



Preview – Information



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Google Slides Lessons Preview





Alberta 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.



Match the Message to Its Purpose!

Read each message on the left. Then, draw a line to match it to the correct purpose on the right.

Messages	Purpose of the Message
Remember to bring your lunch tomorrow.	A To share something exciting or make you smile.
Don't run on the wet floor.	B To give information about what's happening later.
The fire drill will start after recess.	C To teach how to care for the environment.
You did an amazing job on your project!	D To remind you so you don't forget.
Please recycle your paper when you're done.	E To help you stay safe.
It might snow this weekend!	

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**



Alberta Language Curriculum

Reading Comprehension – Grade 2

Q Match the Story to the Principle!

Drag the principle to the matching part of the story.

Part from <i>The River's Gift</i>	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

and check new they show. ✓

A

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

First Person ☐ Third Person ☐

B

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

First Person ☐ Third Person ☐

C

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

First Person ☐ Third Person ☐

D

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

First Person ☐ Third Person ☐

Q Sequence a Story

Number the story events from one to four

1 2 3 4

<p>The wind blew, and the kite soared high in the sky.</p>	<p>She climbed a little ladder to reach the kite.</p>	<p>Mia and her friends laughed and chased the kite.</p>	<p>Mia found a shiny red kite stuck in a tree.</p>
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Alberta Language Curriculum

Reading Comprehension – Grade 2

Q Know Your Poem Types!

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

Question	<div>A</div> <div>B</div> <div>C</div>			Answer
	A	B	C	
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	



Adult or Kid Voice

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

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

Graphic Texts

Description

Part of a graphic text shows big, bold words to tell you what the page is about.

These short sentences explain what is happening in a picture.

These small words name the parts of an image, like "mountain" or "river."

These little circles or shapes show what characters are saying.

These images help readers understand the information better.

Text Type

Text Type

Labels

Title

Speech Bubble

Captions

Pictures



Workbook Preview



Grade 2 – Language

Text Forms and Structures



Organizing Idea	Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.
Guiding Question	How can the organization of ideas and information support the expression and understanding of messages?
Learning Outcome	Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.

	Skills and Procedures	Pages
TS2.1	Examine different reasons (purposes) for messages to be shared.	40, 42 – 73
	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Preview of 140 pages from this product that contains 276 pages total.</p> </div>	
TS2.2	<p>Examine a variety of features that enhance the meaning of messages.</p> <p>Include a variety of features to help organize, clarify, and enhance personal messages.</p>	29 – 30, 118 – 121, 127 – 128, 130 – 131, 163 – 164, 168 – 173
TS2.3	<p>Identify story elements within a variety of imaginary stories.</p> <p>Identify the hero or heroine in a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and plot.</p> <p>Examine the narrator's contribution to a story or message.</p>	59 – 62, 72 – 73, 77 – 80

Grade 2 – Language

Text Forms and Structures



Organizing Idea	Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.
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Learning Outcome	Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.

	Skills and Procedures	Pages
TS2.4	Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.	12 – 13, 16, 21 – 22, 29 – 30, 42 – 43, 81 – 86, 118 – 121, 127 – 128, 130 – 131
TS2.5	Identify words or phrases used in imaginative ways that support messages in poetry and song. Recognize how poetry and song can expand how we think and feel about what can be experienced. Examine poetic structures, including acrostic poems and rhyming couplets.	63 – 69, 133 – 148, 155 – 156

Grade 2 – Language Comprehension



Organizing Idea	Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes
Guiding Question	How does comprehension facilitate the meaning of a text?
Learning Outcome	Students examine and apply a variety of processes to comprehend texts.

	Skills and Procedures	Pages
C2.1	<p>Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>Examine and use words and phrases from texts that have been read aloud.</p>	47, 81 – 86, 94 – 97
C2.2	<p>Read texts that contain mostly predictable and decodable words independently.</p> <p>Examine and use words and sentences from print texts that have been read independently.</p> <p>Interpret ideas and information from print texts read independently.</p>	14 – 15, 21 – 28, 32 – 35, 37 – 40, 44 – 46, 48 – 49, 51 – 62, 72 – 86, 88 – 97, 99 – 100, 118 – 121, 127 – 131, 133 – 148, 150 – 158, 160 – 173, 175 – 187
C2.3	<p>Solve unfamiliar or multisyllabic words in a variety of ways.</p> <p>Self-correct when meaning is unclear while reading.</p>	14 – 15, 32 – 35, 79 – 80,
C2.4	<p>Summarize a text, including the main idea and key ideas.</p> <p>Sequence four or more events from a text.</p> <p>Retell or dramatize a story, including characters, setting, and plot, in sequence.</p> <p>Interpret information from illustrations or visuals when summarizing texts.</p>	27 – 28, 32 – 35, 41, 45 – 46, 61 – 62, 70 – 73, 77 – 86, 99 – 116, 122 – 128, 130 – 131, 135 – 136, 160 – 166, 185 – 187

Grade 2 – Language Comprehension



Organizing Idea	Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes
Guiding Question	How does comprehension facilitate the meaning of a text?
Learning Outcome	Students examine and apply a variety of processes to comprehend texts.

	Skills and Procedures	Pages
C2.5	<p>Share personal connections that support understandings of ideas or information in texts.</p> <p>Identify similarities and differences within a text.</p> <p>Identify similarities and differences between texts.</p>	<p>14 – 15, 17 – 20, 32 – 35, 53 – 58, 99 – 100, 112 – 116, 164 – 165, 167, 175 – 180</p>
C2.6	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.</p> <p>Answer questions that require making interpretations or giving opinions about information in texts.</p> <p>Answer questions that require recognizing cause and effect relationships in texts.</p>	<p>12 – 16, 21 – 22, 29 – 30, 32 – 35, 48 – 49, 51 – 58, 83 – 86, 88 – 89, 92 – 93, 96 – 97, 99 – 100, 168 – 173, 181 – 184</p>
C2.7	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Revise understandings in response to new information.</p> <p>Compare actual outcomes to predictions made.</p>	<p>14 – 15, 19 – 22, 25 – 28, 48 – 49, 112 – 116, 175 – 180</p>

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.

Messages – Meaning and Purpose

What Are Messages?

Messages are ways people share thoughts and ideas. They are like little notes we share with each other. They can be spoken, written, drawn, or even shown through actions. They help us share what we think and feel.

Why Do People Share Messages?

- 1) For Fun (Entertainment): Messages are like stories or jokes that make us laugh.
- 2) To Learn (Education): Messages can teach us new things, like how a butterfly grows or how to count.
- 3) For Help (Instructions): They can also tell us how to do something, like how to play a game or make a craft.
- 4) To Inform (Information): They provide important information about what's happening around us or weather updates.



Messages Are Enjoyable

Engaging with messages is fun because:

- We hear exciting stories.
- We learn amazing facts about the world.
- We find out how to do new and interesting things.

Name: _____

13

Curriculum Connection
TS2.1, TS2.4, C2.6

Question

Why do people share messages?

Select

Checkmark in the box which you think is the correct purpose for the message.

Type of Message	Entertainment	Education	Instructions	Information
Joke				
Weather Update				
How to Paint				
Animal Facts				

Create

Write a short message to a friend telling them about your favourite game or hobby. Include a picture in your message.

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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 do you have fun?

B) While Reading

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

C) After Reading

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

True or False

Is the statement true or false?

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

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

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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>

Fictional vs. Non-Fictional Messages

Fictional Messages

Fictional messages are like pretend stories. They are not real and come from our imagination. For example, a story about a talking dog who goes to the moon is fictional. It is made up for fun!



Non-Fictional Messages

Non-fictional messages are about real things. They give true information. For example, a book that shows how plants grow is non-fictional. It shares facts about something that is real.

Identify

Read each message and identify whether they are fictional or non-fictional. Circle the answer.

1) A tiny dragon visited our school and taught us.	Fictional	Non-fictional
2) Apples grow on trees and can be red, green, or yellow.	Fictional	Non-fictional
3) In my dream, I flew around the world in one night.	Fictional	Non-fictional
4) The Earth goes around the Sun, taking a year to do so.	Fictional	Non-fictional
5) One night, the moon winked at me from the sky.	Fictional	Non-fictional
6) A golden fish granted me three wishes in my bathtub.	Fictional	Non-fictional
7) A year has four seasons: spring, summer, fall, and winter.	Fictional	Non-fictional
8) Dinosaurs lived millions of years ago.	Fictional	Non-fictional
9) I found a magic pencil that draws things into life.	Fictional	Non-fictional
10) Rain is water falling from clouds in the sky to the ground.	Fictional	Non-fictional

Making Connections

Making Connections

Making connections makes reading easier to understand.

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



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

1) Bella finds a lost dog on a street.

Text-to-Self _____ Volunteers help lost pets.

Text-to-Text _____ I see a dog.

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

2) Grandma comes to visit for the weekend.

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

Text-to-Text _____ People travel to see family.

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

3) Jake and his friends build a snowman.

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

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

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

Making Connections

Making Connections

Make connections to the passage below.

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

Text-to-text

Text-to-self

Text-to-world



Comprehension Practice – Making Connections

“Every Drop Counts: The Importance of Saving Water”

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

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

One day, she noticed something. The pond near her house was getting smaller.



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

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

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

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

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

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

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



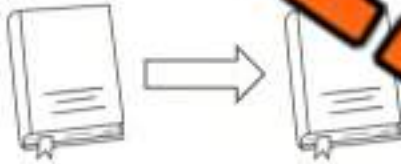
Pre-Reading

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

While Reading

As you read, stop and make connections to your life

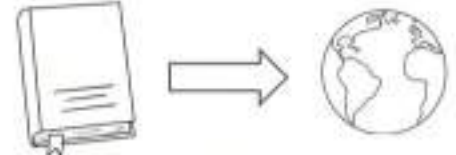
Text-to-text



Text-to-self



Text-to-world



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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.

What is an Inference?

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

Example

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

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



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

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

What holiday is it?

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

What is the family doing?

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

What is happening in the class?

4) The puddles are turning to ice outside.

What is the weather like?

5) Jenny is brushing her teeth and wearing pajamas.

What time of the day is it?

What is an Inference?

Infer

Make 1 inference about each of the sentences below.

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

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

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

Infer

Make inferences about what is in the images below



The dog is wagging its tail.



The snowman is melting.

Comprehension Practice – Predicting

A Day in the Life of Ananya: Experiencing India

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

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

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



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



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

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

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



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

Pre-Reading

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

While

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

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

Visualizing

Draw what you were picturing while you were reading.

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Comprehension – Weather of Alberta

Understanding Weather

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

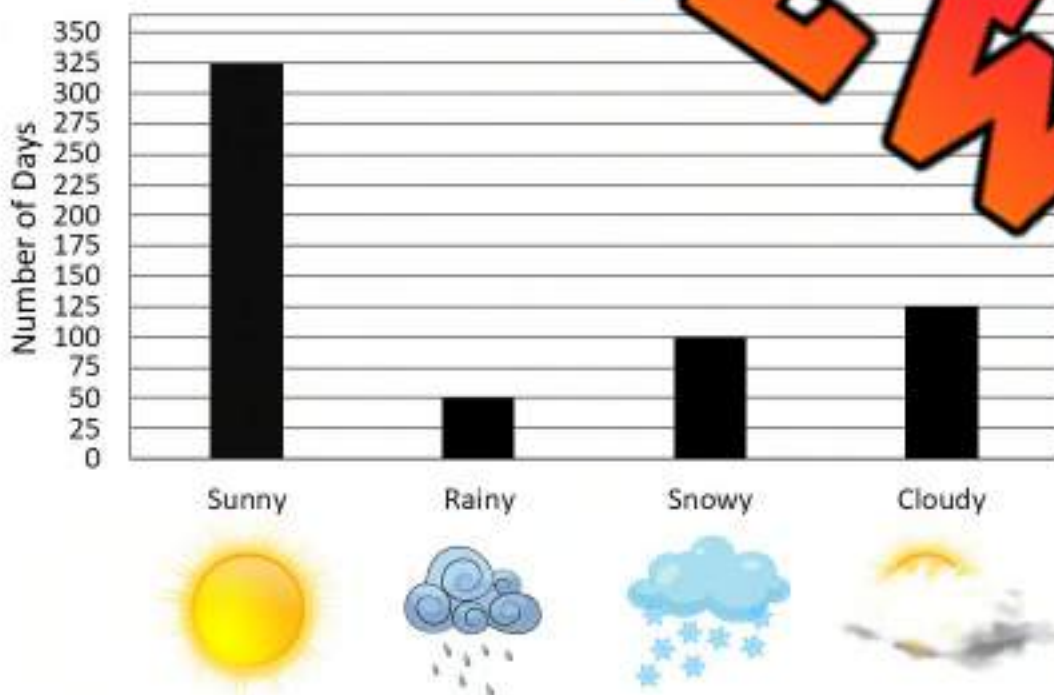
Alberta's Yearly Weather

- Sunny Alberta enjoys about 325 days with sunshine.
- Rainy Alberta rains on around 50 days each year.
- Snowy Days: Snow covers the land for about 100 days.
- Cloudy Days: The day is cloudy nearly 125 days.

Why Use a Chart?

A chart is like a picture that tells a 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 Alberta.

Alberta Weather Chart



Name: _____

30

Curriculum Connection
TS2.2, TS2.4, C2.6

Reflection

Did the chart help you in understanding the weather of Alberta?

Draw

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

	Rainy
Snowy	Cloudy

PREVIEW

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

Fill in the organizer below.

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

Day 2

Fill in the organizer below.

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

Independent Reading BINGO

BINGO

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

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

Block 2: Reading Letters

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

Letters – Voice in Letter Writing

123 Apple Way

Calgary, AB

T1Y 2Z3

Dear Mrs. Smith,

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

I cannot wait to hear from you.

Best wishes,
Emily Davis



789 Sunshine Ave.

Happyville, BC

H2G 4L1

Hi Lucy!

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

Love,
Mia

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



True or False

Is the statement true or false?

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

Question 1: Answer the questions below.

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

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

Grandparent	
Pen Pal	
Cousin	
School Principal	
Brother/Sister	
City Mayor	

3) Why do we write letters?

Email Writing – Linking Words

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

E-mail!

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

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

Instructions

Circle the linking words in the emails below.

Subject: Meeting Tomorrow

Hi Class,

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

See you soon,

Mrs. Howard

What voice was used in this email?

Formal

Informal

Subject: Your New Recipe!

Hi Friends,

I tried a new cooking recipe. First, you mix stuff. Second, you bake them. Last, you eat them with friends and family. They taste so good! Want some?

Bye!

Sara

What voice was used in this email?

Formal

Informal

Linking Words – Sequencing

Instructions

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



First, get a pot.

Second, layer the gravel 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 – Sentence Structure

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



Instructions

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

Dear Principal Jordan,

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

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

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

Thank you for your time.

Sincerely,

Jennifer

1) Is a formal or informal voice used?

2) What linking words were used?

3) How did Jennifer close the email.

Letter Writing – Inferences

Dear Class,

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

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

I can't wait to see you!

Best wishes,

Mrs. Johnson



Inferences

Answer the questions below by making inferences

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

Letter Writing – Inferences

Dear Aunt Julia,

I hope you are well. It is busy at our beach house. The sun is shining a lot, so it is perfect for swimming. Dad and I are playing in the pool with a moat.



Mom is making smoothies with bananas and strawberries. They are so tasty. I take one to our neighbour Mr. Brown and he gives us fresh lemons.

Guess what? The town is making a new playground. They are putting in a climbing wall and a seesaw. I cannot wait to play there.



I am in a painting class. We use bright colours. It is really fun and they say art is good for you.

I have to go. Dad and I are going to swim now. Please say hi to Uncle Mark.

Love,

Hannah

Inferences

Make inferences from the sentences below.

"Mom is making fruit smoothies."

"The sun is shining a lot, so it is perfect for swimming."

"The town is making a playground!"

Do you think Mr. Henry likes this smoothie?"

Visualizing

Draw what you were picturing while you were reading.



Block 3:

Narratives

Focus

- Indigenous 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

The Caring Friendship of Turtle and Squirrel

Long ago, in a forest, lived Turtle and Squirrel. They were good friends. One day, they found a small tree that was very sick.

"Let's help it," said Turtle. "If we do, it will grow strong and make." Squirrel nodded. "And it will give us food and fruit for everyone."



So, they went to the tree every day. Turtle used his strong legs to bring water from the lake, and Squirrel used his tiny paws to dig and make the soil loose.



Weeks passed, and the tree got better and started to grow. It became strong and made many leaves and fruits. Other animals came to eat and said, "Thank you, Turtle and Squirrel."

Turtle and Squirrel smiled. They felt good inside. "You see," said Turtle. "When we help one, we help all." Squirrel nodded. "We are all connected, like a big family."

They learned that taking care of the tree was their responsibility. They also learned to respect all living things because everything is linked. They were happy and proud. And the tree was happy, too.

Questions

Answer the questions below.

1) Who was in the story? Describe their characters.

2) Match the traits to the story. Have you ever watered a plant or a tree? Explain.

Storywork Traits

Match how these indigenous ways of thinking were taught in the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how everything is linked

Interrelatedness

Taking care of the others

Word Scramble

Unscramble the words below

TCESPER

EARTSNSIEDENLRET

IPNIEOYLIBSSRT

The Dance of the Sun, Moon, and Stars

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

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



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

Moon said, "Agreed. We understand how we are all linked in making the sky beautiful." They said, 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 stage.	First	Third
3) I baked cookies for the party.	First	Third
4) She painted with bright, fun colours.	First	Third
5) I found my lost, favourite toy.	First	Third
6) We cheered when our team won.	First	Third
7) Benny shot the puck, and it went in! Goal!	First	Third
8) He read the book all night.	First	Third

Book Hunt

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

Name of Book	Point of View

Narrator's Point of View – Who Said This?

Instructions

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

A) They are playing soccer.

B) We went to the park today.

C) Alia is doing her homework.

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

E) I love chewing a bone.

F) I am baking a cake for the kids.



First	Third

First	Third



First	Third

First	Third

First	Third

The Bike Ride – Different Points of View

First-Person

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

While 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.

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 room that was as busy as a beehive. He loved his trains, which glided on tracks like leaves on a hot pan. One day, a bird, quick as a wink, zoomed into his room. Tom was so happy and amazed watching it. Soon, clouds as black as coal gathered in the sky, 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 words in Column B that makes a simile.

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



Simile

Instructions

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

1. As busy as _____

As slow as _____

As tall as _____

4. As _____

5. As brave as _____

6. As sweet as _____

7. As light as _____

8. As cold as _____

9. As big as _____

10. As soft as _____



Name: _____

66

Curriculum Connection
TS2.5

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

PREVIEW

Consonance

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

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



Think

Read the examples of consonance. Write 4 of them below.

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

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

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

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

Consonance

Scavenger Hunt

Find books that have examples of consonance.

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

Instructions

Underline the words that show consonance in the given examples.

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



Simile & Consonance

Instructions


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



Simile	Consonance
The dog barked as loud as a siren.	

Simile	Consonance
She saw 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.	

Sequencing the Plot of a Story

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

Read

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

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

Tim felt a little shy.

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

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

D) Ben the Bear felt sleepy when winter came. "It's been a long time," he thought.

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

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

**Sequence**

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

--

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 _____ today they visited a butterfly garden.
- E) Tommy saw the caterpillar on a _____ 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 _____ kids. 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 around his home.

One sunny day, Oliver discovered a hidden cave. Inside, he found dusty books 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 wise old owl 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

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

Write

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

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

The Rainbow Connection

The Rainbow: Timmy's Colourful Discovery

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



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



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

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

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

Cause/Effect

Fill in the table below.

1) Finish the effects of the causes below.

Dark clouds
covered the sky,Sunlight goes
through raindrops,

The sky lit

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

and they perked
up.making Timmy grin
widely.

a rainbow appears.

Visualizing

Draw what you were picturing while you were reading.



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: _____

78

Curriculum Connection
T52.3, C2.2, C2.4

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.



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 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 fallen 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 on her mask and gloves, 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 CPR 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: _____

86

Curriculum Connection
TS2.4, C2.1, C2.2, C2.4, C2.6

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?

Questioning

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

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

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.

Inferences - Persuasive Writing Advertisement

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

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

Why Gardens Are Fantastic

- Learn Gardens teach us about plants, soil, and bugs! 🐞
- Grow Snacks 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 wanted to share their garden with loved ones.

All the kids are proud of their gardens.

9 out of 10 kids love planting!

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?

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, do a teaspoon of the mixture onto the _____



Finally, put them into the _____



Enjoy the _____

Oven

Cookies

Recipe

Pan

Ingredients

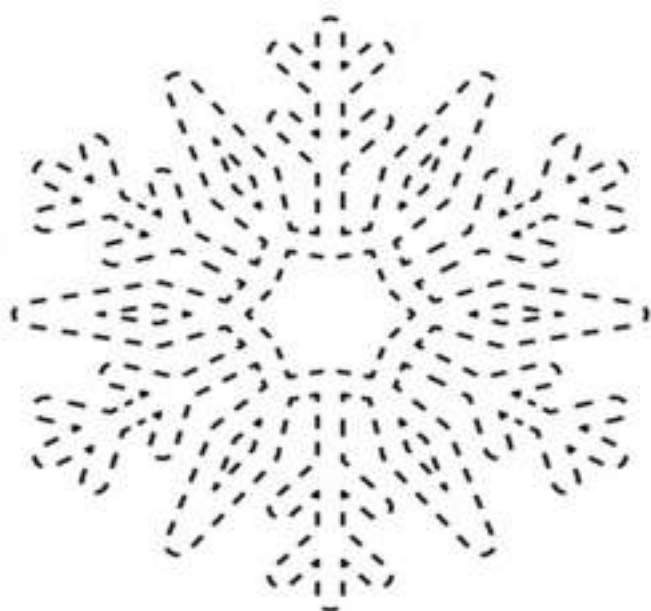
How To – Ordering Steps

Examine

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



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



Recipes – Ordering Steps

Examine

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



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

Graphics in Procedural Writing – Handwashing

Label

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



Brush your teeth
from top to bottom



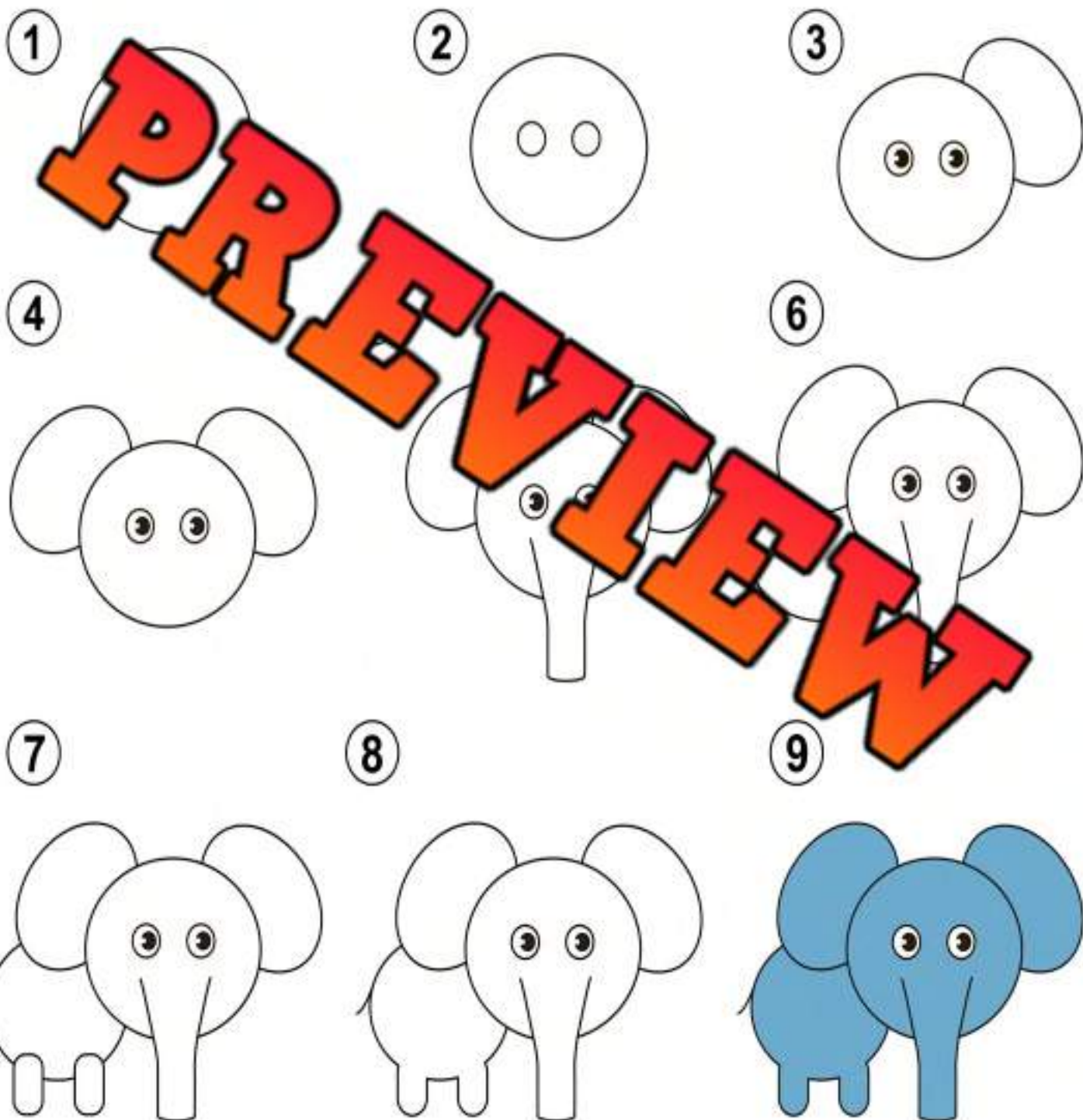
Rinse your teeth
with water



Graphics in Procedural Writing – Drawing

Label

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



Label

Describe what to do at each step

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

PREVIEW

Following Instructions – Drawing an Igloo

Draw

Follow the procedural text below to draw an igloo



Title	Drawing an Igloo: A Fun Art Adventure!
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Crayons or markers (optional)
Introduction	An igloo is a special home made of snow. Indigenous people in the Arctic use the igloo to stay warm in the cold winter. They keep people safe and cozy when it's very cold outside.
Step 1	Start by drawing a big circle on your paper for the main part of the igloo.
Step 2	Draw a smaller half-circle inside the top one to show the snow blocks.
Step 3	Add a rectangle at the bottom of your circle. This is the door!
Step 4	Inside your igloo, draw small blocks to show the snow.
Step 5	Now draw the ground. Make a line under your igloo where it sits on the snow.
Step 6	You can draw a little Inuit person or a sled dog near the igloo if you like!
Step 7	Use your crayons or markers to colour your igloo. You can use blue or grey to show how cold it is.
Finish	Great job! You have drawn an igloo. Now you know how important they are for some people in Canada and how to draw one yourself!

Following Instructions – Drawing an Igloo

Draw


Draw the igloo below

PREVIEW

Following Instructions – Drawing a Totem Pole

Draw

Follow the procedural text below to draw a totem pole.

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

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?

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

HOW TO MAKE HOT CHOCOLATE



ADD SUGAR



ADD COCOA

ADD A LITTLE
SPLASH OF MILK

STIR TOGETHER

STIR WITH
REMAINING MILKPOP IN
MICROWAVEADD
MARSHMALLOWS

ENJOY!

Name: _____

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Curriculum Connection
C2.4, C2.5, C2.7

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 hide somewhere. When counting is 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 do the 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. While 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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Curriculum Connection
C2.4, C2.5, C2.7

Before Reading

Make a Connection

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

Visual: Draw a picture where you are playing hide and seek with your friends.

After Reading

Answer the question below

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

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 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 page and table of contents help you? Check all the points you agree with.

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

Match The Column

Match the icons to their meanings.



Column A

Column B

Chinese food

Dragon

Moon

Celebration

House

Dance



Activity – Summarizing Reports

Objective What are we learning more about?

To summarize a 4-part report, understand the main ideas, and work together as a team.



Instructions How do we complete the activity?

- 1) Make Teams: Divide the class into teams. Each team gets a 4-part story.
- 2) Pick Parts: Every kid chooses one part of the story to read.
- 3) Read and Tell: Read your part. Write down the main idea in 2 or 3 sentences.
- 4) Share Ideas: Take turns telling your main idea to the team.
- 5) What Is The Big Idea?: Put all the main ideas together for one big idea. Write it down.
- 6) Talk: Discuss how each idea helped you understand the whole story. Find any surprises? Did this make the story clearer?

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

What is Thanksgiving?

Thanksgiving is a special day when people say "thank you" for all the good things in their lives. Families gather to eat a big meal together. It's a day to feel happy and thankful.

2)

The Big Meal

One of the best parts of Thanksgiving is the food! Families eat turkey, mashed potatoes, and pie. Some families have recipes that are very old, passed down from their grandparents.

3)

Special Traditions

Families have different ways to celebrate. Some people watch football games on TV. Others might go for a walk or play games. Some people talk about what they are thankful for.

4)

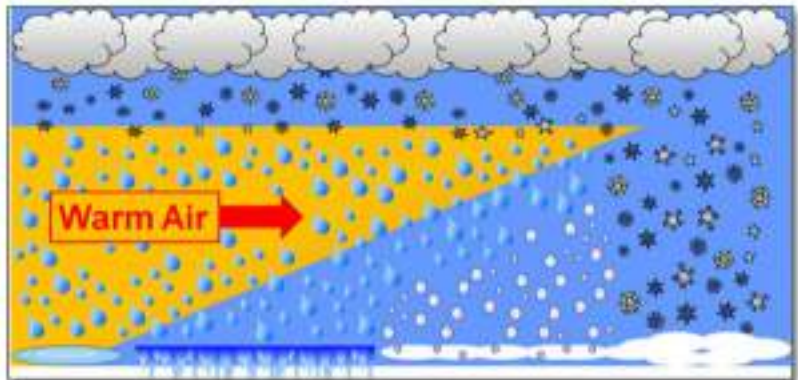
The Harvest

Thanksgiving started as a harvest festival. Long ago, people would gather the crops like corn and pumpkins. They said "thank you" for the food that would help them through the winter. Each part of Thanksgiving makes the day very special. The food, the traditions, and the history all come together for a day of giving thanks.

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 many plants 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.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption of the diagram.

--

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

Our History: A Journey Through the Siksika Nation

Table of Contents

- | |
|-----------------------------|
| 1) Who Are The Siksika? |
| 2) What They Do |
| 3) Arts and Crafts |
| 4) Beliefs |
| 5) Why Learn About Siksika? |



Who Are The Siksika?

The Siksika are a First Nations people. They were the first people to live in parts of Canada. They like to live on the grassy land called plains.

What They Do

They are good at hunting and fishing. They hunt animals.

- Deer 🦌
- Elk 🦬
- Fish 🐟

Arts and Crafts

🧵 They make special things like tents and clothes using stuff from nature.

Beliefs

🌿 They have important stories and dances. They teach us to respect Earth.

Why Learn About Siksika?

📖 Knowing about the Siksika helps us learn about Canada. It also teaches us to care for our world.

About the Text

Answer the questions below.

1) What is the main idea of the report?

2) What text forms are used in the report?

Inferencing

Make inferences about the text below.

1) The Siksika have respect for the Earth. Infer what things they do and do not do.

Do**Don't Do**

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

2) They like to live by rivers and open land called plains. Infer why.

3) The Siksika nation are great at hunting and fishing. Infer why you think that is.

Block 7: Poetry

Focus

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

Haiku Poetry – Mohawk Reflection

Haiku Poetry – Mohawk Reflection

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

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

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



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

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



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



Acrostic Poems – States of Matter

Acrostic Poems – States of Matter

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

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

Solids have a fixed shape and do not flow. Liquids can flow and take the shape of any container they are in.

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

Liquid

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



Visualizing

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

Solid

Liquid


PREVIEW

Limerick Poem – Simile and Consonance

Limerick Poetry – Learning About Indigenous Groups

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

Abenaki: People of the Dawn




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

Dene: People of the North

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

Métis: A Mix of Cultures



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

Questions

Answer the questions below.

1) What is consonance?

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

Visualizing

Read each poem and draw what you are picturing.

Limerick 1

Limerick 3

Rhyming Poems – Critical Thinking

Rhyming Poetry

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

The Lever

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

The Wheel

It goes round and never ends,
Like the time which it depends.
It's always there to stay,
Wheels are always in the way.



The Ramp

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



The Pulley

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



Critical Thinking

Answer the questions below.

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

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

Visualizing

Re-read the poem and show 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, you have to see it! It's the only movie you should watch.



1) Is the author biased?		No
2) What is the author's bias?	They only like sports	
3) Would this author like a sports movie?	Yes	No
4) Should you believe this author?	Yes	No
5) Draw what you visualized after reading the review.		

Book Talk: "Funny Farm" – Rating 10/10

Amazing! "Funny Farm" is the only book you should ever read because farms are the best! The pig tells the best jokes and the farmer is super nice. It's full of talking animals! If you like farms as much as I do, you can't miss this book! It's the best book ever!



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

Book Talk: "Robot Dance" – Rating: 2/10

Uh-oh, "Robot Dance" is not good because I only like books about treasure! It's all about robots dancing and that's just too boring. If you're like me and love exciting stories, then this book isn't for you.

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

5) Do you think you would like this book? Explain.

Our Voice in Review Writing

What is Voice in Writing?

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

Voice

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

Mom

Teenager

Youngest

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

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

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

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

Our Voice in Review Writing

Voice

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

Carrier 2:00PM 100% 

(2) **Group Chat** 

EG: The show was a little good and a little bad. The magic tricks were awesome, but the songs were kinda lame. You'll like parts of it.

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

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

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

Our Voice in Review Writing

Think

Answer the questions below

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

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

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

EG	
LG	
TG	
SG	

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

Person	

Literary Devices in Reviews

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

Here are two types of literary devices

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

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

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

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



Simile	
Consonance	

Draw what you visualized while reading the review.

Title: "Ocean Travels"

Reading "Ocean Travels" feels like unwrapping the best gift ever! Sarah and Jack sail on a ship as steady as a rock. They explore underwater caves and find secret treasure. This book is crisp, captivating, and completely charming. It is like swimming in a sea of surprises!



5/5 stars. Absolute must-read for young readers!

Consonance

Draw what you pictured while reading the review.

Instructions

Circle whether the following reviews use simile or consonance.

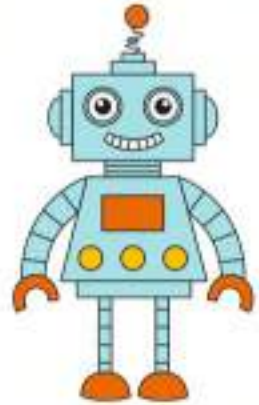
1) Bold beats and breathtaking visuals backed the film.	Simile	Consonance
2) The acting in the play was as smooth as silk.	Simile	Consonance
3) The novel's last line left a lasting idea.	Simile	Consonance
4) Swimming in a sea of surprises.	Simile	Consonance
5) Cute characters carried the clever storyline.	Simile	Consonance
6) The plot had such a smooth, soothing flow.	Simile	Consonance

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 it zipping and popping.
Trust me, it is like winning a gold medal in reading!

Rating

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



Examine

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

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

Simile

Consonance

MatchDraw a line from the quotes in Column A to their matching
quote in Column B.

Column A

Column B

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

The story is about a race.

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

The book is good for people
who like races.

Reading this book is like
speeding down a racetrack!

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

Visualize

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

Block 9:

Graphic Texts

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!



Type of Graphic Text

Here are some types of graphic texts:

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



Cool Parts of Graphic Texts

Graphic texts have special tools to make them different:

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

Prereading

Before reading, answer the questions below.

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

Matching

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

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

Questions

Answer the questions below.

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

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

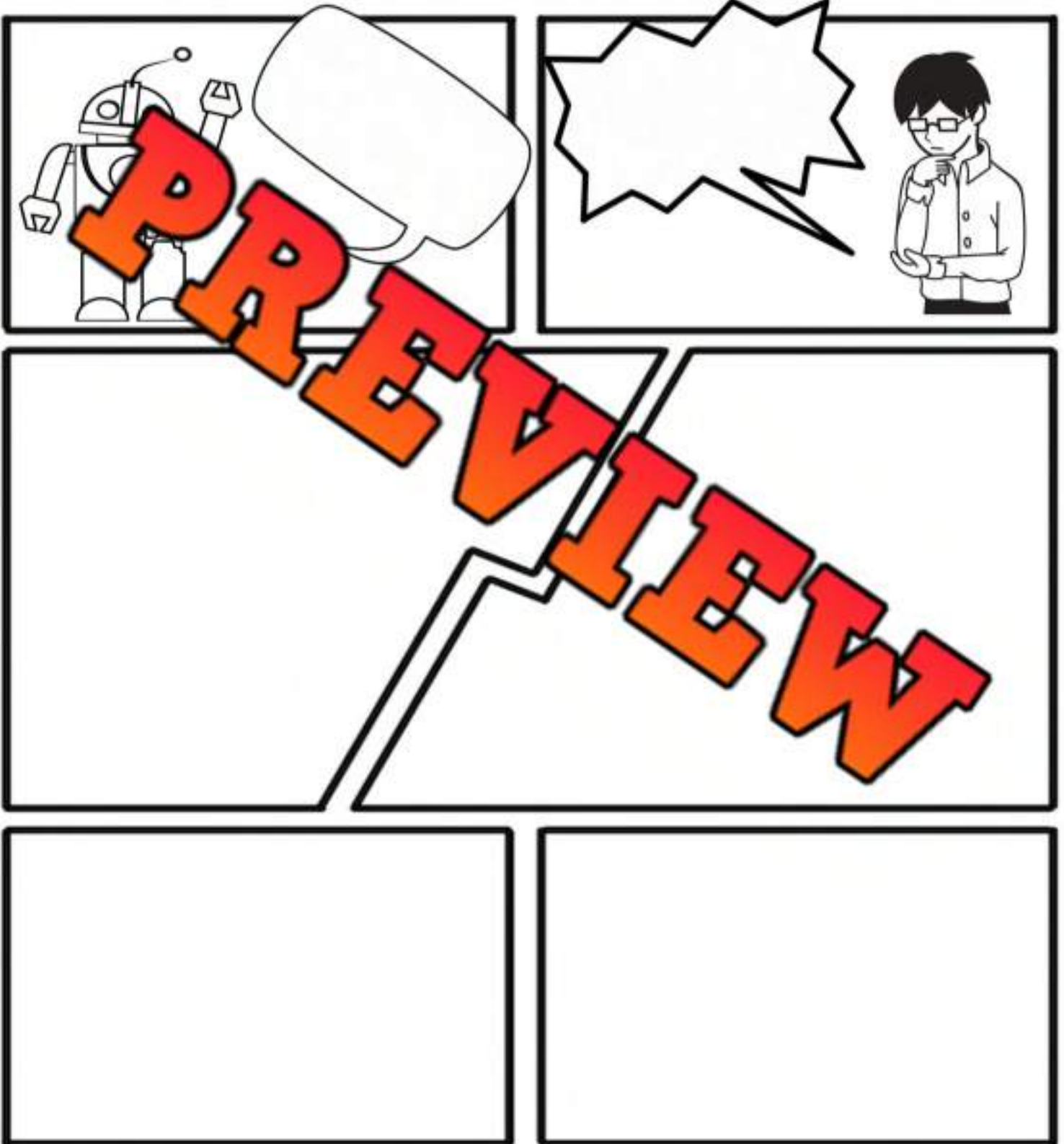
1) Summarize the comic above. What happened?

2) Why is this a joke?

Create Your Own Comic

Instructions

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



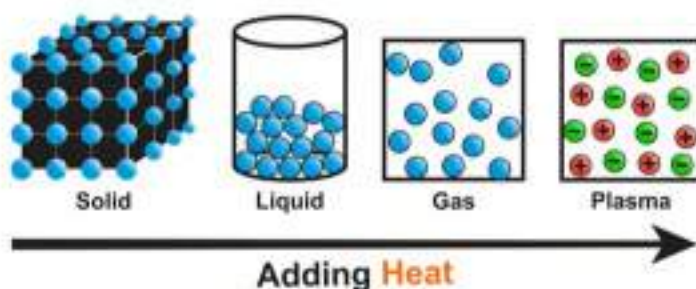
Text Features in Infographics

Infographics are fun pictures that tell you easy things. They can talk about pets, nature, or a fun game!

Infographics may contain:

- **Titles:** For the main idea.
- **Pictures:** Show what it is about.
- **Labels:** One of the pictures.
- **Details:** Small text.

States of Matter



Examine

the infographic and answer the questions.

1) What is the title of the infographic?

2) What are the five stages of the frog life cycle?

Tadpole

Tadpole with 2 legs

Frog Cycle

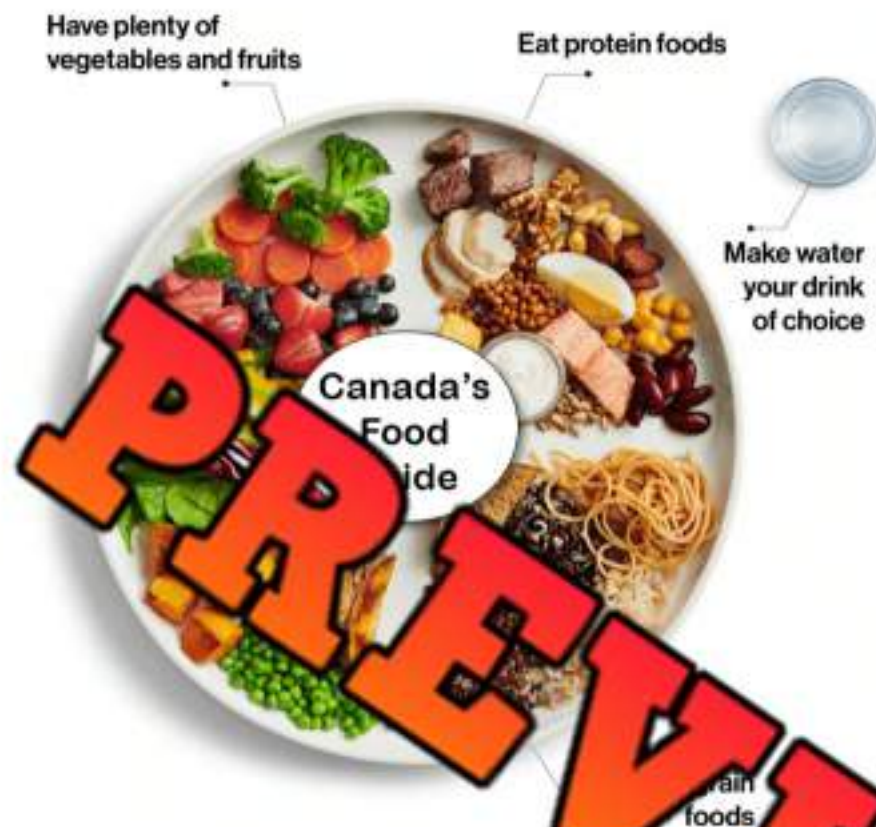
Eggs

Frog

Frog with 4 legs

3) Draw a frog and a tadpole.

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions.

1) What is the title of the infographic?

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

3) Does the infographic have more text or pictures?

Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

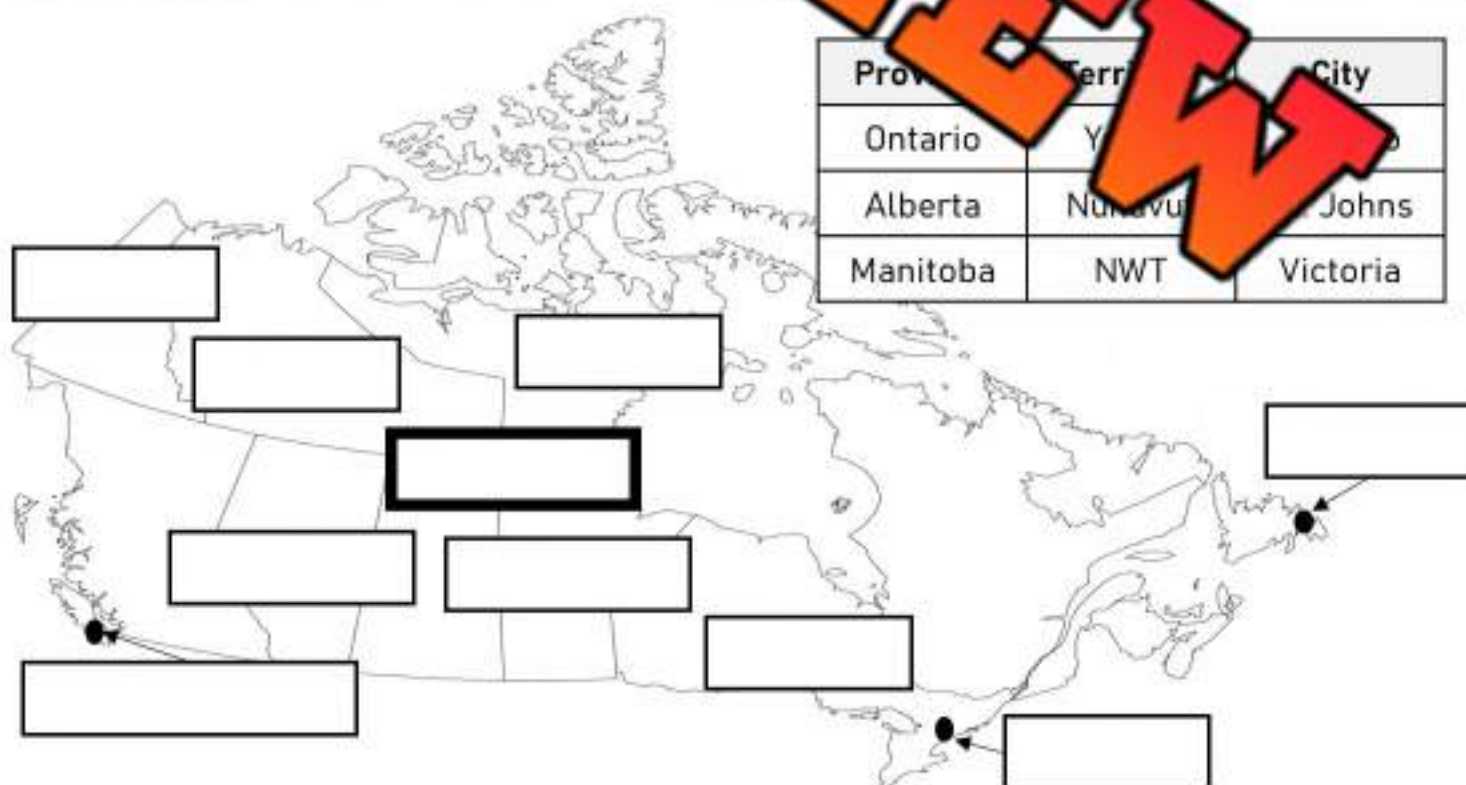
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

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

Think

Label the provinces/territories/cities on the map with the correct capitalization. Label Canada in the box with the single word and a black border.



Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

EVOLUTION CARS



1880



1900



1920



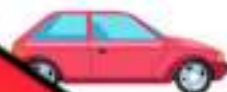
1940



1960



1970



1980



1990



2000



2010



2020

1) What is the title of the timeline?

2) What features of this timeline?

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

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

Block 10: Biographies

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:

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



Albert Einstein

Prereading

Before reading, answer the questions below.

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

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

Matching

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

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

Biography – Terry Fox

Terry Fox: A Hero on the Run

Table of Contents

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

Early Life

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

A Big Run For A Big Cause

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

Making a Lasting Mark

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

Timeline

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



Terry Fox

Prereading

Before reading, answer the questions below.

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

Question

Answer the questions below.

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

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

Timeline

Draw a timeline with pictures of Terry's life

Biography – Margaret Atwood

Margaret Atwood: The Word Weaver ✍️

Early Life

Margaret Atwood was born on November 18, 1939, in Ottawa, Canada. She liked reading books 📖 and writing her own stories as a kid. 😊

Amazing on Paper

Margaret is a famous writer. She wrote many books, poems, and even TV shows 📺. One of her big ones is called "The Handmaid's Tale."

Changing Minds with Words

She won many prizes for her writing. Her stories make people think about the world in new ways. Her stories are read all over the world.

Timeline

- 1939: Born in Ottawa, Canada
- 1960s: Started writing books and poems
- 1985: Wrote "The Handmaid's Tale"
- Now: Still writes and wins awards 🏆



Margaret Atwood

Create a table of contents for the biography above.

Before Reading

Before reading, answer the questions below.







Look at the symbols/icons in the biography. What do you think you will learn about based on these icons?

During Reading: What picture you were picturing while you were reading. Explain the picture.

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

Match The Column

Match the icons to their meanings.

Column A	Column B
	Books
	Writing
	TV
	Girl Kid
	World
	Trophy/Award



Biography – Stephen Hawking

Stephen Hawking: A Star in Science

Table of Contents

Early Life
Amazing Finds in Science
Helping People Understand Space
Timeline



Stephen Hawking

Early Life

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

Amazing Finds in Science

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

Helping People Understand Space

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

Glossary

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

Understanding

Is the statement true or false?

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

Critical Thinking

Answer the questions below

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

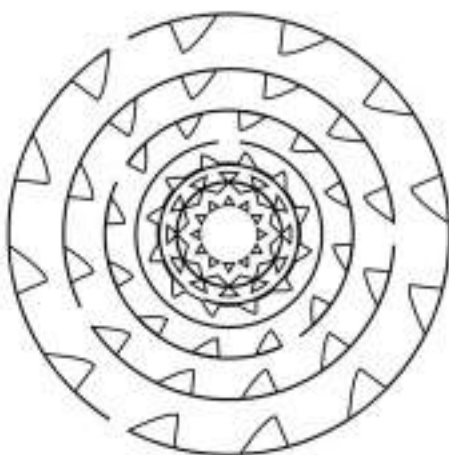
2) **Questioning:** Write 2 questions you have about Stephen Hawking.

1)

2)

Colour

Colour the Black Hole and picture of Stephen Hawking





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	W	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.

	<input type="checkbox"/> The clown rides a bike.
	<input type="checkbox"/> The clown feeds the fish.
	<input type="checkbox"/> The cat slept on the bed.
	<input type="checkbox"/> The cat flew to the moon.
	<input type="checkbox"/> The crab wears a blue coat.
	<input type="checkbox"/> The crab had a red claw.

	<input type="checkbox"/> The dog climbed a clock.
	<input type="checkbox"/> The dog slept on the rug.
	<input type="checkbox"/> I wash the clock.
	<input type="checkbox"/> I press the red button.
	<input type="checkbox"/> The boy fed the dog.
	<input type="checkbox"/> 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.










Person	Game	Bag
Box	Shoe	Shoemaker
Shoemaker	Table	Chair

Images: bed, flowers, two cats, pencils, a pen, a dog, shoes, a shoe, a chair, a cup, a fork, a knife, a flower, two dogs, a cat, and a mug.

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 gave words to Kingpin before.
- We fix windows to make them.
- I like when that dog barks.
- The first time I saw her, she was.
- There were no words for me.
- I got a hug from above.
- We asked them papers from the train.
- The water from a hard source.
- We thought that to a couple.

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/
	/o/	/a/	/d/	/i/

	/a/	/k/	/l/	/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 in the word.

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	u	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
- 4) a game or activity you play for fun or competition
- 5) long grains of rock found on beaches or in deserts
- 6) a special name for a product
- 7) 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 bear
- 6) to turn 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	Capitalize the first word of a sentence. Capitalize names of people and places. Capitalize days of the week and months. Capitalize titles. Include punctuation at the end of sentences. Insert apostrophes in place of letters in contractions.	39, 48, 75, 130, 187, 216, 225, 232, 246, 253
C2.2	Write a variety of sentences that include a complete thought or idea. Recognize and use pronouns to replace nouns in sentences. Use a variety of adjectives to describe nouns. Use adverbs to describe verbs. Identify the subject in a sentence. Identify when subjects and verbs agree in sentences. Recognize and use prepositions in sentences to show time and place.	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

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

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	To mix
6)	sad	Unhappy	A colour
7)	crab	A type of cat	A sea creature
8)	scab	Healing skin	Not clear
9)	flat	Unhappy	Smooth, level
10)	stand	To be upright	To lay down

Vocabulary

Draw

Draw a picture to show what each sentence means.

The blue crab crawled across the flat sand.

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

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

The 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

	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 well	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	<input type="checkbox"/> coat
rain	<input type="checkbox"/> man
cup	<input type="checkbox"/> fish
snow	<input type="checkbox"/> flower
and	<input type="checkbox"/> room
blue	<input type="checkbox"/> board
be	<input type="checkbox"/> cake
skate	<input type="checkbox"/> shell
	<input type="checkbox"/> berry

Think

Do the two words make a compound word? Write the answer.

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*.




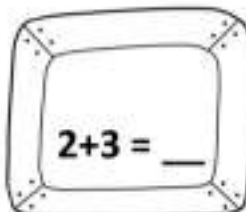



Examples of VCC words

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



Read and Match Read each word and match them to the pictures.

oll	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.

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. bicycle

Complete or Fragment?

Is the sentence complete or is it a fragment?

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

Week 2 - Vocabulary List

clip	claw	club	clown	close
bed	fed	shed	press	slept

Spell

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



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

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

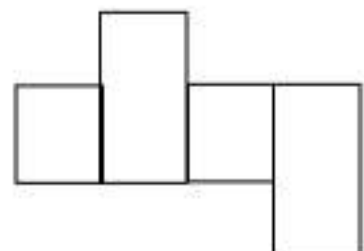
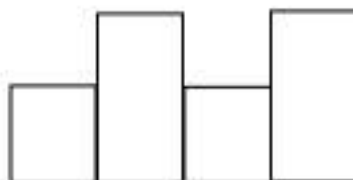
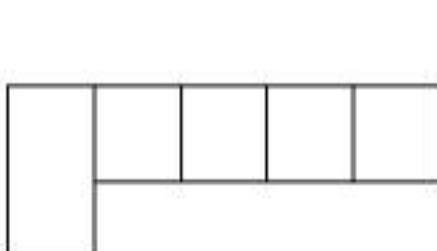
Unscramble the letters to make spelling words.



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

Search

Circle all nouns ending in -s in the story.

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

How many did you find?



Suffixes -s**Draw by Count**

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



1) Three plates with two eggs on each plate.

PREVIEW

2) Two trees with five oranges on each.

PREVIEW

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

PREVIEW

Simple Sentences

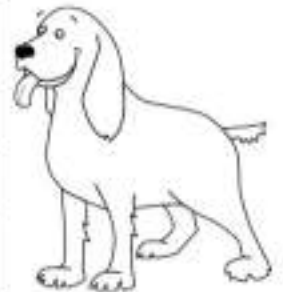
A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

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

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

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

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



Write

Write 4 simple sentences using the provided subjects.

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

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 |
| low | <input type="checkbox"/> small |
| you | <input type="checkbox"/> dirty |
| hard | <input type="checkbox"/> loud |
| strong | <input type="checkbox"/> thin |
| thick | <input type="checkbox"/> wet |
| quiet | <input type="checkbox"/> it |
| clean | <input type="checkbox"/> far |



PREVIEW

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.

oar	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) _____ 2) _____ 3) _____ 4) _____ 5) _____	6) _____ 7) _____ 8) _____ 9) _____ 10) _____
--	---

Identify

Write the correct number for each sentence.

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

Subject or Predicate?

Is the underlined word/phrases the subject or predicate?

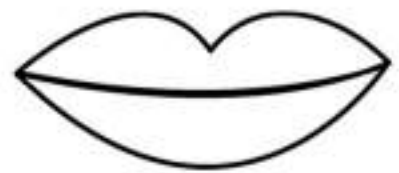
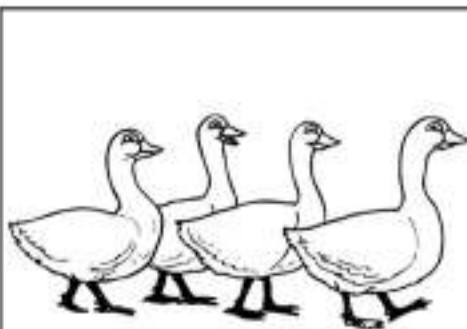
1) <u>The teacher</u> writes on the board.	Subject	Predicate
2) The fish <u>swims in the pond</u> .	Subject	Predicate
3) <u>The moon</u> shines at night.	Subject	Predicate

Week 3 - Vocabulary List

fly	flip	flag	fluff	flock
lip	kit	trim	drill	shift

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

1)	
2)	
3)	
4)	
5)	

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

Vocabulary

Create

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

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

Search

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

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



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

Suffixes -s, -es, -ies

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

When making a word plural:

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

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

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



Identify

Circle the correct word

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

Suffixes -s, -es, -ies

Singular	Plural "s"
dog	dogs
chair	chairs
key	keys

Singular	Plural "es"
box	boxes
bush	bushes
glass	glasses

Singular	Plural "ies"
party	parties
pony	ponies
city	cities

Search

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



In the town of Sunville, there were many happy cats playing in the streets. On Main Street, there were three buses picking up kids from school. Near the park, children found a field with many colorful foxes. Jenny had two parties this month, where she served cherry pie and 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.

-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) big	a) courageous
2) thin	b) slender
3) tidy	c) frightened
4) scared	d) seat
5) angry	e) calm
6) gift	f) space
7) nap	g) sleep
8) thin	h) small
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.

Word Search

Word Search

Find the word bank words in the puzzle.

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

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

Word Scramble

Unscramble the word.

lpi		lifp	
ikt		aglf	
lyf		lufff	
rimt		flcko	
rilld		histf	

Week 3 – Fluency Readings**Read**

Read each line and then write the last sentence.

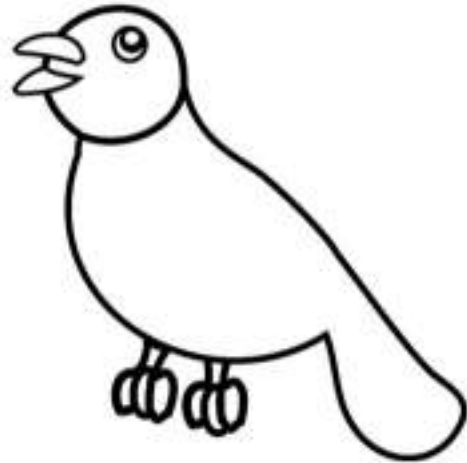
Birds

Birds fly

Birds fly together

Birds fly together in

Birds fly together in a flock

**PREVIEW**

I

I flip

I flip the

I flip the flag

I flip the flag up

I flip the flag up high.

Week 3 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Instructions

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

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

Completion

Complete the interrogative sentence below.

1. _____ did you put your school bag?

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

Name: _____

Week 4 - Vocabulary List

glow	glob	glee	glad	glare
hop	top	drop	shop	stomp

Write

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

PREVIEW

Vocabulary

glow	glob	glee	glad	glare
hop	top	drop	shop	stomp

Write

Choose your answer from the word list above.



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

Suffixes -ing

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

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

Think Change the given base words to its -ing form.

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



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

- 1) The children **run** in the park.
The children are running in the park.
- 2) She **plays** with her dolls.

- 3) The fish **swim** in the pond.
- 4) She **writes** her name on the paper.

Suffixes -ing

Verb

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

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

**Write**

Use the words to complete the sentences.

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

Types of Sentences: Exclamatory

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

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



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

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

Write

Write an exclamatory sentence using the given scenario.

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

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**

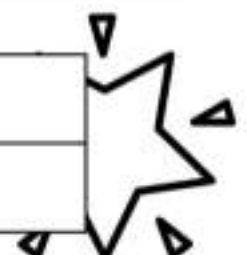
Word Sudoku

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



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

Week 4 – Fluency Readings**Read**

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

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

Week 4 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

Convert

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

Base Words	"-ing" form
pick	
drive	

Base Words	"-ing" form
hop	
lift	

Write

Write an exclamatory sentence using the given scenario.

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

Week 5 - Vocabulary List

brim	brow	brush	brand	browse
sun	fun	jump	dunk	blush

Write

Circle the misspelled words and write them correctly.



1) I tried to make it shiny.

2) I tried to brush the books.

3) Playing in the sun is so fun!

4) The hat's brim is green.

5) Watch me jump really high.

6) Mom uses a different brand of soap.

7) My 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

Vocabulary

Syllables

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

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

**Write**

Use the given words to create meaningful sentences.

1) dunk	<hr/> <hr/> <hr/>
2) jump	<hr/> <hr/> <hr/>
3) blush	<hr/> <hr/> <hr/>
4) browse	<hr/> <hr/> <hr/>

Suffixes -er

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

Example 1:

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



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

runner	teacher	writer	dancer
runner	farmer	painter	

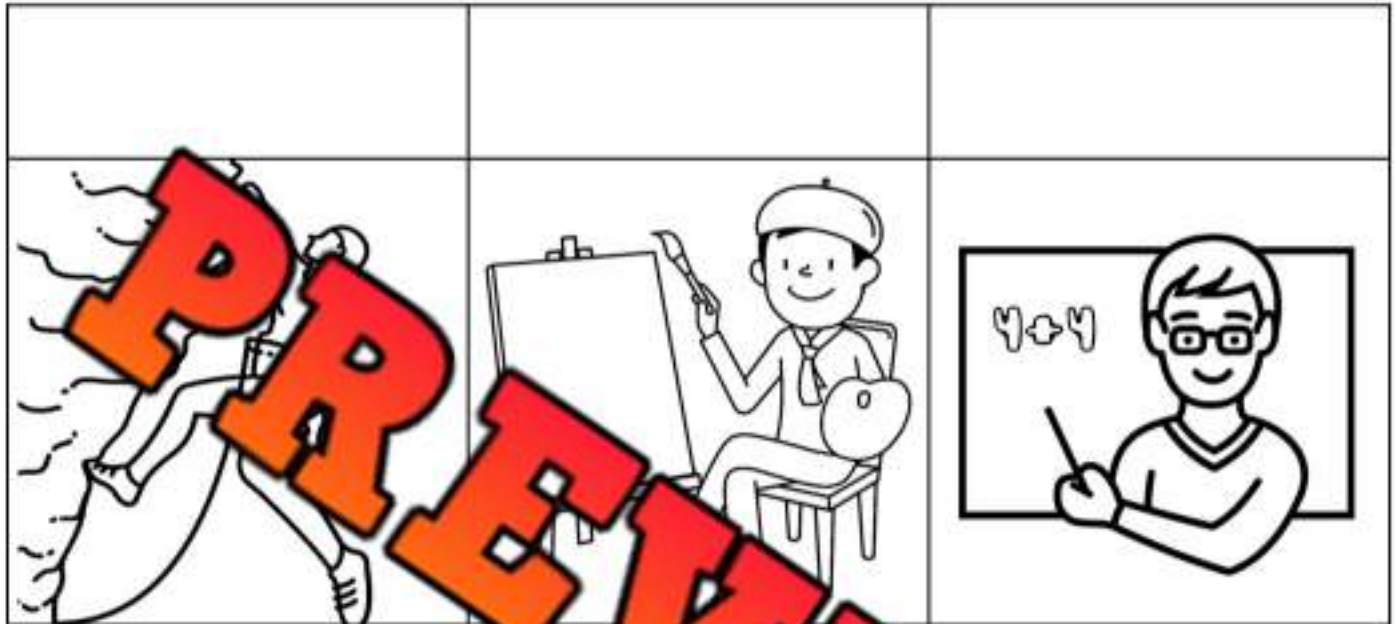
Once upon a time, in a village, a happy _____
named Mr. Brown. Every morning, he made _____ treats. Next door, a fast
_____, Lily, trained for _____s. She _____ to run!

Close by, a _____, _____, had 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: Write 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?	Move through air	Insect
5) The bark of the tree is rough.	Tree's outer layer	Sound a dog makes
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) 2) 3) 4) 5) 	6) 7) 8) 9)
--	--

Identify

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

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

Identify

Identify whether the imperative sentences show command or request.

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

Week 6 - Vocabulary List

Alphabetize

Write the words in alphabetical order

cry	crib	crisp	crawl	crumb
ate	gate	late	skate	create

1)	
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

Vocabulary

**Search**

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

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

Draw

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

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

Suffixes -ed

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

Jump - Jumped

Hike - Hiked

Pick - Picked

Cry - Cried (drop y add -ied)

Stop - Stopped (double consonant)

Dance - Danced (just add -d)



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

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

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

Write

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

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

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

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

Suffixes -ed



Past Tense

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

<input type="checkbox"/> walk	<input type="checkbox"/> go	<input type="checkbox"/> listen	<input type="checkbox"/> eat
<input type="checkbox"/> play	<input type="checkbox"/> be	<input type="checkbox"/> study	<input type="checkbox"/> drink
<input type="checkbox"/> sleep	<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 matches the scene.

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

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

Paint

Painted

Paint

Painted

Types of Sentences: Declarative

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

Examples:

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

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



Sentence Scramble

Rearrange the words to form declarative sentences.

1) sister, my, has, brother

2) The, shining, sun

3) pet, We, cat, a, have

4) favourite, are, my, fruit, Apples

5) The, nice, is, teacher

Write

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

look	<hr/> <hr/>
what it does	<hr/> <hr/>
opinion	<hr/> <hr/>

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








































Crack the Code

Directions

Use the code below to reveal each spelling word.

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

											
n	o	p			t	u	v	w	x	y	z

Code	Answer	Code	Answer
  			
   			
    		   	
    		    	
    		     	

Bonus:
Draw your own
secret word

Week 6 – Fluency Readings**Read**

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

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

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Past Tense

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

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

Sentence Scramble

Rearrange the words to form declarative sentences.

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

Week 7 - Vocabulary List

dry	draw	drop	drove	dream
bee	tree	bleed	beetle	scene

Fill In The _____

Choose the best word for each sentence.



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

Vocabulary

Rhyme

Write the spelling words below that rhyme with the given word

1) dry	
2) draw	
3) drop	
4) dream	
5) dress	
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	_____
2. attract	_____
3. suggest	_____
4. project	_____

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

Challenge

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

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

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

Write

Write a sentence using each word.

1) creation	_____
2) reflection	_____

Suffixes -ion**Write**

Choose the most appropriate word to complete each sentence.

a) information

b) addition

c) action

d) selection

e) attention

f) creation

1) We made a colourful _____.

2) I read _____ and learned lots of _____.

3) I am going to subtract _____.

4) There is a good _____ of treats.

5) You should pay _____ in class.

6) The movie had lots of _____.

Draw

Illustrate the sentence below.

Mia used a colourful selection of crayons for her butterfly.

Sentence Types



Declarative Sentence - The sun is shining brightly.

Interrogative Sentence - What is your favourite colour?

Imperative Sentence - Please close the door.

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

Sentence T

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

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

Transform

Transform the declarative sentence into different types of sentences.

Declarative: You have a new book.

Interrogative: Do you have a new book?

Imperative: Show me your new book.

Exclamatory: You have a new book!

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

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!

Word Search

Word Search

Find the word bank words in the puzzle.

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




















Word Scramble

Unscramble the word.

ward		yrd	
verod		maerd	
ebe		reet	
leedb		pord	
cenes		teeleb	

Week 7 – Fluency Readings**Read**

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

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

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	
10)	

Spell

Add -ion to the verbs below

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

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

Identify

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

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

Week 8 - Vocabulary List

fry	frog	from	fresh	fruit
lie	wide	hide	tied	pride

Write

Cross-out the word that is not a synonym

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

Word Scramble

Unscramble the words.



morf		depir	
gorf		dite	

Vocabulary

Analyze

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

frisbee	banana	frighten	mountain
mango	drive	elephant	frizzle
frigate	frigid	pineapple	rectangle
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

jealous



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

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

1)	_____ party was full of laughter.
2)	The knight 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) boy			
2) ball			
3) Sam			
4) frog			
5) mother			
6) school			
7) Canada			



Search

Circle all nouns in the story below.

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

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

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	ice	pet	hop	
lip	boat	hat	bus	
map	seed	pot	tape	

Odd One Out Identify the word with the irregular sound which 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

I ate fresh fruit from

I ate fresh fruit from the market.



Jane

Jane began

Jane began to

Jane began to fry

Jane began to fry the

Jane began to fry the fish.

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Word Build

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

Base word	-Ous
1) joy	
2) danger	

Base word	-Ious
3) space	
4) glory	

Noun Sort

Check the category of the given nouns.

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

Week 29 - Vocabulary List

and	sand	bend	brand	sound
sort	fort	torn	sport	short

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

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

Vocabulary

Opposite

Identify the opposite of the given words below

1) bend

☐ tall

2) sound

☐ whole

3) sort

☐ straight

4) short

5) torn

☐**Write**

Use the given words to create a sentence

1) sort

2) brand

3) torn

4) short

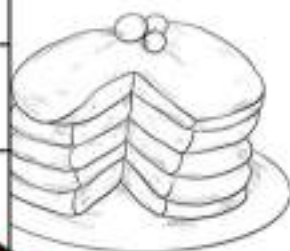
Strategies for Expressive Reading Aloud

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

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

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

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



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

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

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

Apostrophes for Plural Possession

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

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

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

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

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

Draw Illustrate the plural ownership sentences below.

The bees' hives are hanging from the trees.

The birds' nests are perched on the branches.

Word Searches

Word Search

Find the word bank words in the puzzle.

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

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

Word Search

Make your own word search using 7 of the words.

Word Bank

Week 29 – Fluency Readings**Read**

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

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

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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 book!" | <input type="checkbox"/> scared |
| 4. "We're going to the zoo!" | <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 a park and see a small animal with soft fur shivering beside a tree. The animal might be hurt.

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

Quotation Marks for Direct Speech

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

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



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

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

Identify

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

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

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







































Crack the Code

Directions

Use the code below to reveal each spelling word.

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

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

Code	Answer	Code	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.



Google Slides Lessons Preview





Alberta Language Curriculum Writing Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to recognize and understand different text forms so we can choose the best way to share our thoughts, ideas, and information with others. This helps us communicate more clearly and makes our writing easier to enjoy and understand.

Which Text Form Is It?

Story	Letter	Poem	Checklist	Instruction	Report
Steps that tell us how to do something	One letter to help us remember things	Fun adventures about people, animals, or places	Facts about a topic like animals or places	Messages or notes to friends or family	Special words that can rhyme

Drag the picture that shows how each picture into the box. Then drag the correct label to match it.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Idea Development Strategies: Talk To Others

Prompt: Talk to a friend about how you get ready for school. Then write the steps below.



Alberta Language Curriculum Writing Unit – Grade 2

Quality Topic Sentences

Check which topic sentence you think is best.

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

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

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

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

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

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

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

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

Writing Limerick Poems



Circle the right word in each set of brackets to complete the limerick below.

A young boy once sailed on the sea / hill
He balanced his boat with great skill / glee
He laughed with delight.
As waves splashed in sight / night
And paddled back home with a bee / mill



A clever young cat wore a hat / shoe
He painted the walls bright blue / chew
He slipped on the floor.
Then dashed out the door / store
And everyone shouted, "What a zoo / view"

Do They Rhyme?



Look at each picture and drag the missing letters to complete the words.



i g i g
w p k m d w

a n a n
p b m r p c

a t a t
p m b b h c



a p a p
d m f l f t



Alberta Language Curriculum Writing Unit – Grade 2

Writing Limerick Poems

Circle the right word in each set of brackets to complete the limerick below.

A young boy once sailed on the	sea	hill	A clever young cat wore a	hat	shoe
He balanced his boat with great	skill	glee	He painted the walls bright	blue	chew
He laughed with delight,			He slipped on the floor,		
As waves splashed in	sight	night	Then dashed out the	door	store
And paddled back home with a	bee	mill	And everyone shouted, "What a	zoo	view

Write one describing word for each item.

		
T E A C H E R	F R I E N D	S C H O O L

Tracing practice sheet with two rows of uppercase 'A's and two rows of lowercase 'a's on lined paper.



Workbook Preview



Grade 2 – Language Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.
Guiding Question	How can writing processes and techniques improve expression?
Learning Outcome	Students create and enhance ideas and information by applying a variety of writing processes.

**Preview of 130 pages from
this product that contains
327 pages total.**

		es
		4-17,
W1.1	<p>Generate ideas that can be expressed through messages.</p> <p>Focus and limit the number of ideas in sentences.</p> <p>Organize sentences in a logical sequence to create written messages.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Incorporate images or features to enhance written messages.</p> <p>Share written messages with others.</p>	<p>24-, 27-29,</p> <p>31-38, 45, 52-</p> <p>56, 58, 60-71,</p> <p>73-81, 83-89,</p> <p>103-106, 111-</p> <p>112., 114-147,</p> <p>149, 155-162,</p> <p>168-179, 188,</p> <p>195-202, 206-</p> <p>215, 217-228,</p> <p>230</p>

Grade 2 – Language

Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.
Guiding Question	How can writing be used to communicate meaning?
Learning Outcome	Students create messages through the application of writing processes.

	Skills and Procedures	Pages
W1.2	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or adapt representations of messages.</p> <p>Express ideas and information through a variety of written forms.</p> <p>Include adjectives and adverbs to add interest and detail to writing.</p> <p>Include sensory language to enhance ideas in creative writing.</p> <p>Use punctuation to enhance written messages.</p>	<p>11-15, 18-23, 25-36, 38-40, 43-45, 47-58, 67-68, 80-81, 83, 85-112, 119, 121, 130, 138, 143-147, 152, 154, 168-169, 171, 174, 183-187, 189-201, 203-214, 216-220, 223-228,</p>

Grade 2 – Language

Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.
Guiding Question	How can writing be used to communicate meaning?
Learning Outcome	Students create messages through the application of writing processes.

	Skills and Procedures	Pages
W1.3	<p>Ask questions to focus research topics.</p> <p>Gather factual information on topics from various sources.</p> <p>Use organizational tools to record or categorize information.</p> <p>Record factual information through messages that include images, words, and sentences.</p>	<p>12-13, 24, 36, 39-51, 57-58, 60-61, 69-71, 74, 76-78, 83-84, 86-89, 118, 125-129, 131, 140, 149-154, 156-167, 173, 175-177, 180-188, 230</p>
W1.4	<p>Print with appropriate size, formation, and spacing to enhance the clarity of a message.</p> <p>Locate a variety of keys on a keyboard to type messages.</p>	<p>14-15, 60, 66, 73, 81, 83, 105-106, 111-112, 116-117, 157, 160-162, 186-187, 232-247</p>

Understanding Text Forms

Discovering Different Text Forms

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



Types of Text Forms

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

Why So Many Forms?

Imagine trying to write a poem as a list! Funny, right? Every text form has a job. It helps us share our message in the best way. Picking the right form makes sure our readers understand and enjoy.

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

Which Form?

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

1) Wants to tell about her weekend trip to the mountains.

2) Is saying how to take care of a pet fish to the class.

3) Wants to say thank you to her aunt for the new dress.

4) Wants to describe the moon using rhymes.

5) Is sharing what she learned about the planets.

6) Is not sure what she needs for a party.

7) Wants to tell class about a cool book he just finished.

Question

Answer the question below.

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

Draw

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

--	--

What is a Message?

A **message** is a way to tell someone something. You might write a message to share news, say thank you, or ask for something. The person you write to is the audience, like a friend, family member, or teacher. When you write a message, think about why you are writing it and who will read it. This helps you choose the right words.



My Message: Draw two pictures of people you would like to send a message to.



Dad



Mom



Friend



Policeman



Firefighter



Teacher

Name: _____

17

Curriculum Connection
W1.1

What is a Message?

My Message

Write your message to the two people you chose. What do you want to say to them? Is there anything you want to ask?

To

PREVIEW

To

Writing Descriptive Sentences

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

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

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



Directions

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

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

Sentence 1

Sentence 2

Writing Descriptive Sentences

**Directions**

Write 4 options for the picture. Then use them to write three different sentences.

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

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

Writing Descriptive Sentences

Directions

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



Adjectives	Noun	Verb	Where	When

Paragraph - Put The Sentences Together

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

Students will work together to make fun sentences using provided prompts while focusing on the order and combination of words.



Instructions

How do we complete the activity?

- 1) Introduction: Explain to the students that they will be creating sentences using specific prompts. They must decide the order of the words and how they fit together.
- 2) Display the Prompts: On the next page, there is a table displaying the prompts.
- 3) Group Work: Divide the students into groups. Ask each group to refer to the table of prompts and choose words to use in their sentences.
- 4) Sentence Creation: Challenge each group to create a sentence using the prompts from the table. They cannot reuse words from all the words provided. They should write these sentences down at the bottom of this page.

For example, they might write:

- "The tiny girl sang under the tree on Tuesday."
 - "In the morning, the colourful ball rolled on the beach."
- 5) Share & Discuss: Have each group present their sentences to the class.
 - 6) Reflection: After all groups have presented, discuss as a class. Which sentences stood out and why? How did the order of words affect the meaning of the sentence? What was challenging about not reusing words?

Name: _____

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Curriculum Connection
W1.2

Adjectives	Nouns	Verbs	Where	When
Shiny	Rabbit	Melts	At the circus	In the fall
Tall	Snow	Dances	In the sky	During the day
Cute	Apple	Shines	Near the river	On the weekend
Funny	Clown	Hops	In the garden	All year
Red	Tree	Falls	On the ground	In the spring
Cold	Sun	Grows	From the tree	In the sunshine

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

Name: _____

27

Curriculum Connection
W1.1, W1.2

Describing Weather

Directions

Complete this weather report worksheet.



Look outside and observe the current weather:

- | | | | | |
|--------------------------------|---------------------------------|--|--------------------------------|---------------------------------|
| <input type="checkbox"/> Sunny | <input type="checkbox"/> Cloudy | <input type="checkbox"/> Partly Cloudy | <input type="checkbox"/> Rainy | <input type="checkbox"/> Stormy |
|--------------------------------|---------------------------------|--|--------------------------------|---------------------------------|

Temperature:

- | | | | | |
|------------------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------------------|
| <input type="checkbox"/> Hot | <input type="checkbox"/> Warm | <input type="checkbox"/> Cool | <input type="checkbox"/> Cold | <input type="checkbox"/> Freezing |
|------------------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------------------|

My Weather Report: Write a few sentences to describe today's weather. Use descriptive words to make your report interesting.

Draw Today's Weather: Draw what the weather looks like today. You can draw the sun, clouds, rain, snow, wind, or anything else you observe!

My Dream Playground - Descriptions

Adjectives are words that describe or tell more about things. For example, in "tall tree," "tall" is an adjective because it tells us about the tree's height. It describes how the tree looks.

**Directions**

Draw and colour your dream playground and write a short description of it as if you are telling a friend who is away about what it looks like.

PREVIEW

Name: _____

29

Curriculum Connection
W1.1, W1.2

Nature Walk Description

Directions

Go on a nature walk, observe and list five things you find interesting, draw each item, and then write a clear, descriptive sentence for each using vivid adjectives.



PREVIEW

Personal Voice in Writing

Your Writing Voice

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

1) Words

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

- Example: "It was a cool day!"

2) Use Different Sentence Lengths

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



3) Feelings

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

4) Punctuation

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

Your Voice Can Wear Costumes!

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



Personal Voice in Writing

True or False

Is the statement true or false?

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

Practice

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

Favourite subject

Favourite sport

Favourite game

Favourite place

Serious

Creative Writing - Using Different Voices

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

Write

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



Pirate

Draw a Picture

Name: _____

34

Curriculum Connection
W1.1, W1.2

Write

Write as if you are the characters below.



Cowboy/Cowgirl

Draw a Picture

PREVIEW

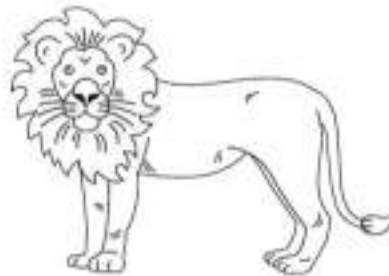
Robot

Draw a Picture

Exploring the Structure of Paragraphs

What's Inside a Paragraph?

A **paragraph** is like a small story. It talks about one thing. It has three parts: a beginning, a middle, and an end.



Beginning Sentence

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

Example: "I love the zoo."

Middle: Details

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

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

End: Closing Sentence

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

Example: "The zoo is my favourite place!"

Tips:

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



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

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Hooks

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

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

Your Version

Writing Engaging Topic Sentences

Asking a Question: Start with a question This makes people curious to read more.
Example: "Do you know how bees make honey?"

Using an Exclamation: Use an exclamation to show something exciting.
Example: Wow, stars are so bright at night!"

Making a Bold Statement: Use big words to share your main idea.
Example: Apples are the most tempting fruit ever!"

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



Hooks

Write a sentence below using the different strategies.

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

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

a) I can ride a bike.

b) My favourite book is full of adventure.

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

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

a) I am good at soccer.

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

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

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

a) Learning to paint is a creative journey.

b) I love eating cake.

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

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

a) I am scared of spiders.

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

c) Swimming is not very fun.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

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

What Goes In a Paragraph?

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

Check These Out:

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



Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

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

How to Build Great Paragraphs:

- **Start with a Big Idea Sentence:** This tells what you are going to talk about.
- **Add Fun Details:** These make your story more exciting.
- **End with a Wrap-Up Sentence:** This is like putting the lid on a toy box.

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

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

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

Transition Words - Supporting Details

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

Third Use a good transition word for the sentences.

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

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

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

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

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

Transition Words - Supporting Details

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

Write

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

Topic: What you love about you.

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

I love my after school routine!

Ending With A Bang: Conclusion Sentences

What Is a Conclusion Sentence?

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



Why Write Conclusion Sentences?

We use conclusion sentences for a few important reasons:

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

How to Write a Good Conclusion Sentence

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

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

Conclusion Sentence Examples

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

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

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

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

True or False

Is the statement true or false?

1. A conclusion sentence is the first sentence of your writing.	True	False
2. We use conclusion sentences to make our writing neat and tidy.	True	False
3. A good conclusion sentence should introduce new points.	True	False
4. Conclusion sentences remind readers of the main idea.	True	False
5. A conclusion sentence can end with something exciting.	True	False

Think about which conclusion sentence you think is best.

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

a. I play hockey in the winter.

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

c. Summer is a great season too.

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

a. The garden always smells so nice.

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

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

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

a. Rainbows are seen after it rains.

b. I love rainy weather.

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

Analyzing Paragraphs

Analyze

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.



1) I really like painting pictures with my art set. My colours are so bright, like sky blue and red. I paint beautiful flowers with lots of petals, and skies with fluffy clouds. I hang my paintings on the fridge with colourful magnets. Painting makes me feel like an artist.

Main Idea

2) Eating fruits makes me feel strong and happy. Apples are crunchy and taste like a sweet treat. Bananas are soft and they peel easily, like they have a zipper. Grapes are like tiny, juicy water balloons that pop in your mouth. Fruits are not just yummy, they make me feel good too.

Main Idea

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

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

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

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

1)	
2)	
3)	
4)	
5)	

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

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

1

2

3

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

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

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

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

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

Name: _____

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Curriculum Connection
W1.1, W1.3, W1.4

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
Topic Sentence	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
Conclusion Sentence	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
Main Idea	Consistently focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Two or more relevant details; supporting detail.	One or two relevant details; may be relevant.	One detail; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some transitions.	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are repetitive.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors that affect readability.	Numerous errors that affect understanding.

Teacher Comments

Mark

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

Formal Versus Informal Letters

Formal Letters: For Serious Talks

A **formal letter** is very polite. We write them to teachers, principals, or people we do not know well. We use nice words like "please" and "thank you."

How to Write

- ✓ Opening: Start with "Dear" like "Dear Principal."
- ✓ Body: Here, tell your big idea or question. Always be polite.
- ✓ Closing/Signature: Use words like "Thank you" or "Yours truly."



Informal Letters

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

How to Write

- ✓ Opening/Greeting: Say "Hi" or "Hello" like "Hi Jamie."
- ✓ Body: Talk about cool things, like your new toy or a fun day.
- ✓ Closing/Signature: Say "Love" or "Talk to you later."

Four Parts of an Email

Emails are like letters but on a computer. They have 4 parts:

1. **Subject Line**: Says what the email is about.
2. **Greeting**: Like "Dear" or "Hi."
3. **Body**: Where you write your message.
4. **Closing**: Like "Sincerely" or "Love."



True or False

Is the statement true or false?

1) A formal letter is like chatting with a friend.	True	False
2) An email has 4 parts.	True	False
3) In a formal letter, we use the word "Hi" to start.	True	False
4) The body of an email is where you write your message.	True	False
5) An informal letter ends with the word "Sincerely."	True	False

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

Dear Mrs. Smith,

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

Thank you,
Alyssa

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

Hi Grandma,

How are you? I miss you! Can we bake cookies when I visit?

Love,
Carla

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

Subject: My Birthday Party!

Hi Omar,

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

Love,
Sophia

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

Subject: Bring a Pet for Show and Tell

Dear Principal Leo,

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

Sincerely,
Peter

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

Analyzing Informal Emails

Analyze

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

Subject: I Lost My Favourite Pencil

Dear Principal Davis,

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

Sincerely,
Miguel

Author's Voice

Subject: Yay! My Birthday Party

Hi Anika,

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

Love,
Tara

Author's Voice

Subject: Nervous About the Upcoming Fire Drill

Dear Mrs. Thompson,

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

Sincerely,
Zara

Author's Voice

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: Sorry For My Toy

Hey Kai,

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

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

Until next time,

Lena

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

Subject: You Won't Believe What Happened

Hello Aiden,

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

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

Catch you later,

Zane

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

Analyzing Formal Letters

Analyze

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

Cheerful Town Academy
1010 Hollywood Rd.
Toronto, ON M2H 2K4

Dear Mrs. Jones,

I can't wait for Christmas! First, we will make cookies at home. Then, we will decorate our tree and sing carols! It is going to be so much fun. Is it okay if I bring some cookies to share with the class?

Your student,
Sophia

Author's Voice

Pine River School
123 Tree St.
Toronto, ON M5P 3R4

Dear Mrs. Jones,

Guess what? I went to the amusement park yesterday. First, I rode the Ferris wheel. Then, I went on the roller coaster three times! Finally, I ate some yummy fluffy, cotton candy. It was the best day ever! I wish you could have seen how brave I was on the rides. Can we talk about it in class?

Your student,
Leo

Author's Voice

Name: _____


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Curriculum Connection
W1.1, W1.3

Formal Letter Writing

Write

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

Audience	Purpose	
Classmates	To invite them all to your birthday party	
		

Success Criteria – Formal Letter

Analyze

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 6-8 criteria that make a good formal letter.

Maple Leaf Academy
96 Willow Street
Toronto, ON M1C9

Dear _____,

Firstly, I have something to tell you! Over the weekend, my family and I went apple picking. Then, we ate a bunch of apple pies. Yum! They were so good. In addition, we made some delicious apple sauce. Would it be okay if I brought some to share with the class? Thank you! I love it!

Sincerely,
Arvid

1)

2)

3)

4)

5)

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below

Audience	Purposes
Neighbour	To invite to a backyard barbecue, share news about a lost pet
Cafeteria	To thank for yummy meals, suggest a new menu item
Art Teacher	To share artwork created at home, ask about next art project
Park Ranger	To ask about nature walks and animal sightseeing
Local Bakery	To ask about classes

- 1) Who will be the audience for your letter?
- 2) What will be the purpose of the letter?
- 3) Brainstorm anything that comes to mind when you think of this purpose. What things could you write about to this audience?

4) What will be the main idea of your letter?

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your letter by brainstorming about your topic below.

7) Write 3 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What transitions will you use to allow your supporting details to flow.

9) Write your rough draft of your letter below.

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria		
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

Name: _____

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Curriculum Connection
W1.1, W1.3, W1.4

Assignment - Letter Writing

Write

Write the final letter below.

PREVIEW

Rubric – Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
Greeting	Greeting is appropriate and creative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
Topic Sentence	Clear and specific topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Supporting Details	Details clearly support the topic	Most details support the topic	Some details support the topic	Details are missing or don't support the topic
Transition Words	Uses varied, fitting transition words	Uses appropriate transition words	Uses few transition words or they don't fit	No transition words are used
Closing	Closing is well chosen and creative	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included

Teacher Comments

Mark

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

Activity – Improving Sentences

To make a sentence longer and better, you can add details. Here's how:

- **Who:** Tells us about the person or thing.
- **What:** Tells more about the action or thing.
- **When:** Tells the time.
- **Where:** Tells the place.
- **Why:** Gives a reason.
- **How:** Tells the way something is done.



Example

Before

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

Directions

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

Barking Sound at 5:00 a.m.

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

Sentence

Directions

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

Boring Sentence: They sang.

Who?

What?

Where?

Why?

How?

PREVIEW

Sentence

Narrative Writing - Setting

Analyze

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

In a magic forest, Sarah feels the soft moss under her feet. She hears the gentle rustling of trees. She tastes of a glowing light while the scent of wildflowers fills the air around her.

See

Feel

Hear

Taste

Smell

Describe

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



See

Feel

Hear

Taste

Smell

Narrative Writing - Characters

Analyze

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

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

Draw The Character Below

With his short blond hair and lucky red cap, you can always spot Jack on the playground. He's usually dressed in sporty clothes, ready for action. He's known as the fastest runner in the entire school!

Draw The Character Below

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

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Every story has a plot. Most of the time, the **plot** is a problem that needs to be solved. The plot is the middle of the story, after the characters and setting has been described. The ending is when the problem is solved.



Instructions

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

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

Draw a scene from the story above

Narrative Writing – Finish the Story

Analyze

Write the ending to the story below



Oliver is a little raccoon with fluffy fur and a big tail. He likes to find shiny things in the forest. The forest is his favourite place. It has tall trees and sparkling water. Oliver has many friends there.

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

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

PREVIEW

Narrative Writing – Start the Story

Analyze

Write the beginning (setting and characters) and the middle (plot) to the story below.

PREVIEW

Sophie takes the star rock to Mrs. Thompson, her next-door neighbor. Mrs. Thompson knows about rocks and gems. Mrs. Thompson says it's a very special kind of rock that glows in the dark.

That night, Sophie puts the star rock next to her bed. The rock glows softly and makes her feel happy and safe.

Now, Sophie is not just a girl who likes to look at stars. She is a girl with her own piece of the night sky.

Sophie, her family, and even Mrs. Thompson are happy.

Personal Narrative Writing – Family Trip

Write

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

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


Plan

Plan your narrative about a family trip in more detail.

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

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

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

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

5) What is a good title for your story?

Name: _____

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Curriculum Connection
W1.1, W1.2, W1.4

Personal Narrative Writing

Write

Write your personal narrative below

PREVIEW

Success Criteria – Personal Narrative

Analyze

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

My Hockey Game

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

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

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

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

I felt really happy and could not stop smiling.

The End

1)	
2)	
3)	
4)	
5)	

Activity: Story Swap Revision Party

Objective

What are we learning more about?

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

Material

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

Activity: Story Swap Revision Party

Feedback

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

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

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

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

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

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

Rubric – Story Writing

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

Teacher Comments

Mark

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

Activity: Being Persuasive

Objective

What are we learning more about?

Students will practice persuasive speaking by debating different prompts, developing their ability to form arguments and listen to others' arguments.



Instructions

How do we complete the activity?

- 1) **Find a Partner:** If there's an extra person, make one group of three.
- 2) **What We're Doing:** Today, we will talk about different topics from the list. One friend will pick a side for one topic and the other friend will pick for the next one. Take turns doing this.
- 3) **Look at the First Topic:** Check out the first topic. Decide if you agree or disagree. The other friend will pick the opposite side.
- 4) **Thinking Hat On:** Take 2 minutes to think about what you want to say. Write some ideas down.
- 5) **Let's Talk!** Chat with your friend about the topic for 3 minutes. Remember to be kind and listen.
- 6) **Next Topic Time:** After the first topic, look at the next one. Now, the other friend picks a side first. Think and chat just like before.
- 7) **Keep Going:** Keep talking about all the topics on the list, taking turns picking sides.
- 8) **Share with the Class (If You Want):** Who wants to chat about a topic in front of everyone? You can pick a topic you already talked about.

Prompts

Debate the prompts below.

- 1) Is it better to have a pet dog or a pet cat? Explain your reason.
- 2) Should recess be longer?
- 3) What is the best dessert to have after dinner? Why?
- 4) TV before homework: yes, or no? Explain.
- 5) Are video games better or worse than YouTube?

**Think**

Answer the questions below

- 1) Was it easy to be your partner? Yes, or no?

- 2) What helped you personally?

Fun and Boring

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

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

Persuasive Writing - Opinions

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

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

Is It Persuasive?

Instructions

If you had to use one of the details to persuade someone of the topic, which would you use? Circle it.



Topic: We should have longer recess time.

Teachers need a break too.

Recess is the best part of the day.

More time helps kids to exercise and be healthy.

Topic: We should eat more fruits and vegetables.

I like how fruits

Both have vitamins that are healthy

Vegetables have pretty colors

Topic: Everyone should learn to play an instrument.

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.

Topic: Swimming the best sport.

The water feels good.

My cousin is a great swimmer.

Swimming exercises all parts of the body.

Topic: We should use less plastic.

Plastic is yucky.

Less plastic helps save sea animals.

My mom uses cloth bags.

Is It Persuasive?

Instructions

If you had to use one of the details to persuade someone of the topic, which would you use? Why?



Topic: Rides at an amusement park are good for you.

Rides can help you face and overcome your fears.

Rides are fun because they go really, really fast.

Why is it more persuasive than the others?

Topic: Winter is the best season.

Winter activities like skiing and sledding are good exercise.

Snowflakes look pretty.

Why is it more persuasive than the others?

Procedural Writing : Topics Zooming In!

Instructions

Look at the broad topic and ZOOM IN to think of something smaller you could teach someone to do!



Topic	Zoom In!	
Ex. How to cook	1	How to make cereal
	2	How to cook eggs
Ex. How to get ready for school	1	How to pack my backpack
	2	How to brush your teeth
How to play sports	1	
	2	
How to draw animals	1	
	2	
How to protect the Earth	1	
	2	
How to take care of a pet	1	
	2	

Procedural Writing : Transition/Signal Words

What are Transition Words?

Transition words are special words that help us know what comes next. They are like road signs in a story or directions. In procedural writing, they help us understand the steps better.

Transition Words: Help readers know what order to do things in...

- ☐ First
- ☐ To Begin
- ☐ Step One
- ☐ To Start

Middle

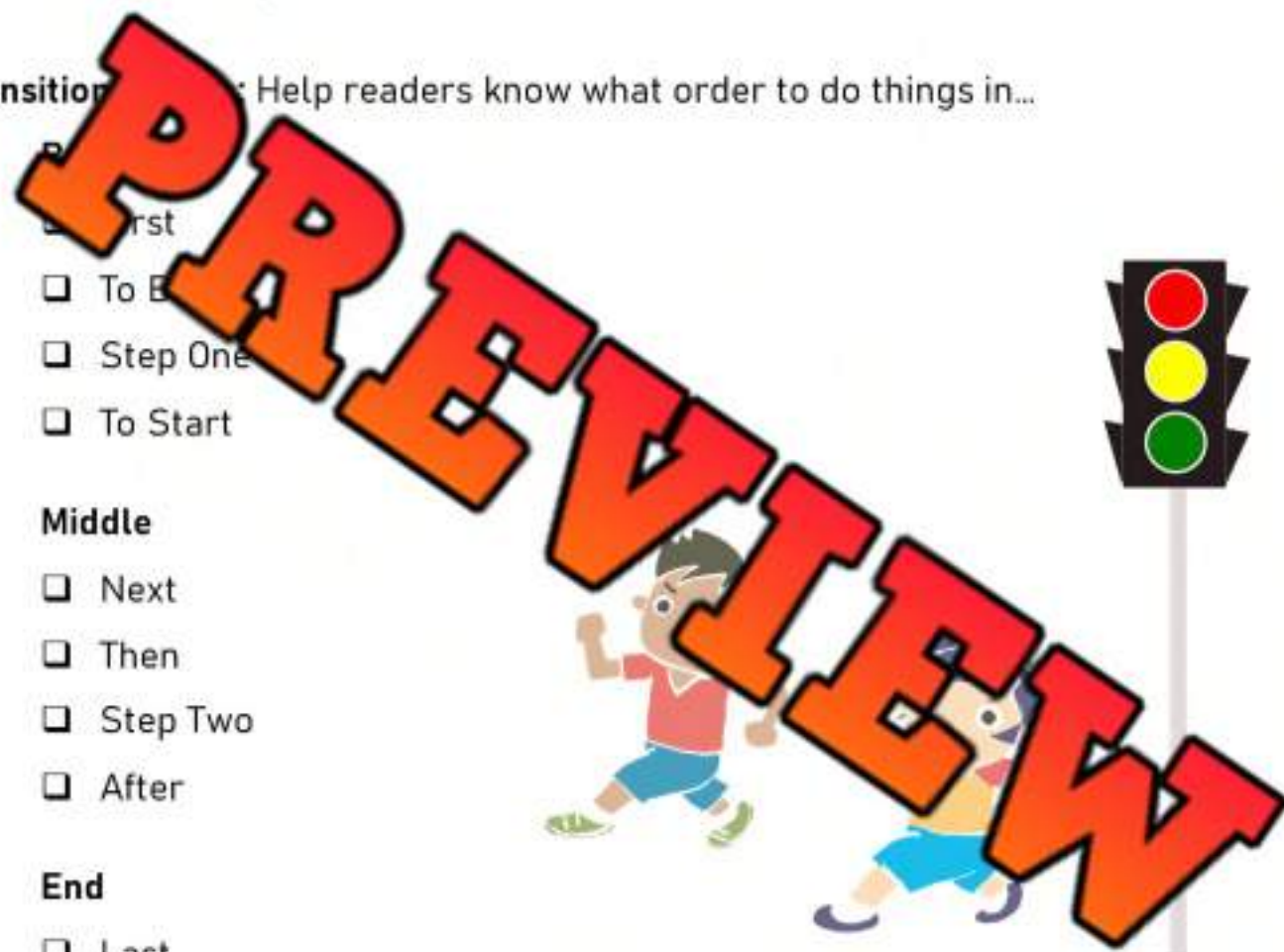
- ☐ Next
- ☐ Then
- ☐ Step Two
- ☐ After

End

- ☐ Last
- ☐ Finally
- ☐ When we are finished

Why are They Important?

Transition words make our writing clearer. They help us know when one step ends and a new one begins. Without them, our instructions can be confusing. Imagine trying to follow a treasure map without any clues!



Transition/Signal Words – Practice

Instructions

Write the transition words under the correct step

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

--	--	--

Step One**Then****Next****At Last**

--	--	--

Procedural Writing : Transition/Signal Words

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

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

How to Make a Paper Hat

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



How to Water a Plant

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



Writing Procedural Steps – Practice

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

Instructions: Write the missing steps for each procedural task.



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

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

Organizing Procedural Steps

**Steps**

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

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

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

How To Make Lemonade	Order
Pour the lemonade into cups and enjoy.	
Gather lemons, sugar, water, and a pitcher.	
Mix sugar and water in the pitcher.	
Add the lemon juice to the pitcher and stir.	
Squeeze the lemons to get lemon juice.	

Assignment Procedural Writing – Planning

List of Procedural Ideas

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

Remember

Be sure to
ZOOM in for
these.



Planning: Answer the questions below to plan your writing.

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

2) Title – Example: How To Ride A Bike

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

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

Assignment Procedural Writing – Planning

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

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

Name: _____

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Curriculum Connection
W1.1, W1.2

Assignment – Procedural Writing

Final Draft

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

Title: _____

Intro

Materials

PREVIEW

Assignment – Procedural Writing

Final Draft

Write the final draft of your procedural writing below.
Draw a picture that goes with each step of your instructions.

Step 1

Step 2

Step 3

Step 4

PREVIEW

Assignment – Procedural Writing

Final Draft

Write the final draft of your procedural writing below.
Draw a picture that goes with each step of your instructions.

Step	<hr/> <hr/> <hr/> <hr/>	
------	-------------------------	--

Step 6	<hr/> <hr/> <hr/> <hr/>	
--------	-------------------------	--

Conclusion

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

Edit

Edit your first draft by looking at the success criteria.

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has a Title		
Has a Material List (if needed)		
Has an Introduction		
Has a Conclusion		
Explains the steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

Edit

Edit your first draft by looking at the success criteria.

Criteria		
Has a Title		
Has a Material List (if needed)		
Has an Introduction		
Has a Conclusion		
Explains the steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

Rubric – Procedural Writing

Category	1 Points	2 Points	3 Points	4 Point
Title	No title or unclear title	Basic title	Clear title	Engaging and clear title
Materials	Missing materials list	Partial list of materials	Complete list of materials	Complete and well-organized list of materials
Introduction	Missing introduction	Basic introduction	Clear introduction	Engaging and clear introduction
Conclusion	Missing conclusion	Basic conclusion	Clear conclusion	Engaging and clear conclusion
Clear Steps	Steps are confusing or missing	Steps are clear	Steps are mostly clear	All steps are clear and easy to follow
Pictures	No pictures	Some pictures support the steps	Pictures mostly support the steps	Pictures clearly support and enhance steps
Capital Letters and Punctuation	Frequent mistakes	Some mistakes	Almost all correct	All correct

Teacher Comments

Mark

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

Informational Reports: Non-Fiction

Fiction is like when you play pretend or imagine. It is stories like princesses in castles or superheroes flying.

Non-fiction is when you learn real facts. If you pick up a book about real lions living in Africa, that's non-fiction. But, if the lion chats with you and wears a backpack for a treasure hunt, that is fiction! So, fiction is make-believe, and non-fiction is real-life facts! Reports are non-fiction texts.



Think about each topic with the topic below fiction or non-fiction?

1)	Lucy's Crazy Adventure for Hidden Treasure	Fiction	Non-Fiction
2)	All About the Colorful World of Butterflies	Fiction	Non-Fiction
3)	How Do Plants Grow From Seed to Flower?	Fiction	Non-Fiction
4)	What Do Firefighters Do to Keep Us Safe?	Fiction	Non-Fiction
5)	Alice's Magical Carpet Ride to Distant Lands	Fiction	Non-Fiction
6)	Chris's Crazy Day Exploring Candyland	Fiction	Non-Fiction
7)	The Solar System: Planets and Moons	Fiction	Non-Fiction
8)	The Mysterious Case of Teddy's Disappearance	Fiction	Non-Fiction
9)	Dinosaurs: Fearsome Creatures from Long Ago	Fiction	Non-Fiction
10)	Keira and the Talking Dog's Enchanted Journey	Fiction	Non-Fiction

Writing a Report – Bears

Objective

What are we learning more about?

We will be practicing writing a report using the proper formatting.

**Instructions**

How do we complete the activity?

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

Facts

Organize the facts below.

Bears eat lots of berries in summer.

They have big paws to dig and climb.

Bears sleep all winter in a cozy den.

They also munch on leaves and roots.

Their sharp claws help them catch food.

They catch fish in rivers and streams.

They do not eat while they hibernate.

The sleep lasts about 5 to 7 months.

Bears have thick fur to stay warm.

Planning

Fill in the parts of the report below.

Introduction – What will the report be about?

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

Fact 2

Fact 3

Heading #2 A Bear's Body

Fact 1

Fact 2

Fact 3

Heading #3 Bear Hibernation

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a couple sentences.

Name: _____

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Curriculum Connection
W1.1, W1.3, W1.4

Writing a Report – Bears

PREVIEW

How To Research Well

Finding Information: Let's Begin!

When you are wondering something, you can find answers by doing research.

Choosing the Right Tools: Library, Internet, and Search Engines

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

When using search engines, type short and clear questions.

Good Searches	Bad Searches
What do giraffes eat?	What do giraffes eat? I want to know what do giraffes eat
How do clouds form?	How do clouds form? Can you show me about clouds?
Canada's oldest tree	Which tree in Canada is super old?

The Importance of Trustworthy Sources

Always make sure what you are reading is real and not made-up. A trustworthy source is a place we find trusted information.

Here are some good places to look:

- Ask your teacher or someone at the library.
- Visit websites by schools, museums, or governments.
- Pick books by smart authors who know their stuff.



Be careful! Some places might give you wrong answers.

Stay away from:

- Posts on social media by people who are not super-smart on the topic.
- Blogs with no real facts.
- Website that are trying to sell you something.

Think

Is the search good or bad?

1) What happens to a caterpillar as it gets older?	Good	Bad
2) Tell me something about dinosaurs please	Good	Bad
3) Canada map	Good	Bad
4) Why is it that the moon changes the way it looks?	Good	Bad
5) I want to know how a plant gets bigger and bigger	Good	Bad
6) Animals	Good	Bad
7) Math	Good	Bad
8) Simple math	Good	Bad
9) Rainforest	Good	Bad
10) How do I tie my shoes so they stay tied up?	Good	Bad

Questions

Answer the questions

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

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

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

4) Is the description of the website below trustworthy? Yes or no?

1) Government website with facts about Canada	Yes	No
2) Guy on YouTube who tells me what he thinks	Yes	No
3) School textbooks and workbooks	Yes	No
4) A comment on Instagram	Yes	No
5) A blog post by a BMX biker about climate change	Yes	No

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Material

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

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

Animal Fact Sheet

Directions

Choose an animal, research its life, and fill out this sheet with fun facts and information you discover!

Animal:**Its habitat is:**

- ☐ forest ☐ desert ☐ ocean
☐ arctic ☐ polar ice ☐ farm

It looks like:**Its animal type is:**

- ☐ mammals ☐ amphibians
☐ birds ☐ fish
☐ reptiles ☐ invertebrates

Its special features are:**Interesting Facts:**

1. _____
2. _____
3. _____
4. _____
5. _____

Report Writing – Introductions

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

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

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

Did you know that dinosaurs were as tall as a house? Wow! Today, we're going to learn about these amazing creatures that lived long, long ago. Get ready to roar like a T-Rex!

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

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

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Report Writing – Introductions

Write

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

Topic: Why kids need to go to the dentist.

PREVIEW

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Topic: Why kids should eat fruit.

PREVIEW

Starts with fun fact or question

Gives a hint, not all the information

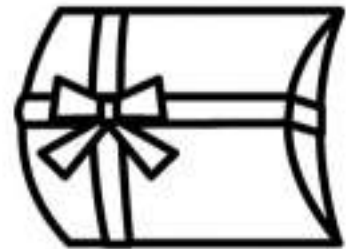
Says the main idea

Keep it short and interesting!

Report Writing – Conclusions

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

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



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

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

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

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

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

Report Writing – Conclusion

Write

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

Topic: Kids should have chores.

PREVIEW

Summarizes the main points

Call to action

Connects to the introduction

Ends with something interesting

Topic: Canada is the best country in the world.

Summarizes the main points

Call to action

Connects to the introduction

Ends with something interesting

Analyzing a Report – Success Criteria

All About Komodo Dragons

Introduction

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



Where Do Komodo Dragons Live?

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

What Do Komodo Dragons Eat?

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

Why Are Komodo Dragons Special?

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

Conclusion

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

Analyzing a Report – Success Criteria

Questions

Answer the questions below.

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

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

Analyze

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

1)

2)

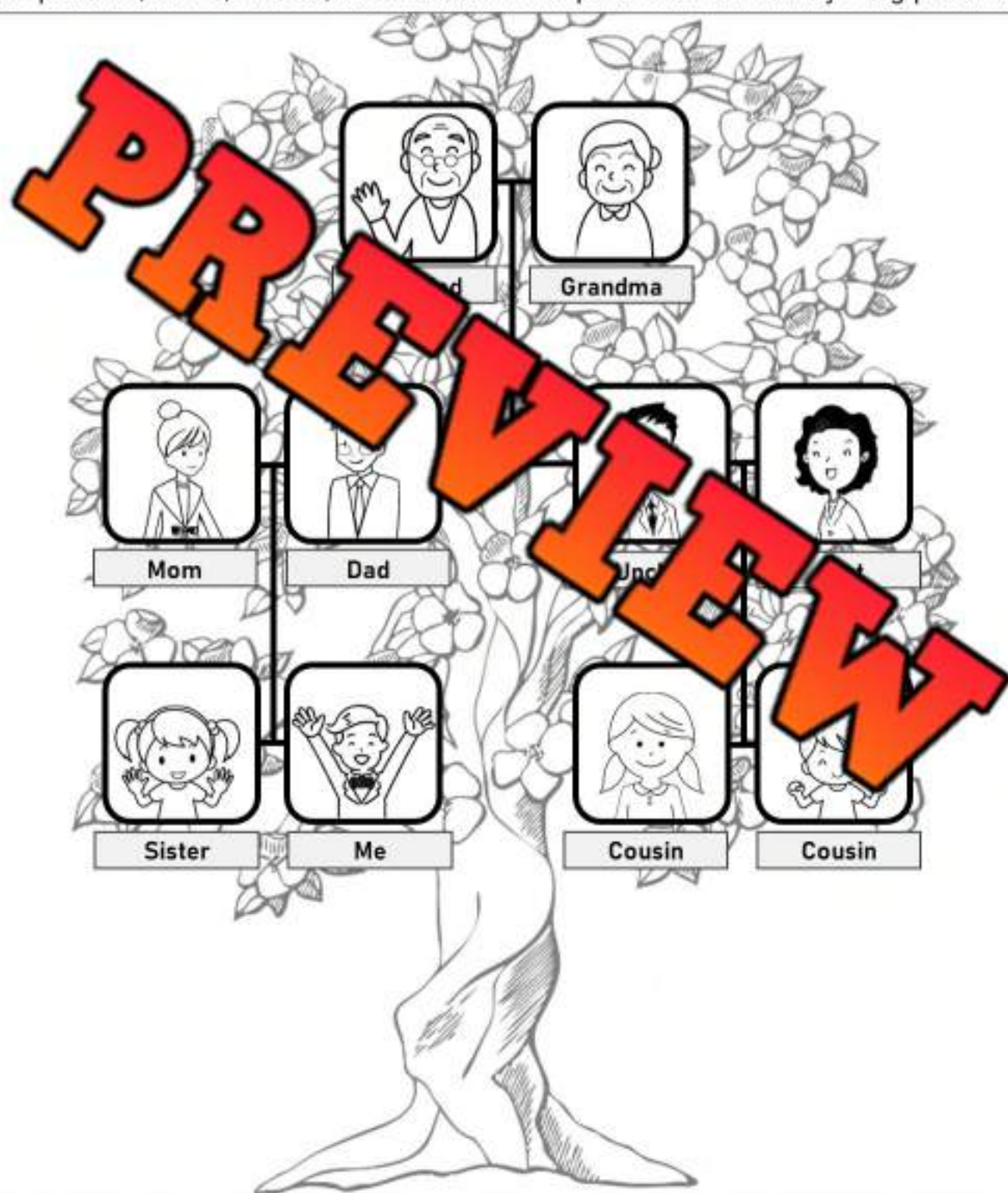
3)

4)

5)

My Family Tree

A **family tree** is a way to show all the different people in your family and how they are related to each other. It's like drawing an actual tree where each branch has a family member's name, starting with you and your parents and then adding your grandparents, aunts, uncles, and cousins. It helps us see our family's big picture!



My Family Tree

Directions

Ask your family about relatives, and use the boxes to label a simple family tree with their names and relationships like the example on the previous page, you can put pictures of them too!



Research Process – Asking Questions

Directions

Choose two community helpers you want to learn more about. Write down 3 questions that you would ask them to understand their job and how they help us every day.



Community Helper	
1	
2	
3	

Community Helper	
1	
2	
3	

What is a Haiku?

What is a Haiku?

A **haiku** is a short poem from Japan. It's short, only three lines! The lines have a beat: 5 syllables, 7 syllables, then 5 syllables. Haikus are often about nature or how we feel. They make us see a picture using few words. Look at these:

Snowflakes falling,
Landing softly on noses,
Winter's gentle hug.



Rain

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

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

Write

Finish the Haiku poems below.

Topic: Sun

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

Topic: Brown Bear

Line 1

Oscar the brown bear

Line 2

Sleeps all winter in his den

Line 3

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

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

What is Rhyme?

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

Steps to Write a Rhyming Poem

- 1) Pick a Topic: What do you like or love?
- 2) Choose a Rhyme Scheme: Decide which words match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use rhyming words at the end of each line to follow the pattern you choose.

Example of AABB Rhyme Scheme:

- Line 1: Whiskers the cat loves to play, (A)
- Line 2: Chasing toy mice all through the day. (A)
- Line 3: When it gets dark, he starts to yawn, (B)
- Line 4: Curls up tight and waits for dawn. (B)



Tools for Finding Rhymes

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

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write

Finish the poem below using the rhyming scheme.

AABB Poems

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

AABB Poem

_____ine _____
Birds _____ing wa _____gh.
Children lac _____and _____

AABB Poems

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

AABB Poem

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

Children's Book

Illustrate

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

Lucas had a hat so fine,

It sparkled like stars do shine.

He put it on and quiet was

As if he ruled a magic land.

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

"We could turn a stone into bread."

Lucas waved the hat with glee,

And soon they both had snacks for free.

Children's Book**Illustrate**

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

Emm's toy that broke,
It was when he spoke.
With Lucas' help he made it
And played with it well into the night.

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

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun poems that are usually silly and funny. These poems have a certain beat and rhyme, which makes them catchy. Popular limericks include There Was An Old Man With A Beard and There Once Was A Man From Peru.

There Once Was A Man From Peru

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

There Was An Old Man With A Beard

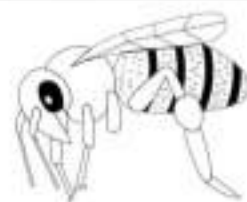
There was an old man with a beard,
Who said it is just as I feared.
Two owls and a hen,
Four larks and a wren,
All his adventures were in my beard!

How a Limerick Goes

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

- Lines 1, 2, and 5 rhyme with each other (A) and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B) and are typically shorter (~5 syllables)

What is a Limerick Poem?

**Write**

Finish the poem and draw what you are picturing.

Topic: Silly Bees

Line 1 There once were some bees in a hive,

Line 2 They buzzed and felt so alive.

Line 3 They were very busy bees,

Line 4 And chattered like old wives,

Line 5

Draw

Topic: The Jolly Old Man

Line 1 There once was an old man named Ray,

Line 2 Who laughed in a jolly old way.

Line 3 With a chuckle and grin,

Line 4

Line 5 Brightening everyone's day!

What is a Limerick Poem?

Fail	Show	Low	Tail	Pin
Go	Trail	Pail	Slow	Glow
Sail	Win	Flow	Mail	Trim

Write

Use the word bank words to fill in the limericks with
rhyming words that rhyme. Draw a picture to go with it.



Line 1	with shiny _____.
Line 2	Trud _____ and I have a _____.
Line 3	He moved very _____.
Line 4	With a soft, quiet _____.
Line 5	But his shiny path never did _____.

Writing an Acrostic Poem

Write

Write an acrostic poem about friends. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

Friend Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Play	Day	Say	May	Gray
Skate	Care	Bear	Fair	Stare
Rug	Rug	Bug	Mug	Tug
Bind	Bind	Find	Find	Blind
Chalk	Chalk	Chalk	Stalk	Balk

F

R

I

E

N

D

S

Writing an Acrostic Poem

Plan and Write

Write an acrostic poem about you.

1) Write words that come to mind when you think of yourself. Are you into sports, books, food, scary movies, funny books, computers, video games, pizza, ice cream? Think of as many things as you can to help plan your poem.

2) Choose the words you want to include in your poem and write them below on the left side of the table. Then write 3 words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

Name: _____

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Curriculum Connection
W1.1

Rough Copy

Write your rough copy below

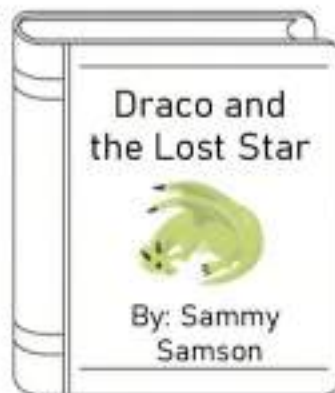
PREVIEW

Writing an Acrostic Poem

PREVIEW

Analyzing a Book Review

Title and Author: "Draco and the Lost Star" by Sammy Samson



Introduction: Hey there, everyone! I want to tell you about this cool book I read. It's called "Draco and the Lost Star" full of magic, mystery, and fun!

Summary: This book is about Draco, a friendly dragon who loves stars. One night, Draco sees that the biggest star in the sky is gone! Draco knows it's not right, so he decides to go on a journey to find the lost star.

Along the way, Draco meets all kinds of magical animals who help him on his journey. Together, they explore magical forests, sparkling rivers, and even climb the highest mountains. Will Draco find the lost star and bring back its twinkle to the night sky?

Your Thoughts: I really, really loved this book! Draco is a brave dragon. I wish I could be as brave as him. The book was so thrilling, and I couldn't guess what happened next. I liked meeting all the magical things too, like talking trees and friendly fireflies. The pictures were well made, and the words were just right for kids like us.

Rating: ★★★★★

I give this book five big, shiny stars! ★★★★★ It's a magical journey that you won't want to miss. Come along with Draco and help him find the lost star!



Analyzing a Book Review

Describe

After reading the book review, explain if it met the criteria below.
Write an example of how the book review meets the criteria below.

1) Does it have a catchy start?	Yes	No
2) Include the title of the book	Yes	No
3) Include the author's name	Yes	No
4) Does it give a summary without spoiling surprises?	Yes	No
5) Did they share their thoughts about the book? Give an example.		
6) Does it talk about what was liked and disliked?		
7) Does it use interesting words that are fun to read? Give some examples.		
8) Does it end with a rating? Write it down.		
9) Who does it say would enjoy the book?		

Practicing Summarizing

Summarize

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

Short Story**The Lost Puppy**

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

Your Summary

Writing With Voice – Your Thoughts

Writing with "voice" is like letting your writing talk like you do. It is like your words on paper are chatting with a friend. This way of writing is fun and sounds just like you!

For example, if you are telling someone about a toy you played with, using your voice in writing is like saying, "This toy is awesome and so fun!" Or, if you did not have fun, you could say, "I wish the toy had more games." When you write like this, it is like you are having a real chat with someone about the toy.

Instructions: Write about a product you have recently received. This could be new shoes, a new piece of equipment, or a video game. Review the product, helping people decide whether they should buy the product. Write with voice in your review.

Keep in mind for your review:

- What does the product do?
- Do you like the product?
- What do you like/dislike about it?
- What rating do you give it?
- Would you buy this product?



Practicing Reviews – Lucy's Magic Bracelet

Reviews

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

Short Story – Tom's Magical Boots

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

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

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

Favourite	
Least Favourite	

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

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

4) What are your thoughts on the book? Fill in the table below.

Favourite
PartLeast
Favourite
Part

Planning

Fill in the graphic organizer to write a book review.

5) **Rating:** How many stars out of 5 do you want to give the book? Explain why – is there a different similar book that might be better?

6) Who would read this book? Who would you recommend it to? Who might not like this book?

7) Draw a picture to go along with your book review.

PREVIEW

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

PREVIEW

My Rating

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

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

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

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

Rubric – Book Review

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

Teacher Comments

Mark

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

Printing Activities

Printing Activities**Practice**

Trace the printing letters below.

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

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

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

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

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

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

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

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

Printing Activities**Practice**

Trace the printing letters below.

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

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

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

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

Practice

Trace the printing letters below.

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

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

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

Printing Activities

Practice

Print the letters in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

Printing Activities

Practice

Print the letters in each of the boxes.

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

Printing Activities

Practice

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

The cat slept.

I love me.

Birds fly high.

He reads a big book.

My dog barks loudly.

PREVIEW

Printing Activities

Practice

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

I have two cats and one dog.

The little cat meows every morning.

He went to the zoo with his pet.

Dad drives a car to work every day.

Printing Activities**Practice**

Trace the printing stories below.

Lucy went to the park. She saw ducks
in the pond. They quacked and swam
happily. They tilted and clapped.

Today is Max's birthday. He got a big,
blue balloon. His friends said Happy
Birthday. Max felt so special.

Rain tapped on the window. Mia
watched with her cat. They saw a
rainbow later. It was bright and
beautiful.