



Preview – Information



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

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

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

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

rob@supersimplesheets.com



Google Slides Lessons Preview





Alberta Language Curriculum Conventions & Vocabulary – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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



Word List - Week 1

Drag each word to its matching picture.



mad
mat
map
man
nab
nap
pad
pal
pat
pass

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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



- ☐ The man takes a nap.
- ☐ The man reads a map.
- ☐ The pal sits on a mat.
- ☐ The pad sits on a table.
- ☐ The girl pat a cat.
- ☐ The girl nab the bag.




- ☐ She is mad.
- ☐ She is glad.
- ☐ The cat reads a map.
- ☐ The cat takes a nap.
- ☐ The mat has a gift.
- ☐ The man has a gift.




Alberta Language Curriculum Conventions & Vocabulary – Grade 1

Vowel or Consonant


Look at each picture. Drag the the beginning letter in the box. Then put a box around the C if the letter is a consonant and V if it is a vowel.




<input type="text"/>	pple
C	V




<input type="text"/>	ish
C	V




<input type="text"/>	ar
C	V




<input type="text"/>	range
C	V




<input type="text"/>	ree
C	V



<input type="text"/>	all
C	V



<input type="text"/>	ce
C	V



<input type="text"/>	gg
C	V

c o e t a t f i o b

Word List - Week 8

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

gym gas gap


got gel he


me go


be germ


Long Vowel


Say the name of each picture out loud. If the name has a long vowel, put a dot in the circle below it.


☐


☐


☐


☐


☐


☐


☐

☐

☐

☐

☐

☐



Alberta Language Curriculum Conventions & Vocabulary – Grade 1









Word List - Week 18

Drag the letters into the empty boxes to spell the 10 words shown below.

high	sigh	thigh	night	tight	glee	spree	need	feed	peek
s	q	t	n	t	s	p	d		
h	i	h	g	i	h	g	f		
p	e	o	e	l	h	e	t		
e	g	h	m	g	e	d	i		
e	d	e	i	t	e	k	g		
n	e	h	e	g	i	r	h		









VC, CVC

Drag the correct category label (VC, CVC, or VCe) to show its spelling pattern.

				VC
				CVC
				VCe
				

Synonyms

Colour the word that is the correct synonym for each picture.

 Small Tiny Big	 Happy Joyful Pizza	 Shout Car Yell	 Tired Fatigued Slow
 Angry Brave Mad	 Cold Chilly Hot	 Silent Quiet Loud	 Fast Slow Quick



Workbook Preview



Grade 1 – Language

Vocabulary



Organizing Idea	Communication and comprehension are improved by understanding word meaning and structures.
Guiding Question	How can vocabulary and morphological awareness work together to increase knowledge of words?
Learning Outcome	Students analyze word formation and meaning.

Preview of 85 pages from this product that contains 450 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

V1.2

Add or remove suffixes to change the tense of words.

Recognize compound words.

Describe changes in meaning that occur when two words are combined to form a compound word.

125

Grade 1 – Language

Phonological Awareness



Organizing Idea	Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.
Guiding Question	How does the manipulation of sound in oral language support phonological awareness?
Learning Outcome	Students manipulate sounds in words in oral language

	Skills and Procedures	Pages
PA1.1	Generate alliterative words. Generate alliterative phrases.	101
PA1.2	Generate rhyming words that have up to three syllables. Recall simple songs or poems that contain words that rhyme.	117-118
PA1.3	Identify individual words in compound words. Identify syllables in words that have three or more syllables. Segment the sounds of words containing up to five phonemes.	78, 86, 94, 134
PA1.4	Blend two words to form compound words. Blend syllables in words that have two to three syllables. Blend sounds in words that have up to five phonemes.	78, 86, 94, 126
PA1.5	Recognize the position of letters in words. Add sounds to the beginning, middle, or ending of words. Delete sounds from the beginning, middle, or ending of words. Substitute one sound for another in one syllable words.	142, 150, 158

Grade 1 – Language

Phonics



Organizing Idea	Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.
Guiding Question	How can understanding relationships between sounds and letters (phonics) increase knowledge of words?
Learning Outcome	Students recognize and analyze letters and sounds in words.

	Skills and Procedures	Pages
P1.1	<p>Recognize both upper case and lower case letters of the alphabet fluently.</p> <p>Distinguish between letters that are consonants and letters that are vowels.</p> <p>Make connections between letters and sounds in words.</p>	<p>15-17, 22-24, 29-31, 36-38, 43-45, 50-53, 62, 70, 74, 82-83, 90-91, 98, 106, 114, 123, 131, 139, 147, 155, 163, 171-172, 179-180, 187-188, 191, 195-196, 199, 203-204, 207, 211-212, 219-220, 227, 235, 243</p>
P1.2	<p>Associate sounds to letters and letter sequences.</p> <p>Experiment with letters, sounds, and words to create new words.</p> <p>Read one- to two syllable words that include the 60 most frequent letter-sound correspondences.</p> <p>Recognize and use long and short vowel sounds in words.</p> <p>Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them.</p> <p>Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words.</p> <p>Identify short vowel sounds in words and identify the letters that represent them.</p> <p>Identify long vowel sounds in words and identify the letters that represent them.</p> <p>Recognize how the letter can influence the vowel sound.</p>	<p>14-18, 21-25, 28-32, 35-39, 42-46, 49-54, 57-60, 62, 65-68, 73-74-76, 81-82-84, 89-92, 97-99, 102, 105-107, 109-110, 113-115, 119, 122-124, 127, 130-133, 135, 138-140, 143, 146-148, 151, 154-156, 159, 162-164, 167, 170-173, 178-181, 186-189, 194-197, 202-205, 210-213, 218-221, 223, 226-228, 231, 234-236, 239, 242-244, 247</p>

Grade 1 – Language

Fluency



Organizing Idea	Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression
Guiding Question	How does reading prosody (expression) support fluency?
Learning Outcome	Students apply accuracy, appropriate rate, and expression in the development of fluency.

	Skills and Procedures	Pages
F1.1	Identify all 26 letters of the alphabet quickly and accurately. Blend sounds in words with speed and accuracy to decode unfamiliar words	15-18, 22-25, 29-32, 36-39, 43-46, 50-53, 62, 70
F1.2	Read 125 high frequency words automatically. Read 125 high frequency words in sentences and texts	19, 26, 33, 40, 47, 55, 63, 71, 79, 87, 95, 103, 111, 120, 128, 136, 144, 152, 160, 168, 176, 184, 192, 200, 208, 216, 224, 232, 237, 240, 245, 248
F1.3	Read phrases smoothly, taking punctuation into consideration. Read texts aloud, with appropriate expression.	19, 26, 33, 40, 47, 55, 63, 71, 79, 87, 95, 103, 111, 120, 128, 136, 144, 152, 160, 168, 176, 184, 192, 200, 208, 216, 224, 232, 237, 240, 245, 248

Grade 1 – Language

Conventions



Organizing Idea	Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects
Guiding Question	How do the functions of conventions support literacy development?
Learning Outcome	Students examine and apply use of grammar, spelling, and punctuation in oral and written language.

	Skills and Procedures	Pages
C1.1	<p>Apply capital letters when writing first and last names.</p> <p>Apply capital letters when writing the first word of a sentence.</p> <p>Apply capital letters when writing names of places.</p> <p>Apply capital letters when writing days of the week and months.</p> <p>Identify and use end punctuation in sentences.</p>	141, 149, 166, 174-175, 183
C1.2	<p>Recognize sentences in oral or written language that include a complete thought or idea.</p> <p>Differentiate between telling and asking sentences.</p> <p>Differentiate between nouns and verbs.</p>	133, 149, 157, 165, 182, 190, 198, 206, 214-215, 222, 229

Grade 1 – Language Conventions



Organizing Idea	Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects
Guiding Question	How do the functions of conventions support literacy development?
Learning Outcome	Students examine and apply use of grammar, spelling, and punctuation in oral and written language.

	Skills and Procedures	Pages
C1.3	<p>Recognize letter patterns in words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Spell 125 high frequency words.</p> <p>Examine words that are not spelled in predictable ways</p>	<p>223, 98, 106, 114, 123, 131, 139, 147, 155, 163, 171-172, 179-180, 187-188, 195-196, 203-204, 211-212, 219-220, 227, 235, 243</p>
C1.4	<p>Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words.</p> <p>Include a vowel in every word.</p> <p>Attempt to spell unknown words using letter-sound relationships.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Use a variety of supports to spell and check the spelling of words</p>	<p>18, 25, 32, 39, 46, 54, 58-60, 66-68, 70, 76, 84, 92, 99, 107, 115, 124, 132, 140, 148, 156, 164, 173, 181, 189, 197, 205, 214, 221, 223, 228, 236, 244, 246</p>

Reading Program - Overview

Week	Grapheme 1 – Consonant Focus	Grapheme 1 – Vowel Focus
1	Consonants Review: m, n, p	Short vowels: a
2	Consonants Review: b, t, d	Short vowels: e
3	Consonants Review: f, v, s	Short vowels: i
4	Consonants Review: z, l, h	Short vowels: o
5	Consonants Review: r, j, y	Short vowels: u
6	Consonants Review: x, qu, w, k	Long vowels: a (as in 'ate')
7	Hard c (as in "cat"), Soft c (as in "cent")	Long vowels: a (as in 'cake')
8	Hard g (as in "go"), Soft g (as in "giant")	Long vowels: e (as in 'be')
9	ll, ss	Long vowels: e (as in 'be')
10	ff, tt	Long vowels: i (as in 'hi')
11	dd, gg	Long vowels: i (as in 'ride')
12	Consonant Digraphs: sh	Long vowels: o (as in 'go')
13	Consonant Digraphs: ch	Long vowels: o (as in 'hope')
14	Consonant Digraphs: th	Long vowels: u (as in 'use')
15	Consonant Digraphs: wh	Long vowels: u (as in 'tube')
16	Consonant Digraphs: ck	Long A - Vowel Team: ai
17	Consonant Digraphs: ph	Long A - Vowel Team: ay
18	Consonant Digraphs: gh	Long E - Vowel Team: ee
19	Consonant Digraphs: kn	Long E - Vowel Team: ea
20	Consonant Digraphs: wr	Long E - Vowel Team: ey
21	L-Blends: bl, cl	Long E - Vowel Team: ie
22	L-Blends: fl, gl	Long I - Vowel Team: ie
23	R-Blends: br, cr	Long I - Vowel Team: igh
24	R-Blends: dr, fr	Long I - Vowel Team: y
25	S-Blends: sc, ck	Long O - Vowel Team: oa
26	S-Blends: sl, sm	Long O - Vowel Team: oe
27	T-Blends: tr, tw	Long O - Vowel Team: ow
28	Three-Letter Blends: str	Long U - Vowel Team: ue
29	Three-Letter Blends: spr	Long U - Vowel Team: ui
30	Three-Letter Blends: thr	Long U - Vowel Team: ew

Reading Program - Overview

Week	Lesson 1	Lesson 2
1	<p>Within these 6 weeks, you will teach the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Letter Recognition <input checked="" type="checkbox"/> Alphabetical order <input checked="" type="checkbox"/> Is the letter uppercase or lowercase? <input checked="" type="checkbox"/> Position-based tendencies: In week 6, the silent E (Bossy E), makes the vowel long. <input checked="" type="checkbox"/> Reading words with accuracy <input checked="" type="checkbox"/> Spelling words with accuracy <input checked="" type="checkbox"/> Beginning sounds and ending sounds 	
2		
3		
4		
5		
6		
7	Base Words	Vowel or Consonant?
8	Suffix – s	Vowel in Every Word
9	Suffix –s, -es, ies	Compound words
10	Suffix –ing	Compound words
11	Suffix –ed	Compound Words – Describe Changes (7)
12	Prefix –un	Alliteration
13	Prefix –re	Generating Rhyming words that have up to 3 syllables
14	Prefix –dis	Simple Songs/Poems with Rhymes
15	Prefix –non	Syllables in Words

Reading Program - Overview

Week	Lesson 1	Lesson 2
16	Sentence Fragment Or Complete Sentence	Segmenting Sounds of Words up to 5 Phenomes
17	Types Of Sentences: Interrogative Include Punctuation	Add sounds to the beginning, middle, or ending of words
18	Types Of Sentences: Exclamatory Include Punctuation	Delete sounds from the beginning, middle, or ending of words
19	Types Of Sentences: Imperative Include Punctuation	Substitute one sound for another in one-syllable words
20	Types Of Sentences: Declarative Include Punctuation	Capital Letters – First and Last Names
21	Capitalization – Beginning of a Sentence	Capital Letters – Name of Places
22	Nouns	Capital Letters – Days of Week and Months
23	Singular and Plural Nouns	R controlled vowels – might need multiple sheets on this (-er)
24	Common Adjectives	R controlled vowels – might need multiple sheets on this (-or)
25	Verbs	R controlled vowels – might need multiple sheets on this (-ar)
26	Verb Tenses	Sentence – Complete or Incomplete
27	Common Adverbs	Spelling Patters – VC, CVC, VCe
28	Common Conjunctions	Synonyms
29	Fluency Sentences	Antonyms
30	Fluency Sentences	Visualization to Spell Words

NAME: _____

FOUNDATIONS



Name: _____

14

Curriculum Connection
P1.2**Week 1 - Word List**

mad	mat	map	man	nab
nap	pad	pal	pat	pass

Spell

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



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

Name: _____

15

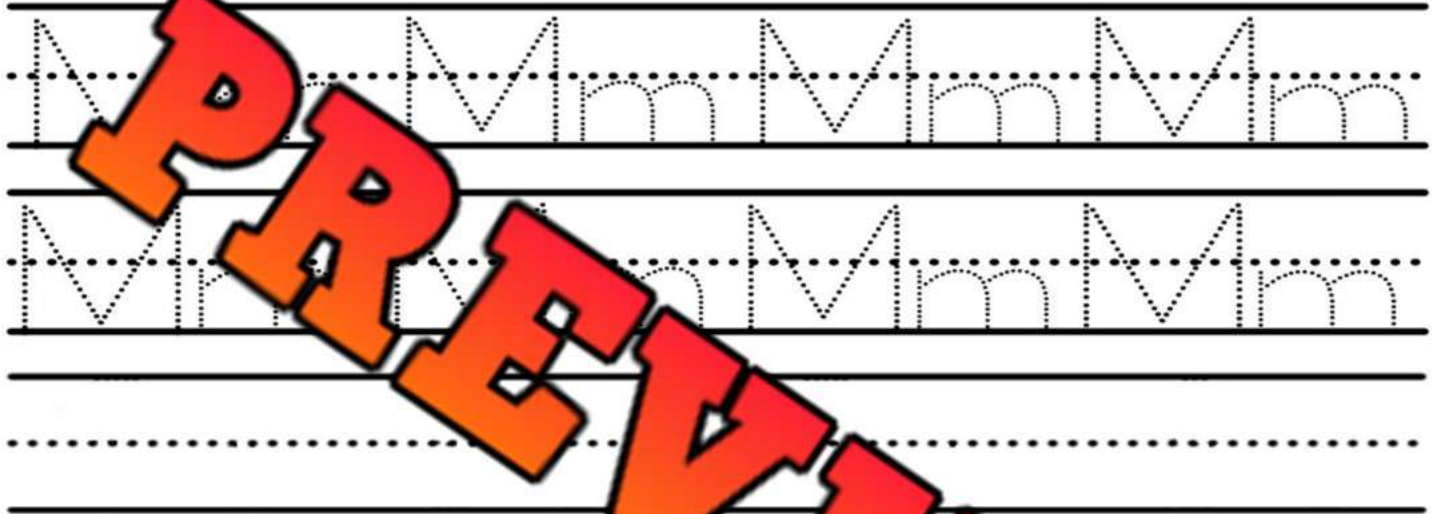
Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: m

Tracing

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

Mm



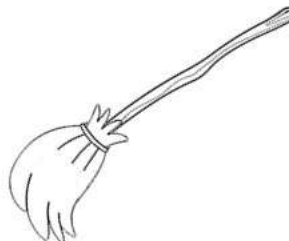
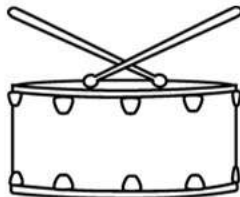
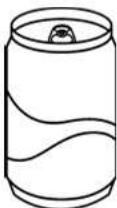
Focus

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



Focus

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



Name: _____

16

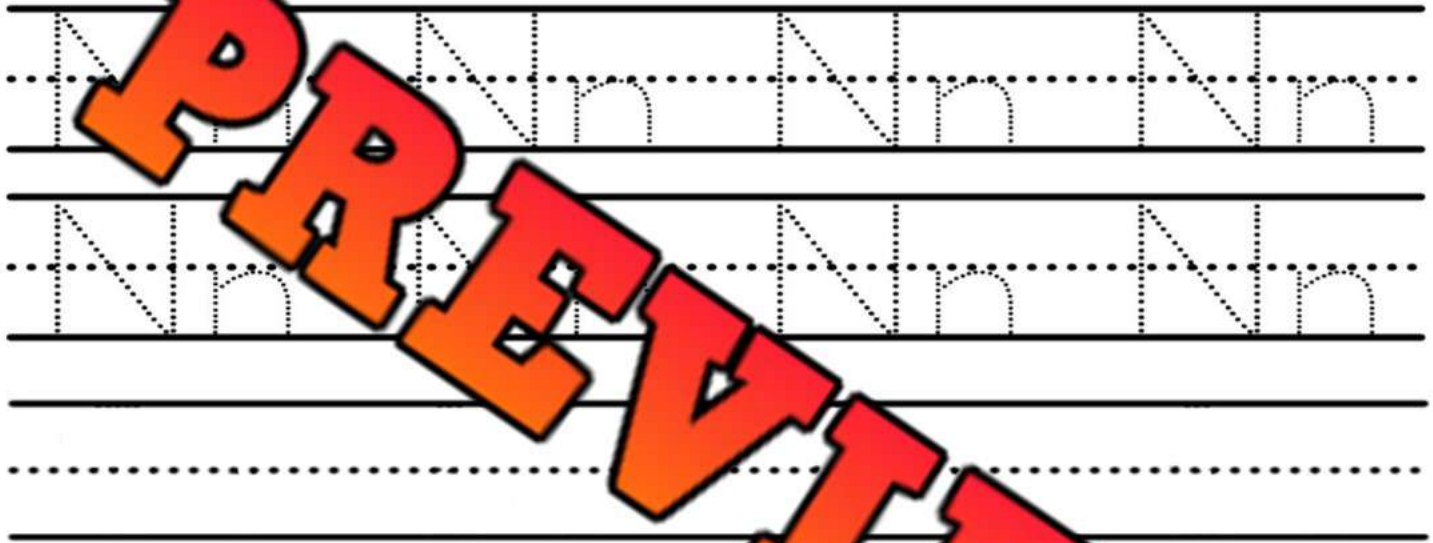
Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: n

Tracing

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

Nn



Letter Order

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

Before Nn

Oo

Ss

Vv

After Nn

Pp

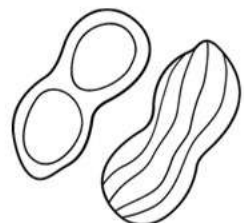
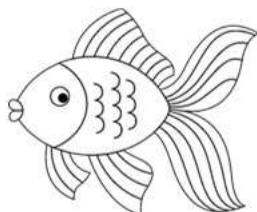
Hh

Mm

Jj

Identify

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



Name: _____

17

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: p

Tracing

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

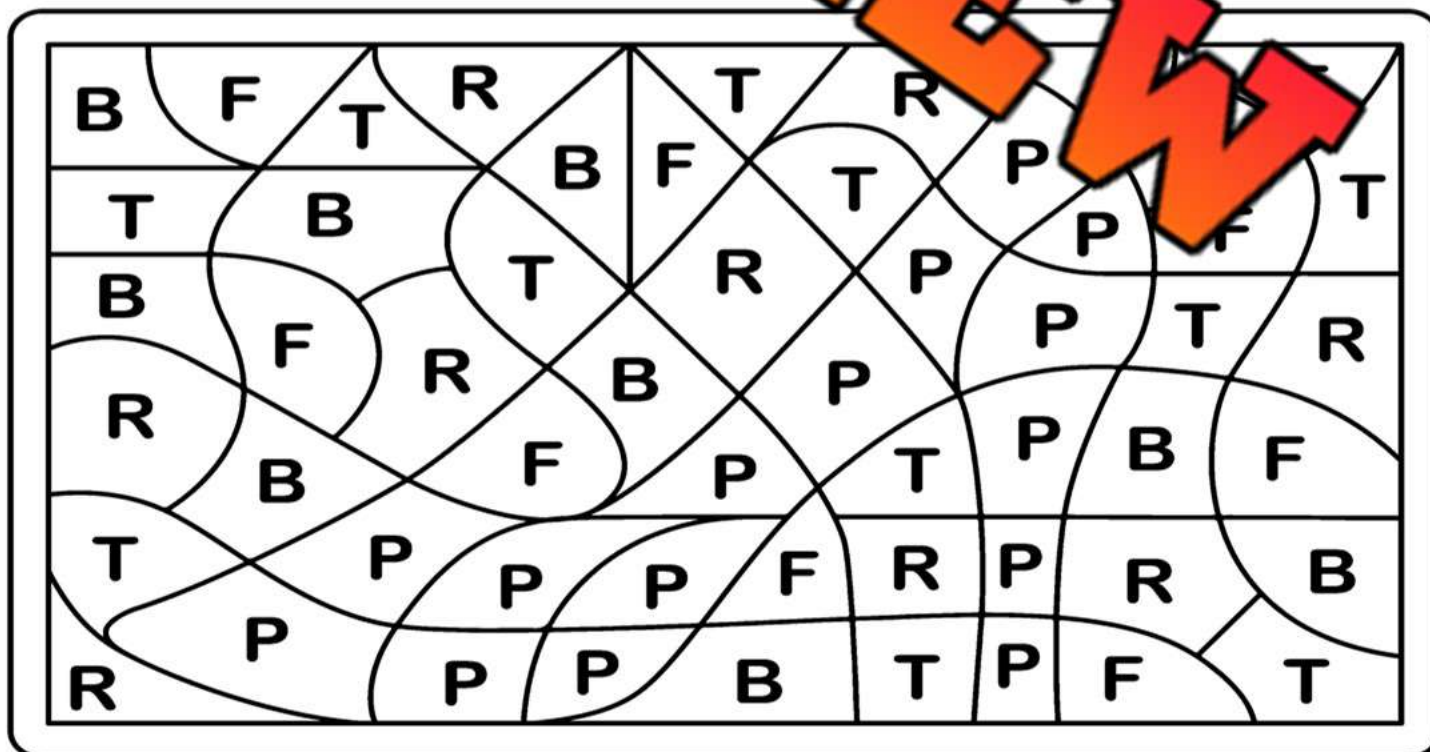
P p



Tracing practice lines for the letter 'p'. The first two rows show dotted uppercase 'P' and lowercase 'p' on lined paper for tracing. The third row shows dotted uppercase 'P' and lowercase 'p' on lined paper for tracing. The fourth row shows dotted uppercase 'P' and lowercase 'p' on lined paper for tracing. The fifth row shows dotted uppercase 'P' and lowercase 'p' on lined paper for tracing.

Colour By Letters

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



Short Vowel: a**Completion**

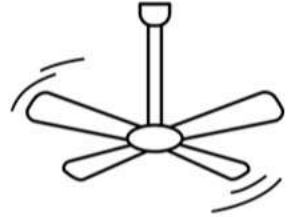
Write the correct letter to complete each word with a short "a" sound.



c _ _ t _ _ a _ p



j _ a _ _



f _ _ n

Matching

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

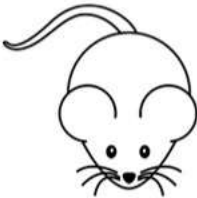
1.



•

bat

2.



•

3.

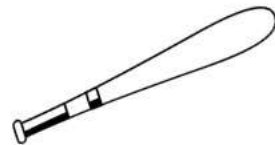


•

•

rat

4.



•

•

mat

5.










•

•

nap

Week 1 – Fluency Readings**Read**

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

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

Week 1 - Spelling Quiz




Spelling

When your teacher reads the word, spell it below.

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

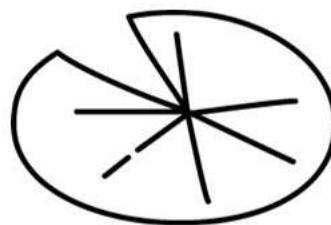
Focus

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

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

Circle

Circle the picture with short "a" sound.





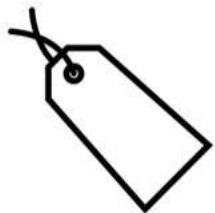
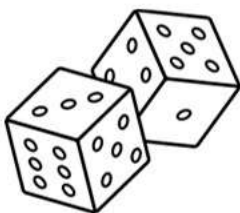



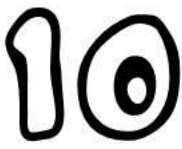


Week 2 - Word List

bed	bet	bad	bat	ten
tag	tap	dad	dog	den

Match

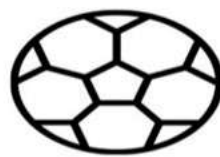
Choose from the words above that correspond to the given picture.

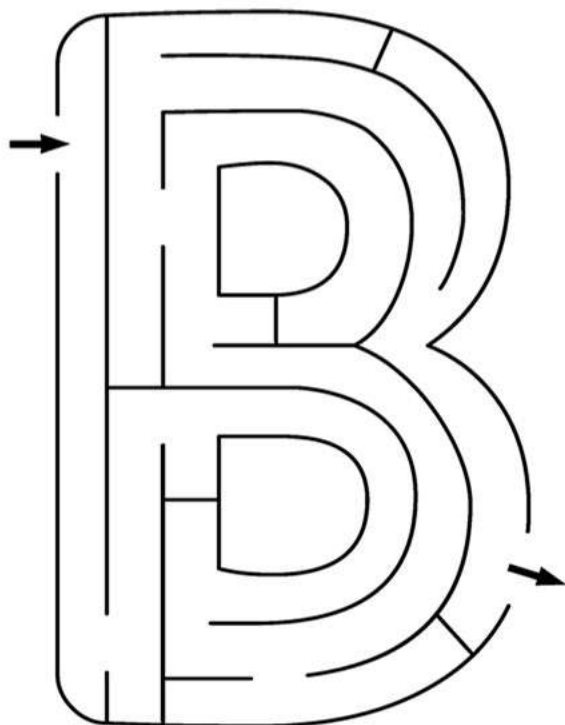
Consonant Review: b**Tracing**

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

B b

**Maze and Colour**

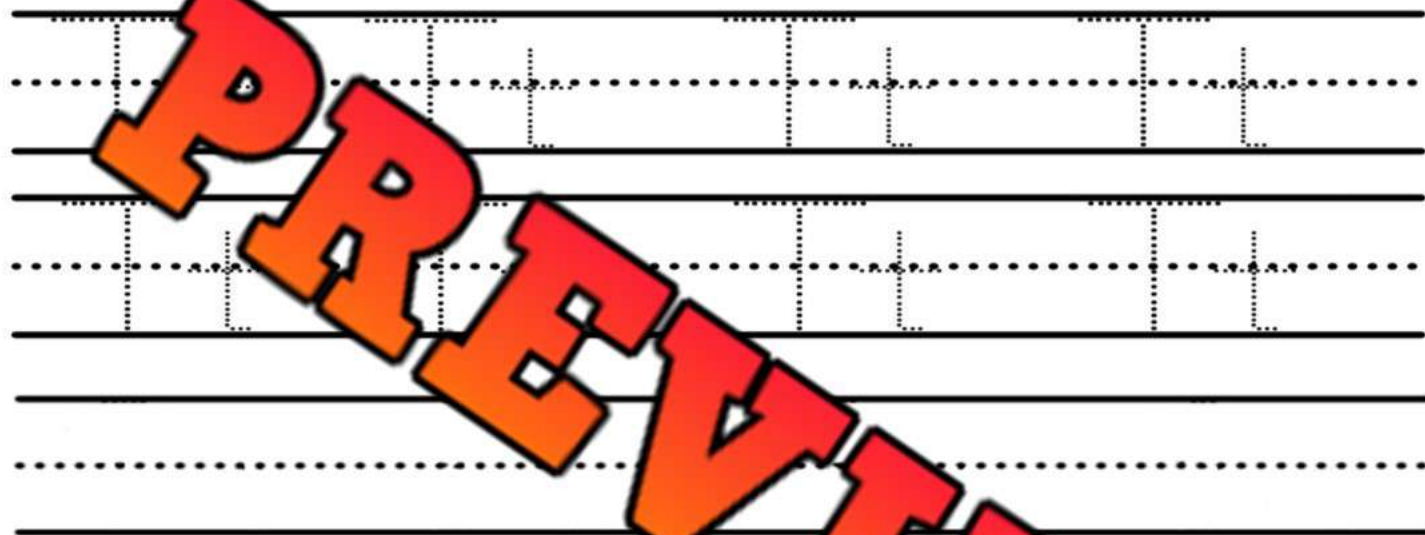
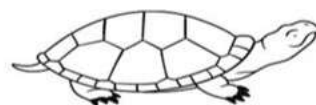
Finish the letter maze. Match and colour the Bb.



Consonant Review: t

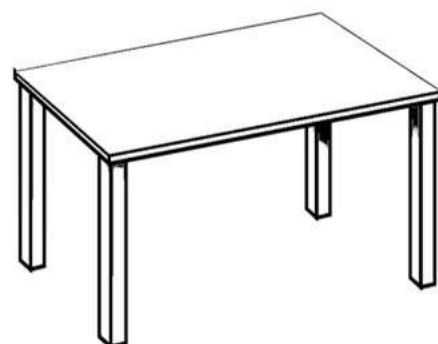
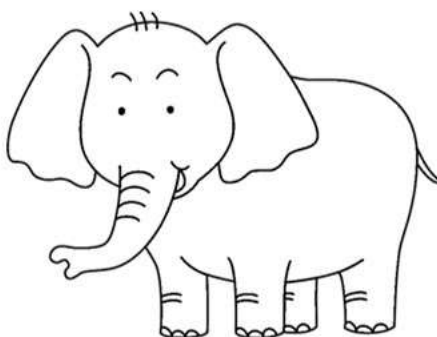
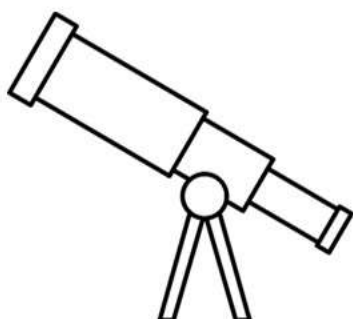
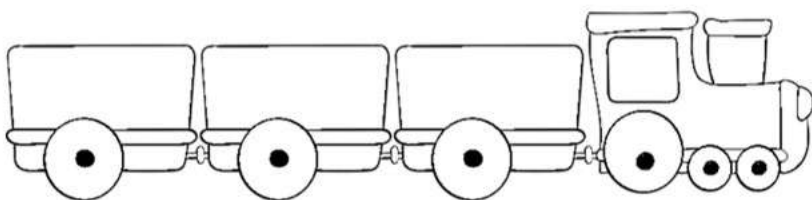
Tracing

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



Colour

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



Name: _____

24

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: d

Tracing

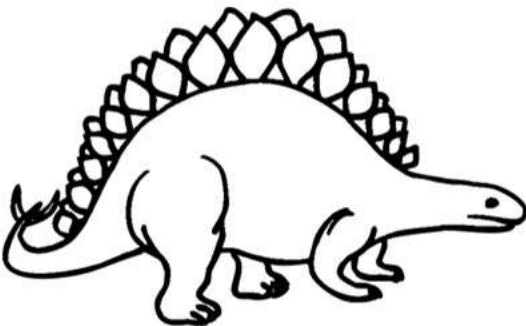
Trace the letters below and then write them on your own

D d



Colour

Colour the boxes with the letter

D	B	d	
P			D
q			d
b	d	D	p

Name: _____

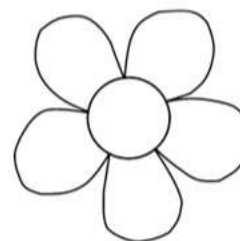
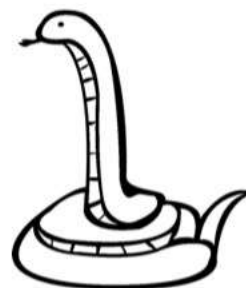
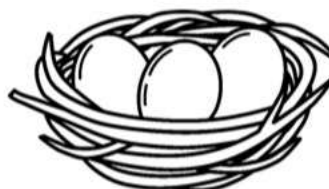
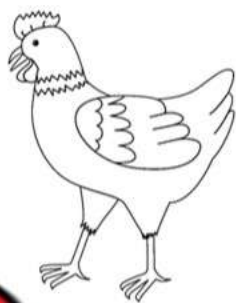
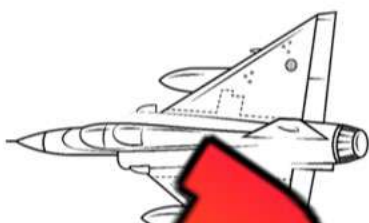
25

Curriculum Connection
P1.2, F1.1, C1.4

Short Vowel: e

Colour By Sound

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



PREVIEW

Tracing

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



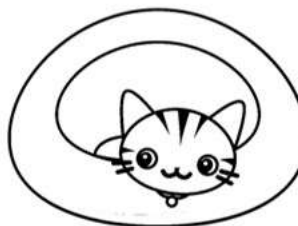
net



spider




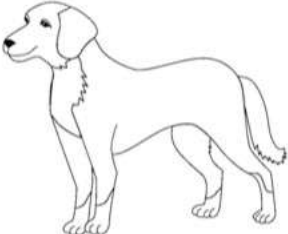



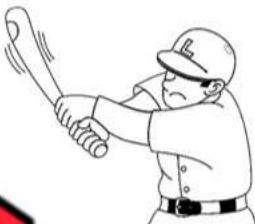






bed



pet

Week 2 – Fluency Readings**Read**

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

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

Name: _____

27

Week 2 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

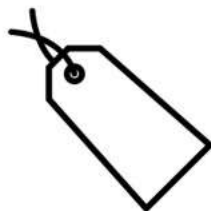
Match

Circle the matching letters.

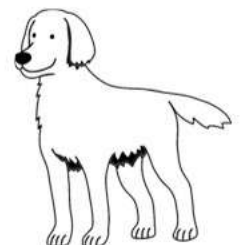
b	b d d b d d b d d d
d	d d b b d d b b d b
t	t l t l l f l t f f i t t f t

Identify

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



10



Week 3 - Word List

fit	fan	fat	fog	van
vet	sip	sit	sun	sad

Writing

Trace the words then write them on your own.

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

Name: _____

29

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: f

Tracing

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

F f



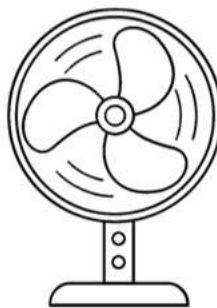
Tracing practice lines for uppercase 'F' and lowercase 'f'. The first row shows dotted letters for tracing. The second row shows dotted letters for tracing. The third row shows dotted letters for tracing. The fourth row shows dotted letters for tracing. The fifth row shows dotted letters for tracing.

Arrange

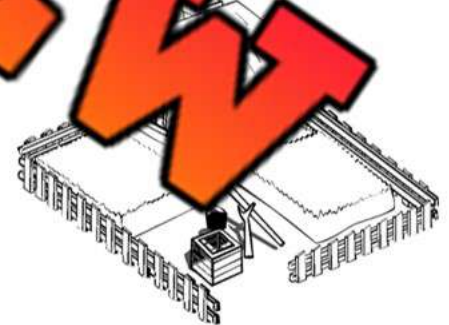
Unscramble the letters below to form words starting with "f".



o f x



a n f



a m f r

Blank lines for writing the word formed from the letters o, f, x.

Blank lines for writing the word formed from the letters a, n, f.

Blank lines for writing the word formed from the letters a, m, f, r.

Name: _____

30

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: v

Tracing

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



PREVIEW

Letter Order

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

After Vv

Ww

Xx

Uu

Before Vv

Pp

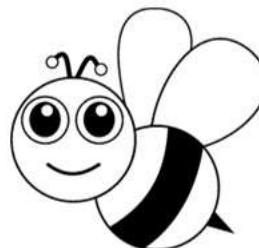
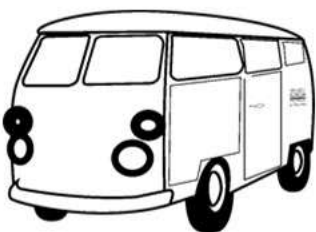
Oo

Aa

Yy

Identify

Circle the pictures that begins with letter "v".



Name: _____

31

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: s

Tracing

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

Ss



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

Draw

Draw the given s-words, then trace.

sun

star

sad

sun

star

sad

Name: _____

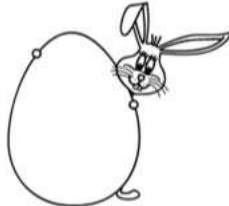
32

Curriculum Connection
P1.2, F1.1, C1.4

Short Vowel: i

Identify

Colour the correct word for each picture.



big

hid

bid

win

wig

kid

hid



fig

pig

pin

fig

rid

lid

zig

dig

Draw

Try to read the sentence and draw.

The kid has a big pig.

Week 3 – Fluency Readings

Read

Read each line and then write the last sentence.

Viv sat and

Viv sat and sipped

Viv sat and with

Viv sat and with the

Viv sat and sipped the



PREVIEW

The fan

The fan in

The fan in the

The fan in the van

The fan in the van is

The fan in the van is fit.

Week 3 - Spelling Quiz



Spelling

When your teacher reads the word, spell it below.

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

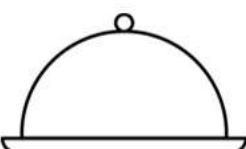
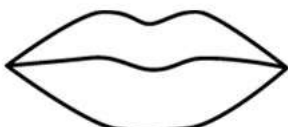


Focus

Colour the box with the beginning letter of the pictures.

	f		f
	v		v
	s		s

Focus

Colour the correct picture that corresponds to the given word.

lip		
hit		

Week 4 - Word List

zoo	zap	hop	hot	hat
has	lot	log	leg	loss

Spell

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



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

Consonant Review: z

Tracing

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



Identify

Circle the pictures that begin with the letter z.



Colour Pattern

Colour all Zz to show a zigzag pattern.

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

Name: _____

37

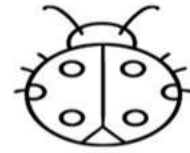
Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: l

Tracing

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

l l

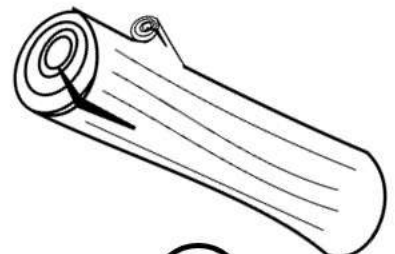


PREVIEW

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



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



Name: _____

38

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: h

Tracing

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

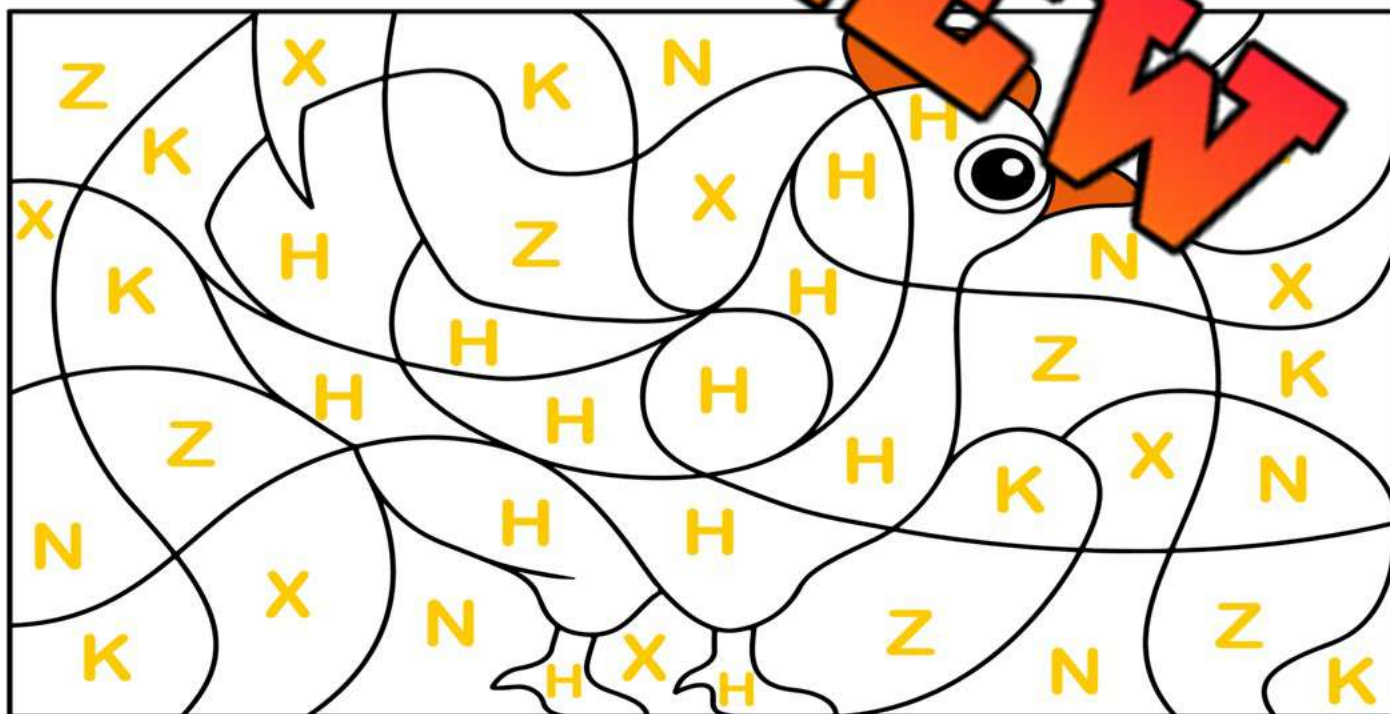
Hh



Two rows of handwriting practice lines. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The first row contains several dotted uppercase 'H' and lowercase 'h' letters for tracing. The second row is empty for independent practice.

Colour By Letters

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



Name: _____





39

Curriculum Connection
P1.2, F1.1, C1.4

Short Vowel: o

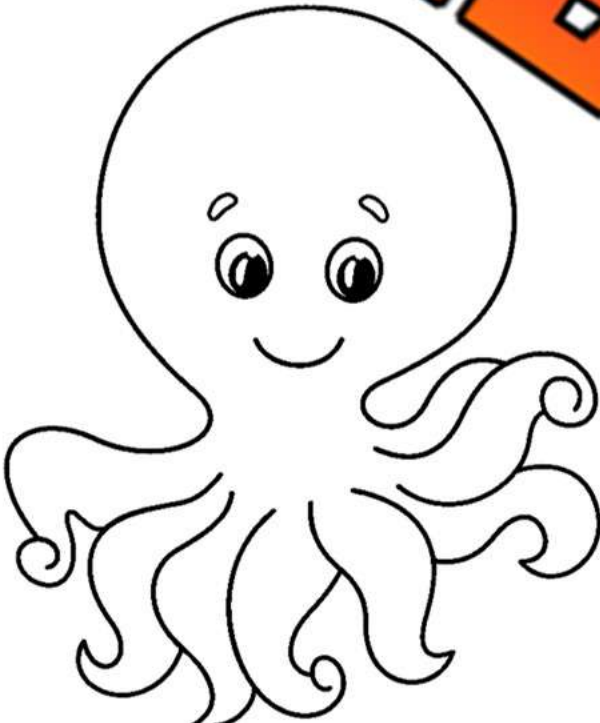
Identify

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

	mop		top
	mom		pot
			rod
			rot

Identify

Colour the words with a short "o" so



dot

hop

coin

frog

hope

Week 4 – Fluency Readings**Read**

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

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

Week 4 - Spelling Quiz


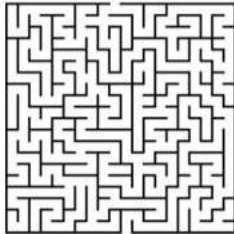


Spelling

When your teacher reads the word, spell it below.

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

Completion

Complete the word by adding a letter.

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

Think

Give three words with short o sound.

--	--	--

Name: _____

42

Week 5 - Word List

run	rug	red	rip	jug
jet	job	yes	yet	yell

Pictionary

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

PREVIEW

Spelling Word

Spelling Word

Spelling Word

Spelling Word

Name: _____

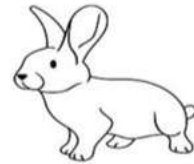
43

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: r

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

Rr

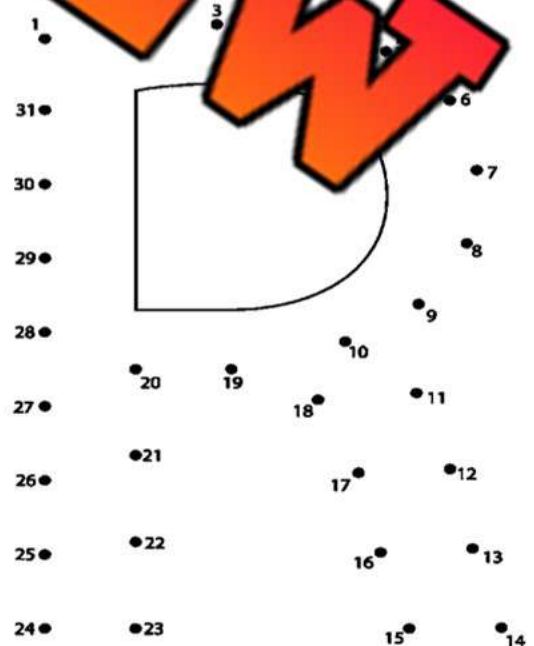


Tracing practice lines for the letter 'Rr'. The first row shows 'Rr' followed by four dotted 'Rr' pairs for tracing. The second row shows four dotted 'Rr' pairs for tracing. Below these are two more rows of empty lines for independent writing practice.

Colour and Connect

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

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



Name: _____

44

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: j

Tracing

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

J j



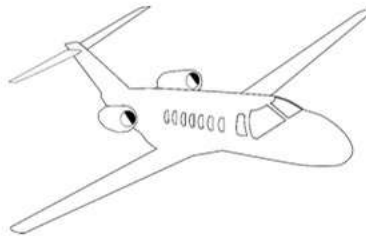
PREVIEW

Think

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



r j a



j t e



g u j

Name: _____

45

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: y

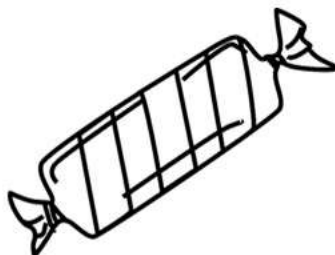
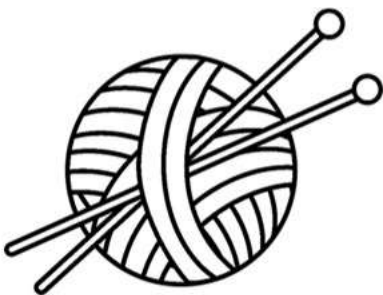
Tracing

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



Colour

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



Name: _____

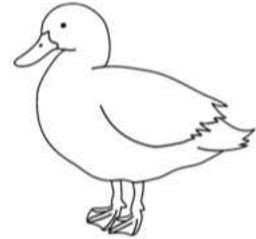
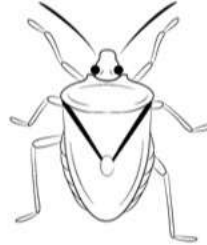
46

Curriculum Connection
P1.2, F1.1, C1.4

Short Vowel: u

Cut and Paste

Cut out the words to the space below each pictures.



sun

bug

duck

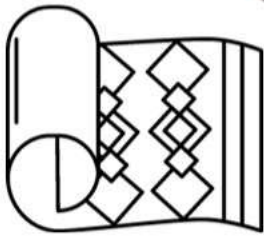
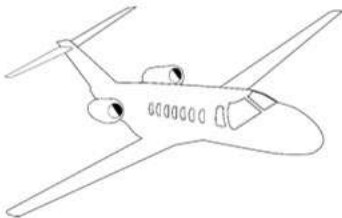
hug

nut

cup

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

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

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

Week 5 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

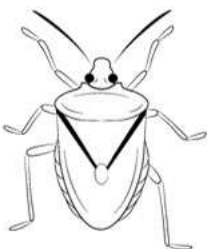
Match

Circle the matching letters.

r	r l l c f r t s j w r s x
j	l i j i j i f t j i l f i
y	x c y z x y z y t s t s y

Identify

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



Name: _____

49

Curriculum Connection
P1.2**Week 6 - Word List**

mix	box	quit	quiz	win
wax	kid	kit	ate	wake

Writing

Trace the words then write them on your own.

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

Name: _____

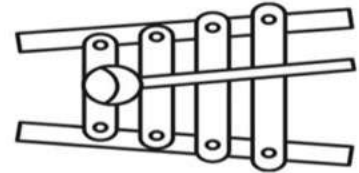
50

Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: x

Tracing

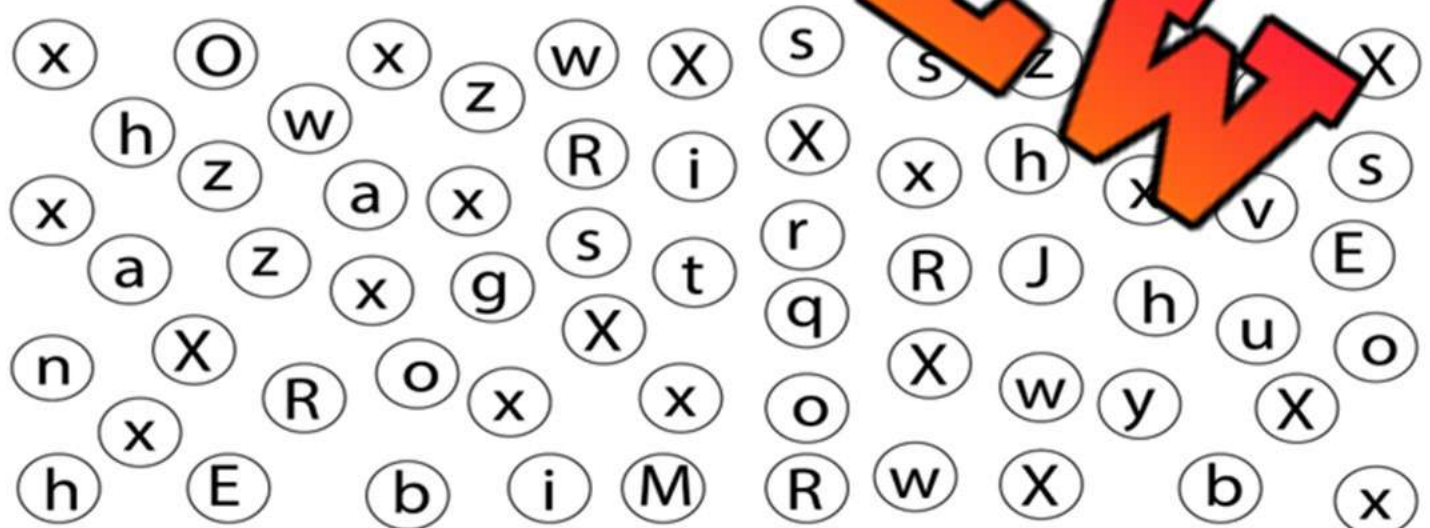
Trace the letters below and then write them on your own.



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

Colour and
Write

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

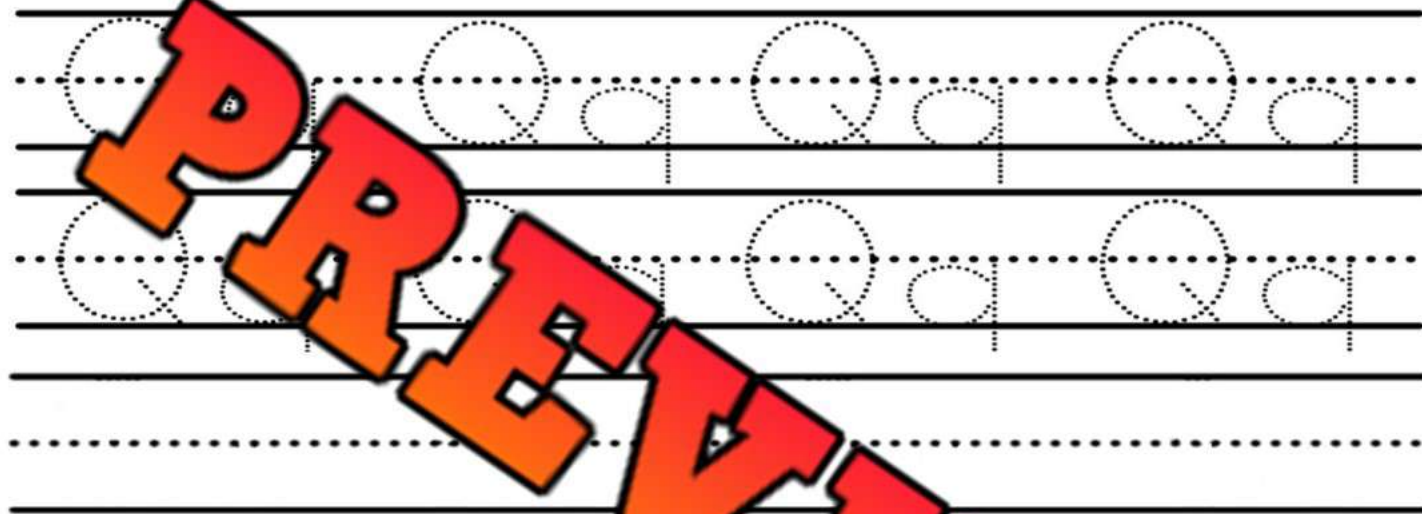


Three sets of handwriting practice lines (top solid, middle dashed, bottom solid) for writing words found in the word search.

Consonant Review: qu

Tracing

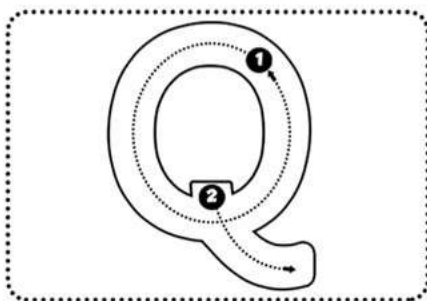
Trace the letters below and then write them on your own.



Instructions

Follow the instruction for each activity.

Trace it



Colour it



Write it



Find it



Write it

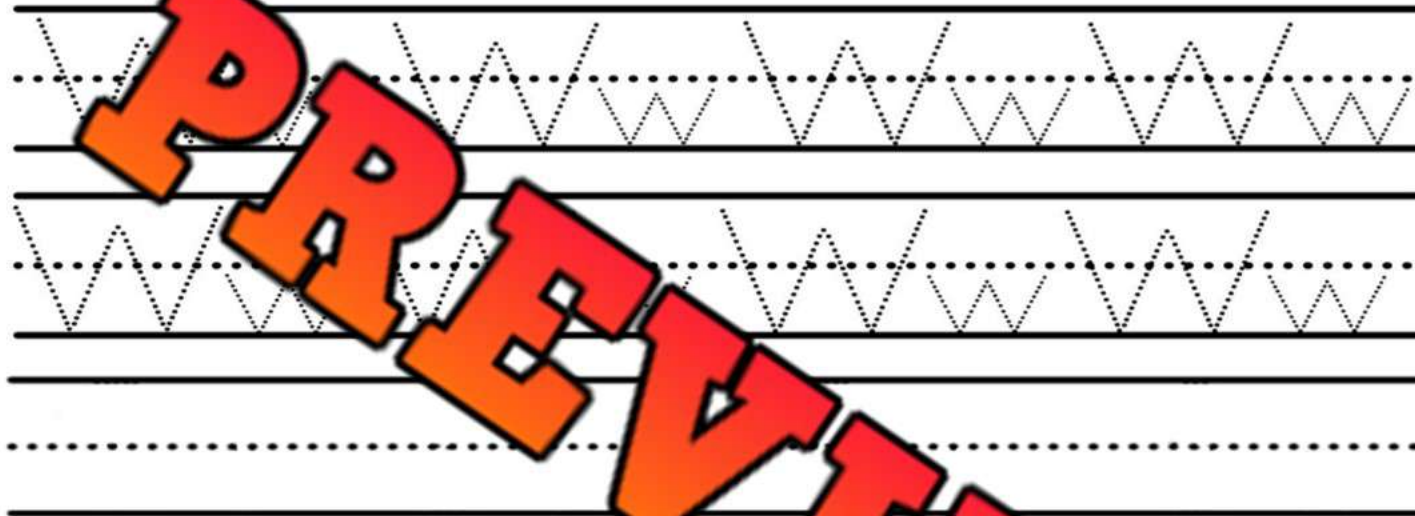
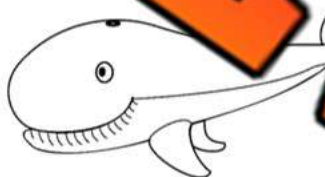
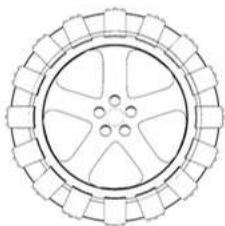
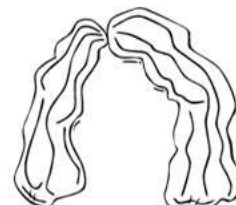
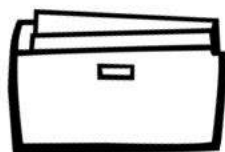
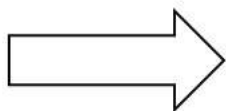


Solve it



Consonant Review: w**Tracing**

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

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

Name: _____

53

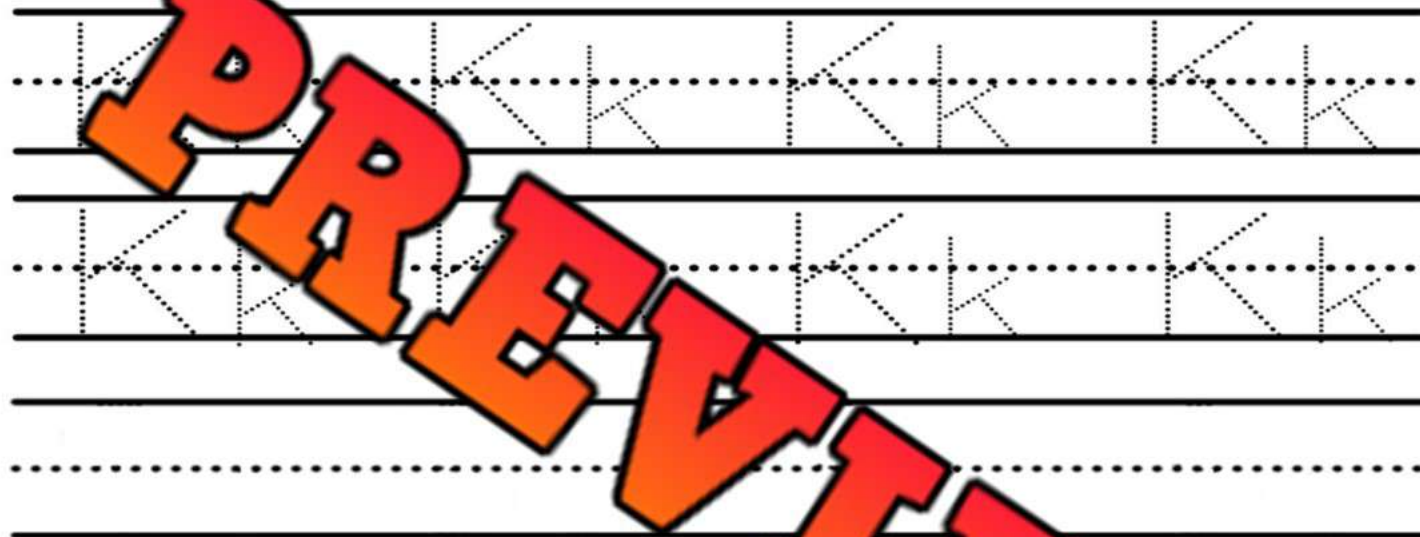
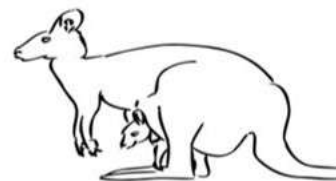
Curriculum Connection
P1.1, P1.2, F1.1

Consonant Review: k

Tracing

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

Kk



Draw

Draw the given k-words, then trace.

key

kid

kite

key


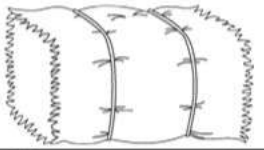
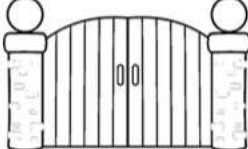


kid

kite

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

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

READ	WRITE
ake	cake
ake	ake
plane	
gate	
hay	

MATCH






Draw






















Draw a picture of the words below.

rat	rate

pan	pane

Week 6 – Fluency Readings**Read**

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

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

Week 6 - Spelling Quiz

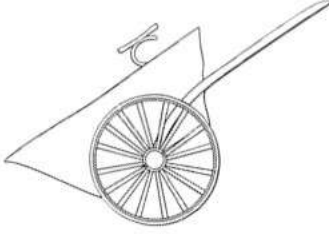
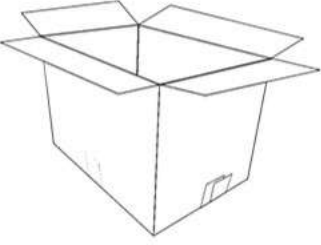


Spelling

When your teacher reads the word, spell it below.

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

Completion

Complete the words by adding a vowel.

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

Think

Give three words with a long "a" sound.

--	--	--

Name: _____

57

Week 7 - Word List

cat	cap	car	cell	cent
cite	cake	late	gate	rate

Fill In The

Fill the boxes with the spelling words from above.

PREVIEW

Word search grid with the word "rate" pre-filled in the top left corner. The grid consists of several interconnected boxes of varying sizes, some of which are already filled with the letters 'r', 'a', and 't'.

Name: _____

58



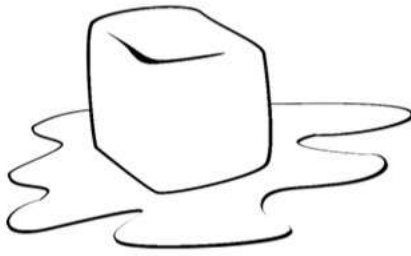


Curriculum Connection
P1.2, C1.4

Hard C

Focus

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

car	circle	coat
ice	cake	cereal

Identify

Circle the hard c sound words in the sentence below.

The car is the colour blue.

Name: _____

59

Curriculum Connection
P1.2, C1.4

Soft C

Completion

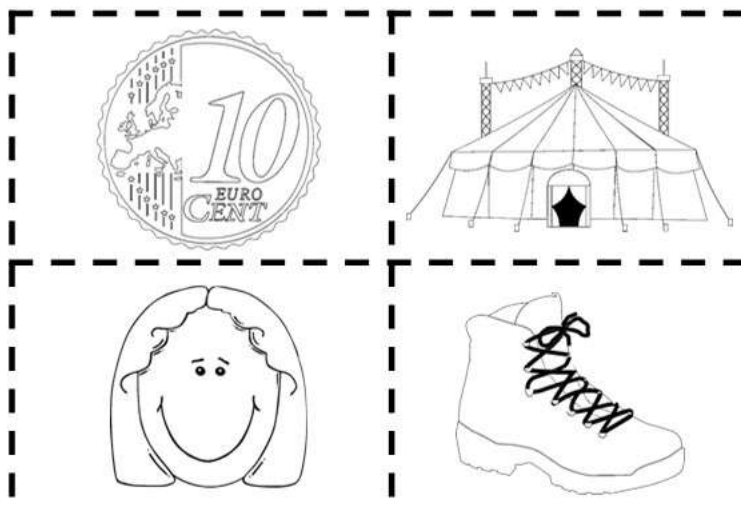
Read and complete each word by adding the letter c.

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

Cut and Paste

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

cent		
face		circle



Name: _____

60

Curriculum Connection
P1.2, C1.4

Long Vowel: a (cake)

Colour

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

snake

late

bake

mate

pack

mat

game



Draw

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

%



rat _

tap _

cap _

plan _

Base Words



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

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

Draw

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

	Unlock
Play	Pl

Vowel or Consonant

Vowels are the letters A, E, I, O, U. They are like the heart of every word. When we say them, our mouth is open.

Consonants are the other letters in the alphabet. They help make different sounds in words. When we say them, our mouth might close a bit or our tongue might move.



S U N - I (U) Consonants (S, N)

Color the letters green if the letter is a vowel and yellow if it is a consonant

M	C	a	A	r	h	I
L	O	B	U	Y	Q	D

Identify




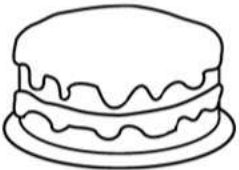







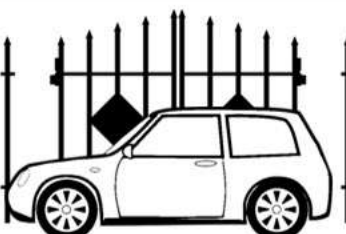
Is the underlined letter a vowel or consonant?

Word	Vowel	Consonant
dog		
hat		
pen		
cup		
ink		

Word	Vowel	Consonant
fish		
ball		
nice		
help		
meat		

Week 7 – Fluency Readings**Read**

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

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

Name: _____

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Week 7 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

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

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

Identify

Underline the base word from the given words.

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

Name: _____

65

Curriculum Connection
P1.2**Week 8 - Word List**

go	got	gas	gap	gel
gym	germ	he	me	be

Spell

Unscramble the letters to make the spelling words.

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

Name: _____

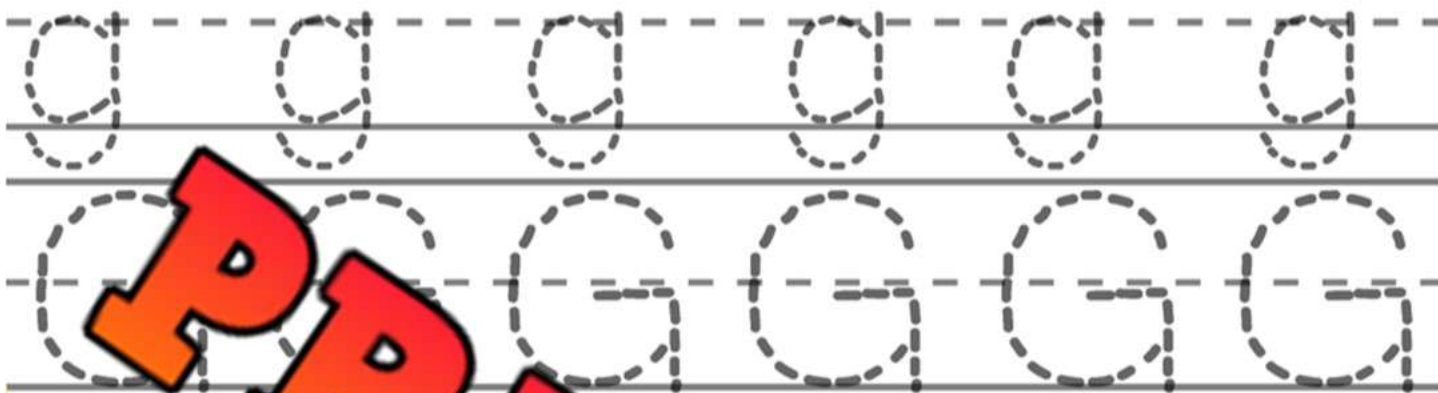
66

Curriculum Connection
P1.2, C1.4

Hard G

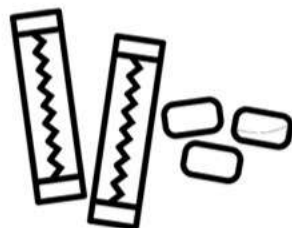
Writing

Practice writing the letters.



Writing

the words have a hard "g" sound.



gum



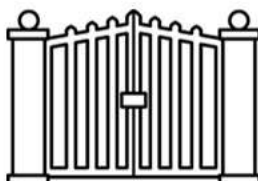
gel



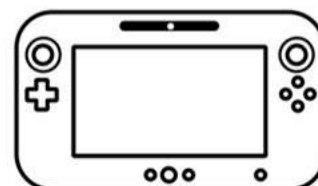
game



gym



gate



game

Name: _____

67

Curriculum Connection
P1.2, C1.4

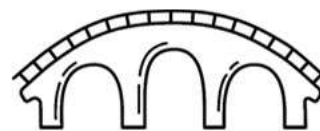
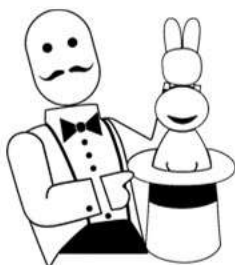
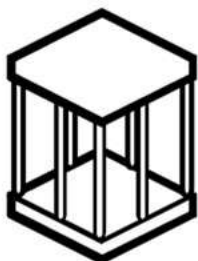
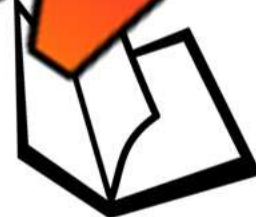
Soft G

Cut and Paste

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

gem	rage	page	cage

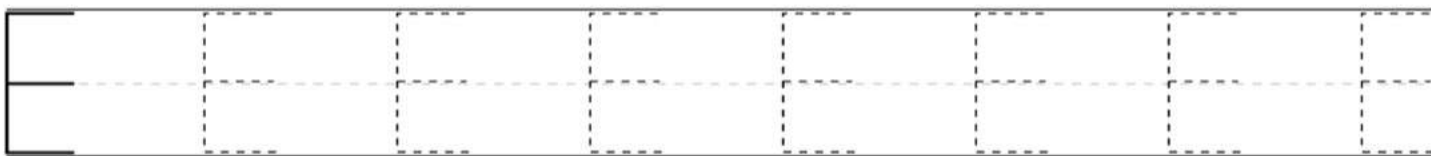
magic	gent	giraffe	bridge



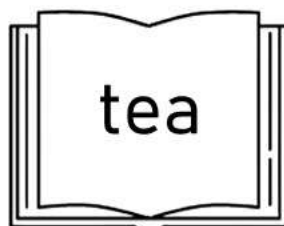
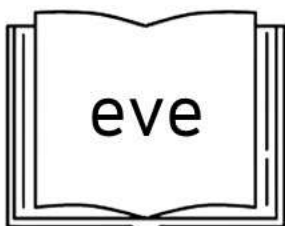
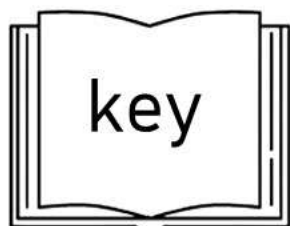
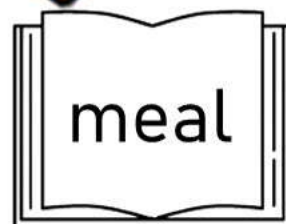
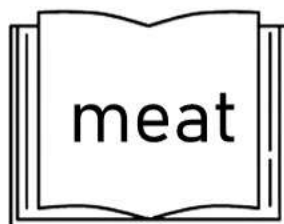
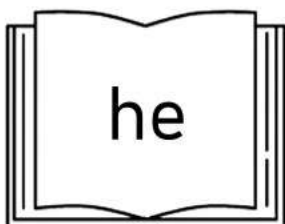
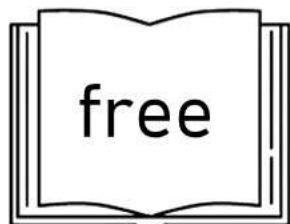
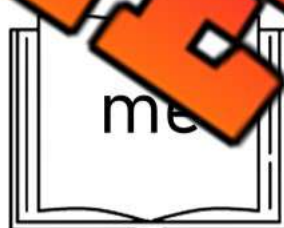
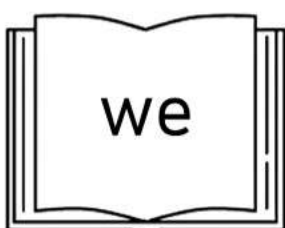
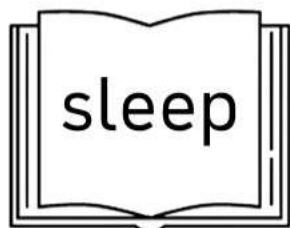
Long Vowel: E (be)

Tracing

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

**Long E Sound**

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



Suffix -s

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

Identify

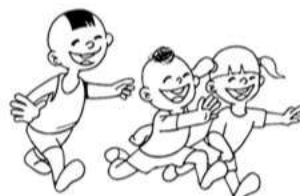
Circle the correct noun to describe the picture.



- A. cat
B. cats



- A. cat
B. cats



- A. kid
B. kids



- A. kid
B. kids



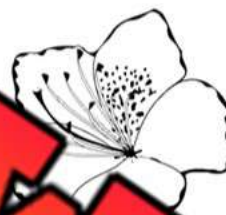
- A. book
B. books



- A. book
B. books



- A. flower
B. flowers



- A. flower
B. flowers

Draw

Draw the given number of nouns.

Five apples

Three stars

Vowel in Every Word

Vowels are special letters: **A, E, I, O, U**. In every word we say or write, we always use at least one of these vowels. They help us make the sounds of words. For example, in the word "cat," the letter A is the vowel. It helps us say the word.

Vowels

List all the vowels in each given word.

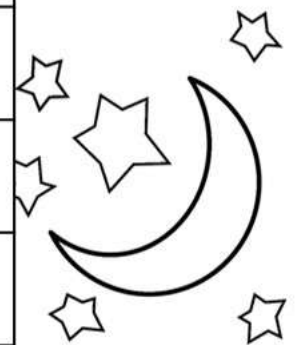
Word	Vowels
1) cat	
2) gel	
3) bee	
4) oar	
5) elf	

Word	Vowels
6) rose	
7) gold	
8) coat	
9) bag	
10) bed	

Completion

Complete the words by adding an appropriate vowel.

c _ _ t	b _ _ g	j _ _ g
_ _ g g	_ _ _ k	b _ _ _
b _ _ r d	s t _ _ r	j _ _ m p
s h _ _ p	f r _ _ g	g _ _ _ l
g _ _ m _ _	b _ _ _ r	m _ _ _ n



Week 8 – Fluency Readings

Read

Read each line and then write the last sentence.

He got

He got

He

He got gas

He got gas at



Go

Go fill

Go fill the

Go fill the gap

Go fill the gap with

Go fill the gap with gel.

Name: _____

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Week 8 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

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

go	giant	gum
gel	gem	got

Write

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

dog

tray

paper

Name: _____

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Curriculum Connection
P1.2

Week 29 - Word List

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

Alphabeti

Write the words in alphabetical order

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

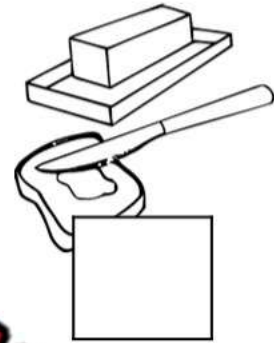
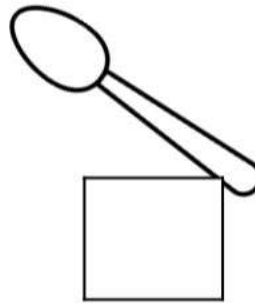
Draw

Choose three words from above then draw them.

Three - Letter Blends: spr

Sound Check

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

**Think**

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

Long U – Vowel Team: ui

Cut and Paste

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



--	--	--	--



--	--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

e

t

u

n

q

u

i

u

s

r

u

s

i

t

c

g

u

e

m

e

l

j

i

c

p

i

i

d

Fluency Sentences

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

Fluency

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



I
I like
I like playin
I like playing basketball with
I like playing basketball with
I like playing basketball with
I like playing basketball with my friend
I like playing basketball with my friend

Who do I like playing with?

What do I like playing with my friend?

Antonyms

An **antonym** is a word that has the opposite meaning of another word. For example, "hot" is the antonym of "cold," and "up" is the antonym of "down."

**Cut and Paste**

Look for the antonyms of the words and paste them beside the words.

big		up		near	
hot		out		tall	
happy		wet		strong	
fast		old		young	

down	short	sad	weak	fat	
dry	small	new	in	cold	slow

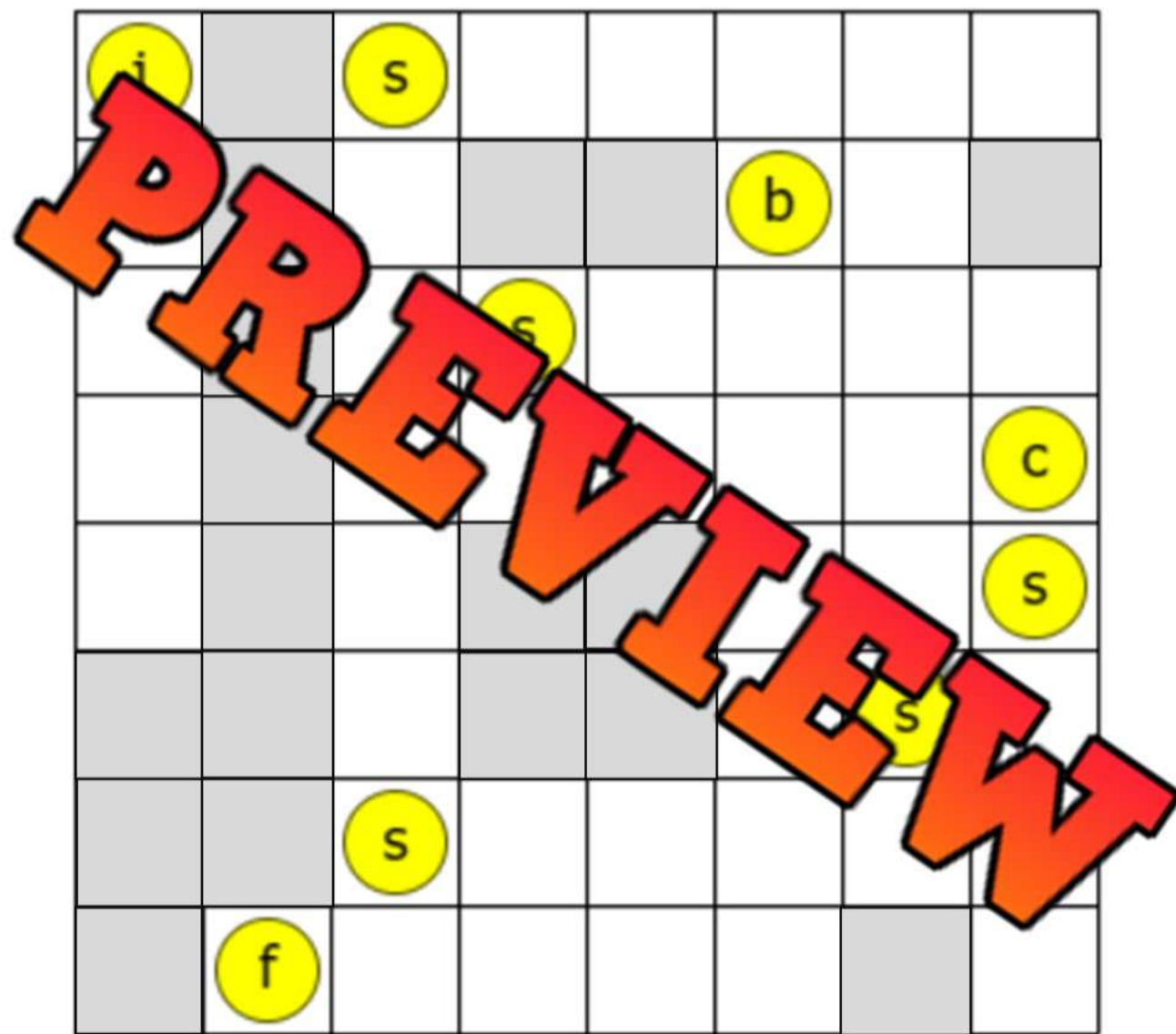
Think

Think of more pairs of antonyms.

Reverse Word Search

Word Search

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



Place these words in the grid.

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

Week 29 – Fluency Readings**Read**

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

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

Week 29 - Spelling Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Completion

Complete the sentences with the words.

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

Reading

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

The sun shines brightly as we play in the park.

Name: _____

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Curriculum Connection
P1.2

Week 30 - Word List

three	throw	threw	thread	thrive
new	few	chew	grew	crew

Pictionary

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

PREVIEW

Spelling Word	

Spelling Word	

Spelling Word	

Spelling Word	

Three - Letter Blends: thr**Identify**

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

**Sentence**

Rearrange the words to create a meaningful sentence

three

She

threads

has

colourful

He

outside

threw

balls

three

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

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

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

Matching

Match the word that best suits each sentence.

1) Dogs _____ their toys.

2) The _____ worked very hard.

3) I have a _____ books to read.

4) Let's _____ the lesson tomorrow.

5) Mom made yummy _____ today.

☐ chew☐ stew☐ crew☐ review

Name: _____

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Curriculum Connection
F1.2, F1.3

Fluency Sentences

Fluency

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

READING PRACTICE

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

HOW DID I DO?



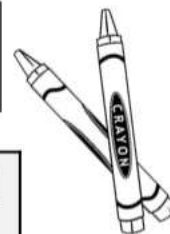
1 2 3 4 5

Draw

Draw any two scenes from the sentences above.

Visualization to Spell Words

Visualization is a helpful technique to remember how to spell words. It is like using your imagination to see the word in your mind.



**Colourful
Letters**

Colour each spelling word with different colours for each sound to enhance visual memory and aid in spelling recall.

Did	Rot
Bed	Hard
New	Thin
Chew	Grew
Thorn	Throw

Word Searches

Word Search

Find the word bank words in the puzzle.

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

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

Word Search

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

Word Bank

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

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



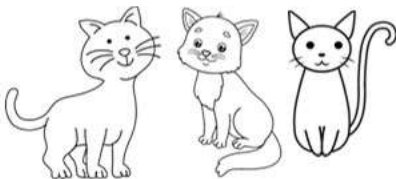
I caught the ball.

I threw the ball.



A few birds flew.

A few birds flew.



We have three new cats.

We have three new dogs.



Trees thrived and grew.

Plants thrived and grew.

Week 30 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

Sentence

Rearrange the words to create a meaningful sentence.

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

Fluency

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

READING PRACTICE

Apples are sweet and crunchy.

Butterflies flutter around the colourful flowers.

HOW DID I DO?



1 2 3 4 5