



# Preview – Information



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# Google Slides Lessons Preview





# Saskatchewan Language Writing – Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**LEARNING GOAL**

We are learning to **write a short, kind message** and **draw a picture** for a chosen person (our **audience**) so we can **share our ideas and feelings** clearly with people we care about.

### Good Message Choices

Drag the ☒ check mark to the good message choices and the ☒ mark to the not good message choices.

<input type="checkbox"/>	Use kind words.	<input type="checkbox"/>	Write who the message is for.
<input type="checkbox"/>	Leave the paper blank.	<input type="checkbox"/>	Scribble so no one can read it.
<input type="checkbox"/>	Tell one clear idea or feeling.	<input type="checkbox"/>	Add your name at the end.
<input type="checkbox"/>	Use rude or hurtful words.	<input type="checkbox"/>	Write neatly so it's easy to read.
<input type="checkbox"/>	Forget to check your work.	<input type="checkbox"/>	Say "thank you" or "please"



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**My Special Message for Grandma**

A Say "Thank you"	D Say "I miss you"
B Greet with Happy Birthday	E Ask a question
C Get well soon message	F Share good news

Circle the letter that shows the purpose of your message to your grandmother. Then write your message in the box.

Grandmother	Message
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



# Saskatchewan Language Writing – Grade 1

## Jumbled Sentences

Rearrange the words in each row to form a complete and correct sentence.

- 1) cooked for us Dad . dinner
- 2) the baby The . milk drank
- 3) watched . I a video short
- 4) table up . cleaned the She



## Sentence Parts

Divide each sentence as 1) Beginning; 2) Middle; and 3) Ending

- | 1 | 2 | 3 |
|---|---|---|
| 3 | 2 | 1 |
| 1 | 2 | 3 |
| 3 | 2 | 1 |
| 1 | 2 | 3 |
| 3 | 2 | 1 |
- We cooked food over the fire.
  - We had a fun time camping in the woods.
  - Camping is a great family activity.
  - My birthday party was exciting.
  - It was the best birthday ever.
  - I blew out the candles on my cake.
  - I love playing in the snow.
  - We built a snowman in the yard.
  - Snow days are the best days.



## Engaging Topic Sentences

Draw a line matching the topic sentence with its correct original version.

Original Version	Topic Sentences
Asking a Question	Penguins are amazing birds.
Using an Exclamation	What do penguins eat in the wild?
Making a Bold Statement	Penguins can hold their breath for over 20 minutes.
Adding an Interesting Fact	Wow! Penguins can swim really fast!





# Saskatchewan Language Writing – Grade 1

## Transition Words - Supporting Details

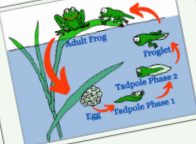
Sequence	Comparing	Contrasting	Adding	Concluding
First	Also	But	And	Finally
Next	Likewise	However	Also	Lastly
Then	Similarly	On the other hand	In addition	In the end

Choose a good transition word for the supporting details by dragging the boxes in the space provided.

- 1) \_\_\_\_\_, we packed our bags for the trip.
- 2) My brother likes soccer. \_\_\_\_\_, I enjoy playing it too.
- 3) I wanted to go swimming. \_\_\_\_\_, it started to rain.
- 4) We had pizza for lunch. \_\_\_\_\_, we ate ice cream for dessert.
- 5) We played games all afternoon. \_\_\_\_\_, it was time to go home.

## Matching:

Drag each text form name to the matching example picture.



Poem

Story

List

Instructions

Report

## Draw a Rainbow

Drag the letters of the steps in drawing a rainbow.



A Draw one cloud on the left.

B Add two more curves under the first two curves.

C Add four more curves to make eight lines.

D Draw one cloud on the right.

E Make two big curves from the left cloud to the right cloud.

F Colour the stripes red, orange, yellow, green, blue, and purple.



# Google Slides Lessons Preview





# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 1

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

#### Learning Goal

#### Understanding Reading Comprehension

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



#### Label The Parts

Label the parts of this book.

Illustration

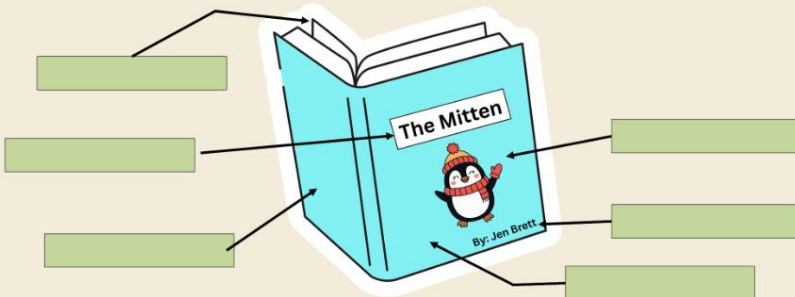
Author

Back Cover

Front Cover

Pages

Title



#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

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

#### Consolidation – The Rainy Day Surprise

##### Questions

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



Consolidation



# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 1

### Label The Parts Of The Letter

Dear Grandma,

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

Love,  
Mia

Body      Opening      Greeting      Closing

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

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

#### Principle Bank

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

### The Lost Crown

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

- 1) Which characters were in the story? Princess, Bird
- 2) What did the princess lose? Crown
- 3) Who helped the princess? 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



# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 1

### Onomatopoeia

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

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

roar

honking

gulped

murmuring

meowing

knocking

### Sequencing

Number the story events from one to four



Mark played with his friends at recess



His dog was waiting for him to come home after school



Mark went to the bus stop.



Mark took the bus to school

### Sequencing Activity – Ordering Steps

Drag the steps into the correct order.

#### Steps

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

#### Order

1	
2	
3	
4	
5	
6	
7	





# 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.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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"/>	<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.

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

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