



Preview – Information



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

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

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

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

rob@supersimplesheets.com



Google Slides Lessons Preview





Saskatchewan Language Curriculum

Reading Comprehension – Grade 2

3-Part Lesson Format


Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

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



Match the Message to Its Purpose!

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

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

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

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

Consolidation – The Big Snow Day

Questions

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





Saskatchewan Language Curriculum

Reading Comprehension – Grade 2

Story Elements Sort & Match

Read each card. Decide if it shows a Character, Setting, or Plot. Place each card in the correct box.

Messages	Answer
1) A brave little mouse.	
2) A dark cave with shiny rocks.	
3) The puppy lost his favourite ball.	
4) A park with tall trees and swings.	
5) The bird can't find its nest.	
6) A girl who loves to explore.	
7) A storm begins during the picnic.	

Character

Setting

Plot

Once a Story

Number the story events from one to four

1

2

3

4



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



She climbed a little ladder to reach the kite.







Mia and her friends laughed and chased the kite.



Mia found a shiny red kite stuck in a tree.

Character

After reading the short folk tale story, look at the list of characters and what they did in the story.

Character	What They Did in the Story
 Mouse	a) Got trapped in a hunter's net and was saved by the mouse.
 Forest Animals	b) Chewed through the ropes and freed the lion.
 Lion	c) Set the net to catch animals but left before catching the lion.
 Hunter	d) Watched and cheered when the lion was set free.



Saskatchewan Language Curriculum

Reading Comprehension – Grade 2

Matching Activity – Ordering Steps

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

Order	
1	
2	
3	
4	
5	
6	
7	

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

The

Then

Now

Sentence

- 1) Kids walked long distances to school.
- 2) Kids use tablets to learn at school.
- 3) Families cooked on fires outside.
- 4) Kids played with sticks and stones.
- 5) People wrote letters to send messages.
- 6) Families use microwaves and stoves.
- 7) Kids play video games at home.
- 8) People send texts on phones.

Adult or Kid Voice

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

Adult

Kid

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



Workbook Preview



Grade 2 – 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
CR2.1	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: • identity (e.g., Just Watch Me)	113-118, 163-167
CR2.2	and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.	-65, -223
CR2.3	Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.	75-78, 92-108, 120-125, 143-144, 186-194
CR2.4	Read and demonstrate comprehension of grade appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.	14-28, 36-39, 48-74, 79-104, 109-112, 120-142, 145-184, 196-223

**Preview of 150 pages from
this product that contains
322 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
CC2.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: · identity (e.g., My Family and Friends) · community (e.g., Our Community) · social responsibility (e.g., TV Ads for Children) and make connections to own life.	N/A
CC2.2	Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.	N/A
CC2.3	Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.	N/A
CC2.4	Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six 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
AR2.1	Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., "What did I learn?").	32-35
AR2.2	Set personal goals as a result of group discussions (e.g., "What did I do well?", "How could I be a better viewer, listener, reader, representer, speaker, and writer?").	40-46

Block 1: Reading Comprehension Strategies - Basics

Focus

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

Vocabulary To Talk About Texts

Book

A book is a collection of pages you can read.



Parts of a Book

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

Important Words When You are Reading on Computers

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

True or False

Is the statement true or false?

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

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

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

Choose

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

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

Understanding Reading Comprehension

Understanding Reading

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

Why Reading is Important

- 1) Reading helps you learn new things.
- 2) Reading helps you better understand the world.
- 3) Reading helps you become a better person.



How to Be Good at Reading - Strategies

A) Before Reading

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

B) While Reading

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

C) After Reading

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

True or False

Is the statement true or false?

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

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

--	--

Matching

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

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

Making Connections

Making Connections

Making connections makes reading easier to understand.

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



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

1) Bella finds a lost dog on a street.

Text-to-Self

Animal shelters help lost pets.

Text-to-Text

A police officer finds a dog.

Text-to-World

I read a newspaper story about lost pets.

2) Grandma comes to visit for the weekend.

Text-to-Self

This is like the book "Little Red Riding Hood".

Text-to-Text

People travel to see family.

Text-to-World

My grandma also comes to visit sometimes.

3) Jake and his friends build a snowman.

Text-to-Self

Building snowmen is very common during winter.

Text-to-Text

I built a snowman last year.

Text-to-World

I read that it will be snowing a lot this winter.

Making Connections

Making Connections

Make connections to the passage below.

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

Text-to-text

Text-to-self

Text-to-world



Comprehension Practice – Questioning

The Magic of Pulleys: How Elevators Work

What is a Pulley?

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

How do elevators use pulleys?

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

Parts of an Elevator

Here is what you find in an elevator.

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



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

Why Are Pulleys Important?

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

What is an Inference?

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

Example

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

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



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

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

What holiday is it?

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

What is the family doing?

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

What is happening in the class?

4) The puddles are turning to ice outside.

What is the weather like?

5) Jenny is brushing her teeth and wearing pajamas.

What time of the day is it?

What is an Inference?

Infer

Make 1 inference about each of the sentences below.

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

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

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

Infer

Make inferences about what is in the images below



The dog is wagging its tail.



The snowman is melting.

Comprehension Practice – Predicting

A Day in the Life of Ananya: Experiencing India

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

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

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



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



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

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

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



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

Pre-Reading

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

While

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

Ex.	After getting up, the boy had breakfast.
1)	
2)	

Visualizing

Draw what you were picturing while you were reading.

--

Picture Predictions

Instructions

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

1)



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

2)



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

3)



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

4)



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

Monitoring – Does It Look Right?**Instructions**

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

1) Come over hier and sit with me.



2) The b _____ across the brite green grass.



3) Aisha wear _____ ss to school every day.



4) I got a red balun and a _____ y b _____



5) My favourite animal is the elefant.



6) I read a book about the magical farrest.



7) He does not like cheeze on his burger.



8) The dog is chasing its own tayl.



9) Look at the preti rainbow in the sky.



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



Monitoring – Does It Sound Right?**Instructions**

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

We hikes up the
mountain trail.

Yes

The dog barks
loudly.

Yes

No

My favourite
flower is rose.

Yes

No

Fish climb deep
in the sea.

Yes

No

Birds fly in the
sky.

Yes

No

There are a very
many apples in the
basket.

Yes

Sam sings
beautiful songs.

Yes

No

Jim and I runs in
the pond.

Yes

No

Instructions

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

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

Timothy loved to hopping around the trees every morning. One day,

he met a friendly turtle named Gerard. Gerard was slow

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

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

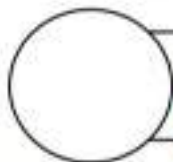
After their meal, they played hide and seek until they felt tired. They laughed and danced until it was time to say, "Goodnight, see you yesterday!"



Monitoring – Does It Make Sense?

Instructions

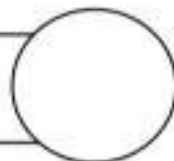
Some of these sentences do not make sense. In the circle make a smiley face ☺ for the sentence that makes sense and a sad face ☹ for the sentence that does not make sense.



George is a like boy.



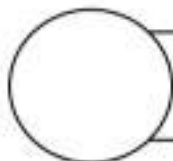
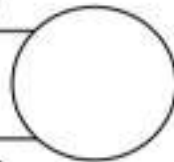
Old tom behind chair stand was.



a and S ha are best friends.



Sillu paint tree bird.



The baby girl was crying for.



Cold weather was snow.



Instructions

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

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

Sight Words

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

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

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

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

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



Comprehension – Weather of Saskatchewan

Understanding Weather

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

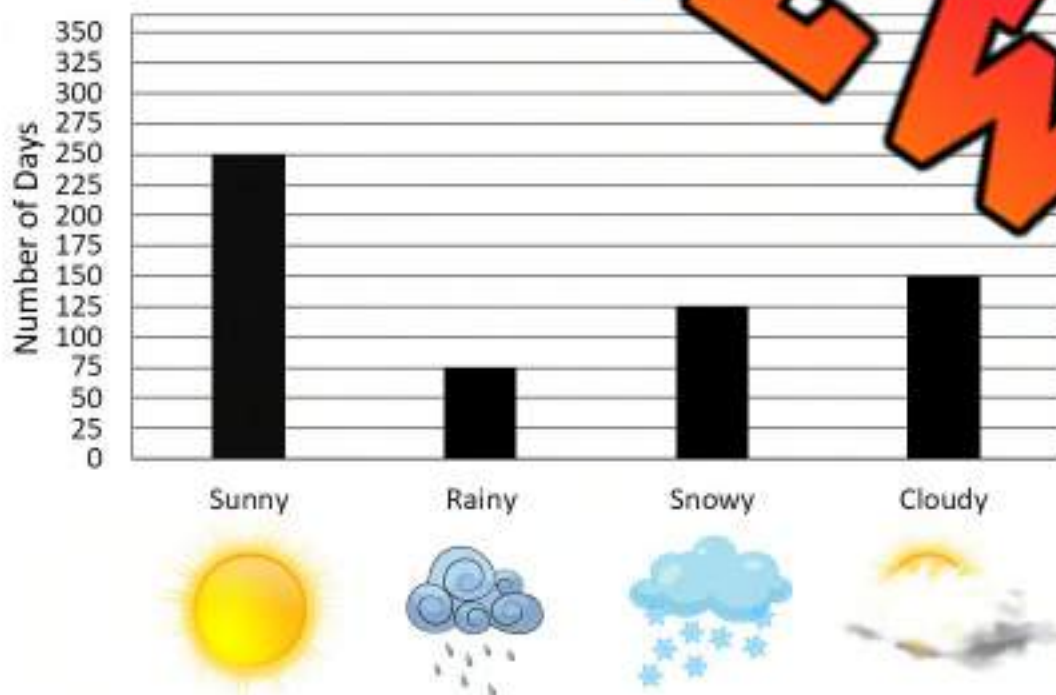
Saskatchewan's Yearly Weather

- Sunny Saskatchewan enjoys about 250 days with sunshine.
- Rainy Rain happens on around 75 days each year.
- Snowy Days Snow covers the land for about 125 days.
- Cloudy Days The sky is cloudy nearly 150 days.

Why Use a Chart?

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

Saskatchewan Weather Chart



Name: _____

37

Curriculum Connection
CR2.2, CR2.4

Reflection

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

Draw

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

	Rainy
Snowy	Cloudy

Jokes**Instructions**

Match the jokes to their correct punchline.

Knock, knock.

Who's there?

Goat.

Goat w

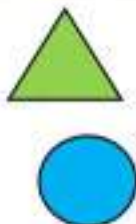


You're pointless.

Why did the
banana go
to the doctor?

Lemon-aid

What did the
triangle say
to the circle?



to the door and
out!

What do
Santa's elves
learn in school?



It wasn't peeling well.

What do you
give a sick
lemon?



The elf-abet

Riddles - Codebreaker

Instructions

Use the code below to answer these riddles.

What can fill a room
but takes up no space?

____ _
12 6 10 25 19

Answer: Light

What can you break
before it can be used?

____ _
4 14 2 10 10

Answer: An Egg

What has teeth but
no mouth?

____ _
4 8 5 16 20

Answer: A comb

Where can you find
cities, towns, and
streets but no people?

____ _
16 24

Answer: A map

What can you catch
but never throw?

____ _
4 8 5 12 18

Answer: A cold

1	2	3	4	5	6	7	8	9	10	11	12	13
Z	E	S	A	O	I	R	C	U	G	W	L	Y

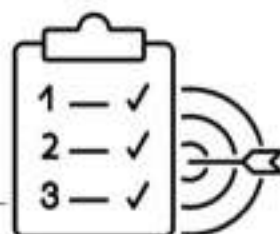
14	15	16	17	18	19	20	21	22	23	24	25	26
N	F	M	J	D	T	B	Q	X	K	P	H	V

Name: _____

41

Curriculum Connection
AR2.2

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important to me: _____

New things I will try:

I am going to work _____ harder at:

I will read:

Name: _____

42

Curriculum Connection
AR2.2

READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions

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

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

Total minutes read for the month: _____

REFLECTION / SELF-EVALUATION

Instructions

Follow the given instructions to fill your weekly reflection table.

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

Month Ending	
Reading goal	
Did I meet my goal?	

Actions Taken	Books/Texts Read	Observations

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

Fill in the organizer below.

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

Day 2

Fill in the organizer below.

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

Independent Reading - Responses

Day 3

Fill in the organizer below.

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

Day 4

Fill in the organizer below.

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

Independent Reading BINGO

BINGO

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

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

Block 2: Reading Letters

Focus

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

Letters – Voice in Letter Writing

123 Apple Way
Maple Ridge, BC
V0M 1H0



Dear Mrs. Smith,

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

I cannot wait to hear from you.

Best wishes,
Emily Davis

789 Sunshine Ave.
Happyville, BC
V2W 4L1

Hi Lucy!

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

Love,
Mia

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



True or False

Is the statement true or false?

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

Question: Write answers to the questions below.

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

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

Grandparent	
Pen Pal	
Cousin	
School Principal	
Brother/Sister	
City Mayor	

3) Why do we write letters?

Email Writing – New Vocabulary

Subject: Let Us Have a Garden Adventure!

Hi Friends,

We are going to have a fun time in the garden! Soon, we will start our own garden. We will use what we learned from books

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

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

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

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

See you soon,

Mrs. Davis

**Vocabulary**

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

Word	Meaning – Use Context Clues or Look Up Word Meanings

Email Writing – Linking Words

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

E-mail!

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

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

Instructions

Circle the linking words in the emails below.

Subject: Meeting Tomorrow

Hi Class,

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

See you soon,

Mrs. Howard

What voice was used in this email?

Formal

Informal

Subject: Your New Recipe!

Hi Friends,

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

Bye!

Sara

What voice was used in this email?

Formal

Informal

Letter Writing – Inferences

Dear Class,

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

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

I can't wait to see you!

Best wishes,

Mrs. Johnson



Inferences

Answer the questions below by making inferences

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

Letter Writing – Inferences

Dear Aunt Julia,

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



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

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



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

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

Love,

Hannah

Inferences

Make inferences from the sentences below.

"Mom is making fruit smoothies."

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

"The town is making a playground!"

Do you think Mr. Henry likes this smoothie?"

Visualizing

Draw what you were picturing while you were reading.



Email Writing – Questioning

Subject: Making the Zoo More Fun!

Dear Zookeeper Sam,

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



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

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

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

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

Thanks for listening,

Chelsea

Name: _____

65

Curriculum Connection
CR2.2, CR2.4

Before Reading

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

While Reading

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

After Reading

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

Visualizing

Draw what you were picturing while you were reading.

Block 3:

Narratives

Focus

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

What is Indigenous Storywork?

What Is Indigenous Storywork?

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

The Purpose of Indigenous Storywork

There are seven values in these stories.

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



Why Is This Good?

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

How Do We Learn It?

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) Reread paragraph 1 and write what Indigenous Storytelling is.

2) What 7 principles are taught in Indigenous storywork?

Visualize

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



The Caring Friendship of Turtle and Squirrel

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

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



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



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

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

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

Questions

Answer the questions below.

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

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

Storywork Traits

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

Responsibility

Keeping the needs of others in mind

Respect

Seeing how everything is linked

Interrelatedness

Taking care of the others

Word Scramble

Unscramble the words below

TCESPER

EARTSNSIEDENLRET

IPNIEOYLIBSSRT

The Dance of the Sun, Moon, and Stars

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

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



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

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

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

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

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

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

Make Connections

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

Text-to-text



Text-to-



Text-to-world

**Storywork Traits**

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

Synergy

☐ Everything in the sky is linked

Holism

☐ Looking at all the parts of the sky

Interrelatedness

☐ Shining together to make the sky beautiful

Narrator's Point of View

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

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

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

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

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



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

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

Book Hunt

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

Name of Book	Point of View

Narrator's Point of View – Who Said This?

Instructions

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

A) They are playing soccer.

B) We went to the park today.

C) Alia is doing her homework.

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

E) I love chewing a bone.

F) I am baking a cake for the kids.



First	Third

First	Third



First	Third

First	Third

First	Third

The Bike Ride – Different Points of View

First-Person

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

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

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

Third-Person

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

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

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

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

Questions

Answer the questions below.

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

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

1)	
2)	
3)	
4)	

Inferences

Circle all the personality traits which you think Alex has.

Playful

Creative

Adventurous

Energetic

Funny

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Organized

Dedicated

Helpful

Simile

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

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

**Think**

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

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

Simile

Instructions

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

1. As busy as _____

As slow as _____

As tall as _____

4. As _____

5. As brave as _____

6. As sweet as _____

7. As light as _____

8. As cold as _____

9. As big as _____

10. As soft as _____



Selfie Similes

Instructions

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

I am as happy as a

I am as brave as a

I am as funny as a

I am as sweet as a

I am as bright as a

PREVIEW

Consonance

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

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



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

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

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

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

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

Consonance

Scavenger Hunt

Find books that have examples of consonance.

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

Instructions

Underline the words that show consonance in the given examples.

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



Simile & Consonance

Instructions

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



Simile	Consonance
The dog barked as loud as a siren.	



Simile	Consonance
She saw seashells.	



Simile	Consonance
The cake tasted as sweet as sugar.	



Simile	Consonance
The black cat sat on a mat.	



Simile	Consonance
The snowflakes were as soft as feathers.	



Simile	Consonance
Pink pigs danced a jig.	

Story Elements

What are Elements of a Story?

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

Character

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

Plot

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

Setting

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

Structure

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



Questions

Circle the correct answer.

1) What is the plot of a story?

Where the story happens

The problem in the story

The end of the story

2) What is the setting of a story?

The character's names

The middle of the story

When and where the story occurs

Match the

Match these story ideas to the setting that fits best.

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

Draw

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

Dialogue

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

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

Instructions

Look at the picture and observe what is happening in the picture.



Mom: "What is this, Ray?"

Ray: "It is _____."

Mom: "Yes! _____."



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

Henry: "No, I am fine."

Bob: "_____."



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

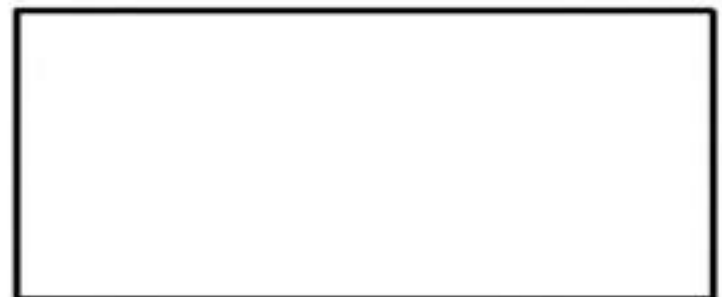
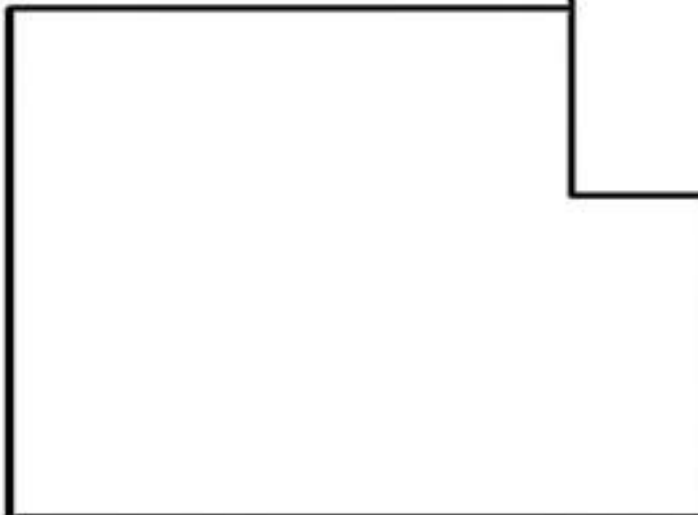
Emma: "Really? _____."

Harry: "_____."

Dialogue

Instructions

Create a comic by completing this dialogue between two kids.



Green Treasures in the City

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

In the patch was just dull dirt and a few weeds. Penny and Aiden worked hard. They cleared the trash, and when they planted seeds they had picked out together—cucumbers, carrots, and

sunflowers. They watered the seeds every day at school, waiting and watching.

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

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

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



Name: _____

93

Curriculum Connection
CR2.3, CR2.4

Retell

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

Beginning

PREVIEW

Middle

End

Sequencing the Plot of a Story

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



Sequence

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

Plot Sequence

--	--

Folk Tale

The Crystal Quest of Oliver in the Rockies

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

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

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



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

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

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

The End

Story Structure

Answer the questions below.

1) What was the setting of the story?

2) What was the plot of the story?

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

1)

2)

3)

4)

Draw

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



Narrative Writing - Cause and Effect

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

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

**Think**

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

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

Write

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

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

Folk Tale

Rowan The Carpenter

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

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

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



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

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

The End

Character Analysis

Circle all the character traits which you think Rowan has.

Shy

Creative

Skilled

Careless

Intelligent

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Weak

Dedicated

Helpful

Question

What makes you think Rowan has these traits?

Visualize

Draw what you were picturing while reading.



Legend

Eliza And The Dragon

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

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

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



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

Chunking

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

Stretching

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

Question

Did you enjoy this story? Explain.

Non-Fiction Story – Read Aloud

Instructions

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

The Girl Who Saved The Kitten

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

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

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

PREVIEW

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

Non-Fiction Story – Read Aloud

Instructions

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

The Brave Firefighter, Lucas

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

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

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

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

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



Questioning

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

How**When****Where****Why****Who****What****Visualize**

Draw what you were picturing while reading the story



Comparing Life Experiences

A Day with Aiden: A Métis Adventure

In a cozy village surrounded by vast forests and clear lakes, lived a young Métis boy named Aiden. Aiden's days were filled with exciting traditions and outdoor adventures quite different from what many of us experience today.

Every morning, Aiden would wake up to the sound of his family playing traditional music, a joyful start to the day. After eating breakfast, he would help his Grandfather in the garden, learning how to grow vegetables and berries, which they would later use to make delicious food.



Aiden loved to explore the outdoors with his trusty dog, Rusty. Rusty would wander through the woods, learning about the plants and animals. His Grandfather, who knew all the secrets of the land, they would look for tracks and sometimes even spot a rabbit or two!

In the afternoons, Aiden's family would often gather to tell stories about the history of the Métis people. Aiden felt proud to learn about his heritage, including the vibrant Métis flag and the sash that his Grandmother expertly weaved.

On special days, Aiden and his friends would practice jigging, a fun dance with lively steps. They would laugh and try to keep up with the music, creating memories that Aiden cherished deeply.

As the sun set, Aiden would sit by the fire with his family, feeling grateful for the day and excited for tomorrow's adventures.

Compare

Answer the following questions.

1) Aiden starts his day with music and helps in the garden. What do you do in the morning?

2) Aiden spends a lot of time exploring nature. Write about a time you had an outdoor adventure and what you did?

3) Aiden enjoys jigging, a traditional Irish dance. Write about a dance or activity you do with your family or friends that's special to you?

Draw

Aiden enjoys jigging, a lively dance. Draw yourself, your family, or friends having a dance party.

First Nations Story – Comparing Life Experiences

A Day with Aiyana

In a beautiful village, surrounded by tall trees and sparkling rivers, lived a young First Nations girl named Aiyana. Every morning, Aiyana greeted the Sun with a grateful bow, thanking it for its warmth and light.

Aiyana's day was full of adventures and chores. She helped her family collect fish from the river, using a special bucket made from a log. It was a fun task, especially when she saw a large fish jump out of the clear water.



After helping with water, Aiyana joined her mother in the garden. They planted seeds and learned about the plants that grew and the animals that fed their family. Aiyana loved listening to stories about each plant and animal and their spirit for them.

In the afternoon, Aiyana practised her beading. She made colourful patterns on a piece of soft leather, which would become a part of her new moccasins. Her fingers moved skillfully, just like her mother's.

As the Sun began to set, Aiyana's family gathered around a fire. They shared stories of their ancestors and the lessons they taught. Aiyana felt proud of her heritage and the wisdom passed down through generations.

Compare

Answer the following questions.

1) Aiyana and her community practice gratitude for what they have. Write down three things you are grateful for today.

1) _____
_____2) _____
_____3) _____

2) Aiyana practises _____ing to _____asins. What is a craft or activity you enjoy doing with your hands?

Draw

Draw a picture of what you think Aiyana's _____ might look like based on the description from the story.

Block 4:

Persuasive Texts

Focus

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

What is Persuasive Writing?

What is Persuasive Writing?

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



Why Persuasive Writing Matters

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

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

Examples of Persuasive Texts

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is persuasive writing?

2) Be persuasive – why should recess be longer?

Match

Match the persuasive words with their meanings.

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

Persuasive Writing – Different Opinions

Tablets in class improve learning! 📱

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

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

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



Tablets in class are no fun!

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

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

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

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



Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text has just emotional, personal opinion?

First One

Second One

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

Persuasive Writing – Thinking Critically

Dear Fantastic Students,

Hi there! I'm Mrs. Techy, and guess what? I own the most incredible tablet company in the whole wide world! Now, I've got to tell you, having tablets in the classroom is the BEST idea ever!

Why ask? Well, tablets make learning so much fun! You can read cool books, play funner games that make you really smart, and even draw amazing pictures!

Tablets are the best! I really, really, really think every classroom should have them. It would be so much the best place in the world! Can't wait for you to have the best learning ever!

Super-Duper Excited,
Mrs. Techy



Think Critically

Answer the questions below.

1) Who wrote the persuasive text?

2) Is the author biased? Do they have a reason for having a strong opinion?

3) Is Mrs. Techy forgetting other opinions in her writing? Whose opinion is she forgetting?

Inferences - Persuasive Writing Advertisement

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

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

Why Gardens Are Fantastic

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

What Students Say

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

Think of the Lessons!

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

Smart Choice

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



Inferences

Circle the inference from the sentences below

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

Most kids find planting more fun than reading.

Kids like reading more than planting

Everyone wanted to show their garden to family and friends!

Every kid wanted to share their garden with loved ones.

All the kids are proud of their gardens.

9 out of 10 kids love planting!

Kids like doing hands on things.

9 out of 10 kids like to plant seeds

Draw

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



Block 5: Procedural Writing

Focus

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

Procedural Writing – How To Make Cookies

Instructions

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



To start, we need a _____





After that, doleasp _____ of the mixture onto the _____



Finally, put them into the _____



Enjoy the _____

Oven

Cookies

Recipe

Pan

Ingredients

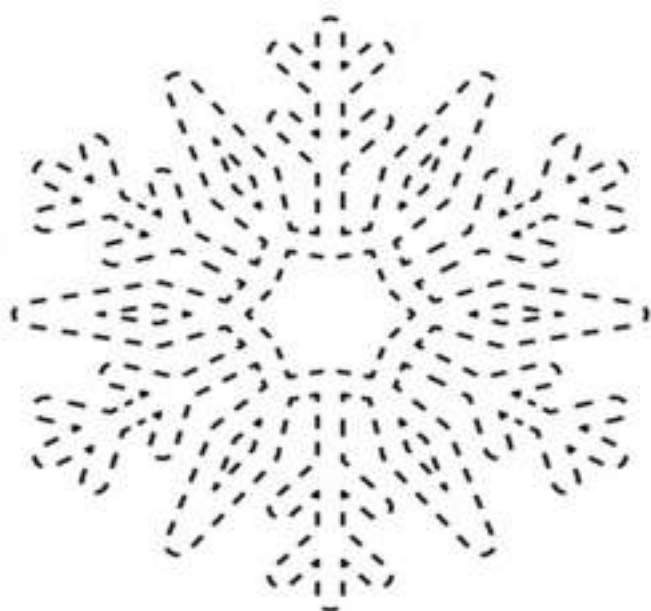
How To – Ordering Steps

Examine

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



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



Recipes – Ordering Steps

Examine

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



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

Graphics in Procedural Writing – Teeth Brushing

Label

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



Brush your teeth
from top to bottom



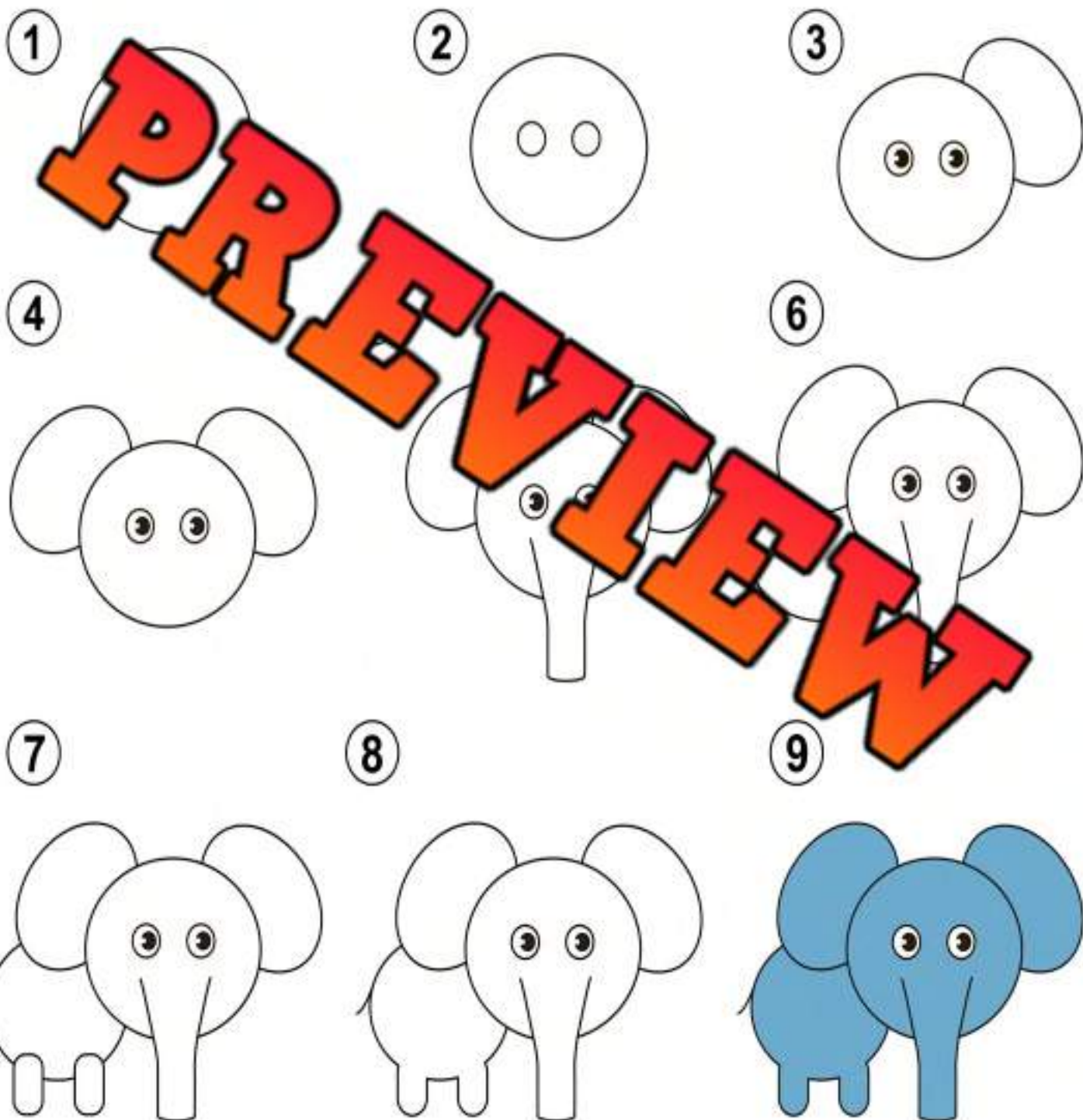
Rinse your teeth
with water



Graphics in Procedural Writing – Drawing

Label

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



Label

Describe what to do at each step.


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

PREVIEW

Following Instructions – Drawing a Totem Pole

Draw

Follow the procedural text below to draw a totem pole.

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

Following Instructions – Drawing a Totem Pole**Draw**


Draw the totem pole below.

PREVIEW

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	
Materials	blank sheet of paper pencil coloured pencils (optional)	
Step 1	Start by drawing a round circle in the middle of your paper. This will be the monster's head.	
Step 2	Inside the circle, draw two large oval shapes for eyes. Make sure they're a bit apart.	
Step 3	Under the eyes, draw a wiggly line for a mouth. You can add a few square shapes along the line to look like teeth.	
Step 4	Below the head, draw a rectangle for the body. It doesn't need to be perfect, as monsters come in all shapes and sizes!	
Step 5	On each side of the body, draw two long wiggly lines for arms.	
Step 6	At the end of each arm, add a hand by drawing a circle coming out for fingers. Make 8 fingers in each hand for the monster!	
Step 7	Under the body, draw lines for legs. Make the monster have three legs. It will look more like a monster if it has zigzag legs.	
Step 8	At the bottom of each leg, draw a shape that looks like a boot for the feet. Monsters usually have big, stompy feet!	
Step 9	On top of the head, add some squiggly lines for hair. Make them wild and rough to look like a monster.	
Step 10	Now, the fun part! Colour the monster how you like. Make it bright and colourful. Let your imagination run wild!	

Following Instructions – Drawing a Monster

Draw

Draw the monster below.

PREVIEW

Comparing Instructions – Making Hot Chocolate

Compare

Read both instructions. Which is easier to understand?

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

HOW TO MAKE HOT CHOCOLATE



ADD SUGAR



ADD COCOA

ADD A LITTLE
SPLASH OF MILK

STIR TOGETHER

STIR WITH
REMAINING MILKPOP IN
MICROWAVEADD
MARSHMALLOWS

ENJOY!

Name: _____

146

Curriculum Connection
CR2.4

Before Reading

Make a connection.

Have you ever made hot chocolate before?

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

After Reading

Answer the questions below.

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

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

Comparing Instructions – Playing Hide and Seek

Compare

Read both instructions. Which is easier to understand?

Option 1:**How To Play Hide and Seek**

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

**Option 2:**

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

Name: _____

150

Curriculum Connection
CR2.4

Before Reading

Make a Connection.

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

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

After Reading

Answer the question below.

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

Block 6: Informational Reports

Focus

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

Reports – Text Features

What is a Report?

A **report** is like a special map that shows you facts. It helps you learn new things about something. It does this with helpers called **text features**!

Text Features

Text features make reports easy to read.

- Headings: Words at the top of sections.
- Subheadings: Little words that tell you more.
- Bold Words: Words that are easy to see.
- Bullets or Numbers: Make lists of things simple.
- Pictures: Show you what the words mean.
- Captions: Words under pictures that tell you about them.
- Table of Contents: Shows where to find things.
- Charts: Help you understand numbers.
- Icons: Little pictures that mean something, like a lightbulb meaning an idea.



Digital Extras

In reports on the computer, there are more things like clickable words, videos, and buttons. Clickable words take you to new pages. Videos help you learn more.

Buttons can go to fun games.

True or False

Is the statement true or false?

1) A report is like a special map for facts.	True	False
2) Headings are small words that give more info.	True	False
3) Icons are long paragraphs that explain something.	True	False
4) Subheadings are big words at the start of each part.	True	False
5) Text features make a report easy to read.	True	False

Scavenger
Hunt

Read a reference book and look for examples of the text features from the report. Write down the name of the book and the page number you found each feature.

Text Form	Book Name	Page Number
Heading		
Subheading		
Bold Words		
Bulleted List		
Table of Contents		
Charts		
Icons		

Comprehension – Text Features in Reports

Table of Contents

- | |
|----------------------------|
| 1) What is Lunar New Year? |
| 2) How It Is Celebrated |
| 3) Special Foods |
| 4) Dragon Dance |



12 Chinese New Year Animals



What is Lunar New Year?

The Lunar New Year is a big holiday in

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



How It Is Celebrated

People in China do many fun things.

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



Special Foods

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

- Dumplings
- Rice cakes
- Sweet treats



Dragon Dance

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

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption used in the report.

Reflection

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

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

Match The Column

Match the icons to their meanings.



Chinese food

Dragon

Moon

Celebration

House

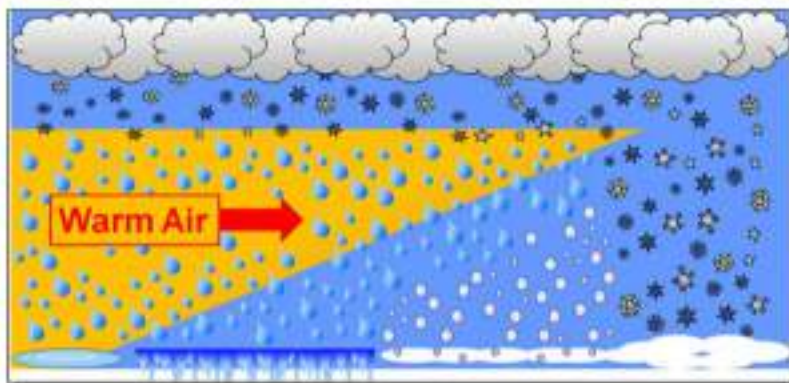
Dance



Comprehension – Text Features in Reports

Table of Contents

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



How warm air affects water.

Introduction ☂

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

Rain: Nature's Shower ☂

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

What Rain Does:

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

Snow: Winter's Blanket ❄️

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

Sleet: A Mix of Both! ☂❄️

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

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption of the diagram.

--

Summarize

Write the main idea and supporting details of the report.

1) What is the main idea of the report?

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

Draw

Draw a scene of rain, sleet and snow.

Rain	Sleet	Snow

Our History: A Journey Through the Siksika Nation

Table of Contents

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



Who Are The Siksika?

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

What They Do

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

- Deer 🦌
- Elk 🦬
- Fish 🐟

Arts and Crafts

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

Beliefs

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

Why Learn About Siksika?

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

About the Text

Answer the questions below.

1) What is the main idea of the report?

2) What text forms are used in the report?

Inferencing

Make inferences about the text below.

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

Do**Don't Do**

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

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

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

Changes In Life Experiences With Time

Introduction

Long ago, kids' lives were very different from yours.

Let's learn how children lived in early times.



What Kids Did in 1700s

In the 1700s, many children lived on farms.

They woke up early to help with chores like feeding animals and collecting eggs.

Schools were rare, so children learned at home. They played simple games with

sticks and stones. Kids believed in hard work and taking care of their families.

What Kids Did in 1800s

In the 1800s, more schools were built. Children in towns went to school more often,

but farm kids still helped at home. They played with marbles and tin toys. There

no cars or phones, so they walked everywhere and wrote letters. Children believed

in learning and respect.

What Kids Did in 1900s

In the 1900s, life changed a lot. Most kids went to school. They had bicycles and

later, watched TV. Children played sports and board games. Families had cars, and

phones became common. Kids believed in education and dreamed about the future.

Block 7: Poetry

Focus

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

Types of Poems

Types of Poems

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

Haiku: The Nature Poem

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

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

Acrostic: The Secret Word Poem

Acrostic poems use letters to make a word. Here is one for a dog.

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

Limerick: The Silly Poem

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



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

Name: _____

172

Curriculum Connection
CR2.4

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Visualizing

Read a poem of the type from the reading and draw what you are picturing.

Haiku

Limerick

Acrostic

Haiku Poetry – Mohawk Reflection

Haiku Poetry – Mohawk Reflection

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

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

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



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

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



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

Acrostic Poems – States of Matter

Acrostic Poems – States of Matter

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

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

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

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

Liquid

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



Visualizing

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

Solid

Liquid


PREVIEW

Limerick Poem – Simile and Consonance

Limerick Poetry – Learning About Indigenous Groups

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

Abenaki: People of the Dawn




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

Dene: People of the North

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

Métis: A Mix of Cultures



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

Questions

Answer the questions below.

1) What is consonance?

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

Visualizing

Read each poem and draw what you are picturing.

Limerick 1

Limerick 3

Rhyming Poems – Critical Thinking

Rhyming Poetry

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

The Lever

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

The Wheel

It goes round and never ends,
Like the time which it depends.
It's going round and stay,
Wheels are always rolling away.



The Ramp

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



The Pulley

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



Critical Thinking

Answer the questions below.

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

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

Visualizing

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



A pulley

A wheel



Block 8: Book Reviews

Focus

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

Finding Bias in Reviews

What is Bias in Reviews?

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

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

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



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

Our Voice in Review Writing

What is Voice in Writing?

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

Voice

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

Mom

Teenager

Youngest

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

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

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

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

Our Voice in Review Writing

Voice

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

Carrier 2:00PM 100% 

(2) **Group Chat** 

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

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

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

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

Our Voice in Review Writing

Think

Answer the questions below

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

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

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

EG	
LG	
TG	
SG	

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

Person	

Literary Devices in Reviews

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

Here are two types of literary devices

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

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

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

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



Simile	
Consonance	

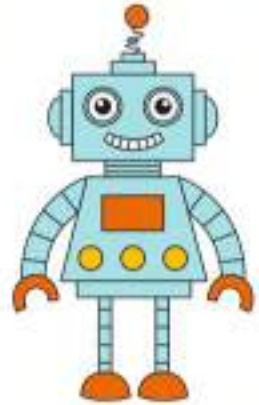
Draw what you visualized while reading the review.

Review Writing - Inferences

Title: "The Robot's Big Race"

Introduction

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



Summary

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

Thoughts

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

Rating

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



Examine

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

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

Simile

Consonance

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

Column A

Column B

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

The story is about a race.

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

The book is good for people
who like races.

Reading this book is like
speeding down a racetrack!

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

Visualize

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

Block 9:

Graphic Texts

Focus

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

Understanding Comics

Analyze

Read the comic and answer the questions.



1) Summarize the comic about what it is about.

2) What is the purpose of this comic? Why did the author make it?

3) Why do you think the author used a dog and not a human?

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

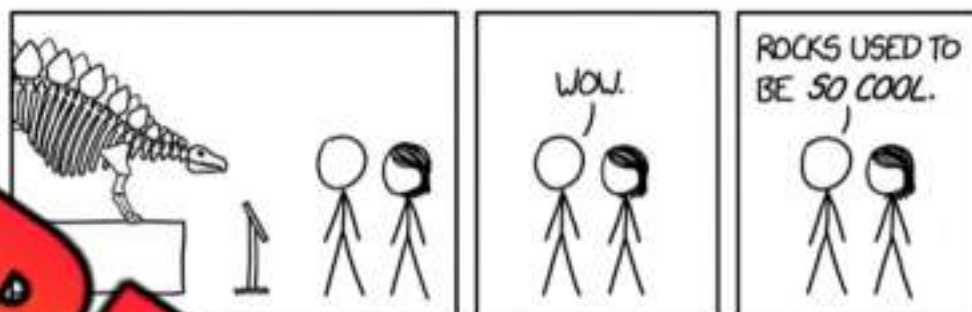
1) Summarize the comic above. What happened?

2) Why is this a joke?

Understanding Graphic Texts

Analyze

Read the comic and answer the questions



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

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

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

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

FILTERS

HOURS

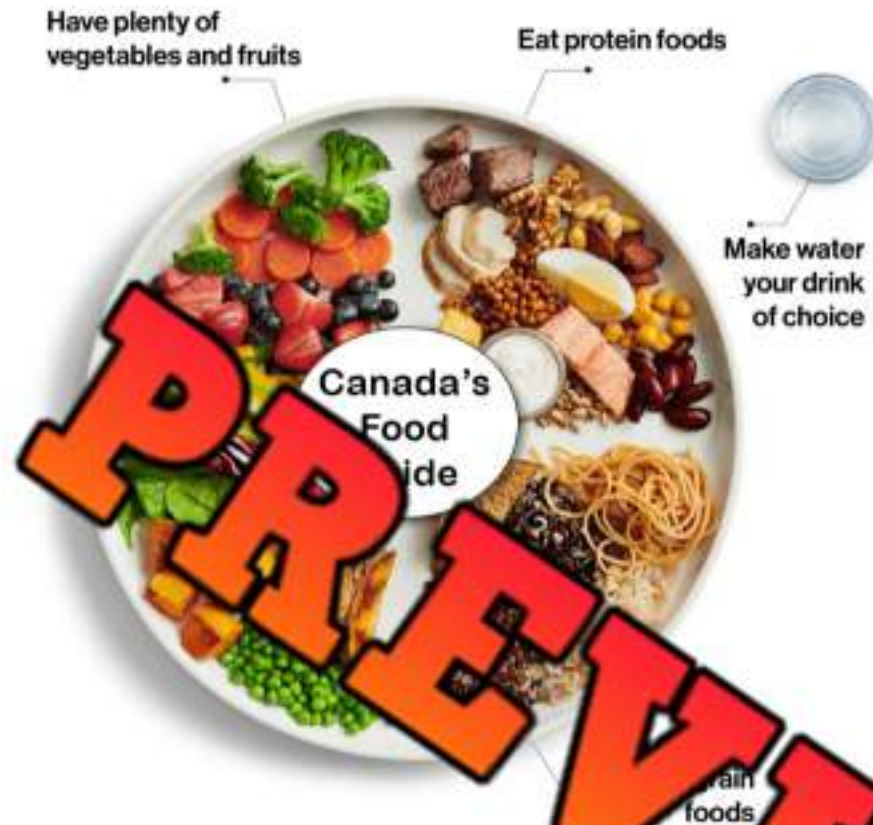
RATING

CURRENT NOISE LEVEL
60dB 70dB 80dB 90dB 100dB ANY

PRICE

THIS FEATURE SHOULD AUTOMATICALLY
APPEAR WHEN YOU REACH AGE 30.

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions.

1) What is the title of the infographic?

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

3) Does the infographic have more text or pictures?

Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

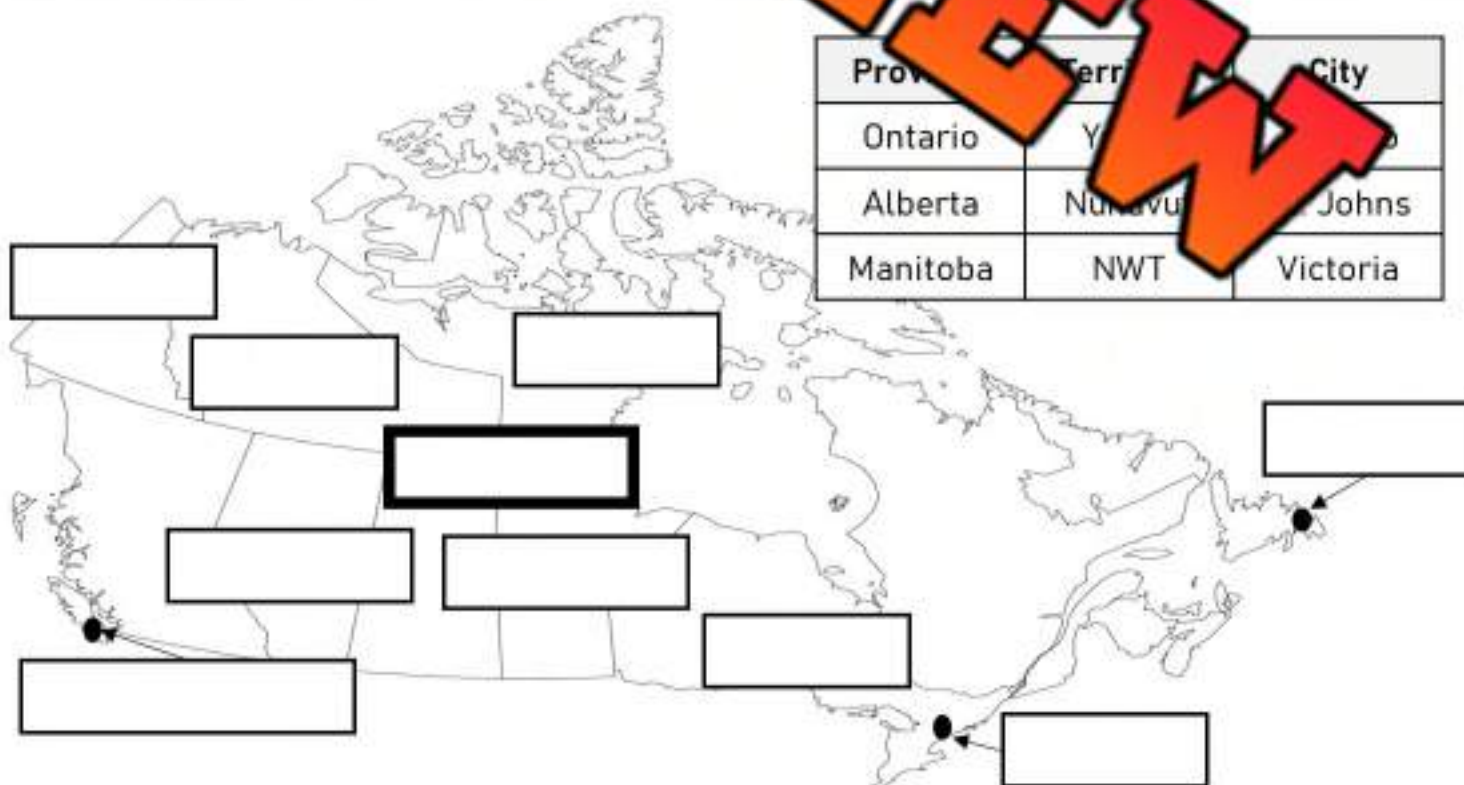
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

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

Think

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



Graphic Text - What's a Timeline?

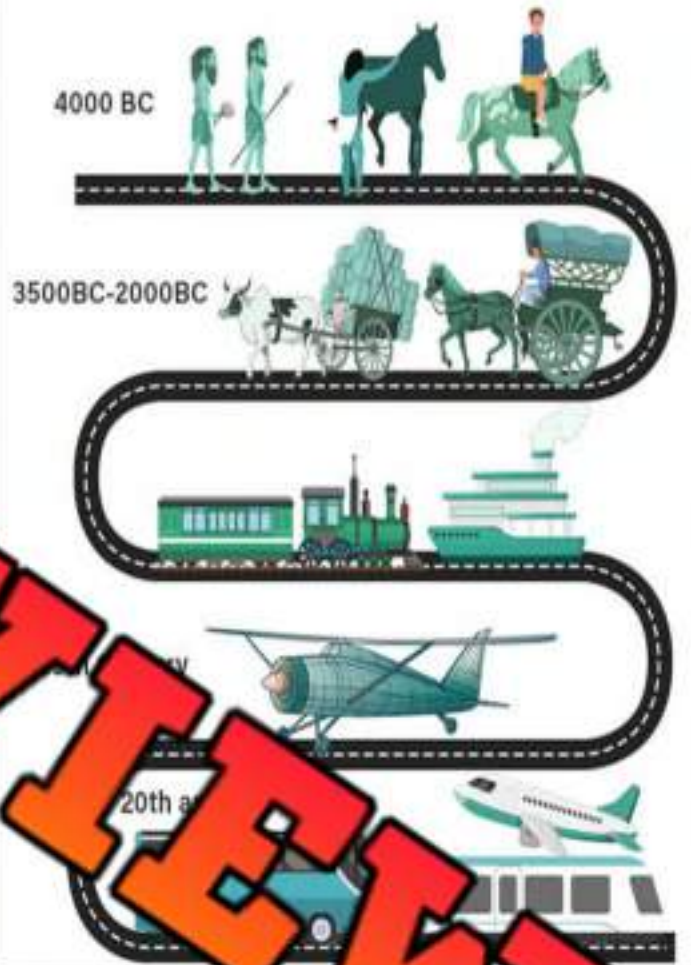
What Is a Timeline?

A **timeline** is like a measuring stick for time. It shows the order of events. It can show things in history or in your own life.

What's a Timeline?

- Dates: Tell when events happen.
- Events: Big things that happen.
- Lines: They connect events.
- Arrows: They show direction of events.
- Pictures: They help us understand.

History of Transportation



Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) What did we use to get around first? Then what did we use? Write how transportation has changed.

Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

EVOLUTION CARS



1880



1900



1920



1940



1960



1970



1980



1990



2000



2010



2020

1) What is the title of the timeline?

2) What features of this timeline?

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

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

Block 10: Biographies

Focus

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

What Are Biographies?

What is a Biography?

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



What's Inside?

A **biography** has parts that you can find:

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



Albert Einstein

Prereading

Before reading, answer the questions below.

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

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

Matching

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

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

Biography – Terry Fox

Terry Fox: A Hero on the Run 🏃

Table of Contents

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

Early Life

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

A Big Run For A Big Cause

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

Making a Lasting Mark

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

Timeline

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



Terry Fox

Prereading

Before reading, answer the questions below.

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

Question

Answer the questions below.

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

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

Timeline

Draw a timeline with pictures of Terry's life

Biography – Stephen Hawking

Stephen Hawking: A Star in Science

Table of Contents

Early Life
Amazing Finds in Science
Helping People Understand Space
Timeline



Stephen Hawking

Early Life

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

Amazing Finds in Science

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

Helping People Understand Space

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

Glossary

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

Understanding

Is the statement true or false?

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

Critical Thinking

Answer the questions below

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

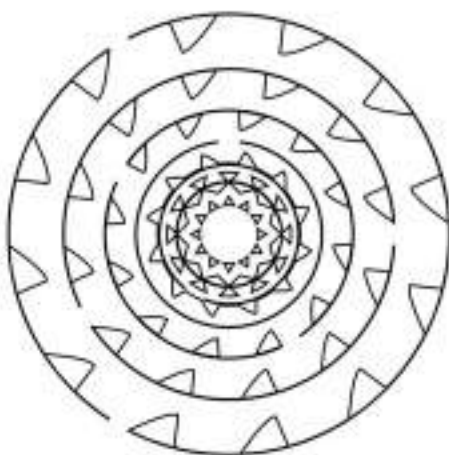
2) **Questioning:** Write 2 questions you have about Stephen Hawking.

1)

2)

Colour

Colour the Black Hole and picture of Stephen Hawking



Biography – Elsie Marie Knott

Elsie Marie Knott: A Leader for Her People

Table of Contents

Early Life
Leading the Way
Making Changes
Timeline



Elsie Marie Knott

Early Life

Elsie Marie Knott was born in Ontario, Canada 🇨🇦. She grew up in a First Nations community and wanted to help her people.

Leading the Way

In 1954, Elsie became the first woman Chief of the Curve Lake First Nation. She was active in making her community better. She helped build new schools 🏫, improved housing, and brought clean water 💧 and electricity ⚡ to the community.

Making Changes

Elsie worked hard to make life better for her community. She helped build schools and brought clean water to homes. 🏠

Timeline

- 1922: Born in Ontario, Canada
- 1954: Became first woman Chief
- 1950s-1960s: Built schools and got clean water

Understanding

Is the statement true or false?

1) Elsie Marie Knott was born in the United States.	True	False
2) Elsie helped to build new schools in her community.	True	False
3) She improved housing in the Curve Lake community.	True	False
4) Elsie stepped down as Chief in 1944.	True	False
5) Elsie was from the Curve Lake First Nation in Ontario.	True	False

Timeline

Draw a timeline with pictures of Elsie's life

**Critical Thinking**

Answer the question

1) **Inference**: If Elsie had to work hard to get her people clean drinking water, how do you think indigenous people were treated in the 1900s?

2) Make a glossary for the bold words in the biography.

Community	
Chief	