were picturing while you were reading.

--

Comprehension Practice – Visualizing

Nairobi, Kenya

September 12, 2023

Dear Sam,

Hi from Nairobi in Kenya, a country in

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

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

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

After eating, we played some games. We did a relay race and a tug-of-war! For dinner we ate nyama choma which is made of roasted game.

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

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

Best wishes,

Hazel



Name: _____

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Curriculum Connection
C2.4, C2.7

Pre-Reading

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

While Reading

Draw 2 different pictures of what you are visualizing while reading

After Reading

Put a check mark beside the picture that is correct.

What do you think the
Kenyan food Ugali looks like?

☐☐

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

☐☐

PREVIEW

**INDEPENDENT
READING
ACTIVITIES**

Independent Reading - Responses

Day 1

Fill in the organizer below.

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

Day 2

Fill in the organizer below.

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

Independent Reading BINGO

BINGO

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

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

Block 2: Reading Letters

PREVIEW

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

Letters – Voice in Letter Writing

123 Apple Way

Calgary, AB

T1Y 2Z3

Dear Mrs. Smith,

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

I cannot wait to hear from you.

Best wishes,
Emily Davis



789 Sunshine Ave.

Happyville, BC

H2G 4L1

Hi Lucy!

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

Love,
Mia

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



True or False

Is the statement true or false?

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

Question 1: Answer the questions below.

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

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

Grandparent	
Pen Pal	
Cousin	
School Principal	
Brother/Sister	
City Mayor	

3) Why do we write letters?

Email Writing – Linking Words

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



E-mail!

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

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

Instructions

Circle the linking words in the emails below.

Subject: Meeting Tomorrow

Hi Class,

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

See you soon,

Mrs. Howard

What voice was used in this email?

Formal

Informal

Subject: Your New Recipe!

Hi Friends,

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

They taste so good! Want some?

Bye!

Sara

What voice was used in this email?

Formal

Informal

Linking Words – Sequencing

Instructions

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



First, get a pot.



Second, layer the gravel.



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



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



Next, water the seedling.



After that, put the pot in the sun.



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



Finally, the plant is grown.

Letter Writing – Sentence Structure

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



Instructions

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

Dear Principal Jordan,

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

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

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

Thank you for your time.

Sincerely,

Jennifer

1) Is a formal or informal voice used?

2) What linking words were used?

3) How did Jennifer close the email.

Letter Writing – Inferences

Dear Class,

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

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

I can't wait to see you.

Best wishes,

Mrs. Johnson



Inferences

Answer the questions below by making inferences

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

Letter Writing – Inferences

Dear Aunt Julia,

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



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

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



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

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

Love,

Hannah

Inferences

Make inferences from the sentences below.

"Mom is making fruit smoothies."

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

"The town is making a playground!"

Do you think Mr. Henry likes this smoothie?"

Visualizing

Draw what you were picturing while you were reading.



Block 3:

Narratives

Focus

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

What is Indigenous Storywork?

What Is Indigenous Storywork?

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

The Seven Principles of Indigenous Storywork

There are seven principles in these stories.

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



Why Is This Good?

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

How Do We Learn It?

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) Reread paragraph 1 and write what Indigenous Storytelling is.

2) What 7 principles are taught in Indigenous storywork?

Visualize

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



The Caring Friendship of Turtle and Squirrel

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

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



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



Weeks passed. The tree got better and started to grow. It became strong and made lots of leaves and fruits. Other animals came to eat. They said, "Thank you, Turtle and Squirrel."

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

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

Questions

Answer the questions below.

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

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

Storywork Traits

Match how these indigenous traits were taught in the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how everything is linked

Interrelatedness

Taking care of the others

Word Scramble

Unscramble the words below

TCESPER

EARTSNSIEDENLRET

IPNIEOYLIBSSRT

The Dance of the Sun, Moon, and Stars

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

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



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

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

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

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

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

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

Make Connections

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

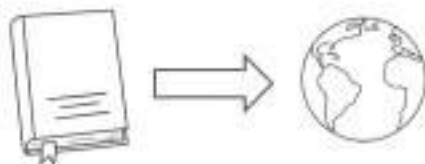
Text-to-text



Text-to-



Text-to-world

**Storywork Traits**

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

Synergy

☐ Everything in the sky is linked

Holism

☐ Looking at all the parts of the sky

Interrelatedness

☐ Shining together to make the sky beautiful

Narrator's Point of View

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

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

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

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

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



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

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

Book Hunt

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

Name of Book	Point of View

Narrator's Point of View – Who Said This?

Instructions

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

A) They are playing soccer.

B) We went to the park today.

C) Alia is doing her homework.

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

E) I love chewing a bone.

F) I am baking a cake for the kids.



First	Third

First	Third



First	Third

First	Third

First	Third

The Bike Ride – Different Points of View

First-Person

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

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

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

Third-Person

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

During his ride, Tim heard some barking. He looked to the side and saw a big, fluffy dog in a yard. The dog seemed to be saying, "Woof, woof!" as he rode past. Tim couldn't help but laugh and wave at the playful dog.

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

Questions

Answer the questions below.

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

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

1)	
2)	
3)	
4)	

Inferences

Circle all the personality traits which you think Alex has.

Playful

Creative

Adventurous

Energetic

Funny

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Organized

Dedicated

Helpful

Simile

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

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

**Think**

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

Once upon a time, Tom had a room that was as busy as a beehive. He loved his trains, which glided on tracks like butter on a hot pan. One day, a bird, quick as a wink, zoomed into his room. Tom was so happy and amazed watching it.

Soon, clouds as black as coal gathered in the sky. A loud thunder that sounded like a drum. "Oh no, my window is open!" he shouted. He ran to close it, as fast as lightning.

Raindrops fell like soft pillows. Indoors, Tom felt as cozy as a kitten. After the rain, the sky turned clear, like a glass window. Tom's new friend—the bird decided to stay!

Scavenger Hunt

Find books that have examples of similes.

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

Matching

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

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



Simile

Instructions

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

1. As busy as _____

As slow as _____

As tall as _____

4. As _____

5. As brave as _____

6. As sweet as _____

7. As light as _____

8. As cold as _____

9. As big as _____

10. As soft as _____



Name: _____

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Curriculum Connection
C3.1

Selfie Similes

Instructions

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

I am as _____ as a _____

I am as brave as a _____

I am as funny as a _____

I am as sweet as a _____

I am as bright as a _____

Consonance

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

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



Think

Read the examples of consonance. Write 4 of them below.

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

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

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

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

Consonance

Scavenger Hunt

Find books that have examples of consonance.

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

Instructions

Underline the words that show consonance in the given examples.

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



Simile & Consonance

Instructions

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

Simile

Consonance

The dog barked as loud
as a siren.

Simile

Consonance

She saw a seashell.

Simile

Consonance

The cake tasted as
sweet as sugar.

Simile

Consonance

The black cat sat on a
mat.

Simile

Consonance

The snowflakes were as
soft as feathers.

Simile

Consonance

Pink pigs danced a jig.

Sequencing the Plot of a Story

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

Read

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

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

Tim felt surprised.

B) The snow came and the ground was frozen. But Ben was warm in his cave.

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

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

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

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

**Sequence**

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

--

Narrative Writing - Cause and Effect

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

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

**Think**

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

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

Write

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

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

The Rainbow Connection

The Rainbow: Timmy's Colourful Discovery

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



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



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

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

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

Cause/Effect

Fill in the table below.

1) Finish the effects of the causes below.

Dark clouds
covered the sky,Sunlight goes
through raindrops,

The sky lit

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

and they perked
up.making Timmy grin
widely.

a rainbow appears.

Visualizing

Draw what you were picturing while you were reading.



Block 4:

Persuasive Texts

PREVIEW

FOCUS

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

Persuasive Writing – Can You Convince Us?

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

Reason 1: _____

Reason 2: _____

Reason 3: _____

PREVIEW

Persuasive Writing – Different Opinions

Tablets in class improve learning! 📖

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

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

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



Tablets in class are no fun!

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

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

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

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



Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text has just emotional, personal opinion?

First One

Second One

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

Persuasive Writing – Thinking Critically

Dear Class,

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

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

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

Let's tell the teacher we want a classroom unicorn!
It will make school time fly by every day!

Your friend,
Jen



Think Critically

Answer the questions below.

a) Who wrote this? Are they biased?

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

1) Jen is a unicorn lover.

2) Unicorns are great at math.

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

4) Unicorns can fly.

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

6) Rainbows make everyone happy.

Inferences - Persuasive Writing Advertisement

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

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

Why Gardens Are Fantastic

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

What Students Say

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

Think of the Lessons!

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

Smart Choice

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



Inferences

Circle the inference from the sentences below

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

Most kids find planting more fun than reading.

Kids like reading more than planting

Everyone who visited wants to show their garden to family and friends!

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

All the kids are proud of their gardens.

9 out of 10 kids love planting seeds.

Kids like doing hands on activities.

9 out of 10 kids like to plant seeds.

Draw

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



Cohesive Ties in Persuasive Writing – Transition Words

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

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

Instructions: Circle the transition words in the text.

Making Lemonade Using Solids and Liquids

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

Next, squeeze the lemons to get lemon juice. Now you have a liquid.



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

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

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



Questions

Answer the questions below.

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

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

Selection

Circle the transition word that goes with the corresponding sentence.

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

Match The Column

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

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

Block 5: Procedural Writing

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 is like a recipe that tells us the steps to make a cake or a craft.



Features of Procedural Writing:

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

Example: Making a Paper Airplane

How to Make a Paper Airplane

Materials: One sheet of paper

Steps:

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



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

Prereading

Before reading, answer the questions below.

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

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

Order

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

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

Procedural Writing – How To Make Cookies

Instructions

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



To start, we need a _____





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



Finally, put them into the _____



Enjoy the _____

Oven

Cookies

Recipe

Pan

Ingredients

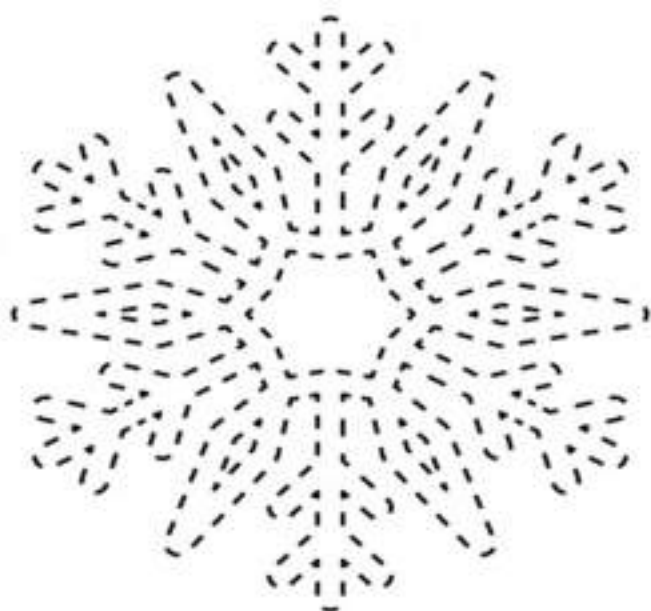
How To – Ordering Steps

Examine

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



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



Recipes – Ordering Steps

Examine

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



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

Graphics in Procedural Writing – Handwashing

Label

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



Brush your teeth
from top to bottom



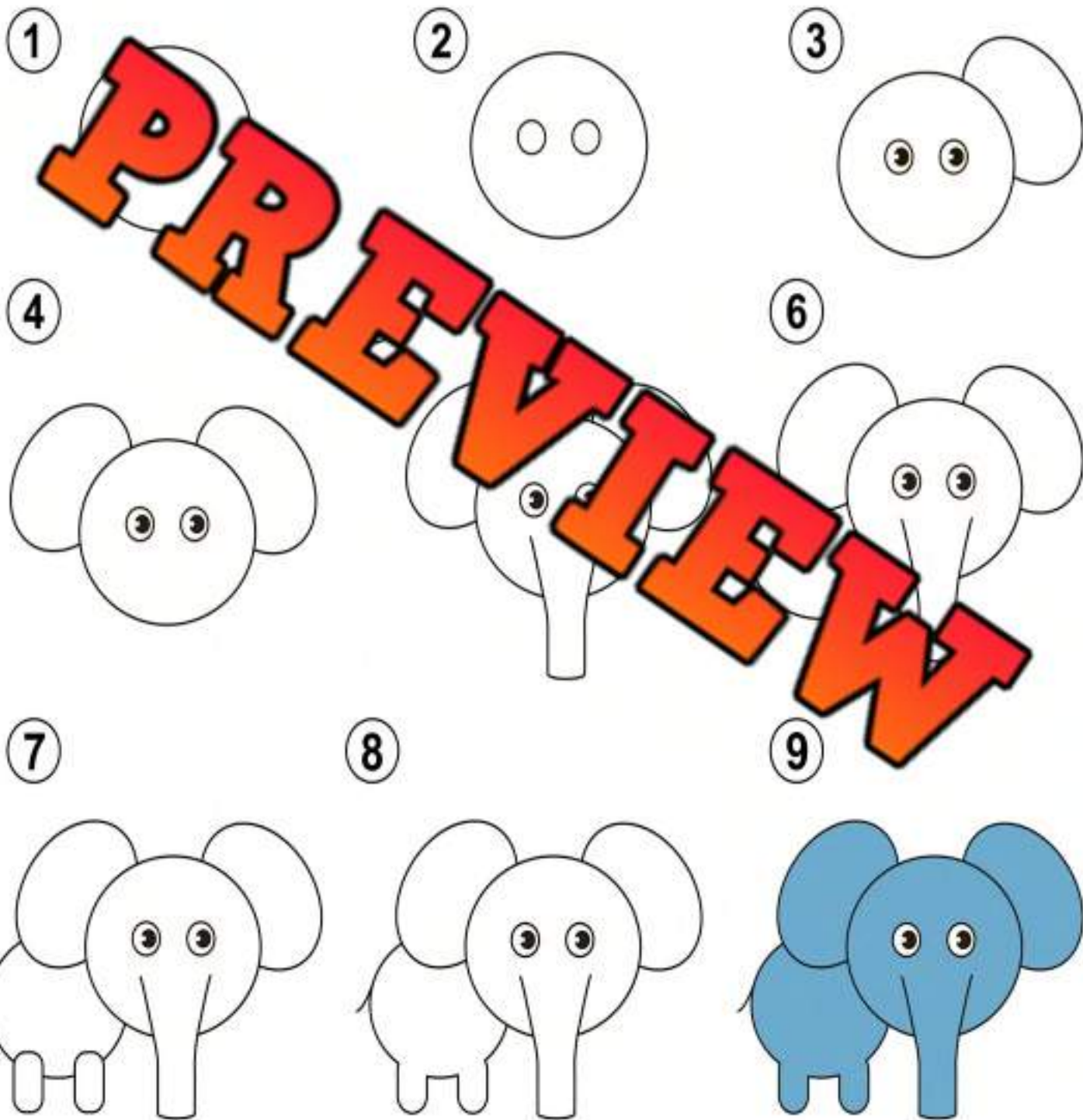
Rinse your teeth
with water



Graphics in Procedural Writing – Drawing

Label

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



Label

Describe what to do at each step

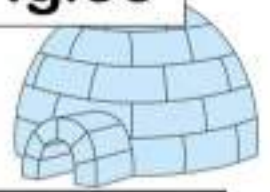
Step	Instruction
1	Draw a circle.
2	
3	
4	
5	
6	
7	
8	
9	

PREVIEW

Following Instructions – Drawing an Igloo

Draw

Follow the procedural text below to draw an igloo



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

Name: _____

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

Following Instructions – Drawing an Igloo

Draw

Draw the igloo below

PREVIEW

Comparing Instructions – Making Hot Chocolate

Compare

Read both instructions. Which is easier to understand?

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

HOW TO MAKE HOT CHOCOLATE



ADD SUGAR



ADD COCOA

ADD A LITTLE
SPLASH OF MILK

STIR TOGETHER

STIR WITH
REMAINING MILKPOP IN
MICROWAVEADD
MARSHMALLOWS

ENJOY!

Name: _____

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Curriculum Connection
C1.4, C3.3

Before Reading

Make a connection

Have you ever made hot chocolate before?

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

After Reading

Answer the questions below

1) Which set of instructions were easier to understand? Why?

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

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

Comprehension – Text Features in Reports

Table of Contents

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



12 Chinese New Year Animals



What is Lunar New Year?

The Lunar New Year is a very important holiday in

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



How It Is Celebrated

People in China do many fun things.

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



Special Foods

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

- Dumplings
- Rice cakes
- Sweet treats



Dragon Dance

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

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption used in the report.

Reflection

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

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

Match The Column

Match the icons to their meanings.



Column A

Column B

Chinese food

Dragon

Moon

Celebration

House

Dance



Activity – Summarizing Reports

Objective What are we learning more about?

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



Instructions How do we complete the activity?

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

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

What is Thanksgiving?

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

2)

The Big Meal

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

3)

Special Traditions

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

4)

The Harvest

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

Name: _____

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Curriculum Connection
A1, C2.6

Activity – Summarizing Reports

Instructions

Write your summary below.

Final Summary

Write your group's final summary below.

PREVIEW

Summarizing Practice

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



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

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



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

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

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

Summarizing Practice

Summarize

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



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

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

Inferencing Practice

Inference

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

What are Totem Poles?

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

Why We Make Them

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



Indigenous Dances: Their Role

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

Why We Dance

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



Our History: A Journey Through the Siksika Nation

Table of Contents

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



Who Are The Siksika?

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

What They Do

They are good at hunting and fishing. They hunt for food.

- Deer 🦌
- Elk 🦬
- Fish 🐟

Arts and Crafts

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

Beliefs

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

Why Learn About Siksika?

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

About the Text

Answer the questions below.

1) What is the main idea of the report?

2) What text forms are used in the report?

Inferencing

Make inferences about the text below.

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

Do**Don't Do**

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

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

Block 7:

Poetry

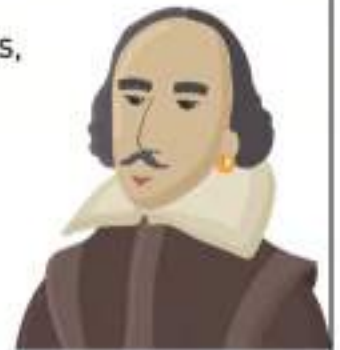
PREVIEW

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

Literary Devices Used in Poetry

What Is Poetry?

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



Literary Devices

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

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

How Poetry Uses These Tools

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

Inferences

Answer the questions by making inferences.

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

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

Draw

Draw a picture to represent sentences with consonance. What are you picturing?

The dog dug a big hole.

The cat sat on the mat.

Match The Column

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

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

Types of Poems

Types of Poems

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

Haiku: The Nature Poem

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



A yellow sun smiles,
It shines in the park all day,
When night comes.

Acrostic: The Secret Word Poem

Acrostic poems use letters to make a word. Here is one word.

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

Limerick: The Silly Poem

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



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

Name: _____

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Curriculum Connection
C1.2, C3.1

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Visualizing

Read a poem of the type from the reading and draw what you are picturing.

Haiku

Limerick

Acrostic

Haiku Poetry – Mohawk Reflection

Haiku Poetry – Mohawk Reflection

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

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

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



Corn grows in the field.

New faces from across the sea.

Life starts to shift fast.

Eagle soars up high,

Metal tools and beads arrive—

Wings still touch the sky.

Deer run in the woods,

Traded for some shiny things—

What did we let go?



Acrostic Poems – States of Matter

Acrostic Poems – States of Matter

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

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

Solids have a fixed shape and do not flow. Liquids can flow and take the shape of any container they are in.

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

Liquid

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



Visualizing

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

Solid

Liquid


PREVIEW

Limerick Poem – Simile and Consonance

Limerick Poetry – Learning About Indigenous Groups

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

Abenaki: People of the Dawn




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

Dene: People of the North

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

Métis: A Mix of Cultures



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

Questions

Answer the questions below.

1) What is consonance?

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

Visualizing

Read each poem and draw what you are picturing.

Limerick 1

Limerick 3

Rhyming Poems – Critical Thinking

Rhyming Poetry

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

The Lever

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

The Wheel

It goes round and never ends,
Like the time which it depends.
It's always there to stay,
Wheels are always there to play.



The Ramp

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



The Pulley

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



Critical Thinking

Answer the questions below.

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

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

Visualizing

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



A pulley

A wheel



Activity: "Just a Walk"

Objective

What are we learning more about?

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

**Instructions**

How do we complete the activity?

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

Name: _____

129

Curriculum Connection
A2, C3.7

Reflection

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

Pages 1 and 2 – Rhyming Words Used

Pages 3 and 4 – Rhyming Words Used

Page 5 and 6 – Rhyming Words Used

Page 7 and 8 – Rhyming Words Used

PREVIEW

Block 8: Book Reviews

PREVIEW

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

Finding Bias in Reviews

What is Bias in Reviews?

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

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

Movie Talk: "Space Heroes" – Rating 10/10
Wow! "Space Heroes" is a great movie because I only love space! Tim is a super astronaut and he has a cool alien. There are cool spaceships and stars! If you love space, you have to see it! It's the only movie you should watch.



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

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

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



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

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

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

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

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

Our Voice in Review Writing

What is Voice in Writing?

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

Voice

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

Mom

Teenager

Youngest

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

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

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

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

Our Voice in Review Writing

Voice

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

Carrier 2:00PM 100% 

(2) **Group Chat** 

EG: The show was a little good and a little bad. The magic tricks were awesome, but the songs were kinda lame. You'll like parts of it.

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

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

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

Our Voice in Review Writing

Think

Answer the questions below

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

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

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

EG	
LG	
TG	
SG	

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

Person	

Literary Devices in Reviews

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

Here are two types of literary devices

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

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

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

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



Simile	
Consonance	

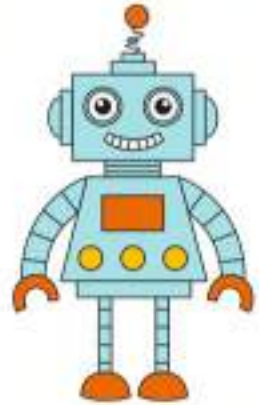
Draw what you visualized while reading the review.

Review Writing - Inferences

Title: "The Robot's Big Race"

Introduction

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



Summary

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

Thoughts

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

Rating

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



Examine

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

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

Simile

Consonance

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

Column A

Column B

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

The story is about a race.

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

The book is good for people
who like races.

Reading this book is like
speeding down a racetrack!

☐ The book was so fast it was
like a race.

Visualize

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

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

Types of Graphic Texts

What Are Graphic Texts?

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



Type of Graphic Text

Here are some types of graphic texts:

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



Cool Parts of Graphic Texts

Graphic texts have special tools to make them different:

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

Prereading

Before reading, answer the questions below.

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

Matching

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

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

Questions

Answer the questions below.

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

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

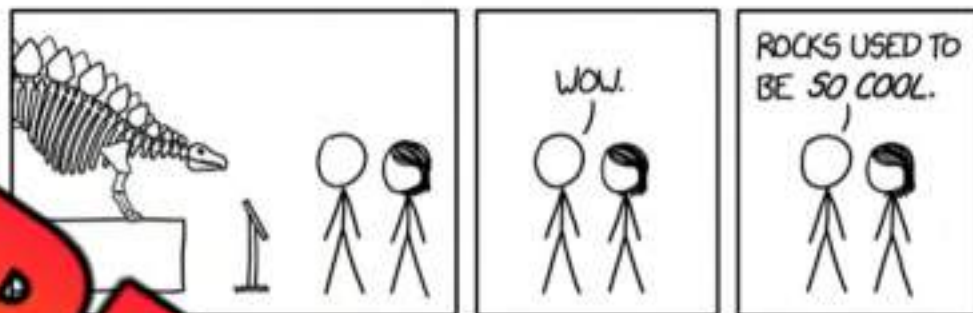
1) Summarize the comic above. What happened?

2) Why is this a joke?

Understanding Graphic Texts

Analyze

Read the comic and answer the questions



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

2) What do you think of the comic? Explain.

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

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

☐ RESTAURANTS

FILTERS

HOURS

RATING

CURRENT NOISE LEVEL
60dB 70dB 80dB 90dB 100dB ANY

PRICE

THIS FEATURE SHOULD AUTOMATICALLY
APPEAR WHEN YOU REACH AGE 30.

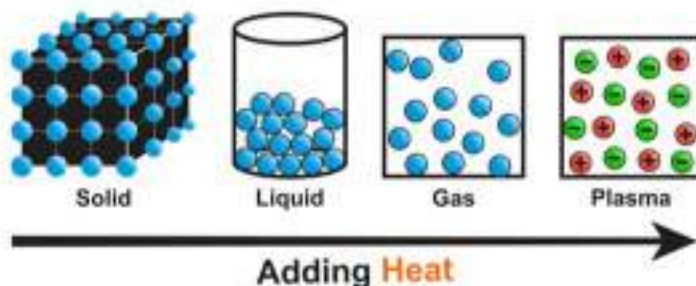
Text Features in Infographics

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

Infographics may contain:

- **Titles:** For the main idea.
- **Pictures:** Show what it is about.
- **Labels:** One of the pictures.
- **Details:** Small text.

States of Matter



Examine

the infographic and answer the questions.

1) What is the title of the infographic?

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

Tadpole

Tadpole with 2 legs

Frog Cycle

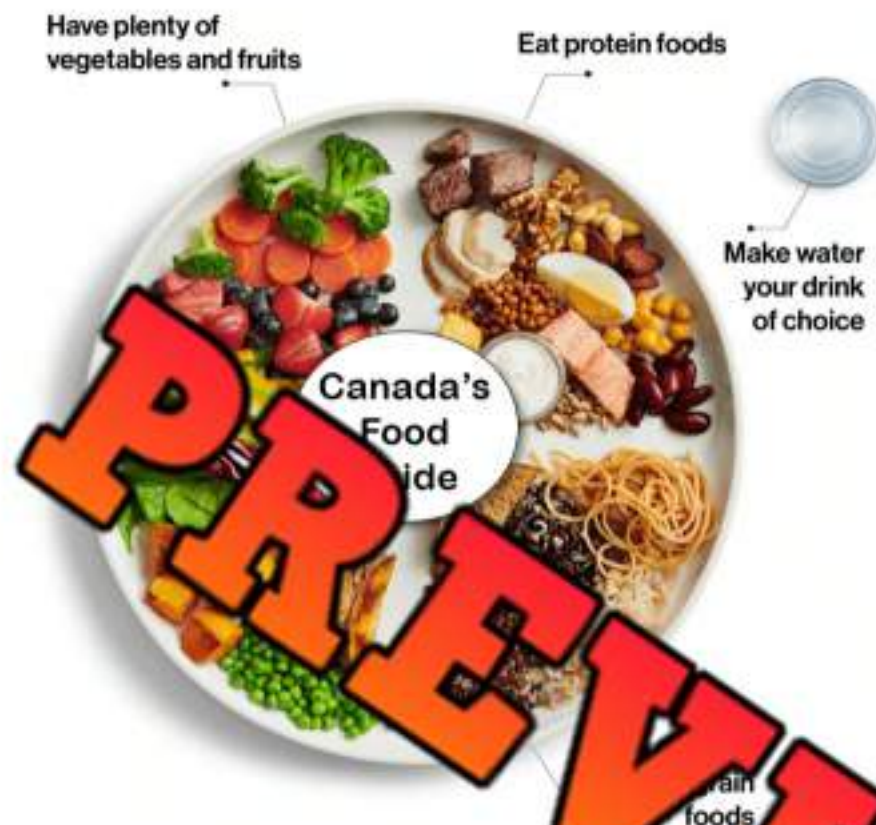
Eggs

Frog

Frog with 4 legs

3) Draw a frog and a tadpole.

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions.

1) What is the title of the infographic?

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

3) Does the infographic have more text or pictures?

Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

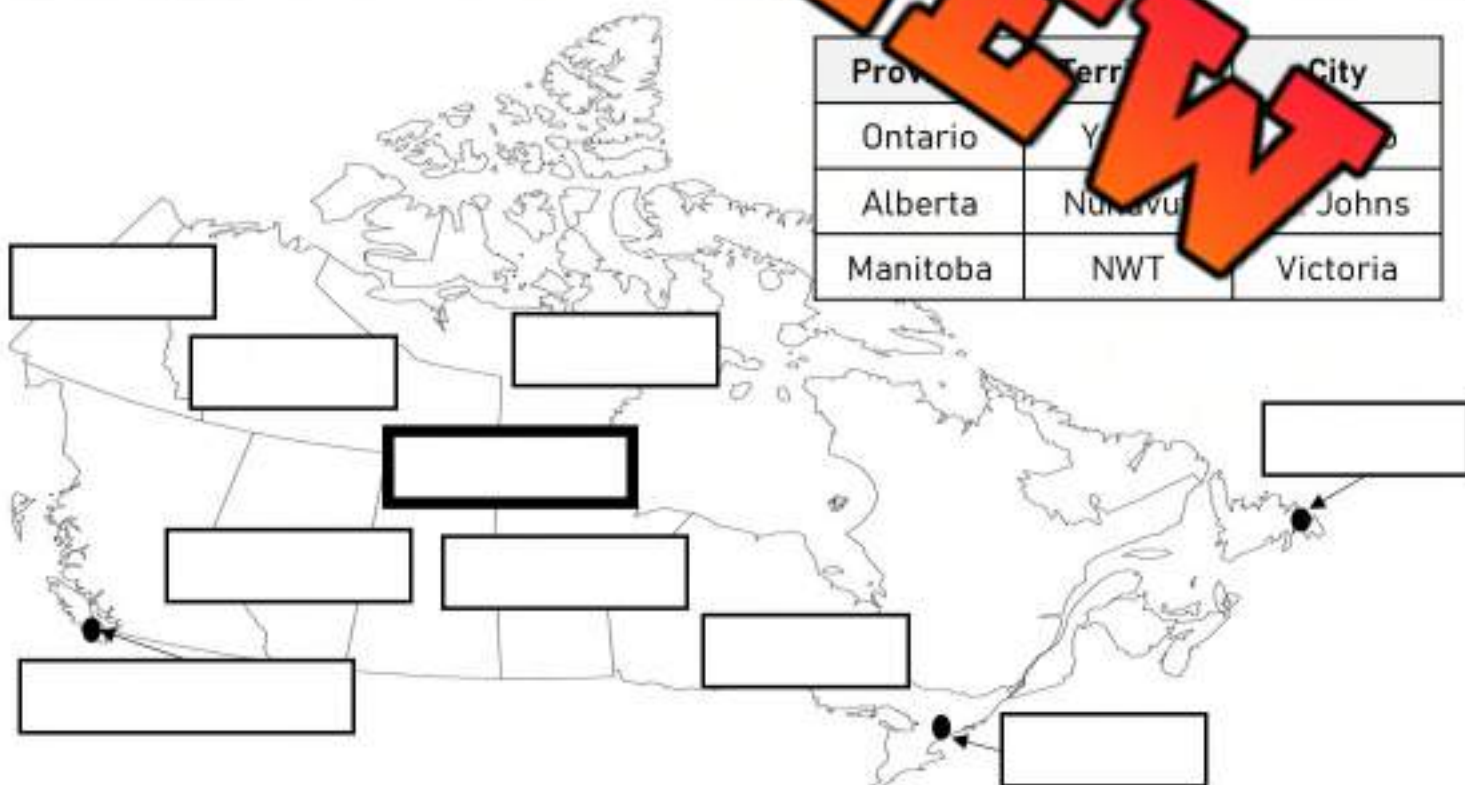
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

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

Think

Label the provinces/territories/cities on the map using the word bank. Use the correct capitalization. Label Canada in the box with the single thick black border.



Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

EVOLUTION CARS



1880



1900



1920



1940



1960



1970



1980



1990



2000



2010



2020

1) What is the title of the timeline?

2) What features of this timeline?

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

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

Block 10:

Biographies

PREVIEW

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

What Are Biographies?

What is a Biography?

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



What's Inside?

A **biography** has parts that you can find:

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



Albert Einstein

Prereading

Before reading, answer the questions below.

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

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

Matching

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

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

Biography – Terry Fox

Terry Fox: A Hero on the Run

Table of Contents

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

Early Life

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

A Big Run For A Big Cause

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

Making a Lasting Mark

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

Timeline

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



Terry Fox

Prereading

Before reading, answer the questions below.

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

Question

Answer the questions below.

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

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

Timeline

Draw a timeline with pictures of Terry's life

Biography – Margaret Atwood

Margaret Atwood: The Word Weaver ✍️

Early Life

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

Amazing Word on Paper

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

Changing Minds with Words

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

Timeline

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



Margaret Atwood

Create a table of contents for the biography above.

Before Reading







Before reading, answer the questions below.

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

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

Match The Column

Match the icons to their meanings.

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



Biography – Stephen Hawking

Stephen Hawking: A Star in Science

Table of Contents

Early Life
Amazing Finds in Science
Helping People Understand Space
Timeline



Stephen Hawking

Early Life

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

Amazing Finds in Science

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

Helping People Understand Space

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

Glossary

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

Understanding

Is the statement true or false?

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

Critical Thinking

Answer the questions below

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

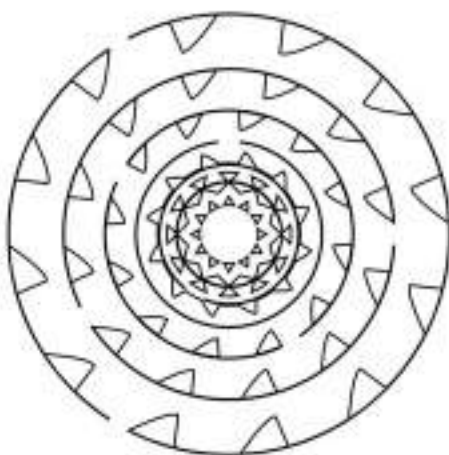
2) **Questioning:** Write 2 questions you have about Stephen Hawking.

1)

2)

Colour

Colour the Black Hole and picture of Stephen Hawking



Biography – Elsie Marie Knott

Elsie Marie Knott: A Leader for Her People

Table of Contents

Early Life
Leading the Way
Making Changes
Timeline



Elsie Marie Knott

Early Life

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

Leading the Way

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

Making Changes

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

Timeline

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

Understanding

Is the statement true or false?

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

Timeline

Draw a timeline with pictures of Elsie's life



Critical Thinking

Answer the question.

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

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

Community	
Chief	