



Preview – Information



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

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

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

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Google Slides Lessons Preview





Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Word List - Week 1

Drag each word to its matching picture.

mad
mat
map
man
nab
nap
pad
pal
pat
pass

Consonant Review: m

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

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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

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



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 1

Word List - Week 2










Drag the letters into the empty boxes to spell the 10 words shown below.

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

t	d	e	e	d	a				
a	p	b	o	d	t				
e	b	n	a	a	g				
t	g	d	o	d	e				
b	d	t	t	b	a				

Consonant Review: z

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

						<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Find 10 words in the word search and circle them.

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









run	rug	red
jet	job	yes
rip	jug	
yet	yell	



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 1

Vowel or Consonant

Look at each picture. Drag the the beginning letter in the box. Then put a box around the C if the letter is a consonant and V if it is a vowel.

	<input type="text"/> pple		<input type="text"/> ish		<input type="text"/> ar		<input type="text"/> range
<input type="text"/>	C V	<input type="text"/>	C V	<input type="text"/>	C V	<input type="text"/>	C V
	<input type="text"/> ree		<input type="text"/> all		<input type="text"/> ce		<input type="text"/> gg
<input type="text"/>	C V	<input type="text"/>	C V	<input type="text"/>	C V	<input type="text"/>	C V

c o e t a t f i o b

Circle the pictures with the same beginning sound.

M	S
B	T

Ending Sounds

Put the missing sound to each row to make a new word.

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

o	s
d	u
l	k
m	a
e	g
h	t



Workbook Preview



Grade 1 – Language

Saskatchewan ELA Curriculum



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

Preview of 91 pages from this product that contains 466 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

where, why, and how).

CR1.4

Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.

17-18, 25-26, 32-33, 39-40, 46-47, 54-56, 64-65, 73-74, 81-82, 90-91, 98-99, 106-107, 114-115, 123-124, 132-133, 140, 142-143, 149, 151-152, 159-160, 168-169, 177-178, 186-189, 194-195, 202-203, 211-212, 219-222, 229-230, 237-238, 244-245, 249, 254-255, 259, 263-264

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

	Outcomes	Pages
CC1.1	Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: · identity (e.g., Feelings) · community (e.g., Neighbourhood) · social responsibility (e.g., Plants and Trees).	120-121, 252, 261
CC1.2	Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).	N/A
CC1.3	Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.	N/A
CC1.4	Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.	10-16, 19-24, 27-31, 34-38, 41-45, 48-53, 57-63, 66-72, 75-80, 83-89, 92-97, 100-105, 108-113, 116-119, 122, 125-131, 135-139, 141, 144-148, 150, 153-158, 161-167, 170-176, 179-185, 188-193, 196-201, 205-210, 213-218, 223-228, 231-236, 239-243, 246-248, 250-251, 253, 256-258, 260, 262

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

	Outcomes	Pages
AR1.1	Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.	N/A
AR1.2	Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.	134, 265

Reading Program - Overview

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

Reading Program - Overview

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

Reading Program - Overview

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

NAME: _____

FOUNDATIONS



Name: _____

10

Curriculum Connection
CC1.4**Week 1 - Word List**

mad	mat	map	man	nab
nap	pad	pal	pat	pass

Spell

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



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

Name: _____

11

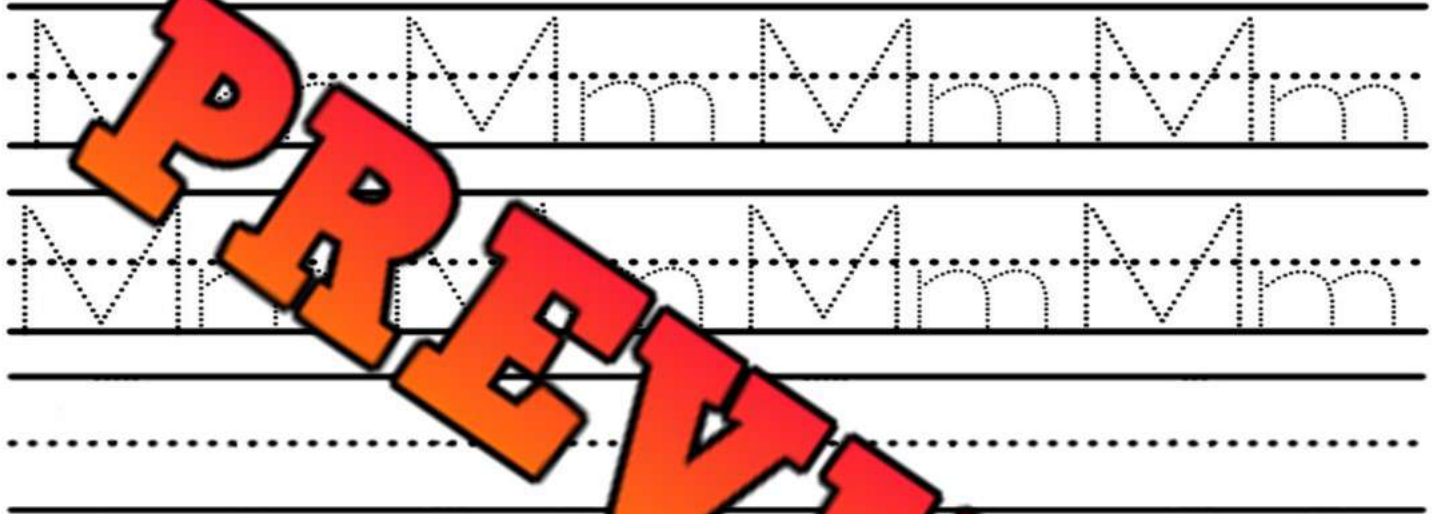
Curriculum Connection
CC1.4

Consonant Review: m

Tracing

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

Mm



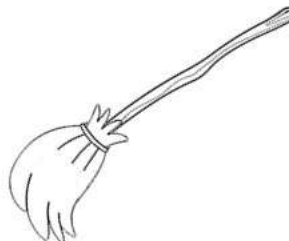
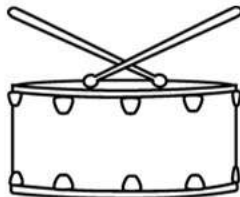
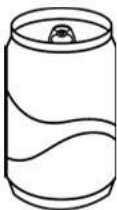
Focus

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



Focus

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



Name: _____

12

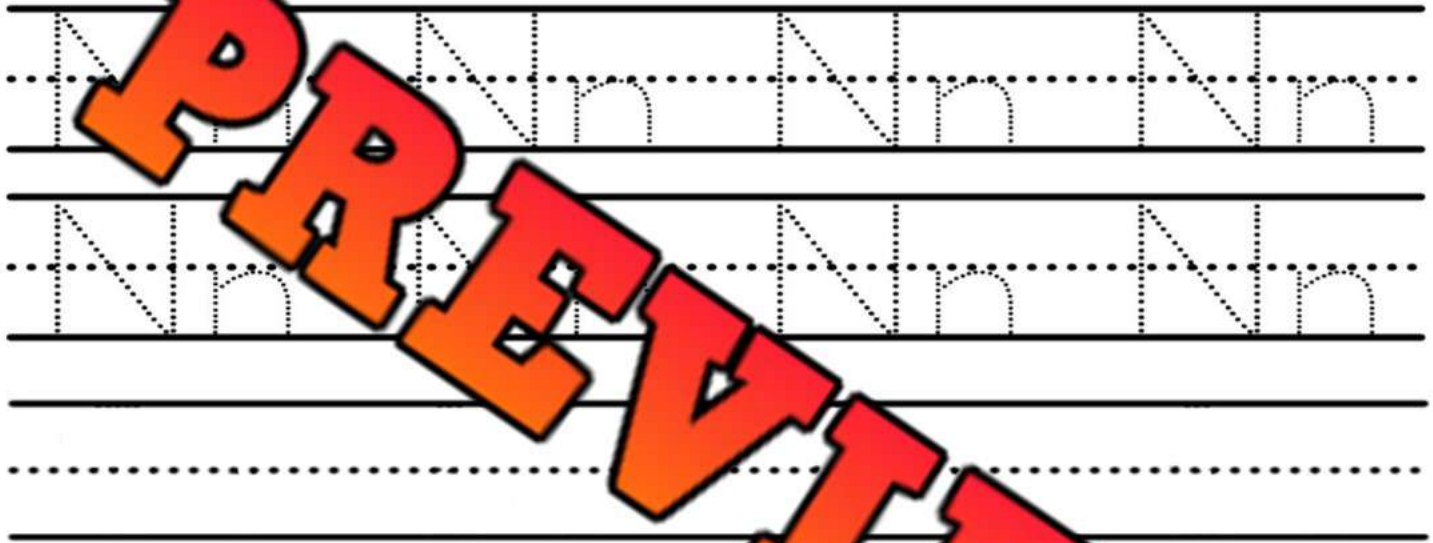
Curriculum Connection
CC1.4

Consonant Review: n

Tracing

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

Nn



Letter Order

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

Before Nn

Oo

Ss

Vv

After Nn

Pp

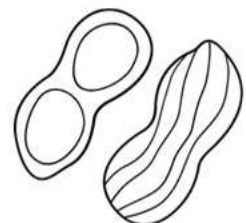
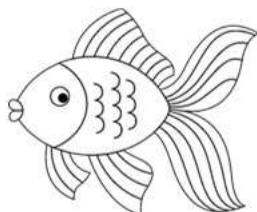
Hh

Mm

Jj

Identify

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



Consonant Review: p

Tracing

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

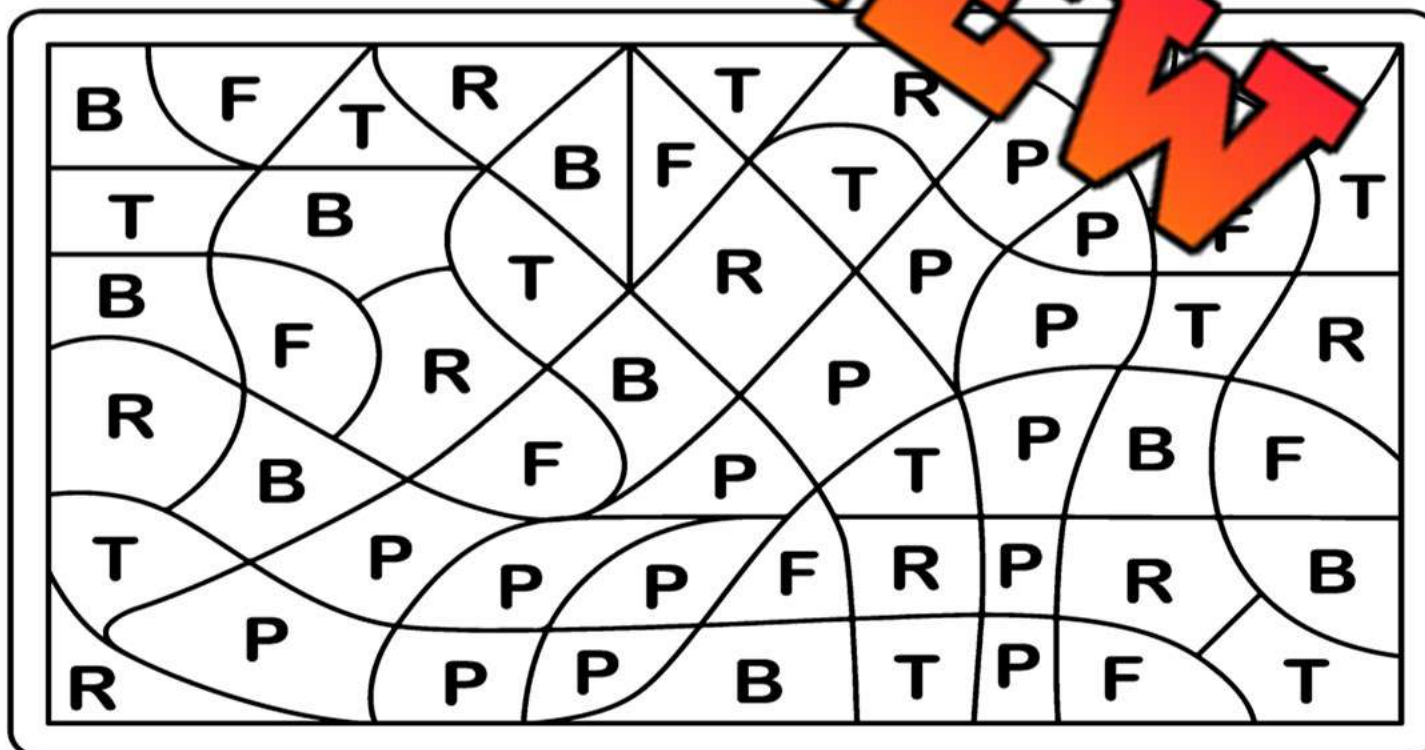
P p



Tracing practice lines for the letter 'p'. The first two rows show dotted uppercase 'P' and lowercase 'p' for tracing. The third row shows dotted uppercase 'P' and lowercase 'p' for tracing. The fourth row is a blank line for independent writing.

Colour By Letters

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



Short Vowel: a**Completion**

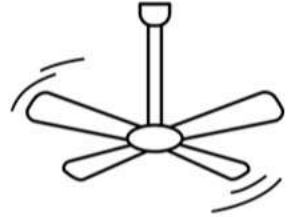
Write the correct letter to complete each word with a short "a" sound.



c _ _ t _ _ a _ p



j _ a _ _



f _ _ n

Matching

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

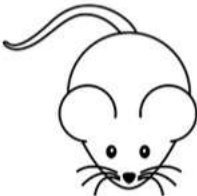
1.



•

bat

2.



•

3.

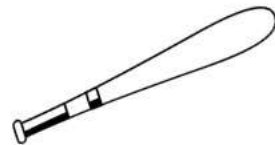


•

•

rat

4.



•

•

mat

5.



•

•

nap

Sight Words

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

Identify

Use the given colour codes to colour the sight words.



go



see



come



go



has



look



come



I



n



go



go



has



n



look



I



go



has



come



see



has



see



I



has



look



I



come



go



has



see



look

Finger Spaces

When we write, we leave little spaces between each word. These spaces help us see where one word ends and another begins. We call these spaces 'finger spaces' because they are just about the size of a finger!



Write

Cut out the finger at the bottom and use it as a guide to write the sentences with appropriate spaces.

1) The mad.

2) I sit on the mat.

3) We look at the map.






















4) The man has a hat.

5) She takes a nap.



Week 1 – Fluency Readings**Read**

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

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

Week 1 - Spelling Quiz




Spelling

When your teacher reads the word, spell it below.

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

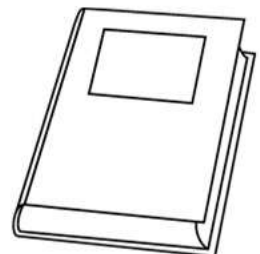
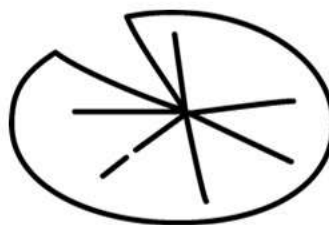
Focus

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

 O m O n O p	 O m O n O p	 O m O n O p
--	--	--

Circle

Circle the picture with short "a" sound.





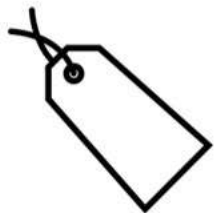


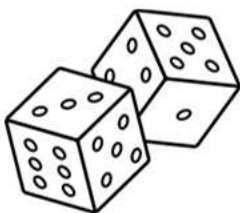



Week 2 - Word List

bed	bet	bad	bat	ten
tag	tap	dad	dog	den

Match

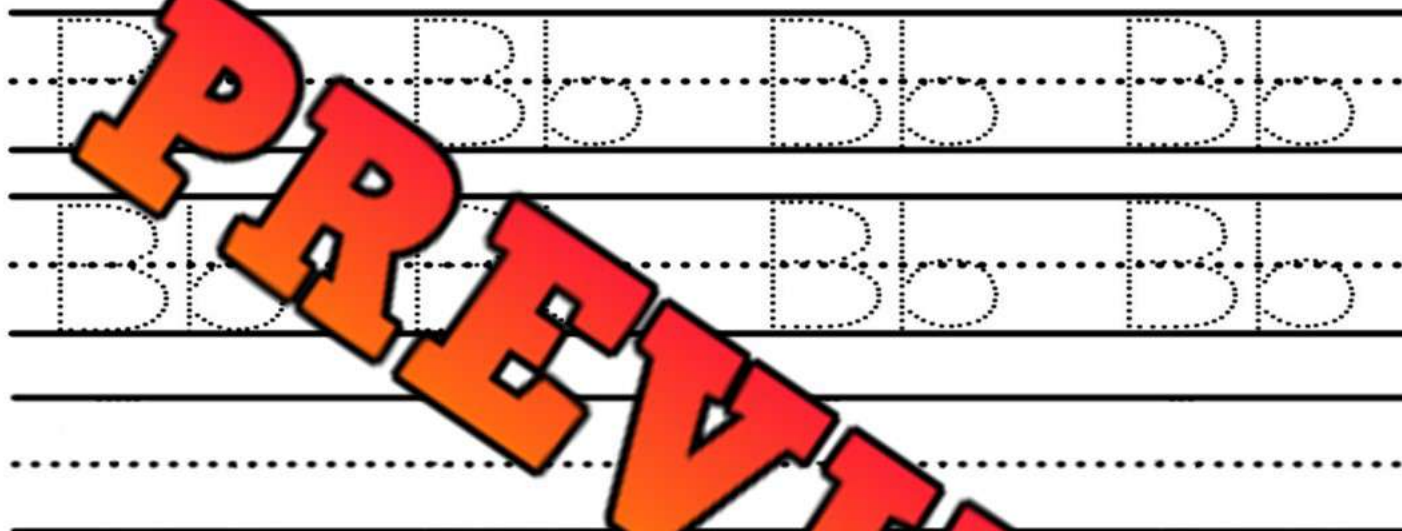
Choose from the words above that correspond to the given picture.

			
			
			
			
		10	

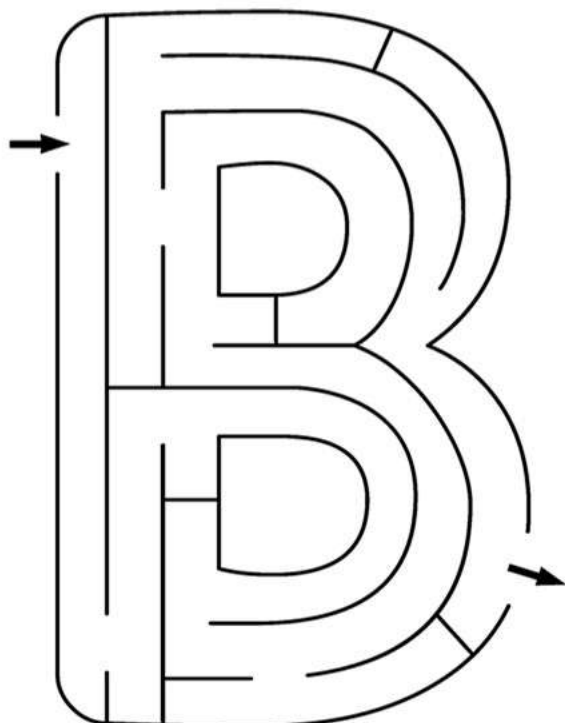
Consonant Review: b**Tracing**

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

B b

**Maze and Colour**

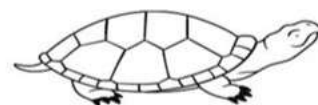
Finish the letter maze. Colour the letter Bb.



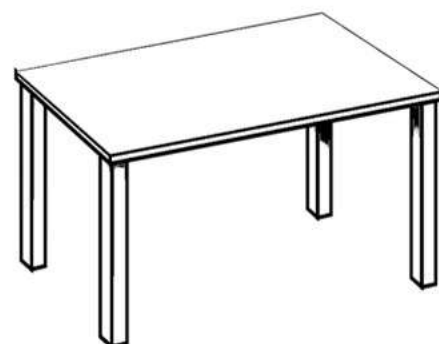
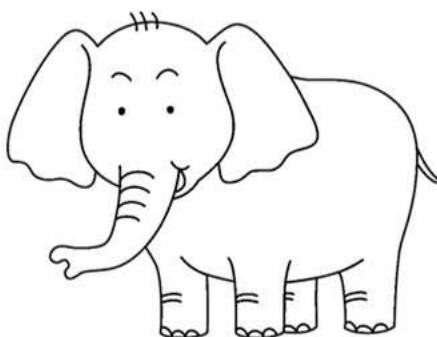
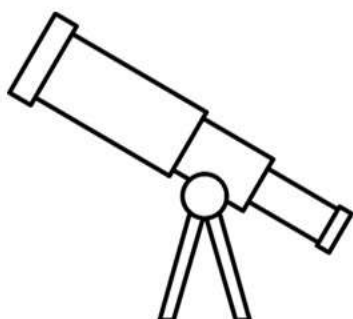
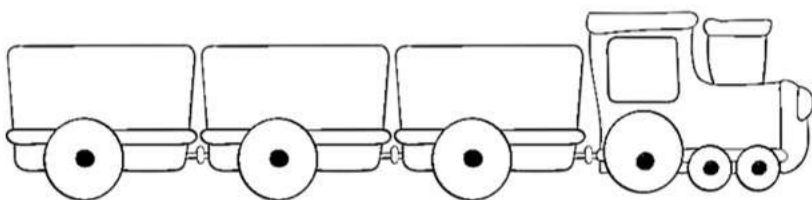
Consonant Review: t

Tracing.

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

**Colour**

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



Name: _____

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Curriculum Connection
CC1.4

Consonant Review: d

Tracing

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

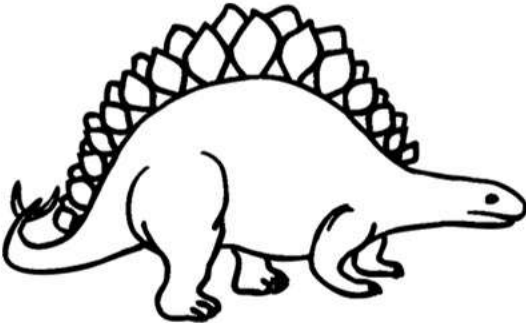
D d



Tracing practice lines for the letter 'd'. The first two rows show dotted 'D' and 'd' for tracing on lined paper. The third row is a blank line for independent writing. A large red 'PREVIEW' watermark is overlaid diagonally across the page.

Colour

Colour the boxes with the letter

D	B	d	
P			D
q			d
b	d	D	p

Name: _____

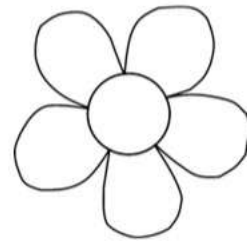
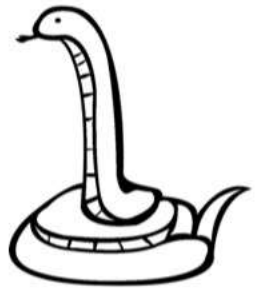
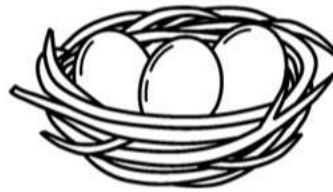
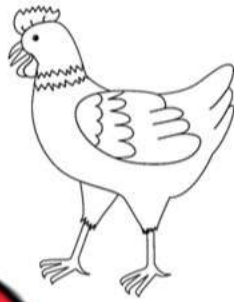
23

Curriculum Connection
CC1.4

Short Vowel: e

Colour By Sound

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



Tracing

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



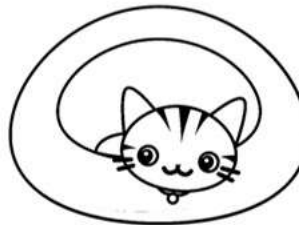
net



spider



bed



pet

Name: _____

24

Curriculum Connection
CC1.4

Finger Spaces

Write

Rewrite the sentences with proper finger spacing.

The bed is big.

Dad is a dad.

A bat can fly.


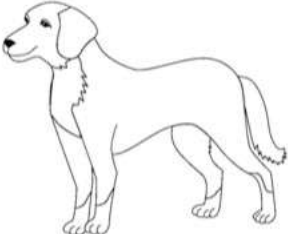



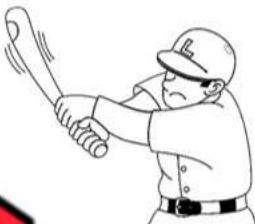





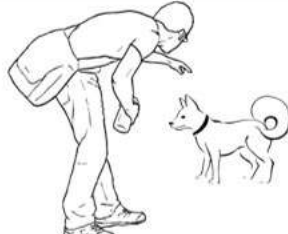
The dog ran.

He has a new net.

PREVIEW

Week 2 – Fluency Readings**Read**

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

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

Week 2 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

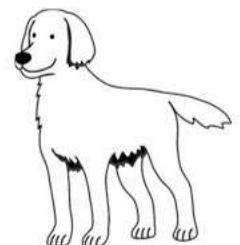
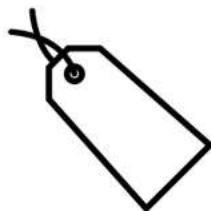
Match

Circle the matching letters.

b	b d d b d d b d d d
d	d d b b d d b b d b
t	t l t l l f l t f f i t t f t

Identify

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



Name: _____

27

Curriculum Connection
CC1.4**Week 3 - Word List**

fit	fan	fat	fog	van
vet	sip	sit	sun	sad

Writing

Trace the words then write them on your own.

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

Consonant Review: f

Tracing

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

F f



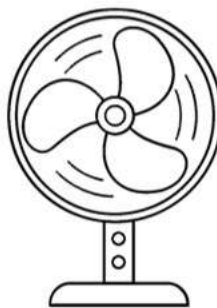
Tracing practice lines for uppercase 'F' and lowercase 'f'. The first row shows dotted letters for tracing. The second row shows dotted letters for tracing. The third row shows dotted letters for tracing. The fourth row shows dotted letters for tracing. The fifth row shows dotted letters for tracing.

Arrange

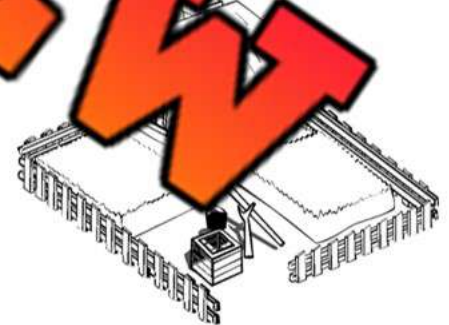
Unscramble the letters below to form words starting with "f".



o f x



a n f



a m f r

Name: _____

29

Curriculum Connection
CC1.4

Consonant Review: v

Tracing

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



PREVIEW

Letter Order

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

After Vv

Ww

Xx

Zz

Before Vv

Pp

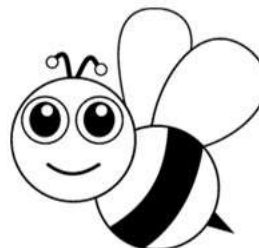
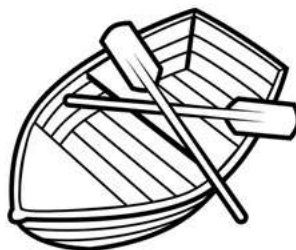
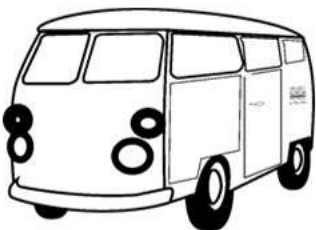
Oo

Aa

Yy

Identify

Circle the pictures that begins with letter "v".



Name: _____

30

Curriculum Connection
CC1.4

Consonant Review: s

Tracing

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

Ss



Draw

Draw the given s-words, then trace.

sun

star

sad

sun

star

sad

Name: _____

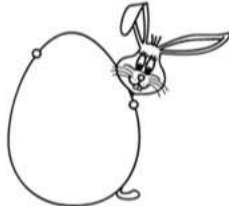
31

Curriculum Connection
CC1.4

Short Vowel: i

Identify

Colour the correct word for each picture.



big

hid

bid

win

wig

kid

hid



fig

pig

pin

fid

rid

lid

zig

dig

Draw

Try to read the sentence and draw.

The kid has a big pig.

Week 3 – Fluency Readings

Read

Read each line and then write the last sentence.

Viv sat and

Viv sat and sipped

Viv sat and with

Viv sat and with the

Viv sat and sipped the



PREVIEW

The fan

The fan in

The fan in the

The fan in the van

The fan in the van is

The fan in the van is fit.

Week 3 - Spelling Quiz



Spelling

When your teacher reads the word, spell it below.

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

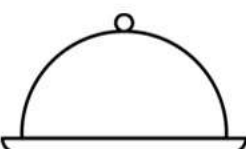
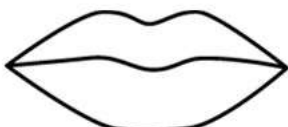

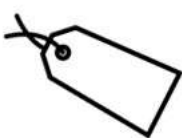
Focus

Colour the box with the beginning letter of the pictures.

	f		f
	v		v
	s		s

Focus

Colour the correct picture that corresponds to the given word.

lip		
hit		

Name: _____

34

Curriculum Connection
CC1.4**Week 4 - Word List**

zoo	zap	hop	hot	hat
has	lot	log	leg	loss

Spell

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



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

Consonant Review: z

Tracing

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



Identify

Circle the pictures that begin with the letter z.



Colour Pattern

Colour all Zz to show a zigzag pattern.

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

Name: _____

36

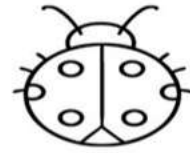
Curriculum Connection
CC1.4

Consonant Review: l

Tracing

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

l l

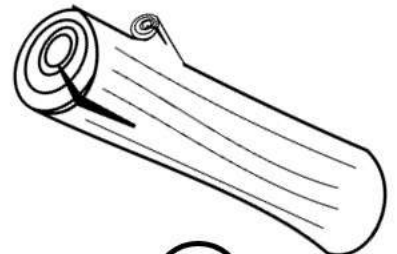


PREVIEW

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




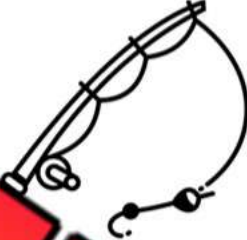


Focus Say the picture name. Fill in the circle if it has a final consonant "l" sound.



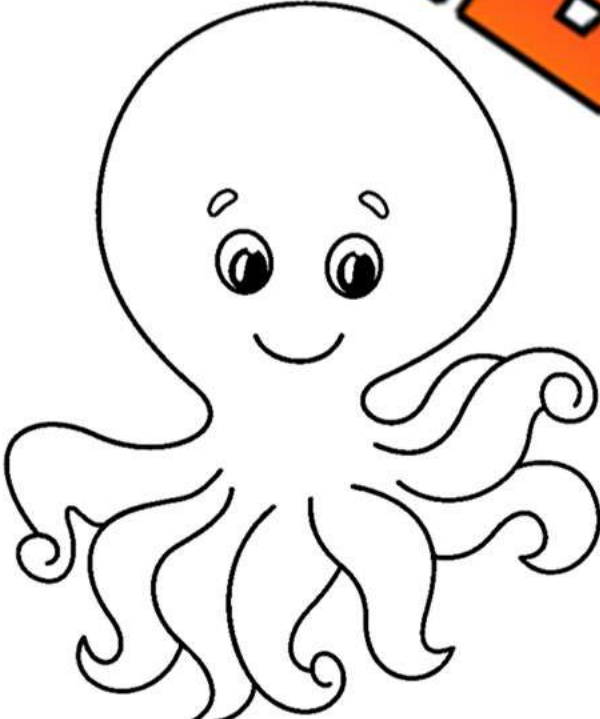
Short Vowel: o**Identify**

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

	mop		top
	mom		pot
			rod
			rot

Identify

Colour the words with a short "o" so



dot

hop

coin

frog

hope

Week 4 – Fluency Readings**Read**

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

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

Name: _____

40

Week 4 - Spelling Quiz


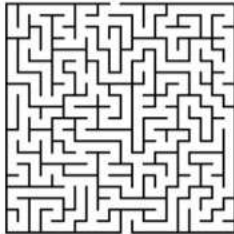


Spelling

When your teacher reads the word, spell it below.

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

Completion

Complete the words by adding a letter.

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

Think

Give three words with short o sound.

--	--	--

Name: _____

41

Week 5 - Word List

run	rug	red	rip	jug
jet	job	yes	yet	yell

Pictionary

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

PREVIEW

Spelling Word

Spelling Word

Spelling Word

Spelling Word

Name: _____

42

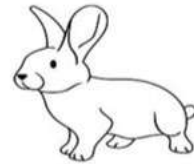
Curriculum Connection
CC1.4

Consonant Review: r

Tracing

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

Rr

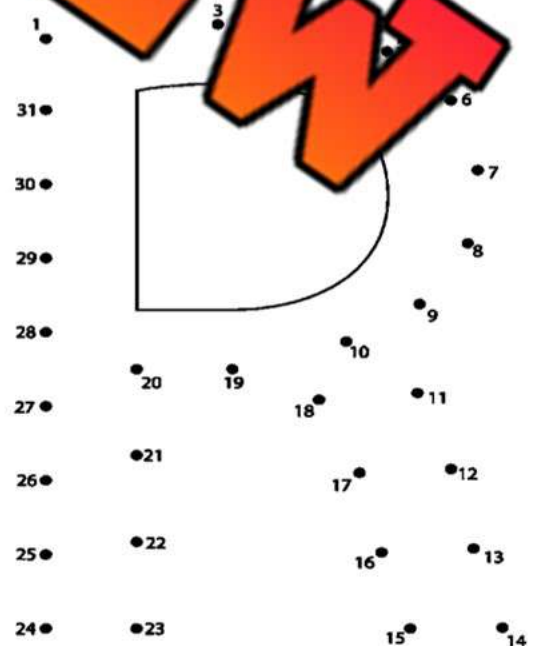


Tracing practice lines for the letter 'r'. The first row shows 'Rr' followed by four dotted 'Rr' pairs for tracing. The second row shows four dotted 'Rr' pairs for tracing. Below these are two empty rows of handwriting lines for independent practice.

Colour and Connect

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

B	E	P	E	P	P	F
B	E	R	R	R	E	B
P	R	F	P	F	R	B
F	R	E	F	P	R	P
F	R	R	R	R	F	F
B	R	E	R	E	B	B
E	R	F	B	R	B	B
F	R	B	P	F	R	F
P	E	F	E	E	B	E



Name: _____

43

Curriculum Connection
CC1.4

Consonant Review: j

Tracing

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

J j



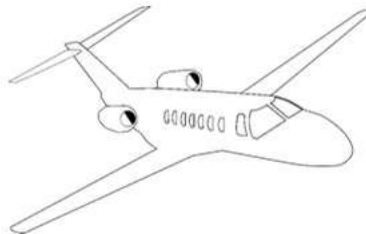
PREVIEW

Think

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



r j a



j t e

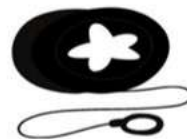


g u j

Consonant Review: y

Tracing

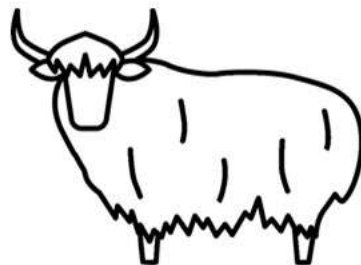
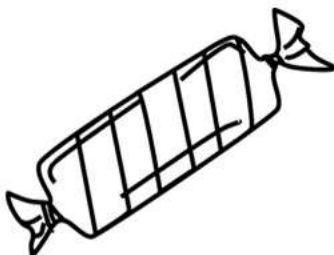
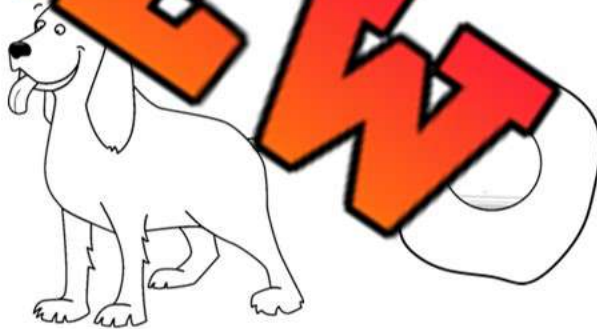
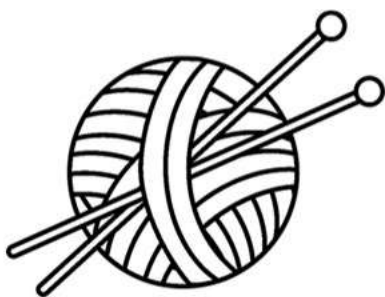
Trace the letters below and then write them on your own.



PREVIEW

Colour

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



Name: _____

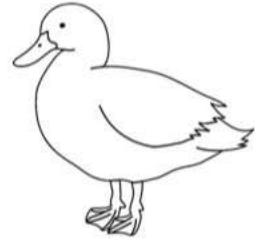
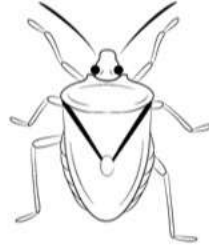
45

Curriculum Connection
CC1.4

Short Vowel: u

Cut and Paste

Cut out the words to the space below each pictures.



sun

bug

duck

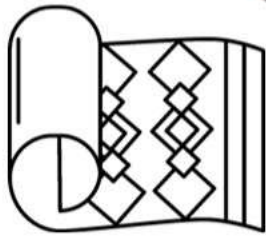
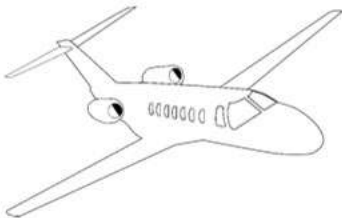
hug

nut

cup

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

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

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

Week 5 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

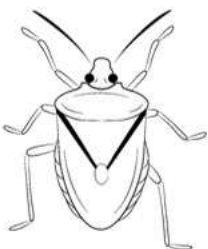
Match

Circle the matching letters.

r	r l l c f r t s j w r s x
j	l i j i j i f t j i l f i
y	x c y z x y z y t s t s y

Identify

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



Week 6 - Word List

mix	box	quit	quiz	win
wax	kid	kit	ate	wake

Writing

Trace the words then write them on your own.

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

Name: _____

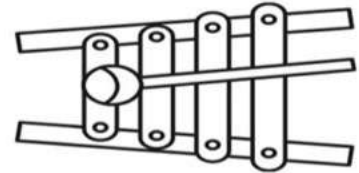
49

Curriculum Connection
CC1.4

Consonant Review: x

Tracing

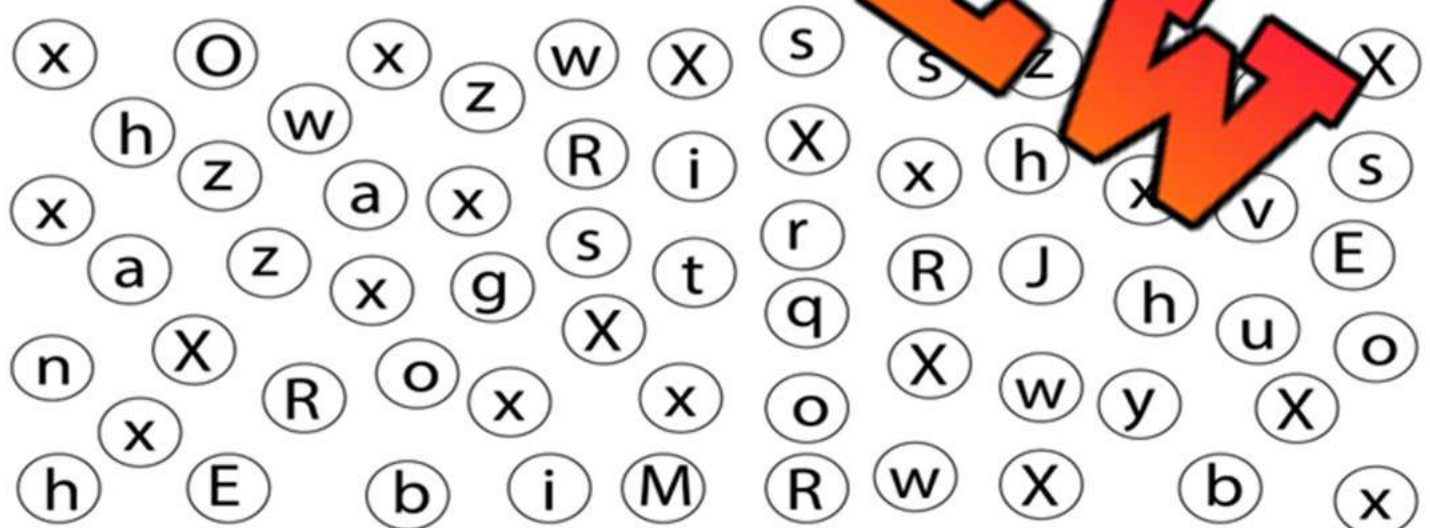
Trace the letters below and then write them on your own.



Handwriting practice lines for tracing and writing the letter X. The lines are filled with a pattern of dotted X's for tracing. A large, diagonal 'PREVIEW' watermark is overlaid across the page.

Colour and
Write

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

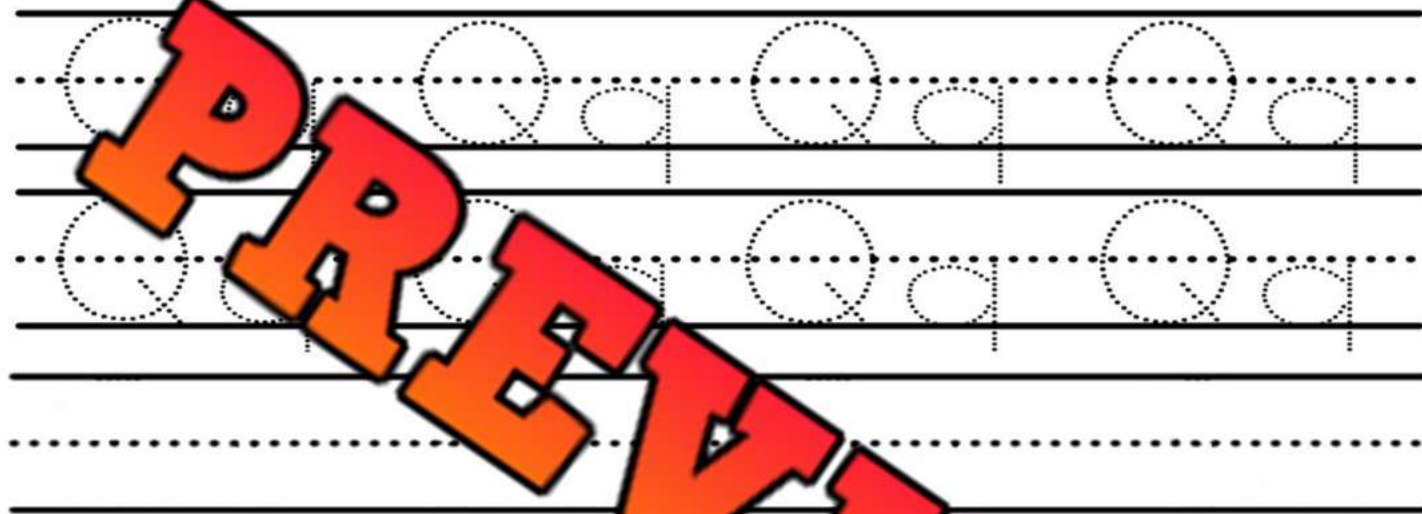


Handwriting practice lines for writing words found in the word search. The lines are blank for writing.

Consonant Review: qu

Tracing

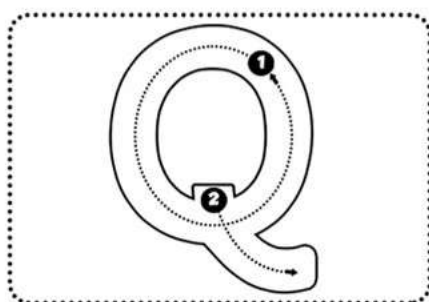
Trace the letters below and then write them on your own.



Instructions

Follow the instruction for each activity.

Trace it



Colour it



Write it



Find it



Write it

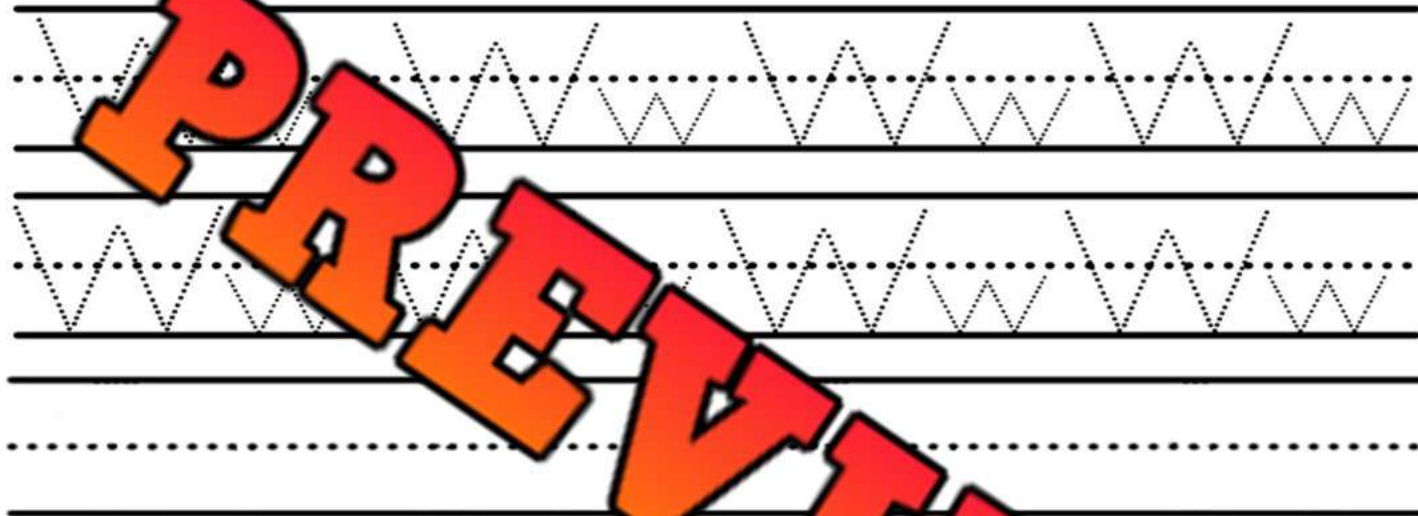
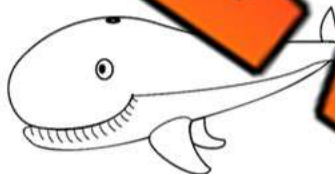
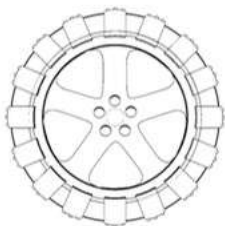
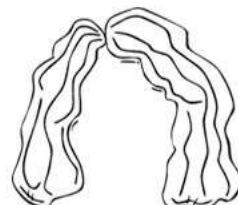
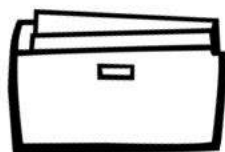
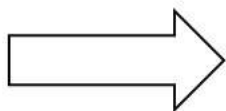


Solve it



Consonant Review: w**Tracing**

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

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

Name: _____

52

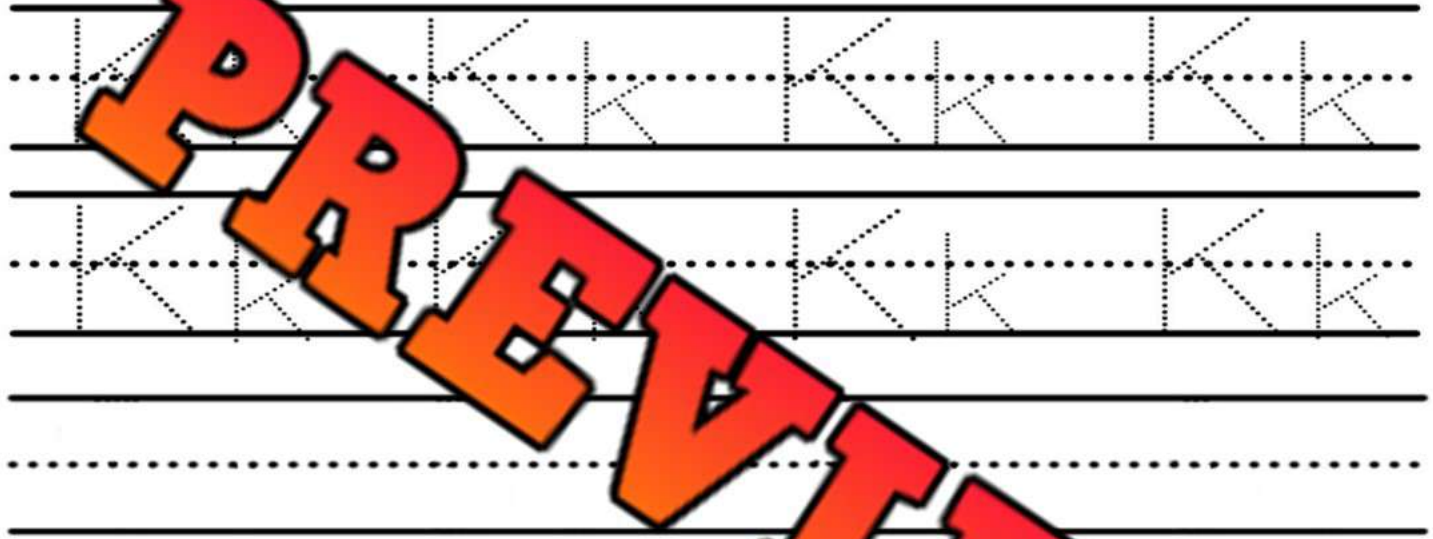
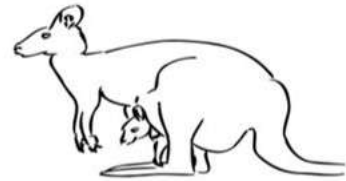
Curriculum Connection
CC1.4

Consonant Review: k

Tracing

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

Kk



Draw

Draw the given k-words, then trace.

key

kid

kite

key


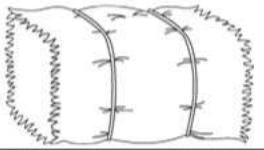
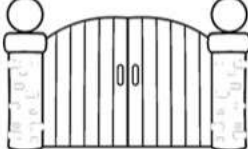


kid

kite

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

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

READ	WRITE
ake	cake
ake	ake
plane	
gate	
hay	

MATCH






Draw

Draw a picture of the words below.

rat	rate

pan	pane

Picture Predictions

Instructions

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

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








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



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

Week 6 – Fluency Readings**Read**

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

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

Week 6 - Spelling Quiz

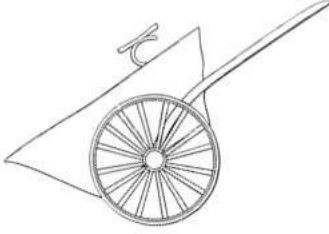
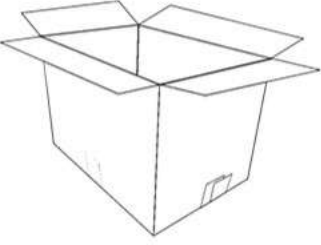


Spelling

When your teacher reads the word, spell it below.

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

Completion

Complete the words by adding a vowel.

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

Think

Give three words with a long "a" sound.

--	--	--

Name: _____

57

Curriculum Connection
CC1.4

Week 7 - Word List

cat	cap	car	cell	cent
cite	cake	late	gate	rate

Fill In The

Fill the boxes with the spelling words from above.



Uppercase or Lowercase

Uppercase letters:

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

Lowercase Letters:

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

Colour

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

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

Identify

Circle the matching lowercase letter for the uppercase letter.

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

Name: _____

59

Curriculum Connection
CC1.4

Hard C

Focus

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

car

circle

coat

ice

cake

cereal



Identify

Circle the hard c sound words in the sentence below.

The car is the colour blue.

Name: _____

60

Curriculum Connection
CC1.4

Soft C

Completion

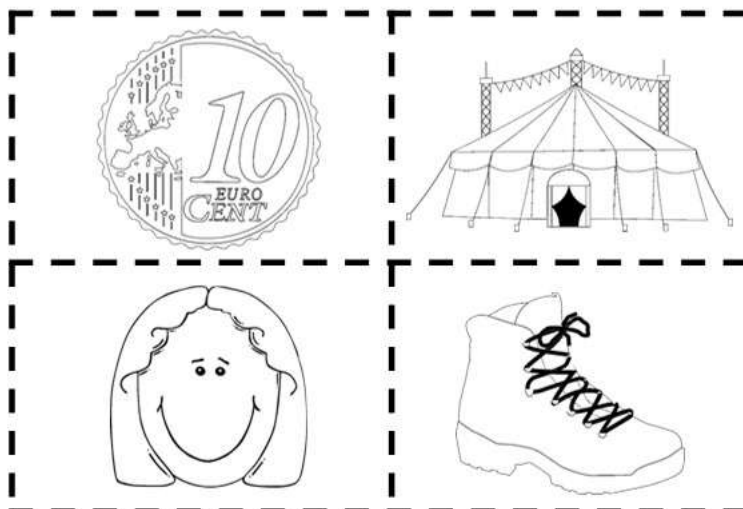
Read and complete each word by adding the letter c.

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

Cut and Paste

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

cent		
face		circle



Name: _____

61

Curriculum Connection
CC1.4

Long Vowel: a (cake)

Colour

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

snake

late

bake

mate

pack

mat

game



Draw

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

%



rat _

tap _

cap _

plan _

Name: _____

62

Base Words



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

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

Draw

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

	UNLOCK
PLAY	PL

Vowel or Consonant

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

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



S U N — **S** (S) **U** (U) **N** (N) Consonants (S, N)

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

M	C	a	A	r	h	l
L	O	B	U	Y	Q	D

Identify




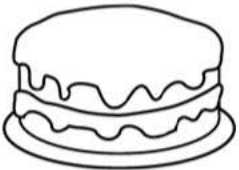







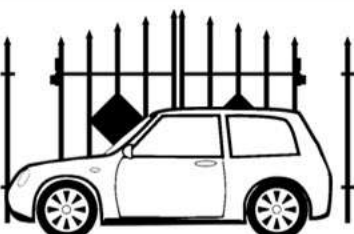
Is the underlined letter a vowel or a consonant?

Word	Vowel	Consonant
dog		
hat		
pen		
cup		
ink		

Word	Vowel	Consonant
fish		
ball		
nice		
help		
meat		

Week 7 – Fluency Readings**Read**

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

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

Name: _____

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Week 7 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

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

car	cold	cup	nice
care	race	cup	
camp	cute	cow	city

Identify

Underline the base word from the given words.

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

Week 8 - Word List

go	got	gas	gap	gel
gym	germ	he	me	be

Spell Unscramble the letters to make the spelling words.

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

Name: _____

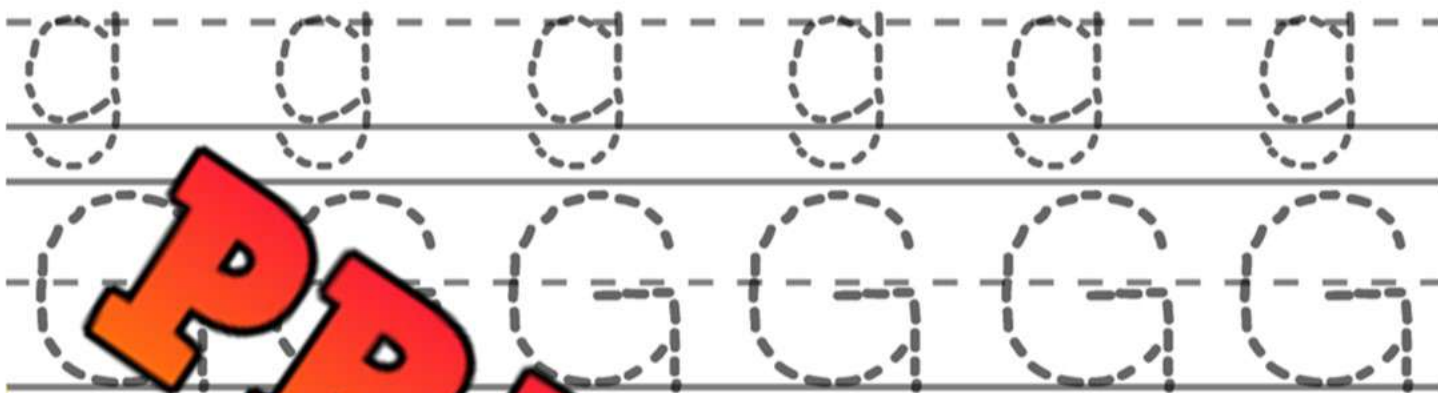
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Hard G

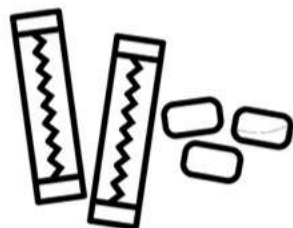
Writing

Practice writing the letters.



Writing

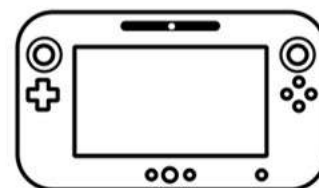
the words have a hard "g" sound.



gum



gel



game



gym



gate

Name: _____

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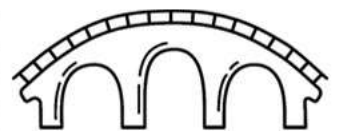
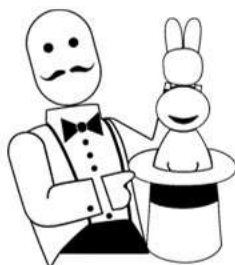
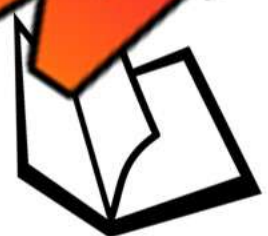
Soft G

Cut and Paste

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

gem	rage	page	cage

magic	gent	giraffe	bridge



Name: _____

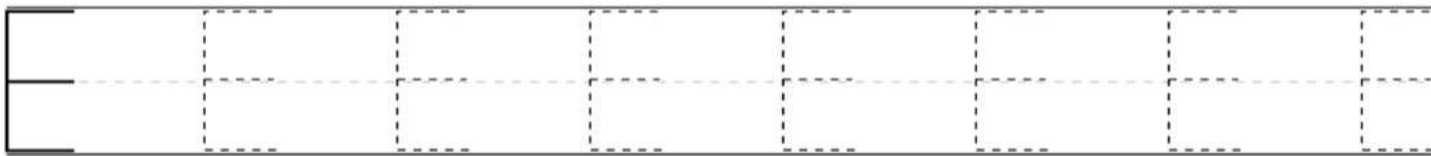
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Long Vowel: E (be)

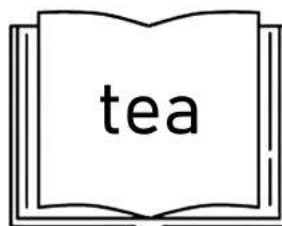
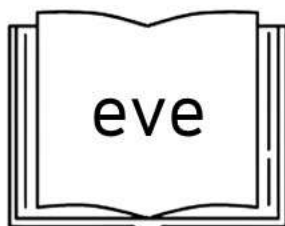
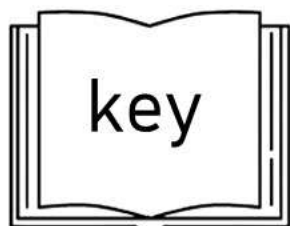
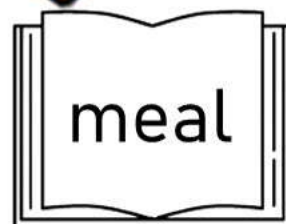
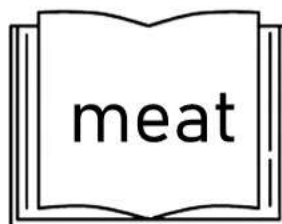
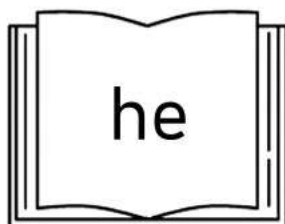
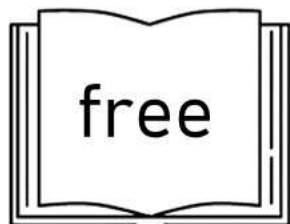
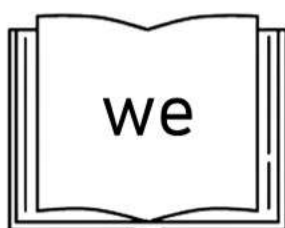
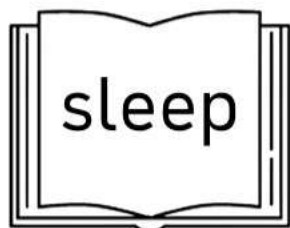
Tracing

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



Long E Sound

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



Suffix -s

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

Identify

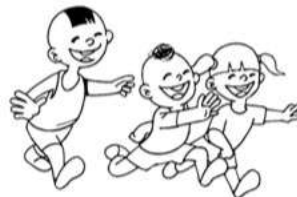
Circle the correct noun to describe the picture.



- A. cat
B. cats



- A. cat
B. cats



- A. kid
B. kids



- A. kid
B. kids



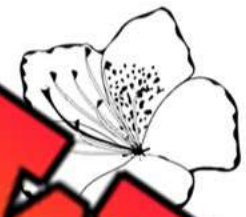
- A. book
B. books



- A. book
B. books



- A. flower
B. flowers



- A. flower
B. flowers

Draw

Draw the given number of nouns.

Five apples

Three stars

Vowel in Every Word

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

Vowels

List all the vowels in each given word.

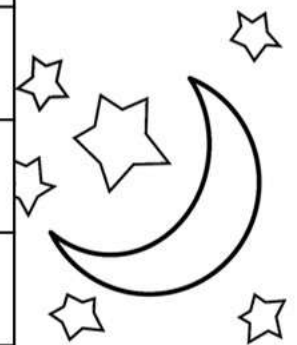
Word	Vowels
1) cat	
2) gel	
3) bee	
4) oar	
5) elf	

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

Completion

Complete the words by adding an appropriate vowel.

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



Sight Words

Identify

Use the given colour codes to colour the sight words.



PREVIEW

as	from	by	them
stop	give	from	
give	them	stop	give
from	by	them	them
them	from	them	give
by	stop	as	from
from	as	stop	by
give	from	give	as

Week 8 – Fluency Readings

Read

Read each line and then write the last sentence.

He got

He got

He

He got gas

He got gas at



Go

Go fill

Go fill the

Go fill the gap

Go fill the gap with

Go fill the gap with gel.

Week 8 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

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

go	giant	gum
gel	gem	got

Write

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

dog

tray

paper

Name: _____

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CC1.4

Week 29 - Word List

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

Alphabeti

Write the words in alphabetical order

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

Draw

Choose three words from above then draw them.

Name: _____

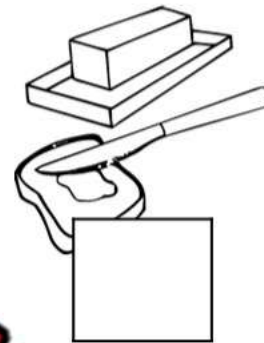
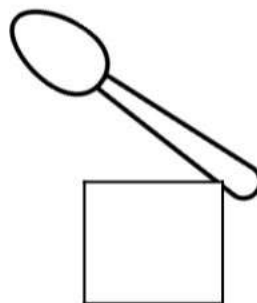
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Three - Letter Blends: spr

Sound Check

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



Think

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

Long U – Vowel Team: ui

Cut and Paste

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



--	--	--	--



--	--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

e

t

u

n

q

u

i

u

s

r

u

s

i

t

c

g

u

e

m

e

l

j

i

c

p

i

i

d

Fluency Sentences

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

Fluency

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



I
I like
I like playin
I like playing basketball with
I like playing basketball with
I like playing basketball with
I like playing basketball with my friend
I like playing basketball with my friend

Who do I like playing with?

What do I like playing with my friend?

Name: _____

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Antonyms

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

**Cut and Paste**

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

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

down	short	sad	weak	fat	
dry	small	new	in	cold	slow

Think

Think of more pairs of antonyms.

Sight Words

Search

Circle all the sight words from the grid.

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



How many sight words did you find?

Matching

Match the appropriate sight words to complete the sentences.

1) I dress up ___ a superhero.

☐ give

2) We get milk ___ a cow.

☐ as

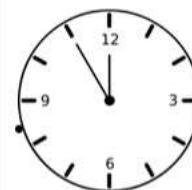
5) Please ___ me a red crayon.

☐ from

Riddles

Riddles are like little mystery games made up of words. They give you hints about something and you have to guess what it is! Let's try some:

- What is round and very bouncy, and you can play with it? (Answer: Ball)
- What has hands, but can't clap? (Answer: Clock)



Riddles

Use the codes below to answer the riddles.

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

14	15		18	20	21	22	23	24	25	26
N	O	P		T	U	V	W	X	Y	Z

			3	15	9	14
I have a tail and a head, but I'm not a body.						

				14	15
I'm full of keys but can't open doors.					

	3	15	12	4	19
You can catch me, but you can't throw me.					

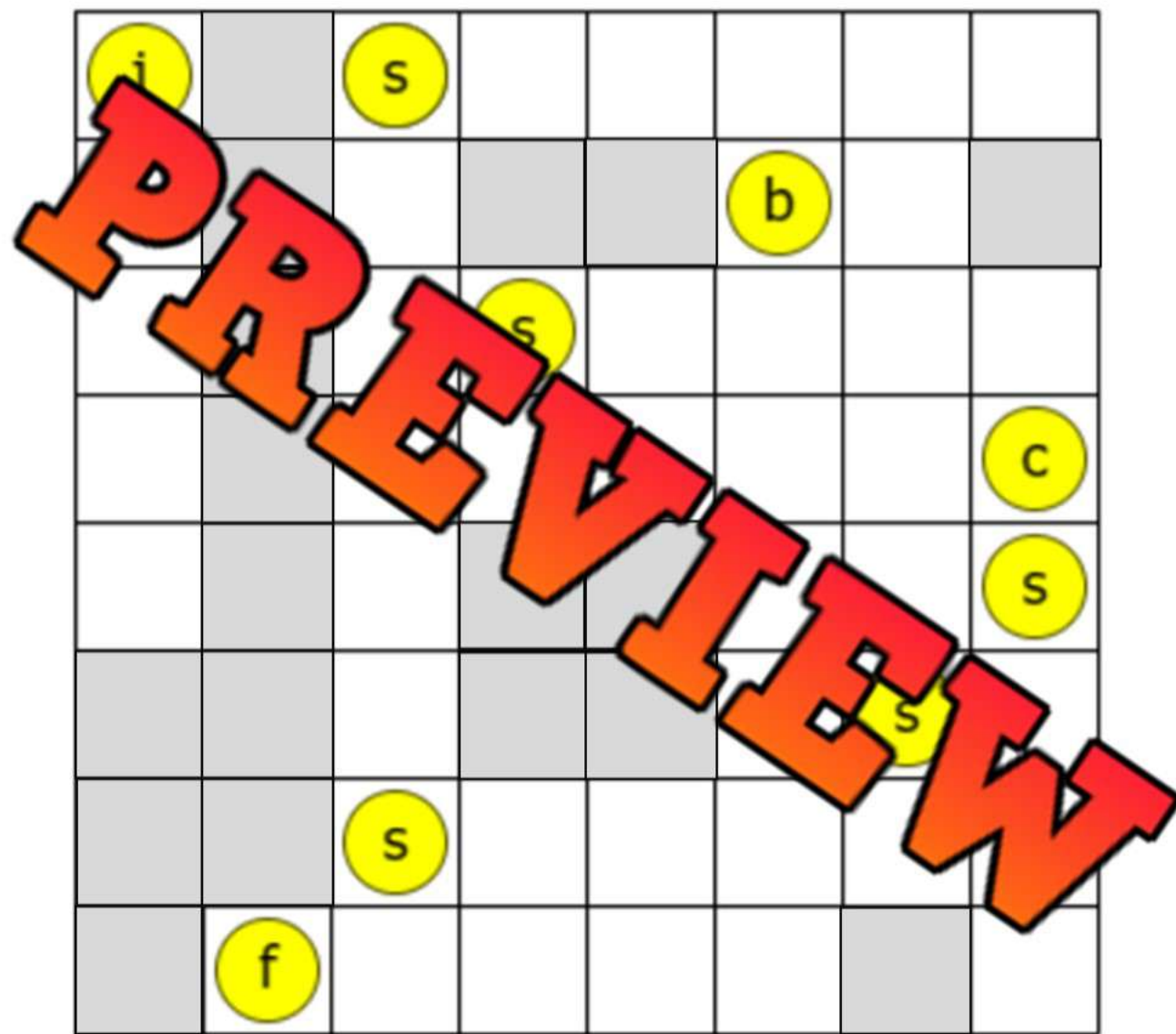
	3	1	14	4	12	5
I'm tall when I'm young, and I'm short when I'm old.						

	2	15	20	20	12	5
I have a head much smaller than my long neck.						

Reverse Word Search

Word Search

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



Place these words in the grid.

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

Week 29 – Fluency Readings**Read**

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	Ray the great.				
2)	We go on a spring.				
3)	I like fruit juice.				
4)	Jay sprained his toe.				
5)	The suit hides his bruise.				
6)	We cruise in the spring.				

Week 29 - Spelling Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Completion

Complete the sentences with words.

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

Reading

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

The sun shines brightly as we play in the park.

Name: _____

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CC1.4

Week 30 - Word List

three	throw	threw	thread	thrive
new	few	chew	grew	crew

Pictionary

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

PREVIEW

Spelling Word

Spelling Word

Spelling Word

Spelling Word

Three - Letter Blends: thr**Identify**

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

**Sentence**

Rearrange the words to create a meaningful sentence

three

She

threads

has

colourful

He

outside

threw

balls

three

Long U: Vowel Team: ew**Sound check**

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

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

Matching

Match the word that best suits each sentence.

1) Dogs _____ their toys.

2) The _____ worked very hard.

3) I have a _____ books to read.

4) Let's _____ the lesson tomorrow.

5) Mom made yummy _____ today.

☐ chew☐ stew☐ crew☐ review

Fluency Sentences

Fluency

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

READING PRACTICE

The c _____

I see a big r _____ y ball.

We play at the p _____ k _____ y day.

Every morning, Mom g _____ s m _____ u _____

My friend and I like to read history b _____ s.

HOW DID I DO?

1 2 3 4 5

Draw

Draw any two scenes from the sentences above.

Visualization to Spell Words

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



**Colourful
Letters**

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

Did	Rot
Bed	Hard
New	Thin
Chew	Grew
Thorn	Throw

Jokes

Jokes are funny little stories that make us laugh. They are good for learning new words and how to listen and talk better. Plus, they make thinking and learning fun!



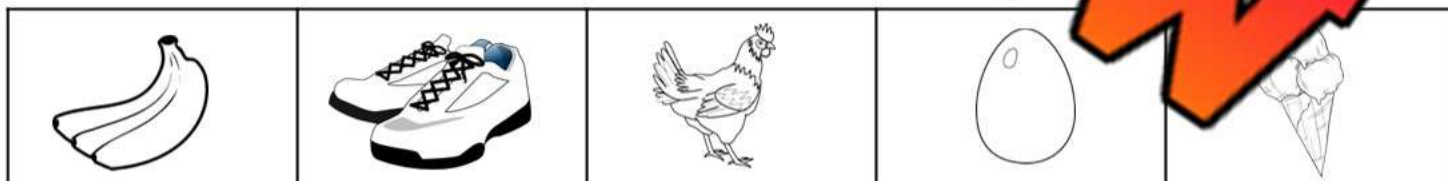
Matching

Draw a line to match each joke start with its funny ending!

Joke Beginning	Punchline
1) Why did the cat say no to dessert?	<input type="checkbox"/> Purrr-ple!
2) What did you call a bear that's sleeping?	<input type="checkbox"/> It had a virus!
3) Why couldn't the bird play hide and seek?	<input type="checkbox"/> I'll meet you at the corner!
4) What goes up and down but doesn't move?	<input type="checkbox"/> A dino-snore!
5) What is a cat's favourite colour?	<input type="checkbox"/> Because he was stuffed!
6) Why did the computer go to the doctor?	<input type="checkbox"/> A staircase!
7) What did one wall say to the other wall?	<input type="checkbox"/> He always spotted!

Joke Time

Pick two of these items and make up a joke about it!



--	--

--	--

Word Searches

Word Search

Find the word bank words in the puzzle.

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

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

Word Search

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

Word Bank

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

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



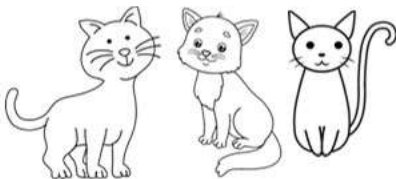
I caught the ball.

I threw the ball.



A few birds flew.

A few birds flew.



We have three new cats.

We have three new dogs.



Trees thrived and grew.

Plants thrived and grew.

Week 30 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

Sentence

Rearrange the words to create a meaningful sentence.

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

Fluency

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

READING PRACTICE

Apples are sweet and crunchy.

Butterflies flutter around the colourful flowers.

























HOW DID I DO?



1 2 3 4 5

Self-Evaluation

This is How I Think I am Doing at Week 30

I put spaces between my words.			
I can read sight words in sentences.			
I know the difference between short and long vowel sounds.			
I use capital letters correctly.			
I know the use of 3-5 punctuation marks.			
I use periods at the end of sentences.			
I can identify nouns and verbs.			
I can read sentences with six-letter long words fluently.			
I can write a complete sentence.	