



# Preview – Information



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

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

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

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# Google Slides Lessons Preview





# BC Language Curriculum

## Conventions and Vocabulary – Grade 1

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

#### Word List - Week 1

Drag each word to its matching picture.

mad  
mat  
map  
man  
nab  
nap  
pad  
pal  
pat  
pass

#### Consonant Review: m

Drag each picture to the basket if it starts with 'm' or to the bin if it does not.

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

#### Fluency Readings

Look at each picture. Read both sentences. Put a checkmark beside the sentence that best tells what is happening in the picture.

|  |   |  |   |
|--|---|--|---|
|  | <input type="checkbox"/> The man takes a nap.     |  | <input type="checkbox"/> She is mad.          |
|  | <input type="checkbox"/> The man reads a map.     |  | <input type="checkbox"/> She is glad.         |
|  | <input type="checkbox"/> The pal sits on a mat.   |  | <input type="checkbox"/> The cat reads a map. |
|  | <input type="checkbox"/> The pad sits on a table. |  | <input type="checkbox"/> The cat takes a nap. |
|  | <input type="checkbox"/> The girl pat a cat.      |  | <input type="checkbox"/> The mat has a gift.  |
|  | <input type="checkbox"/> The girl nab the bag.    |  | <input type="checkbox"/> The man has a gift.  |







# BC Language Curriculum

## Conventions and Vocabulary – Grade 1

### Consonant Review: b

Unscramble the letters and drag them into the boxes to spell each word that starts with the letter 'b'.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <br>[ ] [ ] [ ]<br>g b u | <br>[ ] [ ] [ ]<br>t b a   | <br>[ ] [ ] [ ]<br>a b g   | <br>[ ] [ ] [ ]<br>d b e   | <br>[ ] [ ] [ ]<br>x o b | <br>[ ] [ ] [ ]<br>b s u |
| <br>[ ] [ ] [ ]<br>u n b | <br>[ ] [ ] [ ]<br>l b l e | <br>[ ] [ ] [ ]<br>o b t a | <br>[ ] [ ] [ ]<br>a b k r |   |   |

### Short Vowel: i

Say each word out loud. Then drag it under the picture that matches the word.

|   |   |   |   |   |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |

- kid
- fish
- pin
- bin
- dish
- brick
- ship
- ring
- lip
- milk

### Suffix: -ed

Drag the letters into the open boxes to finish each word. The words have suffix -ed in them.

|  |  |
|--|--|
| <br>j [ ] [ ] p [ ] [ ] | <br>p [ ] i [ ] [ ] [ ] |
| <br>k [ ] c [ ] [ ] [ ] | <br>h [ ] g [ ] [ ] [ ] |

Letter bank:

|   |   |
|---|---|
| a | e |
| i | g |
| e | n |
| d | k |
| m | e |
| h | e |
| t | u |
| d |   |





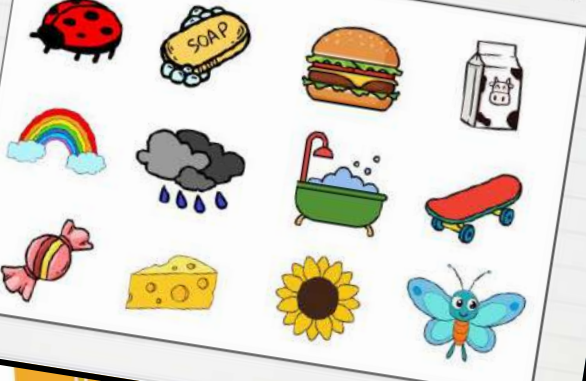
# BC Language Curriculum

## Conventions and Vocabulary – Grade 1

### Compound Words

Drag the pictures that form a compound word name into the box labelled *Compound Words*.

Compound words



### Beginning Sounds

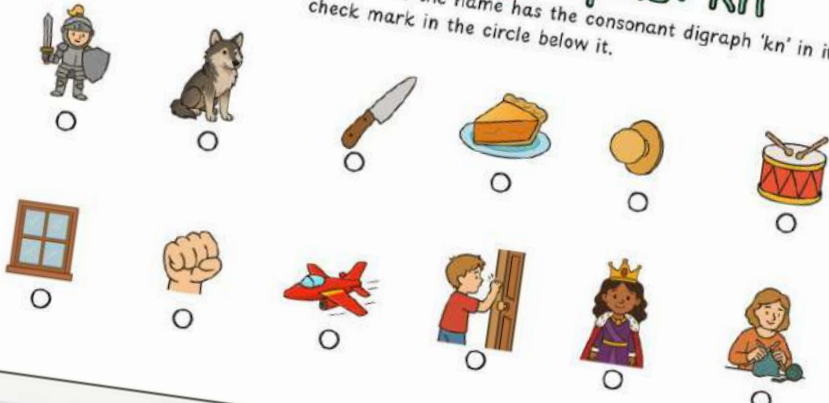
Add the missing sound to the words.

|   |   |   |   |
|---|---|---|---|
| t | a | p |   |
| b | e |   | d |
| b | u | g |   |
| w | i | n |   |
|   | r | a | p |
| c |   | a | p |

|   |   |
|---|---|
| d | u |
| l | k |
| m | a |
| e | g |
| h | t |

### Consonant Digraphs: kn

Say the name of each picture out loud. If the name has the consonant digraph 'kn' in it, put a check mark in the circle below it.



✓



# Workbook Preview



# Grade 1 – Language Conventions and Reading Strategies



|                   |   |
|-------------------|---|
| <b>Big Idea 1</b> | Language and story can be a source of creativity and joy.                   |
| <b>Big Idea 2</b> | Stories and other texts help us learn about ourselves and our families.     |
| <b>Big Idea 3</b> | Stories and other texts can be shared through pictures and words.           |
| <b>Big Idea 4</b> | Everyone has a unique story to share.                                       |
| <b>Big Idea 5</b> | Through listening and speaking, we connect with others and share our world. |
| <b>Big Idea 6</b> | Playing with language helps us discover how language works.                 |

**Preview of 86 pages from this  
product that contains 462 pages  
total.**

**Included are weeks 1 - 8 and  
29 - 30.**

**There are 30 weeks total.**

**CR1.2**

**Concepts of print:** the conventional features of written English

100-107, 112, 118-119, 121, 124-127, 128-130, 133-135, 139, 142-145, 147, 150-152, 155, 158-160, 164, 167-169, 172, 175-178, 184-187, 192-195, 197, 200-203, 205, 208-211, 213, 217-220, 225-228, 230, 233-235, 238, 241-243, 247, 250-252, 255

|              |  |   |
|--------------|--|---|
| <b>CR1.3</b> | <b>Print awareness:</b> understanding the nature and uses of print, including letters and print symbols; children's print awareness is closely associated with their word awareness and is an important precursor to literacy development and early reading achievement; includes awareness of the differences between letters, words, and sentences | 59, 61, 64- 67, 69, 73-.76, 81-84, 90-93, 95, 98-100, 103, 106-108, 112, 115- 117, 121, 124-127, 129-130, 133-135, 139, 142-144, 147, 150-152, 155, 158-160, 164, 167-169, 172, 175-178, 184-187, 192-195, 197, 200-203, 205, 208-211, 213, 217-220, 225-228, 230, 232-235, 238, , 241-243, 247, , 250-252, 255 |
| <b>CR1.4</b> | <b>Phonemic and phonological awareness:</b> Phonological refers to the sounds of words   | 10-11, 14, 19, 20, 22, 26-29, 32-34, 36, 39, 41-43, 46, 49-51, 57-59, 64-67, 69, 74, 76, 81-84, 90, 98-100, 111, 119-120, 137, 146, 154, 159-160, 162, 168-169, 175-178, 185-187, 192-195, 197, 201- 203, 205, 209-211, 213, 217-220, 226, 228, 230, 234-235, 242-243, 251-252                                  |
| <b>CR1.5</b> | <b>Letter formation:</b> legible printing with spacing between letters and words   | 25, 32, 46, 90-93, 98-100, 106-108, 116-117, 125, 127, 133-135, 143-144, 150, 167, 171, 184, 200, 208, 225, 227, 233, 241   |
| <b>CR1.6</b> | <b>Sentence structure:</b> the structure of simple sentences   | 60, 136, 145, 153, 161, 170, 222  |
| <b>CR1.7</b> | <b>Conventions:</b> common practices in punctuation (e.g., the use of a period or question mark at end of sentence) and in capitalization (e.g., capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun I)  | 68, 77, 86-87, 94-95, 101, 110, 118, 128, 145, 153, 171, 179-180, 188-189, 196, 204, 212, 221, 229, 236   |



# Reading Program - Overview

| Week | Grapheme 1 – Consonant Focus                | Grapheme 1 – Vowel Focus      |
|------|---|-------------------------------|
| 1    | Consonants Review: m, n, p                  | Short vowels: a               |
| 2    | Consonants Review: b, t, d                  | Short vowels: e               |
| 3    | Consonants Review: f, v, s                  | Short vowels: i               |
| 4    | Consonants Review: z, l, h                  | Short vowels: o               |
| 5    | Consonants Review: r, j, y                  | Short vowels: u               |
| 6    | Consonants Review: x, qu, w, k              | Long vowels: a (as in 'ate')  |
| 7    | Hard c (as in "cat"), Soft c (as in "cent") | Long vowels: a (as in 'cake') |
| 8    | Hard g (as in "go"), Soft g (as in "giant") | Long vowels: e (as in 'be')   |
| 9    | ll, ss                                      | Long vowels: e (as in 'be')   |
| 10   | ff, tt                                      | Long vowels: i (as in 'hi')   |
| 11   | dd, gg                                      | Long vowels: i (as in 'ride') |
| 12   | Consonant Digraphs: sh                      | Long vowels: o (as in 'go')   |
| 13   | Consonant Digraphs: ch                      | Long vowels: o (as in 'hope') |
| 14   | Consonant Digraphs: th                      | Long vowels: u (as in 'use')  |
| 15   | Consonant Digraphs: wh                      | Long vowels: u (as in 'tube') |
| 16   | Consonant Digraphs: ck                      | Long A - Vowel Team: ai       |
| 17   | Consonant Digraphs: ph                      | Long A - Vowel Team: ay       |
| 18   | Consonant Digraphs: gh                      | Long E - Vowel Team: ee       |
| 19   | Consonant Digraphs: kn                      | Long E - Vowel Team: ea       |
| 20   | Consonant Digraphs: wr                      | Long E - Vowel Team: ey       |
| 21   | L-Blends: bl, cl                            | Long E - Vowel Team: ie       |
| 22   | L-Blends: fl, gl                            | Long I - Vowel Team: ie       |
| 23   | R-Blends: br, cr                            | Long I - Vowel Team: igh      |
| 24   | R-Blends: dr, fr                            | Long I - Vowel Team: y        |
| 25   | S-Blends: sc, ck                            | Long O - Vowel Team: oa       |
| 26   | S-Blends: sl, sm                            | Long O - Vowel Team: oe       |
| 27   | T-Blends: tr, tw                            | Long O - Vowel Team: ow       |
| 28   | Three-Letter Blends: str                    | Long U - Vowel Team: ue       |
| 29   | Three-Letter Blends: spr                    | Long U - Vowel Team: ui       |
| 30   | Three-Letter Blends: thr                    | Long U - Vowel Team: ew       |

# Reading Program - Overview

| Week | Lesson 1   | Lesson 2   |
|------|--|--|
| 1    | <p>Within these 6 weeks, you will teach the following:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Letter Recognition</li> <li><input checked="" type="checkbox"/> Alphabetical order</li> <li><input checked="" type="checkbox"/> Is the letter uppercase or lowercase?</li> <li><input checked="" type="checkbox"/> Position-based tendencies: In week 6, the silent E (Bossy E), makes the vowel long.</li> <li><input checked="" type="checkbox"/> Reading words with accuracy</li> <li><input checked="" type="checkbox"/> Spelling words with accuracy</li> <li><input checked="" type="checkbox"/> Beginning sounds and ending sounds</li> </ul> |  |
| 2    |  |  |
| 3    |  |  |
| 4    |  |  |
| 5    |  |  |
| 6    |  |  |
| 7    | Base Words   | Vowel or Consonant?                                  |
| 8    | Suffix – s   | Vowel in Every Word                                  |
| 9    | Suffix –s, -es, ies  | Compound words                                       |
| 10   | Suffix –ing  | Compound words                                       |
| 11   | Suffix –ed   | Compound Words – Describe Changes (7)                |
| 12   | Prefix –un   | Alliteration   |
| 13   | Prefix –re   | Generating Rhyming words that have up to 3 syllables |
| 14   | Prefix –dis  | Simple Songs/Poems with Rhymes                       |
| 15   | Prefix –non  | Syllables in Words                                   |

# Reading Program - Overview

| Week | Lesson 1   | Lesson 2   |
|------|--|--|
| 16   | Sentence Fragment Or Complete Sentence                   | Segmenting Sounds of Words up to 5 Phenomes                    |
| 17   | Types Of Sentences: Interrogative<br>Include Punctuation | Add sounds to the beginning, middle, or ending of words        |
| 18   | Types Of Sentences: Exclamatory<br>Include Punctuation   | Delete sounds from the beginning, middle, or ending of words   |
| 19   | Types Of Sentences: Imperative<br>Include Punctuation    | Substitute one sound for another in one-syllable words         |
| 20   | Types Of Sentences: Declarative<br>Include Punctuation   | Capital Letters – First and Last Names                         |
| 21   | Capitalization – Beginning of a Sentence                 | Capital Letters – Name of Places                               |
| 22   | Nouns  | Capital Letters – Days of Week and Months                      |
| 23   | Singular and Plural Nouns                                | R controlled vowels – might need multiple sheets on this (-er) |
| 24   | Common Adjectives  | R controlled vowels – might need multiple sheets on this (-or) |
| 25   | Verbs  | R controlled vowels – might need multiple sheets on this (-ar) |
| 26   | Verb Tenses  | Sentence – Complete or Incomplete                              |
| 27   | Common Adverbs   | Spelling Patters – VC, CVC, VCe                                |
| 28   | Common Conjunctions                                      | Synonyms   |
| 29   | Fluency Sentences  | Antonyms   |
| 30   | Fluency Sentences  | Visualization to Spell Words                                   |

NAME: \_\_\_\_\_

# FOUNDATIONS





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

10

Curriculum Connection  
CR1.2, CR1.4**Week 1 - Word List**

|     |     |     |     |      |
|-----|-----|-----|-----|------|
| mad | mat | map | man | nab  |
| nap | pad | pal | pat | pass |

**Spell**

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



|     | Copy and Spell | Cover and Spell |
|-----|----------------|-----------------|
| 1)  | mad            |                 |
| 2)  | mat            |                 |
| 3)  | map            |                 |
| 4)  | man            |                 |
| 5)  | nab            |                 |
| 6)  | nap            |                 |
| 7)  | pad            |                 |
| 8)  | pal            |                 |
| 9)  | pat            |                 |
| 10) | pass           |                 |

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

11

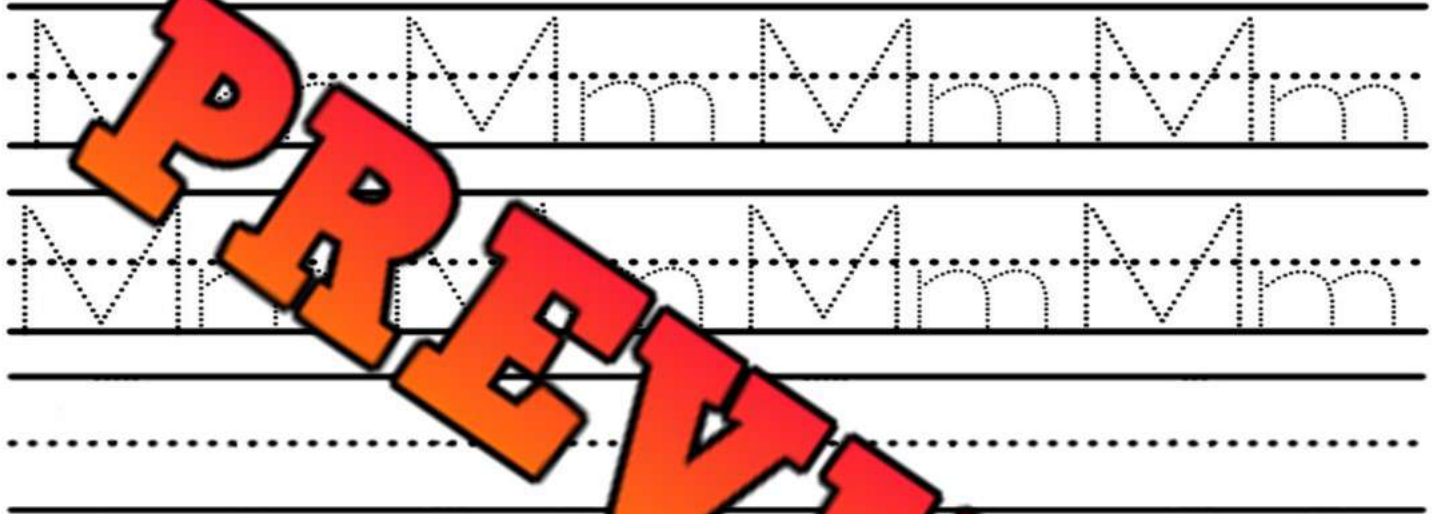
Curriculum Connection  
CR1.2, CR1.4

## Consonant Review: m

Tracing

Trace the letters below and then write them on your own.

Mm



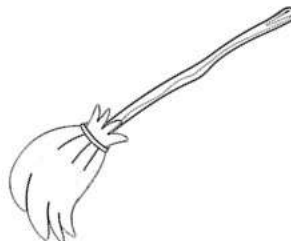
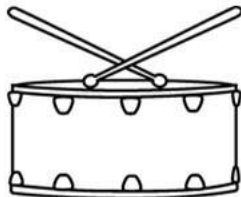
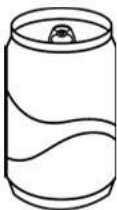
Focus

Say the picture name. Fill in the circle with the beginning consonant "m" sound.



Focus

Say the picture name. Fill in the circle with the final consonant "m" sound.



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

12

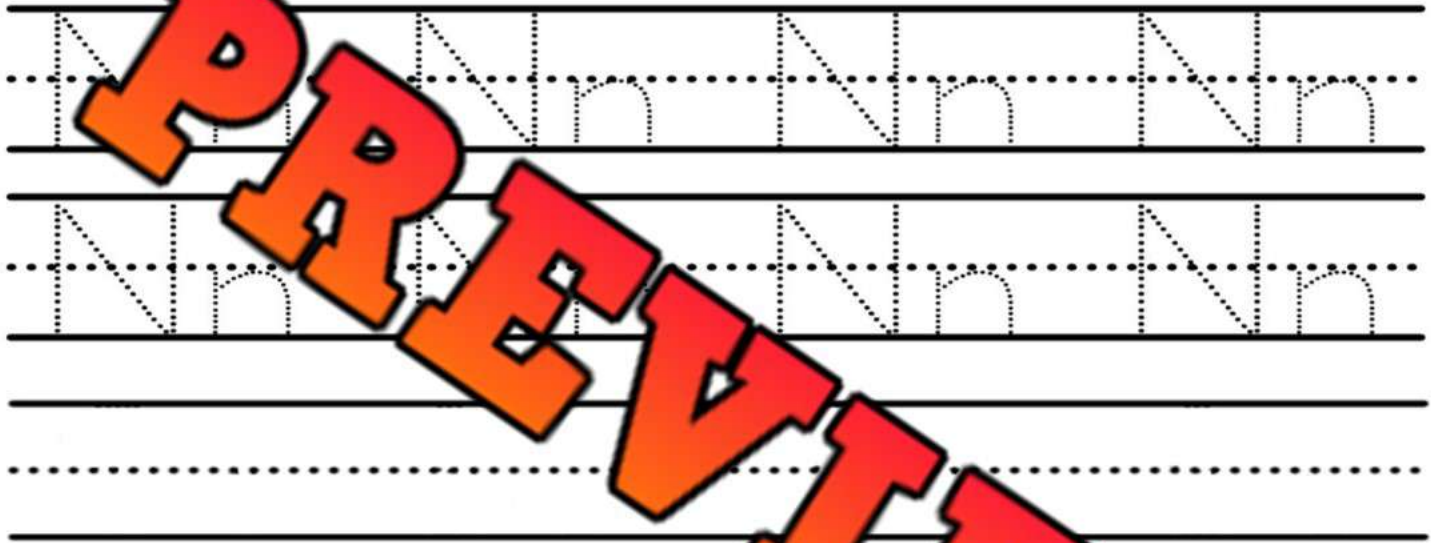
Curriculum Connection  
CR1.2

## Consonant Review: n

### Tracing

Trace the letters below and then write them on your own.

Nn



### Letter Order

Circle the letters that come before or after the letter "N".

Before Nn

Oo

Ss

Vv

After Nn

Pp

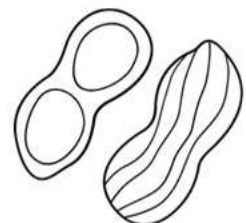
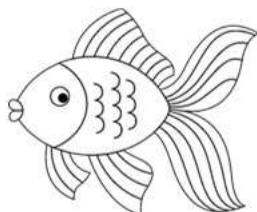
Hh

Mm

Jj

### Identify

Circle the pictures that begin with the letter "n".





# Consonant Review: p

## Tracing

Trace the letters below and then write them on your own.

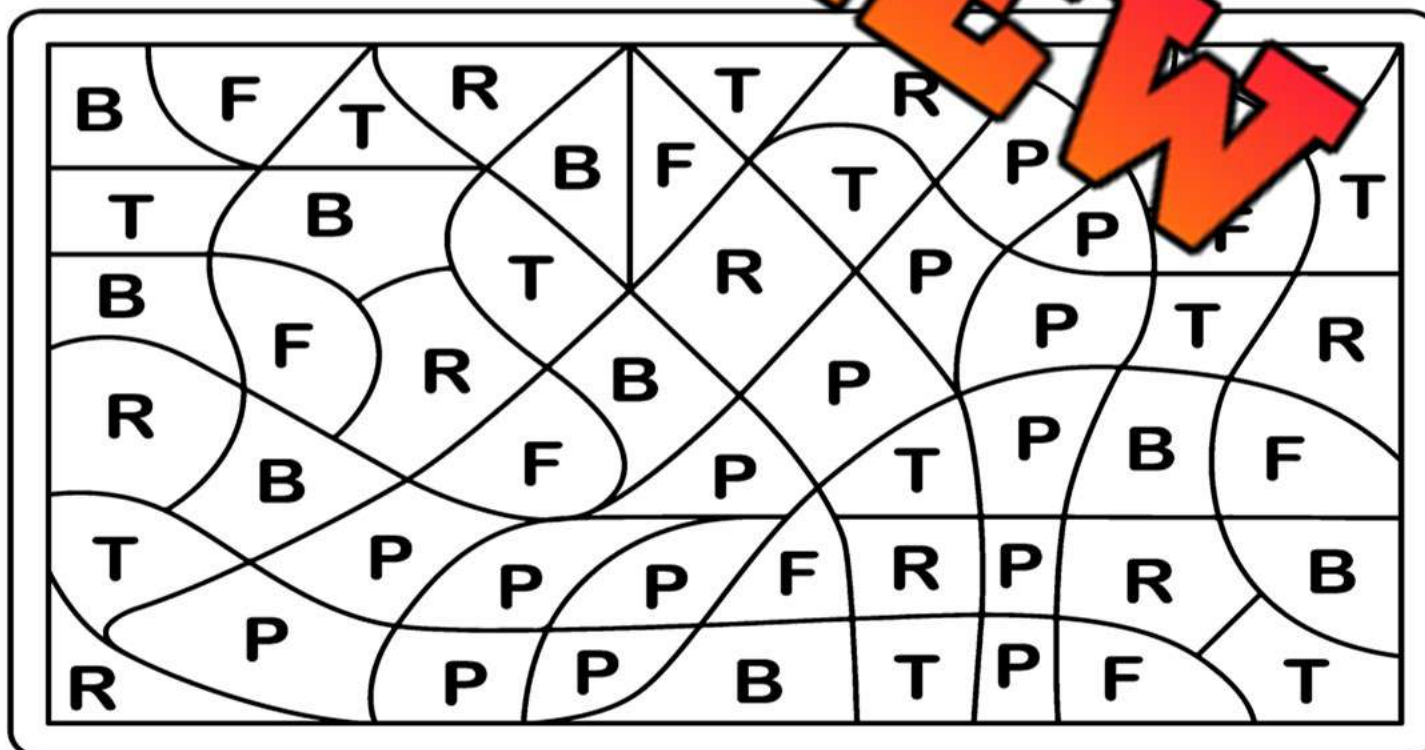
P p



Tracing practice lines for the letter 'p'. The first two rows show dotted uppercase 'P' and lowercase 'p' on lined paper for tracing. The third row shows dotted uppercase 'P' and lowercase 'p' for independent practice. A large, diagonal, orange and red 'PREVIEW' watermark is overlaid across the middle of the page.

## Colour By Letters

Colour the cells with the letter 'p' to reveal the picture.





**Short Vowel: a****Completion**

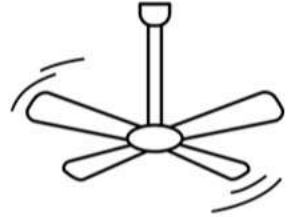
Write the correct letter to complete each word with a short "a" sound.



c \_ a t \_ \_ a p \_



j \_ a \_ \_



f \_ \_ n \_

**Matching**

Connect each picture to its matching short "a" word.

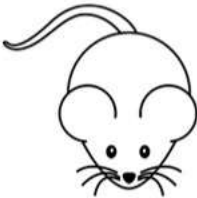
1.



•

bat

2.



•

3.

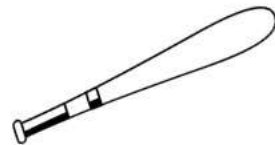


•

•

rat

4.



•

•

mat

5.



•

•

nap

## Sight Words

**Sight words** are special words you see often when you read and write. Sometimes, sight words do not follow the usual rules of sounding out letters, so you cannot always sound them out. Examples of sight words are "the", "she", "have", "and", "you". Knowing sight words lets you read faster and understand your stories better!

**Identify**

Use the given colour codes to colour the sight words.



go



see



come



go



has



look



come



I



n



go



go



has



n



look



I



go



has



come



see



has



see



I



has



look



I



come



go



has










see



look

**Week 1 – Fluency Readings****Read**

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

|    |                      |   |
|----|----------------------|---|
| 1) | Man has a map.       |    |
| 2) | Pat sat on a mat.    |    |
| 3) | Pal had a nap.       |   |
| 4) | Pam will nab a pad.  |  |
| 5) | Pat is mad at Pal.   |  |
| 6) | Pass the map to Pam. |  |
| 7) | Nap on a mat, man.   |  |



## Week 1 - Spelling Quiz




### Spelling

When your teacher reads the word, spell it below.

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

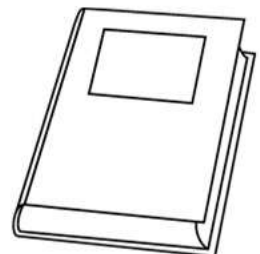
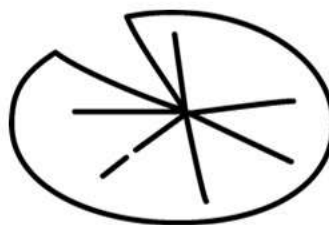
### Focus

Fill in the circle to the beginning letter and the pictures.

|  |  |  |
|--|--|--|
| <br>O m<br>O n<br>O p | <br>O m<br>O n<br>O p | <br>O m<br>O n<br>O p |
|--|--|--|

### Circle

Circle the picture with short "a" sound.







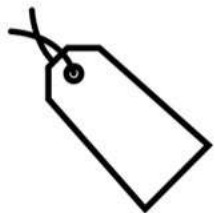


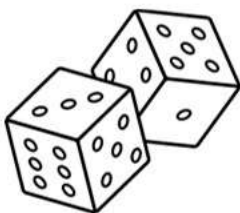

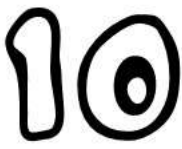


**Week 2 - Word List**

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| bed | bet | bad | bat | ten |
| tag | tap | dad | dog | den |

**Match**

Choose from the words above that correspond to the given picture.

|   |  |  |  |
|---|--|--|--|
|    |  |    |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

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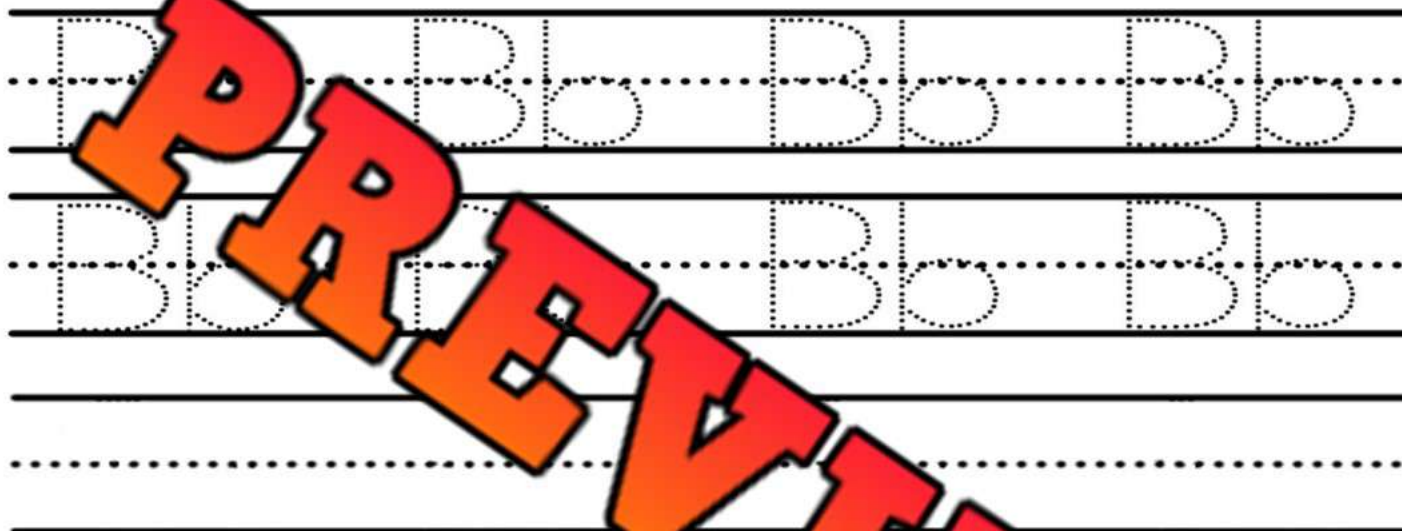
Curriculum Connection  
CR1.2

## Consonant Review: b

Tracing

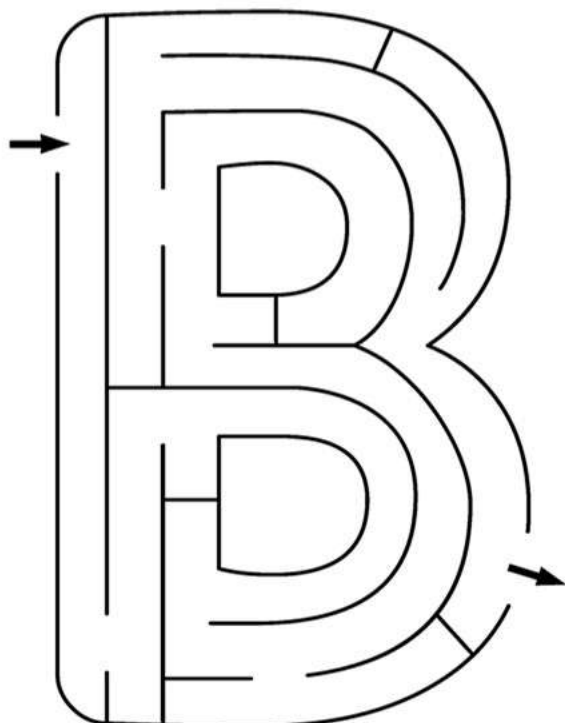
Trace the letters below and then write them on your own.

B b



Maze and Colour

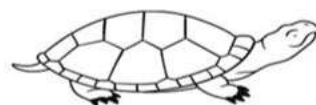
Finish the letter maze. Match and colour the Bb.



# Consonant Review: t

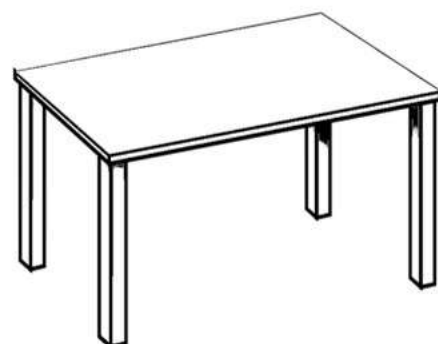
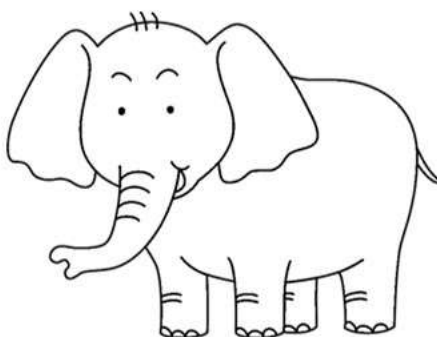
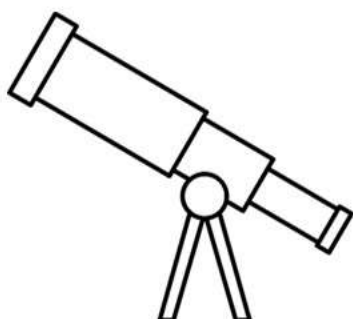
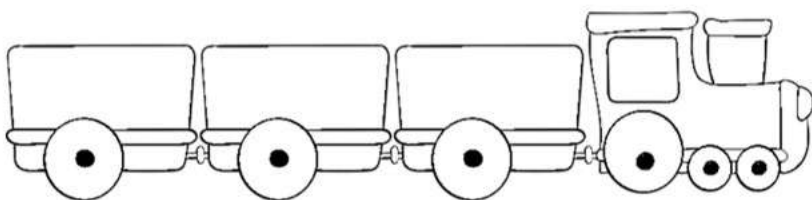
## Tracing

Trace the letters below and then write them on your own.



## Colour

Colour the picture RED if it starts with 't' and ends with 't'.





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

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Curriculum Connection  
CR1.2

## Consonant Review: d

Tracing

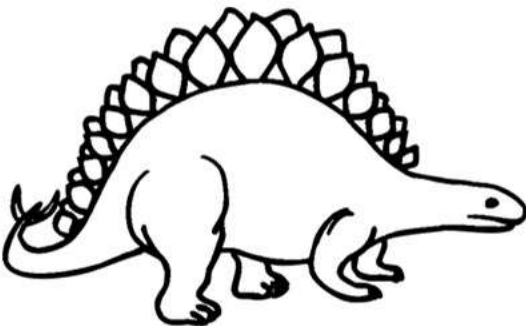
Trace the letters below and then write them on your own.

D d



Colour

Colour the boxes with the letter

|   |  |   |   |
|---|--|---|---|
| D | B  | d |   |
| P |  |   | D |
| q |  |   | d |
| b | d  | D | p |



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

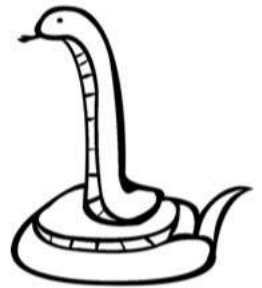
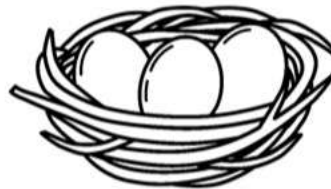
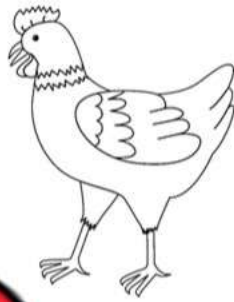
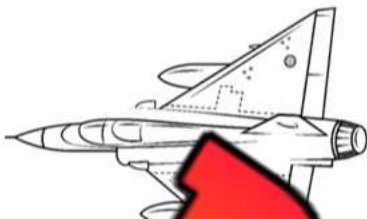
22

Curriculum Connection  
CR1.2, CR1.4

## Short Vowel: e

Colour By Sound

Say the picture names. Colour it if it has a short "e" sound.



**PREVIEW**

Tracing

Trace the words that have the short vowel "e" sound.



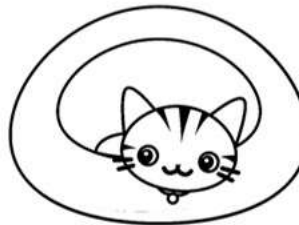
net



spider




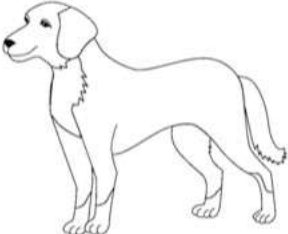



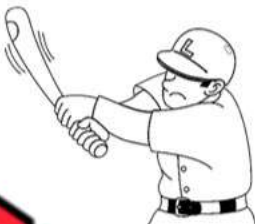





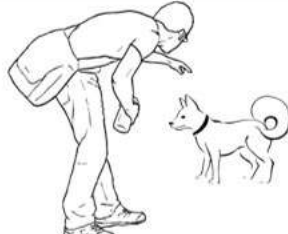
bed



pet

**Week 2 – Fluency Readings****Read**

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

|                         |  |   |
|-------------------------|--|---|
| 1) Ted bet on a dog.    |    |    |
| 2) Dad's bed is big.    |    |    |
| 3) Ben hit the bat.     |   |   |
| 4) Tap the red tag.     |  |  |
| 5) Ten bats in the den. |  |  |
| 6) Dad pets the dog.    |  |  |

## Week 2 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

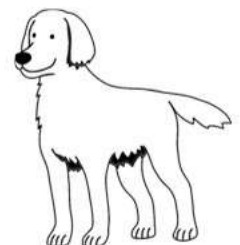
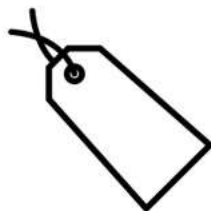
### Match

Circle the matching letters.

|          |                               |
|----------|-------------------------------|
| <b>b</b> | b d d b d d b d d d           |
| <b>d</b> | d d b b d d b b d b           |
| <b>t</b> | t l t l l f l t f f i t t f t |

### Identify

Say the picture name. Circle the picture if it has a short "e" sound.



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

25

Curriculum Connection  
CR1.2, CR1.5**Week 3 - Word List**

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| fit | fan | fat | fog | van |
| vet | sip | sit | sun | sad |

**Writing**

Trace the words then write them on your own.

|     |     | Trace | Write |
|-----|-----|-------|-------|
| 1)  | fit | fit   |       |
| 2)  | fan | fan   |       |
| 3)  | fat | fat   |       |
| 4)  | fog | fog   |       |
| 5)  | van | van   |       |
| 6)  | vet | vet   |       |
| 7)  | sip | sip   |       |
| 8)  | sit | sit   |       |
| 9)  | sun | sun   |       |
| 10) | sad | sad   |       |



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

26

Curriculum Connection  
CR1.2, CR1.4

## Consonant Review: f

Tracing

Trace the letters below and then write them on your own.

F f



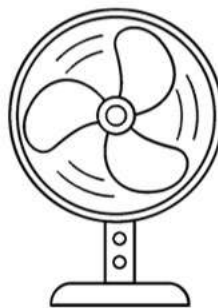
Tracing practice lines for uppercase 'F' and lowercase 'f'. The first row shows dotted letters for tracing. The second row shows dotted letters for tracing. The third row shows dotted letters for tracing. The fourth row shows dotted letters for tracing. The fifth row shows dotted letters for tracing.

Arrange

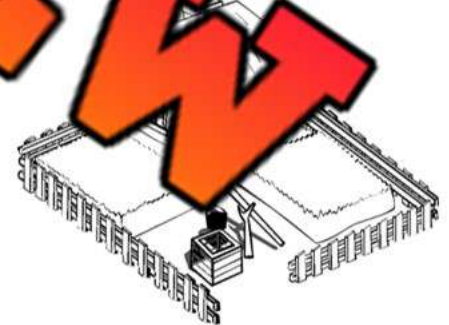
Unscramble the letters below to form words starting with "f".



o f x



a n f



a m f r

Blank lines for writing the word formed from the letters o, f, x.

Blank lines for writing the word formed from the letters a, n, f.

Blank lines for writing the word formed from the letters a, m, f, r.

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

27

Curriculum Connection  
CR1.2, CR1.4

## Consonant Review: v

### Tracing

Trace the letters below and then write them on your own.



**PREVIEW**

### Letter Order

Circle the letters that come before or after the letter "V".

After Vv

Ww

Xx

Uu

Before Vv

Pp

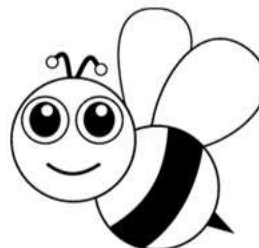
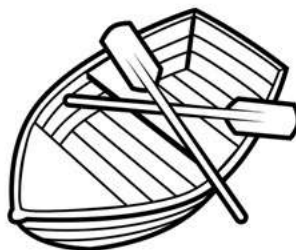
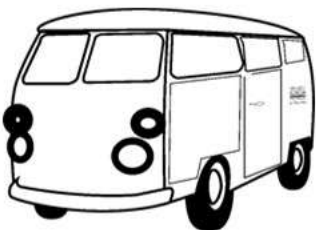
Oo

Aa

Yy

### Identify

Circle the pictures that begins with letter "v".



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

28

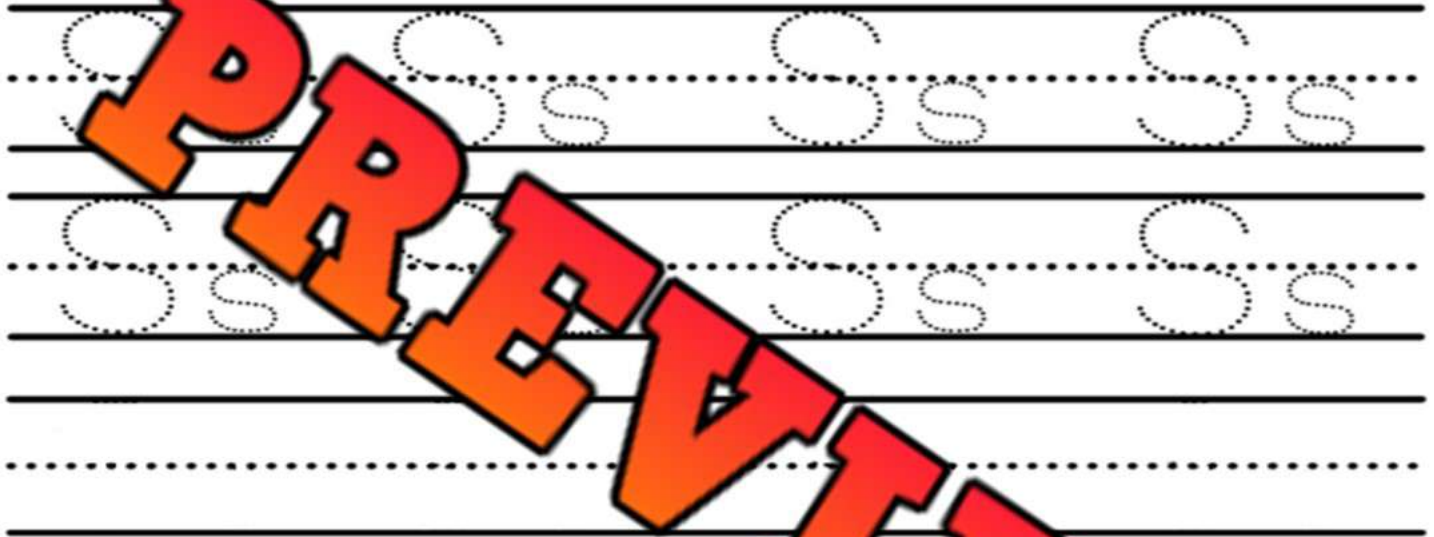
Curriculum Connection  
CR1.2, CR1.4

## Consonant Review: s

Tracing

Trace the letters below and then write them on your own.

Ss



Draw

Draw the given s-words, then trace.

sun

star

sad

sun

star

sad



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

29

Curriculum Connection  
CR1.2, CR1.4

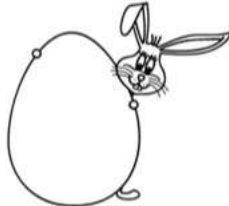
## Short Vowel: i

Identify

Colour the correct word for each picture.



big



hid

bid



win

wig



kid

hid



fig

pig

pin



fig



rid

lid



zig

dig

Draw

Try to read the sentence and draw.

The kid has a big pig.



## Week 3 – Fluency Readings

**Read**

Read each line and then write the last sentence.

Viv sat and

Viv sat and sipped

Viv sat and with

Viv sat and with the

Viv sat and sipped the



**PREVIEW**

The fan

The fan in

The fan in the

The fan in the van

The fan in the van is

The fan in the van is fit.

---

---

---

---

## Week 3 - Spelling Quiz



### Spelling

When your teacher reads the word, spell it below.

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

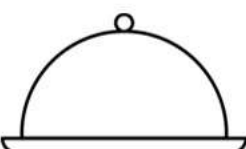
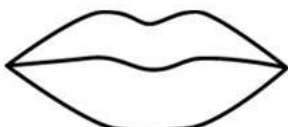


### Focus

Colour the box with the beginning letter of the pictures.

|   |   |   |   |
|---|---|---|---|
|  | f |  | f |
|   | v |   | v |
|   | s |   | s |

### Focus

Colour the correct picture that corresponds to the given word.

|     |   |   |
|-----|---|---|
| lip |  |  |
| hit |  |  |

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

32

Curriculum Connection  
CR1.2, CR1.4, CR1.5**Week 4 - Word List**

|     |     |     |     |      |
|-----|-----|-----|-----|------|
| zoo | zap | hop | hot | hat  |
| has | lot | log | leg | loss |

**Spell**

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



|     | Copy and Spell | Cover and Spell |
|-----|----------------|-----------------|
| 1)  | zoo            |                 |
| 2)  | zap            |                 |
| 3)  | hop            |                 |
| 4)  | hot            |                 |
| 5)  | hat            |                 |
| 6)  | has            |                 |
| 7)  | lot            |                 |
| 8)  | log            |                 |
| 9)  | leg            |                 |
| 10) | loss           |                 |

# Consonant Review: z

## Tracing

Trace the letters below and then write them on your own.



## Identify

Circle the pictures that begin with the letter z.



## Colour Pattern

Colour all Zz to show a zigzag pattern.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| Z | i | S | l | r | l | Z | y | r | Y |
| s | Z | L | Q | S | Z | l | Z | L | S |
| w | h | Z | A | Z | H | o | X | Z | n |
| t | J | r | Z | S | c | p | d | V | z |



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

34

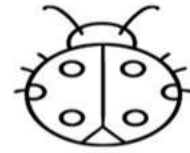
Curriculum Connection  
CR1.2, CR1.4

## Consonant Review: l

Tracing

Trace the letters below and then write them on your own.

l l

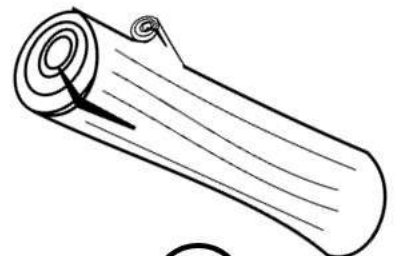


PREVIEW

Focus Say the picture name. Fill in the circle if it has a beginning consonant "l" sound.



Focus Say the picture name. Fill in the circle if it has a final consonant "l" sound.



# Consonant Review: h

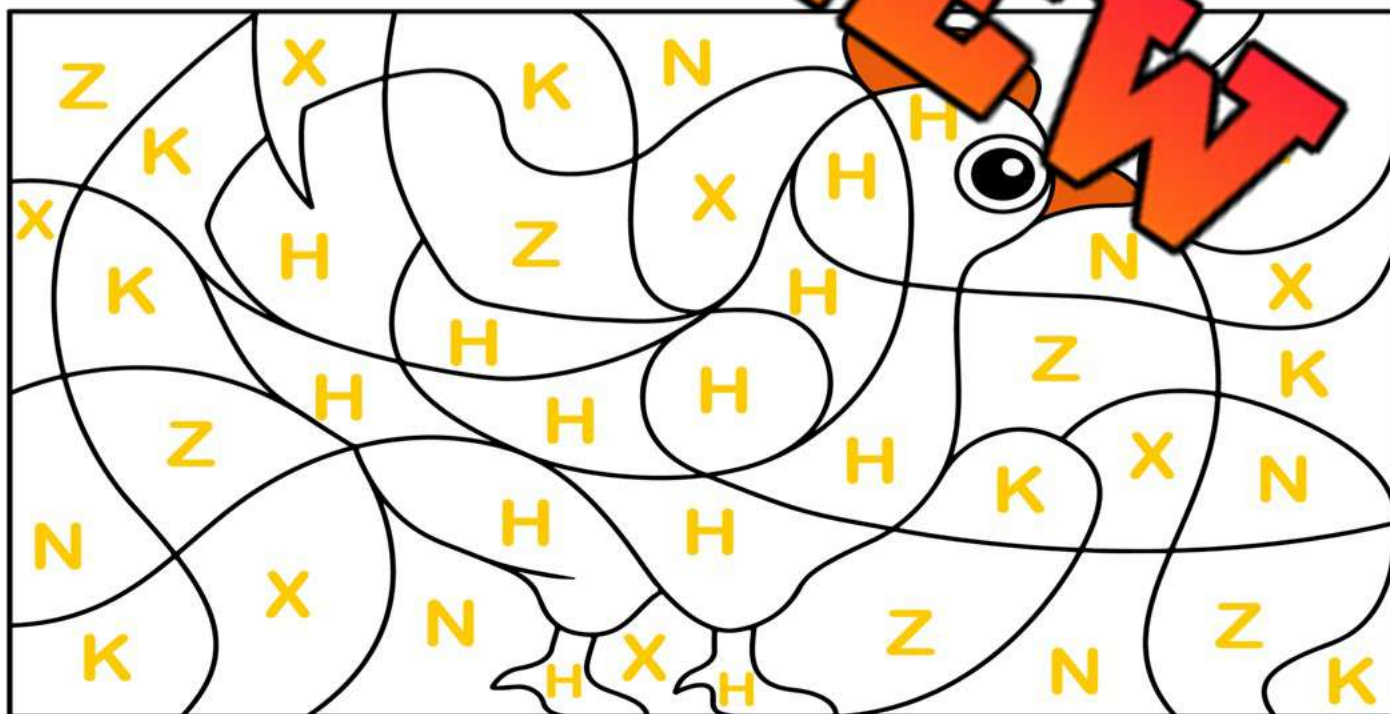
**Tracing**

Trace the letters below and then write them on your own.

Hh

**Colour By Letters**

Colour the cells with the letter h to reveal the picture.



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





36

Curriculum Connection  
CR1.2, CR1.4

## Short Vowel: o

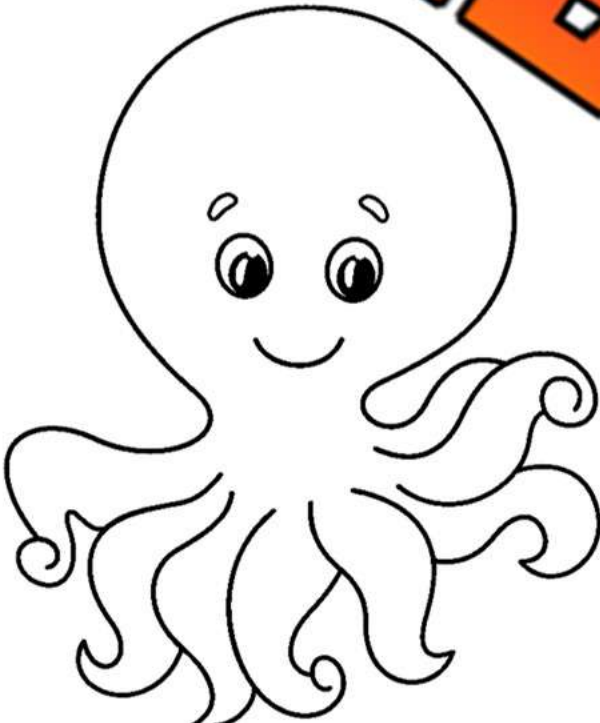
Identify

Name each picture and listen to the vowel. Circle the correct word.

|  |     |   |     |
|--|-----|---|-----|
|   | mop |   | top |
|  | mom |   | pot |
|  |     |  | rod |
|  |     |   | rot |

Identify

Colour the words with a short "o" so



dot

hop

coin

frog

hope



**Week 4 – Fluency Readings****Read**

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

|    | Sentence              | # of Mistakes |         | Time (sec) |         |
|----|-----------------------|---------------|---------|------------|---------|
|    |                       | 1st Try       | 2nd Try | 1st Try    | 2nd Try |
| 1) | _____ has _____       |               |         |            |         |
| 2) | Hal lost his _____    |               |         |            |         |
| 3) | The hog is hot.       |               |         |            |         |
| 4) | She got a dot.        |               |         |            |         |
| 5) | The dog hops on logs. |               |         |            |         |
| 6) | Tom zaps a lot.       |               |         |            |         |




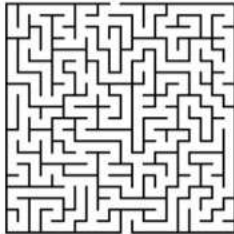


**Week 4 - Spelling Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Completion**

Complete the words by adding a letter.

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| __ o c k  | m a __ e  | __ o t   | b e l __  |

**Think**

Give three words with short o sound.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

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

39

Curriculum Connection  
CR1.2, CR1.4

## Week 5 - Word List

|     |     |     |     |      |
|-----|-----|-----|-----|------|
| run | rug | red | rip | jug  |
| jet | job | yes | yet | yell |

Pictionary

Choose 4 spelling words from the list above and draw a picture representing that word. Have your partner guess the word without using verbal hints or writing letters. Then write the word below the drawing.

**PREVIEW**

Spelling Word

Spelling Word

Spelling Word

Spelling Word

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

40

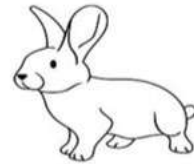
Curriculum Connection  
CR1.2

## Consonant Review: r

Tracing

Trace the letters below and then write them on your own.

Rr

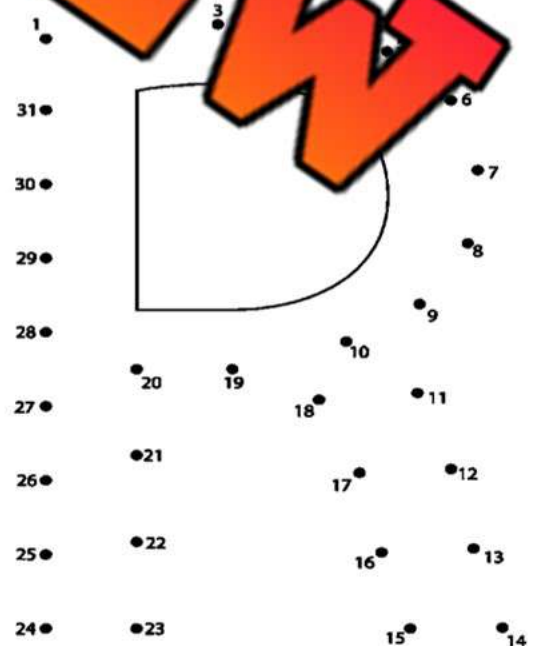


Tracing practice lines for the letter 'r'. The first row shows the letter 'R' and 'r' in dotted form for tracing. The second row shows the letter 'R' and 'r' in dotted form for tracing. The third row shows the letter 'R' and 'r' in dotted form for tracing. The fourth row shows the letter 'R' and 'r' in dotted form for tracing. The fifth row shows the letter 'R' and 'r' in dotted form for tracing.

Colour and Connect

Colour the letter R and r and then connect the dots to show the letter.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| B | E | P | E | P | P | F |
| B | E | R | R | R | E | B |
| P | R | F | P | F | R | B |
| F | R | E | F | P | R | P |
| F | R | R | R | R | F | F |
| B | R | E | R | E | B | B |
| E | R | F | B | R | B | B |
| F | R | B | P | F | R | F |
| P | E | F | E | E | B | E |



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

41

Curriculum Connection  
CR1.2, CR1.4

## Consonant Review: j

Tracing

Trace the letters below and then write them on your own.

J j



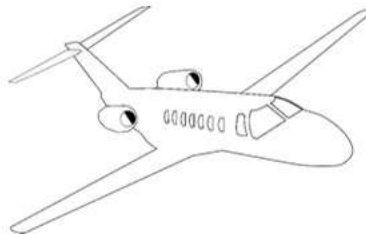
PREVIEW

Think

Unscramble the letters below to form words starting with 'j'.



r j a



j t e



g u j



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

42

Curriculum Connection  
CR1.2, CR1.4

## Consonant Review: y

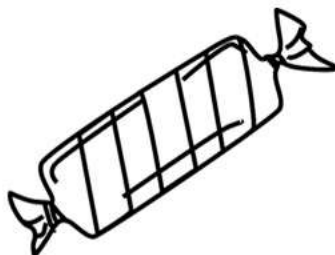
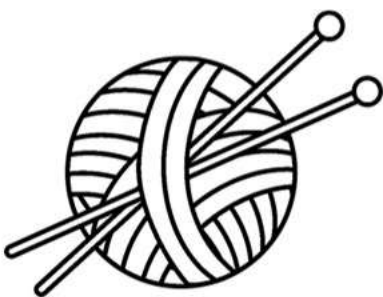
Tracing

Trace the letters below and then write them on your own.



Colour

Colour the picture GREEN if it starts with "y" and RED if it ends with "y".



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

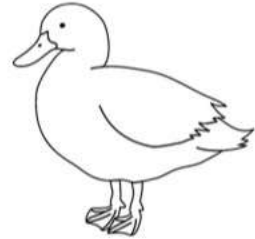
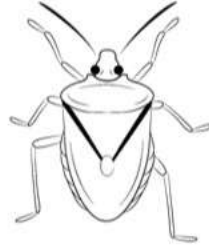
43

Curriculum Connection  
CR1.2, CR1.4

## Short Vowel: u

Cut and Paste

Cut out the words to the space below each pictures.



sun

bug

duck

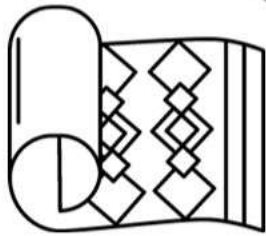
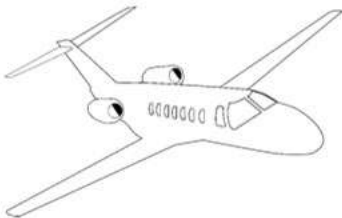
hug

nut

cup

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

Read each sentence and then highlight the sentence that matches the picture.

☐ Ray runs fast.☐ Ray swims fast.☐ Red carpets are nice.☐ Red rugs are nice.☐ Jay has a red jet.☐ Jay has a red net.☐ Ray yells at his job.☐ Ray yawns at his job.



## Week 5 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

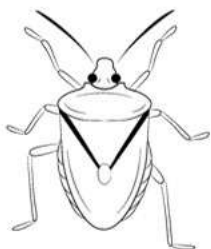
### Match

Circle the matching letters.

|          |                           |
|----------|---------------------------|
| <b>r</b> | r l l c f r t s j w r s x |
| <b>j</b> | l i j i j i f t j i l f i |
| <b>y</b> | x c y z x y z y t s t s y |

### Identify

Say the picture name. Circle the picture if it has a short "u" sound.





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

46

Curriculum Connection  
CR1.2, CR1.5**Week 6 - Word List**

|     |     |      |      |      |
|-----|-----|------|------|------|
| mix | box | quit | quiz | win  |
| wax | kid | kit  | ate  | wake |

**Writing**

Trace the words then write them on your own.

|     |      | Trace | Write |
|-----|------|-------|-------|
| 1)  | mix  | mix   |       |
| 2)  | box  | box   |       |
| 3)  | quit | quit  |       |
| 4)  | quiz | quiz  |       |
| 5)  | win  | win   |       |
| 6)  | wax  | wax   |       |
| 7)  | kid  | kid   |       |
| 8)  | kit  | kit   |       |
| 9)  | ate  | ate   |       |
| 10) | wake | wake  |       |

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

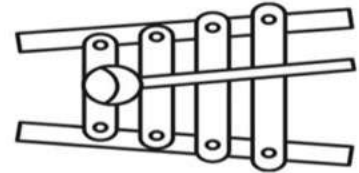
47

Curriculum Connection  
CR1.2, CR1.4

## Consonant Review: x

Tracing

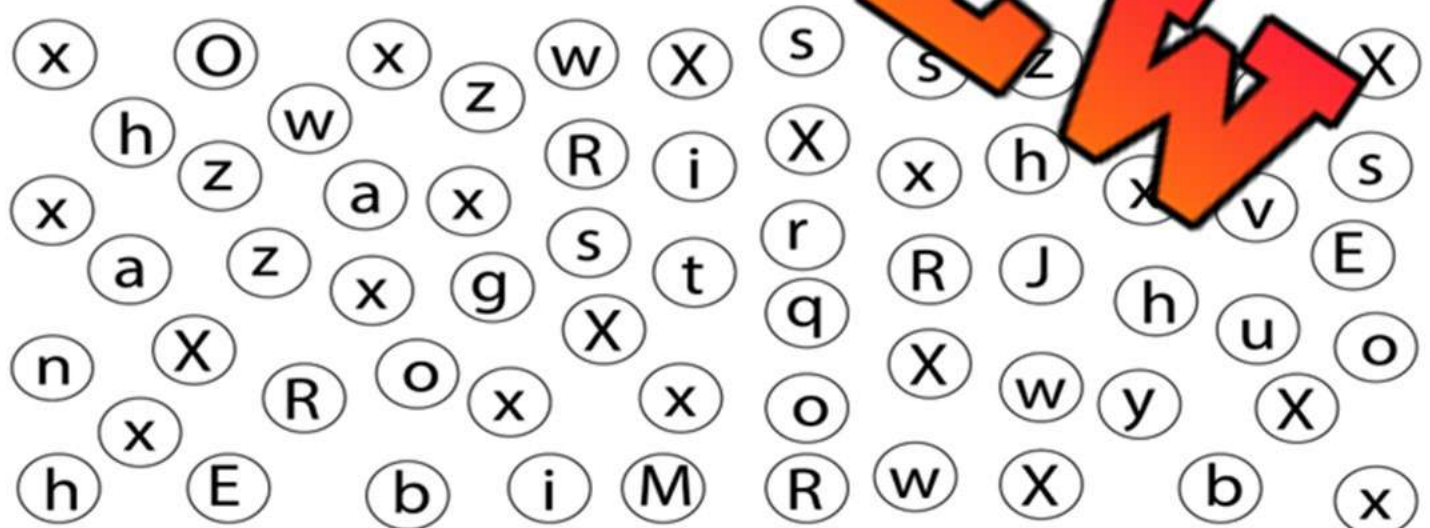
Trace the letters below and then write them on your own.



Two sets of handwriting practice lines (top solid, middle dashed, bottom solid) for tracing and writing the letter X.

Colour and  
Write

Colour all uppercase and lowercase letters X. Then think of three words that have an X in them.

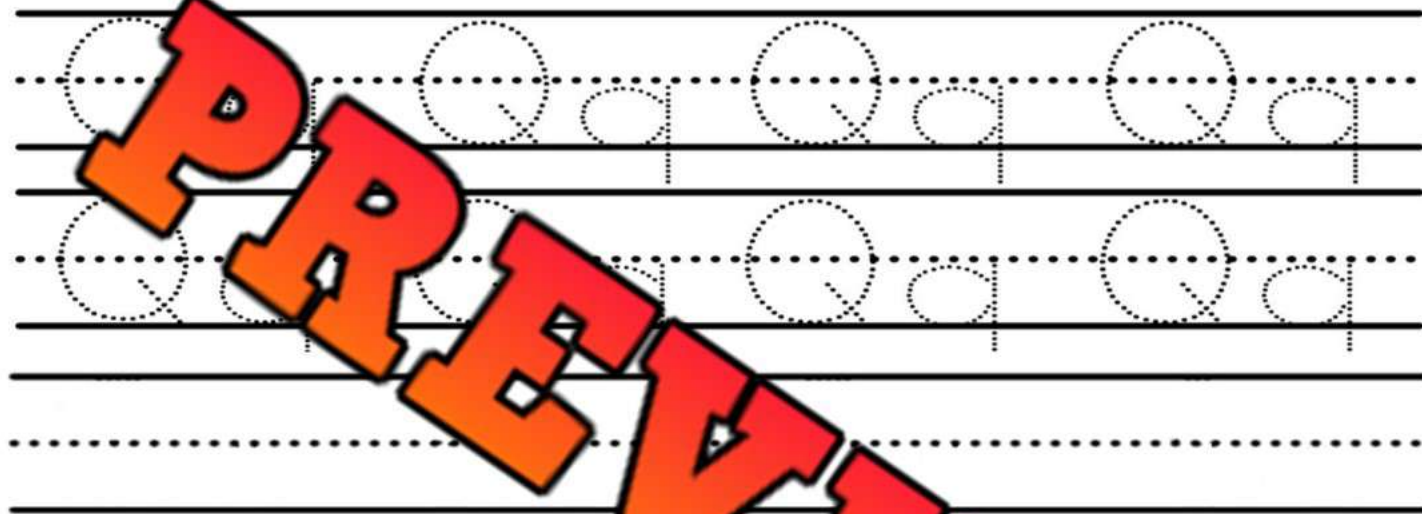


Three sets of handwriting practice lines (top solid, middle dashed, bottom solid) for writing words found in the word search.

# Consonant Review: qu

## Tracing

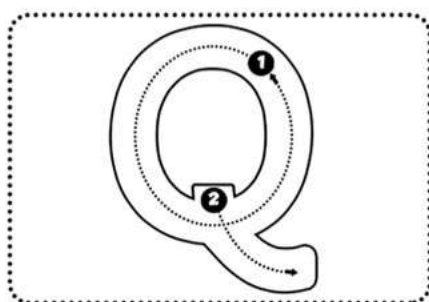
Trace the letters below and then write them on your own.



## Instructions

Follow the instruction for each activity.

Trace it



Colour it



Write it



Find it



Write it



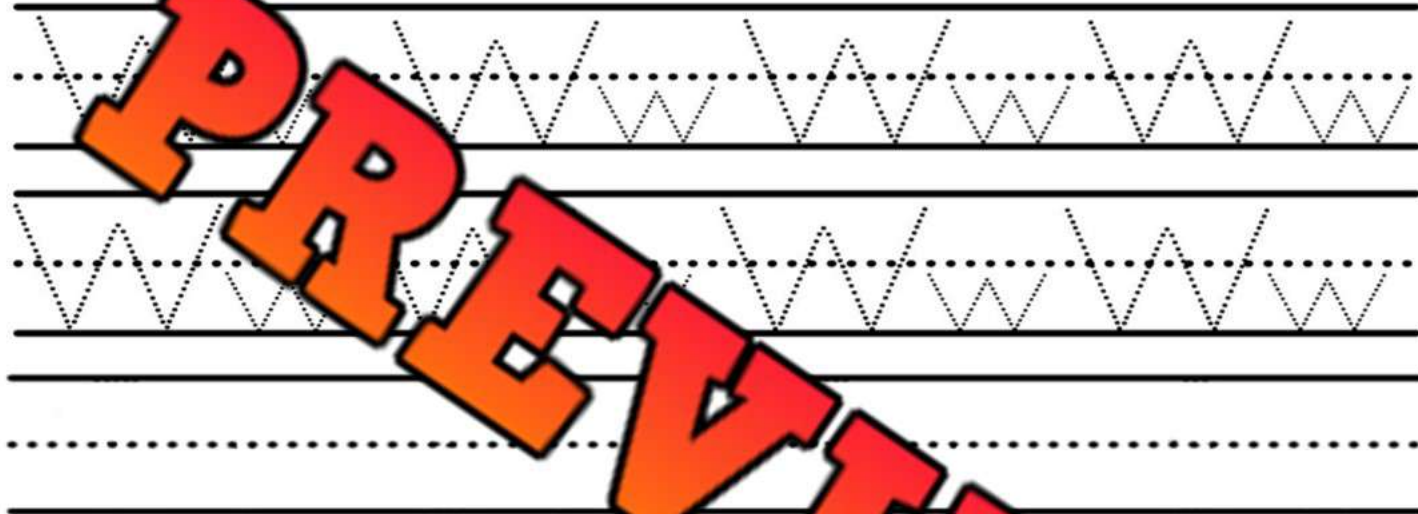
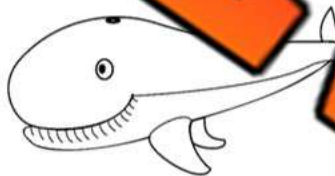
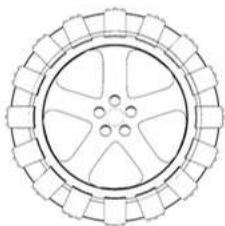
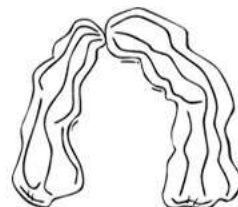
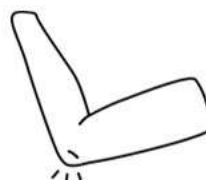
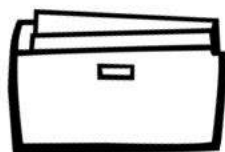
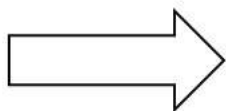
Solve it





**Consonant Review: w****Tracing**

Trace the letters below and then write them on your own.

**Focus** Say the picture name. Fill in the circle if the beginning consonant has a "w" sound.**Focus** Say the picture name. Fill in the circle if the final consonant has a "w" sound.



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

50

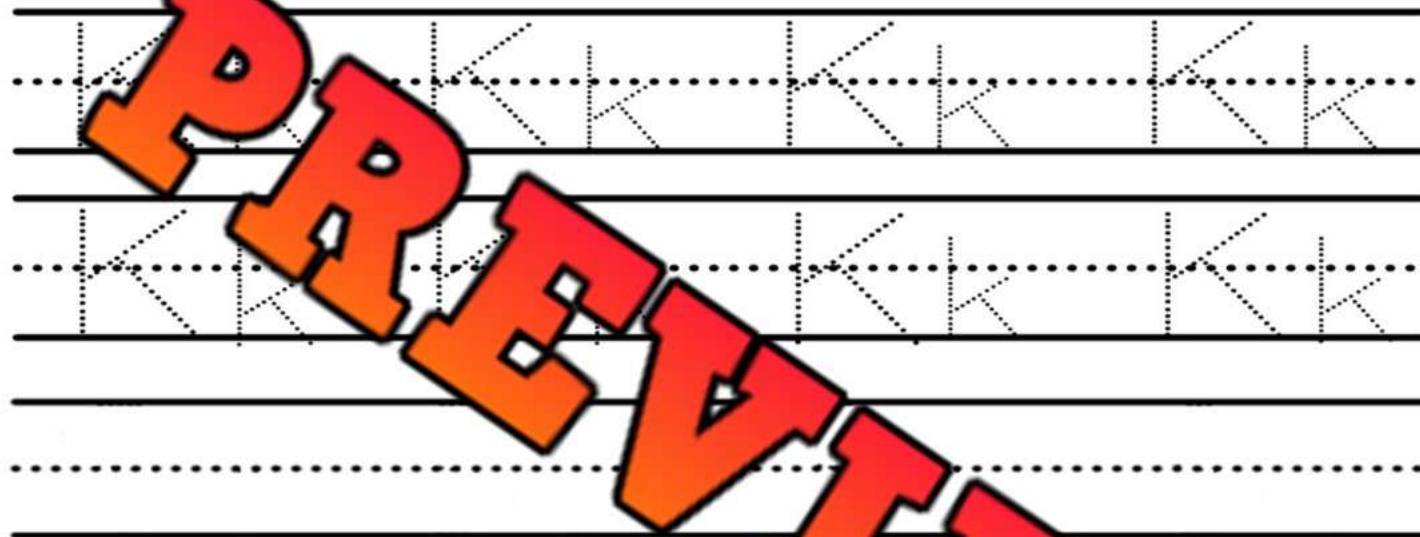
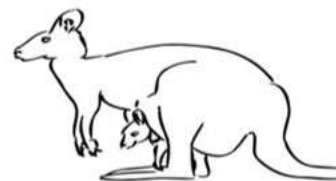
Curriculum Connection  
CR1.2, CR1.4

## Consonant Review: k

Tracing

Trace the letters below and then write them on your own.

Kk



Draw

Draw the given k-words, then trace.

key

kid

kite

key


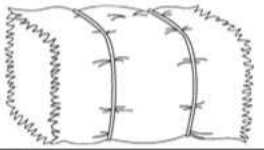
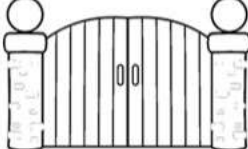


kid

kite

**Long Vowel: a (ate)****Instructions**

Read the long "a" sound words, then write it in the next column.  
Match the word with its picture on the last column.

| READ  | WRITE |
|-------|-------|
| ake   | cake  |
| ake   | ake   |
| plane |       |
| gate  |       |
| hay   |       |

| MATCH   |
|---|
|    |
|    |
|   |
|  |
|  |

**Draw**

Draw a picture of the words below.

| rat | rate |
|-----|------|
|     |      |

| pan | pane |
|-----|------|
|     |      |

## Picture Predictions

### Instructions

Using the picture, write a prediction about what you think will happen next in the story.

Sophie finds a small, shiny rock by the school playground.






















It's round and smooth right in her hand. She thinks it looks special and decides to keep it in her pocket. During recess, she shows it to her friends and they all guess what it could be.



What will Sophie do with the rock and what do her friends think it is? Draw and write your guess! How did the picture help you predict the story?

**Week 6 – Fluency Readings****Read**

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

|    |                          |   |
|----|--------------------------|---|
| 1) | Kim ate wax.             |          |
| 2) | Wake up!                 |          |
| 3) | Pat won the ...          |       |
| 4) | Kate quit her job.       |    |
| 5) | Kit will mix the box.    |    |
| 6) | We want to win now.      |    |
| 7) | Pick a box, then wax it. |    |



## Week 6 - Spelling Quiz

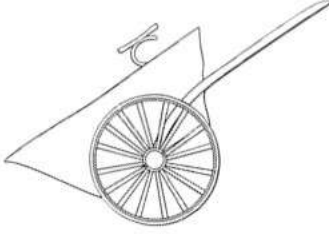
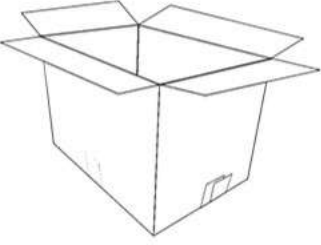


### Spelling

When your teacher reads the word, spell it below.

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

### Completion

Complete the words by adding a vowel.

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| __ a g o n  | b o __  | __ e e n   | __ i t e  |

### Think

Give three words with a long "a" sound.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

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

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Curriculum Connection  
CR1.2

## Week 7 - Word List

|      |      |      |      |      |
|------|------|------|------|------|
| cat  | cap  | car  | cell | cent |
| cite | cake | late | gate | rate |

Fill In The

Fill the boxes with the spelling words from above.

**PREVIEW**

Word search grid with the word "rate" pre-filled in the top left corner. The grid consists of several interconnected boxes of varying sizes, some of which are already filled with the letters 'r', 'a', and 't'.

# Uppercase or Lowercase

## Uppercase letters:

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

## Lowercase Letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Colour

the box green if the letter is in uppercase and yellow if it is in lowercase form.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| D | r | g | A | r | h | l |
| L | o | B | u | e | Q | f |

Identify

Circle the matching lowercase letter for the uppercase letter.

|   |   |   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|---|---|--|
| P | d | b | p | g | q | r |   |   |  |
| L | i | t | v | p | l | s | x | r |  |
| C | x | q | h | l | v | c | r | w |  |
| R | n | m | s | p | q | r | y | z |  |
| J | k | b | s | g | j | r | g | e |  |



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

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Curriculum Connection  
CR1.2, CR1.4

## Hard C

### Focus

Write the correct word under each picture, then colour it if it has a hard c sound (as in cat).

car

circle

coat

ice

cake

cereal



### Identify

Circle the hard c sound words in the sentence below.

The car is the colour blue.

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

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Curriculum Connection  
CR1.2, CR1.4

## Soft C

### Completion

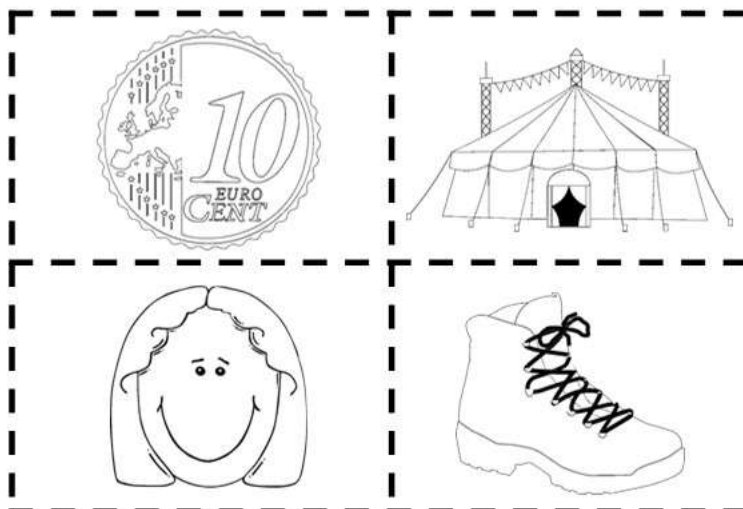
Read and complete each word by adding the letter c.

|       |           |            |
|-------|-----------|------------|
| i _ e | _ _ ity   | fa _ _ e   |
|       | _ _ entre | pen _ _ il |

### Cut and Paste

the picture and paste it to match the words in the table.

|      |  |        |
|------|--|--------|
| cent |  |        |
| face |  | circle |



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

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Curriculum Connection  
CR1.2, CR1.3, CR1.4

## Long Vowel: a (cake)

Colour

Colour the bubble if the word has a long "a" sound.

snake

late

bake

mate

pack

mat

game



Draw

Add one letter to transform the words into a long "a" sound.

%



rat \_

tap \_

cap \_

plan \_



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

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## Base Words



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

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

Draw

Draw pictures of the base words. Then draw the new word with the prefix or suffix added.

|      |        |
|------|--------|
|      | Unlock |
|      |        |
| Play | PL     |
|      |        |

## Vowel or Consonant

**Vowels** are the letters A, E, I, O, U. They are like the heart of every word. When we say them, our mouth is open.

**Consonants** are the other letters in the alphabet. They help make different sounds in words. When we say them, our mouth might close a bit or our tongue might move.



**S U N** - I (U) Consonants (S, N)

Color the letters green if the letter is a vowel and yellow if it is a consonant

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| M | C | a | A | r | h | I |
| L | O | B | U | Y | e | Q |
| D |   |   |   |   |   |   |

Identify




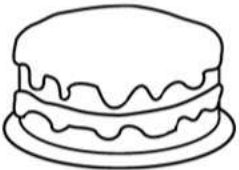







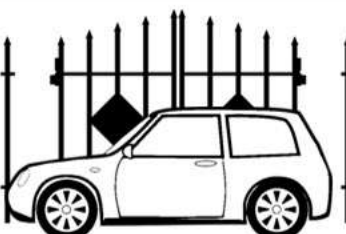
Is the underlined letter a vowel or consonant?

| word | vowel | Consonant |
|------|-------|-----------|
| dog  |       |           |
| hat  |       |           |
| pen  |       |           |
| cup  |       |           |
| ink  |       |           |

| Word | Vowel | Consonant |
|------|-------|-----------|
| fish |       |           |
| ball |       |           |
| nice |       |           |
| help |       |           |
| meat |       |           |

**Week 7 – Fluency Readings****Read**

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

|                               |  |   |
|-------------------------------|--|---|
| 1) She is late.               |    |    |
| 2) I eat a cake.              |    |    |
| 3) I have one cent.           |   |  |
| 4) The cat ran fast.          |  |  |
| 5) His cap is the colour red. |  |  |
| 6) The car is by the gate.    |  |  |



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

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## Week 7 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

Colour the box red if the word has a soft c sound. Colour the box blue if it has a hard c sound.

|      |      |     |      |
|------|------|-----|------|
| car  | cold | cup | nice |
| care | race | cup |      |
| camp | cute | cow | city |

### Identify

Underline the base word from the given words.

|             |           |               |
|-------------|-----------|---------------|
| 1. undo     | 2. reader | 3. preview    |
| 4. misspell | 5. dancer | 6. repainting |

**Week 8 - Word List**

|     |      |     |     |     |
|-----|------|-----|-----|-----|
| go  | got  | gas | gap | gel |
| gym | germ | he  | me  | be  |

**Spell**

Unscramble the letters to make the spelling words.

|     | Scrambled Word | Unscrambled Word |
|-----|----------------|------------------|
| 1)  | g              |                  |
| 2)  | o              |                  |
| 3)  | em             |                  |
| 4)  | og             |                  |
| 5)  | eh             |                  |
| 6)  | ags            |                  |
| 7)  | egl            |                  |
| 8)  | pag            |                  |
| 9)  | eb             |                  |
| 10) | myg            |                  |

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

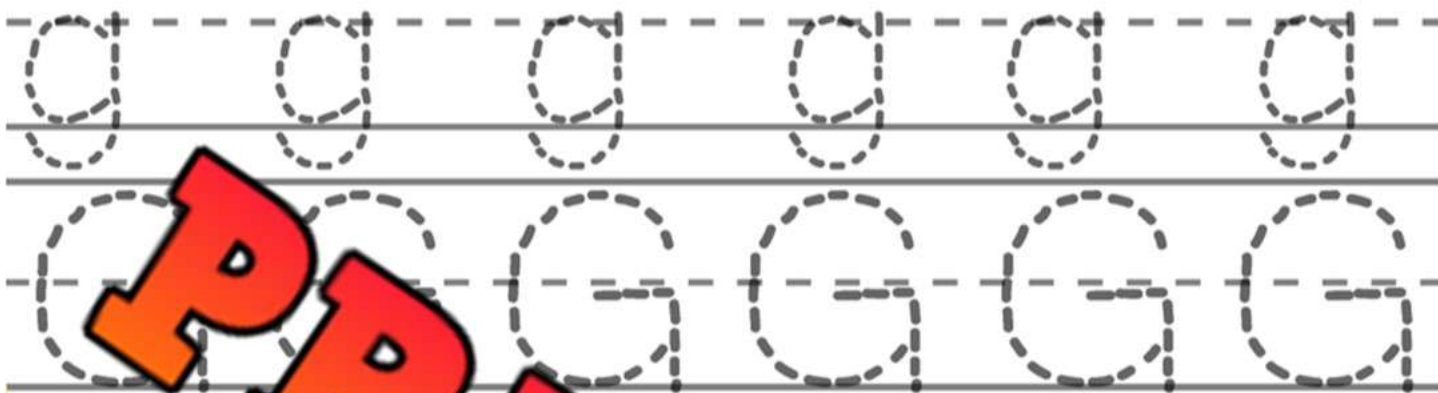
65

Curriculum Connection  
CR1.2, CR1.3, CR1.4

## Hard G

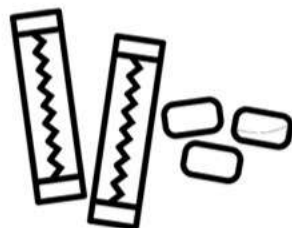
Writing

Practice writing the letters.



Writing

the words have a hard "g" sound.



gum



gel



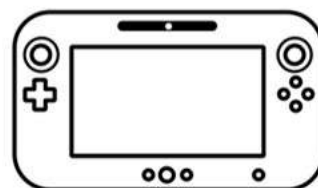
game



gym



gate



game



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

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Curriculum Connection  
CR1.2, CR1.3, CR1.4

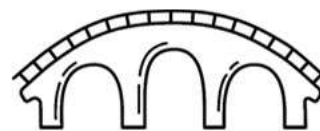
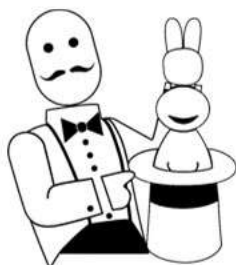
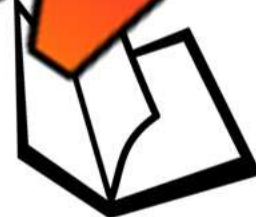
## Soft G

Cut and Paste

Cut out the pictures and paste them below the matching words.

| gem | rage | page | cage |
|-----|------|------|------|
|     |      |      |      |

| magic | gent | giraffe | bridge |
|-------|------|---------|--------|
|       |      |         |        |



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

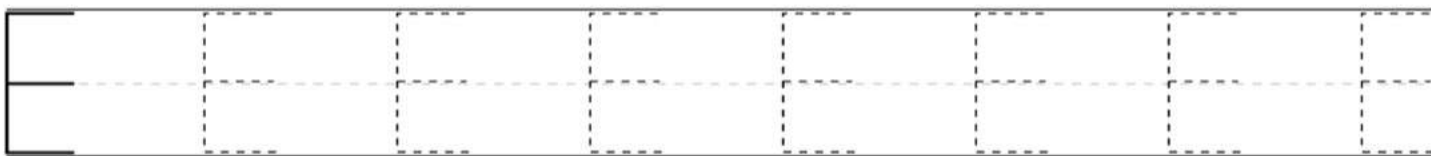
67

Curriculum Connection  
CR1.2, CR1.3, CR1.4

## Long Vowel: E (be)

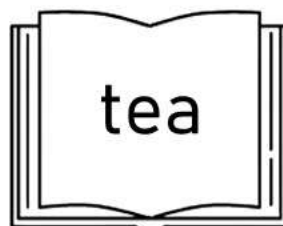
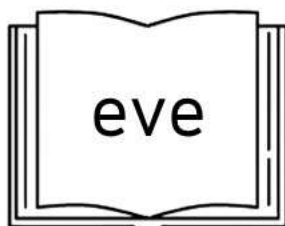
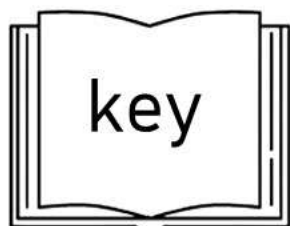
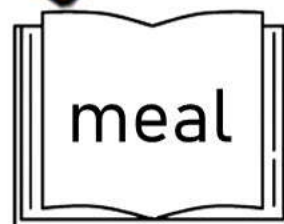
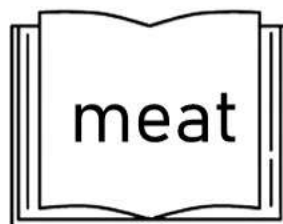
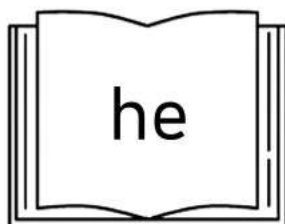
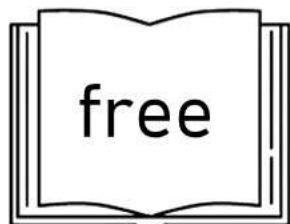
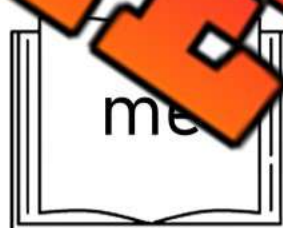
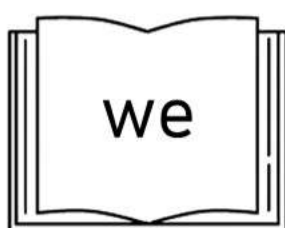
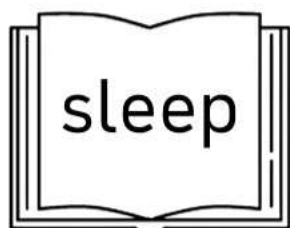
Tracing

Trace the letters below and then write them on your own.



Long E Sound

Colour the book if the word has a long e sound (as in be).



**Suffix -s**

The suffix "s" usually means more than one. So, if you have one toy, you say "toy." But if you have many toys, you add an "s" and say "toys."

**Identify**

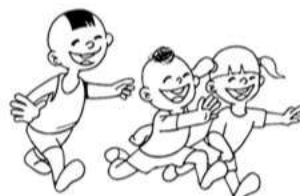
Circle the correct noun to describe the picture.



- A. cat  
B. cats



- A. cat  
B. cats



- A. kid  
B. kids



- A. kid  
B. kids



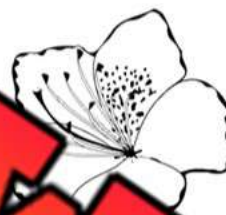
- A. book  
B. books



- A. book  
B. books



- A. flower  
B. flowers



- A. flower  
B. flowers

**Draw**

Draw the given number of nouns.

Five apples

Three stars



## Vowel in Every Word

**Vowels** are special letters: **A, E, I, O, U**. In every word we say or write, we always use at least one of these vowels. They help us make the sounds of words. For example, in the word "cat," the letter A is the vowel. It helps us say the word.

### Vowels

List all the vowels in each given word.

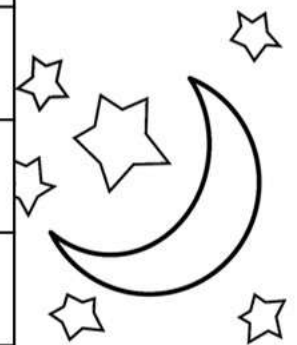
| Word   | Vowels |
|--------|--------|
| 1) cat |        |
| 2) gel |        |
| 3) bee |        |
| 4) oar |        |
| 5) elf |        |

| Word    | Vowels |
|---------|--------|
| 6) rose |        |
| 7) gold |        |
| 8) coat |        |
| 9) bag  |        |
| 10) bed |        |

### Completion

Complete the words by adding an appropriate vowel.

|             |           |           |
|-------------|-----------|-----------|
| c _ _ t     | b _ _ g   | j _ _ g   |
| _ _ g g     | _ _ _ k   | b _ _ _   |
| b _ _ r d   | s t _ _ r | j _ _ m p |
| s h _ _ p   | f r _ _ g | g _ _ _ l |
| g _ _ m _ _ | b _ _ _ r | m _ _ _ n |





# Sight Words

**Identify**

Use the given colour codes to colour the sight words.



**PREVIEW**

|      |      |      |      |
|------|------|------|------|
| as   | from | by   | them |
| stop | give | from |      |
| give | them | stop | give |
| from | by   | them |      |
| them | from | them | give |
| by   | stop | as   | from |
| from | as   | stop | by   |
| give | from | give | as   |

## Week 8 – Fluency Readings

**Read**

Read each line and then write the last sentence.

He got

He got

He

He got gas

He got gas at



Go

Go fill

Go fill the

Go fill the gap

Go fill the gap with

Go fill the gap with gel.

## Week 8 - Spelling Quiz

**Spelling**

When your teacher reads the word, spell it below.

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

**Identify**

Check all words with "h g" and c g. Put those with "soft g".

|     |       |     |
|-----|-------|-----|
| go  | giant | gum |
| gel | gem   | got |

**Write**

Pluralize the words below by adding "s" to it.

dog

tray

paper

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

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Curriculum Connection  
CR1.2, CR1.3, CR1.5

## Week 29 - Word List

|        |       |        |        |        |
|--------|-------|--------|--------|--------|
| spring | spray | spread | spree  | sprain |
| fruit  | suit  | juice  | cruise | bruise |

Alphabeti

Write the words in alphabetical order

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

Draw

Choose three words from above then draw them.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

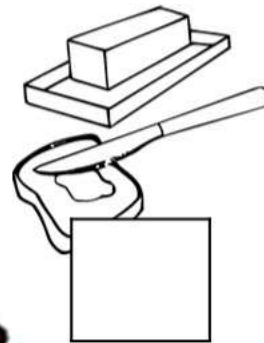
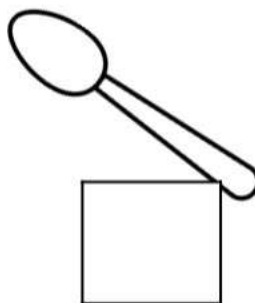
Name: \_\_\_\_\_

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Curriculum Connection  
CR1.2, CR1.3, CR1.4

## Three - Letter Blends: spr

**Sound Check** Say the picture name. Check the box if there is an "spr-" letter sound.



**Think** Think of two words with "spr-" letter blend. Write them in the sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Long U – Vowel Team: ui

**Cut and Paste**

Cut out the letters below and paste them in the correct order to spell the pictures with the long “u” sound.



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

**PREVIEW**

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| e | t | u | n | q | u | i |
| u | s | r | u | s | i | t |
| c | g | u | e | m | e | l |
| j | i | c | p | i | i | d |



## Fluency Sentences

Fluency sentences are special sentences we read to help us become better readers. They help us read smoothly, quickly, and with understanding. When we practice these sentences, we become more fluent and reading feels easy and fun!

**Fluency**

Read the text. Copy the complete sentence and then answer the questions.



I

I like

I like playin

I like playing basketball

I like playing basketball with

I like playing basketball with

I like playing basketball with my friend

I like playing basketball with my friend. I like

**Who do I like playing with?****What do I like playing with my friend?**

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

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# Antonyms

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

**Cut and Paste**

Look for the antonyms of the words and paste them beside the words.

|       |  |     |  |        |  |
|-------|--|-----|--|--------|--|
| big   |  | up  |  | near   |  |
| hot   |  | out |  | tall   |  |
| happy |  | wet |  | strong |  |
| fast  |  | old |  | young  |  |

|      |       |     |      |      |      |
|------|-------|-----|------|------|------|
| down | short | sad | weak | fat  |      |
| dry  | small | new | in   | cold | slow |

**Think**

Think of more pairs of antonyms.

|  |  |
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|  |  |

# Sight Words

**Search**

Circle all the sight words from the grid.

|      |     |      |       |      |
|------|-----|------|-------|------|
| am   | yes | me   | lit   | dot  |
| we   | so  | eat  | rain  | date |
| by   | kit | meet | to    |      |
| nice | my  | go   | all   | mice |
| no   | jet | gray | first |      |
| red  | bet | been | jar   |      |
| best | dog | lend | late  | bad  |



How many sight words did you find?

**Matching**

Match the appropriate sight words to complete the sentences.

1) I dress up \_\_\_ a superhero.

☐ give

2) We get milk \_\_\_ a cow.

☐ as

5) Please \_\_\_ me a red crayon.

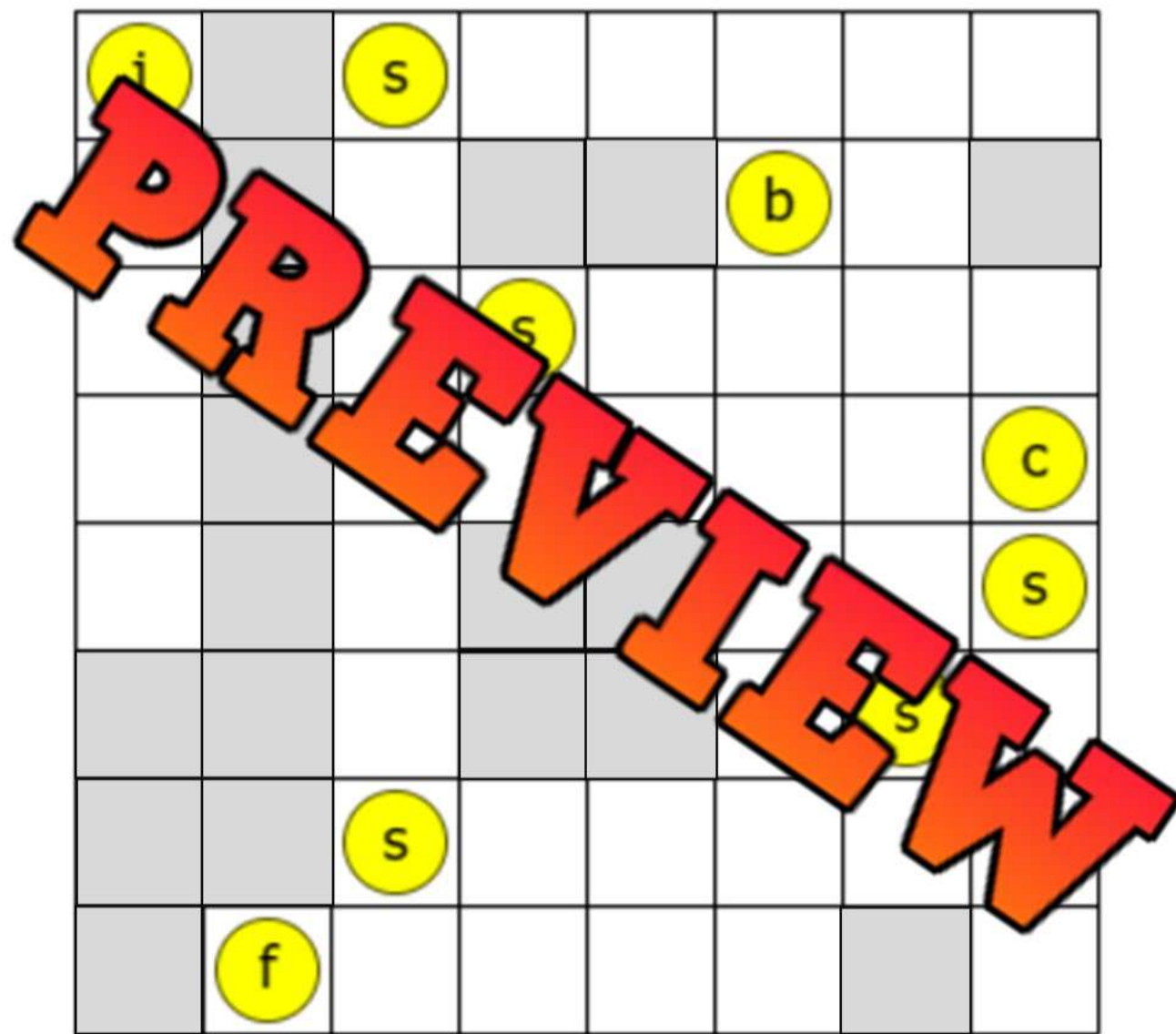
☐ from



## Reverse Word Search

### Word Search

Instead of looking for words in a grid, place the words in an empty word search puzzle.



Place these words in the grid.

|        |       |        |        |        |
|--------|-------|--------|--------|--------|
| spring | spray | spread | spree  | sprain |
| fruit  | suit  | juice  | cruise | bruise |

**Week 29 – Fluency Readings****Read**

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

|    | Sentence                   | # of Mistakes       |                     | Time (sec)          |                     |
|----|----------------------------|---------------------|---------------------|---------------------|---------------------|
|    |                            | 1 <sup>st</sup> Try | 2 <sup>nd</sup> Try | 1 <sup>st</sup> Try | 2 <sup>nd</sup> Try |
| 1) | ray the nt.                |                     |                     |                     |                     |
| 2) | We go on a s               |                     |                     |                     |                     |
| 3) | I like fruit juice.        |                     |                     |                     |                     |
| 4) | Jay sprained his toe.      |                     |                     |                     |                     |
| 5) | The suit hides his bruise. |                     |                     |                     |                     |
| 6) | We cruise in the spring.   |                     |                     |                     |                     |

**Week 29 - Spelling Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Completion**

Complete the sentences with the words.

|    |   |
|----|---|
| 1) | I use a _____ to _____ the plate.         |
| 2) | Be careful so you do not _____ the plate. |
| 3) | Mom likes to _____ butter on toast.       |

**Reading**

Read the sentence three times, make a question out of the given sentence.

The sun shines brightly as we play in the park.

|       |
|-------|
| _____ |
| _____ |
| _____ |



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

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## Week 30 - Word List

|       |       |       |        |        |
|-------|-------|-------|--------|--------|
| three | throw | threw | thread | thrive |
| new   | few   | chew  | grew   | crew   |

Pictionary

Choose 4 words from the list above and draw a picture of each in the boxes. Have your partner guess the word without using any verbal hints or letters. Then write the word below the drawing.

**PREVIEW**

Spelling Word

Spelling Word

Spelling Word

Spelling Word

**Three - Letter Blends: thr****Identify**

Colour the ice cream scoop that has the "thr-" letter blends

**Sentence**

Rearrange the words to create a meaningful sentence

three

She

threads

has

colourful

He

outside

threw

balls

three

## Long U: Vowel Team: ew

**Sound check**

Colour the words with the long vowel "U" sound.

|       |      |        |       |
|-------|------|--------|-------|
| new   | grow | review | brew  |
|       | stew | crow   | few   |
| screw |      | renew  | throw |
| show  | crew | now    | jewel |

**Matching**

Match the word that best suits each sentence.

1) Dogs \_\_\_\_\_ their toys.

2) The \_\_\_\_\_ worked very hard.

3) I have a \_\_\_\_\_ books to read.

4) Let's \_\_\_\_\_ the lesson tomorrow.

5) Mom made yummy \_\_\_\_\_ today.

☐ chew☐ stew☐ crew☐ review

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

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## Fluency Sentences

### Fluency

Read the sentences. Rate your reading fluency based on the criteria.

#### READING PRACTICE

The c \_\_\_\_\_

I see a big r \_\_\_\_\_ y ball.

We play at the p \_\_\_\_\_ k \_\_\_\_\_ y day.

Every morning, Mom g \_\_\_\_\_ s m \_\_\_\_\_ u \_\_\_\_\_

My friend and I like to read history b \_\_\_\_\_ s.

#### HOW DID I DO?



1 2 3 4 5

### Draw

Draw any two scenes from the sentences above.



## Visualization to Spell Words

**Visualization** is a helpful technique to remember how to spell words. It is like using your imagination to see the word in your mind.



**Colourful  
Letters**

Colour each spelling word with different colours for each sound to enhance visual memory and aid in spelling recall.

|       |       |
|-------|-------|
| Did   | Rot   |
| Bed   | Hard  |
| New   | Thin  |
| Chew  | Grew  |
| Thorn | Throw |

# Word Searches

## Word Search

Find the word bank words in the puzzle.

|                                |                                |                                |                                 |                                 |
|--------------------------------|--------------------------------|--------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> three | <input type="checkbox"/> throw | <input type="checkbox"/> threw | <input type="checkbox"/> thread | <input type="checkbox"/> thrive |
| <input type="checkbox"/> new   | <input type="checkbox"/> few   | <input type="checkbox"/> chew  | <input type="checkbox"/> grew   | <input type="checkbox"/> crew   |

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

## Word Search

Make your own word search using 5 words from the word bank.

|  |  |  |  |  |  |  |
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Word Bank

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

Read each sentence then highlight the sentence that matches the picture.



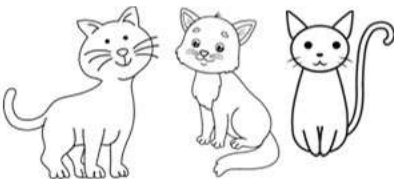
I caught the ball.

I threw the ball.



A few birds flew.

A few birds flew.



We have three new cats.

We have three new dogs.



Trees thrived and grew.

Plants thrived and grew.



## Week 30 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Sentence

Rearrange the words to create a meaningful sentence.

|                   |      |       |   |      |
|-------------------|------|-------|---|------|
| played            | with | Three | a | cats |
| <hr/> <hr/> <hr/> |      |       |   |      |

### Fluency

Read the sentences. Rate your reading fluency based on the criteria.

#### READING PRACTICE

Apples are sweet and crunchy.

Butterflies flutter around the colourful flowers.

#### HOW DID I DO?



1 2 3 4 5