



# Preview – Information



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

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# Google Slides Lessons Preview





# BC Language Curriculum

## Reading Comprehension – Grade 2

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

#### Learning Goal

#### What are Reading Comprehension Strategies?

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



#### Choose The Correct Answer

For each question, circle the answer

1) What is the name of a book?	2) Who draws the pictures in a book?	3) Which part of a book shows the chapters?
a) Author	a) Author	a) Table of Contents
b) Title	b) Website	b) Page
c) Page	c) Illustrator	c) Author
4) What is one page in a book called?	5) Where can we type words to find something online?	6) What do we call the person who writes the book?
a) Chapter	a) Search Box	a) Illustrator
b) Page	b) Author	b) Heading
c) Website	c) Title	c) Author

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

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



#### Consolidation – The Big Snow Day

#### Questions


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





# BC Language Curriculum

## Reading Comprehension – Grade 2

 **Match the Story to the Principle!**

Drag the principle to the matching part of the story.

Part from The River's Gift	Principle
Lena and her friends cared for the dry river and treated the land kindly.	
The children promised to take care of the river and planted new trees.	
They shared their time and energy to give back to nature.	
Everyone worked together to clear rocks and clean the river.	
They understood how plants, animals, and water all depended on each other.	
The friends felt the river was very special and worth protecting.	
When the rain came, they saw how their actions helped the whole environment.	

**Principle Bank**

- Reciprocity
- Interrelatedness
- Respect
- Reverence
- Synergy
- Holism
- Responsibility

Order the story events from one to four



The wind blew, and the kite soared high in the sky.



She climbed a little ladder to reach the kite.



Mia and her friends laughed and chased the kite.




Mia found a shiny red kite stuck in a tree.

1

2

3

4

 **Matching Activity – Order**

Drag the steps into the correct order. How to make a peanut butter and jelly sandwich.

Order
1
2
3
4
5
6
7

- Spread peanut butter on one slice of bread.
- Cut the sandwich in half if you want.
- Get out the peanut butter, jelly, a knife, and a plate.
- Spread jelly on the other slice of bread.
- Enjoy your delicious sandwich!
- Take out two slices of bread.
- Put the two slices together to make a sandwich.





# BC Language Curriculum

## Reading Comprehension – Grade 2



### Reports – Text Features

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

- 1) A  shows us where to find each section in a report.
- 2)  show information in a simple way, using pictures or graphs.
- 3) A  is a list of new or important words with their meanings.
- 4)  are small symbols that give us quick meaning or ideas.
- 5) A  is placed under a picture to describe it in more detail.

**glossary**

**table of contents**

**icons**

**caption**

**charts**



### Know Your Poems

After learning about different types of poems, complete the multiple-choice questions below.

Question	A	B	C	Answer
1) Which poem counts syllables in each line?	Haiku	Limerick	Acrostic	
2) Which poem spells a word using the first letter of each line?	Limerick	Acrostic	Haiku	
3) Which poem is usually funny and uses a rhyme pattern?	Limerick	Haiku	Acrostic	
4) Which poem has 5 lines and often ends with a joke?	Haiku	Limerick	Acrostic	

### Thumbs Up or Thumbs Down?

Read each review. Show if the reviewer liked it. Show if the reviewer did not like it.

1) "This book was full of adventure! I couldn't stop reading it."

☐

2) "I loved the colourful illustrations. They made the story fun!"

☐

3) "The ending didn't make sense. Whoever wrote that should be fired."

☐

4) "The book was very slow, and it felt like nothing happened."

☐

5) "The characters were hard to follow, and it seemed to take forever to finish it."

☐

6) "This was the best mystery ever! I didn't want it to end."

☐



# Workbook Preview



# Grade 2 – Language

## Comprehension, Story, Text Forms



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

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

CST2.1		95-104
CST2.2		166
CST2.3	colour, arrangement, and formatting features such as bold, underline)	136-146, 148-149, 178-205
CST2.4	<b>Vocabulary to talk about texts:</b> book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams	9-10
CST2.5	<b>Reading strategies:</b> 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	11-36, 42-45, 80-205
CST2.6	<b>Metacognitive strategies:</b> 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	37-72



# **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 a collection of pages you can read.



## Parts of a Book

- **Title:** The name of a book is its title. It is usually on the front cover.
- **Headings:** Headings are the titles of different parts of a book or web page. They tell you what section is about.
- **Table of Contents:** This is a list at the start of a book. It tells you the chapters or sections and where to find them.
- **Pictures and Diagrams:** Pictures are drawings or photos in a book. Diagrams are special kinds of pictures that show how something works.
- **Page:** Each side of a piece of paper in a book is called a page. It has words or pictures.
- **Chapter:** A big part of a story in a book is called a chapter. It is like a smaller story inside the big one.
- **Author:** The person who writes the words in a book is called the author. They think of the stories or facts to tell.
- **Illustrator:** The illustrator is the person who draws the pictures in a book.

## Important Words When You are Reading on Computers

- **Web Page:** A web page is like a page in a book, but on a computer or tablet. It has information or pictures.
- **Website:** A website is a collection of web pages you can visit on the internet. It is like a book with many chapters.
- **Search Box:** A search box is a place on a website where you can type words to find something you are looking for.

**True or False**

Is the statement true or false?

1) A chapter is the name of a book.	True	False
2) An author draws the pictures in a book.	True	False
3) The table of contents shows you where to find chapters of a book.	True	False
4) A webpage is a page in a book.	True	False
5) If you are looking for something you type it in a search box.	True	False

Match the word in Column A with its meaning in Column B.

	Column B
Page	Collection of web pages
Website	Person who writes the words in a book
Headings	Each side of a piece of paper in a book
Author	Titles of different parts

**Choose**

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

<p>1) What is an illustrator?</p> <p><input type="checkbox"/> Someone who writes stories</p> <p><input type="checkbox"/> Someone who draws pictures</p> <p><input type="checkbox"/> Someone who reads books</p>	<p>2) What is a part of a book called?</p> <p><input type="checkbox"/> Search box</p> <p><input type="checkbox"/> Table of contents</p> <p><input type="checkbox"/> Chapter</p>
<p>3) Where is the title of the book usually written?</p> <p><input type="checkbox"/> Front cover</p> <p><input type="checkbox"/> Back cover</p> <p><input type="checkbox"/> Middle of the book</p>	<p>4) What is each side of a sheet of paper called?</p> <p><input type="checkbox"/> Heading</p> <p><input type="checkbox"/> Page</p> <p><input type="checkbox"/> Website</p>



# Understanding Reading Comprehension

## Understanding Reading

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

## Why Reading is Important

- 1) Reading helps you learn new things.
- 2) Reading helps you better understand talking.
- 3) Reading helps you write better.



## How to Be Good at Reading - Strategies

### A) Before Reading

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

### B) While Reading

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

### C) After Reading

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

## True or False

Is the statement true or false?

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

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

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## Matching

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

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



# Making Connections

## Making Connections

Making connections makes reading easier to understand.

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



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

1) Bella finds a lost dog on a street.

Text-to-Self I know that animal shelters help lost pets.

Text-to-Text I read a newspaper story about a lost dog.

Text-to-World I read a newspaper story about lost pets.

2) Grandma comes to visit for the weekend.

Text-to-Self This is like the book "Little Red Riding Hood".

Text-to-Text People travel to see family.

Text-to-World My grandma also comes to visit sometimes.

3) Jake and his friends build a snowman.

Text-to-Self Building snowmen is very common during winter.

Text-to-Text I built a snowman last year.

Text-to-World I read that it will be snowing a lot this winter.

# Making Connections

## Making Connections

Make connections to the passage below.

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

### Text-to-text

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Text-to-self



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Text-to-world



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Comprehension Practice – Making Connections

### “Every Drop Counts: The Importance of Saving Water”

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

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

One day, she noticed something. The pond near her

house was getting smaller.

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

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

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

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

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

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

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



## Pre-Reading

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

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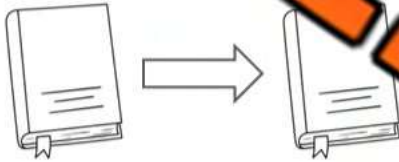
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While Reading As you read, stop and make connections to your life

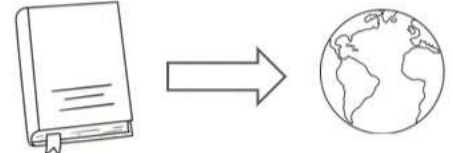
Text-to-text



Text-to-self



Text-to-world



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## Comprehension Practice – Questioning

### The Magic of Pulleys: How Elevators Work

#### What is a Pulley?

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

#### How do elevators use pulleys?

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

#### Parts of an Elevator

Here is what you find in an elevator.

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



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

#### Why Are Pulleys Important?

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

## Pre-Reading

## Are you reading for fun or for information?

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## While

As you read, stop and write down questions you have.

1)	
2)	

## Visualizing

Draw what you were picturing while you were **ad**

This is a blank white page enclosed by a thin black rectangular border. There are no markings, text, or illustrations on the page surface.

## What is an Inference?

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

### Example

New Information Frogs jump really high to catch flies.

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



### Infer

al inference. Now by answering the questions.

1) Rachel is collecting o at eggs e left all over her house.

What holiday is it?

2) Dad is filling the car with suitcases and s

What is the family doing?

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

What is happening in the class?

4) The puddles are turning to ice outside.

What is the weather like?

5) Jenny is brushing her teeth and wearing pajamas.

What time of the day is it?



## What is an Inference?

**Infer**

Make 1 inference about each of the sentences below.

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

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

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

**Infer**

Make inferences about what is in the images below



The dog is wagging its tail.

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The snowman is melting.

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## Comprehension Practice – Visualizing

Nairobi, Kenya

September 12, 2023

Dear Sam,

Hi from Nairobi, Kenya, a country in

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

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

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

After eating, we played some games. We did a little tug-of-war and a tug-of-war!  
For dinner we ate nyama choma which is made from grilled meat.

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

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

Best wishes,

Hazel



## Pre-Reading

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

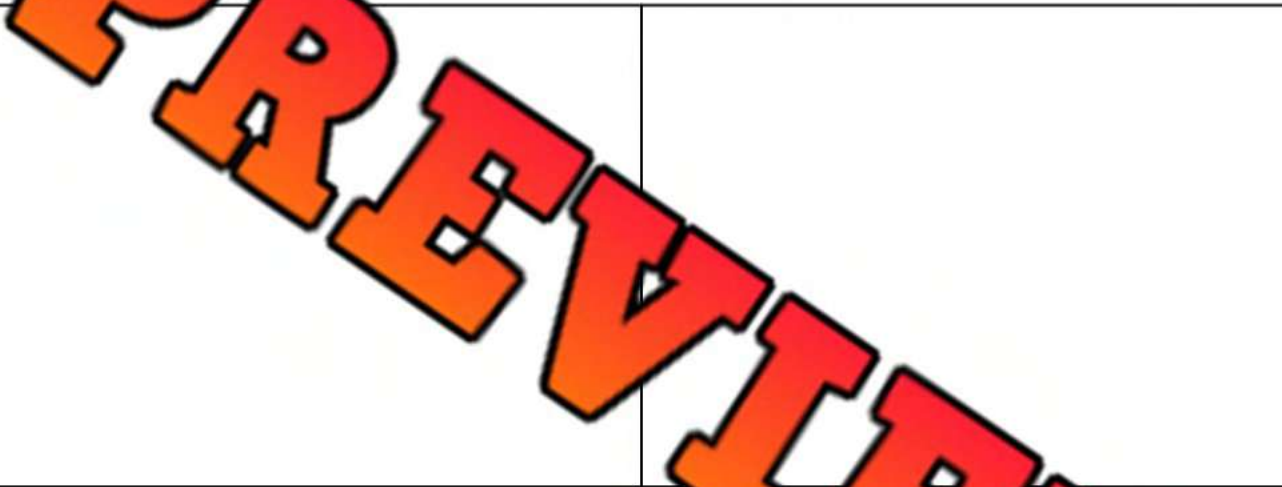
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## While Reading

Draw 2 different pictures of what you are visualizing while reading



## After Reading

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

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

## 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 boy will kick the ball
- ☐ The boy will throw the ball
- ☐ The boy will hit the ball

2)



- ☐ The family will eat the ice cream they buy from the vendor
- ☐ The family will not buy ice cream
- ☐ The vendor will give the family apples

3)



- ☐ The children will continue playing in the park
- ☐ The children will swim in the water
- ☐ The children will sleep in the park

4)



- ☐ The friends will go out for a walk
- ☐ The friends will cut the birthday cake
- ☐ The friends will eat pizza



## Picture Predictions

### Instructions

Look carefully at the pictures and think about the story. Predict what will happen next in the story. Write it down.



**Instructions**

Now read the story below and see if your prediction was correct.

Rhea was feeling upset and dreamed of a beautiful golden pet dog. Later that day Rhea's parents saw that she was upset. They smiled and had a surprise for her. They all got into their red car and drove to a special place.

The car stopped in front of the animal shelter. Rhea's eyes sparkled with joy. She understood the surprise! Inside the shelter, Rhea saw many dogs, but one golden retriever puppy was just for her. It was just like in her dream!

Rhea hugged her new puppy and they both felt so much love. She knew this puppy would be happy by her side. Rhea and her parents adopted the puppy and took him home. Rhea and her new friend played together, running and laughing together.

**Questions**

Answer the questions.

1) Was your prediction correct? Circle your answer. Yes No Somewhat

2) Were the illustrations enough to help you predict the story?

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3) How can pictures help us understand the meaning?

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**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.

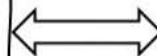
1) Come over hier and sit with me.



2) The b \_\_\_\_\_ across the brite green grass.



3) Aisha wear \_\_\_\_\_ across the \_\_\_\_\_ every day.



4) I got a red balun and a \_\_\_\_\_ my b \_\_\_\_\_.



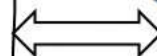
5) My favourite animal is the elefant.



6) I read a book about the magical farrest.



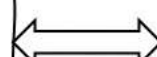
7) He does not like cheeze on his burger.



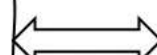
8) The dog is chasing its own tayl.



9) Look at the preti rainbow in the sky.



10) Can you find the biggest apal in the basket?





## 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.

We hikes up the  
mountain trail.

Yes

The dog barks  
loudly.

Yes

No

My favourite  
flower is rose.

Yes

No

Fish climb deep  
in the sea.

Yes

No

Birds in the sky are a very  
happy.

Yes

No

Yes

Sam sings  
beautiful songs.

Yes

No

Jim and I runs in  
the pond.

Yes

No

### Instructions

Read the sentences below. Circle the sentences which do not sound right to you.

Once a time, in a colourful forest, there lives a rabbit named Timothy.

Timothy loved to hopping around the trees every morning one day.

he met a friendly turtle named Gerard. Gerard was slow.

and steady, but he could flies faster than any bird in the sky.

"Good morning, Gerard!" Timothy said with a smile. Gerard smiled back and replied, "The sun is shining dull, but it's raining snow today!" They decided to have a picnic under a big oak tree. Timothy brought carrots that tasted like chocolate, and Gerard brought lettuce that could sing.

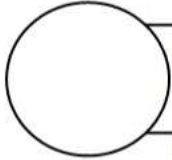
After their meal, they played hide and seek until they felt tired. They laughed and danced until it was time to say, "Goodnight, see you yesterday!"



## Monitoring – Does It Make Sense?

### Instructions

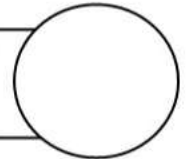
Some of these sentences do not make sense. In the circle make a smiley face ☺ for the sentence that makes sense and a sad face ☹ for the sentence that does not make sense.



George is a like boy.



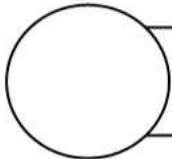
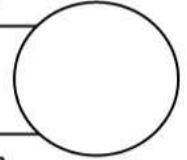
Old tom behind chair stand was.



and S are best friends.



Silly paint tree bird.



The baby girl was crying for.



Cold weather we snow.



### Instructions

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

1) We eat lunch at _____.	night	noon
2) The flowers grow in the _____.	soil	garden
3) The dog wags its _____.	ears	tail
4) We ride the bus to the _____.	school	park
5) I wear my hat on my _____.	hair	head
6) She goes to school with her _____.	mother	friend



## Sight Words

Familiar or sight words, are words we see a lot and know by heart. These are special words like "the", "and", "I", or "you" that we can spot and say quickly without having to sound them out. They help us read faster and understand stories better!

**Instruction** Read the story below. List all the sight words you can find.

Once upon a time, there was a kind cat named Bella. She lived in a big, cozy house. One day, she saw a bird outside. The bird was lost and needed help. Bella wanted to help her friend. She said, "Do not worry, I will help you find your way home."

Together, they looked around. They went up and down, here and there. Bella and the bird looked at many things: a tall tree, a red car, and a blue sky.

At last, they found the bird's home. The bird was so happy. "Thank you, Bella!" They hugged and said goodbye. Bella felt good because she made a new friend and did a kind thing.






## Comprehension – Weather of British Columbia

### Understanding Weather

Weather shows if it is sunny, rainy, snowy, or windy outside. In British Columbia, the weather changes throughout the year.

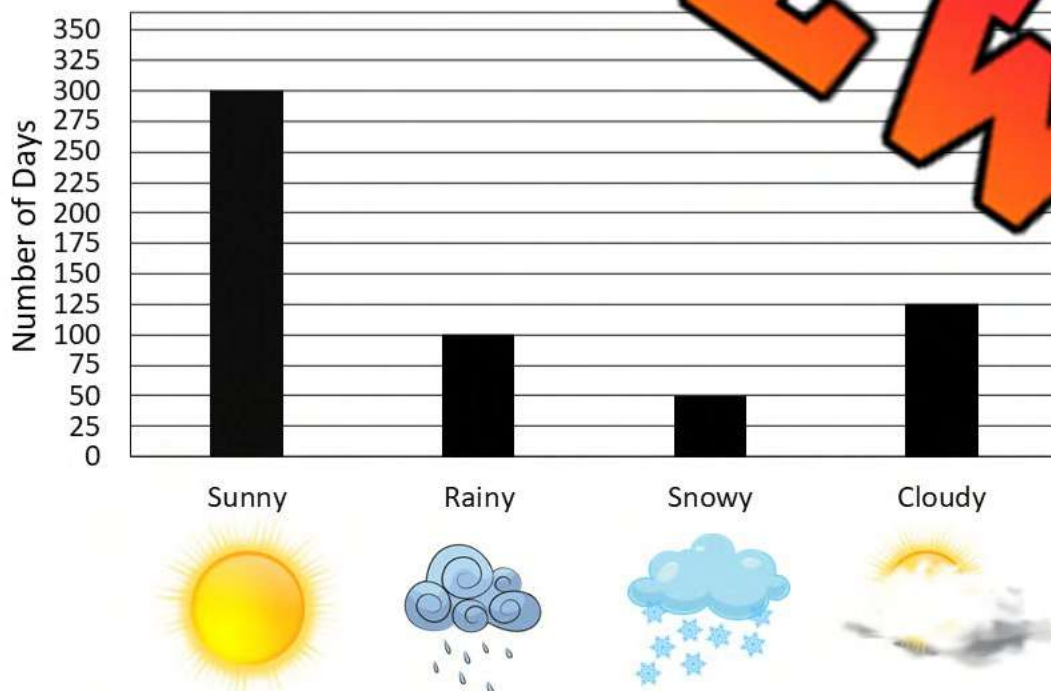
### British Columbia's Yearly Weather

- Sunny British Columbia enjoys about 300 days with sunshine.
- Rainy Rain happens on around 100 days each year.
- Snowy Days Snow covers the land for about 50 days.
- Cloudy Days The day is cloudy nearly 125 days.

### Why Use a Chart?

A chart is like a picture that tells the story. It helps us understand how many days have sun, rain, or snow. Charts make it easy and fun to see and compare different weathers in British Columbia.

British Columbia Weather



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

Reflection

Did the chart help you in understanding the weather of British Columbia?

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Draw

Draw four different pictures that represent the four different types of weather in British Columbia.

	<u>Rainy</u>
<u>Snowy</u>	<u>Cloudy</u>

## Activity: Reading Goals



### Objective

What are we learning more about?

To help students set personal reading goals, track their reading, and reflect on their progress to develop a love for reading and improve their reading skills.

### Instructions

How do we complete the activity?

- **Step 1: Setting Up Your Goal Planner**

Write your goal at the top of your Goal Planner. Think about ways you can work towards your goal and why it is important to you. Write it down. Fill the other parts of the goal planner according to your interest and liking.

- **Step 2: Monthly Reading Log**

Write the number of minutes you read each day and then the total for each week in the reading log. Fill the reading log each month to track your reading goals.

- **Step 3: Weekly Check-In**

Every week, look at your Reading Log. Count how many minutes you read. Write the number in your Reading log.

- **Step 4: End-of-Month Reflection**

At the end of the month, look at your Goal Planner and Reading Log. On your Reflection Sheet, fill in the details of your reading progress.

- **Step 5: Setting New Goals**

With your teacher or a grown-up, talk about your Reflection Sheet. Decide on a new goal for next month. Write or draw your new goal in a new Goal Planner.

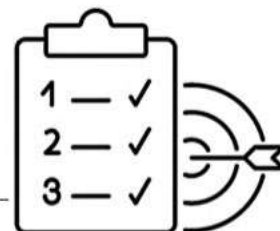


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# MY GOAL PLANNER



My goal is to: \_\_\_\_\_  
\_\_\_\_\_

Ways I can work toward my goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



Why this goal is important to me: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New things I will try:

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I am going to work harder at:

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I will read:

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

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# READING LOG

My goal for \_\_\_\_\_ is \_\_\_\_\_ minutes.  
(month) (number)

## Instructions

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.	
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: \_\_\_\_\_

## REFLECTION / SELF-EVALUATION

**Instructions**

Follow the given instructions to fill your weekly reflection table.

- 1) **Month Ending:** Write the last day of the month you are reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Did I Meet My Goal?:** Simply state yes or no.
- 4) **Actions Taken:** List the actions you took to reach your goal.
- 5) **Books/Texts Read:** Write down the titles of the books or texts you read.
- 6) **Observations:** Write down what you noticed about your reading. Do you enjoy reading? What did you struggle with something?

Month Ending	
Reading goal	
Did I meet my goal?	

Actions Taken	Books/Texts Read	Observations



# **INDEPENDENT READING ACTIVITIES**

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

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# Independent Reading - Responses

**Day 1**

Fill in the organizer below.

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

**Day 2**

Fill in the organizer below.

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

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

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## Independent Reading - Responses

Day 3

Fill in the organizer below.

Name of Book	
Author	
Genre	
Making Connections - What does the book remind you of?	

Day 4

Fill in the organizer below.

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



# Independent Reading BINGO

## BINGO

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

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

# Block 2: Reading Letters

## Focus

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

## Email Writing – New Vocabulary

Subject: Let Us Have a Garden Adventure!

Hi Friends,

We are going to have a fun time in the garden! Soon, we will

start our own garden. We will use what we learned from books

and teach ourselves to cultivate an organic garden without using pesticide or chemicals.

First, we will learn how to grow flowers and veggies like so they can grow big and strong.

A botanist who is an expert will visit us. They will teach us how to take care of our garden. We will learn how to dig in the soil.

Last, we will show our family and friends. It will be fun to show what we made.

See you soon,

Mrs. Davis



### Vocabulary

Read the email and write any words that are new to you. Look up their meaning or guess based on their context.

Word	Meaning – Use Context Clues or Look Up Word Meanings



## Email Writing – Linking Words

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

E-mail!

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

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

### Instructions

Circle the linking words in the emails below.

Subject: Meeting Tomorrow

Hi Class,

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

See you soon,

Mrs. Howard

What voice was used in this email?

Formal

Informal

Subject: Your New Recipe!

Hi Friends,

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

They taste so good! Want some?

Bye!

Sara

What voice was used in this email?

Formal

Informal

## Linking Words – Sequencing

### Instructions

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



First, get a pot.

Second, layer the gravel at the bottom.

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

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



Next, water the seedling.

After that, put the pot in the sun.

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

Finally, the plant is grown.




## Letter Writing – Inferences

Dear Class,

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

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

I can't wait to see you.

Best wishes,

Mrs. Johnson



### Inferences

Answer the questions below by making inferences

1)	Why does Mrs. Johnson wear a suit?	It's cold	It's her work clothes
2)	What does Mr. Smith do in his office?	Cooks	
3)	Why do they have to be quiet near the kitchen?	Mr. Smith is thinking	There's a baby
4)	What is likely happening in the meeting room?	Eating	Meetings
5)	Why does Mrs. Johnson use a computer?	To play games	For work
6)	What does Mr. Smith probably do?	Make decisions	He is a cook
7)	Do you think Mrs. Johnson is having a good day?	Yes	No



## Email Writing – Questioning

Subject: Making the Zoo More Fun!

Dear Zookeeper Sam,

Hi! I am Chelsea from Mrs. Smith's class. I hope you are having a great day. We are going to the zoo and thought of ways to make it more fun.



I think it would be a good idea to have an area for bunnies and goats. Kids would love that! And what if there was a puppet show about animals? We could learn and laugh at the same time.

Mom says if you have a good idea, tell someone who can help you make it happen. That is why I am writing to you.

Can we talk about my ideas soon? I know with your help our zoo can be even more amazing!

If you like my zoo ideas, please tell me. I cannot wait to make the zoo a better place!

Thanks for listening,

Chelsea

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

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### Before Reading

Preview the text by reading the subject, greeting, and signature.  
Write a question you have.

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### While Reading

While you read, stop and write a question you have.

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### After Reading

After you are finished reading, re-read and write a question you still have.

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### Visualizing

Draw what you were picturing while you were reading.

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# Block 3:

# Narratives

## Focus

- Indigenous storytelling – symbols, language, and values
- Include cultural text forms – Indigenous story telling, songs
- Identify narrators' point of view – first and third 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 – Similes and Consonance
- Sequencing the events of multiple plots in a story, explaining the cause and effect



# What is Indigenous Storywork?

## What Is Indigenous Storywork?

Indigenous Storywork is a special way to share stories. It comes from First Nations, Metis, and Inuit people. It is more than a story. It teaches good lessons and keeps traditions alive.

## The 7 Principles of Indigenous Storywork

There are seven principles in these stories.

- Respect: Being kind and listening.
- Responsibility: Doing what is right.
- Reciprocity: Share and take turns.
- Reverence: Treat things as special.
- Holism: Understand the whole story.
- Interrelatedness: Know how things connect.
- Synergy: Work together to make it better.

## Why Is This Good?

These stories help us be good to the earth, animals, and people.

## How Do We Learn It?

We can listen to these stories at events, family times, or read them in books at school.



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True or False

Is the statement true or false?

1) Indigenous Storywork comes only from First Nations.	True	False
2) The stories teach bad lessons.	True	False
3) There are seven big ideas in Indigenous Storywork.	True	False
4) Reciprocity means to be rude.	True	False
5) You can only learn Indigenous Storywork in school.	True	False

Questions

Answer the questions below.

1) Reread paragraph 4. Write what Indigenous Storytelling is.

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2) What 7 principles are taught in Indigenous story?

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Visualize

Draw a scene where an Indigenous elder is telling a story to a family gathering and kids are listening.



# The Dance of the Sun, Moon, and Stars

In a sky village, Sun, Moon, and Star were friends. They always shone alone and never together. People in the world below were sad. "It is either too dark or too bright," they said.

One day, Elder Cloud told them, "Your lights are all special, but they are even better. Work together!"



Sun, Moon, and Star talked. "Let us shine together in harmony. We will make the sky perfect!" said Sun.

Moon said, "Agreed. We understand how we are all linked in making the sky beautiful for everyone." Sun shone brightly in the day.

Moon glowed softly at night, and Star twinkled in between.

Now, the sky had day, twilight, and night. People were happy. The friends learned that by working together, they made something better and more whole.

Elder Cloud smiled, "You see, everything is linked. You worked together and made the sky perfect for everyone."

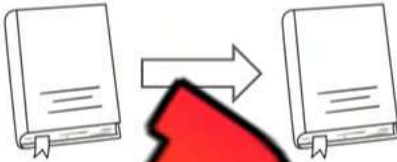
Sun, Moon, and Star now knew the power of synergy, holism, and interrelatedness. And they all shone happier than ever.



## Make Connections

Stories like this one often teach us lessons we can use in our lives. How can you relate this story to your own life?

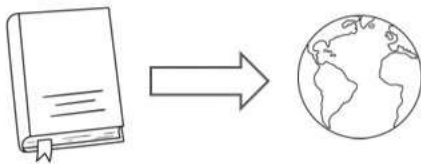
Text-to-text



Text-to-



Text-to-world



## Storywork Traits

Match how these indigenous story work traits were taught in the story.

Synergy

☐ Everything in the sky is linked

Holism

☐ Looking at all the parts of the sky

Interrelatedness

☐ Shining together to make the sky beautiful

## Narrator's Point of View

Narrator's point of view means who tells the story. There are two main kinds:

**First-Person:** A person in the story talks. They say "I" and "we."

- Example: "I see a dog." or "We went to the store."

**Third-Person:** Someone else tells the story. They say "he," "she," "they."

- Example: "Sara sees a dog." or "They went to the store."



**Instructions:** Read the sentences and decide which point of view is being used.

1) We went to the park and had a picnic.	First	Third
2) She danced across the hall.	First	Third
3) I baked cookies for the party.	First	Third
4) She painted with bright, fun colours.	First	Third
5) I found my lost, favourite toy.	First	Third
6) We cheered when our team won.	First	Third
7) Benny shot the puck, and it went in! Goal!	First	Third
8) He read the book all night.	First	Third

### Book Hunt

Look in your classroom for books written in different points of view.

Name of Book	Point of View

# Narrator's Point of View – Who Said This?

## Instructions

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

A) They are playing soccer.

B) We went to the park today.

C) Alia is doing her homework.

D) I want all the kids to get back to class now!

E) I love chewing a bone.

F) I am baking a cake for the kids.



First	Third

First	Second	Third



First	Third

First	Third

First	Third



## The Bike Ride – Different Points of View

### First-Person

Hi, I'm Tim! Today was a sunny day, so I decided to ride my bike. I felt so happy as I pedaled down the street. The wind felt amazing as it blew through my hair. "This is the best day ever," I thought.

While I was riding, I heard a dog barking. I looked over and saw a big, fluffy dog running around. "Woof, woof!" the dog barked as I rode by. I giggled and waved at the dog.

Finally, I turned my bike around and rode back home. I couldn't wait to tell my mom and dad all about my fun ride and the cute, fluffy dog I saw.

### Third-Person

Tim was feeling great because it was a sunny day. He decided to go for a bike ride. As he pedaled down the street, the wind blew through his hair, making him very happy. "What a wonderful day," he thought to himself.

During his ride, Tim heard some barking. He looked to the side and saw a big, fluffy dog in a yard. The dog seemed to be saying, "Woof, woof!" as he rode past.

Tim couldn't help but laugh and wave at the playful dog.

After his adventure, Tim rode back home, eager to share his fun experience and the story of the fluffy dog with his parents.



**Questions**

Answer the questions below.

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

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2) Summarize the sequence of events that happened in the story. Write 4 events in one sentence

1)

2)

3)

4)

**Inferences**

Circle all the personality traits which you think Alex has.

Playful

Creative

Adventurous

Energetic

Funny

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Organized

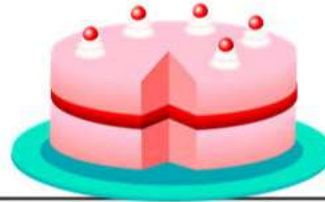
Dedicated

Helpful

## Simile

A **simile** is when we say something is like something else. We use the words "like" or "as." It makes our talking and writing fun. Here are some examples:

- The dog is as fast as a race car.
- The cake tastes like a rainbow.
- Her teddy bear is as soft as a teddy bear.

**Think**

Read the paragraph and underline examples of similes. Then write 4 of them below.

Once upon a time, Tom had a train that was as busy as a beehive. He loved his trains, which glided on wheels like butter on a hot pan. One day, a bird, quick as a wink, zoomed into his room. Tom was so happy and glad watching it. Soon, clouds as black as coal gathered in the sky, and a thunder that sounded like a drum. "Oh no, my window is open!" he shouted. He ran to close it, as fast as lightning. Raindrops fell like soft pillows. Indoors, Tom felt as cozy as a kitten. After the rain, the sky turned clear, like a glass window. Tom's new friend—the bird decided to stay!



**Scavenger Hunt**

Find books that have examples of similes.

Book Name	Example – Describe or quote the example.
"Crazy Like a Fox"	Crazy like a fox.
"My Dog is As Smelly as Dirty Socks"	Smelly as dirty socks.

**Matching**

Match the words in Column A with the word from Column B that makes a simile.

Column A	Column B
As fast as	a clown
As loud as	fire
As bright as	a drum
As hot as	a cheetah
As funny as	a star



# Simile

**Instructions**

Complete these similes with the help of hints from the pictures.

1. As busy as \_\_\_\_\_

As slow as \_\_\_\_\_

As tall as \_\_\_\_\_

4. As \_\_\_\_\_

5. As brave as \_\_\_\_\_

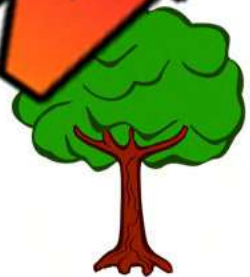
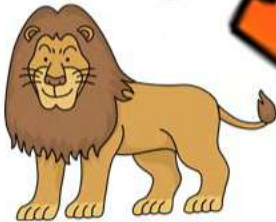
6. As sweet as \_\_\_\_\_

7. As light as \_\_\_\_\_

8. As cold as \_\_\_\_\_

9. As big as \_\_\_\_\_

10. As soft as \_\_\_\_\_



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

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## Selfie Similes

### Instructions

Complete the simile and draw yourself in a way that shows what the simile says.

I am as happy as a  
\_\_\_\_\_

I am as brave as a  
\_\_\_\_\_

I am as funny as a  
\_\_\_\_\_

I am as sweet as a  
\_\_\_\_\_

I am as bright as a  
\_\_\_\_\_

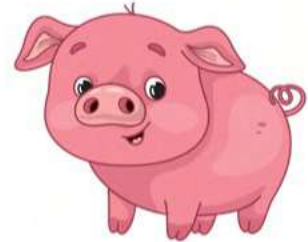
I am as \_\_\_\_\_ as a  
\_\_\_\_\_



## Consonance

**Consonance** is when the same ending sound repeats in words that are close in a sentence. This makes the words sound catchy. Writers like to use it.

- A big, pink pig.
- A fall from a tall wall.
- She likes to hop on top.
- A fall from a tall wall.



**Think** Read the passage and find five examples of consonance. Write 4 of them below.

Cole had a big, red ball. He went to kick it against the tall, stall wall. "Kick, kick, tick-tock," the ball went back and forth for hours.

One day, Cole saw a duck near a small pond. "Quack, quack, snack time," said the duck. Cole had a pack of crackers in his sack. "Crack, crack," he said while eating the crackers.

"Thanks, Cole," quacked the duck. "You make snack time fun. I really had fun time!"

And so, Cole felt glad. His day had been filled with kicks, quacks, and fun. It was a day of fun sounds and happy friends.

## Consonance

### Scavenger Hunt

Find books that have examples of consonance.

Book Name	Example – Describe or quote the example.
"Goodnight Moon"	Goodnight light and the red balloon.
Brown Bear Brown Bear What Do You See?	Brown bear brown bear

### Instructions

Underline the words that show consonance in the given examples.

- 1) The black cat sat on the mat.
- 2) The big, brown dog dug deep in the ground.
- 3) In his neat, red bed, Ted read.
- 4) She will still fill the pail.
- 5) The pig is big, round, and found in the mud.
- 6) He sat on his flat hat.
- 7) Dad will grill the fish and fill our dish.
- 8) The duck is stuck in the muck.



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

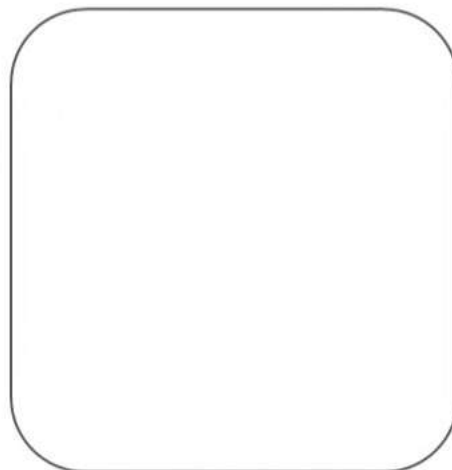
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## Simile & Consonance

### Instructions

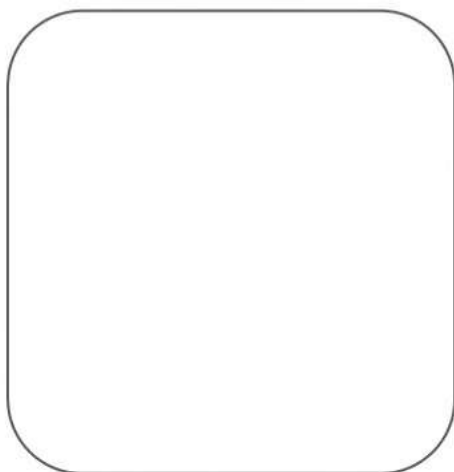
Draw what you visualize while reading each sentence and circle whether it is a simile or consonance



Simile	Consonance
The dog barked as loud as a siren.	

Simile	Consonance
She saw seashells.	

Simile	Consonance
The cake tasted as sweet as sugar.	



Simile	Consonance
The black cat sat on a mat.	

Simile	Consonance
The snowflakes were as soft as feathers.	

Simile	Consonance
Pink pigs danced a jig.	



# Story Elements

## What are Elements of a Story?

Elements of a story are the important parts that make up a tale. They are like pieces of a puzzle. When they fit together, they create a whole picture.

### Character

Characters are people or animals in the story. They can be funny, brave, or clever. We learn about them through their actions and words.

### Plot

The plot is the story part that tells us what happens. It is like a path that the characters walk on. It has problems that characters need to solve.

### Setting

Setting is where and when the story happens. It can be a forest, a school, or in a magical land. The setting can be long ago, today, or in the future.

### Structure

- Beginning: This is where the story starts. We meet the characters and find out where they are.
- Middle: This part has the main events. The characters face a problem or go on an adventure.
- End: This is where the story wraps up. We find out how the characters solve the problem or end their adventure.



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

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## Questions

Circle the correct answer.

1) What is the plot of a story?

Where the story happens

The problem in the story

The end of the story

2) What is the setting of a story?

The character's names

The middle of the story

When and where the story occurs

## Match the Column

Match these story ideas to the setting that fits best.

Story Ideas	Settings
A pirate searching for treasure	In a snowy garden
A family building a snowman	In the park
A student searching for a book	On a ship in the ocean
Best friends rescuing a cat	In the school library

## Draw

Draw your favourite part of a story you recently heard. Write the characters' names and setting of the story.

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## Dialogue

**Dialogue** in a story is when characters talk to each other, like how you might chat with your friends. It is like the words inside the speech bubbles in a comic book.

For example, if Lucy and Max are in a story, and Lucy says, "Hi, Max! How are you?" and Max replies, "I'm great, Lucy! Thanks for asking." That is dialogue! It helps us know what characters are thinking and feeling, and it makes the story more fun to read because it's like listening to a real conversation.

**Instructions** Color the dialogue by observing what is happening in the picture.



Mom: "What is the boy saying?"

Ray: "It is \_\_\_\_\_."

Mom: "Yes! \_\_\_\_\_."



Bob: "Do you want my help? I have books."

Henry: "No, I am fine." look \_\_\_\_\_."

Henry: "No, I am fine."

Bob: "\_\_\_\_\_."



Harry: "I like your haircut. It looks nice."

Emma: "Really? \_\_\_\_\_."

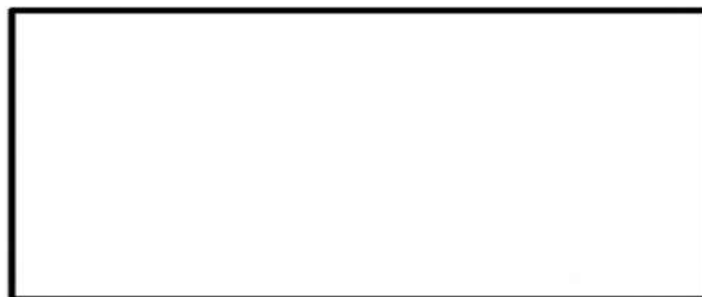
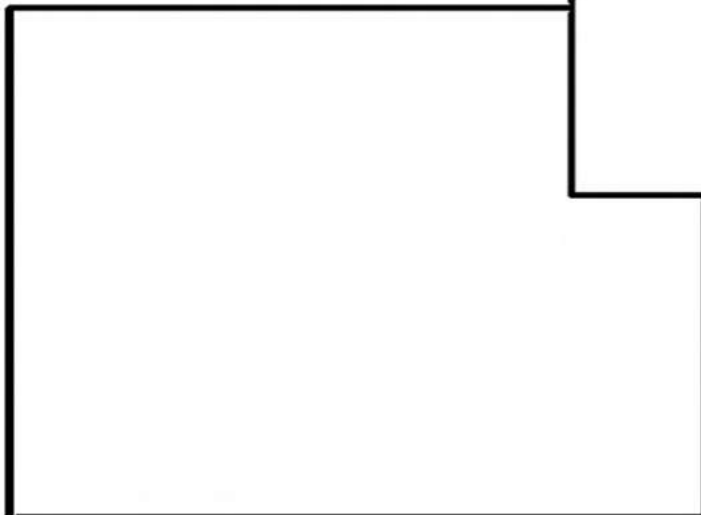
Harry: "\_\_\_\_\_."



## Dialogue

**Instructions**

Create a comic by completing this dialogue between two kids.



## Milo's Magical Discovery

Once upon a time, in a small, cozy village between gentle hills and a shiny river, lived a curious cat named Milo. One sunny morning, Milo noticed something shiny near the village square. It was a key, old and rusted, half-buried under a bush.

Filled with curiosity, Milo picked up the key and started wandering through the village, wondering what it could unlock. The villagers noticed Milo with the key and began to follow, intrigued by the little cat's adventure.



After a while, Milo led the group to an old, rotten shed at the edge of the village. The key looked like it might fit the lock on the shed door. With a little push from Milo and some help from the villagers, the key turned, and the door creaked open.

Inside, they found a treasure chest of old toys and books, long forgotten by the children of the village. The villagers cheered, and from that day on, the shed became a magical place for all the children to play and imagine, all thanks to Milo and a mysterious key.

As the days passed, the shed became the heart of the village, buzzing with laughter and stories. Inspired by Milo's bravery, the children decided to create a special club, "Milo's Adventurers," dedicated to exploring and caring for their village. Each weekend, they gathered in the shed, plotting new adventures and crafting little gifts to spread joy among the villagers.

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

85

Curriculum Connection  
CST2.1, CST2.5

### Story Elements

Answer the questions below.

1) Describe Milo's character in three words. (Such as funny, wise, energetic, etc.)

--	--	--

2) What was the ending of the story?


### Multiple Choice

Circle the correct answer.

1) What was the setting of the story?

A house in a city	A village	A hotel
-------------------	-----------	---------

2) Where did Milo find the key?

Under a Rock	Near the River	Under a tree
--------------	----------------	--------------

### Visualize

Draw a picture of what you think the inside of the shed looked like after the door was opened.

--



## Green Treasures in the City

In a bustling city, Penny and her best friend, Aiden, decided to plant a garden. The city was full of tall buildings and busy streets, but they found a small patch of land near their school.



In the patch was just dull dirt and a few weeds. Penny and Aiden worked hard. They cleared the trash and the soil. They planted seeds they had picked out together: carrots, cabbages, and sunflowers. They watered the seeds every day at school, waiting and watching.

Days turned into weeks. At first, nothing seemed to happen. But they didn't give up. Then one morning, tiny green shoots poked out of the ground. Penny and Aiden were thrilled! They took extra care to make sure the plants got enough water and sunlight.

As summer came, their garden transformed. Bright flowers bloomed, and vegetables grew plump and ripe. Everyone at school started to notice. Teachers brought their classes to see the garden, and some kids even helped take care of it.

By the end of the summer, Penny and Aiden's garden was a lush spot of green in the grey city. They had created a beautiful garden for everyone to enjoy, proving that with patience and teamwork, even in a city, nature could flourish.

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

87

Curriculum Connection  
CST2.1, CST2.5

Retell

Retell the story in your own words by writing its beginning, middle and end.

Beginning

**PREVIEW**

Middle

End

## Sequencing the Plot of a Story

**Sequencing** is putting story events in order. It helps you know what happens first, what comes next, and what is last. It makes the story easy to understand.

**Read**

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

A) Tim said, "Ben is waking up. 'Oh, so bears do sleep all winter and wake up in spring!'"

Tim felt surprised.

B) The snow came and the ground was cold. But Ben was warm in his cave.

C) "Wow, Ben is sleeping so long!" said the turtle. "Do bears really sleep all winter?"

D) Ben the Bear felt sleepy when winter came. "It is so cold for a long time," he thought.

E) In spring, Ben woke up. "I feel refreshed," he said and went outside.

F) Ben closed his eyes in his cozy cave. He began his winter sleep.

**Sequence**

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



## Sequencing the Plot of a Story

- A)** Tommy spotted a tiny caterpillar on a milkweed plant. It had stripes of yellow, black, and white! His eyes widened with wonder as he watched it nibble on a leaf.
- B)** Tommy loved butterflies. He had butterfly books, and even raised some as pets.
- C)** "That is Tommy!" said Mrs. Green, his teacher. "Take a note." Tommy jotted down \_\_\_\_\_ in his butterfly journal.
- D)** Tommy had a \_\_\_\_\_ watching kit with a magnifying glass and a journal. He was in the after-school butterfly club. Today they visited a butterfly garden.
- E)** Tommy saw the caterpillar on a clover. He knew it would soon become a butterfly. He could not wait to share \_\_\_\_\_ in his \_\_\_\_\_.
- F)** The next week, Tommy and Mrs. Green observed the caterpillar. "This will become a Monarch butterfly," said Mrs. Green.
- G)** Tommy eagerly shared his Monarch journey with the other butterfly club members. They were amazed, and Tommy felt like a real butterfly expert.



### Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

Plot Sequence	

## Folk Tale

### The Crystal Quest of Oliver in the Rockies

Once upon a time in a small village nestled in the great Canadian Rockies, there lived a brave young boy named Oliver. Oliver loved exploring the mountains and forests.

One sunny day, Oliver discovered a hidden cave. Inside, he found a dusty book with tales of a magic crystal that could bring happiness to his village.

Eager to find it, Oliver set off on an adventure.



His first challenge was crossing a wide river. He carefully built a raft using logs and vines, and safely made it across. Next, he climbed a steep, rocky hill. With determination, he reached the top and admired the stunning view.

Then, Oliver entered a dense forest. He made friends with a fox who showed him the way through the thick trees. Finally, after a long journey, Oliver found the crystal shining brightly in a hidden valley.

Oliver returned home a hero, with the magic crystal that brought joy and laughter to his village. And so, the story of Oliver's brave adventure became a beloved tale passed down through generations.

The End

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

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Curriculum Connection  
CST2.1, CST2.5

## Story Structure

Answer the questions below.

1) What was the setting of the story?

---

---

---

2) What was the plot of the story?

---

---

---

3) List 4 events that led to the resolution of the story.

1)

2)

3)

4)

## Draw

Draw a picture of the main character of the story based on your visualization.





## Narrative Writing - Cause and Effect

In stories, "cause and effect" means one thing makes another thing happen.

- Cause: It rains. Effect: You use an umbrella.
- Cause: You run. Effect: You get tired.



Think

Is the underlined part of the sentence the cause or the effect?

1) The wind <u>blows</u> and leaves fall.	Cause	Effect
2) The bell rings and school <u>ends</u> .	Cause	Effect
3) They <u>run fast</u> and win the race.	Cause	Effect
4) The <u>sun rises</u> and birds start singing.	Cause	Effect
5) He slips and <u>falls down</u> .	Cause	Effect
6) The door creaks and <u>the dog barks</u> .	Cause	Effect

Write

Write either the cause or effect that completes the sentence below.

Cause	Effect
The sun is out,	
I watered the plants,	
I ran a race today,	
He fell off his bike,	

## The Rainbow Connection

### The Rainbow: Timmy's Colourful Discovery

Dark clouds covered the sky and rain started to fall. The grass and flowers got a nice drink, and they perked up. Timmy felt a bit down and went inside, but then the sun came out. The sky lit up, and a bright rainbow appeared, making Timmy grin.



"Mom, why does a rainbow have so many colours?" Timmy asked. His mom said, "Sunlight goes through raindrops, and that makes a rainbow. The raindrops break the light into different colours." Timmy felt very happy to learn this.



Next day, Timmy was on his way to school. He showed it to his friend. His friend said, "When the sun shines and it is raining, a rainbow

The raindrops change the sun's light into a bunch of colours." His friends felt very interested and thanked Timmy for telling them.

Now, Timmy always feels excited when it rains, and the sun is out. He knows sunlight plus rain equals a rainbow. This makes him feel joy and curiosity, and he loves to share what he knows about rainbows.

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

94

Curriculum Connection  
CST2.5

### Cause/Effect

Fill in the table below.

1) Finish the effects of the causes below.

Dark clouds  
covered the sky,

Sunlight goes  
through raindrops,

The sky lit

2) Think of causes that go with the effects below.

and they perked  
up.

making Timmy grin  
widely.

a rainbow appears.

### Visualizing

Draw what you were picturing while you were reading.





## Folk Tale

### Rowan The Carpenter

Once upon a time, in the vast lands of Canada, there lived a man named Rowan.

Rowan was a skilled carpenter, known far and wide for his extraordinary work. One day, a great storm came to his village. A fierce storm had damaged the bridge that connected the village to the rest of the world.

Without the bridge, villagers couldn't get food or medicine. Everyone was in a panic, but Rowan had a plan. With his tools and wood, he worked day and night, crafting a new, stronger bridge. He didn't stop, even when the sun set or his hands grew tired.



As Rowan worked, the villagers watched in awe. Slowly but surely he measured each plank and fitted each piece together. Finally, after many days and nights, the new bridge stood firm and strong across the river.

Thanks to Rowan, the village was connected again. People could get what they needed, and the children could go to school across the river. And from that day on, every time someone crossed the sturdy bridge, they remembered the hero, Rowan, who brought their village back together.

The End

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

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Curriculum Connection  
CST2.1, CST2.5

### Character Analysis

Circle all the character traits which you think Rowan has.

Shy

Creative

Skilled

Careless

Intelligent

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Weak

Dedicated

Helpful

Question

What makes you think Rowan has these traits?

Visualize

Draw what you were picturing while reading.



## Legend

### Eliza And The Dragon

Once upon a time, in a faraway land, there was a young girl named Eliza. She lived near a large, deep forest, filled with whispering trees and hidden pathways. One morning, she woke up to find the village in fear. A dragon, large and fierce, had taken the king's daughter!

Eliza decided to help. She packed her backpack, filled with honeycakes and a bright flashlight, and ventured into the forest. The journey was long, and the paths twisted and turned. Eliza did not give up, though she felt a bit frightened.

As she neared the castle, she saw the dragon. Its scales shimmering like starlight. But Eliza noticed something odd. The dragon was not roaring; it was whimpering. Carefully, she approached and saw a thorn, big and sharp, stuck in its paw.



Without thinking twice, Eliza helped the dragon, pulling out the thorn gently. The dragon, grateful, flew away, leaving the castle peaceful once more. Eliza returned home, her heart full of joy. And so, the legend of Eliza and the Dragon spread far and wide, reminding everyone that even the smallest acts can change the world.



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

**Chunking**

**Chunking** is when you split words into smaller 'chunks', like syllables or even smaller words. Which words could you chunk while reading the story?


**Stretching**

Which words did you stretch (say out) while reading?


**Question**

Did you enjoy this story? Explain.


## Non-Fiction Story – Read Aloud

### Instructions

Listen to the story when your teacher reads it aloud and draw what you visualize while reading.

### The Girl Who Saved The Kitten

Once in the small town of Happyville, there lived a brave young girl named Ava. Ava was known for her kindness and courage. One sunny day, while walking near the river, Ava heard a cry for help. She quickly looked around and saw a small kitten, named Mittens, stranded on a thin branch over the rushing river.

Without hesitation, Ava knew she had to act fast. She carefully climbed the tree, reaching out to the scared kitten. "Don't worry, Mittens, I'll save you," she whispered gently. The branch was shaky, and Ava felt scared, but she remembered her courage. With a steady hand, she grabbed Mittens and held him safely in her jacket.

As Ava climbed down, the people of Happyville gathered below, watching anxiously. With one final step, Ava reached the ground, holding Mittens close. The crowd cheered, and Mittens meowed happily, grateful to be safe.

**PREVIEW**

Ava became a hero that day. Not only did she save Mittens, but she also showed everyone the importance of bravery and kindness. From that day on, Ava and Mittens were the best of friends, and the people of Happyville were forever grateful. The day Ava saved a life with her courage.



## Non-Fiction Story – Read Aloud

### Instructions

Listen to the story when your teacher reads it aloud and answer the questions on the next page.

### The Brave Firefighter, Lucas

In the small town of Willow Creek, there was a brave firefighter named Lucas. One sunny day, a fire alarm came in. A bakery downtown had caught fire! Lucas quickly put on his bright red helmet and rushed to the fire truck.

As they neared the bakery, thick smoke billowed into the sky. Lucas felt a bit scared, but he remembered his training. He knew he had to be brave to save the building and possibly lives.

Lucas and his team worked hard, spraying water from their hoses. The fire was strong, but Lucas was determined. He moved closer, fighting the flames bravely. What seemed like hours, the fire started to weaken.

Finally, the fire was out! The bakery was saved, and no one was hurt. Everyone in Willow Creek cheered for Lucas. He felt proud and happy. He had saved the day with his courage and quick thinking.

That night, Lucas was the town's hero. His bravery showed that even in scary situations, being courageous can make a big difference.



**Questioning**

Ask questions related to the story using the given question words.

**How****When****Wh****Why****Who****What****Visualize**

Draw what you were picturing while reading the story



## Non- Fiction Story – Zoe's Brave Rescue

Once upon a time, in the small town of Pineville, there was a brave paramedic named Zoe. Zoe had curly brown hair and a smile that could light up the darkest room. Every day, she rode in an ambulance, ready to help people in need.

One afternoon, Zoe and her team received an urgent call. A man named Oliver had a problem and could not breathe properly. With lights flashing and sirens blaring, they rushed to Oliver's house.

When they arrived, they found Oliver lying on the ground, struggling for air. She quickly put her hands steady and her mind focused. She remembered her training and knew exactly what to do.

Zoe gently put an oxygen mask over Oliver's face, helping him breathe easier. She then carefully checked his heartbeat and gave him a pat on the back to make him feel better. Within minutes, Oliver's breathing became steady, and his eyes opened wide with gratitude.

Zoe smiled and patted his hand, saying, "You are going to be alright, Oliver." Thanks to Zoe's quick thinking and kind heart, Oliver's life was saved. She was not just a paramedic; she was a heroine to all in Pineville. And that night, as Zoe went to bed, she felt happy knowing she had made a difference.





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

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Curriculum Connection  
CST2.1, CST2.5

### Character Analysis

Circle all the character traits which you think Zoe has.

Patient

Kind

Skilled

Careless

Intelligent

Brave

Caring

Weak

Dedicated

Helpful

### Question

What makes you think Zoe has these traits?

PREVIEW

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Questioning

Ask questions related to the story using the given question words.

PREVIEW

How	
When	
Where	
Why	
Who	
What	

# Block 4:

# Persuasive Texts

## Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading
- ✓ Reading Comprehension Strategy: Inferencing

# What is Persuasive Writing?

## What is Persuasive Writing?

Persuasive writing is when you write to make people agree with you. It is like asking your parents in a note if you can have \_\_\_\_\_.



## Why Persuasive Writing Matters

Persuasive writing is a good tool that helps you say what you think in a way people can understand. If you say what you think in a certain way, people are more likely to get it.

For example, Lisa wrote to her parents asking for a dog because it would teach her to be responsible. Her parents now know what she wants.

## Examples of Persuasive Texts

- Letters: Just like Lisa's note to her parents, letters try to get people to see things your way.
- Posters: Think of a poster in school that says, "Read More Books!" with pictures of kids reading. The poster wants to make everyone read more.
- Advertisements: If you see a cereal ad on TV showing kids being healthy and strong, it wants you to think that cereal is good for you.



**True or False**

Is the statement true or false?

1) Persuasive writing makes people agree with your ideas.	True	False
2) Posters in schools are never used for persuasive purposes.	True	False
3) A cereal ad showing kids being healthy is a persuasive text.	True	False
4) Advertisements on TV never use persuasive writing.	True	False
5) Persuasive writing helps you share your thoughts in a clear way.	True	False

**Questions**

Answer the questions below.

1) What is persuasive writing?

2) Be persuasive – why should recess be longer?

**Match**

Match the persuasive words with their meanings.

Column A	Column B
Better	A word to make a request more polite.
Please	Something you must have to be okay or happy.
Need	When you think the same way as someone else.
Agree	More good than something else.

## Persuasive Writing – Can You Convince Us?

Let's pretend you have decided to live on the moon. To convince us, write three reasons why you have decided to do this. Draw what you visualized while writing each reason.

Reason 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason 3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

## Persuasive Writing – Different Opinions

### Tablets in class improve learning! 📱

Studies show that when students use tablets, they learn more.

They let you look at books and lessons right away. Every kid can

learn in their own way using a tablet. Students in schools where there is a tablet for each student do better on tests.



### Tablets in class are no fun!

Tablets in class are fun, but they make it hard to talk and

laugh with friends and teachers. I feel bored when everyone is

just looking at a screen. We don't want our class to be super quiet and boring!

I don't like it when we are all on tablets!



### Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text has just emotional, personal opinion?

First One

Second One

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

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## Persuasive Writing – Thinking Critically

Dear Class,

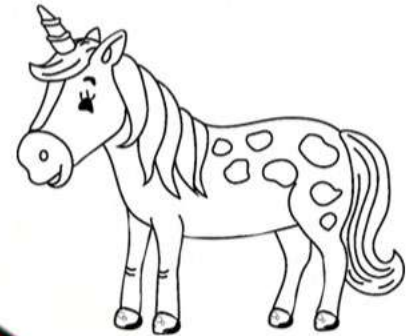
Hi! It's me, Jen, the unicorn lover! Guess what? I think we should all have unicorns in our classroom! Yup, real, live unicorns!

First of all, unicorns are great at math. If we had one, we would all get better grades! Also, unicorns can make rainbows, and rainbows make everyone happy. So we never be sad in class!

And you know unicorns can fly? That means we could go on super cool field trips without leaving the room!

Let's tell the teacher we want a classroom unicorn!  
It will make school time here even better!

Your friend,  
Jen



### Think Critically

Answer the questions below.

a) Who wrote this? Are they biased?

---

---

---

---

b) Below are Jen's arguments. Circle the arguments that are true and cross out the ones that are made up.

1) Jen is a unicorn lover.

2) Unicorns are great at math.

3) Having a unicorn would make everyone get better grades.

4) Unicorns can fly.

5) With a unicorn, the class could go on field trips without leaving the room.

6) Rainbows make everyone happy.

# Inferences - Persuasive Writing Advertisement

Hey Kids, I am Lucy! Let us Talk About Making Your Own Garden! 🌱🌻

Looking for something fun? How about creating a mini garden in the classroom!

## Why Gardens Are Fantastic

- Learn! Gardens teach us about plants, soil, and bugs! 🐞
- Healthy Snacks! Grow your own fruits and veggies to eat. 🥕🍓
- Save the Planet! Gardens are good for the Earth. 🌍

## What Students Say

- 9 out of 10 kids enjoy planting seeds!
- 8 out of 10 say it is more fun than just reading about plants!
- Everyone I asked wants to show their garden to their friends!

## Think of the Lessons!

When you are involved in a garden, you are learning about science, nutrition, and art all at the same time!

## Smart Choice

Creating a garden is an exciting project. It makes learning fun and gives you a reason to be proud. So, let's get planting and make our classroom garden awesome! 🌱🌻



**Inferences**

Circle the inference from the sentences below

**8 out of 10 say it is more fun than just reading about plants!**

Most kids find planting more fun than reading.

Kids like reading more than planting

**Everyone wanted to show their garden to family and friends!**

Every kid who wanted to share their garden with loved ones.

All the kids are proud of their gardens.

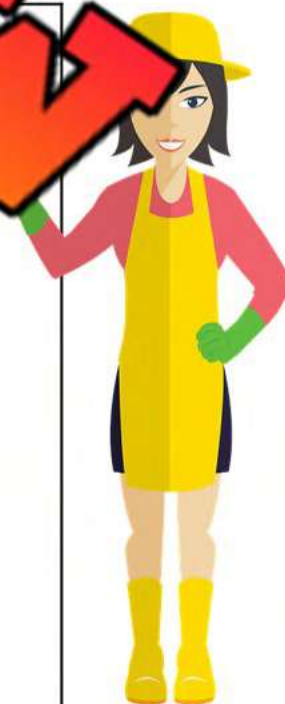
**9 out of 10 kids enjoy planting seeds.**

Kids like doing hands on activities.

9 out of 10 kids like to plant seeds

**Draw**

Design a layout for your classroom garden. What fruits and vegetables would you like to grow?





# Block 5: 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 is like a recipe that tells us the steps to make a cake or a craft.



## Features of Procedural Writing:

- **Introduction:** Tells us what we will learn to do.
- **Materials:** Tells us what things you need to complete the task.
- **Steps:** These are the directions you start at step one and go in order. Steps have numbers like 1, 2, 3, etc.
- **Ending:** Sometimes, there are extra tips at the end to help you.

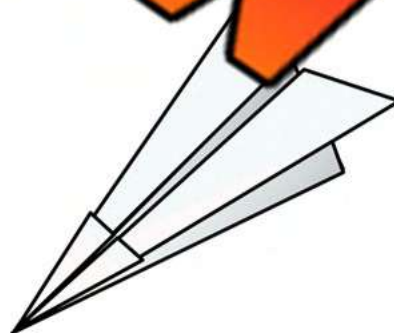
## Example: Making a Paper Airplane

### How to Make a Paper Airplane

**Materials:** One sheet of paper

#### Steps:

- 1) Pick a piece of paper.
- 2) Fold it in half.
- 3) Make two more folds to shape the wings.
- 4) Make sure the wings are even.



Yay! Your paper airplane is done! Share it with a friend so they can make it too.

**Prereading**

Before reading, answer the questions below.

Before reading, decide why you are reading this. Are you reading for fun or information?

Have you ever seen instructions before? When do you get instructions? How do you read them?

**Order**

Order the steps below from the first step to the last step in creating a paper plane (1 – 5).

Order	Steps
	Make two more folds to shape the wings.
	Pick a piece of paper.
	Make sure the wings are even.
	Fold it in half.
	Gather your materials.



# Procedural Writing – How To Make Cookies

## Instructions

Fill in the steps below to complete the cookie recipe. Choose from the given words.



To start, we need a \_\_\_\_\_



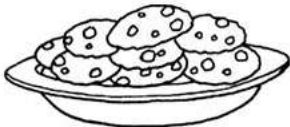
Then, \_\_\_\_\_



After that, drop a teaspoon of the mixture onto the \_\_\_\_\_



Finally, put them into the \_\_\_\_\_



Enjoy the \_\_\_\_\_

Oven

Cookies

Recipe

Pan

Ingredients

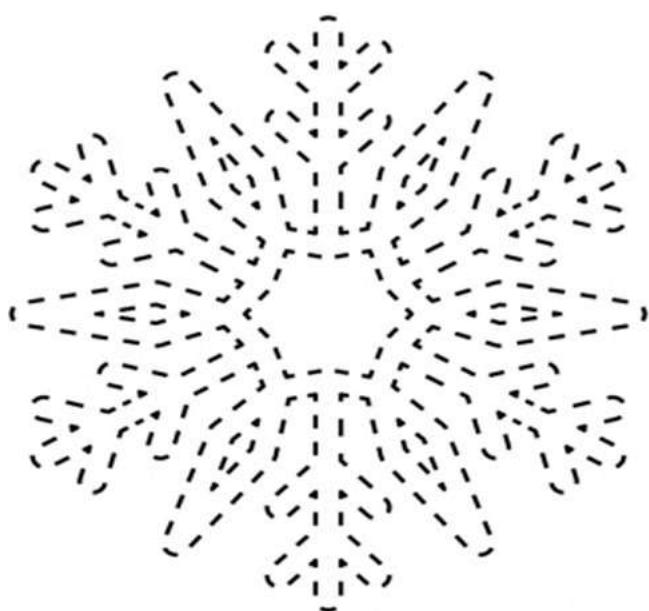
## How To – Ordering Steps

### Examine

Number the steps for making a paper snowflake. Then trace and colour the snowflake below.



Order	Information
	<b>Materials:</b> White paper Scissors Glue
	Use a pencil to draw lines and shapes on the folded paper.
	You'll have your snowflake shape!
	<b>How to Make a Paper Snowflake</b>
	Cut along the lines you drew with scissors.
	Fold your triangle in half again to make a smaller triangle.
	Carefully unfold the paper.
	Fold the paper in half to make a triangle.



## Recipes – Ordering Steps

### Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on (1 – 12)



Order	Information
	Put paper liners in a cupcake pan.
	<b>Cupcakes: Yum!</b>
	Preheat the oven to 375°F (190°C).
	Beat the eggs one at a time.
	<b>Ingredients:</b>
	➤ 1 cup of sugar
	➤ 1/2 cup of butter
	➤ 2 eggs
	➤ 1 1/2 cups of all-purpose flour
	➤ 1 3/4 teaspoons of baking powder
	➤ 1/2 cup of milk
	In a bowl, mix the sugar and butter together until smooth.
	Add the flour mix to the butter mix and stir well.
	Put the pan in the oven and bake for 20 to 25 minutes.
	Add the milk and mix until smooth.
	Fill the cupcake liners with the batter.
	In another bowl, mix the flour and baking powder.
	Great job! You've made simple cupcakes. Let them cool and then enjoy!



## Graphics in Procedural Writing – Teeth Brushing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Brush your teeth  
from top to bottom



Rinse your teeth  
with water



## Graphics in Procedural Writing – Drawing

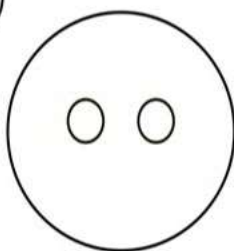
**Label**

The pictures below are numbered, showing the steps to draw an elephant. On the back of this page, explain each step.

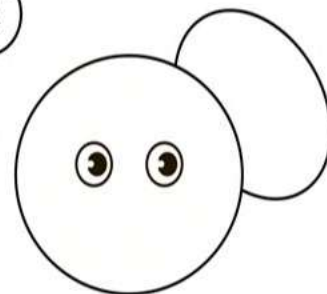
①



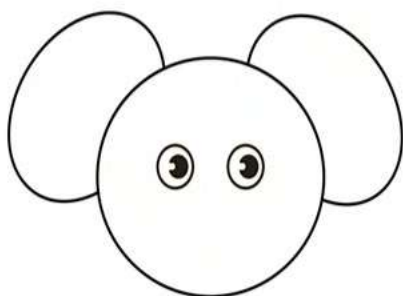
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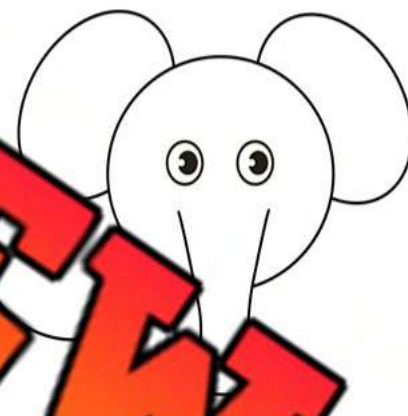
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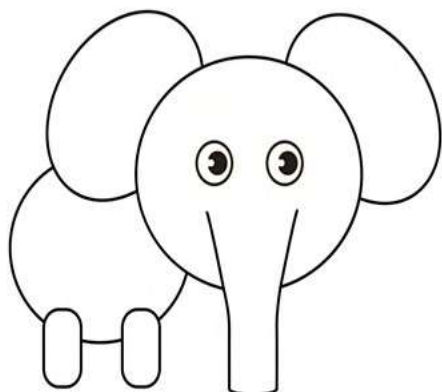
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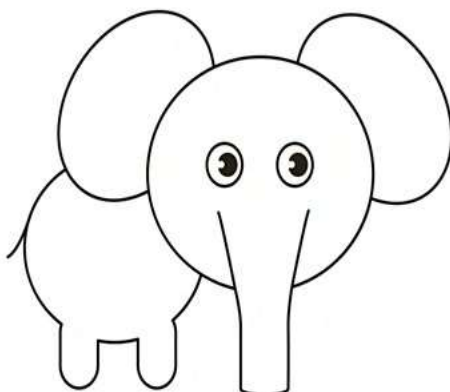
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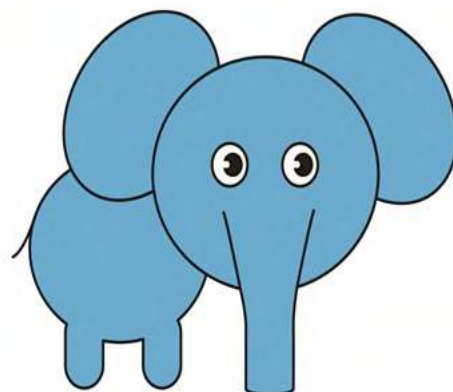
⑦



⑧



⑨



Label

Describe what to do at each step.


Step	Instruction
1	Draw a circle.
2	
3	
4	
5	
6	
7	
8	
9	



## Following Instructions – Drawing a Totem Pole

Draw

Follow the procedural text below to draw a totem pole.

Title	Drawing a Totem Pole
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Coloured pencils (optional)</li> </ul> 
<b>Introduction</b>	<p>A totem pole is a tall, wooden post with special carvings. People in Canada, like the First Nations, make totem poles to tell stories and remember important things. They are important in showing the history and beliefs of these communities.</p>
<b>Step 1</b>	Draw a large rectangle in the middle of your paper. This is the wooden pole.
<b>Step 2</b>	At the top of your rectangle, draw an animal face. It could be an eagle, bear, or any animal that is special.
<b>Step 3</b>	Under the animal face, draw a circle. You can add another face or design. This can be another animal or even a person!
<b>Step 4</b>	Below that circle, draw a square and add another design to it. You can choose another animal or a special shape like a star.
<b>Step 5</b>	Keep adding more circles and squares under each other until you reach the bottom of your rectangle.
<b>Step 6</b>	Draw some patterns like zigzags or dots along the sides of your rectangle to make it look even more special.
<b>Step 7</b>	Use your crayons or markers to colour your totem pole. Make it bright and colourful!
<b>Finish</b>	Proudly display your totem pole drawing! Talk to your friends about the special meaning behind totem poles in many Indigenous cultures. Enjoy your art!

## Following Instructions – Drawing a Totem Pole

Draw

Draw the totem pole below.

**PREVIEW**

# Comparing Instructions – Making Hot Chocolate

**Compare**

Read both instructions. Which is easier to understand?

<b>Step 1</b>	Add sugar
<b>Step 2</b>	Add cocoa
<b>Step 3</b>	Add a little splash of milk
<b>Step 4</b>	Stir together
<b>Step 5</b>	Add the remaining milk
<b>Step 6</b>	Pop in microwave for 3-5 minutes
<b>Step 7</b>	Add marshmallows
<b>Step 8</b>	Enjoy!

## HOW TO MAKE HOT CHOCOLATE

**ADD SUGAR****ADD COCOA****ADD A LITTLE  
SPLASH OF MILK****STIR TOGETHER****STIR WITH  
REMAINING MILK****POP IN  
MICROWAVE****ADD  
MARSHMALLOWS****ENJOY!**



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

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### Before Reading

Make a connection.

Have you ever made hot chocolate before?

During Reading Write 2 questions that come to mind while you read.


### After Reading

Answer the questions below.

1) Which set of instructions were easier to understand? Why?


2) Do you make hot chocolate differently? What do you do different?


# Comparing Instructions – Playing Hide and Seek

Compare

Read both instructions. Which is easier to understand?

## Option 1:

### How To Play Hide and Seek

To play hide and seek, one person counts while covering their eyes. The other players go and hide somewhere. When it's done, the one who counts looks for everyone. If you get found, you are out. The last person hiding wins.



## Option 2:

Step	Instructions
Step 1	Choose one person to be "It." This is the person who will be counting.
Step 2	"It" stands in a spot called "base" and closes their eyes.
Step 3	"It" counts out loud to a certain number, usually 20 or 30, and the other players go and find places to hide.
Step 4	When "It" is done counting, they shout "Ready or not, here I come!" to let everyone know it is time to be found.
Step 5	"It" opens their eyes and starts looking for the hidden players.
Step 6	Hidden players try to get back to "base" without being seen. If "It" sees you, you are out!
Step 7	The first person found by "It" becomes the new "It" for the next round.
Step 8	The last person to be found is the winner of that round.

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

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CST2.5

Before Reading

Make a Connection.

Background knowledge – Read the title and look at the picture. What do you know about this already?

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Visualize – Draw a place where you are playing hide and seek with your friends.



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After Reading

Answer the question below.

Which set of instructions were easier to understand? Explain what made it easier to understand.

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# Block 6: 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) What is Lunar New Year?
2) How It Is Celebrated
3) Special Foods
4) Dragon Dance



12 Chinese New Year Animals

### 🌕 What is Lunar New Year?

The Lunar New Year is a big holiday in

China. It starts with the moon in a thin smile and lasts for 15 days!

### 🎉 How It Is Celebrated

People in China do many fun things.

They clean their houses and put up red decorations. Red is a lucky colour!

### 🍲 Special Foods

Yummy foods are a big part of this holiday. Here is a list of some to eat:

- Dumplings
- Rice cakes
- Sweet treats

### 🐉 Dragon Dance

The dragon dance is very exciting! People dress up like a big, long dragon and dance in the streets. It is good luck to see the dragon dance. People in China look forward to it all year! 🎉🌕

## Text Forms

Answer the questions below.

1) What main headings are used in the report?


2) Write the caption used in the report.


## Reflection

How do the start, end and table of contents help you? Check all the points you agree with.

<input type="checkbox"/> Find topics fast.	<input type="checkbox"/> Take notes in fun.	<input type="checkbox"/> Quick picture clues.
<input type="checkbox"/> Learn step by step.	<input type="checkbox"/> Spot quickly.	<input type="checkbox"/> Learn in chunks.
<input type="checkbox"/> See main ideas.	<input type="checkbox"/> Know what is a good.	<input type="checkbox"/> Guide to good stuff.

## Match The Column

Match the icons to their meanings.



## Column A

## Column B

Chinese food

Dragon

Moon

Celebration

House

Dance





## Summarizing Practice

A summary is a short way to tell a big story. It tells you what the story is mostly about and some small things that help you get it. When you make a summary, you think about what really matters in the story and say it in a way that you understand!



Summarize the main idea of the text. Then number the details in order from 1 to 3.

Diversity in schools is like a rainbow. Each colour is different but all are special. Kids come from different backgrounds. When everyone joins in, we learn to like what makes us special. This helps us become friends and helps us learn!



Main Idea	
	Kids in schools come from different backgrounds.
	When everyone plays together, we learn to like what makes us special.
	Diversity in schools is compared to a rainbow.

Some people worry about being different. But we are all different in our own way. You might speak a different language or have two moms or dads. When we celebrate diversity, we know that being different is cool. In this school, everyone is liked just the way they are.

Main Idea	
	Some people speak different languages.
	Some people are worried about being different.
	Being different is cool.

## Summarizing Practice

### Summarize

Write a summary of the passage. Start with the main idea, then add the supporting details. Then draw what you pictured.



1) The sunflower is a tall plant with a big, yellow flower on top. It likes to face the sun and needs lots of light to grow. Sunflowers can give us seeds to eat.

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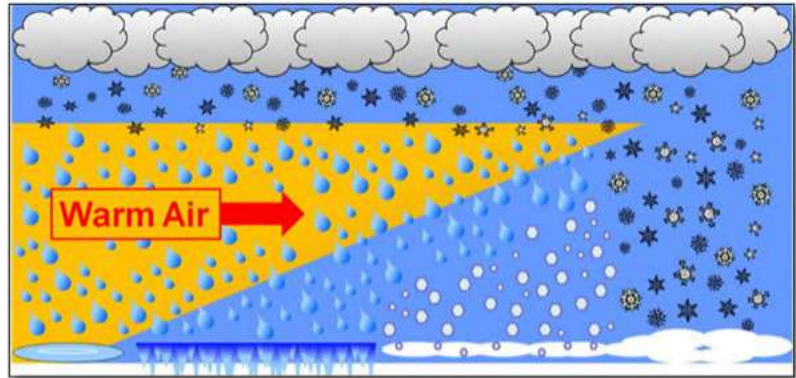
2) The library is a quiet place full of books. You can borrow books to take home or read them there. Libraries also have computers and places to study.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
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# Comprehension – Text Features in Reports

## Table of Contents

- |                           |
|---------------------------|
| 1) Introduction           |
| 2) Rain: Nature's Shower  |
| 3) What Rain Does         |
| 4) Snow: Winter's Blanket |
| 5) Sleet: A Mix of Both!  |



How warm air affects water.

## Introduction ☔

In this report, you will learn about water's different forms! Water can be rain, snow, or sleet.

## Rain: Nature's Shower ☔

Rain is water falling from clouds. It is what for rivers and helps fill rivers and lakes. Rain will stay a liquid if the air is warm.

## What Rain Does:

- Helps plants grow 🌱
- Fills ponds 🌊
- Cleans the air 🌬️

## Snow: Winter's Blanket ❄️

Snow is frozen water that falls when it is cold. It makes everything look like a winter wonderland! Snow will stay frozen if the air is cold.

## Sleet: A Mix of Both! ☔❄️

Sleet is when rain and snow mix together. It is kind of slushy and can be slippery.



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### Text Forms

Answer the questions below.

1) What main headings are used in the report?


2) Write the caption of the diagram.

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### Summarize

Write the main idea and supporting details of the report.

1) What is the main idea of the report?


2) Write 3 supporting details that make the main idea strong.


### Draw

Draw a scene of rain, sleet and snow.

Rain	Sleet	Snow

## Inferencing Practice

### Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

#### What are Totem Poles?

Hi, I am T. Totem poles are tall wooden carvings. They tell stories of important people and events.

#### Why We Make Them

Totem poles are made to honor nature and family. They are sometimes made to tell a story. When they are pieces of art.



#### Indigenous Dances: Their Role

Hi, I am Luna! Our dances are more than moves. They tell tales and teach us.

#### Why We Dance

Dances keep our history alive. If we stop dancing, our dances will go away. They are like a short movie of our past. We learn them when we are young.



# Block 7: Poetry

## Focus

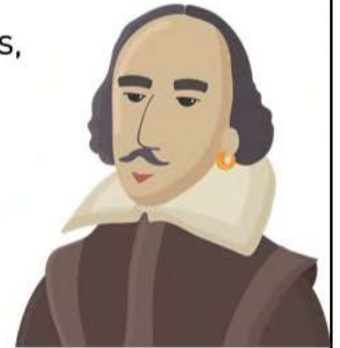
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Literary devices – Similes and Consonance
- ✓ Making inferences
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups



# Literary Devices Used in Poetry

## What Is Poetry?

Poetry is a way to write that is fun and different. It can tell stories, share feelings, or make you think. It's special because it can have words that rhyme and a beat like in music.



## Literary Devices

Poems use neat tools to make them fun to read or listen to. Here are some tools you might find:

- Rhyme: Words that end the same, like "cat" and "hat."
- Alliteration: Words that start with the same sound, like "Peter Piper picked a Blue Ball."
- Metaphor: Saying something is something else, like "This cookie is a masterpiece."
- Simile: Saying something is like something else, like "Her smile was like a ray of sunshine."
- Rhythm: The beat in the poem that makes it fun to read.
- Consonance: When words end with the same sound, like "Light" and "Sight."

## How Poetry Uses These Tools

When you read a poem, these tools make it more fun. Rhyme helps the poem sound nice. Consonance makes words easy to remember. Metaphors and similes make pictures in your mind, making the poem feel real.

**Inferences**

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "The moon is a cookie."

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2) What do you think is meant by the simile, "Quick as a bunny."

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**Draw**

Draw a picture of these sentences with consonance. What are you picturing?

The dog dug a big hole.

The cat sat on the mat.

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**Match The Column**

Draw a line from the literary device in Column A to its matching example in Column B.

Column A	Column B
Rhyme	The sun is a golden ball.
Alliteration	The car is as fast as a rocket.
Metaphor	He took a quick lick.
Simile	"moon" and "soon"
Consonance	Larry loves lemons.

# Types of Poems

## Types of Poems

Poems can tell stories and make us feel happy or sad. Let us look at some types!

### Haiku: The Nature Poem

Haiku is a poem about nature. It has 3 lines. The first line has 5 syllables, the second line has 5, and the third line has 5 again.

A yellow sun smiles,  
It is in the park all day,  
An ant comes.

### Acrostic: The Secret Word Poem

Acrostic poems use letters to make a word. Here is one with the word "dog."

Digs holes in the yard.  
Only wants to play and run.  
Good at being a guard.

### Limerick: The Silly Poem

Limericks are silly and have 5 lines. Lines 1, 2, and 5 rhyme. Lines 3 and 4 rhyme too.



There was a young frog on a log,  
Who found he was stuck in a bog,  
He leapt and he sighed,  
In the mud, he did slide,  
Then he hid in the fog like a dog.



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### Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

### Visualizing

Read a poem of the form and draw what you are picturing.

Haiku

Limerick

Acrostic

## Haiku Poetry – Mohawk Reflection

### Haiku Poetry – Mohawk Reflection

Long ago, Mohawk people lived on this land. They were part of the Haudenosaunee Confederacy, a group of Indigenous nations in North America.

The Mohawks were known as skilled farmers, cultivating crops like corn, beans, and squash. They were often referred to as the "Three Sisters." They had special traditions. Then, people came and things started to change.

Here are some quick haikus to think about Mohawk life back then.



Corn grows in the fields,  
New faces from across the sea—  
Life starts to shift fast.

Eagle soars up high,  
Metal tools and beads arrive—  
Wings still touch the sky.



Deer run in the woods,  
Traded for some shiny things—  
What did we let go?





## Acrostic Poems – States of Matter

### Acrostic Poems – States of Matter

Acrostic poems use the first letter in each line to spell a word or message. They're a fun way to explore and learn!

Today we are going to learn about two states of matter: solids and liquids.

Solids stay in one shape and do not flow. Liquids can flow and take the shape of any container they are in.

**S** - Stays in one shape, does not flow  
**O** - Objects like rocks and wood  
**L** - Like an ice cube, staying good  
**I** - It's hard and does not bend  
**D** - Does not take the shape of its container's end

### Liquid

**L** - Like water, milk, or juice  
**I** - It can move, it is very loose  
**Q** - Quenching thirst, a drink to choose  
**U** - Under the sun, it can reduce  
**I** - It fills the shape of any cup  
**D** - Down the river, it can go non-stop



## Visualizing

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

Solid

Liquid


PREVIEW

# Limerick Poem – Simile and Consonance

## Limerick Poetry – Learning About Indigenous Groups

These poems are called limericks. These poems use similes and consonance to help us learn about different Indigenous groups in Canada.

### Abenaki: People of the Dawn




Adam, as bright as a bead,  
Hands tall and straight like a reed.  
With his tales of old,  
He was told,  
Abenaki with his creed.

### Dene: People of the Dawn

Danny, like a bright northern star,  
Fished in rivers, near and far.  
With his songs so grand,  
Showing love of the land,  
Dene life is his avatar.

### Métis: A Mix of Cultures



Molly, quick as a flash,  
Wears a sash, so posh and brash.  
With fiddles sweet,  
Like birds that tweet,  
Métis moments make a splash.



**Questions**

Answer the questions below.

1) What is consonance?

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2) Which poem did you like the best? Why?

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**Visualizing**

Read each poem and draw what you are picturing.

Limerick 1

2

Limerick 3

## Rhyming Poems – Critical Thinking

### Rhyming Poetry

**Rhyming poetry** is when words at the **end** of lines sound the same. You can make different rhyme patterns in your poems. In AABB pattern, the first two lines rhyme with each other and the next two lines also rhyme. In ABAB pattern, the first line rhymes with the third and the second line rhymes with the fourth.

#### The Lever

A lever lifts things oh so high,  
Like a seesaw up to the sky.  
Push down here, lift up there,  
Making lifting seem so fair.

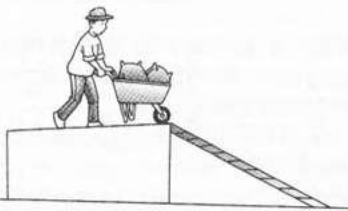
#### The Wheel

The wheel goes round and never ends,  
Like the time which it depends.  
It's rolling, it's rolling, it's stay,  
Wheels are moving all day.



#### The Ramp

A ramp helps us go up and down,  
In buildings and parks in the town.  
Sliding or rolling, either way,  
Ramps make it easier to play.



#### The Pulley

A pulley lifts things up with ease,  
Like a flag flying high in the breeze.  
Pull down here, it goes up there,  
Lifting things higher, in the air.



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### Critical Thinking

Answer the questions below.

1) Which poem did you like the best? Why?

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2) If you were going to put something heavy onto a roof, which simple machine would you use?

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### Visualizing

Re-read the poem and draw someone using a pulley and a wheel.



A pulley

A wheel





# Block 8: Book Reviews

## Focus

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

# Finding Bias in Reviews

## What is Bias in Reviews?

**Bias** means when you like or dislike something so much that it changes what you say. Like, if you only like dogs, you might say cats are no good. That's why it's a good idea to listen to what lots of people say.

Bias can be found in reviews below and answer the questions.

Movie Talk "Space Heroes" – Rating 10/10  
Wow! "Space Heroes" is a great movie because I only love space! Tim is a super astronaut and he has a cool alien. There are cool spaceships and stars! If you love space like me, you have to see it! It's the only movie you should watch.



1) Is the author biased?		No
2) What is the author's bias?	They only like sports	
3) Would this author like a sports movie?	Yes	No
4) Should you believe this author?	Yes	No

5) Draw what you visualized after reading the review.

## Our Voice in Review Writing

### What is Voice in Writing?

A writing voice is how you sound when you write. It is like your speaking voice but in words on a page. Everyone's writing voice is special. You can tell who wrote something just by how it sounds!

Voice

A group of 4 watched a movie. Read the reviews and draw the character who might have written the review.

Mom

Teenager

Youngest

I liked the funny cat and silly jumps! But I really wanted to see more tricks and flips from the kat.

The movie had sweet family moments, but it was too loud for me. The cat sounds could be quieter.

The film had its moments, like the fast-paced bike races. If you're a fan of racing, this movie is worth a watch.


Yo, the animation in this flick is legit! Those bike races were insane, man. You've gotta check this out.




## Our Voice in Review Writing

**Voice**

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

Carrier 2:00PM 100% 

(2) **Group Chat** 

EG: The show was a little good and a little bad. The magic tricks were awesome, but the songs were kind of boring. I think you'll like parts of it.

LG: The magic tricks in the show were really clever and my kids seemed to enjoy them. However, I wish there were more tricks for adults.

TG: The clown and magic tricks were pretty good, but some of the jokes were kinda lame. Wish there was more magic and more stuff to laugh at!

SG: The costumes in the show were so bright and fun. I really liked the magic tricks, but the story was easy to guess. Still, if you enjoy fun stuff, it's worth watching. I recommend it.

## Our Voice in Review Writing

**Think**

Answer the questions below

1) Which person wrote the reviews? Look at the initials of the texts and label them either: parent, child, or teenager.

EG		LG		TG		SG	
----	--	----	--	----	--	----	--

2) How do you come up with your guesses. Explain for each person what gave it away.

EG	
LG	
TG	
SG	

3) Write a message that someone might send you in their voice. Write who it is and then the message.

Person	

## Literary Devices in Reviews

**Literary devices** are special tools that writers use to make their reviews more fun.

Here are two types of literary devices

- **Simile**: When we say something is like something else - "as fast as a cheetah."
- **Consonance**: When some letters sound the same in words - "Bill and Jill went up the hill."

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

Reading "Jungle Mayhem" is a real treasure! Lucy and Max explore a jungle full of colourful creatures. The tale is well textured, and totally terrific. Reading feels like diving into a cool pool.

The storytelling is as smooth as silk, creating a hilarious, captivating tale. I give it a 5/5 stars. A must-read for any young explorer!



Simile	
Consonance	

Draw what you visualized while reading the review.

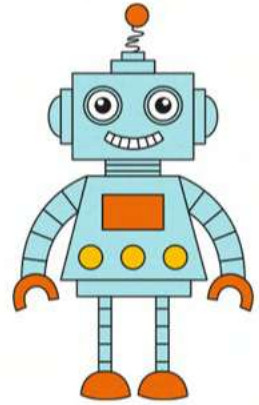


## Review Writing - Inferences

### Title: "The Robot's Big Race"

#### Introduction

Hey there young readers! Do you enjoy robots and races? Then  
You will love "The Robot's Big Race!"



#### Summary

In this book, a robot named Sparky has to win the Grand Robot Race. He has to  
build a faster car, dodge the evil robot, Rusty!

#### Thoughts

Reading this book is like speeding down a race track full of  
zooming turns. The author uses cool words to make the story zipping along.  
Trust me, it is like winning a gold medal in reading!

#### Rating

I give this book 5/5 stars. It is turbo-charged fun! I could not put it down. Good for  
kids who are fans of robots and racing.



**Examine**

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

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

Simile

Consonance

**Match**

Draw a line from the quotes in Column A to their matching literary device in Column B.

Column A

Column B

Do you enjoy robots and  
Then you will love this book.

The story is about a race.

A robot named Sparky wants to  
win the Grand Robo Race.

The book is good for people  
who like fast races.

Reading this book is like  
speeding down a racetrack!

☐ The book was so fast it was  
like a race.

**Visualize**

Draw a robot. Use your imagination to make it creative.

# Block 9:

# Graphic Texts

## 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



# Types of Graphic Texts

## What Are Graphic Texts?

Graphic texts are fun! They use words and pictures to tell a story or give facts. You can find them in comics, maps, and easy charts!



## Types of Graphic Texts

Here are some types of graphic texts:

- Comic Books: They use pictures and speech bubbles.
- Infographics: They use pictures and words to explain things.
- Timelines: They show events in order of when they happened.
- Maps: Show you places and how to get to them.



## Cool Parts of Graphic Texts

Graphic texts have special tools to make them different:

- Titles: These are big words or headings.
- Pictures: They are found a lot in graphic texts and go with the words.
- Captions: These are words below pictures to explain more.
- Speech Bubbles: They show what characters say.
- Word Tags/Labels: These are words that name parts of a picture.

**Prereading**

Before reading, answer the questions below.

Re-read the title and headings and write what you already know about this subject.

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**Matching**

Draw a line from the Term in Column A to its matching definition in Column B.

Column A	Column B
Timelines	<input type="checkbox"/> Pictures and text that tell a story or joke.
Comic Books	<input type="checkbox"/> Pictures and a few words to explain things.
Maps	<input type="checkbox"/> Show the location of places.
Infographics	<input type="checkbox"/> Show places and things to people.

**Questions**

Answer the questions below.

1) When do you or your family use maps in your life?

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---

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2) Where do you see posters/infographics? How are they used?

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# Understanding Comics

**Analyze**

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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2) Why is this a joke?

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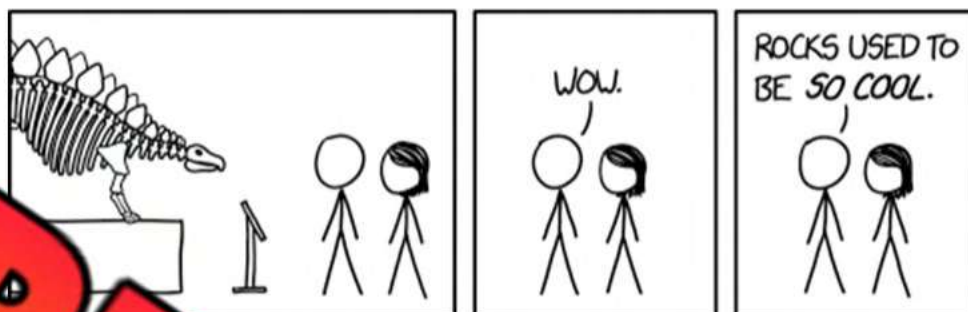
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# Understanding Graphic Texts

**Analyze**

Read the comic and answer the questions



1) What is the comic about? Describe the joke.

2) What do you think of this comic? Explain.

RESTAURANTS

FILTERS

HOURS

ANY OPEN NOW OPEN AT...

RATING

ANY ☆3+ ☆3.5+ ☆4+ ☆4.5+

CURRENT NOISE LEVEL

60dB 70dB 80dB 90dB 100dB ANY

PRICE

\$ \$\$ \$\$\$ \$\$\$\$

THIS FEATURE SHOULD AUTOMATICALLY  
APPEAR WHEN YOU REACH AGE 30.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of?

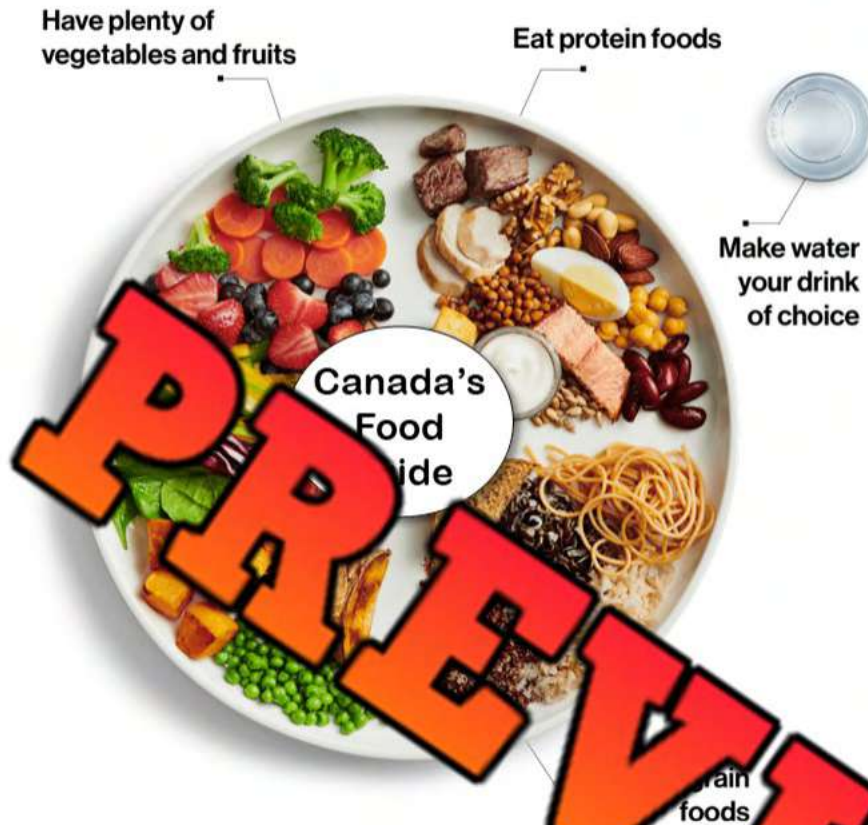
## Create Your Own Comic

### Instructions

Create your own comic by finishing this conversation between a robot and a human.



## Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions.

1) What is the title of the infographic?

2) Summarize the food guide – What should you eat?

3) Does the infographic have more text or pictures?



# Reading Maps – Text Features

## Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces, like ONTARIO.
- Cities and Towns: Words with only the first letter capitalized are cities or towns, such as Ottawa.
- Red Dots: These mark the capital of a country. A red dot is for the capital of Canada.



## Reading Maps – Text Features

### Questions

Answer the questions below.

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

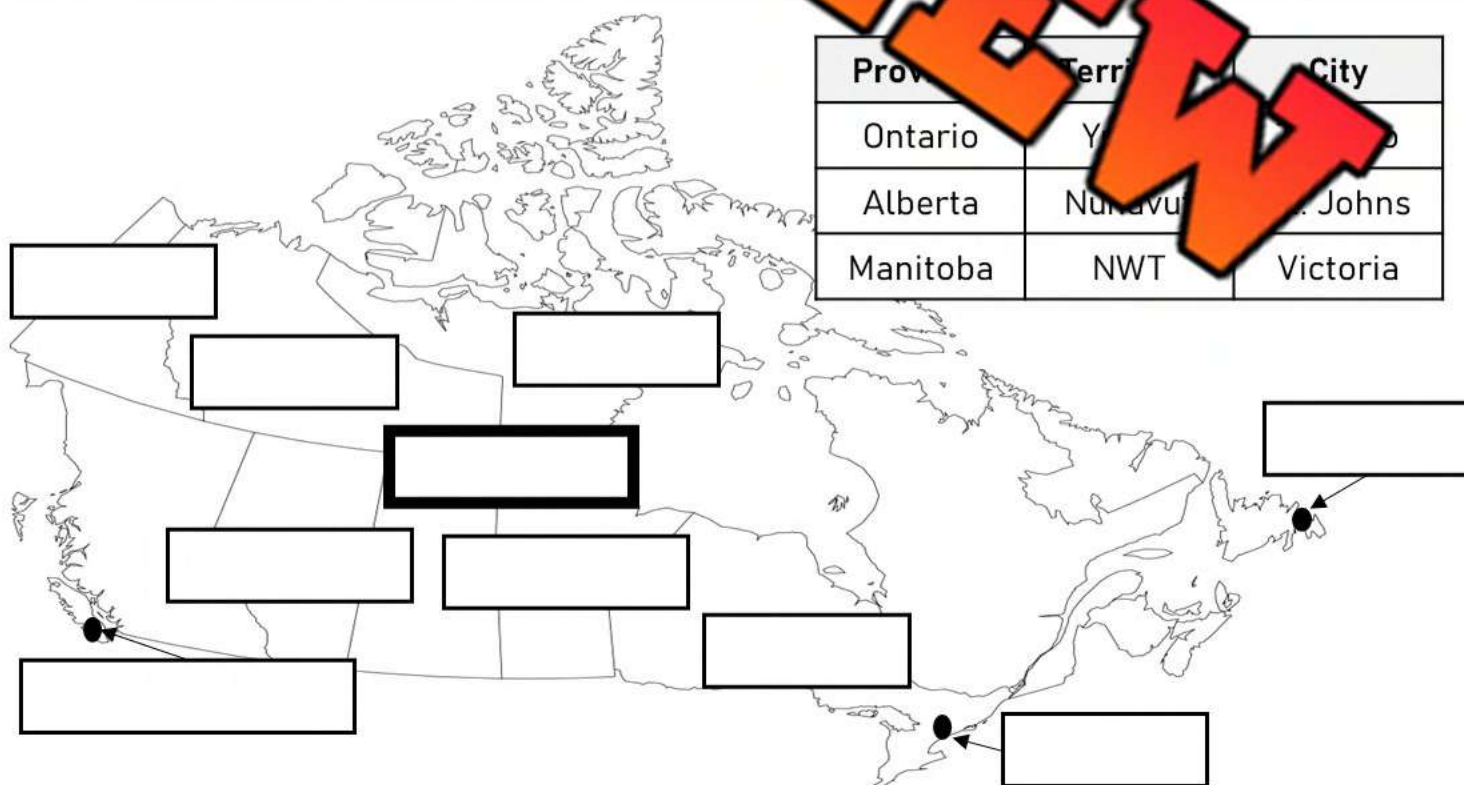
2) How can you identify provinces or territories on a map?

3) How can you identify cities on a map?

4) What do black dots on a map usually represent?

### Think

Label the provinces/territories/cities using the word bank. Use the correct capitalization. Label Canada in the empty box with a black border.





## Graphic Text - What's a Timeline?

**Analyze**

Look closely at the timeline and answer the questions.

### EVOLUTION CARS



1880



1900



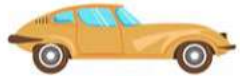
1920



1940



1960



1970



1980



1990



2000



2010



2020

1) What is the title of the timeline?

2) What features are shown on this timeline?

3) How have cars changed over the years? Be specific about what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?



# Block 10: Biographies

## 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.

# What Are Biographies?

## What is a Biography?

A **biography** is a book that tells about someone's life. It is like going on a time trip to learn about a person. You can read about heroes, famous people, or folks who did interesting or helpful things!



## What's Inside?

A **biography** has parts that you can find in a book:

- Intro: A few pages at the start that tell who the person is.
- Chapters: Parts that break up the story into chapters about a different time in the person's life.
- Pictures: Shows what the person looked like or things they did.
- Timeline: A line with dates for important events.
- Glossary: A list that explains hard words.
- Table of Contents: Shows where each chapter starts.
- Icons: Little pictures that might give you extra information.
- Charts: Pictures that help you understand numbers or facts.



**Albert Einstein**

**Prereading**

Before reading, answer the questions below.

Re-read the title and headings and write what you already know about this subject.

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Making Connections: How does this remind you of? Have you read a biography before?  
Connections: What do you want to learn more about?

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**Matching**

Draw a line from the sentence in Column A to its matching definition in Column B.

Column A	Column B
Intro	<input type="checkbox"/> A list that explains hard words
Chapters	<input type="checkbox"/> A few pages at the start that tell who the person is
Table Of Contents	<input type="checkbox"/> Parts that break up the story
Pictures	<input type="checkbox"/> These show you what the person looked like
Glossary	<input type="checkbox"/> Shows where each chapter starts



## Biography – Terry Fox

### Terry Fox: A Hero on the Run 🏃

#### Table of Contents

Early Life
A Big Run For A Big Cause
Making a Lasting Mark
Timeline

#### Early Life

Terry Fox was born on July 2, 1958, in Winnipeg, Canada. He liked sports and dreamed of being great. But when he was 23, he got sick and lost one leg.

#### A Big Run For A Big Cause

Terry decided to run across Canada with one leg. He called it the Marathon of Hope. He wanted to raise money for cancer research. People joined him.

#### Making a Lasting Mark

Terry could not finish his run, but he became a hero. Even today, people do Terry Fox Runs to help fight cancer.

#### Timeline

- 1958: Born in Winnipeg, Canada
- 1976: Lost one leg to cancer
- 1980: Started the Marathon of Hope
- 1981: Passed away, but became a hero



**Terry Fox**

**Prereading**

Before reading, answer the questions below.

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


**Question**

Answer the questions below.

1) Why is a table of contents helpful when reading a biography?


2) How does the picture of Terry Fox help you understand him better?


**Timeline**

Draw a timeline with pictures of Terry's life


## Biography – Stephen Hawking

### Stephen Hawking: A Star in Science

#### Table of Contents

Early Life
Amazing Finds in Science
Helping People Understand Space
Timeline



**Stephen Hawking**

#### Early Life

Stephen Hawking was born on January 8, 1942, in Oxford, England. Even though he got a serious disease called ALS, he still worked hard to learn about science.

#### Amazing Finds in Science

Stephen became a very smart **scientist** who studied the **universe**. He told us new things about **black holes** and how time works.

#### Helping People Understand Space

Stephen wrote books that made hard science easy to get. Many people read his book "A Brief History of Time." He won big awards for his work.

#### Glossary

- ALS: A disease that damages the nervous system in your body.
- Black Holes: High gravity places in space
- Scientist: A person who studies to learn how things work.
- Universe: Everything that exists, including all space and time.



**Understanding**

Is the statement true or false?

1) Stephen Hawking was born on January 8, 1942.	True	False
2) Stephen Hawking got a disease called ALS.	True	False
3) Stephen Hawking didn't work after he got ALS.	True	False
4) Hawking knows a lot about Black Holes.	True	False
5) Black Holes are dug in the ground.	True	False

**Critical Thinking**

Answer the questions below

1) **Inferencing:** Does Stephen Hawking is someone who gives up easy? Explain.

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2) **Questioning:** Write 2 questions you have about Stephen Hawking.

1)	
2)	

**Colour**

Colour the Black Hole and picture of Stephen Hawking

