



Preview – Information



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

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

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

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Google Slides Lessons Preview





BC Language Curriculum

Reading Comprehension – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

Understanding Reading Comprehension

We are learning to understand different reading comprehension strategies so we can explain how they help us make sense of stories and messages we read.



Label The Parts

Label the parts of this book.

Illustration

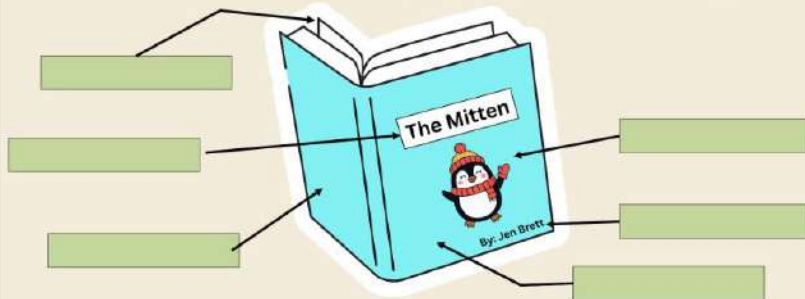
Author

Back Cover

Front Cover

Pages

Title



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.

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

Consolidation – The Rainy Day Surprise

Questions

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



Consolidation



BC Language Curriculum

Reading Comprehension – Grade 1

Making An Inference



Thumbs Up or Down: Decide if the statements belong based on the letter.

1) Lily probably couldn't play outside with friends that day.

☐

4) Lily would have rather had ice cream than hot chocolate.

☐

2) Her mom cares for her and helps her feel better.

☐

5) The rain may have lasted most of the day.

☐

3) She wore sunglasses while sitting by the window.

☐

6) She asked Uncle Tom to come over for a swim.

☐

Match to the Principle!



Match each principle to the matching part of the story.

Part from Mia's Story

Mia said thank you to the water for being clean.
They picked up trash to keep the land safe.
Mia gave her snack to a friend who was hungry.
Everyone worked together to build a small bridge.
They noticed how the river, trees, and animals all needed each other.
The children listened kindly and felt happy in their community.
The story showed how nature and people are part of a whole.

Principle

Principle Bank

Reciprocity

Interrelatedness

Respect

Reverence

Synergy

Holism

Responsibility

Sequence an Easy Story

Number the story events from one to four



Mark played with his friends at recess



His dog was waiting for him to come home after school



Mark went to the bus stop.



Mark took the bus to school



BC Language Curriculum

Reading Comprehension – Grade 1

Reports – Text Features

Read each sentence. Fill in the blank with the right word from the word bank.

- 1) A tells us what the report is about.
- 2) help us see and understand the topic better.
- 3) A explains hard words in the report.
- 4) Words under the pictures are called .

glossary

story

title

facts

pictures

captions



Matching

Draw a line from the poem type on the left to its correct meaning. One poem type may be matched to more than one answer.

Poem Type	Match With the Meaning
Haiku	A poem that spells a word
	A silly poem with 5 lines
	A short poem about nature
Acrostic	A poem with 3 short lines
	A funny poem with rhymes
Limerick	



For Kid Voice

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

Adult

Kid

Super Dino Squad – "I love when the dinosaurs jump on trampolines! It was funny and loud. Best show ever!"	
The Midnight Library – "A quiet drama with beautiful music. The story about second chances was thoughtful and moving."	
Monster Truck Island – "The trucks talk and eat coconuts. That was so cool! I want more monster truck races."	
Chasing the River – "The film mixed adventure and history well. The scenery was stunning, though the ending was predictable."	
Robot Dance Party – "The robots danced like people. One robot fell down and it was silly. I clapped a lot."	
Rainbow Cat Adventures – "The cat can fly with rainbow wings. I wish my cat could do that. I laughed a lot."	
Hidden in the Stars – "This sci-fi show had strong characters and creative worlds. A little slow at times but worth watching."	



Workbook Preview



Grade 1 – Language

Comprehension, Story, Text Forms



Big Idea 1	Language and story can be a source of creativity and joy.
Big Idea 2	Stories and other texts help us learn about ourselves and our families.
Big Idea 3	Stories and other texts can be shared through pictures and words.
Big Idea 4	Everyone has a unique story to share.
Big Idea 5	Through listening and speaking, we connect with others and share our world.
Big Idea 6	Playing with language helps us discover how language works.
Big Idea 7	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

**Preview of 150 pages from
this product that contains
359 pages total.**

		es
CST1.1		12-116
CST1.2		157- 3-195
CST1.3	vocabulary to talk about texts: book, page, chapter, author, title, illustrator, pictures, web page, website, and search box	9-10
CST1.4	Reading strategies: using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual	11-32, 37-91, 104-235
CST1.5	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	33-36, 45-48

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.

Vocabulary To Talk About Texts

Book: A book is something you can read. It has a cover and lots of pages.

Page: A page is one side of a paper in a book.

Chapter: A chapter is a part of a book. It is like a small part of a big one.



Author: An author is a person who writes books or stories.

Title: The title is the name of a book or story.

Illustrator: An illustrator is a person who makes pictures for books.

Pictures: Pictures are drawings or photos.

Web Page: A web page is a page on the internet that you can read or look at.

Website: A website is a place on the internet with many web pages.

Search Box: A search box is where you type words to find things on the internet.

List of Things in a Book:

- 1) Pages
- 2) Pictures
- 3) Chapters

True or False

Is the statement true or false?

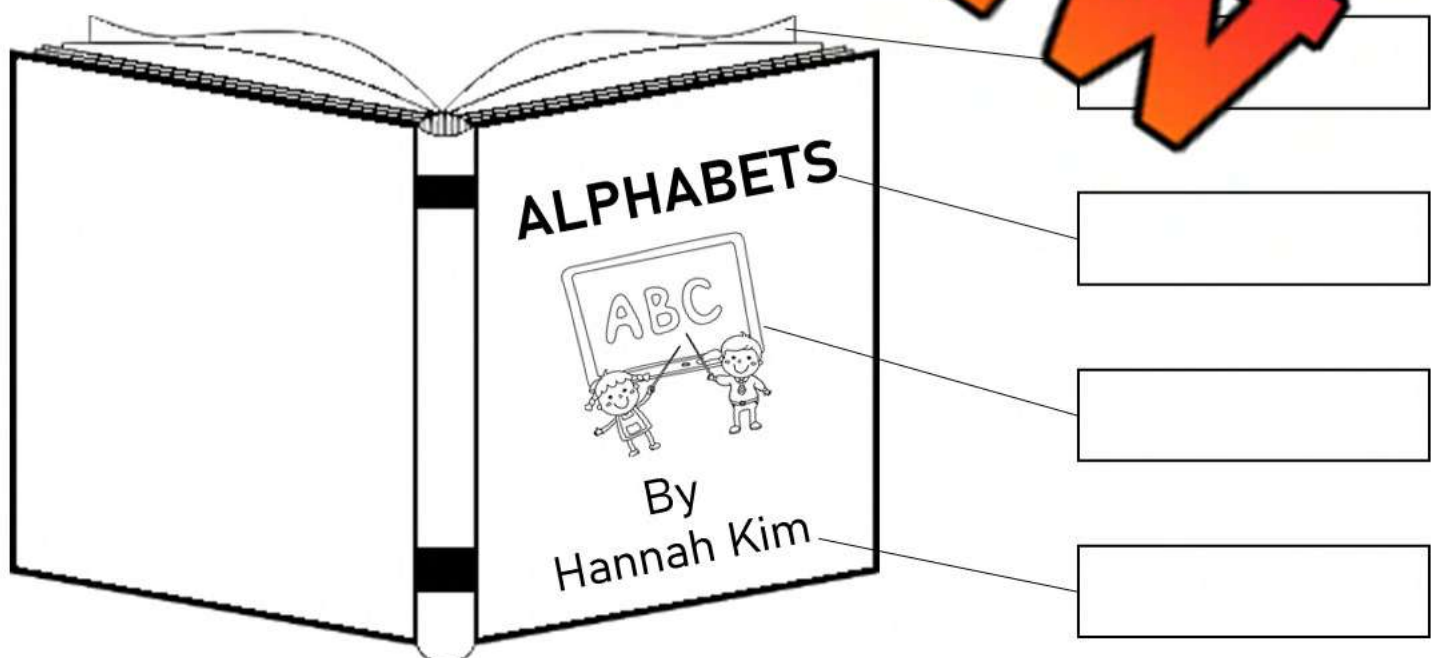
1) A book has one page.	True	False
2) An author draws the pictures in a book.	True	False
3) A title is a book's name.	True	False
4) A webpage is a page in a book.	True	False
5) Chapters are not part of a book.	True	False

Match Column A to Column B. Is the statement true or false?

Column A	Column B
Chapter	Page on the internet
Illustrator	Someone who writes the words in a book
Web Page	Someone who makes pictures for books
Author	Part of a book

Label

Label the parts of the book.



Understanding Reading Comprehension

What is Reading Comprehension?

Reading comprehension means really understanding the story you read. It is not just saying the words, it is knowing what they mean.

Strategies for Reading Comprehension

1. Before Reading: Make Predictions

Before you start reading:

- Look at the title.
- See the pictures.



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

2. During Reading: Make Connections

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

3. After Reading: Make Inferences

When you finish reading, try to think about what the story did not say.

Can you guess why a character felt a certain way? This is called making inferences.

Choose

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

1) What is comprehension?

- ☐ Counting pages
- ☐ Understanding
- ☐ Drawing

2) What is making predictions?

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

3) What makes understanding better after reading?

- ☐ Skipping
- ☐ Jumping
- ☐ Making connections

4) What makes understanding better after reading?

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

Draw

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

Making Connections

What is Making Connections?

Making connections helps us understand stories better.



- 1) Text-to-Text Connections: Think of similar books you have read.
- 2) Text-to-Self Connections: Remember your own life when you read.
- 3) Text-to-World Connections: Relate the story to real-world events.

Making Connections

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

1) Anna's mom made a pie.

Text-to-Self	Many families cook special foods.
Text-to-Text	My mom bakes cookies.
Text-to-World	Like the pie in my fairy tale book.

2) The girl found a rainbow.

Text-to-Self	It is like the rainbow in my picture book.
Text-to-Text	Rainbows appear after rain everywhere.
Text-to-World	I love looking at rainbows.

Making Text-To-Self Connections

Making Connections

Make text-to-self connections to the passage below.

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

Text-To-Self

PREVIEW

Draw

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

PREVIEW



Making Text-To-World Connections

Making Connections

Make text-to-world connections to the passage below.

The trees lost their leaves in the fall. Animals like squirrels started to gather nuts. Everyone knew winter was coming. Soon, it would be time for snow and hot cocoa.

Text-To-World

PREVIEW

Draw

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

PREVIEW



Comprehension Practice – Energy

Understanding Energy: Types and Sources

What is Energy?

Energy makes things happen! It helps us see, feel warm, and hear sounds. It moves cars and powers lights. Energy is all around us, doing different jobs.

Types of Energy

There are many kinds of energy, but we will talk about four:

- Heat Energy: Makes us warm and cooks food.
- Light Energy: Helps us see and makes plants grow.
- Sound Energy: Lets us hear things.
- Motion Energy: Moves cars and swings.



Where Does Energy Come From?

Energy can come from the sun, which gives us light and heat. Batteries in toys and flashlights have stored energy. When we speak, sing, or clap our hands, we make sound energy. Wind and water can also make energy to turn lights on.

Pre-Reading

Why are you reading this text? Circle your answer.

For Fun

To Learn

I am interested in science

Match The Column

Draw a line to match each type of energy with its job.

Heat Energy

Light Energy

Sound Energy

Motion Energy

☐ Makes cars move☐ Cooks food☐ Helps us see☐ Lets us hear

Answer

Which types of energy can come from the sun?

Visualizing

Draw what you were picturing while you read.



What is an Inference?

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

Examples:

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



Infer _____ the correct inference for these sentences.

1) The trees have no leaves.

Which season is it?

Winter

2) The sun is going down.

What time of the day is it?

Morning

Evening

3) Mom is making Turkey for dinner.

Which holiday is it?

Thanksgiving

Canada Day

4) He is putting on a coat, hat, and mittens.

What is the weather like?

Cold

Hot

5) Henry is carrying a backpack and lunchbox.

Where do you think Henry is going?

Zoo

School

What is an Inference?

Infer

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

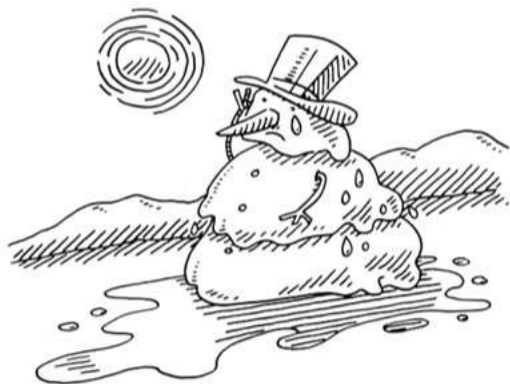


The dog is wagging

How is the dog feeling?

Happy

Sad



The snowman is melting.

What season is starting now?

Winter

Spring



Santa has brought gifts for kids.

What holiday is it?

Halloween

Christmas



The kids are playing together.

What are the kids playing?

Soccer

Basketball

Picture Predictions

Instructions

Look at each picture and predict its meaning. Put a check mark beside the line that tells what will happen.

1)



- ☐ The plane will go to Mars
- ☐ The plane will land safely.
- ☐ The plane will take off soon.

2)



- ☐ The dog will go to sleep
- ☐ The dog will wag its tail
- ☐ The dog will bark at the thief

3)



- ☐ The plant will grow
- ☐ The plant will turn red
- ☐ The kids will cut the plant

4)



- ☐ The boy will go home and sleep
- ☐ The boy will swim in the water
- ☐ The boy will go to school

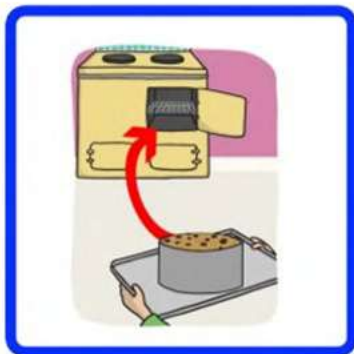
Picture Predictions

Instructions

View the picture stories. Think what might happen next. Draw your idea and write a sentence.



PREVIEW



Activity: Reading Goals

Objective

What are we learning more about?

To help students set a reading goal, plan how to achieve it, and understand why it's important.

Instructions

How do we complete the activity?



■ Step 1: Set Your Reading Goal

Look at your Goal Planner Sheet. Think about what you want to get better at in reading. Choose a goal that you want to focus on.

■ Step 2: Plan How to Reach Your Goal

Look at the list of ideas on how to reach your goal. Choose two or three ideas that will help you and are the best suitable for you.

■ Step 3: Why Is Your Goal Important?

Think about why you want to reach your reading goal. Circle the list of reasons given in your Goal Planner Sheet.

■ Step 4: Track Your Reading

Every time you read, color one star on your Reading Chart. Try to add something every day so that you can complete one chart every month.

■ Step 5: Self-Evaluation and Reflection

At the end of the week, look at your Reading Chart. See how many times you read. Think about what you did to work towards your goal. What observations did you notice while working on your goal?

MY GOAL PLANNER



Goal

Colour the circle to choose a goal that you want to focus on.

- ☐ Learn new words and identify sight words.
- ☐ Read aloud without help from grown-ups.
- ☐ Tell stories in my own words.
- ☐ Increase reading speed.
- ☐ Read with a family member.



Strategies

Put a checkmark in the box beside the ideas you want to focus on to reach your goal.

1) Read with a family member.	
2) Practice new words with flashcards.	
3) Listen to someone read, then try it yourself.	
4) Read for a few minutes everyday before bed.	
5) Keep a special book just for reading time.	
6) Read together with a friend and discuss the story.	

Reason

Why are you focusing on this goal? Choose your reasons.

1) To enjoy more stories		5) To share stories	
2) To learn new words		6) To read by myself	
3) To read better		7) To do well in school	
4) To read faster		8) To speak well	

Name: _____

35

Curriculum Connection
CST1.5

READING CHART

Instructions

Colour one star every time you read. Try to complete the star wheel every month.



Monitoring – Does It Look Right?

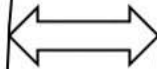
Instructions

Read the sentences below and identify the words that do not look right to you. Write the correct word in front of each sentence.

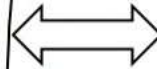
1) The cat is very soft to touch.



2) I have a blue and yellow backpack.



3) We go to school to learn new things.



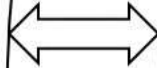
4) I love to eat apples every day.



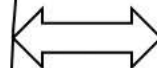
5) My best friend lives next door.



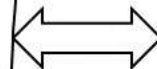
6) I like to draw with my crayons.



7) The book is on the table.



8) The flower is pretty.



Monitoring – Does It Sound Right?

Instructions

Read the sentences below and decide if they sound right to you or not. Colour the box with yes or no as your answer.

Mom is bakes a
chocolate cake.

Yes

No

The cat is sleeping
on the couch.

Yes

No

My Give I pencil to
Harry.

Yes

No

She speaks
softly.

Yes

No

The rainbow are so
pretty.

Yes

No

Sally eating a apple
pie.

Yes

No

Instructions

Read the story below and circle the sentences which do not sound right to you.

Once upon a time, in a colourful garden, there was a friendly caterpillar named Toby. Toby loved to drink bright green leaves under the pink sky. Two day, Toby decided to take a kind nap. He wrapped himself in a cozy cocoon.

After great days, he woke up feeling different. Toby stretched and found he had beautiful wings! He was now a butterfly. Toby drove happily among the flowers, having new friends somewhere he went.



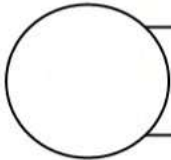
Monitoring – Does It Make Sense?

Instructions

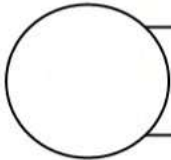
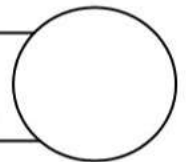
Some of these sentences don't make sense. In the circle make a smiley face ☺ for the sentences that makes sense and a sad face ☹ for the sentences that do not make sense.



Harry smile was happy.



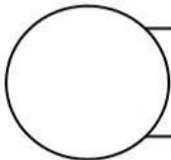
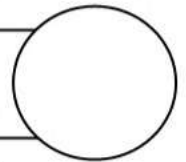
Chair are colour brown.



Penney and I go to school together.



tree nest.



Mom picked up the crying baby.



Instructions

Read the sentences and circle the word that most sense in the blanks.

1) We go to sleep at _____.	night	morning
2) The bird flies in the _____.	tree	sky
3) The cat meows _____.	softly	happily
4) We go to school by _____.	bus	train
5) I wear my socks on my _____.	feet	shoes
6) Henry wakes up and brushes his _____.	mouth	teeth

Sight Words

Sight words are special words that we see a lot when we read. They are words like "the", "and", "you", and "it". These words are very important because they help us read faster and smoother.

When we see sight words by just looking at them, we don't have to stop and think about how to say them.



This makes reading more fun. Knowing sight words helps us understand what we are reading so we can enjoy stories and learn new things from books.

Instructions

Read the sight words below. Circle any word that you had to sound out.

the	and	you	that	it
he	was	for	on	are
as	with	his	they	i
at	be	this	have	from
or	one	had	by	out
words	has	very	she	down

Sight Words**Color**

Follow the colour guide to colour the picture below and learn these sight words. Write the words in the spaces below.

Out -  Yellow Very -  Light Blue Down -  Red
Up -  Has -  Dark Blue She -  Purple



Sight Words**Trace the sight words below**

the

the

and

and

was

or

or

his

his

Complete each sentence with the correct sight word.

- 1) Tim _____ Ava play in the park.
- 2) Do you want juice _____ milk?
- 3) It _____ a sunny day.
- 4) _____ bird flew away.
- 5) _____ lost _____ red ball.

Write the words in ABC order

1. _____

2. _____

3. _____

4. _____

5. _____

Color the words in these words.

Am

me

Was

Or

His

INDEPENDENT READING ACTIVITIES

Name: _____

45

Curriculum Connection
CST1.4, CST1.5

Independent Reading - Responses

Day 1

Fill in the organizer below.

Name of Book	
Author	
Visual	picture of something you visualized.

Day 2

Fill in the organizer below.

Name of Book	
Author	
Fiction/Non-Fiction	
Questioning – Write a question that you have about the text.	
<hr/> <hr/> <hr/>	

Independent Reading BINGO

BINGO

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

B	I	N	G	O
Draw a map of the story.	Where did the story take place?	Rate the book out of 5 stars	Who was your favourite character?	Find a new word you learned. Explain what it means.
Tell the beginning of the story	Draw a picture of the main character.	What made you like the book?	What made you sad in the book?	What was the problem in the story?
Write a funny line from the book.	Draw something you liked in the book	Free Space	Make a new book.	How did the story end?
Tell a friend about the book in 1 sentence.	Find and write down a word from the book that rhymes with 'cat'	Was it a happy or sad story? Explain.	Would you read it again? Why or why not?	Who helped solve the problem?
Guess what happens next after the book ends.	Write a sentence about your favourite scene	What was your favourite part?	Tell the middle of the story	Write how the main character might have felt at the end

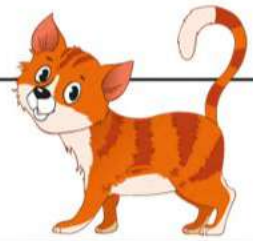
Block 2: Independent Reading Texts

Focus

- Simple messages that can be decoded by students independent
- Students will respond to the text using drawings and sentence writing

Independent Text – Tom the Cat

Tom the cat has soft fur. He sleeps in the sun and dreams of big fish. Beep! Beep! It is time to wake up and play with his toy mouse. After playtime, he enjoys sitting on the windowsill, watching the sunset and moonlight.



Questions Answer the questions below.

1) Draw where Tom lives.

2) What does Tom's fur feel like?

3) Write 3 words you stretched (sounded out).

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The Forest's Animals

In a sunny forest, a squirrel named Oliver was gathering acorns. Nearby, Felix the fox, was dancing under a tree. On the tree, Bella and Ella, two doves, were singing a morning song happily. Everyone was happy.



Question How many animals did you write part of the story. Write it down.

Butterfly Garden

In the beautiful garden, Harper chased butterflies, her feet bare on the soft grass. She found a beautiful one with wings like a rainbow. She followed it around, giggling, as it danced from flower to flower.



Questions _____ answers _____ questions below.

1) Draw the scene of Harper chasing butterflies in the garden?

2) Which butterfly did Harper follow?

3) Write 3 words you chunked using syllables.

--	--	--

Block 3:

Reading Letters

Focus

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

Email Writing – New Vocabulary

Subject: Exciting School Event Coming Soon!

Dear Students,

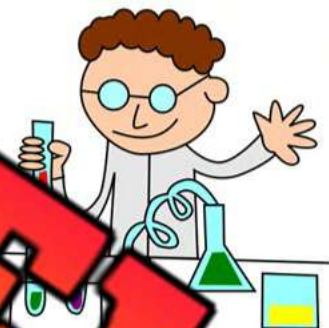
I hope you are all doing well. I have great news! Next week, we will have "Science Day" and it is going to be so much fun. We will learn about fantastic science experiments and even see some in action!

Please remember to wear your school uniforms and bring a small notebook to write what you see.

I can't wait to see your beaming faces there!

Best wishes,

Mrs. Jules

**Vocabulary**

Connect the vocabulary from the story to the meaning.

Word	Meaning – Use Context Clues or Look Up Word Meanings
Experiment	<input type="checkbox"/> Clothes that match for a group.
Uniform	<input type="checkbox"/> Really, really great!
Beaming	<input type="checkbox"/> Shining brightly or looking very happy.
Fantastic	<input type="checkbox"/> Trying things to see what happens.

Linking Words – Sequencing

Instructions

Circle the transition words in the sequences below.



First, take
some soap.



Second, rub it
between your palms.



Next, rub it on the
back of your hands.



Then, rub it between
your fingers



Next, rub the base
of your thumbs.



After that, wash
your wrists.



After that, wash
your wrists.



Last, rinse your
hands with water



Finally, dry your hands
with a clean towel.

Letter Writing – Inferences

Dear Class,

I hope you're feeling great. I want to share something with you. In our library, we read many books! We also help people find their favourite stories. We use special bookmarks, and we sit in cozy reading corners.

Sometimes we have Storytime on the big rug. But remember, we need to whisper near Miss Daisy's desk because she is always reading a special book there.

See you at Storytime!

Warmly,

Ms. Harper



Inferences

Answer the questions by making inferences.

1)	Where does Ms. Harper work?	In a store	Library
2)	What do they do a lot in the library?	Read books	Play videogames
3)	What special item do they use in the library?	Bookmarks	Frying pans
4)	Where do they sit to read?	In cozy reading corners	On tall ladders
5)	What happens on the big rug sometimes?	Storytime	Dancing lessons
6)	Why should people whisper near Miss Daisy's desk?	She's always reading a special book	She's playing chess

Letter Writing – Inferences

Dear Auntie Claire,

Hello from Toronto! I wanted to tell you about the

fun things during different seasons. In winter, I

make snowmen and go sledding. The snow feels cold and fluffy!



When spring arrives, I see flowers bloom and hear birds sing. It's so

colourful! Summer means going to the beach and making sandcastles. I

love feeling the warm sun on my skin.



Fall is special because the leaves turn orange and

red. We jump into big leaf piles and play.

Each season is like a new adventure, and I always find

something exciting to do.

I hope you can visit soon and join in the fun!

Lots of love,

Sammy

Inferences

Circle the correct inference for each sentence.

"In winter, I make snowmen and go sledding."

Sammy enjoys playing in the snow during winter.

Sammy likes to swim in winter.

"Summer means going to the beach and making sandcastles."

Sammy takes part in beach activities during summer.

Sammy builds snow forts in the summer.

"Fall is the best time because the leaves turn orange and red."

The leaves turn brown and red for Sammy in autumn.

Sammy sees the falling of leaves in the fall.

Visualizing

Draw what you are picturing while you were reading the letter.



Email Writing – Questioning

Subject: Let's Talk About Recycling!

Dear Community Leader Sara,

Hi! I am _____ from Mrs. Williams' class. I

hope you are having a wonderful day! I

learned about _____ at school and

thought of ways _____ to _____ more.

I think it would be great if _____ had _____ recycling bins at the park.

Everyone could help keep our town clean and the _____ can be recycling

posters so we can learn and make a difference.

Dad says when you care about something, share it with _____

_____ can help. That's why I'm emailing you.

If my recycling ideas interest you, please tell me. I'm happy to help our
environment!

Thanks for reading,

Jake



Pre-Reading

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

Answer the questions

Circle the correct answer for each question.

1) What did Jake write about in school?

A) Parks

Recycling

C) Camping

D) Horse riding

2) Why is Jake writing an email?

A) He wants to share his ideas and help the environment.

B) He has questions about his homework.

C) He wants to play in the park.

D) He is looking for his lost toy.

3) What does Jake want to add to the park?

A) Slides

B) Trees

C) Recycling bins

S

Visualizing

Draw what you were picturing while you were reading.



Block 4:

Narratives

Focus

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

What is Indigenous Storywork?

What is Indigenous Storywork?

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

Important Lessons in Stories

The stories teach us important lessons like:

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



How Stories Are Shared

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

True or False

Is the statement true or false?

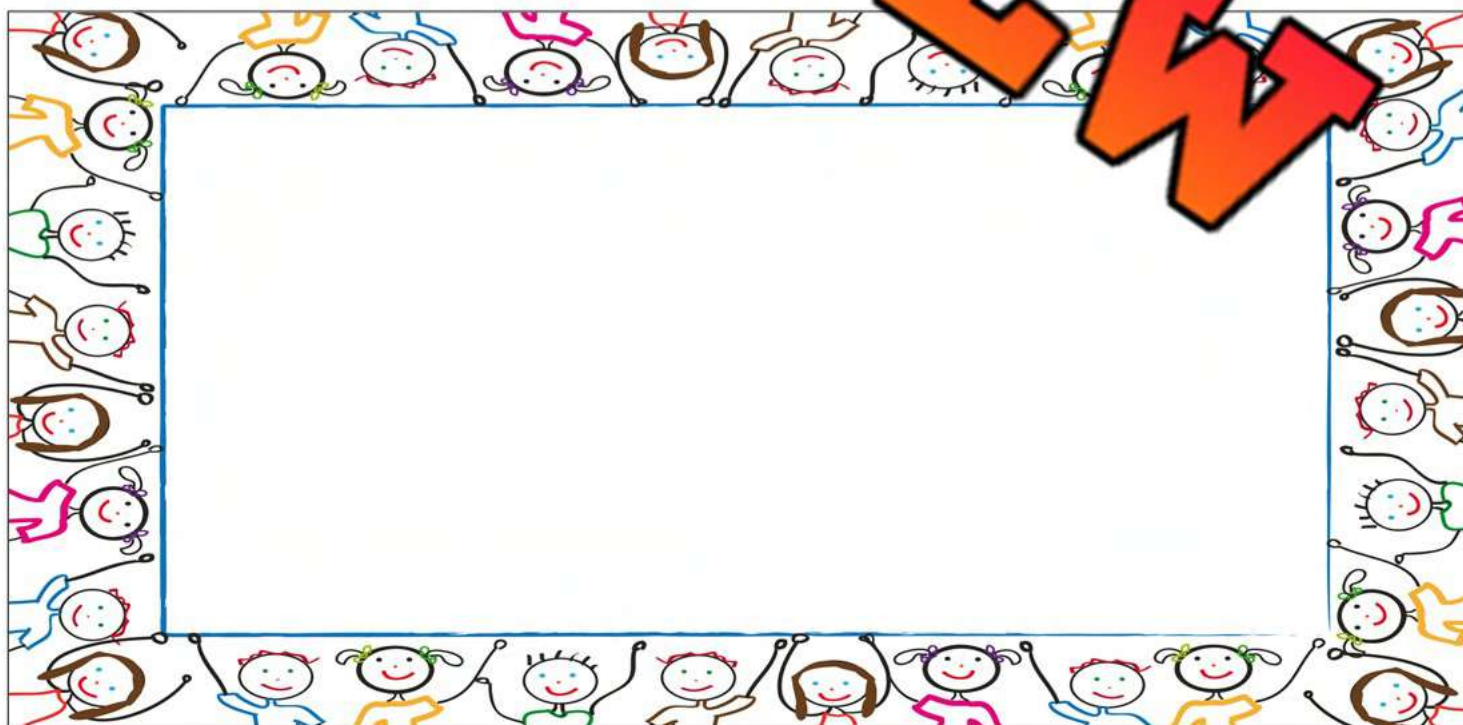
1) Indigenous stories teach us about video games.	True	False
2) Indigenous stories are told in a classroom only.	True	False
3) Taking care of animals is important.	True	False
4) Elders often tell the Indigenous stories.	True	False
5) Indigenous stories come from new books.	True	False

Answer: Write one thing Indigenous Storywork teaches us?

PREVIEW

Visualize

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



The Story of Little Feather and Wise Owl

Once upon a time, in a beautiful forest in Canada, lived a young bird named Little Feather and an old owl named Wise

Owl. Little Feather loved to sing but sometimes sang too loud and woke up the other animals.



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

Little Feather felt sad but listened carefully. The next day, she sang softly. The deer, the rabbits, and even the owls were happy to hear her.



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

Wise Owl said, "Now, everyone can enjoy your beautiful songs and the peace of the forest."

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

The End

Questions

Answer the questions below.

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

Questions

Circle the correct answer for each question.

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

A) The deer

B) The rabbits

C) Wise Owl

D) The trees

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

A) They left the forest

B) They seemed to smile

C) They sang along

D) They told her to stop

3) What lesson did Little Feather learn?

A) To sing louder

B) To leave the forest

C) To be respectful

D) To never sing again

The Tale of Sky Elk and Gentle River

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



Gentle River said, "See, Sky Elk? When the land and animals are scared away, we cannot take care of them."

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

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

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



The End

Helping Hands in Our Village

In a cozy village, two best friends, Moondrop and Starlight, lived happily.

Moondrop noticed that her grandma, Elder Willow, seemed tired. She wanted to help.

"Grandma," Moondrop said, "you look tired. Can I make you some tea?" Elder Willow smiled warmly. "Oh, Moondrop, you're so kind!"



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

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

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

Answer

Write one way you help your family at home.

Question

Circle the correct answer for each question.

1) What did Sam help his dad with?

A) Cooking

B) Carrying boxes

C) Making tea

D) Singing

2) What did helping family make Sam feel like?

A) Heavy

B) Dark

C) Brighter

D) Tired

Visualizing

Draw what you were picturing when you were reading.



Fairy Tale

Elara's Kind Adventure

Once upon a time, in a magical forest, there lived a kind fairy name Elara. She had shimmering wings, a bright smile and a heart full of kindness. One day, Elara met a princess named Annabelle, who had lost her way.

Annabelle was kind and brave, but she missed her home. Elara, with a twinkle in her eye, decided to help her. They embarked on a joyful adventure, filled with giggles and fun. Along the way, they met friendly animals who joined their quest.

Finally, after a journey of laughter and kindness, Elara and Annabelle found the princess's castle. The queen and king were so grateful. They thanked Elara, who smiled brightly.

From that day, Elara and Princess Annabelle became the best of friends, proving that kindness and courage bring the greatest adventures. And they all lived happily ever after.



Setting

Where did the story take place?

Questions

Circle the correct answer for each question.

1) Who was the main character in the story?

A) Annabelle

Ela

C) Bella

D) Hannah

2) What happened to Annabelle in the story?

A) She was hurt

B) She fell in the river

D) She lost her way

Visualizing

Draw what you were picturing as you were reading.



Fable – Felix The Squirrel

Once upon a time in a lush green forest, there lived a kind-hearted squirrel named Felix. Felix loved to collect acorns and share them with his friends. One day, while Felix was gathering acorns, he met a new friend named Ruby.

Ruby had a broken wing and could not fly to find food. Felix decided to share his acorns with Ruby and help her. Every day, Felix brought her acorns, and Ruby's wing healed, and soon she could fly again.

Before Ruby flew away, she thanked Felix for his kindness and promised to return the favour one day. Felix was very happy to have helped a friend in need.

Several weeks later, as winter approached, Felix found himself in trouble. He had lost his way back home and it was getting colder. Just then, Ruby appeared. She had seen Felix from high above and came to help. Ruby guided Felix back to his cosy tree, just in time for a warm and safe night. Felix was grateful for Ruby's help.



True or False

Is the statement true or false?

1) The story takes place in a city.	True	False
2) Ruby needed help because she was hungry.	True	False
3) Felix shared acorns with Ruby.	True	False
4) Ruby did not help Felix when she found him lost.	True	False

Question

What was the moral of the story?

PREVIEW

Sequencing

Number these events from 1 to 4 in the order they happened in the story.

Number	Event
	Ruby flies away but comes back to help Felix.
	Felix shares acorns with Ruby.
	Felix gets lost in the forest.
	Ruby thanks Felix for his kindness.

Realistic Story – Max’s Big Day

In a sunny, small town, a boy named Max was getting ready for a very special day. Today was his first day at school. Max had bright red hair and a big happy smile.

Max woke up out of bed, excited and a little nervous. He had a new blue shirt and his favourite backpack.



Walking to school with his mother, Charlotte, Max looked around with wide eyes. The school was big with a colorful playground. He felt a bit shy, but his mom said, "You will make lots of friends here."

In class, Max sat next to a girl named Zoey. She had brown hair and shared her crayons with him. They drew pictures of the sun and laughed together. Max felt happy and not so shy anymore.

At recess, Max played on the swings and made more friends. After school, Max said, "I love school, Mom! I made friends and had fun!" Charlotte smiled. "I knew you would, Max." Max fell asleep that night, dreaming about all the fun he would have at school tomorrow.

Questions

Circle the correct answer for each question.

1) What colour is Max's hair?

A) Blonde

B) Red

C) Brown

D) Black

2) Who did Max sit next to in class?

A) Bert

B) Mary

C) Zoey

D) Zara

3) Where does the story take place?

A) Playground

B) Park

C) Zoo

D) School

4) What event happens first in the story?

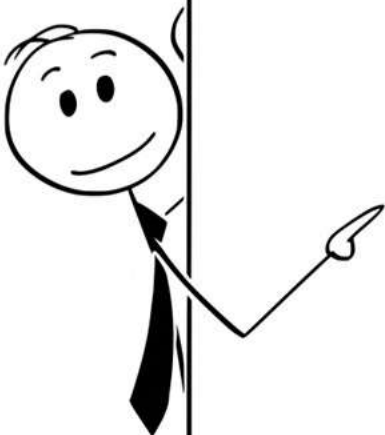
A) Max jumps out of bed

B) Max talks with his mom

C) Max plays at school

Draw

Draw what your first day at school was like.



Narrator's Point of View

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



There are two main types:

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

Instructions

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

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

Narrator's Point of View – Who Said This?

Instructions

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

A) The cat sleeps on the couch.

B) I jump high on the trampoline.

C) The bird sings in the morning.

D) I listen to stories at bedtime.

E) Emily loves to dance.

F) I catch butterflies in the garden.



First

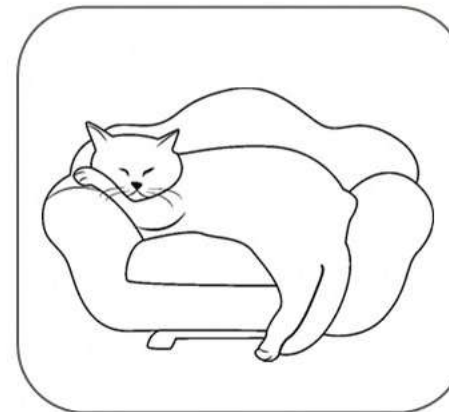
Third

First

Third

First

Third



First

Third

First

Third

First

Third

Narrator's Point of View – Who Said This?

Instructions

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



I climb trees in the park.

Henry plays with toy trucks.

Jack is a man in

She swings high on the swing set.

I pick flowers in the field.

He paints a picture for his mom.

We ride bikes on the trail.

Being Good Friends – Different Points of View

First-Person

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

So, I shared my toy car with her. She smiled big!

Luna tripped and fell. I helped her up and

asked if she was okay. We then played catch.

Being a good friend made me feel happy.



Third-Person

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

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

Later, Luna tripped and fell. Benny

helped her up and made sure she was okay.

Then, they played catch and laughed together.

Being good friends made them both very happy.



Questions

Answer the questions below.

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

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

I	Benny	They	We	She
Me	He	Their	Me	Luna

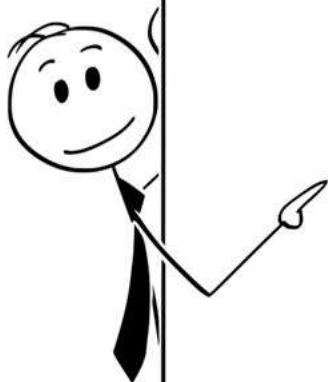
Sequencing

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

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

Visualizing

Draw a scene where you helped your friend with something.



Rhyme

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

Examples:

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



Think

Read slowly and follow the rhyme examples of rhymes.

Betty had a kite so light, she flew it all day and night with string so long,
nothing could go wrong. She ran so fast, hoping to get it. Up in the
sky, the kite went high, almost saying "bye!"

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

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

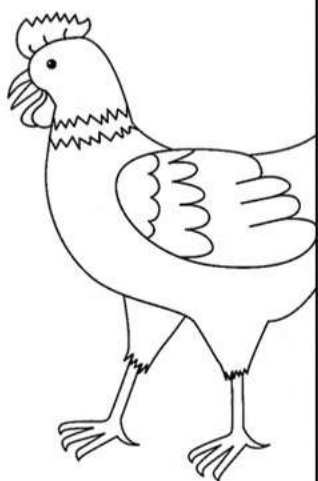
Scavenger Hunt

Find books that have examples of rhymes.

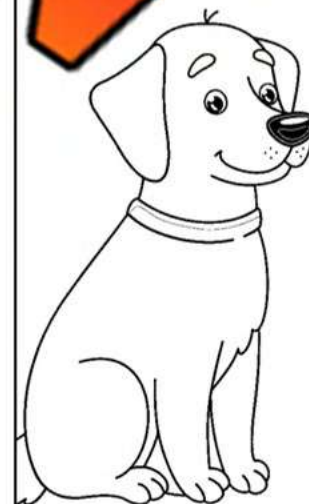
Book Name	Example – Describe or quote the example.
"Goodnight Moon"	"Goodnight room, goodnight moon."
"Brown Bear, Brown Bear, What Do You See?"	"Brown Bear, Brown Bear, what do you see? I see a red bird looking at me."

Matching

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



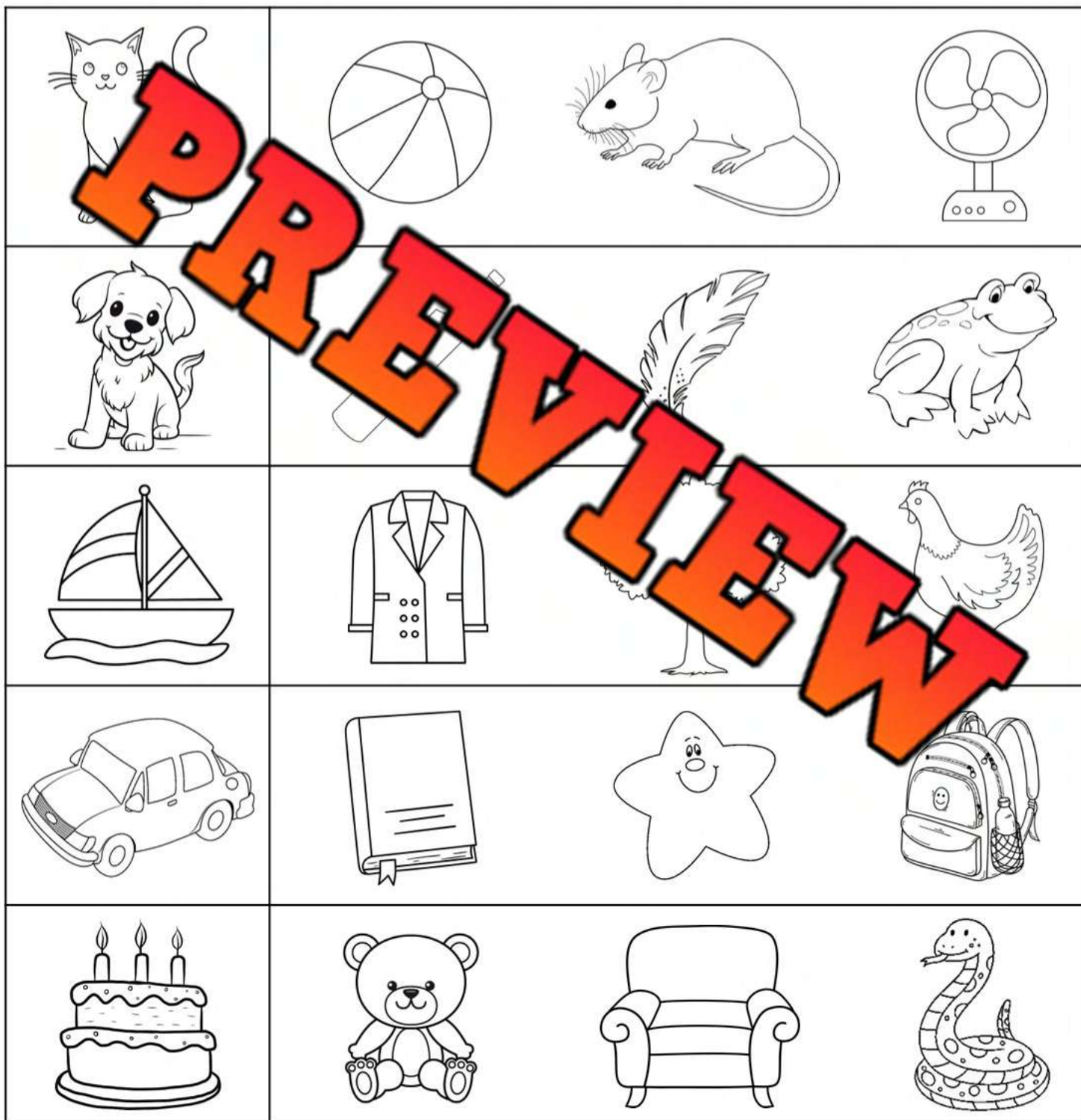
Column A	Column B
Ball	Log
Dog	Hen
Car	Hook
Book	Fall
Pen	Star



Rhyme

Instructions

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



Alliteration

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

Examples:

- Silly Sally
- Busy Bee
- Friendly Frog
- Lucky Llama



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

Think

Read the story and find examples of alliteration.

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

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

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

Alliteration

Scavenger Hunt

Find books that have examples of alliteration.

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

Instructions

Circle the correct word to complete alliteration in each sentence.

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

Alliteration

Match

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



The _____

The leaping _____

The big bunch of _____

Sally's seven _____

The hungry _____

The green _____

Carla's cute _____



bananas

goblin

snake

cat

lizard

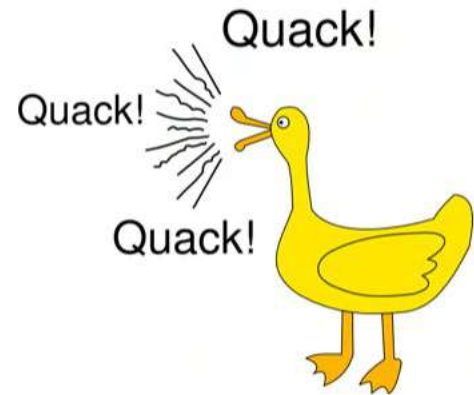
shells

Onomatopoeia

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

Examples:

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



Think

Read the story and underline examples of onomatopoeia.

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

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

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

As they left, Bobby heard a "Meow" from a cat. "What a noisy, fun day!"

Bobby smiled all the way home.

Onomatopoeia

Scavenger Hunt

Find books that have examples of onomatopoeia.

Book Name	Example – Describe or quote the example.
"The Very Quiet Cricket"	"Chirp, chirp."
"Mr. Brown Can Moo! Can You?"	"Moo, moo!"

Instructions

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

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

Sequencing the Plot of a Story

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

Here's how it works:

- **Begin:** The start of the story where we meet the characters.
- **Middle:** Things happen to the characters.
- **End:** This is how the story finishes.

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



Read

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

- A) Sarah finds a shiny, red apple on the ground.
- B) Sarah feels happy and proud for doing something nice.
- C) Sarah gives the apple to her teacher, Mrs. Brown.
- D) Mrs. Brown smiles and says, "Thank you, Sarah!"
- E) She picks it up and thinks, "This would be a nice gift for my teacher."

Sequence

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

Personal Story – First Person Perspective

My Adventure With Daisy

My name is Ava and I love playing in my backyard. One sunny day, I found a lost kitten under our apple tree. She was black and white and very cute.

I gently picked her up and said, "Do not be afraid, I will help you." I named her Daisy. I brought her inside and gave her some milk. Daisy was hungry and drank it all up!



I asked Mom if we could keep her. She said we should first check if she belonged to someone else. We made posters and put them up around the neighbourhood.

The next day, a lady named Mrs. Robinson saw the poster. "That is my kitty, Bella!" she said happily. I felt sad but knew it was the right thing to return Bella to her.

Mrs. Robinson was so thankful. She let me visit Bella whenever I wanted. I was happy Bella was safe. And I had made a new friend!

True or False

Is the statement true or false?

1) Ava found a tiny, lost puppy under the apple tree.	True	False
2) Ava named the kitten Daisy.	True	False
3) The kitten belonged to Mrs. Thompson.	True	False
4) Ava gave the kitten cold milk.	True	False
5) Bella was black and white.	True	False

Questions Write the correct answer for each question.

1) Who is the main character in the story?

A) Mrs. Robinson

B) Daisy

D) Daisy

2) Where did Ava find the kitten?

A) Playground

B) School

C) Room

D) Backyard

Sequencing

Number these events from 1 to 4 in the order they happened in the story.

Number	Event
	Mrs. Robinson saw the poster and identified the kitten.
	Ava found a tiny kitten under the apple tree.
	Ava made posters to find the kitten's owner.
	Ava asked her mom if they could keep the kitten.

Narrative Writing - Cause and Effect

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

Example 1:

Cause: You drop a ball.

Effect: The ball bounces on the floor.

Example 2:

Cause: It rains.

Effect: You see a rainbow.



Think

Is the underlined part the cause or the effect?

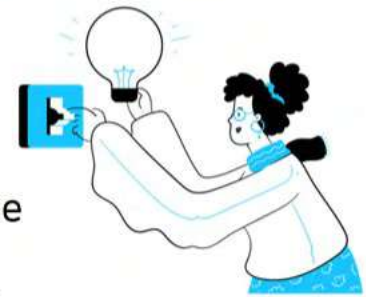
1) It rained, so the <u>grass grew tall</u> .	Cause	Effect
2) I <u>ate too much</u> , now my tummy hurts.	Cause	Effect
3) The sun set, so <u>it got dark</u> .	Effect	Cause
4) I <u>watered the plant</u> , and it grew.	Cause	Effect
5) She was kind, so <u>she had many friends</u> .	Cause	Effect
6) <u>The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

How Energy is Used at Home

Sally and Danny Learn About Home Energy

Sally and Danny were curious kids. One day, Sally turned on the light, so the room was bright. Danny opened the fridge, and it was cold inside.

Sally asked, "How does all this work?"



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



Sally boiled water for tea. She saw the bubbles, and the water bubbled. Danny opened the window, and the room got chilly. He closed it, so the room got warm again.

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

Cause/Effect

Fill in the table below.

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

Sally turned on the light	so, the room got bright.	so, the room got dark.
When you turn on the TV,	it uses energy.	it does not use energy.
The stove got hot	so, the water became ice.	so, the water bubbled.

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

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

Visualizing

Draw what you were picturing while reading.



Cause and Effect

Match

Match each cause to its effect.



It was _____ and snowy



So, the tomatoes grew.



I forgot my umbrella



So, I put on a jacket.



The baby cried



So, I got _____ n.



She watered the plant



So, mom picked it up.



Fairy Tale – Read Aloud

Visualizing

Listen to the story when your teacher reads it aloud. Draw what you picture while listening.

Once upon a time, in the magical kingdom of Sunbeam, there lived a kind-hearted fairy named Alara. She had shiny wings and a smile that could light up the darkest forest. Alara loved helping everyone, especially Princess Ella, who was known for her courage and kindness.

One sunny morning, a mischievous witch named Zelinda cast a spell over the kingdom, turning everything dark and gloomy. The colourful flowers, the bright blue sky, and even the smiles of the people turned dull. Princess Ella was very sad to see her beautiful kingdom lose its colours.

Determined to bring back the joy, Alara and Princess Ella set out on a quest to find the witch and reverse the spell. They traveled through the whispering woods and across the shimmering river, showing bravery and kindness to all they met.

Finally, they found Zelinda. Instead of being angry, Alara and Princess Ella showed her kindness and asked why she had cast the spell. Zelinda felt sorry and revealed that she just wanted to be noticed and make friends. Alara and Ella forgave her and their friendship, and together, they reversed the spell, returning color to the Sunbeam.

Story Retell

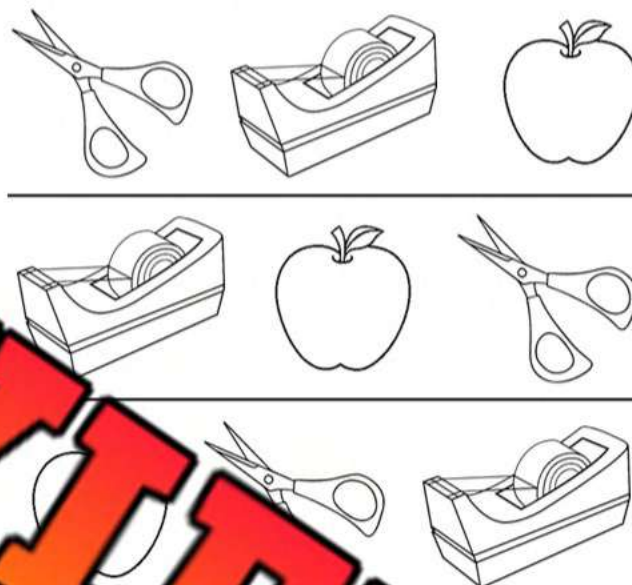
Instructions

Read the short story sentences below. Retell the story by colouring the correct sequence of pictures.

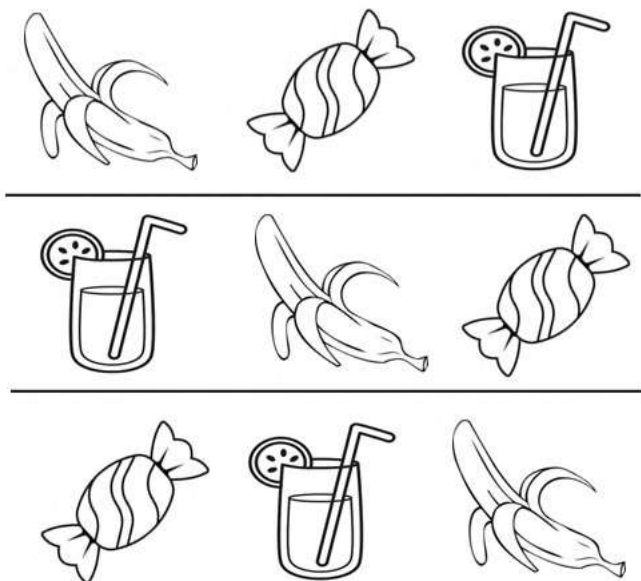
1) The dog ran after the frog, then a car and then a rabbit.



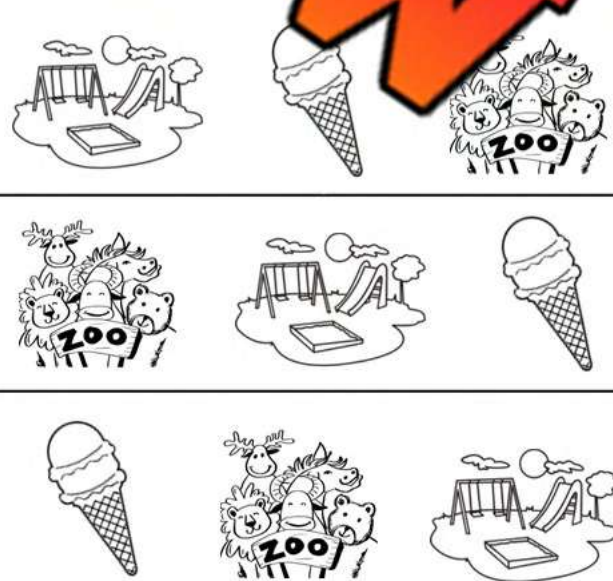
2) She painted an apple, cut it out and taped it on a wall.



3) He ate a banana, then a candy and then drank juice.



4) We went to the zoo, then the park and then home.



Story Retell - Ruby And The Tiny Bird

Once upon a time, in a small town, there lived a kind-hearted little girl named Ruby. Ruby loved to help everyone in her town, from watering plants to finding lost pets.

One day, while playing in her garden, Ruby found a tiny bird with a hurt wing lying on the grass. The bird looked scared and alone. Ruby picked up the little bird gently and wanted to help.



With gentle hands, Ruby made a cozy nest out of a shoebox and put the bird inside. She gave it some water and food. Every day, Ruby took care of the bird, talking to it softly and making sure it was comfortable.

As days passed, the bird's wing healed, and it started to chirp happily. Ruby knew it was time for her feathered friend to fly back to the sky. She took the bird outside, opened her hands, and watched as it flew up high, joining its friends. Ruby felt a warm glow in her heart, happy to have helped.

Instructions

Retell the story by choosing the correct answer for each part and drawing what you visualized while reading each part.

What was the title of the story?

Who were the characters in the story?

- ☐ Ruby and the bird
- ☐ Bella and the play
- ☐ Sam and the hungry dog

Visualize and draw the characters**Setting**

Where did the story take place?

- ☐ In Ruby's school
- ☐ In Ruby's house
- ☐ In Ruby's garden

Visualize and draw the setting**Problem**

What was the problem?

- ☐ The kitten was lost
- ☐ The bird was hurt
- ☐ The puppy was hungry

Visualize and draw the problem

Events: Beginning

What happened in the beginning of the story?

- ☐ Ruby goes on a walk
- ☐ Ruby found a tiny bird with a hurt wing

Visualize and draw the beginning**Events: Middle**

What happens in the middle of the story?

- ☐ Ruby plants a tree
- ☐ Ruby makes apple
- ☐ Ruby cares for the tiny bird

Visualize and draw the middle**Events: Ending**

What happens in the end of the story?

- ☐ Ruby releases the bird
- ☐ Ruby cages the bird
- ☐ Ruby makes a bird house

Visualize and draw the ending**Events: Solution**

What happens in the end of the story?

- ☐ The bird goes to a doctor
- ☐ Ruby takes care of the bird and it heals

Visualize and draw the ending

Block 5:

Persuasive Texts

Focus

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

What is Persuasive Writing?

What is Persuasive Writing?

Persuasive text is writing that tries to make you think a certain way. It wants you to agree with the writer. Like when a book says, "Fruits are good for you," it wants you to eat more fruits.

Why Persuasive Writing?

Persuasive text helps you make choices. It can show you why something is good or bad. If you read, "Brushing teeth keeps them healthy," you'll want to brush your teeth.

Examples of Persuasive Texts

There are different kinds you can find:

- Advertisements: Like when a poster says, "Buy this toy!"
- Letters: You can write a letter to ask for something.
- Signs or Posters: Signs can say things like, "Keep our park clean."

Persuasive text is all around us. It helps us think and make choices.



True or False

Is the statement true or false?

1) Posters and signs try to be persuasive.	True	False
2) Letters can be persuasive text.	True	False
3) Persuasive text wants you to agree.	True	False
4) Advertisements never use persuasive text.	True	False
5) Persuasive text is only in books.	True	False

Question

Answer the question below.

What is persuasive writing?

Match

Match the persuasive words with their meanings.

Column A	Column B
Good	<input type="checkbox"/> Not hard to do.
Easy	<input type="checkbox"/> Better than all the rest.
Best	<input type="checkbox"/> Keeps you away from danger.
Safe	<input type="checkbox"/> Makes you happy and excited.
Fun	<input type="checkbox"/> Something nice or helpful.

Persuasive Writing – Can You Convince Us?

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

Reason 1:

Reason 2:

PREVIEW

Persuasive Writing – Different Opinions

Why Students Should Have Sleep Time in Class

About 90% of doctors say that sleep helps you learn better. When you take a quick nap, your brain gets a break.

Studies show that kids who sleep a little in the day have better memory. So, having sleep time in class can make us all smarter and happier!



Why Students Should NOT Have Sleep Time in Class

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

Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text appeals to just your feelings and is only one opinion?

First One

Second One

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

Inferences - Persuasive Writing

🌟 Be a Hero with Community Cleanup! 🌟

😞 Why Is Cleanup Important? 😞

Hi, friend! Did you know that clean parks make everyone happy? 😊

When we pick up litter 🗑️, we make our parks and streets better for everyone. It's

📊 Facts and Stats for Cleaning

- 1 80% of people feel happier in clean parks 😊
- 2 More than 100 animals 🐢🦜 can get hurt if they pick up litter.
- 3 Cleaning for just 30 minutes ⌚ can make a big difference 🌟

🦸 Let's Be Cleanup Heroes! 🦸

Grab your gloves 🧤 and bags 🛍️, and let's clean up together! 🤝 We can make our park the best 🌳 and safest place to play 🧒. Plus, if we all help, we can pick up 100% of the litter 🗑️ in just one day! So, who wants to be a Cleanup Hero 🦸 and make our community awesome? 🌟

Inferences

Circle the correct inference from the sentences below.

80% of people feel happier in a clean park.

Most people feel better in a cleaner park.

People like the park to be more dirty than clean.

More than 100 animals can get hurt if we don't pick up litter.

Animals don't like living in a place with litter.

Litter is not good for animals.

Cleaning for just 10 minutes can make a big change!

Spending just a little on cleaning can make a difference.

Cleaning is not at all good for us.

Draw

Visualize yourself cleaning your local park with your friends.



Block 6: Procedural Writing

Focus

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

What is Procedural Writing?

What Is Procedural Writing?

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

Features of Procedural Writing

Procedural writing has important parts:

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



Example: How to Tie Your Shoes

How to Tie Your Shoes

Materials: One pair of shoes with laces

Steps:

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



Pre-Reading

When have you use instructions?

Follow Recipe	Play Video Games	Put Something Together	Playing a Game in Gym
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Making Connections

When did you use instructions last?

PREVIEW

Order

Order the steps below from the first step to the last step in brushing your teeth (1 - 6).

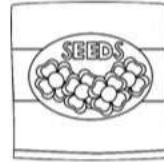
Order	Steps
	Rinse your mouth and toothbrush with water.
	Hold the toothbrush against your teeth.
	Spit out the toothpaste into the sink.
	Move the toothbrush in small circles to clean your teeth.
	Gather your materials (toothbrush, toothpaste, cup of water).
	Squeeze a pea-sized amount of toothpaste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

Procedural Writing – How To Grow a Plant

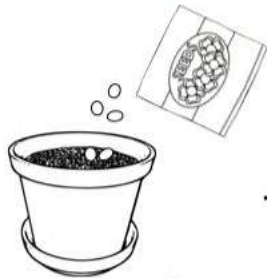
Instructions

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

Things you need:



First, fill the pot with _____



Then, add _____ to the pot with soil.



_____ the seeds with more soil.



Finally, _____ your plant.

Soil

Seeds

Water

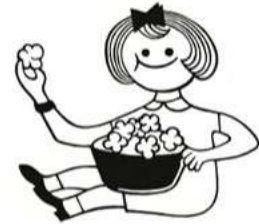
Cover

Ordering Steps – How To Make Popcorn

Order

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

Eat and enjoy
the popcorn!



Put the popcorn
into a bowl.



Add some salt
and butter.



Wait until the kernels have
finished popping



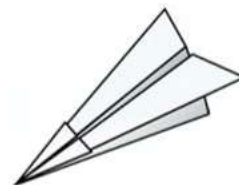
Get an adult to help you put a package of
microwave popcorn into the microwave
and turn it on for the length of time it
says on the package.



How To – Ordering Steps

Sequence

Number the steps for making a paper airplane.

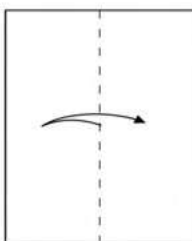


Order	Information
	Open the paper. Fold the top corners so they meet in the middle.
	Materials:
	One sheet of paper
	Your paper airplane is ready for takeoff!
	Make a Paper Airplane
	Take the top corners and fold them down.
	Take your paper and fold it in half. Make a crease.
	Fold your paper back in half along the first crease. Hold it at the bottom and let it fly!
	Fold the new edges to the middle crease. Now you have a triangle!

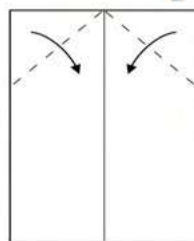
1



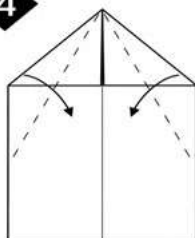
2



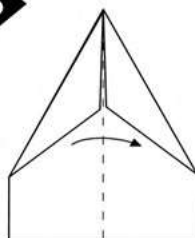
3



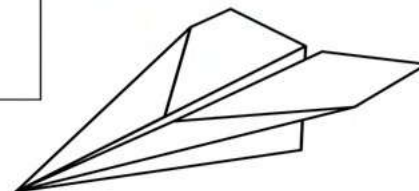
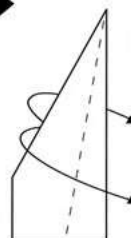
4



5



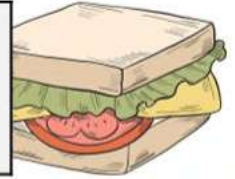
6



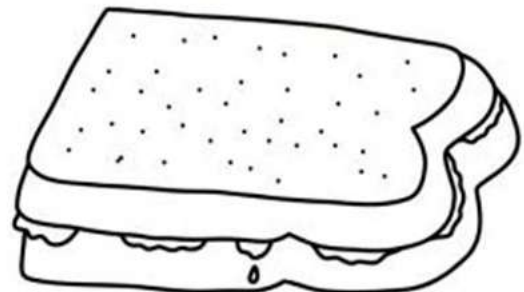
Recipes – Ordering Steps

Order

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



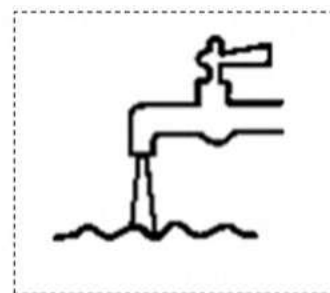
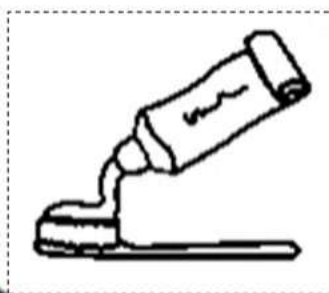
Order	Information
	Put one slice of bread on top of the other to make a sandwich.
	Sandwich: Peanut Butter and Jelly!
	Put two slices of bread on your plate.
	You can eat it now or save it for later.
	Ingredients
	➤ Two slices of bread
	➤ Peanut butter
	➤ Jelly
	➤ A knife
	➤ A plate
	Spread the peanut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



Graphics in Procedural Writing – Brushing Teeth

Label

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



1

2

4


5

6

Following Instructions – Drawing a Totem Pole

Draw

Follow the procedural text below to draw a totem pole.

Title	Drawing a Totem Pole	
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional) 	
Introduction	A totem pole is a tall wooden carving made by many Indigenous peoples on the West Coast of Canada. It tells stories and represents family symbols.	
Step 1	Make a tall rectangle in the middle of your paper for the totem pole.	
Step 2	Draw circles or ovals inside the rectangle to represent faces or animals.	
Step 3	Inside each circle or oval, add eyes, noses, and mouths to create faces or animals.	
Step 4	Draw small lines or shapes around the faces for extra details like feathers or paws.	
Step 5	At the bottom of the rectangle, draw a small horizontal line to show where the totem pole stands on the ground.	
Step 6	Use crayons or markers to fill in your drawing with bright colours.	
Finish	Proudly display your totem pole drawing! Talk to your friends about the special meaning behind totem poles in many Indigenous cultures. Enjoy your art!	

Name: _____

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Curriculum Connection
CST1.4

Following Instructions – Drawing a Totem Pole

Draw

Draw the totem pole below.

PREVIEW

Comparing Instructions – Making Rice

Compare

Read both instructions. Which is easier to understand?

Step 1	Gather your materials (rice, cooking pot, water, salt, oil/butter).
Step 2	Add water and rice in the pot.
Step 3	Add salt and oil or butter.
Step 4	Cook on high heat until water starts to boil.
Step 5	Turn the heat down to low and let it cook for 10 minutes.
Step 6	Turn the heat off.
Step 7	Leave the rice for 10 minutes. The rice is ready to serve and enjoy!

HOW TO COOK RICE



RINSE THE RICE

ADD WATER AND RICE
IN THE POTADD SALT AND OIL
OR BUTTERCOOK ON HIGH HEAT UNTIL
WATER STARTS TO BOILTURN THE HEAT DOWN
TO LOWTURN THE HEAT OFF AND
LEFT FOR 10 MIN

Answer

Which set of instructions was easier to understand? Why?

Answer

Circle and number the items you need to cook rice.

**Order**

Put these steps of cooking rice in order. Write the correct numbers (1-6) beside each step.

	Turn the heat down to low and let it cook for 10 minutes.
	Add water and rice in the pot.
	Leave the rice for 10 minutes. Then serve and enjoy!
	Cook on high heat until water starts to boil.
	Gather the materials.
	Turn the heat off.
	Add salt and oil or butter.

Comparing Instructions – Playing Tug-of-War

Compare Read both instructions. Which is easier to understand?

Option 1:

How To Play Tug-of-War

To play tug-of-war, you need a long rope and some friends. Make two teams and stand on opposite ends of the rope. Each team holds their side of the rope. When someone says "Go!", both teams pull the rope as hard as they can to pull the other team past a line on the ground. If you do, you win!



Option 2

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

Name: _____

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Make A Connection

Have you ever played tug-of-war before?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. A large, diagonal, red and orange "PREVIEW" watermark is overlaid across the page.

Answer

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

Option 1

Option 2

Visualize

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



Block 7: Informational Reports

Focus

- ✓ Text features like headings, table of contents, icons, and charts
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ 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) Understanding Traffic Signs |
| 2) Three Common Traffic Signs |
| 3) How to Use Traffic Signs |



3 Common Traffic Signs




Understanding Traffic Signs

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

Three Common Traffic Signs

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

How to Use Traffic Signs

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

Text Forms

Answer the questions below.

Write the caption used in the report.

Reflection

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

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

Match The Column

Match the icons to the descriptions.



One way sign

Road

Stop sign

School zone sign

Traffic lights



Environmental Signs

Environmental signs are special pictures that tell us something. They are everywhere, like at school, on the road, or in parks. They help us stay safe, show us where things are and give us rules to follow.





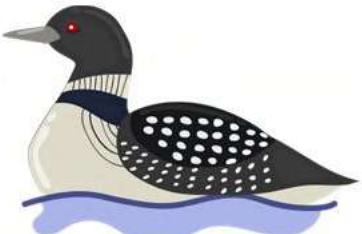

Identify _____ at each sign below. Circle what you think the sign means.

					
Run	Crosswalk	School Zone	Pedestrian Zone	Fire Exit	Windy
					
Move	Stop	No Parking	No Playing	Recycle	Play
					
Caution	Stop	No Littering	No Eating	Bus Stop	Bus Drive

Environmental Symbols – Canada's Heritage

Environmental symbols are special pictures or signs that remind us of important things about nature and our planet. In Canada, we have some very cool environmental symbols!

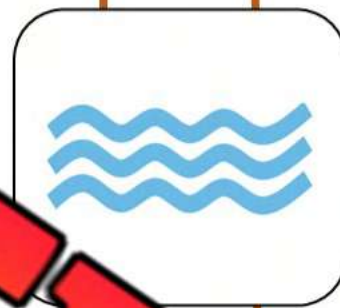
Identify _____ at each symbol below. Circle what you think the symbol

					
Canadian Rockies	Canadian Prairies	Flag of Canada	Province of Alberta	Canada Goose	Canada Duck
					
Baseball	Lacrosse	Inuksuk	Totem Pole	Igloo	Wigwam
					
Loon	Duck	Beaver	Mouse	Totem pole	Tiki

Environmental Words and Symbols

Match

Match the given environmental words to their correct symbol.



Land

Water

Mountain

Forest

Road

River

Hospital

Animal Research Reports - Lions

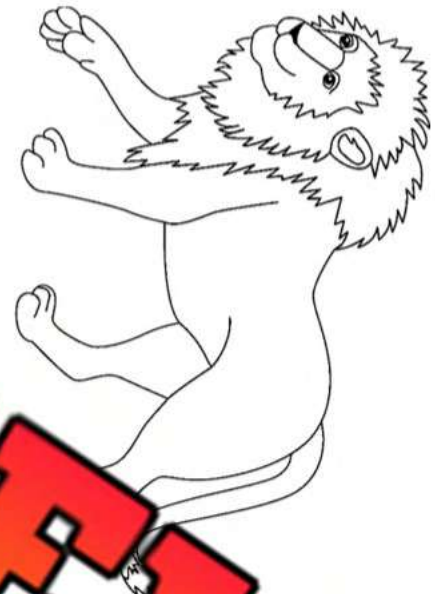
What Kind of Animal is a Lion?

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

Body Parts of a Lion

Lions have many body parts like:

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



Where Do Lions Live?

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

What Do Lions Eat?

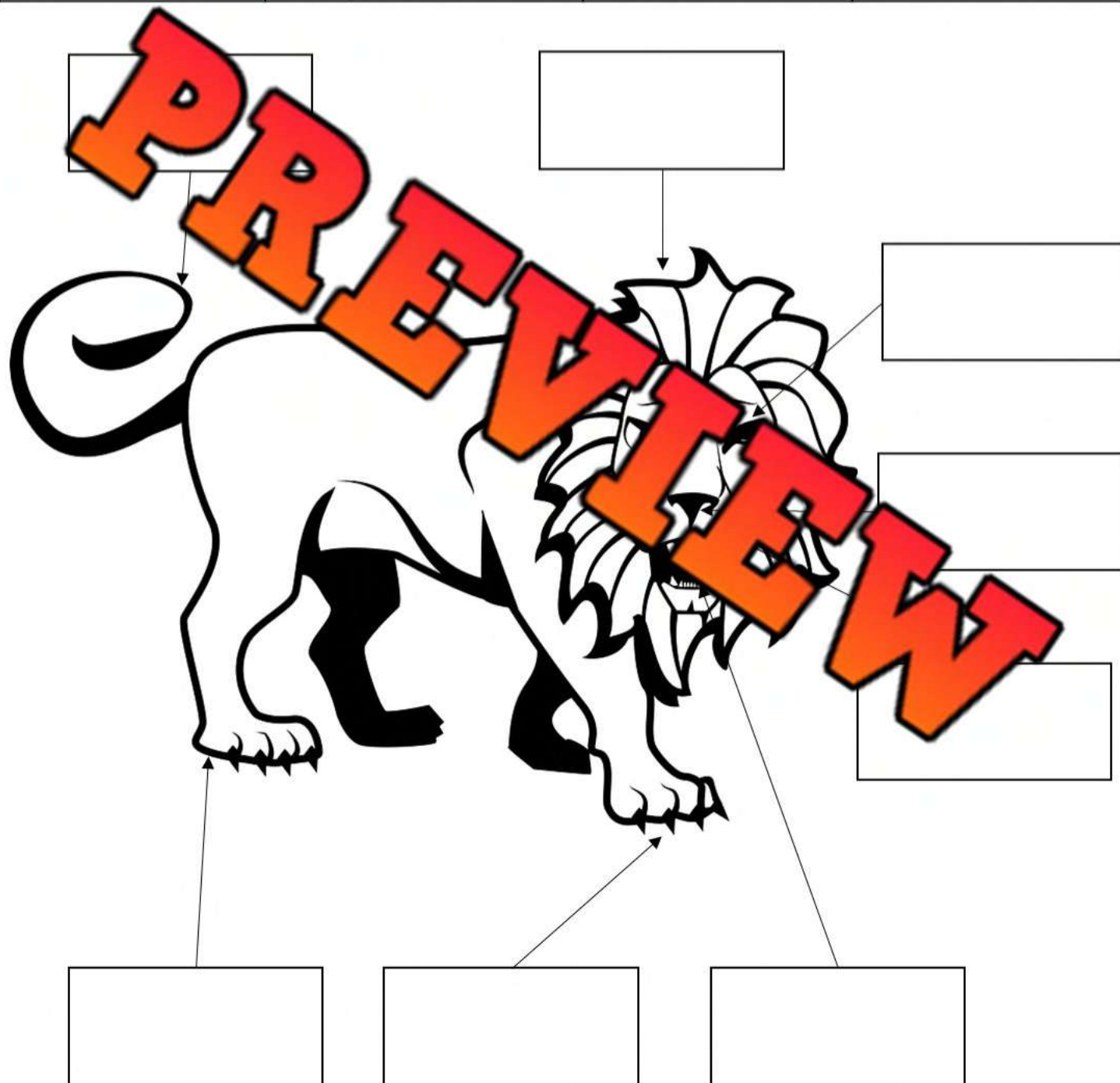
Lions are carnivores. This means they eat meat. They like to eat animals like zebras and antelopes. They hunt in groups to find their food.

Animal Research Report – Lions – Body Parts

Label

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

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



Think

What 3 things did you learn about lions?

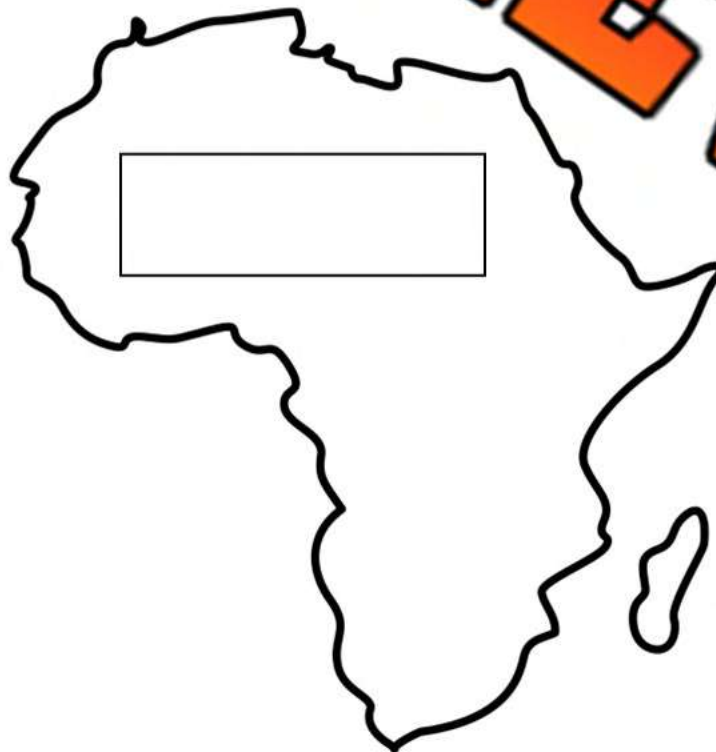
1)

2)

3)

Label

Label the map of this continent where lions live.



Name: _____

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Animal Research Report - Lions - Diet

Answer

What type of diet do lions have? What do they eat?

Handwriting practice lines for the answer section.

Draw

Draw two things that lions eat. Label each.

Blank box for drawing the first item lions eat.

Blank box for drawing the second item lions eat.

Animal Research Reports - Rabbits

What Kind of Animal is a Rabbit?

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



Where Do They Live and Who Are Their Predators?

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

What Do Rabbits Eat?

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

- Grass
- Hay
- Carrots
- Leafy greens

Rabbits are mostly known for their long ears and for hopping quickly.

They use their ears to listen for danger and their strong legs to hop away fast.

Animal Research Report – Rabbits

Answer

Choose the correct answer for each question about rabbits.

1) What type of animals are rabbits?

Mammals

Amphibians

Reptiles

2) How do rabbits live?

1

4 to 5 years

9 to 12 years

3) Why do rats die?

Wa

Burrows

Tree branches

4) What type of cloud is it?

Herbivores

C/

Omnivores

Answer

What are rabbits mostly known for? Draw a rabbit.

[illegible]

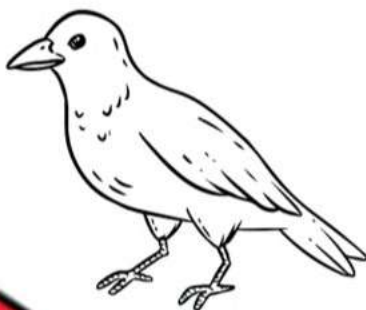
Animal Research Report - Rabbits - Predators

Identify

Colour only the animals which are predators of rabbits.



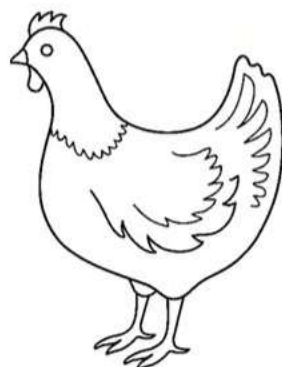
Fox



Crow



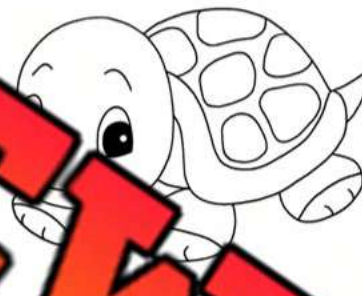
Owl



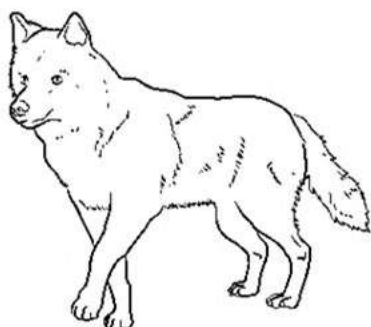
Hen



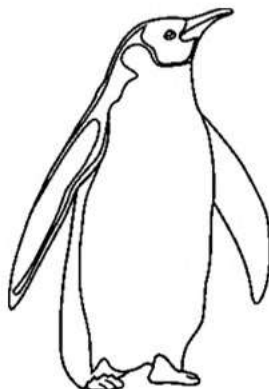
Snake



Turtle



Coyote



Penguin



Raccoon

Comprehension – Text Features in Reports

Table of Contents

- | |
|---------------------------------------|
| 1) What is the Sun? |
| 2) How Does the Sun Help Us? |
| 3) What Should We Be Careful To Avoid |



What is the Sun?

The Sun is a big fire in the sky. It is very, very hot and bright. The Sun gives us light during the day.

How Does the Sun Help Us?

The Sun gives us energy. Plants need the sun to grow. We get **vitamin D** when we are in the sunshine. The Sun's energy is also turned into electricity.

What Should We Be Careful To Avoid?

The Sun is good but also strong. Here are some ways to stay safe:

- Wear a hat 🧢
- Use **sunscreen** 🧴
- Stay in the shade sometimes 🌳
- Wear sunglasses 🕶️

Text Forms

Answer the questions below.

What main headings are used in the report?

1. _____

2. _____

3. _____

Match The Column

Match the items to their descriptions.

Column A



Hat

Sun

Tree

Sunglasses

Sunscreen

Plant



Block 8:

Poetry

Focus

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

Types of Poems

Haiku: The Nature Poem

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

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



Acrostic: The Secret Word

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

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



Limerick: The Silly Poem

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

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



**Match The
Column**

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

Column A**Column B**

Haiku

A poem that is funny with 5 lines.

Acrostic

A poem about nature with 3 lines.

Limerick

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

Visualizing

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

Haiku

Limerick

Acrostic

Haiku Poetry – Inuit Reflection

Haiku Poetry – Inuit Reflection

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

Here are three haikus to think about Inuit life:

Good snow for boots,

Seals swim icy seas,

Inuit are here.



Northern lights dance high,

Inuit families watch,

Sky tells its own tale.

Igloo stands so strong,

Built from snow blocks, snug and warm,

Inuit night home.



Inferences

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

1) "Inuit are home."

The Inuit like living in the cold weather.

The Inuit would rather live where it is warmer.

2) "Some things are home."

The sky has a home through northern lights.

The sky can speak the home.

3) "Inuit night home."

Inuit people stay in igloos at night.

The Inuit sleep outside without any shelter.

Visualizing

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

Haiku 1	Haiku 2	Haiku 3

Acrostic Poems – Simple Machines

Acrostic Poems – Simple Machines

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

Acrostic Poems

Pulley

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



Lever

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



Visualizing

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

Pulley

PREVIEW

Lever

Limerick Poem – Rhyme and Alliteration

Limerick Poetry – Learning About Seasons

Seasons are parts of the year with different weather. We have Spring, Summer, Fall, and Winter. Limericks are funny poems with rhyme and rhythm that help us remember the seasons in a fun way!

Spring

There once was a spring
With flowers that made a sound
The bees buzzed about,
No room for a doubt,
That Spring was surely the king!



Summer

In Summer the sun was so bright,
We played from the morning to night.
With ice cream so cool,
We splashed in the pool,
Oh, Summer was pure delight!



Find examples of alliteration and rhyming words

Rhyming Words			Alliteration
Fling			
About			
Bright			
Co			

Read each poem and draw what you are picturing.

Summer

Rhyming Poems – Critical Thinking

Rhyming Poetry

Rhyming poetry is when words at the **end** of lines sound the same.

Community helpers are people who make our neighbourhoods safe and nice. They teach us learn, keep us healthy, and are there in emergencies. Let's learn about them through rhymes.

Firefighters

In times of heat and flaming fright,
Firefighters dash with all their might.
With hoses strong and ladders tall,
They make sure safety is for all.

Teachers

Teachers help us learn and grow,
From ABCs to what we should know.
They give us a daily test,
Making sure we do our best.

Doctors

Doctors check our hearts and ears,
Calm our worries, wipe our tears.
With stethoscopes and caring eyes,
Keep us healthy, strong, and wise.

Policemen

Policemen help us day and night,
Making our town feel safe and right.
With cars that have a flashing light,
They show us all wrong from right.

Questions

Which poem did you like the best? Why?

Visualizing

Read each poem and draw what you pictured.



Firefighters

Cars



Inclusion in School - Poetry

Visualizing

Read each of the poems.

Haiku: Together at School

Friends of all kinds here,
Playing, hand in side by side,
School is a place to be.



1) Does this poem rhyme?

Yes

No

2) Which line was your favourite

Limerick: Inclusive

There's a school where everyone belongs
Where diversity makes us strong.
With laughter and cheers,
No one is strange or fears,
And every voice joins the song.

1) Does this poem rhyme?

Yes

No

2) Draw what you are picturing.

Acrostic: FRIENDS

Friendly faces everywhere,
Respecting each is how we care.
In every line, we take our turn,
Everyone gets a chance to learn.
No one is left to stand alone,
Differences in our school are known.
Sharing and caring is our school's trend.

1) Does this poem rhyme?

Yes

No

2) Draw what you are picturing.

Block 9: Book Reviews

Focus

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

Finding Bias in Reviews

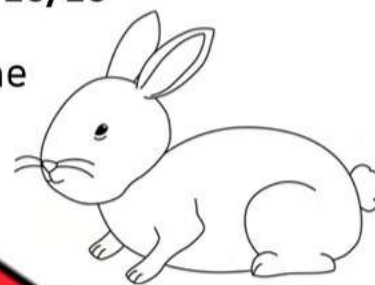
What is Bias in Reviews?

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

Answer the questions below and answer the questions.

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

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



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

5) Draw what you visualized after reading the review.

Our Voice in Review Writing

What is Voice in Writing?

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

Voice

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

Mom

Teenager

Youngest

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

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


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

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


Our Voice in Review Writing

Voice


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

Carrier 2:00PM 100% 

Group Chat 

EG: ...e we w... kay. Cool cars, but jokes were
m... if you c... like I do, you'll think this
movie r... t... sweet... 

LG: My kids liked the car races, b... need... are
fun for adults. 3 Stars.

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

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

Literary Devices in Reviews

When we write reviews, sometimes we use special writing tricks to make our words fun and catchy. These tricks are called "**literary devices**". Two of these cool tricks are rhyme and alliteration.

- **Rhyme** Words ending with the same sound. Example: "Neat book, had me s..."
- **Alliteration** Words starting with the same sound. Example: "Billy's blue ball..."

Examine

Read the review below and underline examples of rhyme and alliteration.

Reading "Space Spree" was a lot of fun! It is a comic carnival under the Sun! Sally and Sam soar to the stars, where they are meeting Martians munching on Mars bars. The tale is terrific, thrilling, and totally tops. It isn't like one of those other flops. I give it a 5/5 stars.



Draw what you visualized while reading the review.

Review Writing - Inferences

Title: "The Magic Paintbrush"

Introduction

Hi kids! Do you like to draw and paint? You will love the Magic Paintbrush!"



Summary

Cindy gets a special paintbrush. She paints frogs that hop and bees that buzz. Her brush even makes clouds from the sky!

Thoughts

The book is bright, bouncy, and full of buzz. Words in the book are fun. When reading it you will not want to stop. It is a quick read, take no time at all.

Rating

I give this book 5/5 stars. It's fun and fast. Good for kids who like to draw and have big dreams!



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

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

Rhyme

Alliteration

Match Draw a line from the quotes in Column A to their meaning in Column B.

Column A

Column B

Words in the story
When reading it you want
not want to stop.

The book is bright, bouncy,
and full of buzz

Good for kids who like to
draw and have big dreams!

☐ The book is about art or
drawing and makes you
want to draw big.

☐ Reading it gets your interest
making you want to finish.

☐ The book is cheerful and
happy.

Visualize

Draw something you would like to create with a paintbrush.

Block 10:

Graphic Texts

Focus

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

1) Summarize the comic above. What happened?

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

Yes

No

I don't know

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

1) Summarize the comic about What happened?

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

Yes

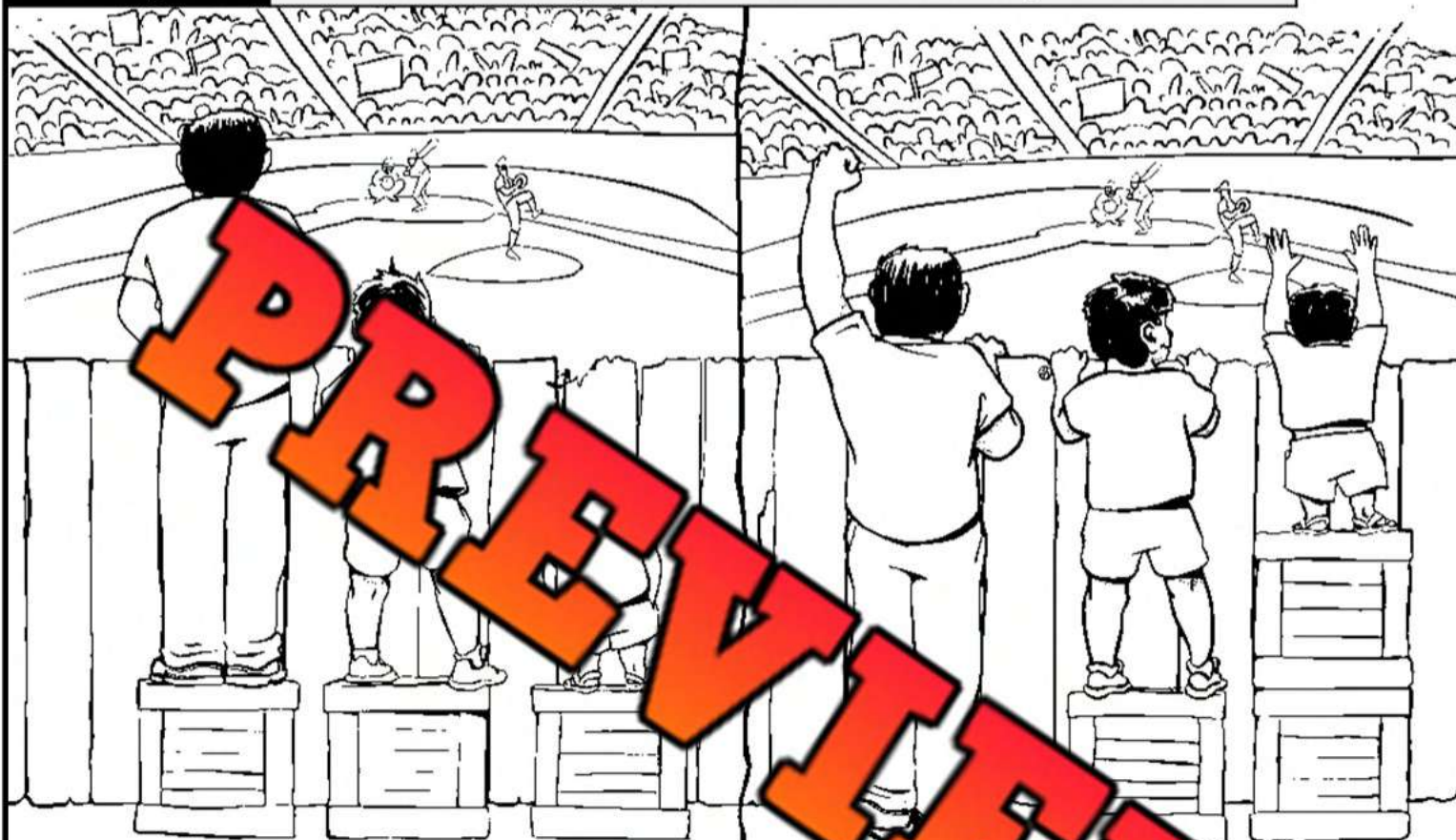
No

I don't know

Understanding Graphic Texts

Analyze

Colour the graphic and answer the questions.



EQUALITY

1) Match the word with its meaning.

Equality

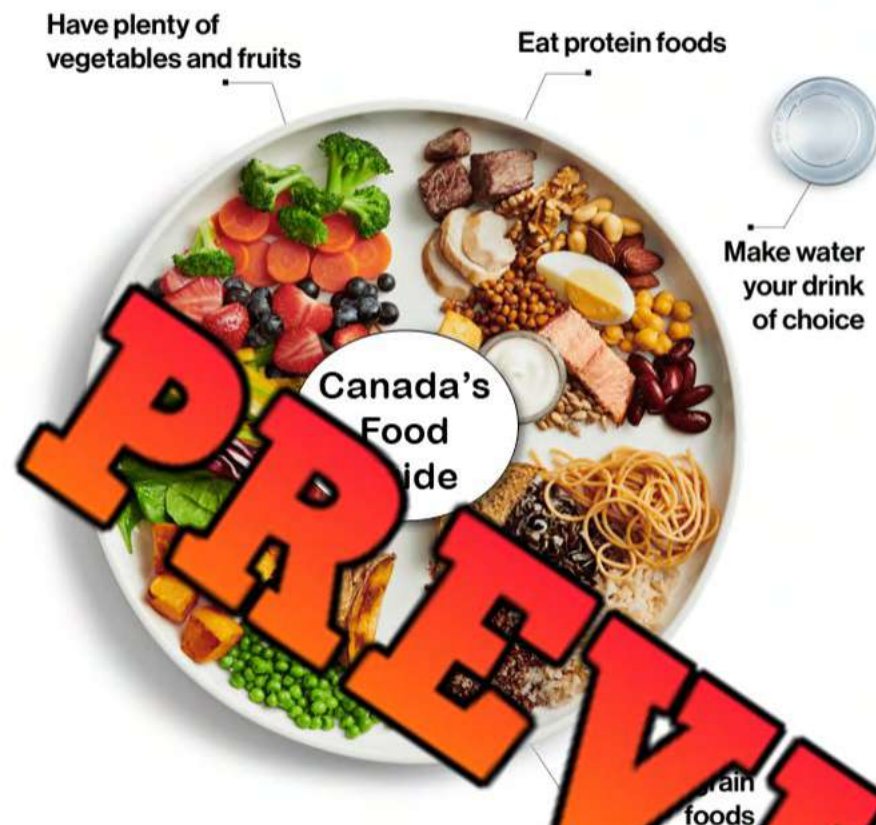
☐ You get what you need

Equity

☐ You get the same as everyone else

2) Does everyone need the same thing? Explain.

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

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

☐ Fruits and vegetables

☐ Whole grain foods

☐ Burgers

☐ Pizza

☐ Chocolate

☐ Protein foods

3) Does the infographic have more text or pictures? Circle your answer.

Text

Pictures

Reading Maps – Text Features

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.
- City Names: Names with only the first letter capitalized are cities or towns, such as Vancouver.
- Black Dots: mark a place and a bigger black dot is for a city.
- Red Dot: is for the capital. A bigger red dot is the capital of Canada.



Questions

Circle the correct answer for each question.

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

City names

Country name

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

Smaller, capitalized words

Very large words

3) How can you find cities on a map?

All letters capitalized

Only first letter capitalized

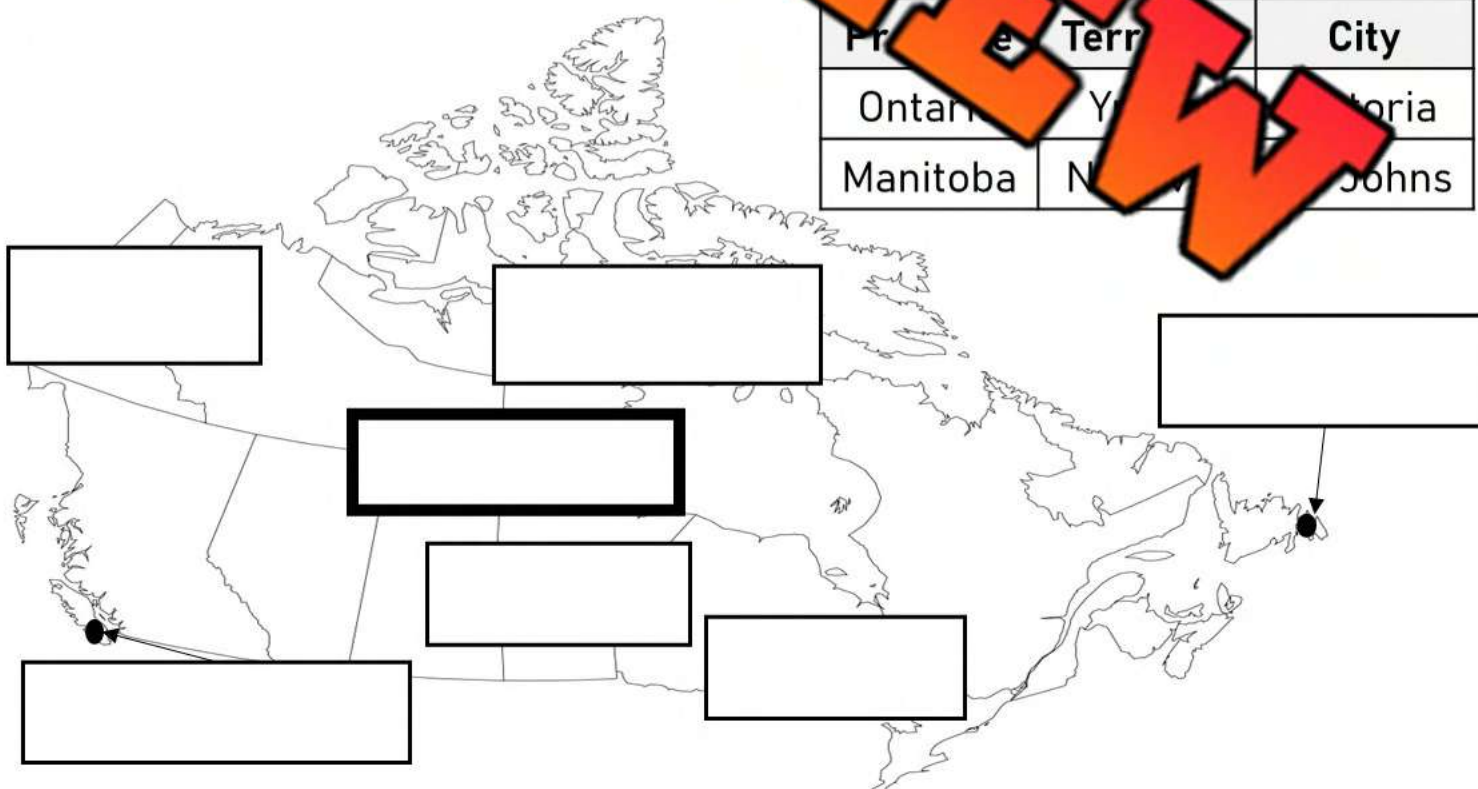
4) What do the small words on a map show?

Country

Capital

Think

Label the provinces, territories and cities using the word bank. Use the correct capitalization. Label each with the rectangle with the thick border.



Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

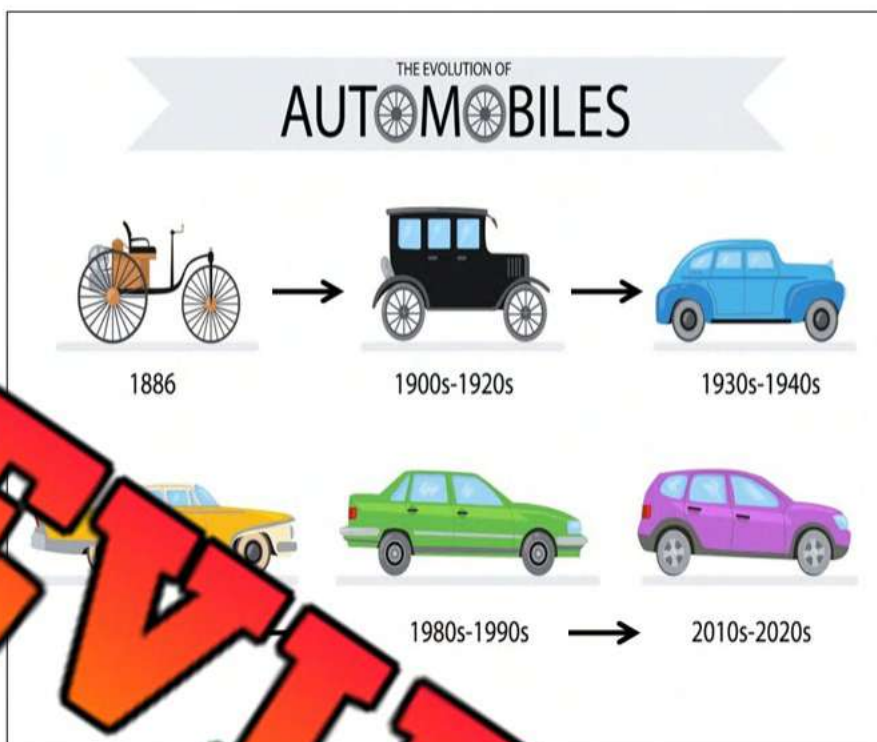
Circle the text features used:

Picture

Label

Dates

Arrows/Lines



Draw the cars in the time periods below.

1886

1930

1950

2020

Block 11: Biographies

Focus

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

Biography – Chris Hadfield

Chris Hadfield: A Star Among Stars

Table of Contents

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



Chris Hadfield

Early Life

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

Flying High and Beyond

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

Making Space Fun for Everyone

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

Timeline

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

Prereading

Before reading, answer the questions below.

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

1. _____

2. _____

Answer

Circle the correct answer for each question.

1) Where was Chris Hadfield born?

A) Winnipeg

B) Toronto

C) Seattle

D) Vancouver

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

A) Once

B) Twice

C) Three times

D) Four times

Timeline

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

Biography – Tooth Fairy

Early Life

The Tooth Fairy was born in a shimmering castle in the clouds, with wings as bright as moonbeams. She started collecting teeth to build her gleaming palace.



Magical Moments

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

Gifts and Giggles

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

A Fairy's Kindness

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

Timeline

Long ago: The Tooth Fairy's first flight.

Every new moon: She crafts new gifts.

Summer and winter: She visits all smiling children.

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

Visualize

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



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

**Timeline**

Draw pictures that go along with the timeline.

Long Ago

Summer and winter

Every New Moon

Always

Biography Activity

Objective

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

Name

Birthday

Family

Favorite Activities

Books or Topics