



# Preview – Information



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

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

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

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# Google Slides Lessons Preview





# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 1

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

#### Learning Goal

#### Understanding Reading Comprehension

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



#### Label The Parts

Label the parts of this book.

Illustration

Author

Back Cover

Front Cover

Pages

Title



#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

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

#### Consolidation – The Rainy Day Surprise

##### Questions

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





# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 1

### Label The Parts Of The Letter

Dear Grandma.

I had so much fun at the park today! I went on the swings and the slide. I even saw a puppy playing fetch with its owner. After that, we had a picnic with sandwiches and juice. The sun was shining, and the birds were singing. I wish you were there with me. I will tell you more when I see you.

Love,  
Mia

Body      Opening      Greeting      Closing

### Drag the principle to the matching part of the story.

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

#### Principle Bank

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

### The Lost Crown

Once upon a time, a kind princess named Lila lived in a bright, sunny kingdom. One morning, she couldn't find her golden crown! She asked her friend, the little bird, to help her look. The bird flew high over the garden and saw the crown hanging on a tree branch. The princess laughed and thanked the bird for helping her. They both smiled as the crown sparkled in the sunshine.

- 1) Which characters were in the story?  
Princess
- 2) What did the princess lose?  
Crown
- 3) Who helped the princess?  
Watch
- 4) How did the bird help her?  
Butterfly  
Bird
- 5) Where did they find the crown?  
Sew the crown by flying high  
Made a new crown
- 6) Was there a dragon or a wizard in this story?  
In a bush  
On a tree branch
- 7) Was there a dragon or a wizard in this story?  
Yes  
No





# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 1



### Onomatopoeia

Fill in the blanks with suitable onomatopoeia words from the word box.

- 1) There is someone  on the door.
- 2) Alice's cat was  this morning.
- 3) Stella kept  the whole day.
- 4) Gloria  down the fruit juice in a jiffy.
- 5) The driver was silly and kept  while driving.
- 6) We could hear the lion's  at the gate of the zoo.

roar

honking

gulped

murmuring

meowing

knocking



### Sequencing

Number the story events from one to four



Mark played with his friends at recess



His dog was waiting for him to come home after school



Mark went to the bus stop.



Mark took the bus to school

### Sequencing Activity – Ordering Steps

Drag the steps into the correct order.

#### Steps

- Put toothpaste on your toothbrush.
- Brush your tongue.
- Smile! Your teeth are clean.
- Rinse your toothbrush with water.
- Brush the top teeth in circles.
- Brush the bottom teeth in circles.
- Swish water in your mouth and spit it out.

#### Order

1	
2	
3	
4	
5	
6	
7	





# Workbook Preview



# Grade 1 – Language

## Saskatchewan ELA Curriculum



**Comprehend and Respond (CR)** - Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

	Outcomes	Pages
CR1.1	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: • identity (e.g., All About Me), community (e.g., Friends and Neighbors), and culture (e.g., Traditions and Customs).	17-24, 78-108, 184-190, 211-249
CR1.2	Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.	25-76, 109-116, 191-210, 250-276
CR1.3	Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).	117-127, 153-154
CR1.4	Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.	12-30, 50-116, 122-152, 155-190, 192-249

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



**Compose and Create (CC).** Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

	Outcomes	Pages
CC1.1	Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: • identity (e.g., Feelings) • community (e.g., Neighbourhood) • social responsibility (e.g., Plants and Trees).	N/A
CC1.2	Represent key ideas and events, in a logical sequence with detail, in different ways (including animation, pictures, sounds, physical movement, puppets, and drawings).	N/A
CC1.3	Speak clearly and audibly about ideas, experiences, preferences, opinions, and conclusions in a logical sequence, using appropriate representation and dramatization when appropriate.	N/A
CC1.4	Write and share stories and show information about familiar events and experiences in a maximum of five sentences.	N/A

**Assess and Reflect (AR).** Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

	Outcomes	Pages
AR1.1	Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.	40-42
AR1.2	Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.	36-39



# **Block 1: Reading Comprehension Strategies - Basics**

## **Focus**

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.

## Vocabulary To Talk About Texts

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

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

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



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

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

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

**Pictures:** Pictures are drawings or photos.

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

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

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

### List of Things in a Book:

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

## True or False

Is the statement true or false?

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

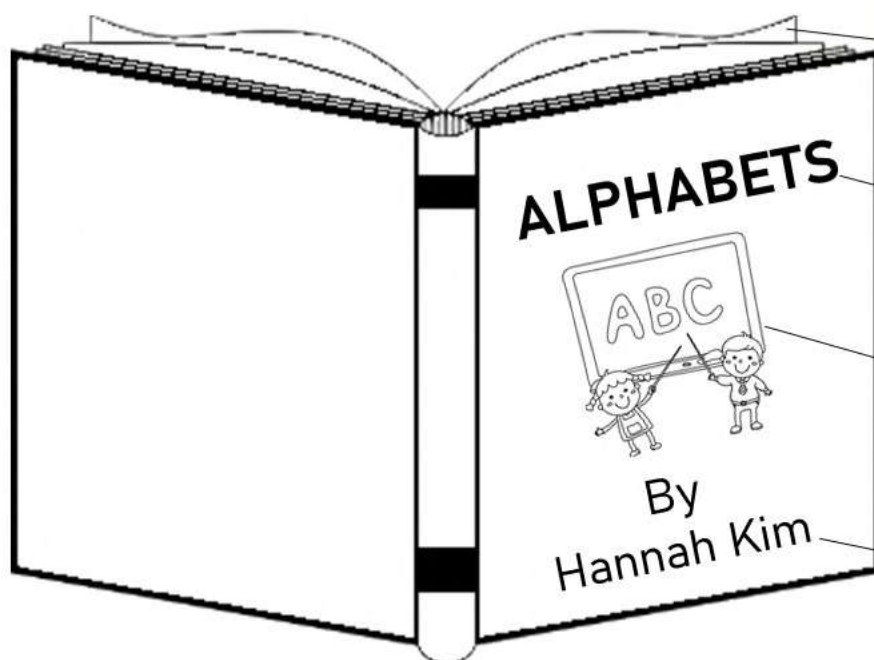
## Match Column A

Is the statement true or false?

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

## Label

Label the parts of the book



# Understanding Reading Comprehension

## What is Reading Comprehension?

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

## Strategies for Reading Comprehension

### 1. Before Reading: Make Predictions

Before you start reading:

- Look at the title.
- See the pictures.



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

### 2. During Reading: Make Connections

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

### 3. After Reading: Make Inferences

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

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



**Choose**

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

1) What is comprehension?

- ☐ Counting pages
- ☐ Understanding
- ☐ Drawing

2) What is making predictions?

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

3) What makes understanding better after reading?

- ☐ Skipping
- ☐ Jumping
- ☐ Making connections

4) What makes understanding better after reading?

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

**Draw**

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

<div style="position: relative;"><div style="position: absolute; top: 0; left: 0; width: 100%; height: 100%; background: linear-gradient(to bottom, transparent 49%, #ccc 49% 49%, #ccc 49% 51%, transparent 51% 51%, transparent 51% 100%); background-size: 100% 100%;"></div></div>
<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>

## Making Connections

### What is Making Connections?

Making connections helps us understand stories better.



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

### Making Connections

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

1) Anna's mom made a pie.

Text-to-Self	Many families look for a good book.
Text-to-Text	My mom bakes cookies.
Text-to-World	Like the pie in my fairy tale book.

2) The girl found a rainbow.

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

## Making Text-To-Self Connections

### Making Connections

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

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

### Text-To-Self

PREVIEW

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Draw

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

PREVIEW

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Comprehension Practice – Making Connections

### Day at the Park - Learning Living and Non-Living Things

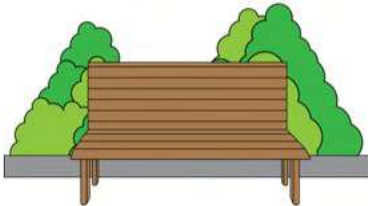
Mira and Aiden went to the park one sunny day. Mira pointed to a tall tree. "Look, Aiden, that tree is living. It grows and needs sunshine and water," Mira said and said, "Just like we need food and water!"



Next, they found a big stone on the ground.

"Is this stone living?" Aiden asked. Mira answered Mira.

"Stones don't grow or need anything. They are not living."



Soon, they saw birds in the sky. "Those are living things!" said Aiden happily.

Then they sat on a park bench. "Is this bench living?" Aiden asked. "No," Mira said. "It's made from wood, but it doesn't grow anymore. So it's non-living."

They walked home, thinking about what they learned about living and non-living things.





## Pre-Reading

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

------------------

## Answer the questions

Circle the correct answer for each question.

1) Who went to the park?

A) Aiden

B) Ben

C) Both

D) None

2) Is the tree living?

A) Yes

B) No

C) Maybe

D) I don't know

3) What is stone?

A) Living

B) Non-Living

C) Both

D) None

4) Do trees grow?

A) Yes

B) No

C) Maybe

D) I don't know

5) What do trees need?

A) Sunshine

B) Candy

C) Juice

D) Nothing

## Comprehension Practice – Energy

### Understanding Energy: Types and Sources

#### What is Energy?

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

#### Types of Energy

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

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



#### Where Does Energy Come From?

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

**Pre-Reading**

Why are you reading this text? Circle your answer.

For Fun

To Learn

I am interested in science

**Match The Column**

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

Heat Energy

Light Energy

Sound Energy

Motion Energy

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

Which types of energy can come from the sun?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Visualizing**

Draw what you were picturing while you read.





## What is an Inference?

**Infer**

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

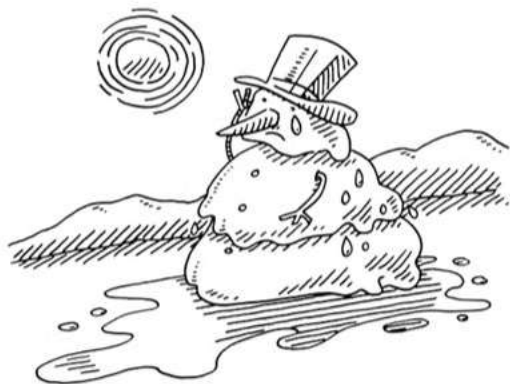


The dog is wagging.

How is the dog feeling?

Happy

Sad



The snowman is melting.

What season is starting now?

Winter

Spring



Santa has brought gifts for kids.

What holiday is it?

Halloween

Christmas



The kids are playing together.

What are the kids playing?

Soccer

Basketball



## Comprehension Practice – Predicting

### The Story of Lila and Mason's Helpful Day

Once upon a time in a bright classroom, two friends named Lila and Mason were excited for a new school day. Lila liked to water the plants by the window, making sure they had enough to drink. Mason liked to feed the class's small goldfish named Sparkle.

Lila and Mason knew keeping the classroom clean was important. At snack time, Lila picked up all the paper scraps and put them in the bin. Mason wiped the tables with a cloth.



They also liked to help their teacher, Ms. Ma, by handing out colouring sheets to the students. Everyone loved how responsible Lila and Mason were.

At the end of the day, the classroom looked wonderful, and Sparkle the goldfish seemed happy too. Lila and Mason felt proud because they knew their classroom responsibilities.

## Pre-Reading

Write two classroom responsibilities that you already know.

1	
2	

## Questions

Circle the correct answer for each question.

1) Who looked after the plants?

A) Mason

B) Lila

C) Mrs. Maple

D) Someone else

2) What is the name of the class?

A) Shimmer

B) Sparkle

C) Abby

D) Goldie

3) Who wiped the tables?

A) Mason

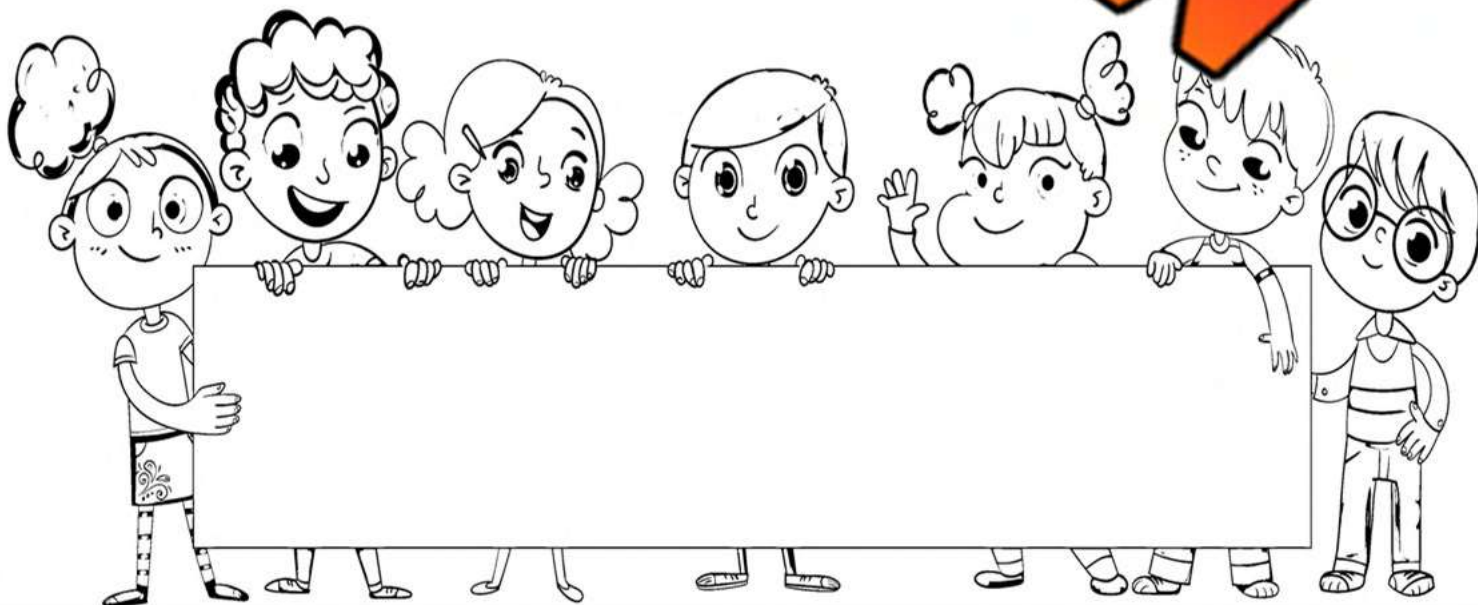
B) Lila

C) Mrs. Maple

D) Someone else

## Visualizing

Draw what you were picturing while you read.





## Picture Predictions

### Instructions

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

1)



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

2)



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

3)



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

4)



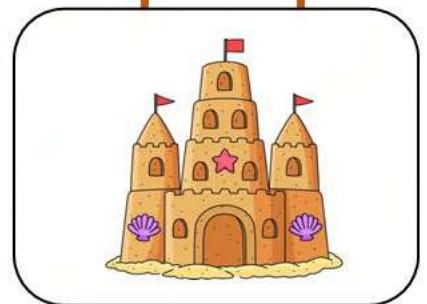
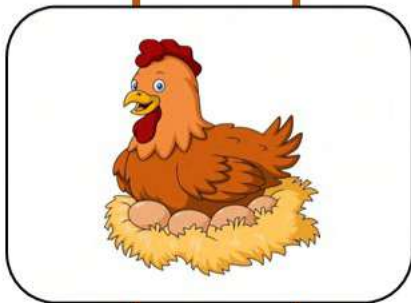
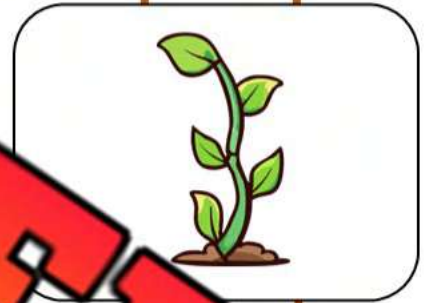
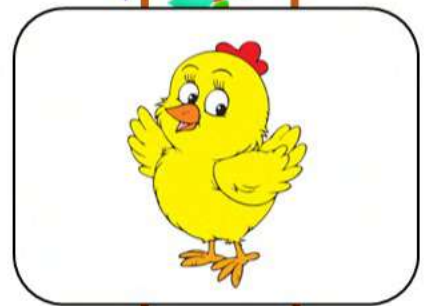
- ☐ The boy will go home and sleep
- ☐ The boy will swim in the water
- ☐ The boy will go to school



# Picture Predictions

## Instructions

Draw a line to match the prediction pairs.



PREVIEW

# Picture Predictions

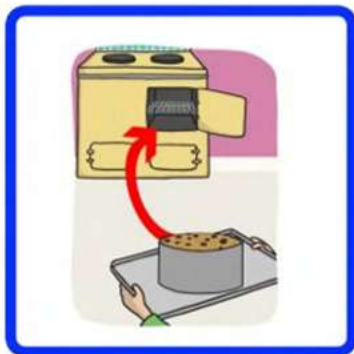
## Instructions

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



PREVIEW

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# Jokes

## Instructions

Match the jokes to their correct punchline.



Why do birds  
the sun  
to a ge?



Why do bees  
have sticky  
hair?



What is a cat's  
favourite  
colour?



What did the  
ocean say to  
the pirate?



Where do sheep  
get their  
haircut?



Nothing, it just  
waved.

Purrrrr-ple!

Because it already  
has a million

At the baa-baa shop!

Because they use  
honeycombs.



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

35

Curriculum Connection  
CR1.2**Riddles - Codebreaker****Instructions**

Use the code below to answer these riddles.

What goes up but never  
comes down?

\_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_  
18    1    9    14  
Answer: Rain

What gets wet but  
dries?

\_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_  
1    20    15    23    5    12  
Answer: A Towel

What has a face and two  
hands but no legs?

\_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_  
1    3    12    15    3    11  
Answer: A Clock

What can travel around  
the world while staying  
in a corner?

\_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_  
1    13    16  
Answer: Stamp

What goes up and down  
but doesn't move?

\_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_  
19    20    1    9    18    19  
Answer: Stairs

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

# MY GOAL PLANNER



## Goal

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

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



## Strategies

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

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

## Reason

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

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

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

# READING CHART

## Instructions

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





# REFLECTION / SELF-EVALUATION

**Instructions** Follow the given instructions to fill your reflection table.

- 1) **Month Ending:** Write the last day of the month you're reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Did I Meet My Goal?:** Simply circle yes or no.
- 4) **Book Read:** Write down the title of the book you read.
- 5) **Observations:** Reflect on what you noticed about your reading. Circle your answers for each question.

<b>Month Ending</b>		
<b>Reading goal</b>	<hr/> <hr/> <hr/>	
<b>Did I meet my goal?</b>	Yes	
<b>Book Read</b>		
<b>Observations</b>		
<b>Did you enjoy reading?</b>	Yes	No
<b>Did you read everyday?</b>	Yes	No
<b>Did you learn any new words?</b>	Yes	No
<b>Can you retell the story you read?</b>	Yes	No
<b>Did you take help from a grown up?</b>	Yes	No

## Monitoring – Does It Look Right?

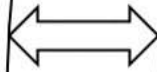
### Instructions

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

1) The cat is very soft to touch.



2) I have a blue and yellow backpack.



3) We go to school to learn new things.



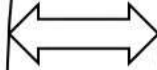
4) I love to eat apples every day.



5) My best friend lives next door.



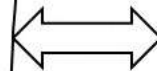
6) I like to draw with my crayons.



7) The book is on the table.



8) The flower is pretty.



## Monitoring – Does It Sound Right?

### Instructions

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

Mom is bakes a  
chocolate cake.

Yes No

The cat is sleeping  
on the couch.

Yes No

My Give I pencil to  
Harry.

Yes No

She speaks  
softly.

Yes No

The rainbow are so  
pretty.

Yes No

Sally eating a apple  
pie.

Yes No

### Instructions

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

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

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

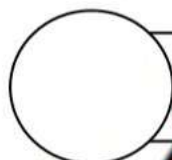




## Monitoring – Does It Make Sense?

### Instructions

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

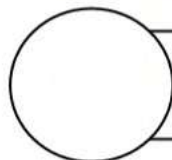
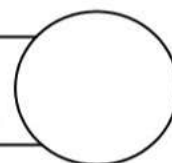


Harry smile was happy.



**PREVIEW**

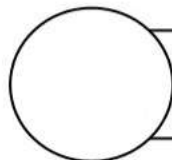
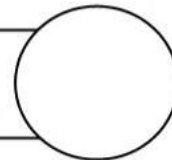
Chair are colour brown.



Penney and I go to school together.



tree nest.



Mom picked up the crying baby.



### Instructions

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

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

## Sight Words

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

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



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

### Instructions

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

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

**Sight Words****Color**

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

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



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**Sight Words****Trace the sight words below**

the

the

and

and

was

or

or

his

his

**Complete each sentence with the correct sight word.**

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

**Write the words in ABC order**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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

5. \_\_\_\_\_

**Color the words in these words.**

Am

me

Was

Or

His

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

46

Curriculum Connection  
CR1.2

## Sight Words

Find

Find and colour the apples with the sight words written in the word bank below.

at	be	this	have	he	you	they	her
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# **INDEPENDENT READING ACTIVITIES**



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

50

Curriculum Connection  
CR1.4

## Independent Reading - Responses

Day 1

Fill in the organizer below.

Name of Book	
Author	
Visualize	picture of something you visualized.

Day 2

Fill in the organizer below.

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

# Independent Reading BINGO

## BINGO

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

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

# **Block 2: Independent Reading Texts**

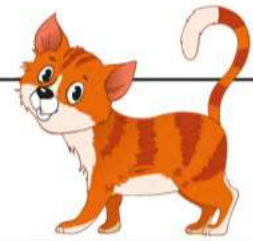
## Focus

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



## Independent Text – Tom the Cat

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



Questions Answer the questions below.

1) Draw where Tom lives.

2) What does Tom's fur feel like?

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

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## The Forest's Animals

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



Question Draw your favorite part of the story. Write it down.

## The Whispering Tree

In the village, there was a tall tree that could whisper stories.  
Every evening, children like Ava and Noah would sit under it.  
The tree told them tales of heroes and faraway lands.



Questions: Answer the questions below.

1) Draw what you usually see while reading the story?

2) Is this an imaginary or real story?

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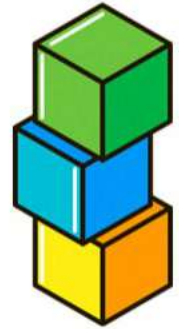
3) Write 3 words you stretched (sounded out).

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## Mrs. Harper's Classroom

Mrs. Harper's classroom was busy today. Aisha was painting a bright sun. Lana was reading a big book. Harry was counting colourful blocks. Martin was playing with a soft ball. Bella was feeding the class pet, Daisy.

**Question**

Draw and write about the story. Write it down.

# Block 3:

# Reading Letters

## Focus

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

## Email Writing – New Vocabulary

Subject: Exciting School Event Coming Soon!

Dear Students,

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

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

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

Best wishes,

Mrs. Jules



### Vocabulary

Connect the vocabulary from the story to the meaning.

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



## Letter Writing – Sentence Structure

- 1) Greeting Line: Start with "Dear" and the name of your friend.
- 2) Opening: Why you're writing. Example: "Happy to get your card."
- 3) Body: What you want to talk about. Example: "I like your drawing. It made me smile."
- 4) Ask a question: Like, "What colour will you use next?"
- 5) Close: Thank you. Example: "Thanks for making me happy."
- 6) Signature: "Sincerely," and your own name.

### Instructions

Underline the opening and circle the signature. Then, answer the question.

Dear Principal Williams,

First off, I like the new slide in the playground. It is so fun. Next, I was wondering if we can get more swings to add.

Thank you for reading.

Sincerely,  
Olivia

1) Is a formal or informal voice used?

2) What transition words were used?

3) How did Olivia close the email? What signature did she use?

Sincerely

Regards

Dear

Best Wishes

4) What greeting did Olivia Use?

Hello

Regards

Dear

Sincerely

## Letter Writing – Inferences

Dear Class,

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

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

See you at Storytime!

Warmly,

Ms. Harper



### Inferences

Answer the questions by making inferences.

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



## Letter Writing – Inferences

Dear Auntie Claire,

Hello from Toronto! I wanted to tell you about the

fun things during different seasons. In winter, I

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



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

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

love feeling the warm sun on my skin.



Fall is special because of the orange and

red. We jump into big leaf piles and

it is like a new adventure, and I always find

something exciting to do.

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

Lots of love,

Sammy



**Inferences**

Circle the correct inference for each sentence.

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

Sammy enjoys playing in the snow during winter.

Sammy likes to swim in winter.

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

Sammy takes part in beach activities during summer.

Sammy builds snow forts in the summer.

**"Fall means that the leaves turn orange and red."**

The leaves turn red and pink for Sammy in autumn.

Sammy sees the falling of leaves in the fall.

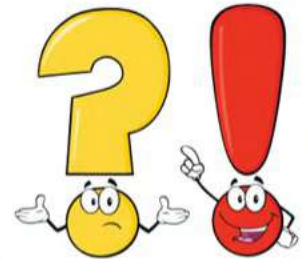
**Visualizing**

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



## Letter Writing – Grammar Rules

- Say Hi: Begin with "Hello [Name]" or "Hey [Name]."
- Tell Why: Say "I'm writing to share..."
- Full Stops: Put dots at the end of what you say.
- Joining Words: Use "and," "or," "because" to join ideas.
- Nice Words: Say "thanks" and "please" to be kind.
- Goodbye: End with "Love" or "Bye-bye."



### Grammar

Find 4 letter words correcting her grammar errors. Cross out sentences that do not make sense and re-write them below. Add punctuation.

Hello friend,

me is Lucy. i live near mountain. i eat all. My friend pick berries. we eat those.  
we climb hill sometime

its often snowy here. we see deer and birds. I like apples. Mum like pies with  
apples. Winter is cold we make snowmen and play in snow. In school we learn  
colours and shapes

bye  
Lucy

## Email Writing – Questioning

Subject: Let's Talk About Recycling!

Dear Community Leader Sara,

Hi! I am \_\_\_\_\_ from Mrs. Williams' class. I

hope you are having a wonderful day! I

learned about \_\_\_\_\_ at school and

thought of ways \_\_\_\_\_ to \_\_\_\_\_ more.

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

Everyone could help keep our town clean and there can be recycling

posters so we can learn and make a difference.

Dad says when you care about something, share it with

\_\_\_\_\_ can help. That's why I'm emailing you.

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

Thanks for reading,

Jake





## Pre-Reading

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

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## Answer the questions

Circle the correct answer for each question.

1) What did Jake write about in school?

A) Parks

Recycling

C) Camping

D) Horse riding

2) Why is Jake writing an email?

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

B) He has questions about his homework.

C) He wants to play in the park.

D) He is looking for his lost toy.

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

A) Slides

B) Trees

C) Recycling bins

S

## Visualizing

Draw what you were picturing while you were reading.

# Block 4:

# Narratives

## Focus

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

# What is Indigenous Storywork?

## What is Indigenous Storywork?

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

## Important Lessons in Stories

The stories teach us important lessons like:

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



## How Stories Are Shared

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



## True or False

Is the statement true or false?

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

Answer: Write one thing Indigenous Storywork teaches us?

\_\_\_\_\_

\_\_\_\_\_

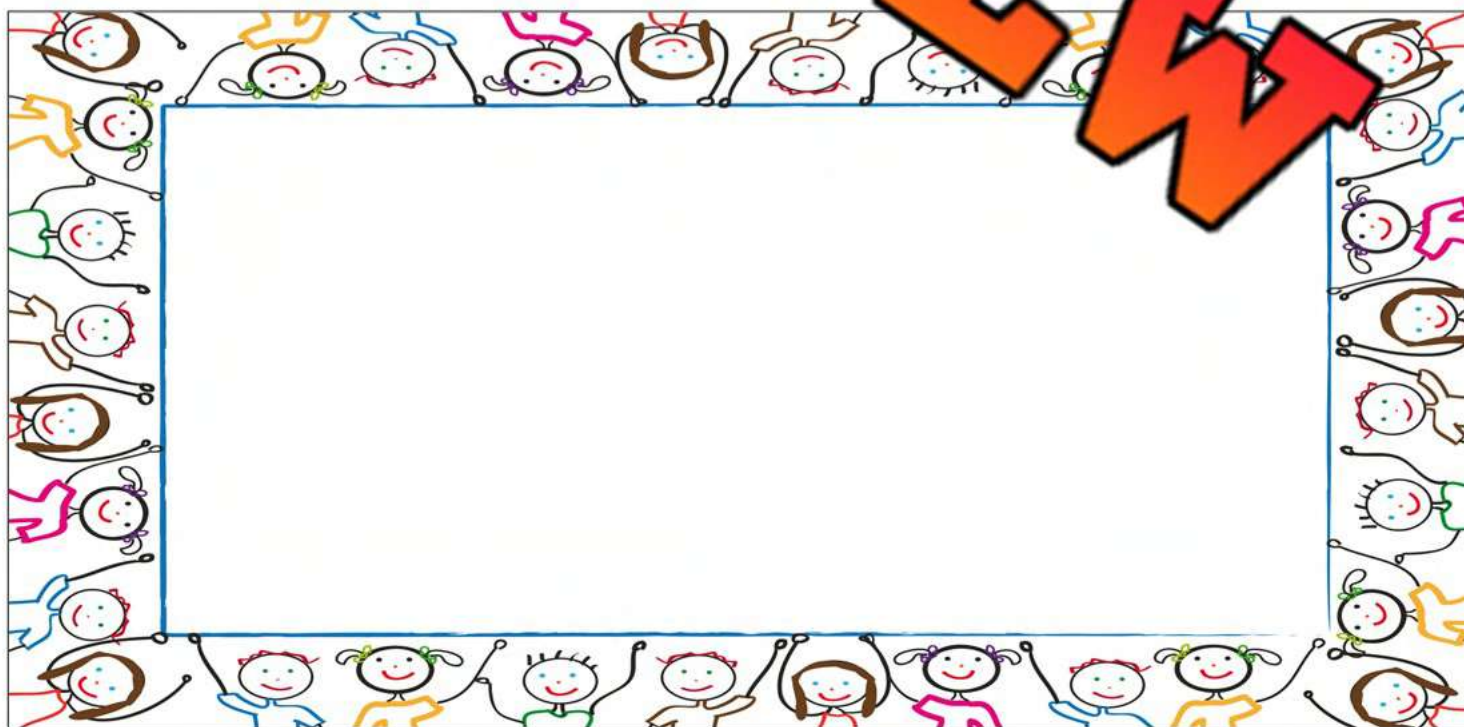
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Visualize

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



## The Story of Little Feather and Wise Owl

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

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



One day, Wise Owl said, "Little Feather, your songs are lovely, but too loud. You mustn't wake up everyone and everything in the forest."

Little Feather felt sad but listened carefully. The next day, she sang softly. The deer, the rabbits, and even the bees heard her.



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

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

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

The End



**Questions**

Answer the questions below.

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

	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

**Questions**

Circle the correct answer for each question.

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

A) The deer

B) The rabbits

C) Wise Owl

D) The tree

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

A) They left the forest

B) They seemed to smile

C) They sang along

D) They told her to stop

3) What lesson did Little Feather learn?

A) To sing louder

B) To leave the forest

C) To be respectful

D) To never sing again



## The Tale of Sky Elk and Gentle River

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



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

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

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

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



The End





## Fairy Tale

### Elara's Kind Adventure

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

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

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

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





**Setting**

Where did the story take place?

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**Questions**

Circle the correct answer for each question.

1) Who was the main character in the story?

A) Annabelle

Ela

C) Bella

D) Hannah

2) What happened to Annabelle in the story?

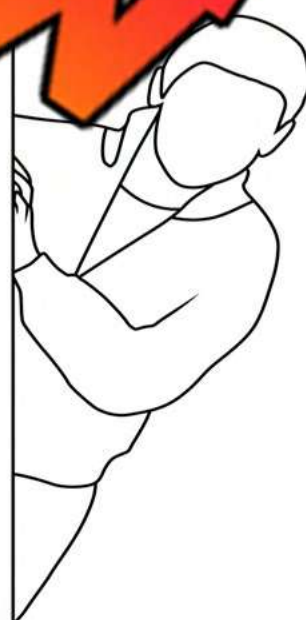
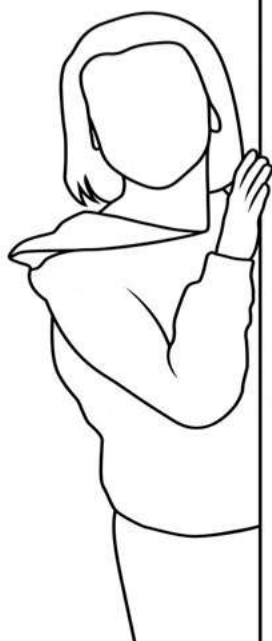
A) She was hurt

B) She fell in the river

D) She lost her way

**Visualizing**

Draw what you were picturing as you were reading.



## Fable – Felix The Squirrel

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

Ruby had a broken wing and could not fly to find food. Felix decided to share his acorns with Ruby and in return, Ruby promised to help him if he ever became hungry. Day by day, Ruby's wing healed, and soon he could fly again.

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

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



**True or False**

Is the statement true or false?

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

**Question**

What was the moral of the story?

PREVIEW

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**Sequencing**

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

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



## Realistic Story – Max’s Big Day

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

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



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

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

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

**Questions**

Circle the correct answer for each question.

1) What colour is Max's hair?

A) Blonde

B) Red

C) Brown

D) Black

2) Who did Max sit next to in class?

A) Bert

B) Mary

C) Zoey

D) Zara

3) Where does the story take place?

A) Playground

B) Park

C) Zoo

D) School

4) What event happens first in the story?

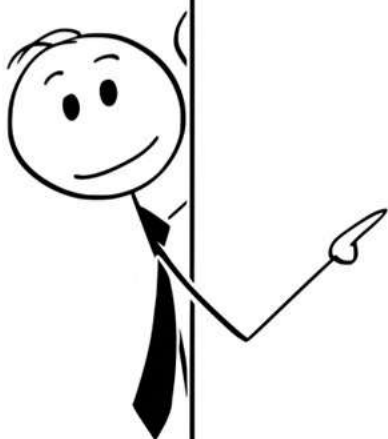
A) Max jumps out of bed

B) Max talks with his mom

C) Max plays at school

**Draw**

Draw what your first day at school was like.



## Narrator's Point of View

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



There are two main types:

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

### Instructions

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

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



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

## Instructions

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

A) The cat sleeps on the couch.

B) I jump high on the trampoline.

C) The bird sings in the morning.

D) I listen to stories at bedtime.

E) Emily loves to dance.

F) I catch butterflies in the garden.



First

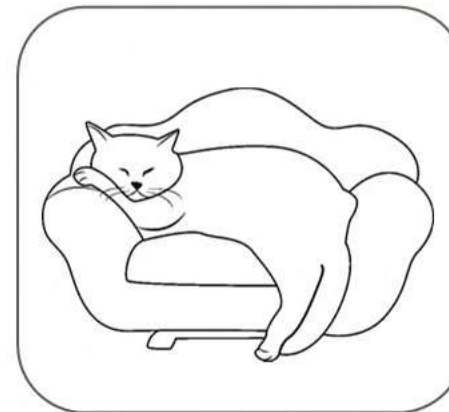
Third

First

Third

First

Third



First

Third

First

Third

First

Third

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

## Instructions

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



I climb trees in the park.

Henry plays with toy trucks.

Jack is a man in

She swings high on the swing set.

I pick flowers in the field.

He paints a picture for his mom.

We ride bikes on the trail.



## Being Good Friends – Different Points of View

### First-Person

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

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

Luna tripped and fell. I helped her up and

asked if she was okay. We then played catch.

Being a good friend made me feel happy.



### Third-Person

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

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

Later, Luna tripped and fell. Benny

helped her up and made sure she was okay.

Then, they played catch and laughed together.

Being good friends made them both very happy.





**Questions**

Answer the questions below.

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

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

I	Benny	They	We	She
Me	He	Their	Me	Luna

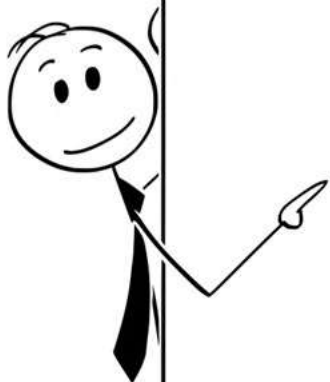
**Sequencing**

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

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

**Visualizing**

Draw a scene where you helped your friend with something.



## Rhyme

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

### Examples:

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



Think

Read slowly and follow the rhyme examples of rhymes.

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

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

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

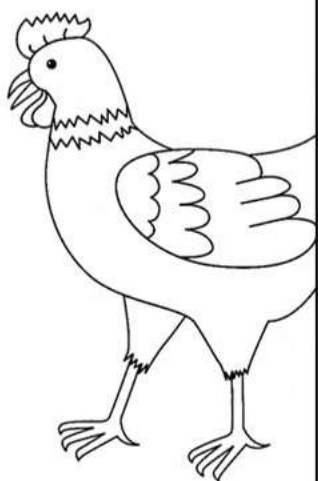
**Scavenger Hunt**

Find books that have examples of rhymes.

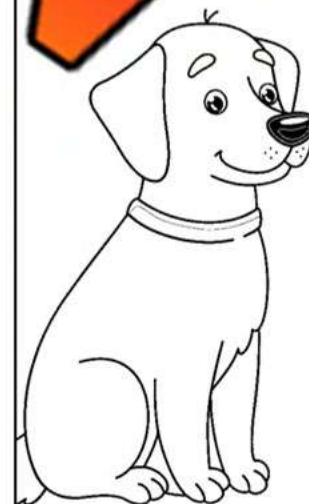
Book Name	Example – Describe or quote the example.
"Goodnight Moon"	"Goodnight room, goodnight moon."
"Brown Bear, Brown Bear, What Do You See?"	"Brown Bear, Brown Bear, what do you see? I see a red bird looking at me."

**Matching**

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



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


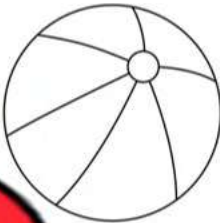
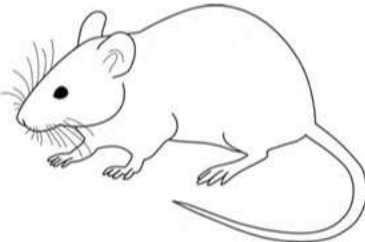
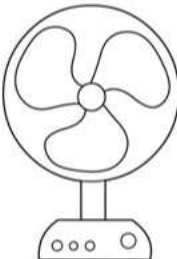






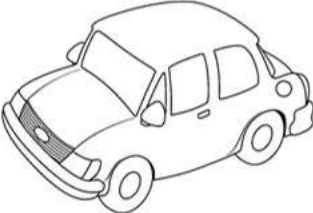

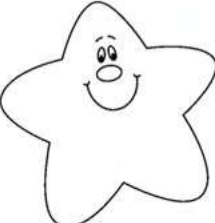



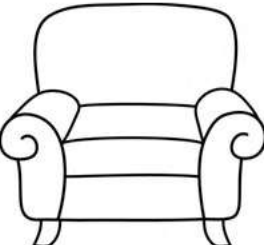





# Rhyme

## Instructions

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

## Alliteration

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

**Examples:**

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



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

**Think**

Read the story and find examples of alliteration.

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

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

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

## Alliteration

**Match**

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



The \_\_\_\_\_

bananas

The leaping \_\_\_\_\_

goblin

The big bunch of \_\_\_\_\_

snake

Sally's seven \_\_\_\_\_

\_\_\_\_\_

The hungry \_\_\_\_\_

cat

The green \_\_\_\_\_

lizard

Carla's cute \_\_\_\_\_

shells



## Drawing Alliteration

**Instructions**

Draw what you visualize after reading these alliterations.

Big blue balls bounce high.

Happy horses hop high.

Pink pigs play in puddles.

Tiny toes to my steps.

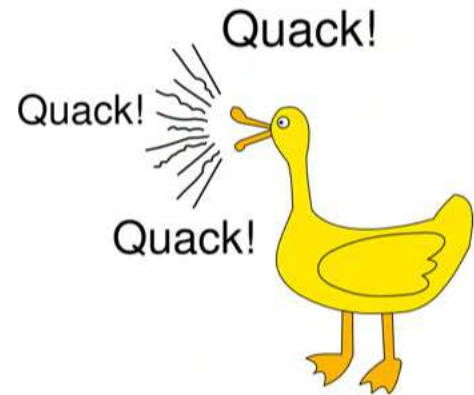
**PREVIEW**

## Onomatopoeia

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

**Examples:**

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



Think

Read the story and underline examples of onomatopoeia.

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

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

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

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

Bobby smiled all the way home.

# Onomatopoeia

## Instructions

Write the sounds of each animal by choosing from the word bank. Colour the pictures.

Meow, meow

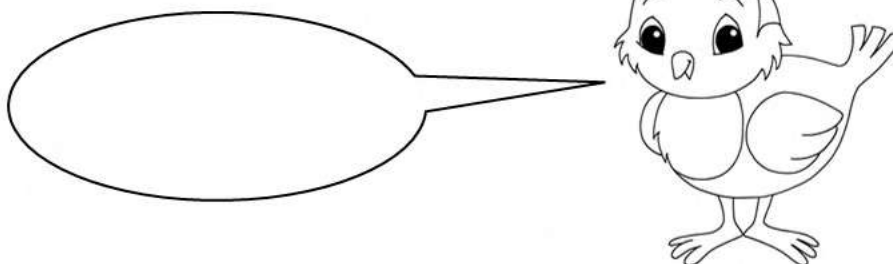
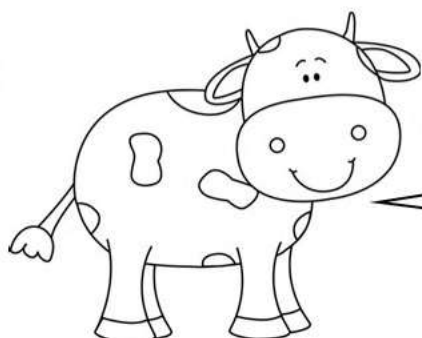
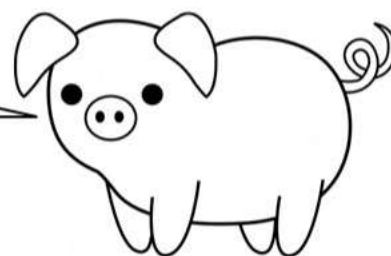
Neigh, neigh

Moo, moo

Oink, oink

Tweet, tweet

**PREVIEW**







## Personal Story – First Person Perspective

### My Adventure With Daisy

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

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



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

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

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

**True or False**

Is the statement true or false?

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

**Questions** Write the correct answer for each question.

1) Who is the main character in the story?

A) Mrs. Robinson	B) Daisy	C) Bella	D) Daisy
------------------	----------	----------	----------

2) Where did Ava find the kitten?

A) Playground	B) School	C) Road	D) Backyard
---------------	-----------	---------	-------------

**Sequencing**

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

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



# Narrative Writing - Cause and Effect

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

## Example 1:

Cause: You drop a ball.

Effect: The ball bounces on the floor.

## Example 2:

Cause: It rains.

Effect: You see a rainbow.



Think

Is the underlined part the cause or the effect?

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

## How Energy is Used at Home

### Sally and Danny Learn About Home Energy

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

Sally asked, "How does all this work?"



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



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

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

## Cause/Effect

Fill in the table below.

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

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

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

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

## Visualizing

Draw what you were picturing while reading.





# Cause and Effect

**Match**

Match each cause to its effect.



It was \_\_\_\_\_ and snowy



So, the tomatoes grew.



I forgot my umbrella



So, I put on a jacket.



The baby cried



So, I got \_\_\_\_\_ n.



She watered the plant



So, mom picked it up.



## Realistic Story – Read Aloud

### Instructions

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

### Bakery Rescue with Officer Ravi

In the small town of Maplewood, Officer Ravi loved his job as a police officer. Every day he patrolled the streets, making sure everyone was safe and sound. One afternoon, while walking near the park, he heard a loud noise coming from a bakery.

Rushing inside, Officer Ravi found

Mrs. Penelope, the baker, looking worried.

"My oven is broken, so I cannot bake the bread for the town festival!" she exclaimed.

Officer Ravi said, "Do not worry, I can help!"

He called his friend, Mr. Hudson, who was good at fixing things.

Together, they worked and fixed the oven just in time. Mrs. Penelope was able to bake her famous bread, and the festival was a success!

The townspeople cheered for Officer Ravi. He felt happy knowing he helped save the day by helping a friend in need.



**Questioning**

Ask questions you have about the story using the following question words.

**How****Why****When****Where****What****Who****Visualizing**

Draw what you were picturing while you were reading.





# Story Retell

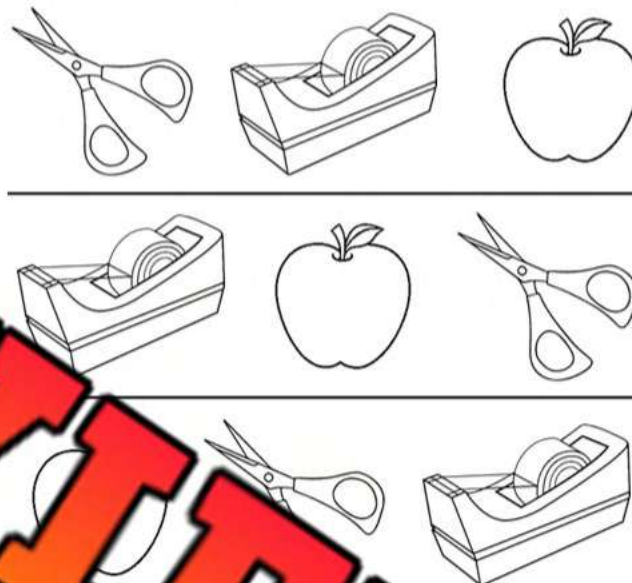
## Instructions

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

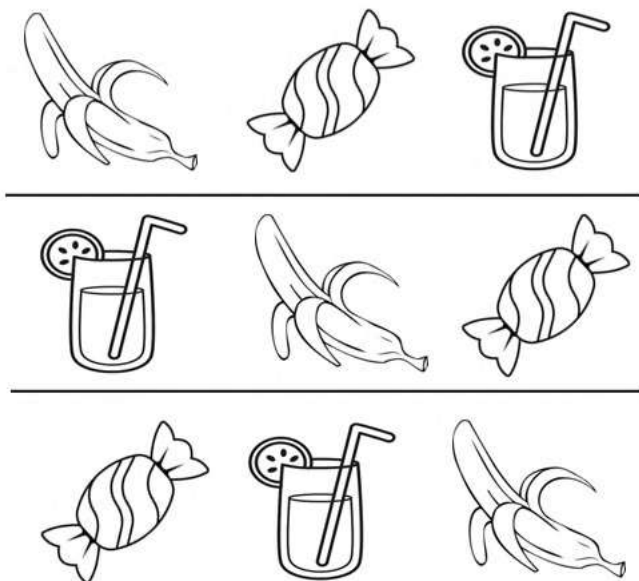
1) The dog ran after the frog, then a car and then a rabbit.



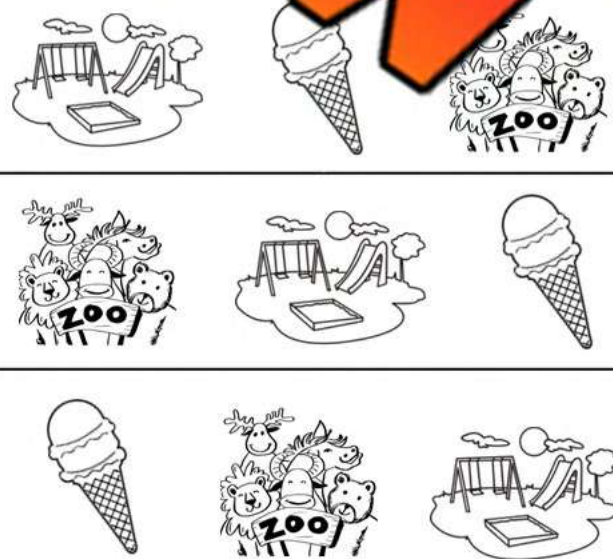
2) She painted an apple, cut it out and taped it on a wall.



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



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



## Story Retell - Ruby And The Tiny Bird

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

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



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

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



**Instructions**

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

**What was the title of the story?**

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Who were the characters in the story?

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

**Visualize and draw the characters****Setting**

Where did the story take place?

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

**Visualize and draw the setting****Problem**

What was the problem?

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

**Visualize and draw the problem**



**Events: Beginning**

What happened in the beginning of the story?

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

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

What happens in the middle of the story?

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

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

What happens in the end of the story?

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

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

What happens in the end of the story?

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

**Visualize and draw the ending**

## Story – Character Identification

### Hugo The Fireman

Once upon a time, in a bustling city filled with tall buildings and busy streets, lived a man named Hugo. Hugo had a big heart and a bright smile that made everyone feel happy. Every morning, Hugo would put on his fireman's uniform and feel proud to help keep his city safe. He loved his job more than anything, even more than his little garden at home where he grew the crunchiest and juiciest tomatoes.

Hugo lived in a cozy house where his family who cheered for him every day. His two children, Mia and Alex, and his wife, Anna, adored his vegetable soup and his thrilling stories of rescuing kittens from trees.

Even though Hugo was brave, he didn't like thunderstorms; they made him jump! But he knew it was okay to feel scared sometimes.

What he studied about weather in school helped him understand storms better, making them a little less scary.

Every weekend, Hugo and his family would take long walks around their city, exploring new parks and tasting new foods.



**Looks**

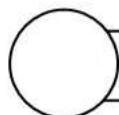
Draw a big, bright smile on Hugo's face. Draw his firefighter uniform.

**Family**

Draw a simple tree and add apples for each member of Hugo's family.

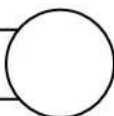
**Likes And Dislikes**

Draw a smiley face in the circle for the things that Hugo likes and a sad face for the things that Hugo dislikes.



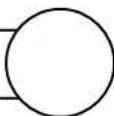
Thunderstorms

Vegetable soup



Rescuing Kittens

Loud Noises



Planting vegetables

**Hobbies**

Hugo likes to play with his favourite toys, the crunchiest carrots, and the juiciest tomatoes.



# Block 5:

# Persuasive Texts

## Focus

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

## What is Persuasive Writing?

### What is Persuasive Writing?

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

### Why Persuasive Writing?

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

### Examples of Persuasive Texts

There are different kinds you can find:

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

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



**True or False**

Is the statement true or false?

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

Question

Answer the question below.

What is persuasive writing?

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**Match**

Match the persuasive words with their meanings.

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



## Persuasive Writing – Different Opinions

### Why Students Should Have Sleep Time in Class

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

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



### Why Students Should NOT Have Sleep Time in Class

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

Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

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

First One

Second One

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

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## Inferences - Persuasive Writing

### 🌟 Be a Hero with Community Cleanup! 🌟

#### 😞 Why Is Cleanup Important? 😞

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

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

#### 📊 Facts and Stats for Cleaning

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

#### 🦸 Let's Be Cleanup Heroes! 🦸

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

**Inferences**

Circle the correct inference from the sentences below.

**80% of people feel happier in a clean park.**

Most people feel better in a cleaner park.

People like the park to be more dirty than clean.

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

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

Litter is not good for animals.

**Cleaning for just 10 minutes can make a big change!**

Spending just a little on cleaning can make a difference.

Cleaning is not at all good for us.

**Draw**

Visualize yourself cleaning your local park with your friends.





# Block 6: Procedural Writing

## Focus

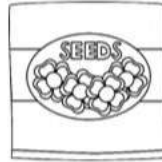
- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?

## Procedural Writing – How To Grow a Plant

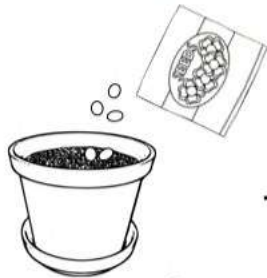
### Instructions

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

Things you need:



First, fill the pot with \_\_\_\_\_



Then, add \_\_\_\_\_ to the pot with soil.



\_\_\_\_\_ the seeds with more soil.



Finally, \_\_\_\_\_ your plant.

Soil

Seeds

Water

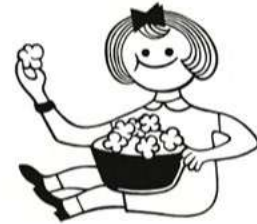
Cover

# Ordering Steps – How To Make Popcorn

**Order**

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

Eat and enjoy  
the popcorn!



Put the popcorn  
into a bowl.



Add some salt  
and butter.



Wait until the kernels have  
finished popping



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

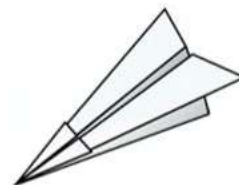




# How To – Ordering Steps

Sequence

Number the steps for making a paper airplane.

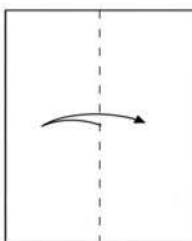


Order	Information
	Open the paper. Fold the top corners so they meet in the middle.
	Materials:
	One sheet of paper
	Your paper airplane is ready for takeoff!
	<b>Make a Paper Airplane</b>
	Take the top corners and fold them down.
	Take your paper and fold it in half. Make a crease.
	Fold your paper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

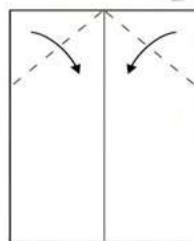
1



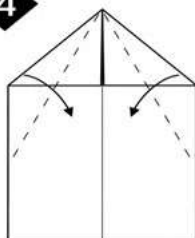
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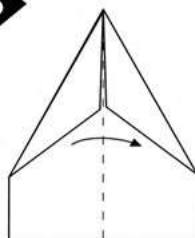
3



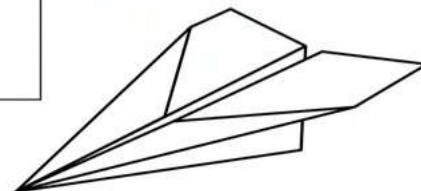
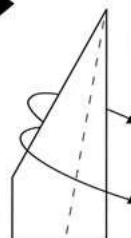
4



5



6



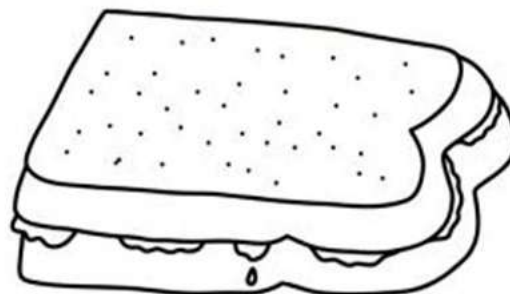
## Recipes – Ordering Steps

Order

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



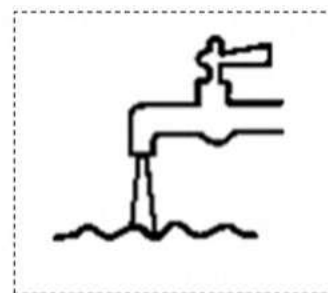
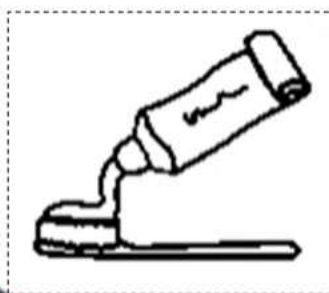
Order	Information
	Put one slice of bread on top of the other to make a sandwich.
	<b>Sandwich: Peanut Butter and Jelly!</b>
	Put two slices of bread on your plate.
	You can eat it now or save it for later.
	<b>Ingredients</b>
	➤ Two slices of bread
	➤ Peanut butter
	➤ Jelly
	➤ A knife
	➤ A plate
	Spread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



## Graphics in Procedural Writing – Brushing Teeth

**Label**

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



1

2

4

5


6



## Following Instructions – Drawing a Totem Pole

**Draw**

Follow the procedural text below to draw a totem pole.

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

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## Following Instructions – Drawing a Totem Pole

Draw


Draw the totem pole below.

**PREVIEW**

## Following Read Aloud Instructions

**Draw**

Carefully listen to the instructions your teacher is giving. Draw the monster and then check if your drawing matches the instructions.

Title	Drawing a Monster
<b>Materials</b> - Coloured pencils (optional)	
<b>Step 1</b>	Start by drawing a big square in the middle of your paper. This will be the body of the monster.
<b>Step 2</b>	Inside the top part of the body, draw two circles for eyes. Inside each circle, draw a smaller circle and colour it in for the pupils.
<b>Step 3</b>	Beneath the eyes, draw a wide, curved line for a smile. Add some square shapes along the line for teeth.
<b>Step 4</b>	At the bottom of the body, draw two short lines down for legs. At the end of each leg, draw a small oval for feet.
<b>Step 5</b>	On each side of the body, draw a long line for an arm. At the end of each arm, draw a hand with four lines for fingers.



## Following Instructions – Drawing a Monster

Draw

Draw the monster below.

**PREVIEW**

## Comparing Instructions – Playing Tug-of-War

**Compare** Read both instructions. Which is easier to understand?

### Option 1:

#### How To Play Tug-of-War

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



### Option 2

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

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## Make A Connection

Have you ever played tug-of-war before?

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

## Answer

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

Option 1

Option 2

## Visualize

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





# Block 7: Informational Reports

## Focus

- ✓ Text features like headings, table of contents, icons, and charts
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

# Comprehension – Text Features in Reports

## Table of Contents

- |                                |
|--------------------------------|
| 1) Understanding Traffic Signs |
| 2) Three Common Traffic Signs  |
| 3) How to Use Traffic Signs    |



3 Common Traffic Signs




## Understanding Traffic Signs

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

## Three Common Traffic Signs

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

## How to Use Traffic Signs

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

## Text Forms

Answer the questions below.

Write the caption used in the report.

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## Reflection

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

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

## Match The Column

Match the icons to the descriptions.

Column A	Column B
	One way sign
	Road
	Stop sign
	School zone sign
	Traffic lights





## Environmental Signs

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

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

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

# Environmental Symbols – Canada's Heritage

**Environmental symbols** are special pictures or signs that remind us of important things about nature and our planet. In Canada, we have some very cool environmental symbols!63

Identify \_\_\_\_\_ at each symbol below. Circle what you think the symbol

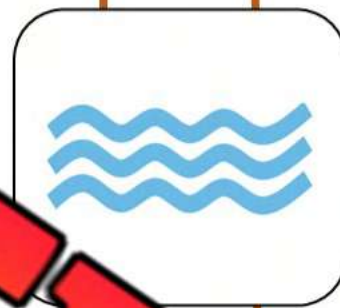
					
Canadian Rockies	Canadian Prairies	Flag of Canada	Province of Alberta	Canada Goose	Canada Duck
					
Baseball	Lacrosse	Inuksuk	Totem Pole	Igloo	Wigwam
					
Loon	Duck	Beaver	Mouse	Totem pole	Tiki



# Environmental Words and Symbols

**Match**

Match the given environmental words to their correct symbol.



Land

Water

Mountain

Forest

Road

River

Hospital



## Animal Research Reports - Lions

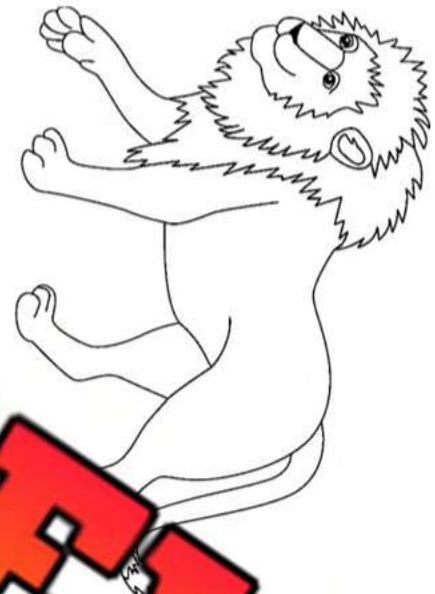
### What Kind of Animal is a Lion?

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

### Body Parts of a Lion

Lions have many body parts like:

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



### Where Do Lions Live?

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

### What Do Lions Eat?

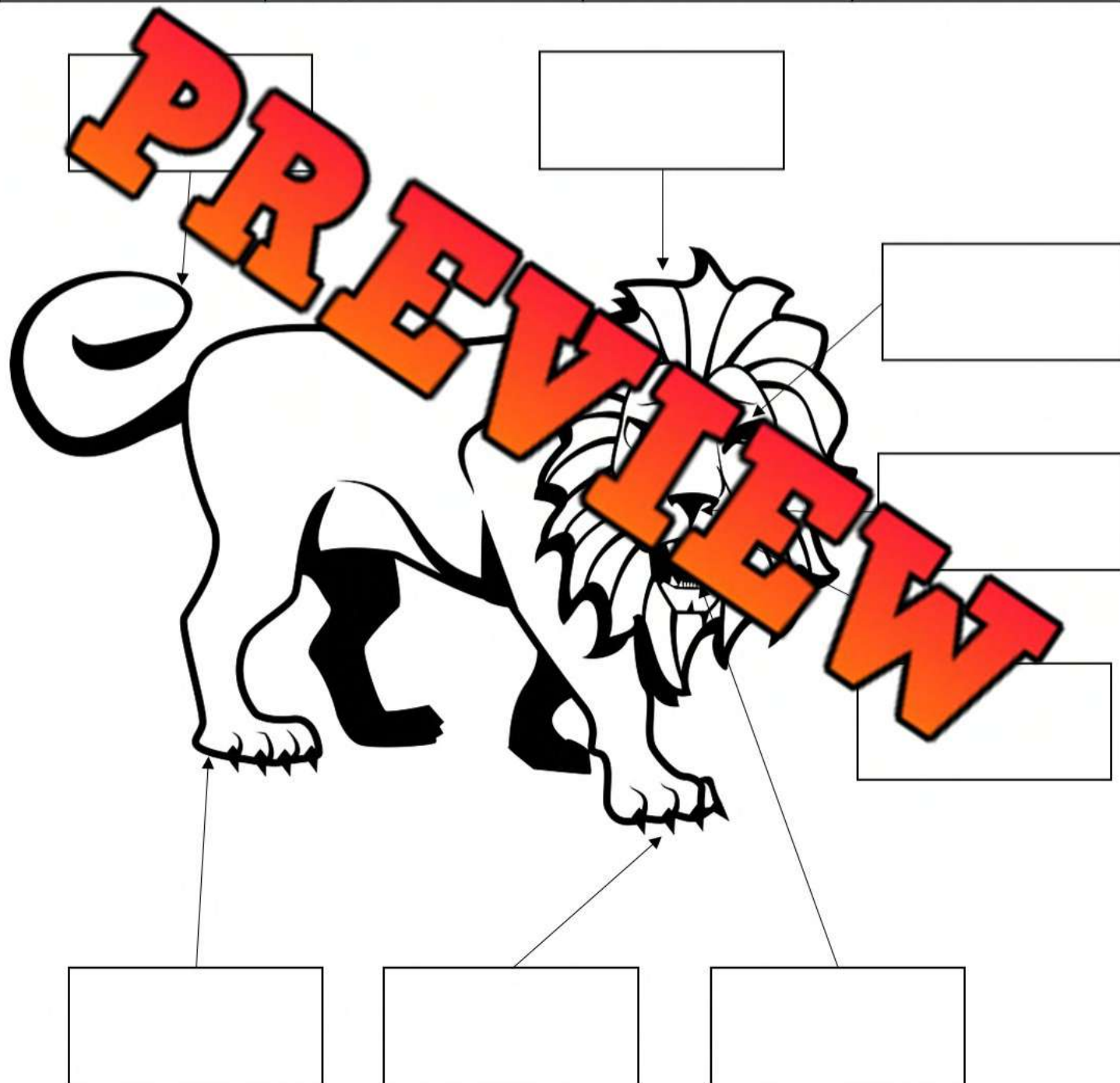
Lions are carnivores. This means they eat meat. They like to eat animals like zebras and antelopes. They hunt in groups to find their food.

# Animal Research Report – Lions – Body Parts

**Label**

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

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



**Think**

What 3 things did you learn about lions?

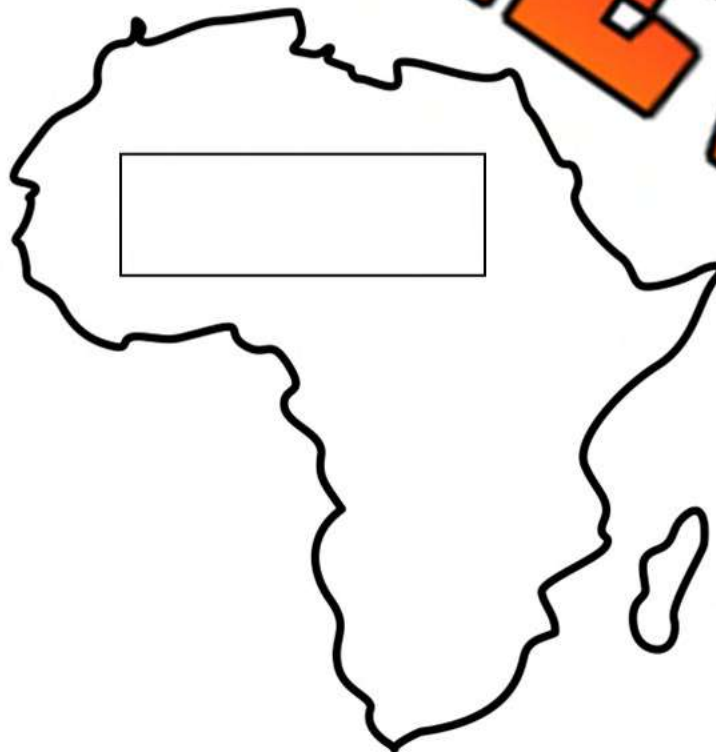
1)

2)

3)

**Label**

Label the map of this continent where lions live.





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

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## Animal Research Report - Lions - Diet

Answer

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

Handwriting practice lines for the answer section.

Draw

Draw two things that lions eat. Label each.

Blank box for drawing the first item lions eat.

Blank box for drawing the second item lions eat.

## Diversity Report

### All Kinds of Friends

Our school is special. We have friends from many places. Some have brown skin, and some have light. Some friends use wheelchairs, and some wear glasses to see better.

### Language Differences

In our school, you hear different words. Some friends are Spanish. Some speak French. When we eat lunch, some have tacos, and some have sandwiches. We try new foods!



### Celebrating Together

We celebrate many holidays. Some friends celebrate Hanukkah, some celebrate Eid, and some celebrate Christmas. We learn from each other about these special days.

### We All Belong

Our school teaches us that everyone is important. We all fit in like pieces in a puzzle. Together, we make our school a beautiful picture.

### Our School Promise

We promise to be kind. We promise to learn about each other. We promise to help everyone feel welcome. Our school is full of different, wonderful friends!

## Question

What does diversity mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

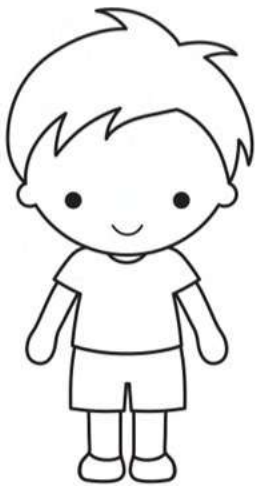
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Colour

Colour the children showing how we are different





# Changes In Life Experiences With Time

## Introduction

Long ago, kids lived differently than we do now.

Let's see how their lives changed from the 1700s to the 1900s.



## What Kids Did in 1700s

In the 1700s, many kids lived on farms. They woke up early to feed animals and grow food. They made their toys from wood and played simple games. They helped in the house and helping their families.

## What Kids Did in 1800s

In the 1800s, some kids went to school. Many kids stayed at home or worked. They read more books and played with dolls or toy soldiers. They believed in learning and being kind to others.

## What Kids Did in 1900s

By the 1900s, all kids went to school. They rode bikes, listened to the radio, and played sports. They believed in fairness and having fun together. Life was more about learning and playing.

Kids' lives changed a lot over time, from working hard on farms to learning in schools and playing with friends.

## Match

Draw a line to match the kids' activities shown in the pictures to the correct time period.



1800s



1900s



1700s

## Imagine

Imagine you lived in the 1800s. What would you look like? What chores would you have? What would you do? Draw 3 pictures to show your day.

# Block 8:

# Poetry

## Focus

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



## Types of Poems

### Haiku: The Nature Poem

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

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



### Acrostic: The Secret Word

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

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



### Limerick: The Silly Poem

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

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



**Match The  
Column**

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

**Column A****Column B**

Haiku

A poem that is funny with 5 lines.

Acrostic

A poem about nature with 3 lines.

Limerick

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

**Visualizing**

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

Haiku

Limerick

Acrostic

## Haiku Poetry – Inuit Reflection

### Haiku Poetry – Inuit Reflection

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

Here are three haikus to think about Inuit life:

Good snow for boots,  
Seals swim icy seas,  
Inuit are happy.



Northern lights dance high,  
Inuit families watch,  
Sky tells its own tale.

Igloo stands so strong,  
Built from snow blocks, snug and warm,  
Inuit night home.





**Inferences**

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

1) "Inuit are home."

The Inuit like living in the cold weather.

The Inuit would rather live where it is warmer.

2) "So the stars are home."

The sky has a window through northern lights.

The sky can speak the human language.

3) "Inuit night home."

Inuit people stay in igloos at night.

The Inuit sleep outside without any shelter.

**Visualizing**

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

Haiku 1	Haiku 2	Haiku 3

## Acrostic Poems – Simple Machines

### Acrostic Poems – Simple Machines

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

#### Acrostic Poems

##### Pulley

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



##### Lever

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



## Visualizing

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

Pulley

PREVIEW

Lever



# Limerick Poem – Rhyme and Alliteration

## Limerick Poetry – Learning About Seasons

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

### Spring

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



### Summer

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



## Think

Find examples of alliteration and rhyming words

Rhyming Words			Alliteration
Fling			
About			
Bright			
Co			

## Visualizing

Read each poem and draw what you are picturing.

## Summer

## Rhyming Poems – Critical Thinking

### Rhyming Poetry

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

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

#### Firefighters

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

#### Teachers

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

#### Doctors

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

#### Policemen

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



Questions

Which poem did you like the best? Why?

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Visualizing

Read each poem and draw what you pictured.



Firefighters

cars



# Block 9: Book Reviews

## Focus

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

## Finding Bias in Reviews

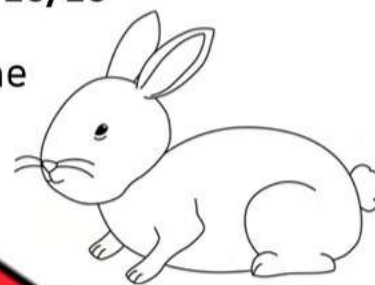
### What is Bias in Reviews?

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

Answer the questions below and answer the questions.

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

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



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

5) Draw what you visualized after reading the review.



## Our Voice in Review Writing

### What is Voice in Writing?

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

Voice

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

Mom

Teenager

Youngest

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

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

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

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

## Literary Devices in Reviews

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

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

### Examine

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

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



Draw what you visualized while reading the review.

# Block 10:

# Graphic Texts

## Focus

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



# Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

1) Summarize the comic above. What happened?

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

Yes

No

I don't know

# Understanding Graphic Texts

**Analyze**

Colour the graphic and answer the questions.



## EQUALITY

1) Match the word with its meaning.

Equality

☐ You get what you need

Equity

☐ You get the same as everyone else

2) Does everyone need the same thing? Explain.

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## Text Features in Infographics

Infographics are like picture helpers that show us facts and numbers.

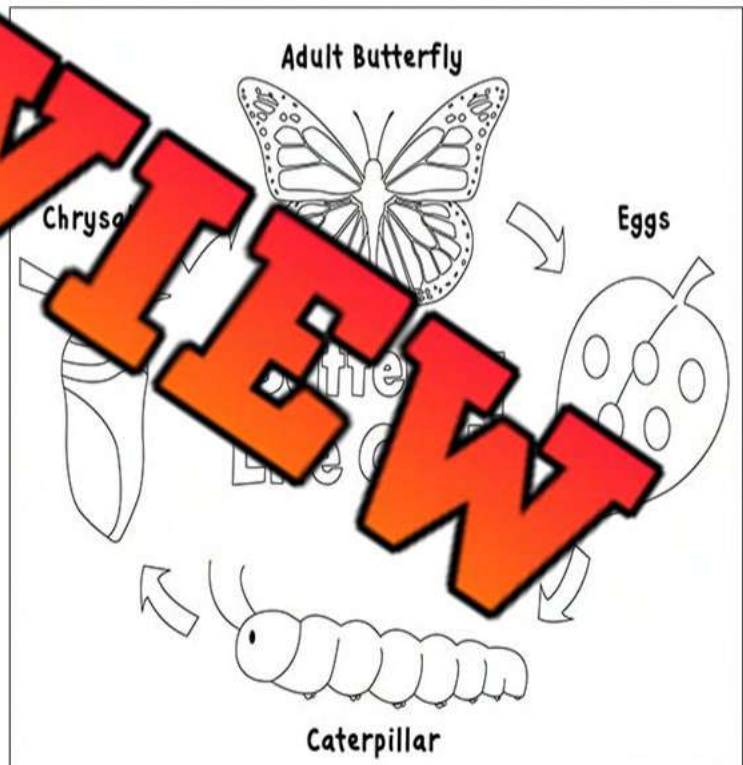
Infographics may contain:

- **Titles:** For the main idea.
- **Pictures:** To show what it is about.
- **Labels:** All parts of the pictures.
- **Data:** Facts.



Examine each infographic and answer the questions.

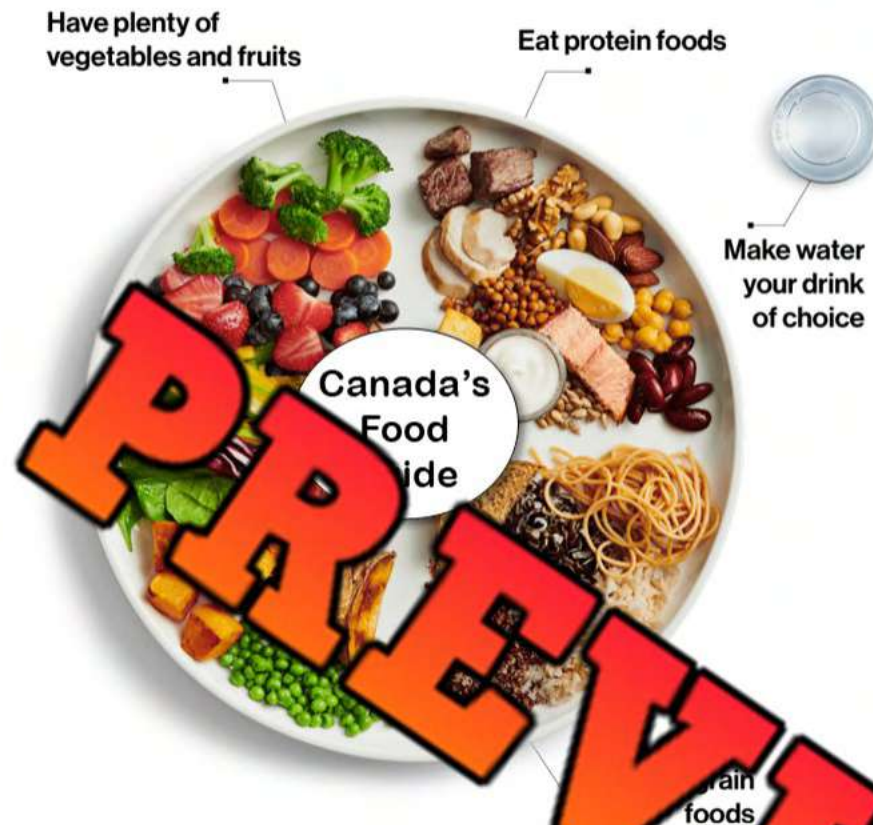
- 1) Circle the title of the infographic in the image. Write the four stages of the butterfly lifecycle.



- 2) Draw a caterpillar and butterfly.



# Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

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

☐ Fruits and vegetables

☐ Whole grain foods

☐ Burgers

☐ Pizza

☐ Chocolate

☐ Protein foods

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

Text

Pictures

## Reading Maps – Text Features

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

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces like ONTARIO.
- City Names: Names with only the first letter capitalized are cities or towns, such as Vancouver.
- Black Dots: mark a place and a bigger black dot is for a city.
- Red Dot: is for the capital. A bigger red dot is the capital of Canada.





**Questions**

Circle the correct answer for each question.

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

City names

Country name

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

Smaller, capitalized words

Very large words

3) How can you find cities on a map?

All letters capitalized

Only first letter capitalized

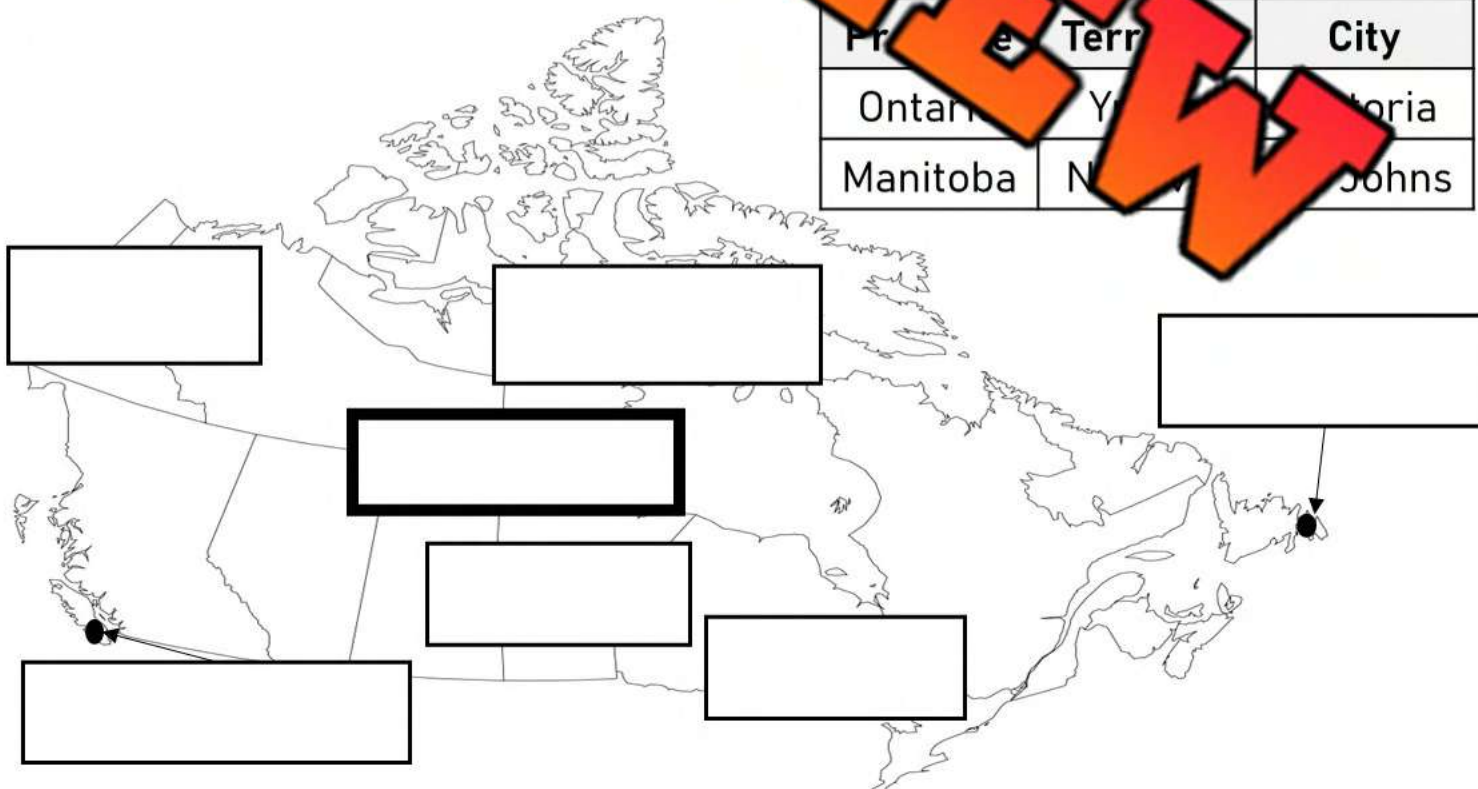
4) What do the small words on a map show?

Country

Capital

**Think**

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





# Block 11: Biographies

## Focus

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

## Biography – Chris Hadfield

### Chris Hadfield: A Star Among Stars

#### Table of Contents

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



Chris Hadfield

#### Early Life

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

#### Flying High and Beyond

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

#### Making Space Fun for Everyone

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

#### Timeline

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

**Prereading**

Before reading, answer the questions below.

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

1. \_\_\_\_\_

2. \_\_\_\_\_

**Answer**

Circle the correct answer for each question.

1) Where was Chris Hadfield born?

A) Winnipeg

B) Toronto

C) Seattle

D) Vancouver

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

A) Once

B) Twice

C) Three times

D) Four times

**Timeline**

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



## Biography – Tooth Fairy

### Early Life

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



### Magical Missions

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

### Gifts and Giggles

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

### A Fairy's Kindness

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

### Timeline

Long ago: The Tooth Fairy's first flight.

Every new moon: She crafts new gifts.

Summer and winter: She visits all smiling children.

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

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

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Curriculum Connection  
CR1.2, CR1.4

## Visualize

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



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

## Timeline

Draw pictures that go with the events on the timeline.

Long Ago

Summer and winter

Every New Moon

Always

## Biography – Isaac Newton

### Isaac Newton: The Apple Thinker 🍏

#### Table of Contents

Early Life
Gravity and Beyond
Books and Bright Ideas
Timeline



Isaac Newton

#### Early Life

Isaac Newton was born on December 25, 1642, in Lincolnshire, England. As a boy, he loved to read, discover new things.

#### Gravity and Beyond

One day, while sitting under an apple tree, an apple fell on his head. This made him think about why things fall down. This thought led to his idea called **gravity**!

#### Books and Bright Ideas

Isaac wrote a book called "**Principia**" which talked about how things move. He had many smart ideas that changed how we see the world.

#### Glossary

- Gravity: A force that pulls things towards each other.
- Principia: Newton's book about movement.
- Discover: To find out something new.



## Understanding

Is the statement true or false?

1) Isaac Newton was born in Lincolnshire, England.	True	False
2) He wrote a book called "The Big Apple."	True	False
3) Gravity pushes things away.	True	False
4) An apple made him think of gravity.	True	False
5) "Principia" talks about how things move.	True	False

Questions Write 2 questions you have about Isaac Newton.

1)	
2)	

## Colour

Colour these pictures related to Isaac Newton.

