



# 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





# Manitoba Language Curriculum Reading Comprehension– Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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

#### Discussion Questions



Have you ever guessed what might happen in a story?

Do you like looking at pictures in books before reading them?

Can you think of a story that reminded you of your own life?

Have you ever imagined what a character might be feeling?

#### Label The Parts

Label the parts of this book.

Illustration

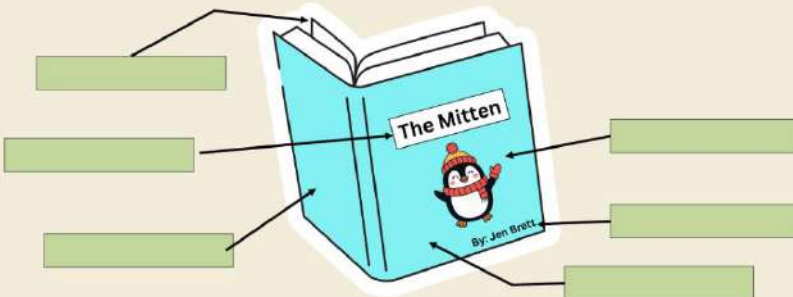
Author

Back Cover

Front Cover

Pages

Title



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

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

#### Consolidation – The Rainy Day Surprise

##### Questions

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





# Manitoba Language Curriculum

## Reading Comprehension- Grade 1

### Find the Missing Sight Word

Read each sentence carefully. Drag the sight word that makes the sentence sound right.

- 1) \_\_\_ cat is sleeping.
- 2) I see \_\_\_ dog in the yard.
- 3) She \_\_\_ sitting at her desk.
- 4) \_\_\_ are my best friends.
- 5) He was happy \_\_\_ he got a toy.
- 6) I like to play \_\_\_ my friends.

with

you

a

he

the

it

is

on

they

because

has

for

### Thumbs Up or Down: Decide if the statements belong based on the letter.



1) Lily probably couldn't play outside with friends that day.

☐

2) Her mom cares for her and helps her feel better.

☐

3) She wore sunglasses while sitting by the window.

☐

4) Lily would have rather had ice cream than hot chocolate.

☐

5) The rain may have lasted most of the day.

☐

6) She asked Uncle Tom to come over for a swim.

☐

### The Lost Crown

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



1) Which characters were in the story?

Crown

2) What did the princess lose?

Watch

3) Who helped the princess?

Butterfly

Bird

4) How did the bird help her?

Saw the crown by flying high

Made a new crown

5) Where did they find the crown?

In a bush

On a tree branch

6) Was there a dragon or a wizard in this story?

Yes

No





# Manitoba Language Curriculum Reading Comprehension- Grade 1

Q

Point of View

Read each sentence and check which point of view they show. ✓

A

Pam had the perfect plan. She just had to make it happen.

First Person ☐ Third Person ☐

B

It was my only choice, I had to raise my hand.

First Person ☐ Third Person ☐

C

I slowly opened the box, my hands were shaking.

First Person ☐ Third Person ☐

D

Greg and Chris ran outside and straight into the tree house.

First Person ☐ Third Person ☐

Q

ALL

A

D

E

F

Tongue Twisters

Cat

Duck

Top

Pen

Book

Sand

Sock

Bat

Cup

Dog

Pig

Q

Sequence an Easy Story

Number the story events from one to four

1

2

3

4

Mark played with his friends at recess

His dog was waiting for him to come home after school

Mark went to the bus stop.

Mark took the bus to school



# Workbook Preview



# Grade 1 – Language

## Manitoba ELA Curriculum



**Language as Sense Making:** How do learners understand what they hear, read, and view?  
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are responding to text in different ways to build and share understanding.	35, 48-51, 76-89, 115-119, 165-178, 115-119, 165-178, 199-201
1.2	Learners are using what they know about texts and themselves to reflect, set goals, and make decisions.	36-39, 48-51, 115-119
1.3	Learners are using and talking about familiar	5-242
1.4		214-239
1.5		

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

**Language as System:** How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are demonstrating an understanding that legibility enhances communication.	N/A
2.2	Learners are recognizing that English has conventional spellings.	N/A
2.3	Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication.	N/A
2.4	Learners are developing automaticity with printed text.	10-11, 43-46

**Language as Exploration and Design:** How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

	Grade Band Descriptors	Pages
3.1	Learners are making design choices for different purposes.	N/A
3.2	Learners are actively partaking in communities to explore ideas and deepen thinking.	155-156, 199-201, 239
3.3	Learners are using different sources to explore ideas and to deepen and extend thinking.	23-24, 29-30, 48-51, 76-89, 115-119, 158-161, 187-202
3.4	Learners are imagining and exploring different ways to represent thinking and ideas.	N/A

**Language as Power and Agency:**

How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

How do learners use language to influence others when they write, represent, and speak?

	Grade Band Descriptors	Pages
4.1	Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.	182-183
4.2	Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.	12-14, 62-63, 90-94, 127-134, 204-210
4.3	Learners are expressing opinions and judgments.	48-51, 62-63, 127-134, 204-210
4.4	Learners are understanding the role of the text creator.	127-134, 204-210
4.5	Learners are using language appropriately to meet needs and to share their identities.	124-125
4.6	Learners are understanding that they can resist, change, or accept ideas, points of view, and opinions.	N/A



# **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.

# Understanding Reading Comprehension

## What is Reading Comprehension?

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

## Strategies for Reading Comprehension

### 1. Before Reading: Make Predictions

Before you start reading:

- Look at the title.
- See the pictures.



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

### 2. During Reading: Make Connections

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

### 3. After Reading: Make Inferences

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

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

**Choose**

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

1) What is comprehension?

- ☐ Counting pages
- ☐ Understanding
- ☐ Drawing

2) What is making predictions?

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

3) What makes understanding better after reading?

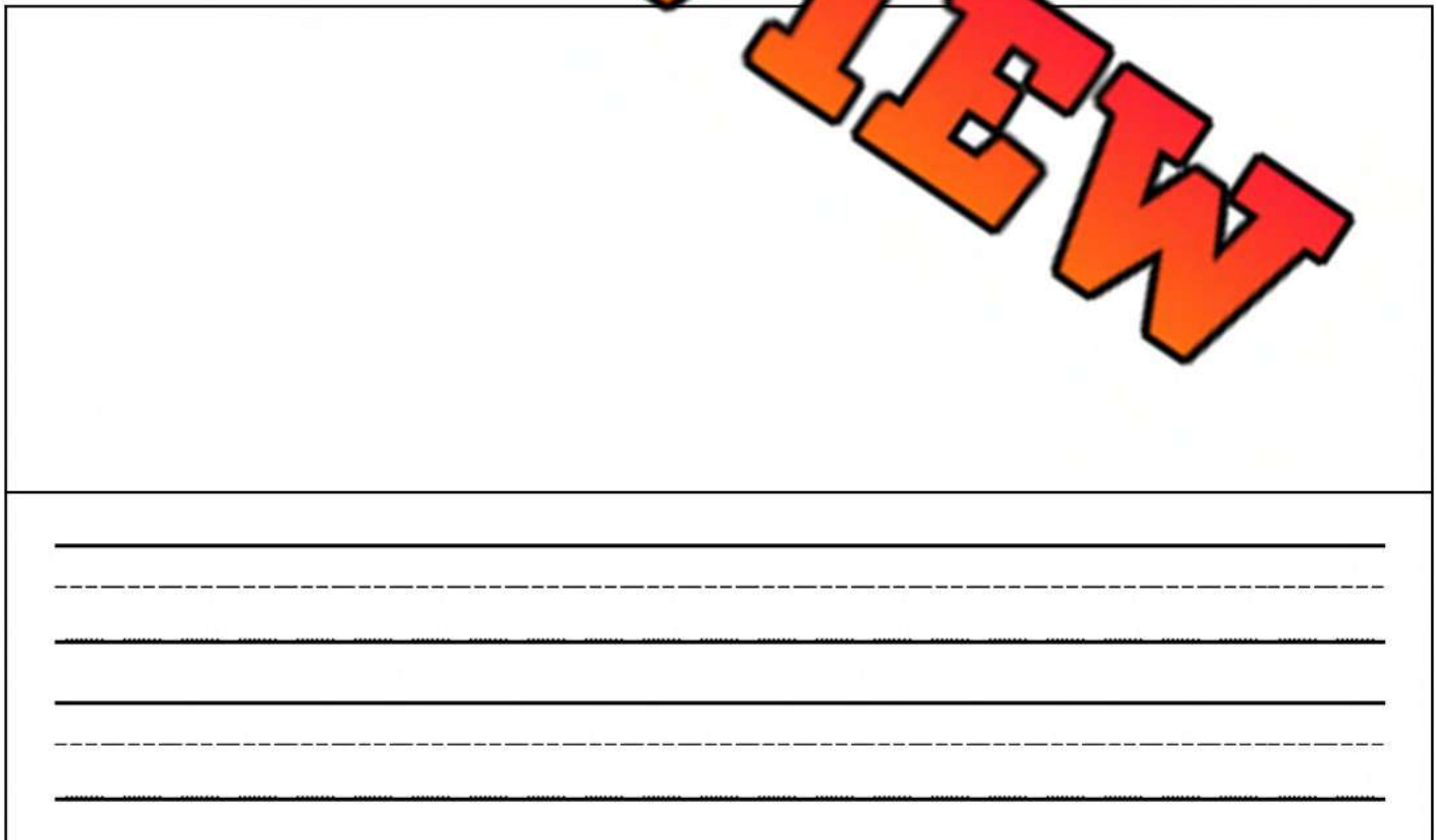
- ☐ Skipping
- ☐ Jumping
- ☐ Making connections

4) What makes understanding better after reading?

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

**Draw**

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



## Making Connections

### What is Making Connections?

Making connections helps us understand stories better.



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

### Making Connections

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

1) Anna's mom made a pie.

Text-to-Self

Many families look for a good book.

Text-to-Text

My mom bakes cookies.

Text-to-World

Like the pie in my fairy tale book.

2) The girl found a rainbow.

Text-to-Self

It is like the rainbow in my picture book.

Text-to-Text

Rainbows appear after rain everywhere.

Text-to-World

I love looking at rainbows.



## Making Text-To-Self Connections

### Making Connections

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

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

### Text-To-Self

PREVIEW

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Draw

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

PREVIEW

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Comprehension Practice – Making Connections

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

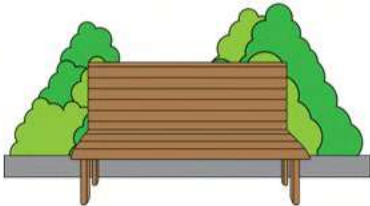
Mira and Aiden went to the park one sunny day. Mira pointed to a tall tree. "Look, Aiden, that tree is living. It grows and needs sunshine and water," Mira said and said, "Just like we need food and water!"



Next, they found a big stone on the ground.

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

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



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

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

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



## Pre-Reading

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

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

## Answer the questions

Circle the correct answer for each question.

1) Who went to the park?

A) Aiden

B) Ben

C) Both

D) None

2) Is the tree living?

A) Yes

B) No

C) Maybe

D) I don't know

3) What is stone?

A) Living

B) Non-Living

C) Both

D) None

4) Do trees grow?

A) Yes

B) No

C) Maybe

D) I don't know

5) What do trees need?

A) Sunshine

B) Candy

C) Juice

D) Nothing



## What is an Inference?

An inference is a smart guess you make based on clues. You use what you see and what you know to understand something better.

### Examples:

- 1) If you see dark clouds, you can infer it might rain soon.
- 2) If someone is yawning, you can infer they are tired.



Infer

Make the correct inference for these sentences.

1) The trees have no leaves.

Which season is it?

Winter

2) The sun is going down.

What time of the day is it?

Morning

Evening

3) Mom is making Turkey for dinner.

Which holiday is it?

Thanksgiving

Canada Day

4) He is putting on a coat, hat, and mittens.

What is the weather like?

Cold

Hot

5) Henry is carrying a backpack and lunchbox.

Where do you think Henry is going?

Zoo

School



## What is an Inference?

**Infer**

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



The dog is wagging.

How is the dog feeling?

Happy

Sad



The snowman is melting.

What season is starting now?

Winter

Spring



Santa has brought gifts for kids.

What holiday is it?

Halloween

Christmas



The kids are playing together.

What are the kids playing?

Soccer

Basketball

## Comprehension Practice – Predicting

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

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

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



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

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



## Pre-Reading

Write two classroom responsibilities that you already know.

1	
2	

## Questions

Circle the correct answer for each question.

1) Who looked after the plants?

A) Mason	B) Lila	C) Mrs. Maple	D) Someone else
----------	---------	---------------	-----------------

2) What is the name of the class?

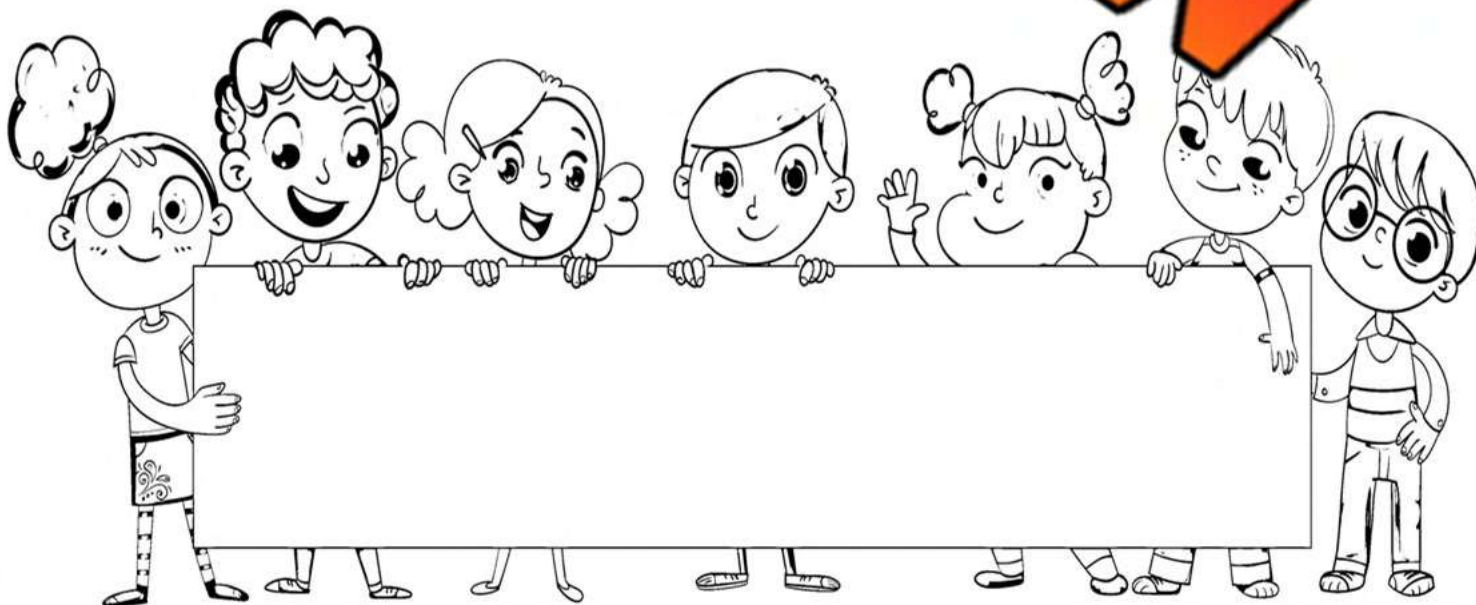
A) Shimmer	B) Sparkle	C) Goldie	D) Goldie
------------	------------	-----------	-----------

3) Who wiped the tables?

A) Mason	B) Lila	C) Mrs. Maple	D) Someone else
----------	---------	---------------	-----------------

## Visualizing

Draw what you were picturing while you read.



## Comprehension Practice – Visualizing

To: Uncle Louis

25 Maple Street

Toronto, Canada

Dear Uncle Louis,

I hope you are well. In our class,

we are learning about what to wear in different seasons. It is

very important to stay cozy and safe.

In the winter, we wear warm coats, mittens, and boots. This keeps us cozy when it snows. In the summer, we wear t-shirts and shorts because it gets very hot.

Spring is the time for light jackets and sometimes raincoats if it rains. Fall is a bit chilly, so we wear sweaters and maybe a scarf.

Knowing what to wear helps us enjoy each season more. I hope you find this interesting!

Love,

Your Niece, Sophia





## Pre-Reading

Why are you reading this text? Circle your answer.

For Fun

To Learn

I am interested in seasons

## While Reading

Draw 2 different pictures of what you are visualizing while reading

PREVIEW

## After Reading

Put a check mark beside the picture you think is correct.

Which type of shoes would you wear in winter?

☐☐

Which bottoms do you think are suitable for summer?

☐☐

## Picture Predictions

### Instructions

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

1)



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

2)



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

3)



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

4)



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

# Picture Predictions

## Instructions

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



PREVIEW

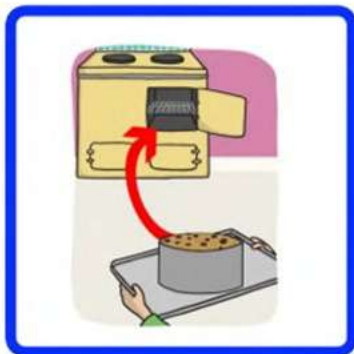
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Jokes

## Instructions

Match the jokes to their correct punchline.



Why do birds  
the sun  
to be a ge?



Why do bees  
have sticky  
hair?



What is a cat's  
favourite  
colour?



What did the  
ocean say to  
the pirate?



Where do sheep  
get their  
haircut?



Nothing, it just  
waved.

Purrrrr-ple!

Because it already  
has a million

At the baa-baa shop!

Because they use  
honeycombs.



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

35

Curriculum Connection  
1.1

## Riddles - Codebreaker

### Instructions

Use the code below to answer these riddles.

What goes up but never  
comes down?

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

What gets wet but  
dries?

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

What has a face and two  
hands but no legs?

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

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

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

What goes up and down  
but doesn't move?

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

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

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

# MY GOAL PLANNER



## Goal

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

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



## Strategies

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

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

## Reason

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

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

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

38

Curriculum Connection  
1.2, 1.3

# READING CHART

## Instructions

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





# REFLECTION / SELF-EVALUATION

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

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

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

## Monitoring – Does It Look Right?

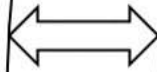
### Instructions

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

1) The cat is very soft to touch.



2) I have a blue and yellow backpack.



3) We go to school to learn new things.



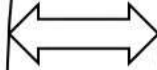
4) I love to eat apples every day.



5) My best friend lives next door.



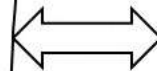
6) I like to draw with my crayons.



7) The book is on the table.



8) The flower is pretty.



## Monitoring – Does It Sound Right?

### Instructions

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

Mom is bakes a  
chocolate cake.

Yes ☐ No ☐

The cat is sleeping  
on the couch.

Yes ☐ No ☐

My Give I pencil to  
Harry.

Yes ☐ No ☐

She speaks  
softly.

Yes ☐ No ☐

The rainbow are so  
pretty.

Yes ☐ No ☐

Sally eating a apple  
pie.

Yes ☐ No ☐

### Instructions

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

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

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





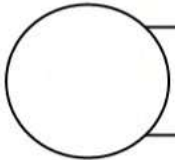
## Monitoring – Does It Make Sense?

### Instructions

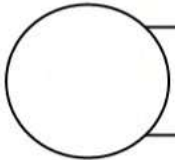
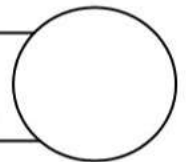
Some of these sentences don't make sense. In the circle make a smiley face ☺ for the sentences that makes sense and a sad face ☹ for the sentences that do not make sense.



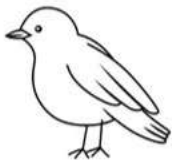
Harry smile was happy.



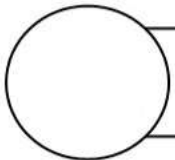
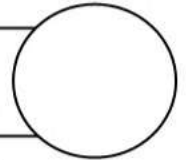
Chair are colour brown.



Penney and I go to school together.



tree nest.



Mom picked up the crying baby.



### Instructions

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

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

## Sight Words

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

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



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

### Instructions

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

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

**Sight Words****Color**

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

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



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

the

the

and

and

was

or

or

his

his

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

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

**Write the words in ABC order**

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

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

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

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

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

**Color the words in these words.**

And

me

Was

Or

His

**Sight Words****Find**

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

at	be	this	have	he	you	they	her
----	----	------	------	----	-----	------	-----



# **INDEPENDENT READING ACTIVITIES**



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

48

Curriculum Connection  
1.1, 1.2, 1.3, 1.4, 3.3, 4.3

## Independent Reading - Responses

Day 1

Fill in the organizer below.

Name of Book	
Author	
Visualize	picture of something you visualized.

Day 2

Fill in the organizer below.

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

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

49

Curriculum Connection  
1.1, 1.2, 1.3, 1.4, 3.3, 4.3

## Independent Reading - Responses

Day 3

Fill in the organizer below.

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



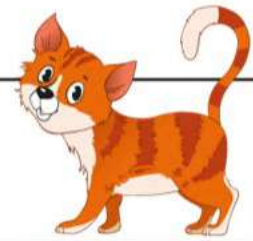
# **Block 2: Independent Reading Texts**

## Focus

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

## Independent Text – Tom the Cat

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



Questions Answer the questions below.

1) Draw where Tom lives.

2) What does Tom's fur feel like?

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

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## The Forest's Animals

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



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



## The Friendly Ghost

There was a friendly ghost named Ellie in an old house. She never hurt or bothered anyone. She loved playing hide and seek with the children who visited. Ellie always made sure everyone found their way home safely.



Questions Answer the questions below.

1) Draw what you think Ellie looks like?

2) What did Ellie love to play?

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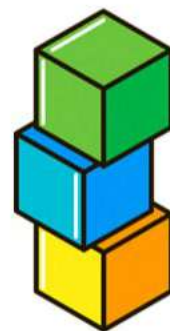
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3) Write 3 words you stretched (sounded out).

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## Mrs. Harper's Classroom

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

**Question**

Draw and write about the story. Write it down.

# Block 3:

# Reading Letters

## Focus

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



## Email Writing – New Vocabulary

Subject: Exciting School Event Coming Soon!

Dear Students,

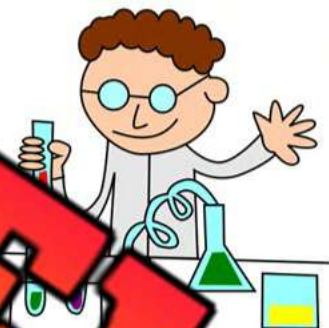
I hope you are all doing well. I have great news! Next week, we will have "Science Day" and it is going to be so much fun. We will learn about fantastic science experiments and even see some in action!

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

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

Best wishes,

Mrs. Jules



### Vocabulary

Connect the vocabulary from the story to its meaning.

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

## Email Writing – Linking Words

Linking words make our emails easier to read. They help connect our ideas. Examples are "and," "so," and "but." There are different types:

- **Conjunctions** – joining words like "and", "or", "because."
- **Pronouns** – Words that replace names, like "he," "she," "they" or "it."
- **Transition Words** – They help change ideas, like "next" or "also."

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

### Instructions

Circle the linking words and underline the names in the emails below.

Subject: New Library Books!

Dear Students,

Great news! Our library has new joke books and story books for you. Next, we will get riddle books!

Best wishes,

Mrs. Faisal

What voice was used in this email?

Formal

Informal

Subject: New Library Books!

Hey Buddy,

Guess what? I got a new car, and it is super cool! I have chores, then we should play together.

See you,

Charlie

What voice was used in this email?

Formal

Informal

## Linking Words – Sequencing

### Instructions

Circle the transition words in the sequences below.



First, take  
some soap.



Second, rub it  
between your palms.



Next, rub it on the  
back of your hands.



Then, rub it between  
your fingers



Next, rub the base  
of your thumbs.



Finally, rub your  
thumbs.



After that, wash  
your wrists.



Last, rinse your  
hands with water



Finally, dry your hands  
with a clean towel.



## Letter Writing – Inferences

Dear Class,

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

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

See you at Storytime!

Warmly,

Ms. Harper



### Inferences

Answer the questions by making inferences.

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

## Letter Writing – Inferences

Dear Auntie Claire,

Hello from Toronto! I wanted to tell you about the

fun things during different seasons. In winter, I

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



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

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

love feeling the warm sun on my skin.



Fall is special because the leaves turn orange and

red. We jump into big leaf piles and play. It's

like a new adventure, and I always find

something exciting to do.

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

Lots of love,

Sammy

**Inferences**

Circle the correct inference for each sentence.

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

Sammy enjoys playing in the snow during winter.

Sammy likes to swim in winter.

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

Sammy takes part in beach activities during summer.

Sammy builds snow forts in the summer.

**"Fall is the best time because the leaves turn orange and red."**

The leaves turn brown and red for Sammy in autumn.

Sammy sees the falling of leaves in the fall.

**Visualizing**

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





## Email Writing – Questioning

Subject: Let's Talk About Recycling!

Dear Community Leader Sara,

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

hope you are having a wonderful day! I

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

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

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

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

posters so we can learn and make a difference.

Dad says when you care about something, share it with \_\_\_\_\_

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

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

Thanks for reading,

Jake



## Pre-Reading

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

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## Answer the questions

Circle the correct answer for each question.

1) What did Jake write about in school?

A) Parks

B) Recycling

C) Camping

D) Horse riding

2) Why is Jake writing an email?

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

B) He has questions about his homework.

C) He wants to play in the park.

D) He is looking for his lost toy.

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

A) Slides

B) Trees

C) Recycling bins

D) S

## Visualizing

Draw what you were picturing while you were reading.



# Block 4:

# Narratives

## Focus

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



# What is Indigenous Storywork?

## What is Indigenous Storywork?

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

## Important Lessons in Stories

The stories teach us important lessons like:

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



## How Stories Are Shared

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

## True or False

Is the statement true or false?

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

Answer: Write one thing Indigenous Storywork teaches us?

PREVIEW

\_\_\_\_\_

\_\_\_\_\_

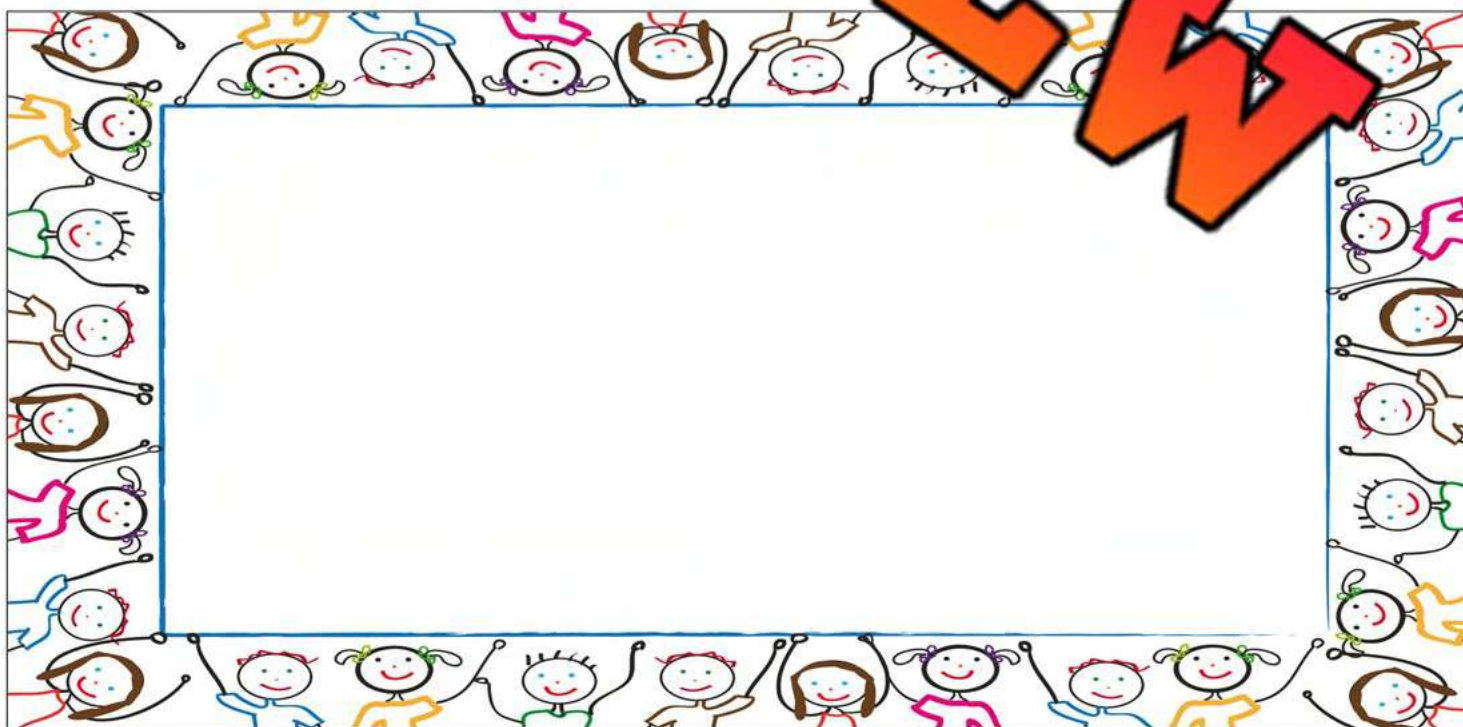
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Visualize

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





## The Story of Little Feather and Wise Owl

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

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



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

Little Feather felt sad but listened carefully. The next day, she sang softly. The deer, the rabbits, and even the owls were happy to hear her.



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

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

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

The End



**Questions**

Answer the questions below.

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

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

**Questions**

Circle the correct answer for each question.

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

A) The deer

B) The rabbits

C) Wise Owl

D) The trees

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

A) They left the forest

B) They seemed to smile

C) They sang along

D) They told her to stop

3) What lesson did Little Feather learn?

A) To sing louder

B) To leave the forest

C) To be respectful

D) To never sing again

## Helping Hands in Our Village

In a cozy village, two best friends, Moondrop and Starlight, lived happily.

Moondrop noticed that her grandma, Elder Willow, seemed tired. She wanted to help.

"Grandma," Moondrop said, "you look tired. Can I make you some tea?" Elder Willow smiled warmly. "Oh, Moondrop, you're so kind!"



Nearby, Starlight saw his dad carrying a heavy bag. "Dad, let me help you," Starlight offered. His dad grinned, "Thank you, Starlight. You make my heart happy!"

Later, Moondrop and Starlight played together. They talked about how good it felt to help their families. "You know," said Moondrop, "when we love and help our family and friends, our hearts feel as bright as stars." Starlight nodded, "Yes, and our village feels like the warmest place on Earth."

From that day, Moondrop and Starlight always looked for ways to help and love their family and friends.

## Answer

Write one way you help your family at home.

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## Question

Circle the correct answer for each question.

1) What did Sam help his dad with?

A) Cooking

B) Carrying boxes

C) Making tea

D) Singing

2) What did helping family make Sam feel like?

A) Heavy

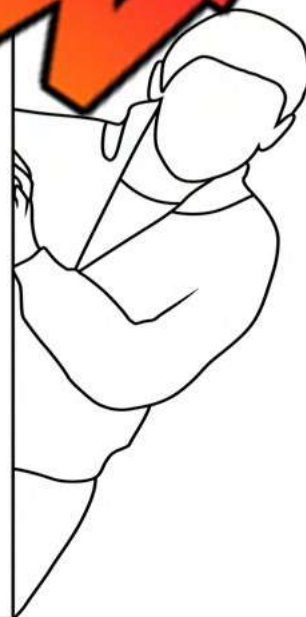
B) Dark

C) Bright and strong

D) Tired

## Visualizing

Draw what you were picturing when you were reading.





## Fable – Felix The Squirrel

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

Ruby had a broken wing and could not fly to find food. Felix understood and shared his acorns with Ruby and made sure she was never hungry. Day by day, Ruby's wing healed, and soon she could fly again.

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

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



**True or False**

Is the statement true or false?

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

**Question**

What was the moral of the story?

PREVIEW

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**Sequencing**

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

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



## Narrator's Point of View

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



There are two main types:

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

### Instructions

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

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



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

## Instructions

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

A) The cat sleeps on the couch.

B) I jump high on the trampoline.

C) The bird sings in the morning.

D) I listen to stories at bedtime.

E) Emily loves to dance.

F) I catch butterflies in the garden.



First

Third

First

Third

First

First

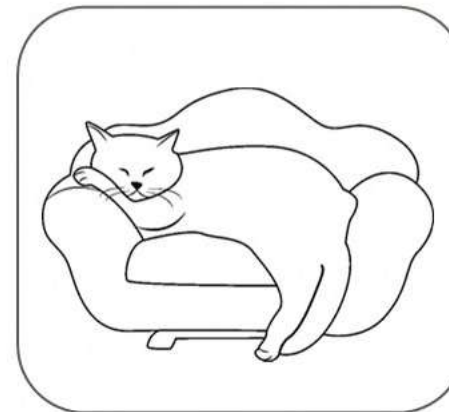
Third

First

Third

First

Third



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

## Instructions

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



I climb trees in the park.

Henry plays with toy trucks.

Jack is a man in

She swings high on the swing set.

I pick flowers in the field.

He paints a picture for his mom.

We ride bikes on the trail.



## Being Good Friends – Different Points of View

### First-Person

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

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

Luna tripped and fell. I helped her up and

asked if she was okay. We then played catch.

Being a good friend made me feel happy.



### Third-Person

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

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

Later, Luna tripped and fell. Benny

helped her up and made sure she was okay.

Then, they played catch and laughed together.

Being good friends made them both very happy.





**Questions**

Answer the questions below.

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

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

I	Benny	They	We	She
Me	He	Their	Me	Luna

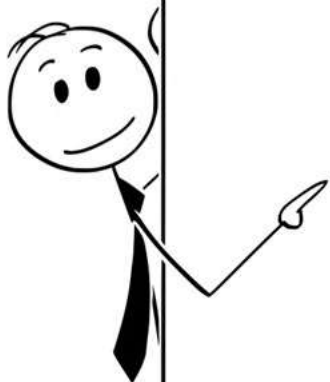
**Sequencing**

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

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

**Visualizing**

Draw a scene where you helped your friend with something.



## Rhyme

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

### Examples:

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



Think

Read slowly and follow the rhyme examples of rhymes.

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

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

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

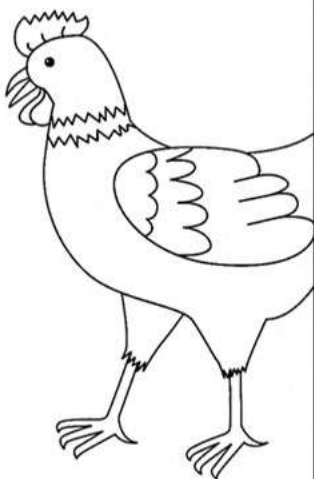
**Scavenger Hunt**

Find books that have examples of rhymes.

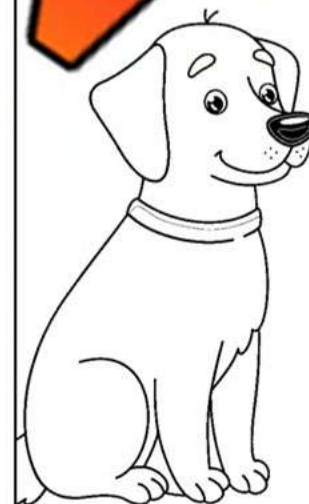
Book Name	Example – Describe or quote the example.
"Goodnight Moon"	"Goodnight room, goodnight moon."
"Brown Bear, Brown Bear, What Do You See?"	"Brown Bear, Brown Bear, what do you see? I see a red bird looking at me."

**Matching**

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



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


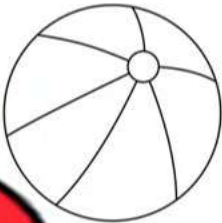
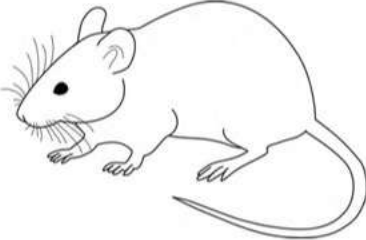
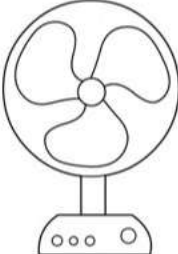





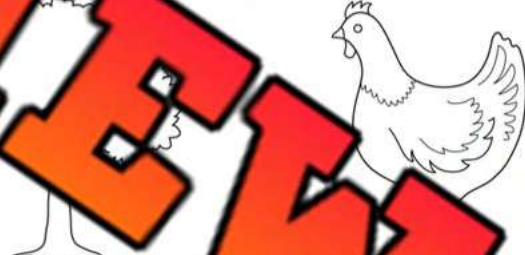
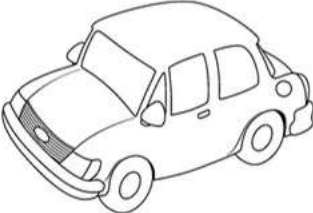

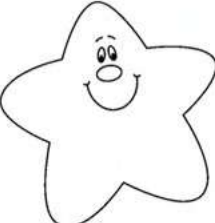



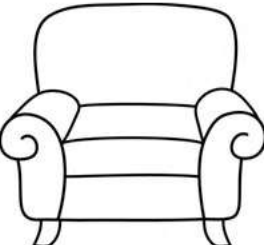





# Rhyme

## Instructions

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

## Drawing Rhymes

### Instructions

Draw what you visualize after reading these rhymes.

The dog sat on a log.

The bee flew by the tree.

The cat wore a hat.

The fish lived in the pond.

**PREVIEW**

## Alliteration

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

**Examples:**

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



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

**Think**

Read the story and find examples of alliteration.

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

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

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



# Alliteration

## Scavenger Hunt

Find books that have examples of alliteration.

Book Name	Example – Describe or quote the example.
"Dr. Seuss's ABC: An Amazing Alphabet Book!"	"Big B, little b, what begins with B? Barber, baby, bubbles, and a bumblebee."

## Instructions

Circle the correct word to complete alliteration in each sentence.

1) Big bears bounce _____.	ba	apples
2) Silly Sally _____ songs.	r	ngs
3) _____ grapes grow greatly.	green	pink
4) Jolly jellyfish _____ joyfully.	swim	jump
5) Lazy _____ lay low.	lions	pandas
6) Tommy the tiger _____ too.	speaks	talks
7) Cool cats _____ curtains.	climb	pull
8) _____ horses hop high.	sad	happy

## Alliteration

**Match**

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



The \_\_\_\_\_

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

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

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

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

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

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

bananas

goblin

snake

cat

lizard

shells

## Drawing Alliteration

**Instructions**

Draw what you visualize after reading these alliterations.

Big blue balls bounce high.

Happy horses hop high.

Pink pigs play in puddles.

Tiny toes to my steps.

**PREVIEW**

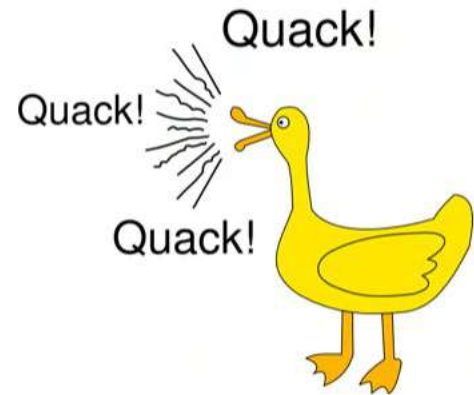


## Onomatopoeia

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

**Examples:**

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



Think

Read the story and underline examples of onomatopoeia.

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

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

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

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

Bobby smiled all the way home.

# Onomatopoeia

## Scavenger Hunt

Find books that have examples of onomatopoeia.

Book Name	Example – Describe or quote the example.
"The Very Quiet Cricket"	"Chirp, chirp."
"Mr. Brown Can Moo! Can You?"	"Moo, moo!"

## Instructions

Circle the correct word to complete the onomatopoeia in each sentence.

1) The bee goes "_____."	hum, hum	buzz, buzz
2) The duck says "_____."	quack, quack	boom, boom
3) The frog says "_____."	pom, pom	ribbit, ribbit
4) The dog barks "_____."	woof, woof	honk, honk
5) The phone rings "_____."	ssss, ssss	ring, ring
6) The bell goes "_____."	ding, ding	oink, oink
7) The clock says "_____."	creak, creak	tick, tock
8) The cat purrs "_____."	meow, meow	tweet, tweet

# Onomatopoeia

## Instructions

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

Meow, meow

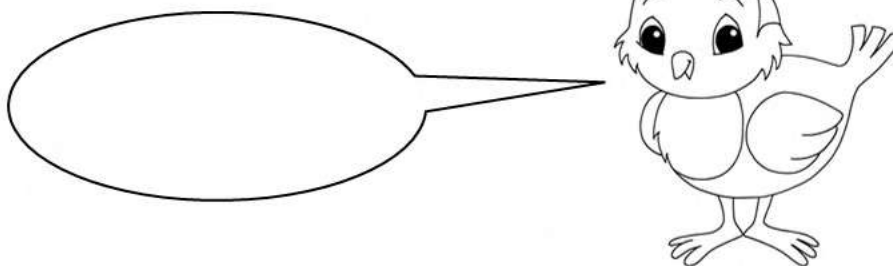
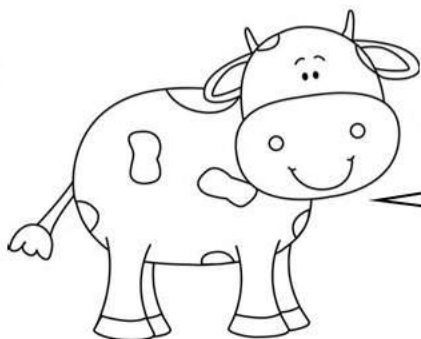
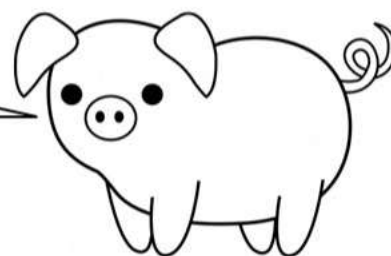
Neigh, neigh

Moo, moo

Oink, oink

Tweet, tweet

**PREVIEW**





## Sequencing the Plot of a Story

**A)** Danny asks his sister, Bella, to help him build a sandcastle. "Sure, Danny! That sounds fun!" Bella replies.

**B)** "We did it!" they both cheer, giving each other a high-five. They sit back and look at their amazing sandcastle, feeling proud and happy.

**C)** They gather up their shovels, and start building. They dig tall towers and dig deep.



**D)** Just as they are about to finish, a crab comes along and adds a seashell to the castle. "Look, Bella! Even the crab wants to help!"

**E)** It's a sunny day and Danny is at the beach. The sun is warm, and the waves are splashing.

Sequence

Use the letters for each paragraph to put the story in order. Then draw what you visualized when you read the story.

Plot Sequence

## Personal Story – First Person Perspective

### My Adventure With Daisy

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

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



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

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

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

## True or False

Is the statement true or false?

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

Questions Write the correct answer for each question.

1) Who is the main character in the story?

A) Mrs. Robinson

B) Daisy

D) Daisy

2) Where did Ava find the kitten?

A) Playground

B) School

C) Room

D) Backyard

## Sequencing

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

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



# Narrative Writing - Cause and Effect

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

## Example 1:

Cause: You drop a ball.

Effect: The ball bounces on the floor.

## Example 2:

Cause: It rains.

Effect: You see a rainbow.



Think

Is the underlined part the cause or the effect?

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

## How Energy is Used at Home

### Sally and Danny Learn About Home Energy

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

Sally asked, "How does all this work?"



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



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

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

**Cause/Effect**

Fill in the table below.

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

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

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

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

**Visualizing**

Draw what you were picturing while reading.





# Cause and Effect

**Match**

Match each cause to its effect.



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



So, the tomatoes grew.



I forgot my umbrella



So, I put on a jacket.



The baby cried



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



She watered the plant



So, mom picked it up.



## Realistic Story – Read Aloud

### Instructions

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

### Bakery Rescue with Officer Ravi

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

Rushing inside, Officer Ravi found

Mrs. Penelope, the baker, looking worried.

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

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

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

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

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



**Questioning**

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

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

Draw what you were picturing while you were reading.





## Story Retell

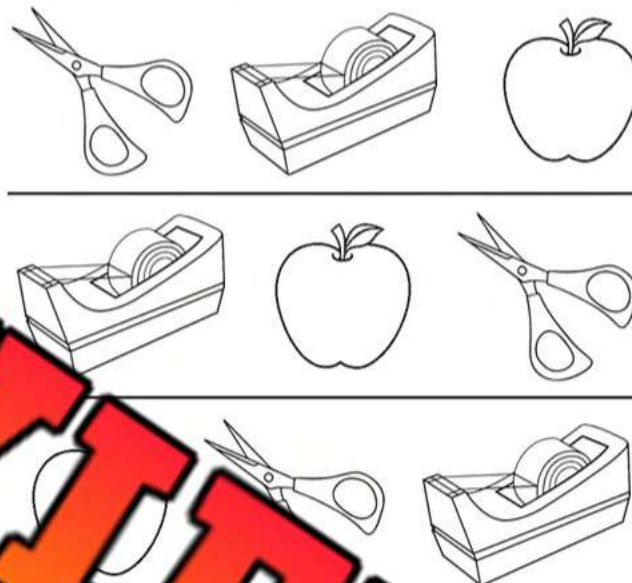
### Instructions

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

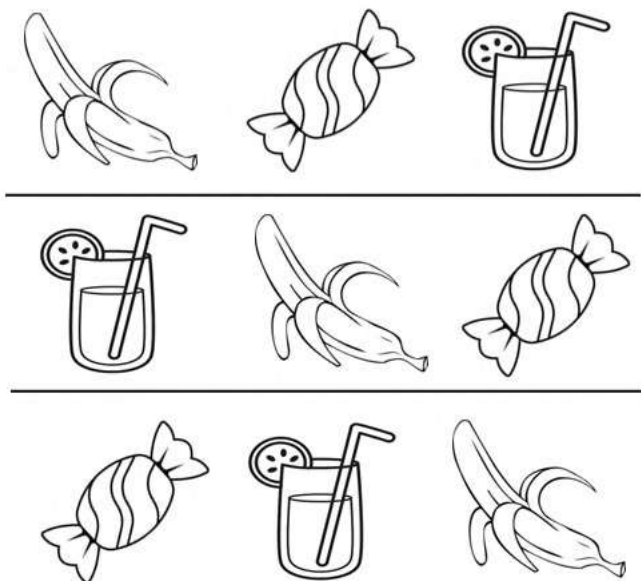
1) The dog ran after the frog, then a car and then a rabbit.



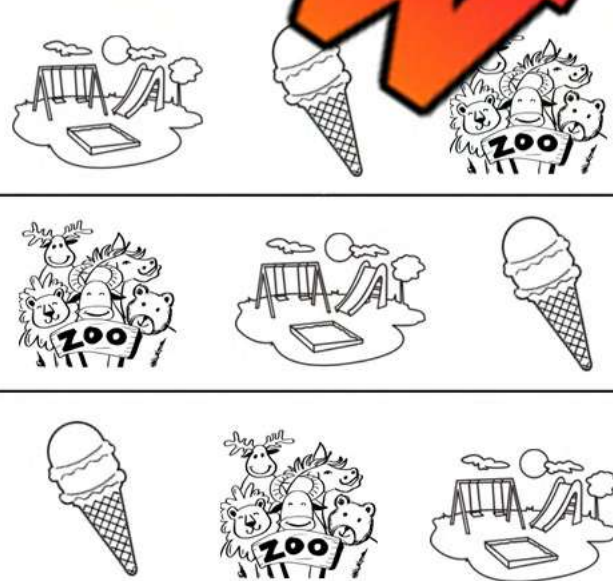
2) She painted an apple, cut it out and taped it on a wall.



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



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



## Story Retell - Ruby And The Tiny Bird

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

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



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

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



**Instructions**

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

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

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**Visualize and draw the characters**

Who were the characters in the story?

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

**Setting**

Where did the story take place?

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

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

What was the problem?

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

**Visualize and draw the problem**



**Events: Beginning**

What happened in the beginning of the story?

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

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

What happens in the middle of the story?

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

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

What happens in the end of the story?

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

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

What happens in the end of the story?

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

**Visualize and draw the ending**

## Story – Character Identification

### Hugo The Fireman

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

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

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

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

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



**Looks**

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

**Family**

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

**Likes And Dislikes**

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

<input type="radio"/>	Thunderstorms	
	Vegetable soup	<input type="radio"/>
<input type="radio"/>	Rescuing Kittens	
	Loud Noises	<input type="radio"/>
<input type="radio"/>	Planting vegetables	

**Hobbies**

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



# Block 5:

# Persuasive Texts

## Focus

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

## Persuasive Writing – Different Opinions

### Why Students Should Have Sleep Time in Class

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

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



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

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

Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

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

First One

Second One

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

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## Persuasive Writing – Thinking Critically

Hey Friends,

You all need to join the Dino Club at recess! It is the best club ever, way better than any other club at school. We get to talk about dinosaurs, roar like them and even draw them!

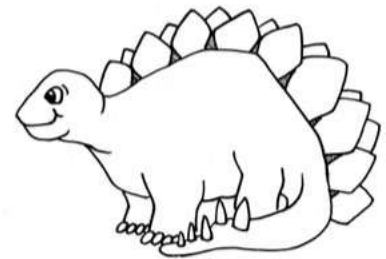
Who needs to play tag or go on the swings when you can be a dinosaur?

Trust me, nothing is as cool as the Dino Club.

You will not want to miss out!

Your Future Dino Buddy,

Dino Dave



Think Critically

Answer the questions below

1) Who wrote the persuasive text?

2) Do you believe Dino Dave?

3) Why might Dino Dave be lying?

a) He doesn't like dinosaurs

b) He is a big soccer fan

c) He loves dinosaurs

4) Below are Dino Dave's arguments. Circle the arguments that are true and cross out the ones that are made up.

a) Dino Dave is a dinosaur lover.

b) We can be dinosaurs.

c) There is nothing else as cool as Dino Club.

d) We can talk about dinosaurs and roar like dinosaurs.



## Inferences - Persuasive Writing

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

#### 😞 Why Is Cleanup Important? 😞

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

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

#### 📊 Facts and Stats for Cleaning

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

#### 🦸 Let's Be Cleanup Heroes! 🦸

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

**Inferences**

Circle the correct inference from the sentences below.

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

Most people feel better in a cleaner park.

People like the park to be more dirty than clean.

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

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

Litter is not good for animals.

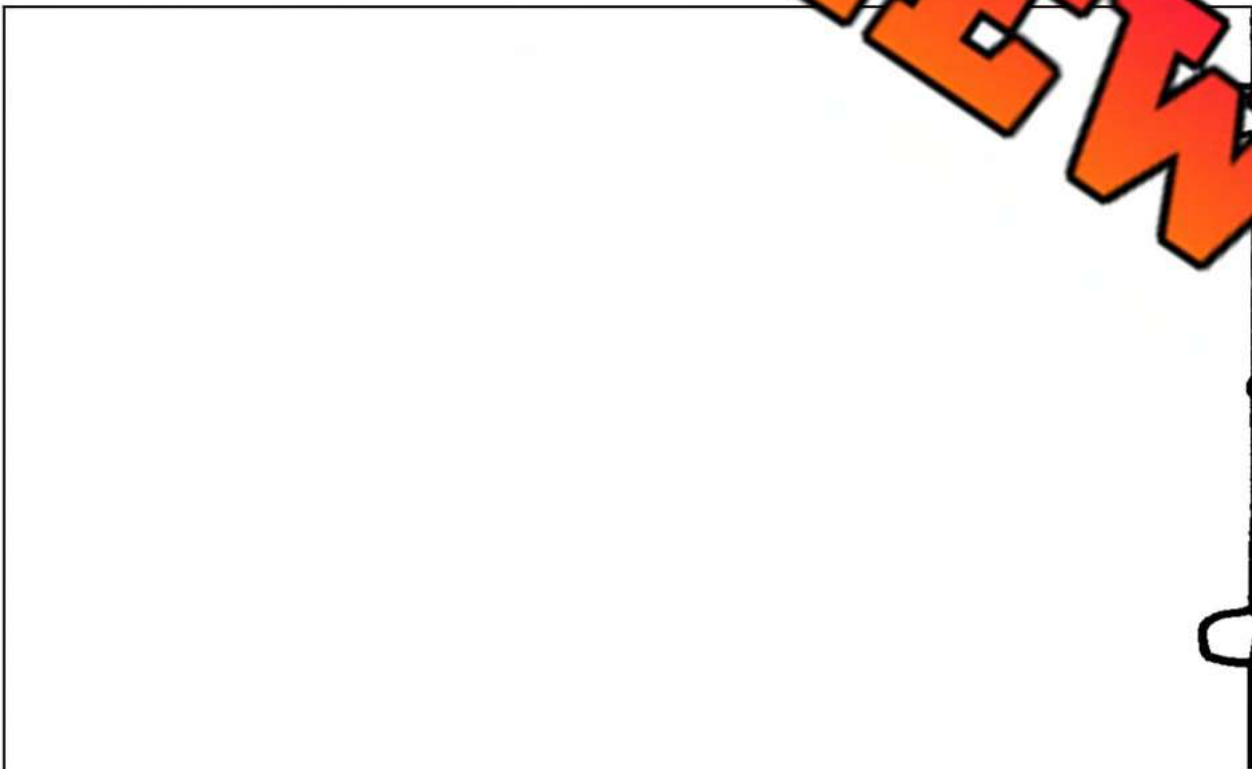
**Cleaning for just 10 minutes can make a big change!**

Spending just a little on cleaning can make a difference.

Cleaning is not at all good for us.

**Draw**

Visualize yourself cleaning your local park with your friends.



# Block 6: Procedural Writing

## Focus

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

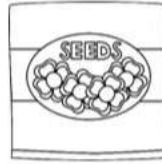


# Procedural Writing – How To Grow a Plant

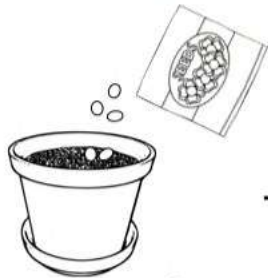
## Instructions

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

Things you need:



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



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



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



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

Soil

Seeds

Water

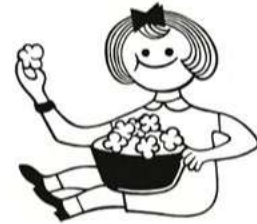
Cover

# Ordering Steps – How To Make Popcorn

**Order**

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

Eat and enjoy  
the popcorn!



Put the popcorn  
into a bowl.



Add some salt  
and butter.



Wait until the kernels have  
finished popping



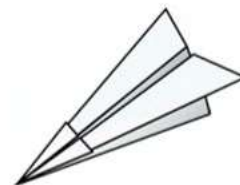
Get an adult to help you put a package of  
microwave popcorn into the microwave  
and turn it on for the length of time it  
says on the package.



# How To – Ordering Steps

Sequence

Number the steps for making a paper airplane.

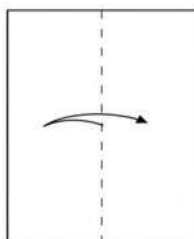


Order	Information
	Open the paper. Fold the top corners so they meet in the middle.
	Materials:
	One sheet of paper
	Your paper airplane is ready for takeoff!
	<b>Make a Paper Airplane</b>
	Take the top corners and fold them down.
	Take your paper and fold it in half. Make a crease.
	Fold your paper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

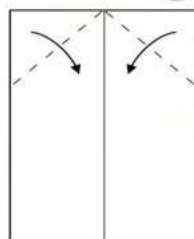
1



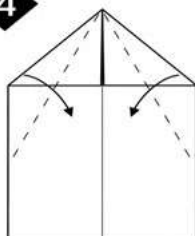
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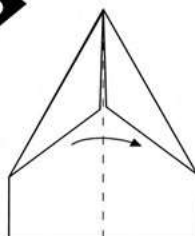
3



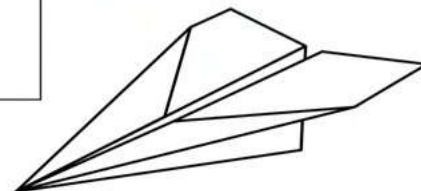
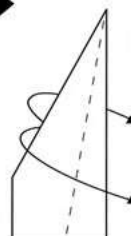
4



5



6

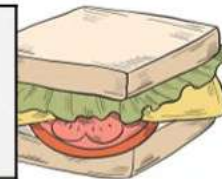




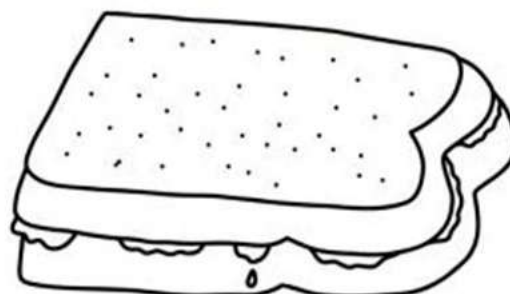
## Recipes – Ordering Steps

Order

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



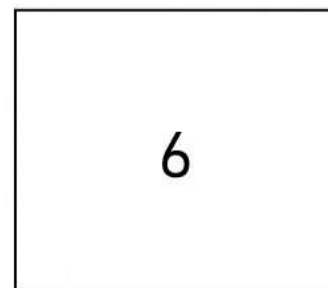
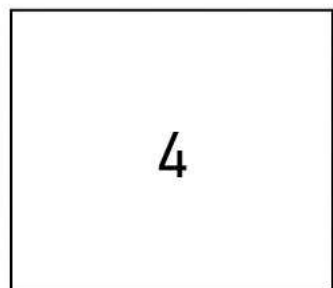
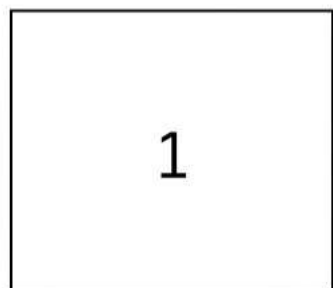
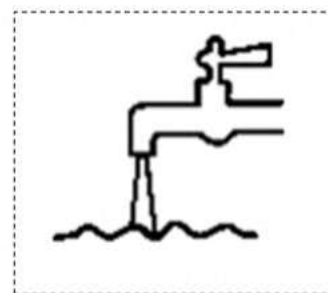
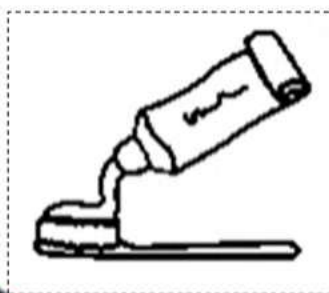
Order	Information
	Put one slice of bread on top of the other to make a sandwich.
	<b>Sandwich: Peanut Butter and Jelly!</b>
	Put two slices of bread on your plate.
	You can eat it now or save it for later.
	<b>Ingredients</b>
	➤ Two slices of bread
	➤ Peanut butter
	➤ Jelly
	➤ A knife
	➤ A plate
	Spread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



## Graphics in Procedural Writing – Brushing Teeth

**Label**

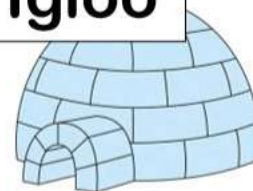
Cut out the images below and put them into the correct order of brushing teeth by pasting them in the boxes below.



# Following Instructions – Drawing an Igloo

**Draw**

Follow the procedural text below to draw an igloo.



Title	Drawing an Igloo: A Fun Art Adventure!
<b>Materials</b>	- A blank sheet of paper - A pencil - Eraser - Pens or markers (optional)
<b>Introduction</b>	An igloo is a special kind of home made of snow. Igloos are usually found in cold places like Canada's Arctic. They are used as a shelter.
<b>Step 1</b>	Make a straight line at the bottom of your paper. This is the snow ground.
<b>Step 2</b>	Draw a big half-circle on top of the line to make your igloo.
<b>Step 3</b>	In the bottom part of the half-circle, draw a small rectangle for the door.
<b>Step 4</b>	Add some vertical and horizontal lines inside the half-circle to look like snow blocks.
<b>Step 5</b>	Erase any snow block lines that go inside the door rectangle.
<b>Step 6</b>	Draw small circles around the igloo to make it look like more snow.
<b>Finish</b>	Great job! You have drawn an igloo. Now you know how important they are for some people in Canada and how to draw one yourself!



## Comparing Instructions – Playing Tug-of-War

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

### Option 1:

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

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



### Option 2

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

**Make A Connection**

Have you ever played tug-of-war before?

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**Answer**

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

Option 1

Option 2

**Visualize**

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



# Block 7: Informational Reports

## Focus

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



# Comprehension – Text Features in Reports

## Table of Contents

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




3 Common Traffic Signs




## Understanding Traffic Signs

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

## Three Common Traffic Signs

- Stop Sign : This sign is red with a white border.
- School Zone Sign : This sign is yellow with a black silhouette of a person walking. It means you are near a school, so you should walk carefully.
- One-Way Sign : This sign is black with a white arrow.

## How to Use Traffic Signs

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

## Text Forms

Answer the questions below.

Write the caption used in the report.

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## Reflection

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

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

## Match The Column

Match the signs to the descriptions.



One way sign

Road

Stop sign

School zone sign

Traffic lights





## Environmental Signs

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

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

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



## Environmental Symbols – Canada's Heritage

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

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

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

# Environmental Words and Symbols

**Match**

Match the given environmental words to their correct symbol.



Land

Water

Mountain

Forest

Road

River

Hospital

## Animal Research Reports - Lions

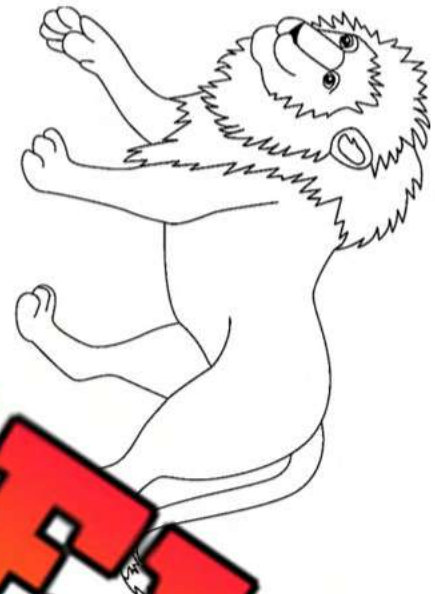
### What Kind of Animal is a Lion?

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

### Body Parts of a Lion

Lions have many body parts like:

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



### Where Do Lions Live?

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

### What Do Lions Eat?

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

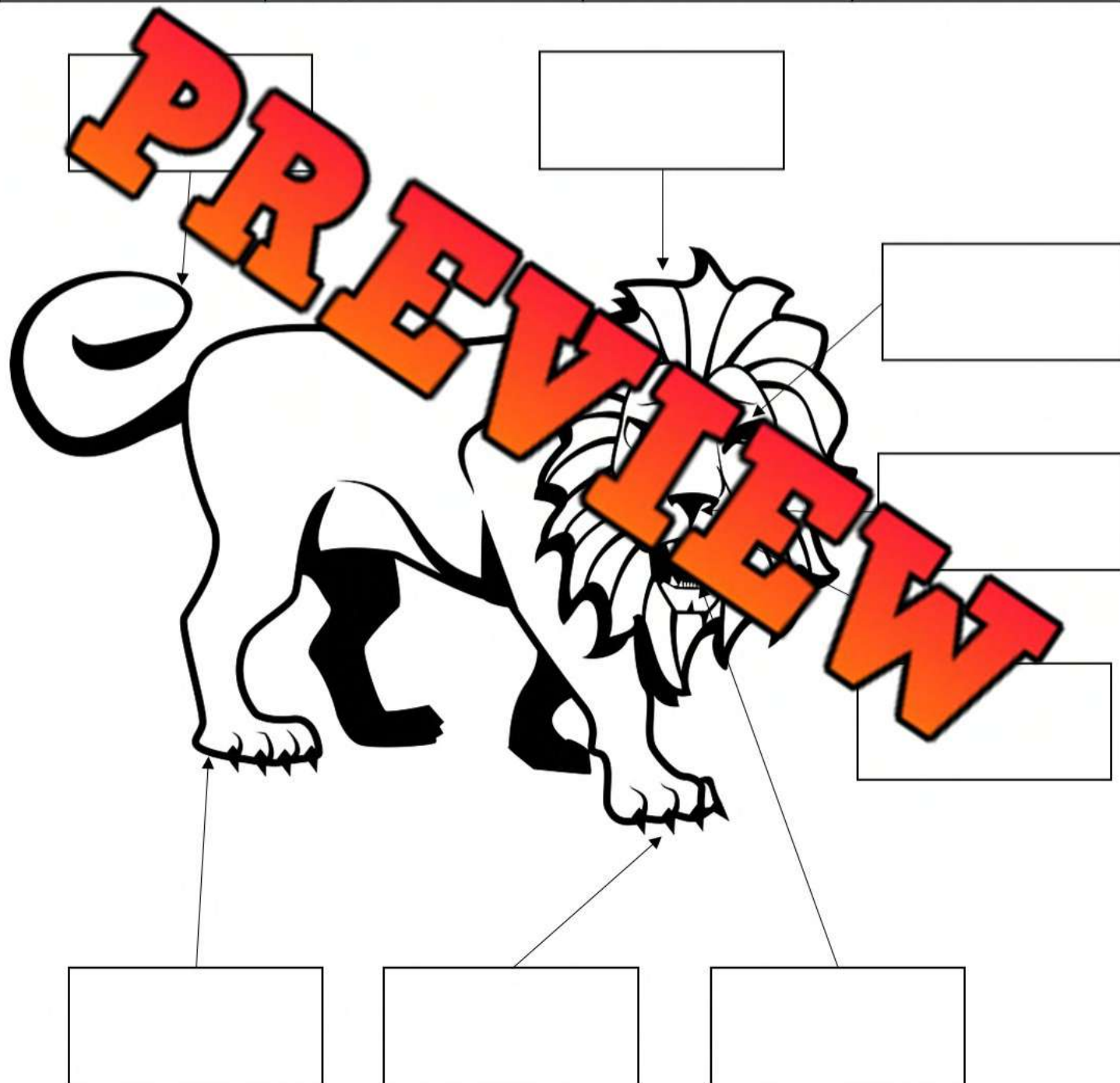


# Animal Research Report – Lions – Body Parts

**Label**

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

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



**Think**

What 3 things did you learn about lions?

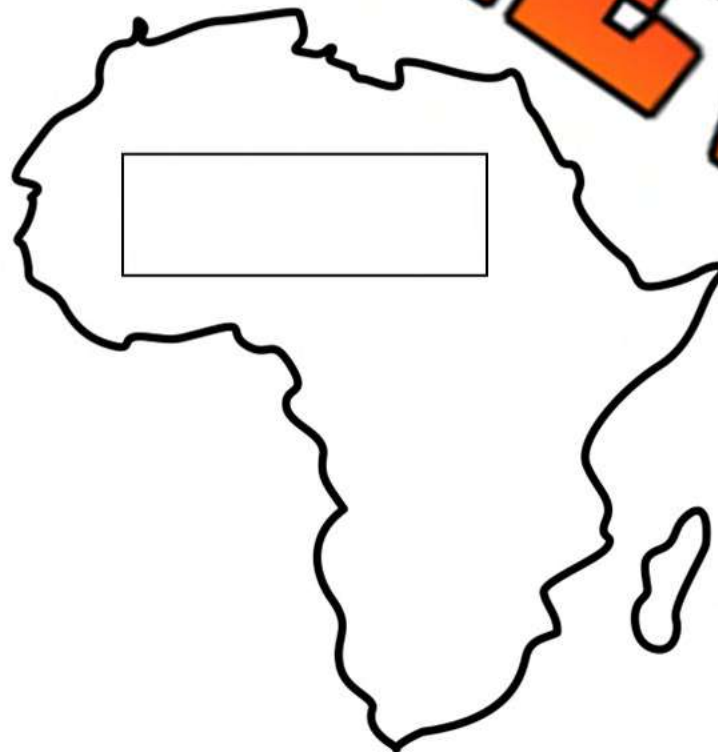
1)

2)

3)

**Label**

Label the map of this continent where lions live.



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

173

Curriculum Connection  
1.1, 1.3

## Animal Research Report - Lions - Diet

Answer

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

Handwriting practice lines for the answer section.

Draw

Draw two things that lions eat. Label each.

Blank box for drawing the first item lions eat.

Blank box for drawing the second item lions eat.



# Comprehension – Text Features in Reports

## Table of Contents

- |                                       |
|---------------------------------------|
| 1) What is the Sun?                   |
| 2) How Does the Sun Help Us?          |
| 3) What Should We Be Careful To Avoid |



### What is the Sun?

The Sun is a big fire in the sky. It is very, very hot and bright. The Sun gives us light during the day.

### How Does the Sun Help Us?

The Sun gives us energy. Plants need the sun to grow. We get **vitamin D** when we are in the sunshine. The Sun's energy is also turned into electricity.

### What Should We Be Careful To Avoid?

The Sun is good but also strong. Here are some ways to stay safe:

- Wear a hat 🧢
- Use **sunscreen** 🧴
- Stay in the shade sometimes 🌳
- Wear sunglasses 🕶️

## Text Forms

Answer the questions below.

What main headings are used in the report?

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

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

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

## Match The Column

Match the items to their descriptions.

## Column A



Hat

Sun

Tree

Sunglasses

Sunscreen

Plant



# Changes In Life Experiences With Time

## Introduction

Long ago, kids lived differently than we do now.

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



## What Kids Did in 1700s

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

## What Kids Did in 1800s

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

## What Kids Did in 1900s

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

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



## Match

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



1800s



1900s



1700s

## Imagine

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

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# Block 8:

# Poetry

## Focus

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

## Types of Poems

### Haiku: The Nature Poem

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

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



### Acrostic: The Secret Word Poem

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

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



### Limerick: The Silly Poem

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

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





**Match The  
Column**

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

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

Haiku

A poem that is funny with 5 lines.

Acrostic

A poem about nature with 3 lines.

Limerick

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

**Visualizing**

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

Haiku

Limerick

Acrostic

## Haiku Poetry – Inuit Reflection

### Haiku Poetry – Inuit Reflection

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

Here are three haikus to think about Inuit life:

Good snow for boots,

Seals swim icy seas,

Inuit are here.



Northern lights dance high,

Inuit families watch,

Sky tells its own tale.



Igloo stands so strong,

Built from snow blocks, snug and warm,

Inuit night home.



**Inferences**

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

1) "Inuit are home."

The Inuit like living in the cold weather.

The Inuit would rather live where it is warmer.

2) "Some things are home."

The sky has a home through northern lights.

The sky can speak to the home.

3) "Inuit night home."

Inuit people stay in igloos at night.

The Inuit sleep outside without any shelter.

**Visualizing**

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

Haiku 1	Haiku 2	Haiku 3



## Acrostic Poems – Simple Machines

### Acrostic Poems – Simple Machines

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

#### Acrostic Poems

##### Pulley

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



##### Lever

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



## Visualizing

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

Pulley

PREVIEW

Lever

## Limerick Poem – Rhyme and Alliteration

### Limerick Poetry – Learning About Seasons

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

#### Spring

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



#### Summer

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





Find examples of alliteration and rhyming words

Rhyming Words			Alliteration
Fling			
About			
Bright			
Co			

Read each poem and draw what you are picturing.

## Summer

## Rhyming Poems – Critical Thinking

### Rhyming Poetry

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

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

#### Firefighters

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

#### Teachers

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

#### Doctors

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

#### Policemen

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

Questions

Which poem did you like the best? Why?

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Visualizing

Read each poem and draw what you pictured.



Firefighters

cars

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# Block 9: Book Reviews

## Focus

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

## Finding Bias in Reviews

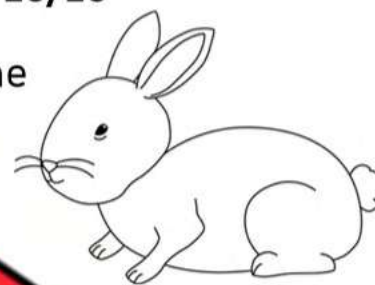
### What is Bias in Reviews?

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

Now read the reviews below and answer the questions.

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

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



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

5) Draw what you visualized after reading the review.

## Our Voice in Review Writing

### What is Voice in Writing?

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

Voice

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

Mom

Teenager

Youngest

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

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

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


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





## Our Voice in Review Writing

### Voice


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

Carrier 2:00PM 100% 

**Group Chat** 

EG: ...e we w... kay. Cool cars, but jokes were  
m... if you c... like I do, you'll think this  
movie r... t... sweet... 

LG: My kids liked the car races, b... need... are  
fun for adults. 3 Stars.

TG: Cars and races were fun. I loved this movie  
especially with my candy and juice! 5 Stars. 

SG: Bright outfits, good races, but the story was  
easy to guess. Still fun to watch. The kids  
liked it more than we did. 4 Stars.

## 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) Please checkmark beside the points which helped you to identify which person wrote the letter.

- ☐ Tone of voice



☐ Excitement

## 📄 Emojis

sty

- ❑ Sentence length

- ❑ Star rating

☐ Personal Information

Use of slang language

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

Person

## Literary Devices in Reviews

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

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

### Examine

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

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



Draw what you visualized while reading the review.



## Review Writing - Inferences

### Title: "The Magic Paintbrush"

#### Introduction

Hi kids! Do you like to draw and paint? You will love "The Magic Paintbrush!"



#### Summary

Cindy gets a special paintbrush. She paints frogs that hop and bees that buzz. Her brush even makes clouds from the sky!

#### Thoughts

The book is bright, bouncy, and full of buzz. Words in the book are fun. When reading it you will not want to stop. It is a quick read, take no time.

#### Rating

I give this book 5/5 stars. It's fun and fast. Good for kids who like to draw and have big dreams!



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

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

Rhyme

Alliteration

**Match** Draw a line from the quotes in Column A to their meaning in Column B.

Column A

Column B

Words in the story  
When reading it you would  
not want to stop.

The book is bright, bouncy,  
and full of buzz

Good for kids who like to  
draw and have big dreams!

☐ The book is about art or  
drawing and makes you  
draw big.

☐ Reading gets your interest  
making you want to finish.

☐ The book is cheerful and  
happy.

**Visualize**

Draw something you would like to create with a paintbrush.

# Block 10:

# Graphic Texts

## Focus

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



# Understanding Graphic Texts

**Analyze**

Colour the graphic and answer the questions.



## EQUALITY

1) Match the word with its meaning.

Equality

☐ You get what you need

Equity

☐ You get the same as everyone else

2) Does everyone need the same thing? Explain.

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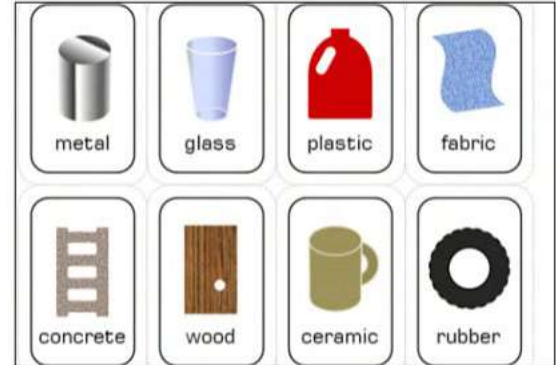
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## Text Features in Infographics

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

Infographics may contain:

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



Examine each infographic and answer the questions.

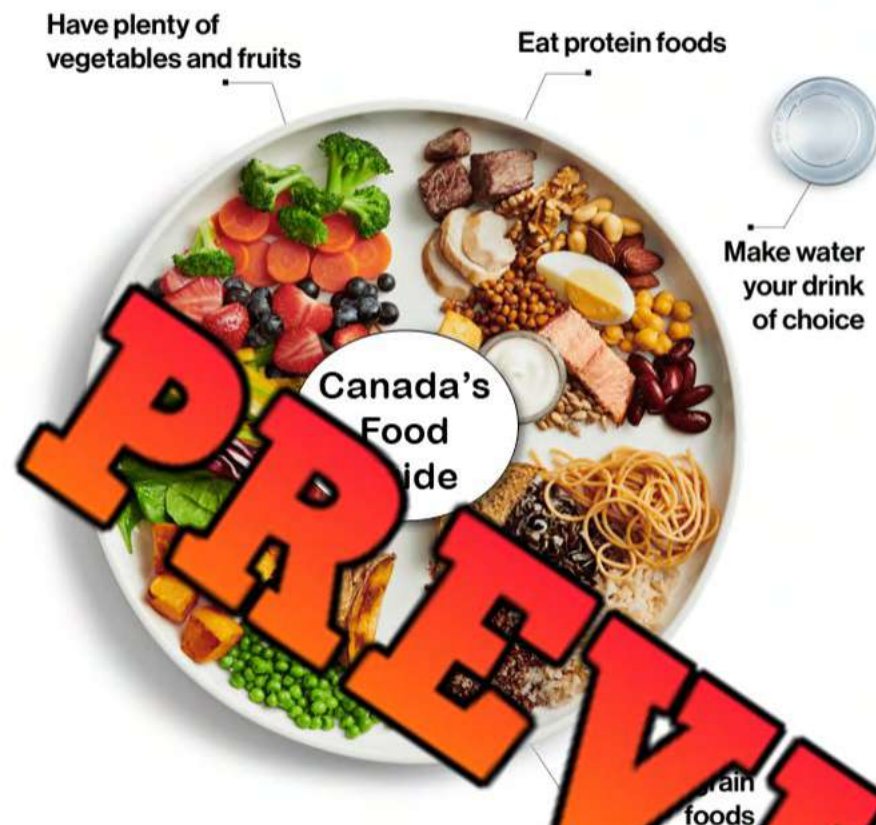
- 1) Circle the title of the infographic in the image. Write the four stages of the butterfly lifecycle.



- 2) Draw a caterpillar and butterfly.



## Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

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

☐ Fruits and vegetables

☐ Whole grain foods

☐ Burgers

☐ Pizza

☐ Chocolate

☐ Protein foods

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

Text

Pictures



## Reading Maps – Text Features

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

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



## Questions

Circle the correct answer for each question.

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

City names

Country name

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

Smaller, capitalized words

Very large words

3) How can you find cities on a map?

All letters capitalized

Only first letter capitalized

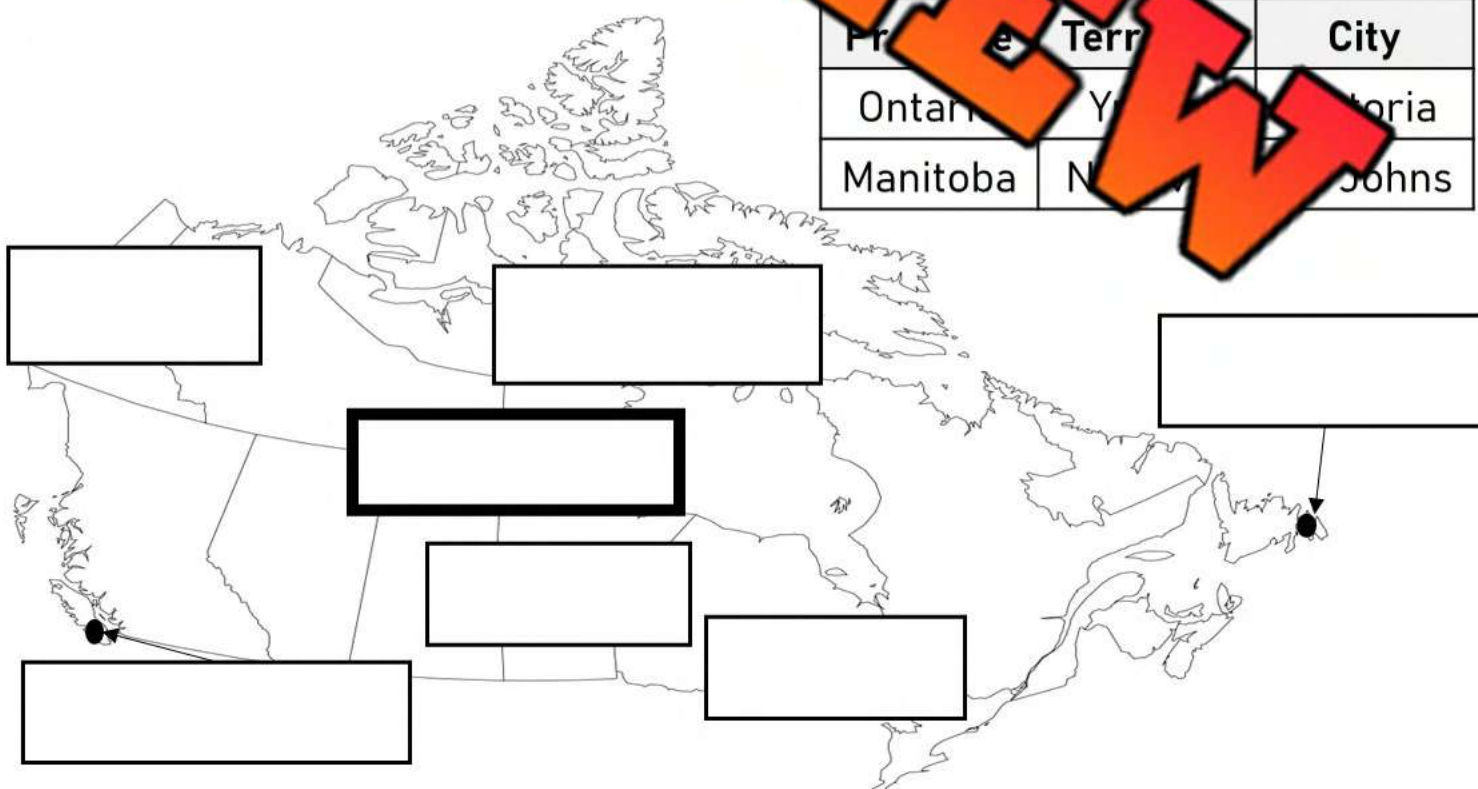
4) What do the small words on a map show?

Country

Capital

Think

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





## Graphic Text - What's a Timeline?

**Analyze**

Look closely at the timeline and answer the questions.

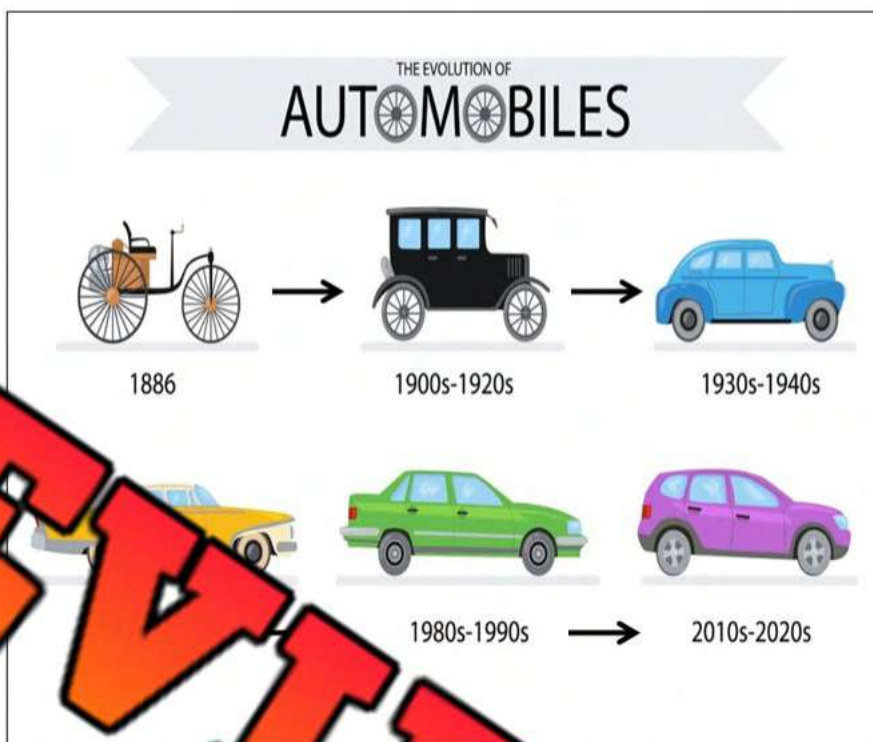
Circle the text features  
used:

Picture

Label

Dates

Arrows/Lines



Draw the cars in the time periods below.

1886

1930

1950

2020



# Block 11: Biographies

## Focus

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

## Biography – Chris Hadfield

### Chris Hadfield: A Star Among Stars

#### Table of Contents

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



**Chris Hadfield**

#### Early Life

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

#### Flying High and Beyond

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

#### Making Space Fun for Everyone

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

#### Timeline

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

**Prereading**

Before reading, answer the questions below.

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

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

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

**Answer**

Circle the correct answer for each question.

1) Where was Chris Hadfield born?

A) Winnipeg

B) Toronto

C) Seattle

D) Vancouver

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

A) Once

B) Twice

C) Three times

D) Four times

**Timeline**

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



## Biography – Mother Teresa

### Mother Teresa: The Heart of Kindness ❤️

#### Early Life

Mother Teresa was born on August 26, 1910, in Skopje, which is now in North Macedonia. As a young girl, she felt a call to help people. ✨

#### Spread Love Everywhere

She moved to India and became a nun. There, she started helping the sick and poor. She loved to help and opened homes to care for them.



#### A Life of Giving

Mother Teresa won the Nobel Peace Prize in 1979 for her kindness. She believed in spreading love and making the world a better place, one smile at a time.



#### Timeline

- 1910: Born in Skopje
- 1950: Made the Missionaries of Charity in India
- 1979: Won the Nobel Peace Prize
- 1997: Passed away, but her love lives on ❤️

**Before Reading**

Before reading, answer the questions below.

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

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**Visualize**

Draw what you were picture in your head

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**Match The Column**

Match the icons to their descriptions

Column A	Column B
	Star
	Heart
	Prize
	Care home
	Smile



## Biography – Tooth Fairy

### Early Life

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



### Magical Moments

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

### Gifts and Giggles

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

### A Fairy's Kindness

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

### Timeline

Long ago: The Tooth Fairy's first flight.

Every new moon: She crafts new gifts.

Summer and winter: She visits all smiling children.

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



**Visualize**

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



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

**Timeline**

Draw pictures that go with the timeline.

Long Ago

Summer and winter

Every New Moon

Always

## Biography – Isaac Newton

### Isaac Newton: The Apple Thinker 🍏

#### Table of Contents

Early Life
Gravity and Beyond
Books and Bright Ideas
Timeline



Isaac Newton

#### Early Life

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

#### Gravity and Beyond

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

#### Books and Bright Ideas

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

#### Glossary

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

## Understanding

Is the statement true or false?

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

Questions Write 2 questions you have about Isaac Newton.

1)	
2)	

## Colour

Colour these pictures related to Isaac Newton.

