



Preview – Information



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- ✓ A selection of Ready-To-Use Google Slides Lessons.
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Google Slides Lessons Preview





Alberta Language Curriculum Conventions & Vocabulary – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Word List - Week 2

Find the 10 words in the puzzle. Circle each word. Use the list to help you.

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

clip	claw
close	club
fed	bed
press	clown
slept	shed

Fluency Readings

Look at the picture. Read both sentences. Mark the sentence that shows what is happening.



- ☐ The clown rides a bike.
- ☐ The clown feeds the fish.



- ☐ The cat slept on the bed.
- ☐ The cat flew to the moon.



- ☐ The crab wears a blue sock.
- ☐ The crab has a red claw.



- ☐ The dog climbed a cloud.
- ☐ The dog slept on the rug.



- ☐ I wash the clock.
- ☐ I press the red button.



- ☐ The boy fed the dog.
- ☐ The boy painted the bread.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Suffixes -s

Drag each picture to the box with its name. Match the picture to the singular or plural word.










Flower	Cups	Dog
Bed	Shoes	Flowers
Pencils	Tiger	Chairs

Alberta Language Curriculum

Conventions & Vocabulary – Grade 2

Homophones

Box the correct homophone that matches each picture.

	flower		bored		plane
	flour		board		plain
	meet		pear		peace
	meat		pair		piece
	tail		hare		pale
	tale		hair		pail

Vocabulary

Read the sentences. Drag the sentence that matches each picture.







We take pride in helping others.

We fry potatoes to make chips.

I lie under the big tree.

The frog can swim in the water.

Mom tied my shoes for me.

I got a hug from Mom.

We picked fresh apples from the tree.


The wide river is hard to cross.

My favourite fruit is a mango.

Deleting Phonemes


Take away the given sound and drag the picture that shows the new word.

Rice




– /r/ =

Clock




– /c/ =

Train








– /t/ =

Farm



– /f/ =

Alberta Language Curriculum Conventions & Vocabulary – Grade 2

Blending Sounds

Look at the picture, then drag and drop the correct phonemes into the boxes to form the word.



/r/	/u/	/b/	/t/
/b/	/a/	/d/	/i/



/o/	/k/	/i/	/e/
/r/	/m/	/c/	/t/



/n/	/t/	/a/	/p/
/v/	/m/	/s/	/k/



/b/	/f/	/t/	/d/
/a/	/s/	/k/	/e/



/w/	/r/	/y/	/n/
/a/	/b/	/c/	/z/




/n/	/r/	/g/	/h/
/a/	/j/	/o/	/d/

Soft A

Look at each picture and say its name. Listen for the C or G.


Soft C	Hard C	Soft G	Hard G













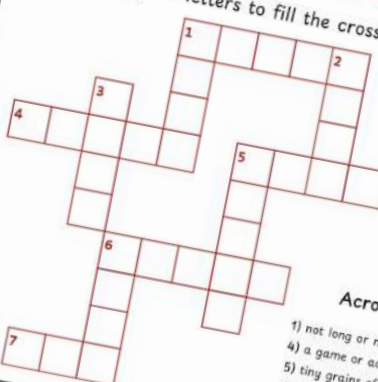




Word List - Week 29

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!



h	n	r	o	b	t	s	d	e	o
o	t	n	o	r	n	o	a	k	a
r	d	s	d	p	s	p	n	r	d
f	u	r	t	a	b	r	n	d	o

Across

- 1) not long or not tall.
- 2) a game or activity you play for fun or competition.
- 3) tiny grains of rock found on beaches or in deserts.
- 4) a special name for a product.
- 5) a word that joins two things together.

Down

- 1) to put things into groups.
- 2) ripped or broken apart.
- 3) a strong building used for protection.
- 5) something you hear.
- 6) to curve or change shape.



Workbook Preview



Grade 2 – Language

Vocabulary



Organizing Idea	Communication and comprehension are improved by understanding word meaning and structures.
Guiding Question	How can building vocabulary and understanding morphology support language use and comprehension?
Learning Outcome	Students analyze new words and morphemes to enhance vocabulary.

Preview of 98 pages from this product that contains 473 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

V2.2	<p>Manipulate suffixes to change the tense of words.</p> <p>Manipulate suffixes to make words singular or plural.</p> <p>Manipulate suffixes when making comparisons between ideas.</p> <p>Examine changes in meaning when suffixes are added to or removed from bases.</p> <p>Use compound words to extend vocabulary.</p>	<p>18, 20, 27-28, 37-38, 40, 46-47, 55-56, 64-65, 73-74, 82-83, 91-92, 100-101, 109-110, 118-120, 127-129, 136-137, 146-147</p>
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Grade 2 – Language

Phonological Awareness



Organizing Idea	Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.
Guiding Question	How does sound contribute to understanding oral language?
Learning Outcome	Students apply understandings of how sounds create meaning in oral language.

	Skills and Procedures	Pages
PA2.1	<p>Segment sounds in words that have five or more phonemes.</p> <p>Identify phonemes in words that have three or more syllables.</p> <p>Segment sounds in words that have consonant blends.</p>	121, 145, 155, 163
PA2.2	<p>Blend sounds in words that have up to six phonemes.</p> <p>Blend sounds in words that have consonant blends.</p>	85, 149
PA2.3	<p>Manipulate phonemes in a variety of one syllable or multisyllabic words.</p> <p>Delete phonemes in a consonant blend to form a new word.</p> <p>Substitute phonemes in a consonant blend to form a new word.</p> <p>Substitute a sound anywhere in a word to form a new word.</p>	94, 103, 112, 200

Grade 2 – Language

Phonics



Organizing Idea	Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.
Guiding Question	How can understanding the relationships between sounds and letters (phonics) enhance decoding and encoding?
Learning Outcome	Students apply understandings of letter combinations and sounds in words.

	Skills and Procedures	Pages
P2.1	<p>Make connections between a full range of letter combinations and sounds.</p> <p>Apply knowledge of silent letters when learning new words.</p> <p>Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words.</p> <p>Recognize and use letter combinations that represent long vowel sounds.</p> <p>Recognize how the letter can influence the vowel sound.</p> <p>Read words that include the 120 most frequent letter-sound correspondences.</p>	<p>16-17, 22, 25-26, 32, 35-36, 41, 44-45, 50, 53-54, 59, 62-63, 68, 71-72, 77, 80-81, 85-86, 89-90, 95, 98-99, 104, , 107-108, 113, , 116-117, 122, 125-126, 131, 134-135, 140, 143-145, 150, 153-155, 158, 161-162-163, 166, 169-170-171, 173, 176-178, 181, 184-186, 188, 191-193, 195, 198-199, 203, 206-208, 210, 213-214, 217, 220-221, 226, 229-230, 233, 236-237, 240, 243-244, 247, 250-251, 254, 257-258, 261</p>

Grade 2 – Language

Fluency



Organizing Idea	Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression
Guiding Question	In what ways does fluency support the development of reading?
Learning Outcome	Students apply fluency strategies while reading.

	Skills and Procedures	Pages
F2.1	Blend sounds quickly and accurately to decode unfamiliar messages. Apply language structure, meaning, and rapid word recognition to support fluency. Read at a steady, comfortable pace.	23, 33, 42, 51, 60, 69, 78, 87, 96, 105, 114, 123, 132, 141, 151, 159, 167, 174, 182, 189, 196, 204, 211, 215, 218, 227, 231, 234, 238, 241, 245, 248, 252, 255, 259, 262
F2.2	Read 175 new high frequency words automatically. Read high-frequency words in sentences and texts.	23, 33, 42, 51, 60, 69, 78, 87, 96, 105, 114, 123, 132, 141, 151, 159, 167, 174, 182, 189, 196, 204, 211, 218, 227, 231, 234, 238, 241, 245, 248, 252, 255, 259, 262
F2.3	Read with appropriate stress on words, pausing, and phrasing. Read with appropriate intonation and expression. Examine punctuation in written messages to enhance fluency. Read dialogue with phrasing and expression to engage an audience and reflect understanding.	23, 33, 42, 51, 60, 69, 78, 87, 96, 105, 114, 123, 132, 141, 151, 159, 167, 174, 182, 189, 196, 204, 211, 218, 227, 231, 234, 238-239, 241, 245, 248, 252, 255, 259-260, 262

Grade 2 – Language

Conventions



Organizing Idea	Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects
Guiding Question	How do conventions foster the development of effective communication?
Learning Outcome	Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.

	Skills and Procedures	Pages
C2.1	<p>Capitalize the first word of a sentence.</p> <p>Capitalize names of people and places.</p> <p>Capitalize days of the week and months.</p> <p>Capitalize titles.</p> <p>Include punctuation at the end of sentences.</p> <p>Insert apostrophes in place of letters in contractions.</p>	<p>39, 48, 75, 130, 187, 216, 225, 232, 246, 253</p>
C2.2	<p>Write a variety of sentences that include a complete thought or idea.</p> <p>Recognize and use pronouns to replace nouns in sentences.</p> <p>Use a variety of adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify the subject in a sentence.</p> <p>Identify when subjects and verbs agree in sentences.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>	<p>19, 29, 39, 48, 57, 66, 75, 84, 102, 111, 120, 128-129, 138-139, 148, 157, 165, 172, 179-180, 187, 194, 202, 209, 224</p>

Grade 2 – Language Conventions



Organizing Idea	Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects
Guiding Question	How do conventions foster the development of effective communication?
Learning Outcome	Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.

	Skills and Procedures	Pages
C2.3	<p>Identify spelling patterns within and across words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Identify silent consonants in words.</p> <p>Spell 300 high frequency words. Identify words that are not spelled in predictable ways.</p>	21, 31, 93, 121, 156, 164, 171, 178, 222
C2.4	<p>Include a vowel in every word and syllable.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Use a variety of supports to spell and check the spelling of words</p>	16-17, 22, 25-26, 31-32, 35-36, 41, 44-45, 50, 53-54, 59, 62-63, 68, 71-72, 77, 80-81, 86, 89-90, 95, 98-99, 104, 107-108, 113, 116-117, 122, 125-126, 131, 134-135, 140, 143-144, 150, 153-154, 156, 158, 161-162, 164, 166, 169-170, 173, 176-177, 181, 184-185, 188, 191-192, 195, 198-199, 201, 203, 206-207, 210, 213-214, 217, 220-223, 226, 229-230, 233, 236-237, 240, 243-244, 247, 250-251, 254, 257-258, 261

Reading Program - Overview

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 2, the focus in the curriculum is to use phonics prior knowledge from grades 1 and 2 and apply it to spell regular monosyllabic and multisyllabic words. These words include stressed vowels and unstressed vowel sounds.

Therefore, our reading program will be broken down into 30 word lists that align with the organizing ideas in the grade 2 language curriculum. Each week, teachers will focus on two sounds, ranging from consonant clusters to vowel teams.

The other words in the word list will align with the vocabulary skills and procedures, which state that tier 2 and 3 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. **Tier 3** words are specific to subject areas. Both are included to round out the word lists.

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

Name: _____

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Curriculum Connection
D1.2

Reading Program - Overview

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

Reading Program - Overview

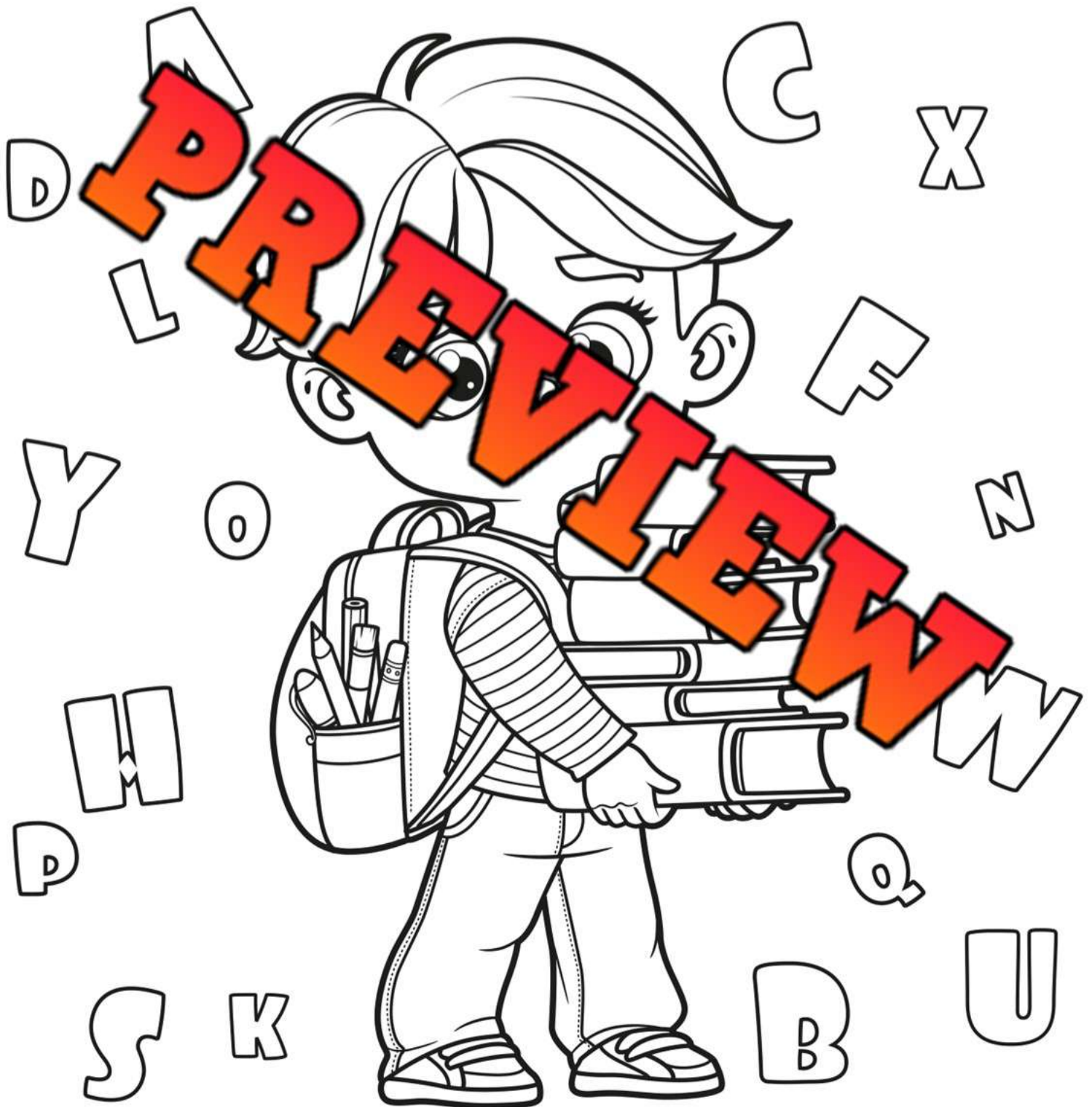
Weeks	Prefix/Suffix Focus	Lesson 1	Lesson 2
Week 1	Base Words	Sentence Fragment Or Complete Sentence	Compound Words and VCC Words
Week 2	Suffix – s	Simple Sentences	Antonyms and VVC Words
Week 3	Suffix – s or es	Types Of Sentences: Interrogative	Synonyms
Week 4	Suffix – ing	Types Of Sentences: Exclamatory	Homophones
Week 5	Suffix – er	Types Of Sentences: Imperative	Homographs
Week 6	Suffix – ed	Types Of Sentences: Declarative	Alliteration
Week 7	Suffix – ion	Review Sentence Types	Onomatopoeia
Week 8	Suffix – ous	Parts Of Speech – Nouns	Manipulating Sounds
Week 9	Suffix – ness	Abstract Vs. Concrete Nouns	Delete Phonemes in Consonant Blend
Week 10	Suffix – ful	Collective Nouns	Substitute Phonemes In A Consonant Blend
Week 11	Suffix – ment	Parts Of Speech – Adjectives	Substitute A Sound Anywhere In A Word To Form A New Word.
Week 12	Prefix un-	Comparative Adjectives	Silent Letter
Week 13	Prefix re-	Superlative Adjectives	Contractions – Using Apostrophes
Week 14	Prefix dis-	Parts Of Speech – Verbs	Subject-Verb Agreements
Week 15	Prefix non-	Forms Of The Verb "To Be"	Blend sounds in words that have up to 6 phonemes (different sounds)

Reading Program - Overview

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

NAME: _____

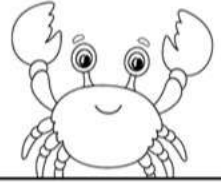
LANGUAGE



Week 1 - Vocabulary List

blue	blur	blow	bled	blend
sad	crab	scab	flat	stand

Meaning Circle the correct meaning of the words below.



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

Name: _____

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Curriculum Connection
V2.1, P2.1, C2.4

Vocabulary

Draw

Draw a picture to show what each sentence means.

The blue crab crawled across the flat sand.

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

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

The kitchen was a blur from tears.

Base Words



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

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

Draw

1. Draw the base words.

2. Draw the new word that has a suffix added

cat	cats

farm	farmer

sail	sailor

bicy	tricycle

match	mismatch

tie	untie

Sentence Fragments or Complete Sentence

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

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

Complete or Fragment?

Is the sentence complete or is it a fragment?

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



Completion

Complete the sentence fragment

1) I was

2) I like to

3) Stacey is

4) Running in the park

Compound Words

A **compound word** is two smaller words joined to make a new, larger word with its own meaning. For example, "sunflower" combines "sun" and "flower," and "basketball" merges "basket" and "ball."

Match

Connect the two words to make a compound word.

sun ☐ coat
 rain ☐ man
 cup ☐ fish
 snow ☐ flower
 d ☐ room
 blue ☐ board
 be ☐ cake
 skate ☐ shell
 ☐ berry

Think

Do the two words make a compound word? Write the new word in the space.

1)	sun + screen	<input checked="" type="radio"/> Yes	<input type="radio"/> No	sunscreen
2)	fire + truck	<input type="radio"/> Yes	<input type="radio"/> No	
3)	house + light	<input type="radio"/> Yes	<input type="radio"/> No	
4)	grass + hopper	<input type="radio"/> Yes	<input type="radio"/> No	
5)	rain + bow	<input type="radio"/> Yes	<input type="radio"/> No	
6)	butter + jelly	<input type="radio"/> Yes	<input type="radio"/> No	

Spelling Patterns - VCC Words

VCC words are words with one vowel sound first, then two consonant sounds right after it. VCC stands for vowel – consonant – consonant as in the pattern *ost* or *ild*.

Examples of VCC words



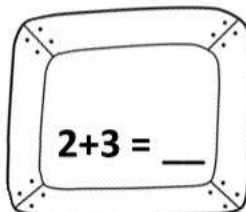



Act, Elf, Amp, End, And, Ask, Hunt, Milk, Fast. Help, Sink



Read and Match

Read each word and match them to the pictures.

roll	bank	ant	old
owl	jump	add	

Think

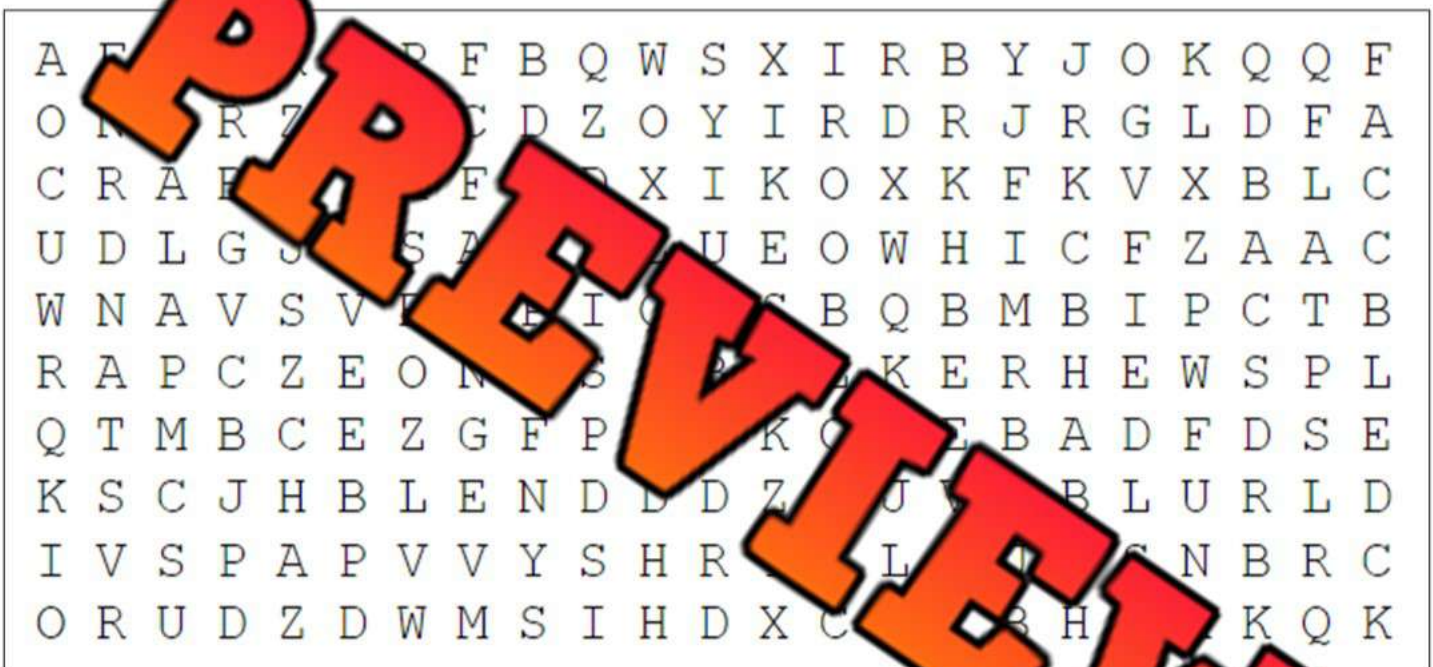
Write your own VCC words below

Word Searches

Word Search

Find the word bank words in the puzzle.

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






Word Search

Make your own word search using 6 of the words from the word bank.

Word Bank

Week 1 – Fluency Readings**Read**

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

1)	The sky is blue.	
2)	The picture is a blur.	
3)	I blow out the candles.	
4)	He bled when he got a stab.	
5)	I blend the colors together.	
6)	I am sad when it rains.	
7)	The crab has a flat shell.	

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Underline the base word for the words.

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

Complete or Fragment?

Is the sentence complete or is it a fragment?

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

Name: _____

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Week 2 - Vocabulary List

clip	claw	club	clown	close
bed	fed	shed	press	slept

Spell

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



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

Name: _____

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Curriculum Connection
V2.1, P2.1, C2.4

Vocabulary

clip	claw	club	clown	close
bed	fed	shed	press	slept

Spell

Unscramble the letters to make spelling words.



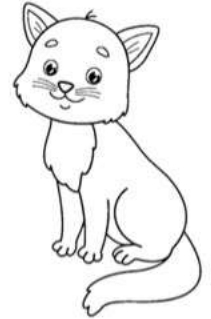
	Scrambled Word	Unscrambled Word
1)	cluc	
2)		
3)	ilc	
4)	pet	
5)	woncl	
6)	sreps	
7)	socle	
8)	heds	
9)	deb	
10)	efd	

Fill In The Box

Fill the box with the vocabulary words from above.

Suffixes -s

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



Identify

Write the correct noun for each sentence.

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

Search

Circle all nouns ending in -s in the story.

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

How many did you find?



Name: _____

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Curriculum Connection
V2.2

Suffixes -s

Draw by Count

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



1) Three plates with two eggs on each plate.

PREVIEW

2) Two trees with five oranges each

PREVIEW

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

Simple Sentences

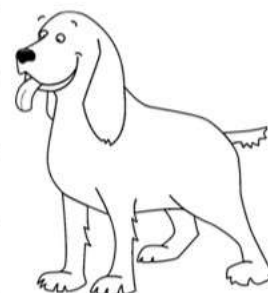
A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

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

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

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

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



Write

Write 4 simple sentences using the provided subjects.

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

Antonyms

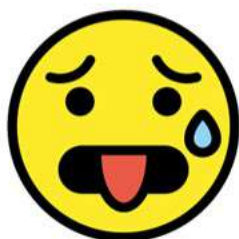
An **antonym** is a word that has the opposite meaning of another word. For example, "hot" is the antonym of "cold," and "up" is the antonym of "down."



Matching

Draw a line matching the words to their antonyms.

- | | |
|--------|--------------------------------|
| big | <input type="checkbox"/> easy |
| happy | <input type="checkbox"/> cold |
| fast | <input type="checkbox"/> weak |
| easy | <input type="checkbox"/> old |
| hot | <input type="checkbox"/> small |
| you | <input type="checkbox"/> dirty |
| hard | <input type="checkbox"/> loud |
| strong | <input type="checkbox"/> thin |
| thick | <input type="checkbox"/> fit |
| quiet | <input type="checkbox"/> far |
| clean | |



Think

Write 4 words and their antonyms beside them

	Words	Antonyms
1)		
2)		
3)		
4)		

Spelling Patterns - VVC Words

VVC stands for vowel –vowel– consonant as in the pattern *ear* or *oat*. They are words that have two vowels together in the middle, and these two vowels make one sound. This kind of sound is called a vowel team. When you read a VVC word, you often say the sound of the first vowel, and the second vowel is silent.

Examples of VVC words

Eat, Eel, Aim, Oaf, Boat, Rain, Seed

Read and

Read each word and match them to the pictures.

oat	soap	pail	ear
coat		aim	head







Think

Write your own VVC words below








































Crack the Code

Directions

Use the code below to reveal each spelling word.












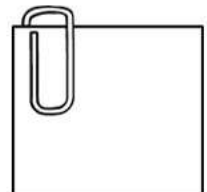
												
a	b	c	d	e	f	g	h	i	j	k	l	m

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

Code	Answer	Answer
   		
   		  
   		   
    		    
    		    

Week 2 – Fluency Readings**Read**

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

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

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Write the correct noun for each sentence.

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

Subject or Predicate?

Is the underlined word/phrases the subject or predicate?

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

Name: _____

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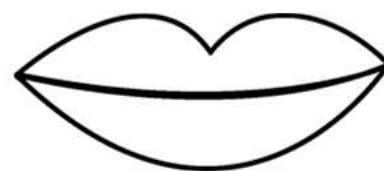
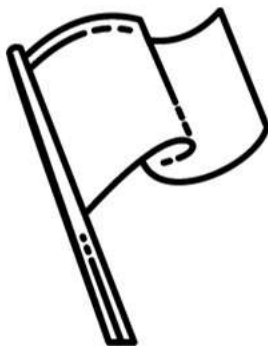
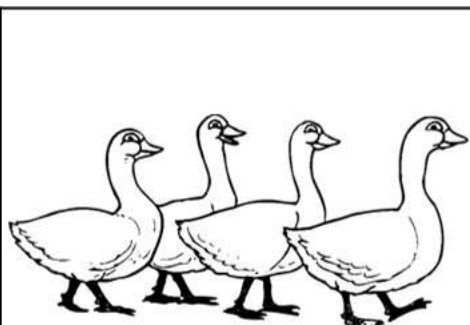
Week 3 - Vocabulary List

fly	flip	flag	fluff	flock
lip	kit	trim	drill	shift

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

1)	
2)	
3)	
4)	
5)	

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



Vocabulary

Create

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

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

Search

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

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



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

Suffixes -s, -es, -ies

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

When making a word plural:

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

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

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



Identify

Circle the correct word

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

Suffixes -s, -es, -ies

Singular	Plural "s"
dog	dogs
chair	chairs
key	keys

Singular	Plural "es"
box	boxes
bush	bushes
glass	glasses

Singular	Plural "ies"
party	parties
pony	ponies
city	cities

Search

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



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

-s	-es

Word Scramble

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

yske		pnyo	
itiesc		hsebus	
sselgas		xbeso	

Types of Sentences: Interrogative

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

Draw

Draw your answers to the given interrogative sentences.

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

Write

Use the given words to make an interrogative sentence.

1) Who	
2) Why	

Synonyms

Synonyms are words that have the same or almost the same meaning as another word. They are like word twins! For example, the word "big" is a synonym for "large" because they both mean something is large.

- **Happy** is a synonym for **glad**.
- **Fast** is a synonym for **quick**.



Match

Find a synonym match for the words in column A

Column A	Column B
1) if	a) courageous
2) big	b) slender
3) tidy	c) frightened
4) scared	d) seat
5) angry	e) cold
6) gift	f) sp
7) nap	g) nap
8) thin	h) seat
9) brave	i) present
10) begin	j) furious

Write

Rewrite the sentences below after changing the bold word to a synonym.

1)	The happy child played on the swing.
2)	The big dog barked loudly at the cat.
3)	The cold ice cream was perfect on a hot day.

Name: _____

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Word Search

Word Search

Find the word bank words in the puzzle.

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



Word Scramble

Unscramble the word.

lpi		lifp	
ikt		aglf	
lyf		lufff	
rimt		flcko	
rilld		histf	

Week 3 – Fluency Readings**Read**

Read each line and then write the last sentence.

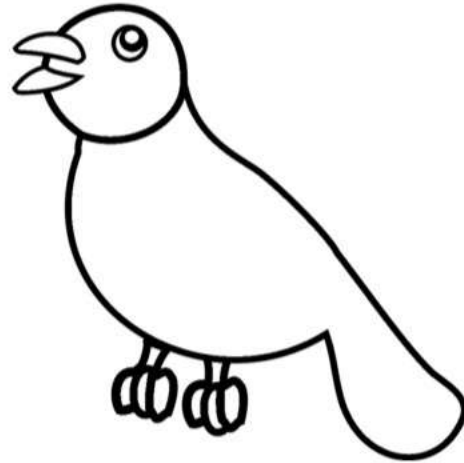
Birds

Birds fly

Birds fly together

Birds fly together in

Birds fly together in a flock

**PREVIEW**

I

I flip

I flip the

I flip the flag

I flip the flag up

I flip the flag up high.

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Instructions

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

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

Completion

Complete the interrogative sentence below.

1. _____ did you put your school bag?

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

Name: _____

44

Curriculum Connection
V2.1, P2.1, C2.4

Week 4 - Vocabulary List

glow	glob	glee	glad	glare
hop	top	drop	shop	stomp

Write

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

PREVIEW

Name: _____

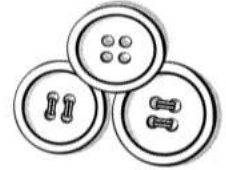
45

Vocabulary

glow	glob	glee	glad	glare
hop	top	drop	shop	stomp

Write

Choose your answer from the word list above.



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

Suffixes –ing

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

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

Think

Change the given base words to its –ing form.

Base Words	"-ing" form	Base Words	"-ing" form
watch		dance	
swim		draw	
play		drink	
run			



Write

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

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

The children are running in the park.

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

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

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

Suffixes -ing

Verb

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

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

**Write**

Use the words to complete the sentences.

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

Types of Sentences: Exclamatory

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

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



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

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

Write

Write an exclamatory sentence using the given scenario.

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

Name: _____

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Homophones

Homophones are words that sound the same but have different meanings and spellings. For example, "two," "to," and "too" all sound alike but mean different things. It's important to choose the right word based on its meaning, even though they sound identical when spoken.



Draw

Draw a distinct picture for each word in the given homophone pairs to highlight their different meanings.

Pear

Mail

Night

knight

Name: _____

50

Word Sudoku

Sudoku

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



glow	glad	glee
glad	glare	hop



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

Week 4 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1st Try	2nd Try	1st Try	2nd Try
1)	He zogs				
2)	Frogs hop his				
3)	He has a big hat.				
4)	I got a zap from the toy.				
5)	The sun is hot today.				
6)	Ray has a lot of leg pain.				

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

Convert

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

Base Words	"-ing" form
pick	
drive	

Base Words	"-ing" form
hop	
lift	

Write

Write an exclamatory sentence using the given scenario.

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

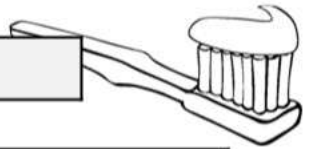
<hr/> <hr/> <hr/>

Week 5 - Vocabulary List

brim	brow	brush	brand	browse
sun	fun	jump	dunk	blush

Write

Circle the misspelled words and write them correctly.



1) I had to make it shiny.

2) I had to brush all the books.

3) Playing in the sun is so fun!

4) The hat's green.

5) Watch me jump really high!

6) Mom uses a different brand of soap.

7) My brow was sweaty from running.

8) My friend began to blush at the joke.

9) The sun is shining brightly today.

10) He tried to dunk the basketball.

Identify

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

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

Name: _____

54

Vocabulary

Syllables

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

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



Write

Use the given words to create meaningful sentences.

1) dunk	_____
2) jump	_____
3) blush	_____
4) browse	_____

Suffixes -er

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

Example 1:

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



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

runner	teacher	writer	dancer
runner	farmer	painter	

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

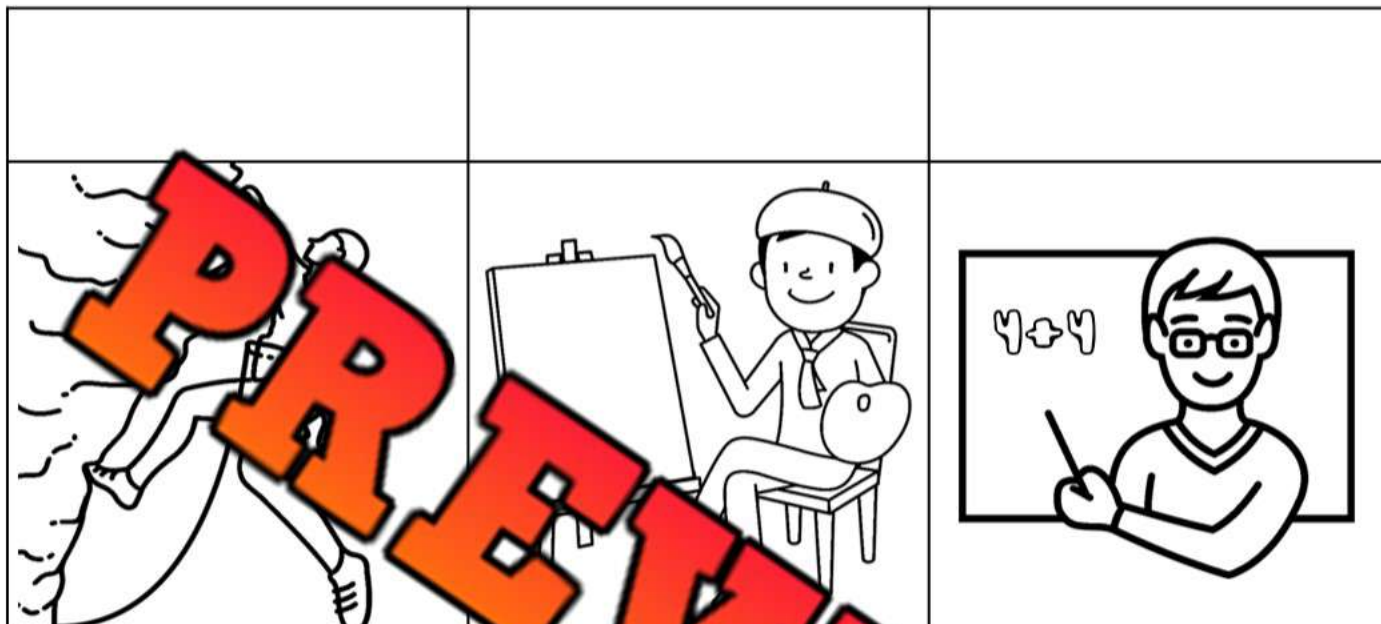
Close by, a _____, _____, and colourful
pictures. He had a friend, Miss Rose, a graceful _____ who
danced like the wind. They often performed at the village square. _____ a kind
_____, Mrs. White, taught little kids. She liked to share stories about a
brave _____, Jack, who hiked tall mountains.

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

Suffixes -er

Label

Label each picture with its corresponding -er word.

**Identify**

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

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

Types of Sentences: Imperative

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

Examples:

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



Identify Identify whether the imperative sentences show command or request.

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

Illustrate

Draw a picture representing each command or request.

Draw a big, colourful rainbow.

Can you please draw a smiling sun?

Homographs

1) Homophones

- ☒ Sound the same
- ☒ Different meanings
- ☒ Often different spellings
- ☒ Ex: "two" and "too"

2) Homonyms

- ☒ Sound the same
- ☒ Spelled the same
- ☒ Different meanings
- ☒ Ex: "bat" (baseball and "bat" (used in baseball))

3) Homographs

- ☒ Spelled the same
- ☒ Different meanings
- ☒ Sometimes sound different
- ☒ Ex: "lead" (to guide) and "lead" (a metal)

Homographs: Which of the homographs refer to in the sentences below?

1) We saw a sea on the beach.	Animal	Stamp closure
2) He likes to wave to his friends.	Hand movement	Greeting with hand
3) She used a bow to tie her hair.	Front of hair	Ribbon knot
4) Can you fly your kite today?	Moving through air	Insect
5) The bark of the tree is rough.	Tree's outer layer	Animal's skin
6) They saw a movie last night.	Cutting tool	Seen
7) Please water the plants.	Give liquid to	Clear liquid
8) The little duck likes to swim.	Lower head quickly	Bird
9) It's fun to spring on a trampoline.	Jump	Season after winter
10) Can you bear the cold weather?	Animal	Survive

Word Searches

Word Search

Find the word bank words in the puzzle.

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



Word Search

Make your own word search using 6 of the words.

Word Bank

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

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

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

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

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

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

Identify

Identify whether the imperative sentences show command or request.

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

Week 6 - Vocabulary List

Alphabetize

Write the words in alphabetical order

cry	crib	crisp	crawl	crumb
ate	gate	late	skate	create

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

Completion

Complete the words below to make words with the same sound.

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

Name: _____

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Vocabulary

Search

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



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

Draw

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

		Words Used

Suffixes -ed

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

Jump – Jumped

Hike – Hiked

Pick – Picked

Cry – Cried (drop y add -ied)

Stop – Stopped (double consonant)

Dance – Danced (just add -d)



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

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

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

Write

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

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

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

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

Suffixes -ed

Past Tense

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



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

Draw

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

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

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

Paint

Painted

Paint

Painted

Types of Sentences: Declarative

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



Examples:

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

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

Sentence Scramble

Rearrange the words to form declarative sentences.

1) sister, my, has, brother	
2) The, shining, sun	
3) pet, We, cat, a, have	
4) favourite, are, my, fruit, Apples	
5) The, nice, is, teacher	

Write

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

look	_____
what it does	_____
opinion	_____

Name: _____

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Alliteration

Alliteration is a tool writers use to make their writing more fun. It is where the first consonant sound is repeated for several words. For example, "**Sally sells seashells.**"



Alliteration List your favourite things, making sure each item has the same starting sound.

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

Write

Create your own alliterative sentence by finishing these prompts.

1) On sunny Sundays, Sally sees
2) The big brown bear bravely
3) Four fluffy feathers fell from
4) Laura's little lamb loved leaping over
5) Tim's two tiny turtles took to
6) Giggling goats go galloping by

Name: _____














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Curriculum Connection
V2.1, P2.1, C2.4










































Crack the Code

Directions

Use the code below to reveal each spelling word.

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








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

Code	Answer	Code	Answer
  		 	
   		 	
    		   	
    		    	
    		     	

Bonus:
Draw your own
secret word

Week 6 – Fluency Readings**Read**

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

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

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Past Tense

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

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

Sentence Scramble

Rearrange the words to form declarative sentences.

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

Week 7 - Vocabulary List

dry	draw	drop	drove	dream
bee	tree	bleed	beetle	scene

Fill In The _____

Choose the best word for each sentence.



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

Vocabulary

Rhyme

Write the spelling words below that rhyme with the given word

1) dry	
2) draw	
3) drop	
4) dream	
5) dream	
6) bee	
7) tree	
8) bleed	
9) beetle	
10) scene	

11) dragon	
12) drum	
13) dress	
14) drip	
15) drape	
16) green	
17) theme	
18) deep	
19) mean	
20) these	

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

Boggle

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

Suffixes –ion

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

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



Word Transform

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

Verb	+ ion
1. attract	attribution
2. attract	
3. suggest	suggestion
4. project	projection

Verb	+ ion
5. connect	connection
6. reflect	reflection
7. subtract	subtraction
8. quest	quest

Challenge

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

Verb	+ ion
1. create	creation
2. relate	relation
3. operate	operation
4. invade	invasion

Verb	+ ion
5. inform	information
6. decide	decision
7. combine	combination
8. inform	information

Write

Write a sentence using each word.

1) creation	_____
2) reflection	_____

Name: _____

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Suffixes -ion

Write

Choose the most appropriate word to complete each sentence.

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

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

Draw

Illustrate the sentence below.

Mia used a colourful selection of crayons for her butterfly.

Sentence Types



Declarative Sentence - The sun is shining brightly.

Interrogative Sentence - What is your favourite colour?

Imperative Sentence - Please close the door.

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

Sentence T

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

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

Transform

Transform the declarative sentence into different types of sentences.

Declarative: You have a new book.

Interrogative: Do you have a new book?

Imperative: Show me your new book.

Exclamatory: You have a new book!

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







Onomatopoeia

Onomatopoeia is a type of figurative language where words imitate the natural sounds they describe. It makes the writing more interesting by bringing sounds to life.

Examples: The bees "buzzed" in the garden.
The door "creaked" open slowly.
The popcorn "popped" in the microwave.

Matching Match each onomatopoeic word to the correct picture that shows the sound it represents.

boom	hiss	tick-tock	boom
crash	meow	meow	beep

Search

Underline all the onomatopoeia in the given text.

Little Timmy tiptoed to the kitchen, where the cereal went crunch under his teeth. Outside, leaves rustled as the wind danced through the trees. Mom's tea kettle started to whistle just as the cookies in the oven went ding to say they were ready. What a cozy morning!

Name: _____

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Word Search

Word Search

Find the word bank words in the puzzle.

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

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


















Word Scramble

Unscramble the word.

ward		yrd	
verod		maerd	
ebe		reet	
leedb		pord	
cenes		teeleb	

Week 7 – Fluency Readings**Read**

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

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

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	
10)	

Spell

Add -ion to the verbs below

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

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

Identify

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

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

Week 8 - Vocabulary List

fry	frog	from	fresh	fruit
lie	wide	hide	tied	pride

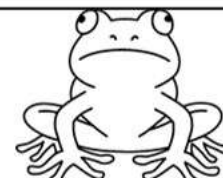
Write

Cross-out the word that is not a synonym

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

Word Scramble

Unscramble the words.



morf		depir	
gorf		dite	

Vocabulary

Analyze

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

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

Write

Use the given words in simple sentences.



1) wide	_____
2) fresh	_____

Suffix -ous and -ious

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

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

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

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

Word Building Add -ous or -ious to the given base words to create a new word.

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

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

Think

Choose the -ous word that matches the picture.

courageous

joyous

delicious

victorious

delicious



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

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

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

**Write** Use the given words in sentences.

1) fabulous	_____ _____
2) envious	_____ _____

Parts of Speech - Nouns

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

Noun Sort

Check the category of the given nouns.

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



Search

Circle all nouns in the story below.

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

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

Manipulating Sounds

Regular sounds follow typical phonetic rules. **Predictable:** The same letter usually sounds the same in different words, like the 'b' in "bat" and "bed."

Irregular sounds don't adhere to standard phonetic patterns. **Unexpected:** Some letter combinations have different sounds, like the 'ough' in "though" versus "tough."

Silent Letters: Occasionally, letters are not pronounced, such as the 'k' in "knight."

Instruction Circle all the short vowel sounds in the table.

	up	rug	cube	sit
red	coat	pin	lake	bed
kite	to	pet	hop	
lip	boat	hat	bus	
map	seed	pot	tape	

Odd One Out

Identify the word with the irregular sound in each row. Which word doesn't follow the same phonetic pattern as the others?

Word 1	Word 2	Word 3	Word 4	Odd One Out
go	do	no	so	
sun	fun	run	put	
bat	cat	pay	hat	
give	dive	five	hive	
made	fade	jade	said	
bite	light	site	kite	
ride	hide	side	fried	

Hidden Word

Hidden Word

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

**Clues**

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

The hi

Week 8 – Fluency Readings

Read

Read each line and then write the last sentence.

I ate

I ate fruit

I ate fruit

I ate fresh fruit from a

I ate fresh fruit from a fruit stand.



Jane

Jane began

Jane began to

Jane began to fry

Jane began to fry the

Jane began to fry the fish.

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

Word Build

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

Base word	-Ous
1) joy	
2) danger	

Base word	-Ious
3) space	
4) glory	

Noun Sort

Check the category of the given nouns.

noun	person	place	thing
1) Mrs. Smith			
2) home			
3) pencil			

Week 29 - Vocabulary List

and	sand	bend	brand	sound
sort	fort	torn	sport	short

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

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

Vocabulary

Opposite

Identify the opposite of the given words below

1) bend

☐ tall

2) sound

☐ whole

3) sort

☐ straight

4) short

5) torn

☐**Write**

Use the given words to create a meaningful sentence.

1) sort

2) brand

3) torn

4) short

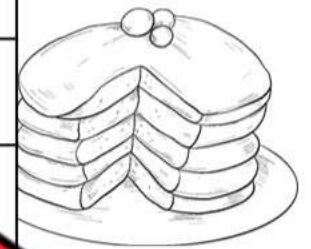
Strategies for Expressive Reading Aloud

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

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

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

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



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

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

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

Apostrophes for Plural Possession

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

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

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

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

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

Draw Illustrate the plural ownership sentences below.

The bees' hives are hanging from the trees.

The birds' nests are perched on the branches.

Word Searches

Word Search

Find the word bank words in the puzzle.

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

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

Word Search

Make your own word search using 7 of the words.

Word Bank

Week 29 – Fluency Readings**Read**

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

	Sentence	# of Mistakes		Time (sec)	
		1st Try	2nd Try	1st Try	2nd Try
1)	I am a sandcastle.				
2)	I sort all my books.				
3)	She has a short hair.				
4)	I bend to tie my shoes.				
5)	I love the sound of rain.				
6)	He is good at his sport.				

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Punctuated

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

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

Write

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

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

Week 30 - Vocabulary List

ask	desk	risk	dusk	brisk
fur	hurt	blur	burst	curly



Write

Cross-out the word that is not a synonym.

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

Word Scramble

Unscramble the words.

lurcy		urf	
thur		sduk	

Name: _____

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Curriculum Connection
V2.1, P2.1, C2.4

Vocabulary

Draw

Draw a picture to show what each sentence means.

The bunny's fur was soft and fluffy.

Lisa has many colourful pencils on her desk.

Sam has curly hair that bounces when he walks.

The ball hit and made a loud pop!

PREVIEW

Reading Sentences with Different Expressions

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



For example:

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

Emotion Match the expressions employed in each sentence.

- | | |
|---|------------------------------------|
| 1. "Yay, I won the game!" | <input type="checkbox"/> tired |
| 2. "I'm so sleepy, I can't go to school." | <input type="checkbox"/> surprised |
| 3. "Oh wow, a new bird flew over the park!" | <input type="checkbox"/> scared |
| 4. "We're going to the zoo tomorrow!" | <input type="checkbox"/> happy |
| 5. "There's a thunderstorm outside!" | <input type="checkbox"/> excited |

Write

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

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

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

Quotation Marks for Direct Speech

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

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



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

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

Identify

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

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

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

Name: _____














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Curriculum Connection
V2.1, P2.1, C2.4








































Crack the Code

Directions

Use the code below to reveal each spelling word.

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

												
n	o	p					u	v	w	x	y	z

Code	Answer	le	Answer
  		 	
   		  	
   		   	
   		    	
    		    	

Bonus:
Draw your own
secret word

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

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

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

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Emotions

Match the expressions employed in each sentence.

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

Direct Speech

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

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