



# Preview – Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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

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# Google Slides Lessons Preview



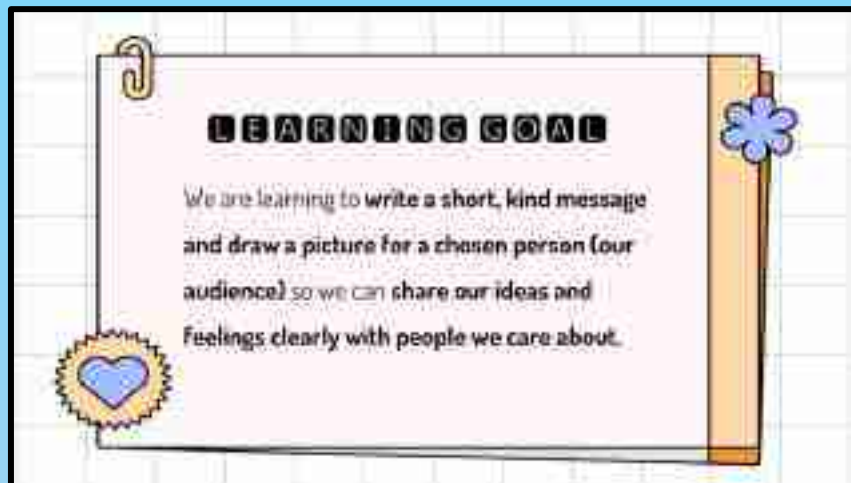


# Saskatchewan Language Writing – Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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



### Good Message Choices

Use kind words.	Write who the message is for.
Leave the paper blank.	Write the message clearly.
Tell me how you feel.	Add your name at the end.
Use words that are easy to read.	Write really so it's easy to read.
Forget to check your work.	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!

Word	Meaning
kind	friendly and helpful
clear	easy to understand
easy	not difficult
kind	friendly and helpful

Write your message to Grandma here:

Grandma: \_\_\_\_\_

Message: \_\_\_\_\_




# Saskatchewan Language Writing – Grade 1

### Jumbled Sentences

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

1	cooked	for	us	last	dinner
2	the	baby	The	milk	smell
3	watched	the	the	the	short
4	table	up	the	the	the




### Sentence Parts

Each sentence has 3 Beginning, 2 Middle and 3 Ending

1	2	3	1	2	3
1	2	3	1	2	3
1	2	3	1	2	3
1	2	3	1	2	3
1	2	3	1	2	3
1	2	3	1	2	3
1	2	3	1	2	3
1	2	3	1	2	3


- 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.
- Have 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	Arctic Penguins can swim really fast!







# Saskatchewan Language Writing – Grade 1

## Transition Words - Supporting Details

Sequencing	Comparing	Contrasting	Adding	Concluding
First	Also	But	And	Finally
Next	Unlike	However	Plus	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 land farm name to the matching example picture.

Poem

Story

Lib

Instructions

Report

## Draw a Rainbow

Use the colors of the drops in drawing a rainbow.

A	Use the colors of the drops.
B	Add two more colors to the top of the rainbow.
C	Add two more colors to the bottom of the rainbow.
D	Draw your rainbow like this.
E	Draw the colors of the drops from the top to the bottom of the rainbow.
F	Color the rainbow with the colors of the drops: red, orange, yellow, green, blue, indigo, violet.



# 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, interest, and enjoyment.

	Outcomes	Pages
CR1.1	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., All	
CR1.2	pictographs, icons, and illustrations).	
CR1.3	Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).	N/A
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.	N/A

Preview of 150 pages from  
this product that contains  
420 pages total.

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

	Outcomes	Pages
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).	8-60, 67-77, 129, 214-217, 231-238, 250-251, 275-276, 289-293
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).	61-62, 84-85, 138-139, 143-165, 297-298
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.	65-66, 78-83, 86-125, 127-128, 130-137, 140-142, 167-174, 176-179, 181-185, 187-192, 194-213, 222-227, 229-230, 239-249, 252-253, 255-262, 264-270, 272-274, 277-288, 294-296, 299-307, 310-315

**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.	126, 166, 175, 180, 186, 193, 218-221, 228, 254, 263, 271, 308-309, 316
AR1.2	Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.	63-64



# Writing – Saskatchewan ELA Curriculum

## Long Range Plan

### **Block 1: Letter and Word Printing**

- Print letters and words with appropriate formation patterns, size, placement, and spacing.

### **Block 2: Sentence Writing**

- How to write a sentence
- Improving our sentences: from simple to descriptive sentences
- Jumbled sentences
- Write in different voices
- Picture prompts

### **Block 3: Paragraph Writing**

- How to write a paragraph (focus on 1 main idea). Picture prompts.
- Topic and conclusion sentences
- Writing and publishing paragraphs

### **Block 4 – Introduction to Text Forms**

- Exploring different text forms
- Brainstorming activities to generate ideas
- Mind map / 4 corner brainstorming

### **Block 5: Procedural Writing - Instructions**

- Writing instructions for simple tasks
- Sequencing the order of instructions
- Writing and publishing instructions

### **Block 6: Letter Writing**

- Formal versus informal letters
- Identifying voice in writing: reading our audience
- Writing and publishing formal and informal letters

### **Block 7: Personal Narratives Writing**

- Setting and characters (family, friends, etc.)
- Feelings and emotions
- Beginning, middle, and ending
- Writing and publishing personal narratives

### **Block 8: Opinion Writing – Persuasive Writing**

- Debating different topics
- Fact or fiction: which is more persuasive?
- Researching: Finding facts to be persuasive
- Writing and publishing opinion texts

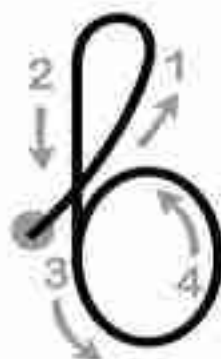
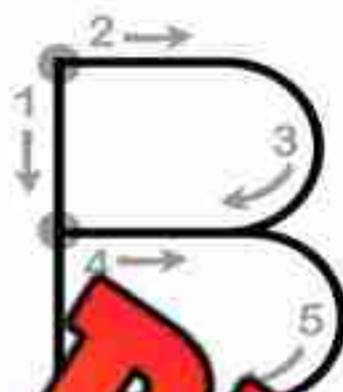
### **Block 9: Poetry**

- Acrostic, Haiku, and Limerick poems
- Rhyming words and syllables
- Writing and publishing poems

### **Block 10: Report Writing**

- Researching: trustworthy sources
- Structure of reports (headings)
- Writing and publishing reports

## Alphabet Tracing - B



**PREVIEW**



## Tracing Writing Activities

**Practice**

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

Ben has a big blue bag.

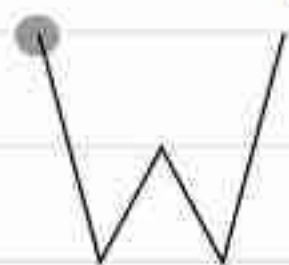
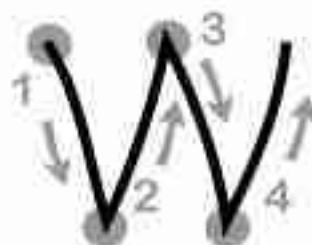
A baby bird in a nest.

Bella baked bread.

A boat by the bridge.



## Alphabet Tracing - W



**PREVIEW**



## Tracing Writing Activities

**Practice**

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

A white whale waved.

Watch the time.

What is the weather?

Worms live in the dirt.

## Writing Simple Sentences

**Directions**

Colour the pictures and rearrange the words to make a sentence.



is a This giraffe

Write the sentence below.



is that ice cream an

Write the sentence below.



small The car is

Write the sentence below.



**Directions**

Read each sentence. Put ✓ if the sentence is a complete thought and X if its not. The first one is done for you.

- |    |                       |
|----|-----------------------|
| 1) | The dog barks. ✓      |
| 2) | She is happy because. |
| 3) | Are you going?        |
| 4) | When we               |
| 5) | I like to play n.     |
| 6) | The sun is up.        |
| 7) | He runs fast but.     |
| 8) | Birds fly in the sky. |

**Directions**

Draw a line to match the words so that they form a complete sentence.

- |                        |                    |
|------------------------|--------------------|
| 1) My family           | happy.             |
| 2) My favourite colour | went on vacation.  |
| 3) I                   | cold.              |
| 4) She is              | is red.            |
| 5) He felt             | am good at sports. |



## Finger Spaces

**Finger spaces** are little gaps you put between words when you write. It is like using your finger to make a space. This helps each word have its own spot, so it is easier to read.



Just like this: "I [finger space] like [finger space] apples."

Write:

Rewrite the following sentences using finger spaces.

I have a ball.

I have a red ball.

We see a big tree.

I like my book.

## Directions

Look at each picture and then read the sentences. Circle the sentence that was properly finger spaced.



1) Ilove to swing.

2) I love to swing.

3) I love toswing.



1) She runs so fast.

2) She runssofast.

3) She ssofast.



1) The dog barks so.

2) The dogbarks loud.

3) The dog barks loud.



1) Momcookssoup.

2) Mom cooks soup.

3) Momcooks soup.

## Personal Identity – Mapping My Identity

**Instructions**

In the middle circle, write your name because that's where you are in your world. In the circles around it, fill in answers to the questions below.

When I Grow Up

Favourite Food

Where I Live

Favourite Holiday

My Friend

My Pet

**PREVIEW**

**I Am Who I Am!**



# All About Me Poster

**Instructions**

Complete this poster by filling in the information about you.

My name is \_\_\_\_\_.

**FACTS ABOUT ME**

I am \_\_\_\_\_ years old.

My birthday is on \_\_\_\_\_.



I am in the \_\_\_\_\_ grade.



My teacher's name is \_\_\_\_\_.

My best friend is \_\_\_\_\_.

**MY FAVOURITE THINGS**

Subject \_\_\_\_\_



Food \_\_\_\_\_



Colour \_\_\_\_\_



Sport \_\_\_\_\_



Animal \_\_\_\_\_



Movie \_\_\_\_\_



Flower \_\_\_\_\_



I love my family!

When I grow up, I will become a/an





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

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Curriculum Connection  
CC1.1

## Community Helper – Police Officer

Draw and Colour

Draw a police officer and colour the one below



Writing

What do police officers do to help the community?

---

---

---

---

---

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

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Curriculum Connection  
CC1.1

## Community Helper – Doctor

Draw and Colour

Draw a doctor and colour the one below



Writing

What do doctors do to help the community?

## Community Helper – Plumber

**Draw and Colour**

Draw a plumber and colour the one below



**PREVIEW**

**Writing**

What do plumbers do to help the community?



## Writing Descriptive Sentences

When you write a descriptive sentence, you make a picture with words. Here's how:

- 1) Adjective - This word describes something. Like 'fluffy' cat or 'blue' sky.
- 2) Noun - This is the name of a person, place, or thing. Like 'dog', 'park', or 'ball'.
- 3) Verb - This word shows action. Like 'run', 'jump', or 'eat'.
- 4) Where - This tells us the place. Like 'in the park' or 'under the bed'.
- 5) When - This tells us the time. Like 'in the morning' or 'after school'.

So, if you use these words, your sentence can be: "The fluffy cat jumped in the morning." This helps your reader see and hear the story.



### Directions

Use the format provided to write a sentence about each teacher. Mix up which parts you use.

Adjectives	Noun	Where	When
Tall	Teacher	Starts reading a story	Yesterday
Calm		Claps their hands	On the last day of school
Old		Was singing	This morning

Write your sentence	Draw a picture
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	



## Writing Descriptive Sentences

**Directions**

Write 3 options for the picture. Then use them to write a paragraph of sentences that describes the dragon.



Adjectives	Noun	Verb	Where	When

Paragraph – Put Sentences Together

## Jumbled Sentences

**Directions**

Put the words in the correct order

1. dog catches stick the The

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. toys Please, away for

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. a student chair on The sat

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Activity – Improving Sentences

To make a sentence longer and better, you can add details. Here's how:

- **Who:** Tells us about the person or thing.
- **What:** Tells more about the action or thing.
- **When:** Tells the time.
- **Where:** Tells the place.
- **Why:** Tells the reason.
- **How:** Tells the way something is done.



### Directions

Use the sentence below that uses in the information in the table

Example: Jimmy jumped over the fence.	
Who?	Jimmy
What?	Over the fence
Where?	In the garden
When?	Yesterday
Why?	To play with friends
How?	Quickly

### Sentence

Jimmy jumped quickly over the fence in  
the garden yesterday to play with friends



**Directions**

Fill in the table and then write your sentence at the bottom

**Boring Sentence: I Swam**

Who?

What?

Where?

When?

How?

**PREVIEW**



## Activity: Sentence Construction Challenge

### Objective

What are we learning more about?

Students will work together to make fun sentences using provided prompts while focusing on the order and combination of words.



### Instructions: How do we complete the activity?

- 1) **Introduction:** Explain to students that they will be creating sentences using specific prompts. Discuss the order of the words and how they fit together.
- 2) **Display the Prompts:** On the next page, there is a table displaying the prompts.
- 3) **Group Work:** Divide the students into groups. Ask each group to refer to the table of prompts and choose words to use in their sentences.
- 4) **Sentence Creation:** Challenge each group to create a sentence using the prompts from the table. They can't reuse words and must use all the words provided. They should write these sentences down on this page.

For example, they might come up with:

- "The shiny apple dances in the garden in the fall."
  - "The tall clown hops near the river during the day."
- 5) **Share & Discuss:** Have each group present their sentences to the class.
  - 6) **Reflection:** After all groups have presented, discuss as a class. Which sentences stood out and why? How did the order of words affect the meaning of the sentence? What was challenging about not reusing words?

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

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Curriculum Connection  
CC.1.4

Adjectives	Nouns	Verbs	Where	When
shiny	rabbit	melts	at the circus	in the fall
tall	snow	dances	in the sky	during the day
cute	apple	shines	near the river	on the weekend
funny	clown	hops	in the garden	all year

Sentences

Write 2 different sentences using the words above

**PREVIEW**

## Writing Descriptive Sentences

**Directions**

Write a sentence about each of the pictures below. Be as descriptive as you can!

**Sentence 1**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sentence 2**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Exploring the Structure of Paragraphs

### What's Inside a Paragraph?

A **paragraph** is like a small story. It talks about one thing. It has three parts: a beginning, a middle, and an end.



#### Beginning: Topic Sentence

☐ This is the first sentence. It tells what the paragraph is about.

*Example: "I love going to the zoo."*

#### Middle: Details

☐ These are the middle sentences. They give more information.

*Example: "I like seeing the lions. They roar loudly!"*

#### End: Closing Sentence

☐ This is the last sentence. It wraps up the story.

*Example: "The zoo is my favourite place!"*





## Exploring the Structure of Paragraphs

Topic  
Sentence

The paragraphs have one detail and a closing, but no topic sentence.  
Write a good topic sentence. **Tip:** use the conclusion to help you!

Topic  
Sentence

She purrs when I pet her. A cat with whiskers is a happy cat.

Topic  
Sentence

They are juicy and sweet when I take a bite. I feel happy when I eat an apple.

Topic  
Sentence

It shines bright in the sky during the day. The sun makes the day happy.

## Writing Engaging Topic Sentences

**Asking a Question:** Start with a question This makes people curious to read more.

*Example: "Do you know how bees make honey?"*



**Using an Exclamation:** Use an exclamation to show something exciting.

*Example: Wow, stars are so bright at night!*

**Making a Bold Statement:** Use big words to make your idea.

*Example: "Apples are the best fruit ever!"*

**Adding an Interesting Fact:** Use a cool fact to make your paragraph interesting.

*Example: "Elephants can smell water from miles away."*

## Writing Engaging Topic Sentences

**Hooks**

Draw a line matching the type of topic sentence with its example.

**Original Version****Topic Sentences**

Using an Exclamation

Making a Bold Statement

Adding an Interesting Fact

Kangaroos are the best jumpers in the world.

Did you know kangaroos cannot walk backward?

Why do kangaroos keep in the pouches?

Look at that kangaroo jump!





## Quality Topic Sentences

**Think**

Circle the topic sentence you think is best.



**1) The wheels on my toy car spin fast. Playing with my toy car is fun.**

a) I have a toy car.

b) My friend likes to play with cars.

c) My school has a toy car.

**Draw It**

**2) Max loves to wag his tail. Max is my best friend.**

a) Apples are red.

b) My dog is called Max.

c) I like to read.

**Draw It**

**3) Grandma adds chocolate chips to the cookies. Grandma's cookies are the best.**

a) Spiders have eight legs.

b) Cookies are sweet.

c) My grandma bakes cookies.

**Draw It**



## Crafting Perfect Paragraphs

### Let's Talk About Paragraphs!

When we write, paragraphs are like boxes for our ideas. Each box helps you keep your thoughts neat and tidy.



When we write a paragraph, we start with a main idea. In each paragraph, we add details to our main idea. For example, if your main idea is "My horse is awesome," you'll explain why it is awesome, how it looks, and what you like about riding it.

### Check These Out:

- Main Idea: "Apples are tasty."
- Details: They are crunchy, sweet, and make delicious pies.
- Main Idea: "Books are fun."
- Details: You can learn new things, go on adventures, and even laugh out loud.

### How to Build Great Paragraphs:

- **Start with Topic Sentence:** This tells what you're going to talk about.
- **Add Fun Details:** These make your story more exciting.
- **End with a Wrap-Up Sentence:** This is like putting the lid on a toy box.

# Crafting Perfect Paragraphs

**Supporting Details**

Follow the instructions below.

**1) Draw or write 4 things you like to play outside in the winter.**


**2) Choose your 2 favourite things about winter. They will be your supporting details. Write 1 sentence for each one.**

Topic Sentence	Winter is a great season for playing outside.
Supporting Detail # 1	<hr/> <hr/> <hr/> <hr/> <hr/>
Supporting Detail # 2	<hr/> <hr/> <hr/> <hr/> <hr/>

## Crafting Perfect Paragraphs

### Supporting Details

Fill in the 3 missing supporting details  
about the topic sentence below.



Topic  
Sentence

The park is a great place to spend a sunny afternoon  
having fun.

1. You can build \_\_\_\_\_ in the park.

2. The \_\_\_\_\_  
is great fun to climb on.

3. You can have a picnic and eat yummy \_\_\_\_\_ and \_\_\_\_\_



## Supporting Details

Our supporting details talk about the main idea of our paragraph. Once we have a main idea, we write our topic sentence. Then we write the supporting details that explain our topic sentence.

### Example

- Main Idea: School is fun.
- Supporting Detail #1: I like to learn.
- Supporting Detail #2: I like to see my friends.
- Supporting Detail #3: I like to play at recess.



### Practice

Write supporting details about the main idea below.

Main Idea	
	_____ School is fun.
Supporting Detail # 1	_____
	_____
	_____
	_____
	_____
Supporting Detail # 2	_____
	_____
	_____
	_____
	_____



**Practice**

Write 3 supporting details about the main idea below and draw it.

**Main Idea****Playing outside is the best.****Supporting  
Detail # 1****Supporting  
Detail # 2****Supporting  
Detail # 3**

**PREVIEW**

## 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

Think \_\_\_\_\_ a good transition word for the supporting details.

1. I don't like broccoli. \_\_\_\_\_ I'll try a small bite.

2. I'll turn off the light. \_\_\_\_\_ I'll pull the blanket.

3. After playing outside all day, it's \_\_\_\_\_ for bed.

4. My cat is so fluffy. \_\_\_\_\_ she purrs a lot.

5. She has a minty toothpaste. \_\_\_\_\_ mine is fruity.

## 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

Write a paragraph using the sequence and conclusion sentence has been written for you below. Add the paragraph using **ONE** supporting detail. Use a transition word from the list above.

**Topic:** What you do when you get home

I have lots to do when I get home from school. First, I take off my shoes.

**Then** I go to the kitchen **and** have a snack.

**Lastly**, I sit down to do some colouring. **In the end**, I put away my toys

and wait for dinner. I love my after school routine!



## Ending With A Bang: Conclusion Sentences

### What's a Conclusion Sentence?

A **conclusion sentence** is the last sentence of your writing. It tells them that you're done talking about your topic.

### Why Do We Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

1. To make writing neat and tidy.
2. To remind ourselves of the thing we wanted to say.
3. To leave our readers with a final thought.



### How to Write a Good Conclusion Sentence

To write a fantastic conclusion sentence, remember these tips:

- Summarize the Main Idea: Say the main idea but use new words.
- Make it Short and Sweet: Don't make new points.
- End with a Bang!: Something exciting or thought-provoking!

### Conclusion Sentence Examples

If you're writing about your favourite animal, your conclusion might go like this:

- ✓ *"That's why pandas are the sleepiest animals ever!"*



## True or False

## Is the statement true or false?

1. A conclusion sentence is the first sentence of your writing.	True	False
2. Conclusion sentences make our writing neat and tidy.	True	False
3. A good conclusion sentence should introduce new points.	True	False
4. Conclusion sentences remind readers of the main idea.	True	False
5. A conclusion sentence can end with something exciting.	True	False

Think \_\_\_\_\_ Which conclusion sentence you think is best.

1) Winter is an awesome time. Kids can build snowmen, have snow fights, and sledding.	<b>DRAW IT</b>
a. I play hockey in the winter.	
b. I can't wait for winter to come again in two years.	
c. Summer is a great season too.	

2) My neighbour Lilly has a lovely garden. There are roses, daisies, and even some vegetables like tomatoes. Lilly's garden is like a small paradise.	<b>DRAW IT</b>
a. The garden always smells so nice.	
b. Lilly's garden is too small.	
c. It's always a joy to visit Lilly's garden.	

## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below. Then DRAW it.



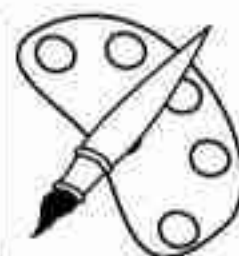
1) Baking cookies is so much fun and smells awesome. You mix smooth flour, sweet sugar, and gooey eggs. You can even add chocolate chips or raisins.

**PREVIEW**

## Analyzing Paragraphs

### Analyze

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.



1) I really like painting pictures with my paint set. My colours are so bright. I have blue and cherry red. I paint beautiful flowers with lots of petals, and sky with fluffy clouds. I even hang my paintings on the fridge with magnets. Painting makes me feel like an artist.

Main Idea

2) Eating fruits makes me feel strong and happy. Apples are crunchy and taste like a sweet treat. Bananas are soft and they peel so easily, it's like they have a zipper. Grapes are like tiny, juicy water balloons that pop in my mouth. Fruits are not just yummy, they make me feel good too.

Main Idea



## Analyzing Paragraphs

**Analyze**

Read the paragraph below. Underline or highlight the 3 supporting details. **DRAW** a picture for each supporting detail you find.

Penguins are amazing birds that live in cold places.

First, they have thick feathers that keep them warm in icy weather. They are great swimmers and can catch fish for food. They take turns keeping their eggs warm. Penguins are cool birds that are built for life in chilly areas.

**Detail 1****Detail 2****Detail 3**

## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.



- ☐ Tell us about an animal you really like.
- ☐ Which season do you like the most?
- ☐ What do you want to learn more about?
- ☐ Would you rather be super strong or fast?



1) What is your topic?

2) Brainstorm anything you can think of when you think of this topic. **Draw & write** some ideas.

## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.

3) Write a good topic sentence below.

PREVIEW

4) Write a good conclusion sentence below.

PREVIEW



5) Write at least 2 supporting details you will include in your paragraph.

1

2

**PREVIEW**

6) Write your rough draft of your paragraph below. Include transition words between your supporting sentences.

**PREVIEW**

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains focus on the main idea		
Uses transition words appropriately		
Has a well-crafted conclusion sentence		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Has a well-crafted conclusion sentence		



**Assignment - Paragraph Writing****Write**

Write your paragraph below.

**PREVIEW**

## Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
<b>Topic Sentence</b>	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
<b>Conclusion Sentence</b>	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
<b>Main Idea</b>	Clearly focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
<b>Supporting Details</b>	Two or more clear, relevant supporting details.	One or two relevant supporting details; may be vague.	One detail; may be irrelevant or vague.	Missing or irrelevant supporting details.
<b>Transition Words</b>	Smooth transitions throughout.	Some good transitions.	Transitions are awkward or missing.	No transition words used.
<b>Word Choice (Interesting)</b>	Rich, vivid word choice.	Some interesting word choices.	Word choices are bland or repetitive.	Word choices are inappropriate or unclear.
<b>Grammar/Spelling/Punctuation</b>	No errors in grammar or spelling.	Few minor errors.	Several errors that distract the reader.	Numerous errors hinder understanding.

**Teacher Comments**


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**Mark**

## Understanding Text Forms

### Discovering Different Text Forms

When we read or write, we see many types of writings. They're called "text forms".



#### Types of Text Forms

- **Stories:** Magical tales and adventures.
- **Instructions:** Like a recipe in a cookbook, they guide us step-by-step.
- **Letters:** Friendly notes to say "Hello" to someone special.
- **Lists:** Helpful reminders, like a grocery shopping list.
- **Poems:** Beautiful words that might rhyme and make us go.
- **Reports:** Information about a topic, like "All About Frogs".

#### Why So Many Forms?

Every text form has a job. It helps us share our message in the best way.

Picking the right form makes sure our readers understand and enjoy.



**Which Form?**

Which text form would you use? Choose one from the reading.

- |   |  |
|---|--|
| 1) Talk about her weekend trip to the mountains.          |  |
| 2) Is saying how to take care of a pet fish to the class. |  |
| 3) Wants to say thank you to her aunt for the new dress.  |  |
| 4) Wants to describe the moon using rhymes.               |  |
| 5) Is looking for information learned about the planets.  |  |

**Question**

Answer the question below.

Which text form have you used last? What did you write about?

_____
_____
_____

**Draw**

Draw a book cover for a book you have read.

--	--

## Personal Voice in Writing

### Your Writing Voice

Did you know your writing can sound just like you? That's called your "personal voice." It's how you talk, but it's on paper!

1)

Use words you use when you talk! If you say "cool," write it down.

- *Example: "That was so cool!"*

2) Use Different Sentences

- Use short or long sentences.
- *Example: "I ran. I ran so fast. I won the race!"*

3) Feelings

- Share how you feel. If you're excited, you can write using exciting words.
- *Example: "I was so pumped to win, I jumped for joy!"*

4) Punctuation

- Use marks like "!" for excitement and "?" for questions.
- *Example: "Are you coming? Yay!"*



## Creative Writing - Using Different Voices

Character	Plot	Words They Might Use
Pirate	Searching for treasure on an island.	"Ahoy!", "Matey", "Ship", "X marks the spot"

**Write**

Write as if you are the character above. Use the plot and the words to help you with your writing.

**Pirate**

**PREVIEW**

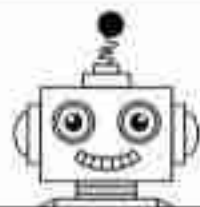
Draw A Picture Below of Your Character



Character	Plot	Words They Might Use
Robot	Fixing a car using its built-in tools.	"Beep", "Recharge", "Circuit", "Program", "Bolt"

**Write**

Write as if you are the character above. Use the plot and some of the words to help you with your writing.

**Robot**

**PREVIEW**

Draw A Picture Below of Your Character

## Procedural Writing: A Quick Guide

### What is Procedural Writing?

**Procedural writing** tells us how to do something.

It shows us steps to finish a task from start to end.

### Why is it important?

Procedural writing helps us learn how to do new things. If we want to make a peanut butter and jelly sandwich, we can read the steps and do it right.

### What Does it Look Like?

- ☐ **Title** : The title tells us what the procedure is about.
- ☐ **Material List**: Is a list of things you need to complete the task.
- ☐ **Steps** : The steps are listed in order. Usually numbered points. Each step is clear and easy to understand.

### Example:

**Title:** How to Build a Snowman

**Materials:** Snow, two sticks, a scarf, a hat, 8 black buttons.

### **Steps:**

- 1) Roll a large snowball until it's about as tall as your knees.
- 2) Make a second snowball that's a bit smaller.
- 3) Stack the second snowball on top of the first one.
- 4) Roll a third snowball that's smaller than the second and place it on top.
- 5) Put sticks as arms on the middle snowball.
- 6) Place a scarf around its neck.
- 7) Add a hat on the top snowball.
- 8) Use buttons for eyes, a nose, and a mouth.





## True or False

Is the statement true or false?

1) Procedural writing shows steps to finish a task.	True	False
2) We don't need a title in procedural writing.	True	False
3) Procedural writing helps you learn new things.	True	False
4) A materials list is not important in procedural writing.	True	False
5) The steps in procedural writing are random.	True	False

Questions that require writing the steps **FIRST, NEXT, and LAST.**

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# Procedural Writing : Topics Zooming In!

## Instructions

Look at the broad topic and ZOOM IN to think of something smaller you could teach someone to do!

Topic	Zoom In!	
Ex. How to make breakfast	1	How to make cereal
	2	How to cook eggs
Ex. How to get ready for school	1	How to pack my backpack
	2	How to brush your teeth
How to play sports	1	_____
	2	_____
How to draw animals	1	_____
	2	_____
How to take care of a pet	1	_____
	2	_____

## Procedural Writing : Transition/Signal Words

### What are Transition Words?

Transition words are special words that help us know what comes next. In procedural writing, they help us understand the steps better.

**Transition Words:** Help readers know what order to do things in.

#### Beginning

- ☐ First
- ☐ To Begin
- ☐ Step One
- ☐ To Start

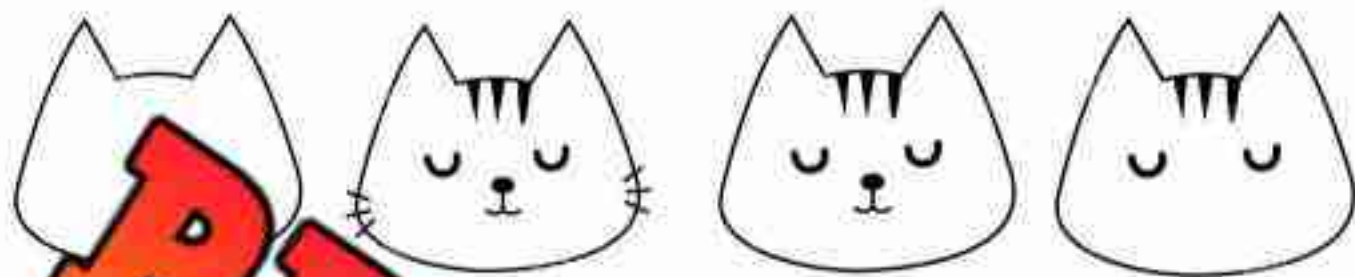
#### Middle

- ☐ Next
- ☐ Then
- ☐ Step Two
- ☐ After

#### End

- ☐ Last
- ☐ Finally
- ☐ When we are finished



**Transition/Signal Words – Practice****Instructions** Cut out the transition words and paste them under the right step**First****Next****Then****Finally****First****Next****Then****Finally**



# Transition/Signal Words – Practice

**Instructions**

Write the transition words under the correct step

**To Begin****Step Two****After That****Lastly**

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**Step One****Then****Next****Finally**

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**Procedural Writing : Transition/Signal Words**

Beginning the Task	During the Task	Ending the Task
First	Next	Then
Step one	Step two	Last step
To begin	After that	Lastly
Start	Meanwhile	Finally

Instructions: Use the words in the table above, fill in the missing transition words in each of the procedural task.

**Paper Hat**

- First**, find a large sheet of paper.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ fold the paper in half horizontally.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ fold the top two corners inward to meet in the middle.  
\_\_\_\_\_  
\_\_\_\_\_
- Meanwhile**, make sure the edges are even.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ fold the bottom edges up to finish your hat.



**Procedural Writing : Transition/Signal Words**

Beginning the Task	During the Task	Ending the Task
First	Next	Then
Step one	Step two	Last step
To begin	After that	Lastly
Start	Meanwhile	Finally

**Instructions** Use the table above, fill in the missing transition words in each of the procedural task.

**How to Wash Your Hands**

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

turn on the tap and get wet with water.

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

wet your hands under the running water.

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

apply soap to your hands.

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

scrub your hands together for 20 seconds.

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

rinse off the soap and dry hands with a towel.





## Writing Procedural Steps – Practice

Beginning the Task	During the Task	Ending the Task
First	Next	Then
Step one	Step two	Last step
To start	After that	Lastly
	Meanwhile	Finally



### Instructions

Write the steps for each procedural task.

**To start**, wash your hands.

**First**, open the fish food container.

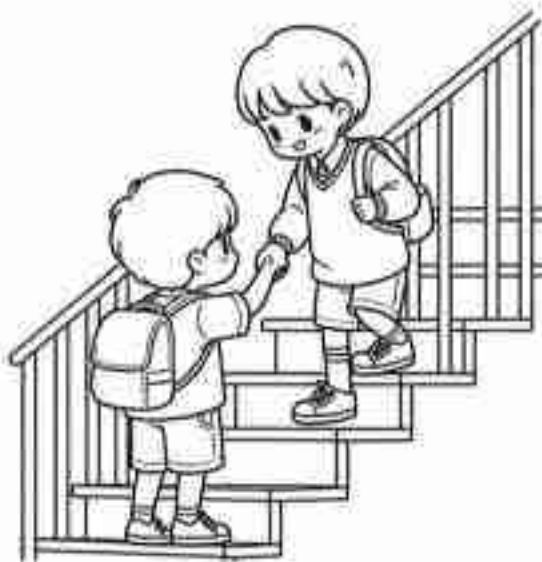
**After that**, watch your fish eat to make sure you didn't give too much.

## Writing Procedural Steps – A Quick Guide

### What are Steps?

Steps are the parts that tell us **WHAT** to do

In procedural writing, each step helps you  
get to \_\_\_\_\_



### How to Write Steps

- ✓ First, think of what you want to \_\_\_\_\_
- ✓ Then, break it down into little steps.
- ✓ At the end, check it over, following \_\_\_\_\_ steps

### Example

- 1) **First**, write an opening sentence. It tells people what they will learn.
- 2) **Next**, list the things they will need.
- 3) **Then**, start with the word "Step 1" and tell what to do first.
- 4) **After that**, use "Step 2, Step 3,..." and so on, for each new step.
- 5) **Finally**, write a closing sentence to say you're done.

## True or False

Is the statement true or false?

1) Procedural writing tells us WHAT to do.	True	False
2) Steps in procedural writing are not needed.	True	False
3) You begin writing steps with an opening sentence.	True	False
4) You should write down materials after the steps.	True	False
5) You do not need a closing sentence.	True	False

Instructions: Follow the instructions below

Step Number	Instructions
Step 1	Draw a circle for the dog's head.
Step 2	Add two small circles on each side for ears.
Step 3	Draw a bigger circle below the head for the body.
Step 4	Draw four lines under the body for the legs.
Step 5	Add small ovals at the end of each leg for paws.
Step 6	Add a curvy line at the end of the body for the tail.
Step 7	Draw dots for eyes and a circle on the head.



## Organizing Procedural Steps

**Steps**

Organize the steps below into correct order



How To Make a Peanut Butter Sandwich	Order
Eat your delicious peanut butter sandwich.	
Put one slice of bread on a plate.	
Use a knife to spread peanut butter on the bread.	
Put another slice of bread on top.	
Take a knife from here. Use the spoons and forks.	

How To Play Soccer	Order
Kick the ball to the other team's goal.	
Wait for the whistle sound to play.	
Put on your soccer shoes and shin guards.	
Stand with your team in your spot.	
Celebrate with your teammates after scoring a goal.	

How To Make Lemonade	Order
Pour the lemonade into cups and enjoy.	
Find lemons, sugar, water, and a pitcher.	
Mix sugar and water in the pitcher.	
Add the lemon juice to the pitcher and stir.	
Squeeze the lemons to get lemon juice.	

## Assignment Procedural Writing – Planning

### List of Procedural Ideas

How to Make Food	How to Make a Birthday Card
How to Set the Table	How to Play a Sport
How to Feed a Pet	How to Make Food

### Remember

Be sure to  
**ZOOM** in for  
these.

Plan: Answer the questions below to plan your writing

**1) Topic** – What will I choose? What are you writing your how-to-guide for?

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**2) Title** – Example: How To Ride A Bike

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**3) Introduction** – This should be 1 or 2 sentences about what your how-to-guide is about and why they should follow it.

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## Assignment Procedural Writing – Planning

**4) Materials** – What will they need to complete the task?

Step

Instructions

1

2



# Assignment Procedural Writing – Planning

Step	Instructions
3	 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Assignment – Procedural Writing

**Final Draft**

Write the final draft of your procedural writing below.

**Title:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**Introduction** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**Materials** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

**Assignment – Procedural Writing****Final Draft**

Write the final draft of your procedural writing below.  
Draw a picture that goes with each step of your instructions.

**Step 1****Step 2****Step 3**

**PREVIEW**



## Assignment – Procedural Writing

**Final  
Draft**

Write the final draft of your procedural writing below.  
Draw a picture that goes with each step of your instructions.

Step 4

Step 5

Step 6

**PREVIEW**

Edit

Edit your first draft by looking at the success criteria.

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Has a title		
Has a material list (if needed)		
Has an introduction		
Explains steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

Edit

Edit your first draft by looking at the success criteria.

Criteria		
Has a title		
Has a material list (if needed)		
Has an introduction		
Explains the steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

## Rubric – Procedural Writing

Category	1 Points	2 Points	3 Points	4 Point
<b>Title</b>	No title or unclear title	Basic title	Clear title	Engaging and clear title
<b>Materials</b>	Missing materials list	Partial list of materials	Complete list of materials	Complete and well-organized list of materials
<b>Introduction</b>	Non introduction	Basic introduction	Clear introduction	Engaging and clear introduction
<b>Clear Steps</b>	Steps are confusing or missing	Some steps are clear	Steps are mostly clear	All steps are clear and easy to follow
<b>Pictures</b>	No pictures	Some pictures but unclear	Pictures support steps	Pictures clearly support and enhance steps
<b>Capital Letters and Punctuation</b>	Frequent mistakes	Some mistakes	Almost all correct	All correct

**Teacher Comments**

**Mark**



## Formal vs. Informal Letters

### Formal Letters: For Serious Talks

A **formal letter** is very polite. We write them to teachers, principals, or people we don't know well. We use nice words like "please" and "thank you".



#### How to Write

- ✓ Opening/Greeting: Start with "Dear" like "Dear Principal."
- ✓ Body: Here, tell your big idea or question. Always be polite.
- ✓ Closing/Signature: Finish with words like "Thank you".

### Informal Letters

An **informal letter** is like chatting with a friend. We write them to family and friends.

#### How to Write

- ✓ Opening/Greeting: Say "Hi" or "Hello" like "Hi Jamie."
- ✓ Body: Talk about cool things, like your new toy or a fun day.
- ✓ Closing/Signature: Say "Love" or "Talk to you later."

### Four Parts of an Email

Emails are like letters but on a computer. They have 4 parts:

1. **Subject Line**: Says what the email is about.
2. **Greeting**: Like "Dear" or "Hi."
3. **Body**: Where you write your message.
4. **Closing**: Like "Sincerely" or "Love."



## True or False

Is the statement true or false?

1) A formal letter is like chatting with a friend.	True	False
2) An email has 4 parts.	True	False
3) In a formal letter, we use the word "Hi" to start.	True	False
4) The body of an email is where you write your message.	True	False
5) An informal letter ends with the word "Thank You."	True	False

Third Grade Which type of letter is given in the example.

Hi Mrs. Smith,

I hope you are well. Can you tell me about stars and planets so I can learn more when I visit?

Thanks,  
Alyssa

- |                    |                   |
|--------------------|-------------------|
| a) Formal Letter   | c) Formal Email   |
| b) Informal Letter | d) Informal Email |

Hi Grandma,

How are you? I miss you! Can we bake together when I visit?

Love,  
Caleb

- |                    |                   |
|--------------------|-------------------|
| a) Formal Letter   | c) Formal Email   |
| b) Informal Letter | d) Informal Email |

Subject: Fun at the Park! !

Hi Ali,

Guess what? I'm going to the park tomorrow. Want to play with me? We'll have fun!

See ya tomorrow,  
Aisha

- |                    |                   |
|--------------------|-------------------|
| a) Formal Letter   | c) Formal Email   |
| b) Informal Letter | d) Informal Email |

Subject: Reading My New Book

Dear Principal Sara,

I hope you are good. Can I read my new book to the class tomorrow? I think they will like it.

Regards,  
Liam

- |                    |                   |
|--------------------|-------------------|
| a) Formal Letter   | c) Formal Email   |
| b) Informal Letter | d) Informal Email |



## Analyzing Informal Emails

**Analyze**

Read the emails below. Underline the **subject**, **greeting**, and **closing** (or use highlighters).

Subject: Where's My Blue Ball?

Dear Principal Lisa,

I can't find my blue ball. I played with it at recess. Can someone help me to find it?

Thanks,  
Tommy

Subject: My Cool Party!

Hi Sam,

Guess what? I'll be 6 soon! I'm having a birthday party. You should come! We'll have cupcakes and play tag. Hope to play with you soon!

Cheers,  
Jenny

Subject: The Big Bell Sound

Dear Mrs. Harper,

I heard we have a big bell sound soon. It's loud and makes me jump. Can we talk so I know what will happen?

Talk soon,  
Liam



## Informal Email Writing

**Write**

Using what you've learned about informal letters, write a letter below. Use the audience and purpose provided for you. Then draw a picture that will go with your letter.

**Audience****Purposes**

What should we play at recess?

**Subject:**

## Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Oh!	Ouch!	Yippee!	No!	Yikes!
Hooray!	Sob!	Wahool!	Argh!	Gulp!

**Think**

Choose the best interjections and describe the voice used.

Subject: Lost Favorite Toy

**Draw It**

Hey Kai,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. I lost

my favourite toy today. I looked everywhere

\_\_\_\_\_  
\_\_\_\_\_  
and it's gone.

I am so mad!

Until next time,

Lena

Voice (Angry, Sad, Mad,  
Frustrated, etc.)

## Success Criteria – Informal Emails

**Analyze**

Read the email below. **Circle** things you like about the email. Afterwards, color in the elements that the email had!

**Subject:** My First Time Baking Cookies

Hi Lily!

Guess what? I baked cookies for the first time this weekend. At first, I had a hard time because the dough was really sticky. Ugh! However, once they came out of the oven, they were warm and smelled amazing. Wahoo! I even added chocolate chips and sprinkles for extra fun!

Did you do anything exciting this week? We should plan a cookie swap soon.

Catch you later,

Peter

### EMAIL ELEMENTS

Subject Line	Body	Signature
Greeting	Closing	Interjection



## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic.

Audience	Purposes
Neighbours	Asking to play together
Family Members	Giving thanks, holiday greetings
Friends	Asking about fire safety
Housepet	Asking questions about your favourite animal

1) Who will be the audience of your informal email?

2) What will be the purpose of the email?

3) Brainstorm anything that comes to mind when you think of your purpose. What things could you write about to this audience? Draw or Write.

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic below.



4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

**PREVIEW**

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Greeting		
Appropriate Voice and Tone		
Appropriate Closing		
Subject Line		
1 Main Idea - Purpose		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Greeting		
Appropriate Voice and Tone		
Appropriate Closing		
Subject Line		
1 Main Idea - Purpose		



## Assignment – Informal Email Writing

**Write**

Write your informal email below.

**PREVIEW**

## Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
<b>Greeting</b>	Uses a friendly and appropriate greeting.	Uses a greeting, but it may not be very friendly.	Uses a general or vague greeting.	Misses a greeting or uses an inappropriate one.
<b>Appropriate Voice</b>	Writes in a friendly and appropriate voice throughout.	Mostly maintains a friendly tone with minor lapses.	Mixes formal and informal tones.	Uses a mostly formal tone or is inconsistent.
<b>Closing</b>	Uses a friendly and appropriate closing.	Uses a friendly closing, but it may not be very friendly.	Uses a general or vague closing.	Misses a closing or uses an inappropriate one.
<b>Subject Line</b>	Clearly states the purpose or topic.	States the purpose but may be a bit vague.	Does not state the purpose or topic.	Does not include a subject line.
<b>1 Main Idea</b>	Clearly communicates one main idea or topic.	Mostly clear but has minor unrelated details.	The main idea is present but somewhat unclear.	Does not have a clear main idea or topic.

### Teacher Comments

<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black;"></div>	<div style="background-color: #f2f2f2; padding: 5px; border: 1px solid black;"><b>Mark</b></div> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>
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## Analyzing Formal Letters

**Analyze**

Read the emails below. Underline the **address, greeting, and closing** (or use highlighters). **CIRCLE** which voice is used.

Cheerful Town Academy

1010 Highway Blvd.

Ton 15

Dear Mr. Osel,

I can't wait for the holidays! For the cookies at home. Then, we'll decorate our tree. It's going to be so fun! Is it okay if I bring some cookies to share with the class?

Your student,

Sophia

Author's Voice







**Success Criteria – Formal Letter****Analyze**

Read the email below. **Circle** things you like about the email. Afterwards, colour in the elements that the email had.

Maple Leaf Academy

96 Willow

Toronto, M6

Dear Mr. Fennell,



Firstly, I have some great news to tell you! Over the weekend, my family and I went apple picking. We made a bunch of apple pies. Yum! They were so good. Would it be possible for me to share some with the class? I think everyone will love it!

Sincerely,

Arvid

**EMAIL ELEMENTS**

Subject Line	Body	Signature
Greeting	Closing	Interjection

## Intro to Narrative Writing

### What is Narrative Writing?

**Narrative writing** is telling a story on paper. You can talk about a fun day you had or create a tale about a dragon.

### Who are the characters?

In stories, you need **characters** – like people, animals, or even robots! You also need a place where it happens. That's the **setting**.

### Story Parts

#### Beginning: The Story's Start

At the beginning of a story, we meet the main characters and learn about where they live. This is where the story is set.

#### Middle: The Big Adventure

The middle is where the action heats up! This is where the main events happen. Our characters might face challenges, go on quests, or solve mysteries.

#### End: Wrapping It Up

In the end, everything starts to make sense. The characters find solutions to their problems or answers to their questions. We get to see how everything turns out and how the characters feel at the close of their journey.





## True or False

Is the statement true or false?

1) Narrative writing tells a story.	True	False
2) Stories don't need characters.	True	False
3) Stories have three parts	True	False
4) The beginning of the story solves the problem.	True	False
5) The beginning of the story shares the setting and characters.	True	False

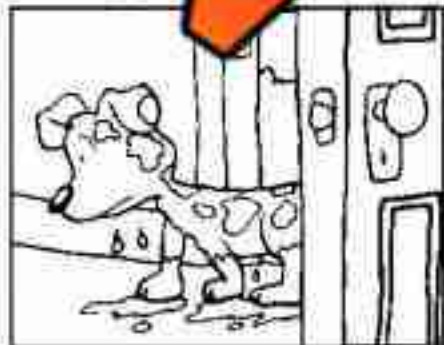
## Question

What are the three parts in narrative writing?

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## Think

Write beginning, middle, and end for the story.




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# Narrative Writing

**Write**

Write narrative story using the pictures below.

**Beginning****Middle****End**

**PREVIEW**

## Narrative Writing - Setting

### Analyze

The setting below has been written about a magic forest. **CIRCLE** or **UNDERLINE** what the character sees, feels, hears, tastes, and smells.

In a magic forest, Sarah feels the soft moss under her feet and hears the gentle voices of talking trees. As she takes a bite of a glowing fruit, she tastes a sweet taste while the scent of wildflowers fills the air around her.

### Describe

Imagine the setting in the forest below. Describe the setting. What extra things you can't see using your 5 senses.



See

Feel

Hear

Taste

Smell



## Narrative Writing - Setting

**Describe**

Imagine you saw this outside your window last night. Describe the setting. Make up extra details you can't see using your 5 senses.



**PREVIEW**

## Narrative Writing - Characters

### Characters in Narratives

Making characters in a story is like making up new play buddies! Here's how you can make them fun for everyone who reads your story.

#### 1) Give Them Names and Looks:

Think of a name and tell us how they look.

Do they have short hair? Sparkly eyes?

Maybe they have colorful shoes?

#### 2) Add Personality:

Tell us if they love pizza or if they are a bro.

Are they always giggling, shy, brave, or sometimes

grumpy?

#### 3) Add a Special Trait or Talent:

Think about something cool they can do.

Can they dance really well?

Maybe they're amazing at drawing or can whistle super loud.



**Practice**

Describe a character for a story you could write.

1) What is your character's name?

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2) What does your character look like? **DRAW**

EYES

BODY

CLOTHES

3) **COLOUR** in the personality(s) of your character

Friendly

Funny

Organized

Clever

Sensitive

Adventurous

4) What special trait or talent does your character have?

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5) Draw your character.

**PREVIEW**

**Practice**

Write a paragraph that introduces your character.

## Narrative Writing - Characters

**Analyze**

Read the character introductions that could be used in different stories. Fill in the organizer.

Lea has long black hair and often wears simple yet beautiful dresses. She has big brown eyes and a calm personality. Magic happens when she sings. Her voice can make anyone stop and listen.



<b>Name</b>	<hr/> <hr/> <hr/>
<b>Look</b>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>Personality</b>	<hr/> <hr/> <hr/>
<b>Special Trait or Talent</b>	<hr/> <hr/> <hr/>

## Narrative Writing - Plot

Every story has a plot. Most of the time, the **plot** is a problem that needs to be solved. The plot is the middle of the story, after the characters and setting has been described. The ending is when the problem is solved.



Instruction: Does the sentence describe the plot, a character, setting or ending?

1) Tim is a brave boy with a big smile.	Plot	Character	Setting	Ending
2) The town is full of trees and flowers.	Plot	Character	Setting	Ending
3) Tim finds a lost puppy in the park.	Plot	Character	Setting	Ending
4) The puppy has soft fur white fur.	Plot	Character	Setting	Ending
5) The park has a big pond and tall trees.	Plot	Character	Setting	Ending

Draw a scene from the story above



## Narrative Writing – Finish the Story

**Analyze**

Write the ending to the story below



Oliver is a little raccoon with fluffy fur and a big tail. He likes to find shiny things in the forest. The forest is his favourite place. It has tall trees and sparkling water. Oliver always finds there.

One day, Oliver hears a loud quack. It is his friend Daisy the duck. Daisy is sad because she has lost a shiny, golden feather. Oliver wants to help.

They look near the pond. Then they go to the meadow. No feather. Then, they go to see Clara the cat. Clara is in the tree. She points to a big pine tree.

## Narrative Writing – Start the Story

**Analyze**

Write the beginning (setting and characters) and the middle (plot) to the story below.

**PREVIEW**

Sophie takes the star rock to Mrs. Thompson, her next-door neighbour. Mrs. Thompson knows about rocks and gems. Mrs. Thompson says it's a very special kind of rock that glows in the dark.

That night, Sophie puts the star rock next to her bed. The rock glows softly and makes her feel happy and safe.

Now, Sophie is not just a girl who likes to look at stars. She is a girl with her own piece of the night sky. Sophie, her family, and even Mrs. Thompson are happy.



## Activity: Being Persuasive

### Objective

What are we learning more about?

Students will practice persuasive speaking by debating different prompts, developing their ability to form arguments and listen to others' views.



### Instructions

How do we complete the activity?

- 1) **Find a Partner:** If there's an extra person, make one group of three.
- 2) **What We're Doing:** Today, we'll talk about different topics from the list. One friend will pick a side for one topic and the other friend will pick for the next one. Take turns doing this.
- 3) **Look at the First Topic:** Check out the first topic. See how they agree or disagree. The other friend will pick the opposite side.
- 4) **Thinking Hat On:** Take 2 minutes to think about what you want to say. Write some ideas down.
- 5) **Let's Talk!** Chat with your friend about the topic for 3 minutes. Remember to be kind and listen.
- 6) **Next Topic Time:** After the first topic, look at the next one. Now, the other friend picks a side first. Think and chat just like before.
- 7) **Keep Going:** Keep talking about all the topics on the list, taking turns picking sides.
- 8) **Share with the Class (If You Want):** Who wants to chat about a topic in front of everyone? You can pick a topic you already talked about.



**Prompts**

Debate the prompts below.

- 1) Is it better to have a pet dog or a pet cat? Explain your reason.
- 2) Should recess be longer?
- 3) What is the best dessert to have after dinner? Why?
- 4) TV before homework: yes or no? Explain.
- 5) Are video games better or worse than YouTube?

**Think** Answer the questions below.

1) Was it easy to persuade your partner? Color in YES or NO.

2) What helped you persuade them?

YES

NO

**Fun and Boring**

Draw two sports: one you think is fun and one you think is boring. Explain your opinions below.

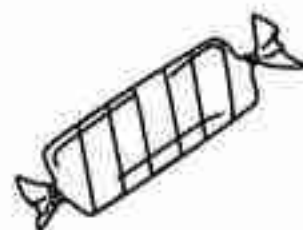
## Persuasive Writing - Opinions

### Opinion

What is your opinion of the topic below?

**CIRCLE** your answer

Explain why with two reasons each.



1)

Fruit or candy is the better snack? Why?

Candy

Fruit

Reason  
1

Reason  
2

**PREVIEW**

## Is It Persuasive?

### Instructions

If you had to use one of the details to persuade someone of the topic, which would you use? **Circle** it.

**Topic:** We should have longer recess time.

Teacher \_\_\_\_\_ a break too.

Recess \_\_\_\_\_ the best \_\_\_\_\_ of the day.

Recess helps \_\_\_\_\_ exercise \_\_\_\_\_ be healthy.



**Topic:** We should eat fruits and vegetables.

I like how fruits \_\_\_\_\_

Both have vitamins that \_\_\_\_\_

Vegetables have pretty colours \_\_\_\_\_

**Topic:** Everyone should learn to play an instrument.

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.





## Is It Persuasive?

**Instructions**

If you had to use one of the details to persuade someone of the topic, which would you use? Why?



**Topic:** Every family should have a pet.

Taking care of a pet can teach kids how to care for animals.

Pets are fun to have.

**Why is it more persuasive than the others?**

**Topic:** Summer is the best season.

Summer activities like swimming and hiking are good.

The sun is hot.

**Why is it more persuasive than the others?**

## What is a Haiku?

### What is a Haiku?

A **haiku** is a short poem from Japan. It's short, only three lines! The lines have a beat: 5 syllables, 7 syllables, then 5 syllables. Haikus are often about nature or how we feel. They make us see a picture using few words.

**PREVIEW**

Snowflakes falling  
Landing softly on my nose,  
Winter's quiet hug.

**Rain**  
Raindrops on the leaves,  
Umbrellas bloom like flowers,  
Summer's gentle kiss.

**Write**

Finish the Haiku poems below.

**Topic: Sun**

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

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## What is a Haiku?

**Write**

Finish the Haiku poems below. Draw a picture to go with the poem.

**Topic: Playing With Friends**

Line 1

Simon says, "Jump high!"

Line 2

Line 3

Fun until the end

**Topic: School**

Line 1

Line 2

Math and reading, we have done

Line 3



## How to Write a Rhyming Poem

### Getting Started with Rhyming Poetry

#### What is a Rhyme?

When two words sound the same at the end, they rhyme.

Like "dog" and "log" both have an "-og" sound.

#### Steps to Writing a Rhyming Poem

- 1) Pick a Topic: What do you like to write about?
- 2) Choose a Rhyme Scheme: Decide how many words will match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use rhyming words at the end of your lines in the pattern you choose.

#### Example of AABB Rhyme Scheme:

- Line 1: Whiskers the cat loves to play, (A)
- Line 2: Chasing toy mice all through the day. (A)
- Line 3: When it gets dark, he starts to yawn, (B)
- Line 4: Curls up tight and waits for dawn. (B)



**Think**

Write rhyming words for the original words below

Original Word	Rhyme Word 1	Rhyme Word 2	Rhyme Word 3
High	Sky		
Hand	Sand		
Night	Light		
Foot	Sky		

**Write**Put in the rhyming word to complete the poem and  
rhyme with the word.**Draw It****AABB Poems**I look at the sky so **high**,

Birds and leaves fly \_\_\_\_\_

I wave with my **hand** \_\_\_\_\_

As I play in the sand \_\_\_\_\_

**AABB Poem**I let my kite **fly**,

Up in the blue \_\_\_\_\_

At the beach, on the \_\_\_\_\_

With a shovel in my **hand**.**Draw It**

## How to Write a Rhyming Poem

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Fall			
Round			
Bite			

Write the poem using the rhyming scheme.

AABB Poem	Draw It
Winter is here, the snowflakes <b>fall</b> ,	
Each one different, enjoyed by _____	
We make a snowman, big and <b>round</b> ,	
And listen to nature's sweet _____	

Draw It

AABB Poem
Apples are red, so fun to <b>bite</b> .
Sweet and yummy, a pure _____
From the tree, we pick them, <b>wow!</b>
Eating apples, we say Yum _____



## What is a Limerick Poem?

### What is a Limerick Poem?

**Limericks** are fun poems that are usually silly and funny.

These poems have a certain beat and rhyme, which makes them catchy.

Hickory Dickory Dock,

The mouse ran up the clock.

The clock struck one,

The mouse ran down,

Hickory Dickory Dock.

### There Once Was A Man From Nantucket

There once was a man from Nantucket

Who kept all his cash in a bucket

He had a daughter named Nan

Who ran away with a man

And as for his bucket, well, kick it

### How a Limerick Goes

Limericks follow a particular pattern. They have five lines, and the rhyme scheme is usually AABBA.

- Lines 1, 2, and 5 rhyme with each other (A)  
and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B)  
and are typically shorter (~5 syllables)



## What is a Limerick Poem?

Ran	Jack	Plan	Fan	Snack
Back	Slack	Pack	Mack	Track
Zack	Can	Black	Man	Tan

**Write**

Use the word bank words to fill in the limericks with missing words that rhyme. Draw a picture to go with it.



Line 1

There was a boy named \_\_\_\_\_

Jack,

Line 2

Who found a big \_\_\_\_\_

Line 3

He tugged and he \_\_\_\_\_

can,

Line 4

Sipped on a soda \_\_\_\_\_

can,

Line 5

Then went for a run around the \_\_\_\_\_

## What is a Limerick Poem?

Fail	Show	Low	Tail	Pin
Go	Trail	Pail	Slow	Glow
Sail	Win	Flow	Mail	Trim

**Write**

Use the word bank words to fill in the limericks with rhyming words that rhyme. Draw a picture to go with it.



**PREVIEW**

	_____
	_____
	_____
Line 2	Tried to _____ a _____
Line 3	He moved very _____
Line 4	With a soft, quiet _____
Line 5	But his shiny path never did _____



## What is a Limerick Poem?

**Write**

Finish the poem and colour the picture.

**Topic: The Clever Crow**

Line 1 There once was a crow black as night,

Line 2 loved to take food and take flight.

Line 3 He'd swoop and he'd swoop,

Line 4 sending

**Colour In**

Line 5

**Topic: The Sly Fox**

Line 1 There once was a fox quick and sly,

Line 2 With a twinkle in his little eye.

Line 3 He'd sneak and he'd dash,

Line 4

Line 5



## Writing A Limerick Poem

**Plan and Write**

Plan and write your poems below.

1) Brainstorm a list of topics that you are interested in. You may draw ideas down.

**Example:** friends, hobbies, sports teams, seasons, weather, etc.

2) Which topic will you choose to write about?

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3) What words come to mind when you think of your topic? When you think of a word, write down rhyming words that go with it.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

## Writing A Limerick Poem

**Plan and Write**

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 3

Line 4

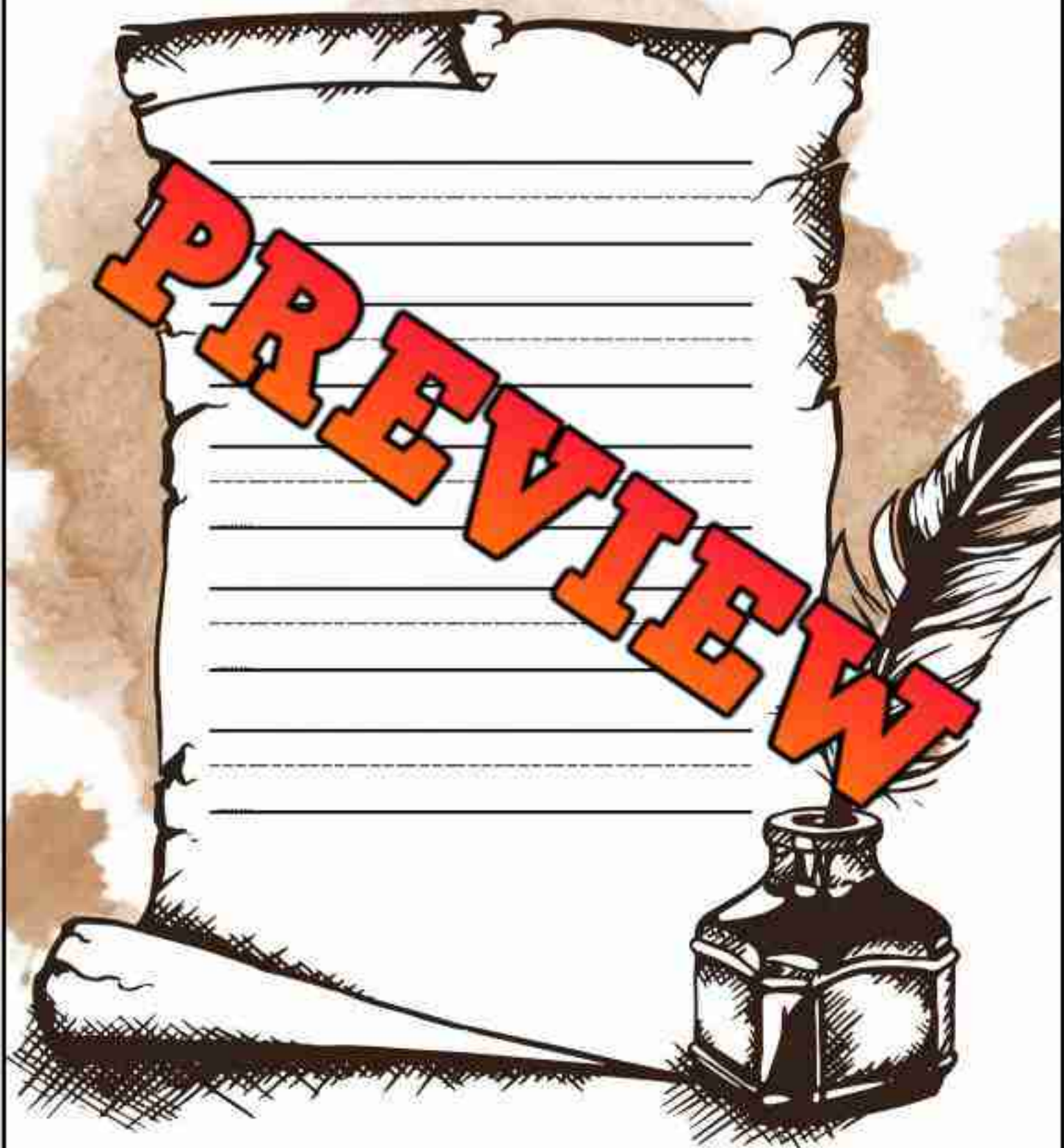
Line 5

5) Illustrate your poem below.



# Writing A Limerick Poem

**PREVIEW**



## Rubric – Creating a Limerick Poem

Category	4 Points	3 Points	2 Points	1 Point
<b>Rhyme Scheme</b>	Follows AABBA pattern perfectly.	Mostly follows the AABBA pattern.	Sometimes follows the AABBA pattern.	Rarely or never follows the AABBA pattern.
<b>Word Choice</b>	Uses words that mostly rhyme well.	Uses words that mostly rhyme well.	Uses some words that don't rhyme well.	Uses words that don't rhyme well.
<b>Clarity</b>	Poem is easy to understand and enjoy.	Poem has parts that are confusing.	Poem has parts that are confusing.	Poem is mostly confusing.
<b>Creativity</b>	Poem is imaginative and original.	Poem has some original ideas.	Poem lacks originality.	Poem lacks originality.

### Teacher Comments

**Mark**



## What is an Acrostic Poem?

### What is an Acrostic Poem?

**Acrostic poetry** is a poem where the first letter of each line comes together to spell a word. This word is usually the topic of the poem.

### How to Write an Acrostic Poem:

- 1) Choose a Word: Pick a word you want to write about.
- 2) Write the Word: Write the word vertically (up and down) on the left side of your paper.
- 3) Think of Lines: For each letter, think of a line that starts with that letter. The line should be about your topic.
- 4) Write the Poem: Write each line next to its letter.

**Example:** If you choose the word "CAT," your poem might look like this:

#### Cat Acrostic

**C** - Curled up in a ball  
**A** - Always chasing after yarn  
**T** - Tails flicking, eyes so keen





## Writing an Acrostic Poem

**Write**

Write an acrostic poem about school. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

School Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Book	Hook	Look	Brook	Rook
Class	Grass	Mass	Pass	Brass
Grade	Made	Shade	Parade	Braid
		Rest	Nest	Jest

S

C

H

O

O

L

## Writing an Acrostic Poem

**Write**

Write an acrostic poem about friends. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

Friend Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Play	Day	Say	May	Gray
Sk	Care	Bear	Fair	Stare
	Yelp	Kelp	Whelp	Skelp
	Walk	Chalk	Stalk	Balk

F

R

I

E

N

D

S

## Writing an Acrostic Poem

**Plan and Write**

Write an acrostic poem about you

1) Write words that come to mind when you think of yourself. Are you into sports, books, food, scary movies, funny books, computers, video games, pizza, ice cream? Think of as many things as you can to help plan your poem.

2) Choose the words you want to include in your poem and write them below on the left side of the table. Then write 3 words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3



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

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Rough Copy

Write your rough copy below

**PREVIEW**

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

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## Writing an Acrostic Poem

**PREVIEW**

## Rubric – Creating an Acrostic Poem

Category	4 Points	3 Points	2 Points	1 Point
<b>Letter Alignment</b>	Each line begins with the given letter of the acrostic.	One line doesn't align with the given letter.	Two lines don't align with the given letters.	Three or more lines don't align with the given letters.
<b>Word Choice</b>	Uses words that mostly rhyme well.	Uses words that mostly rhyme well.	Uses some words that don't rhyme well.	Uses words that don't rhyme well.
<b>Clarity</b>	Poem is easy to understand and enjoy.	Poem is mostly understandable.	Poem has parts that are confusing.	Poem is mostly confusing.
<b>Creativity</b>	Poem is imaginative and original.	Poem has some original ideas.	Poem has a few original ideas.	Poem lacks originality.

### Teacher Comments

**Mark**



## Informational Reports: A Quick Guide

### What's In a Report?

**Reports** help us learn new things. They have lots of facts and information about different subjects.

### Parts of a Report

A report is made of many pieces. Each piece has its special spot. Let's learn about the parts of a report!



- **Title:** This is the first part of the report. It tells readers what they're about to learn. *Example:* "All About Dinosaurs"
- **Introduction:** A short paragraph that says what the report is about. *Example:* "We're going to talk about Dinosaurs."
- **Headings:** These are big, bold words that show different parts of the report. *Example:* "When did Dinosaurs Live?"
- **Body:** This is the main part of the report. It has all the facts and details.
- **Pictures:** These are fun visuals that show what you're talking about.
- **Conclusion:** The end of your report. It's like saying, "So, now you know dinosaurs were real and are awesome!"

**True or False**

Is the statement true or false?

1) The body is the part where you say "hello" to the reader.	True	False
2) Headings have bold text.	True	False
3) The title tells us what the report is going to teach us.	True	False
4) An index is found at the start of a report.	True	False
5) Pictures in the report are only for making it look good.	True	False

**Questions** Answer the questions below.

1) Why would you use a report?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What do you want to learn more about? Think of different topics, like video games, animals, sports, how toys are made, dinosaurs, how TVs work, etc.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Matching**

Draw a line from the term to the description.

Title	Main facts and details.
Headings	The end of your report.
Pictures	Tells the report's topic.
Introduction	Adds fun visuals.
Body	Names your report.
Conclusion	Shows report sections.



## Informational Reports: Non-Fiction

**Fiction** is like when you play pretend or imagine. It's stories like princesses in castles or superheroes flying.

**Non-fiction** is when you learn real facts. If you pick up a book about real lions living in Africa, that's non-fiction. But, if the lion chases you and wears a backpack for a day, that's fiction!

Fiction is made-up, hard-to-believe, and non-fiction is real. Most reports are non-fiction texts.



Think

Is the text with a topic fiction or non-fiction? **Colour in** the correct box below.

1)	Lucy's Grand Pirate Adventure for Hidden Treasure	Fiction	Non-Fiction
2)	All About the Colourful World of Butterflies	Fiction	Non-Fiction
3)	How Do Plants Grow From Seed to Flower?	Fiction	Non-Fiction
4)	What Do Firefighters Do to Keep Us Safe?	Fiction	Non-Fiction
5)	Alice's Magical Carpet Ride to Distant Lands	Fiction	Non-Fiction
6)	Chris's Crazy Day Exploring Candyland	Fiction	Non-Fiction



## Writing a Report – Bears

**Objective**

What are we learning more about?

We will be practicing writing a report using the proper formatting.

**Instructions**

How do we complete the activity?



- 1) Read the facts below.
- 2) Organize the facts into headings: what they eat and their body. Read the facts below and write each fact.
  - 1) About **Body**, put the facts in the box.
  - 2) About **Food**, place an F in the box.
- 3) On the next page, write the introduction for the report. Then you'll need 2 headings for the body. Lastly, you'll write the conclusion.

**Facts**

Organize the facts below

Bears eat lots of berries in summer.

They have big paws to dig and climb.

They munch on leaves and roots.

Their sharp claws help them catch food.

They catch fish in rivers and streams.

Bears have thick fur to stay warm.

**Planning**

Fill in the components of the report below.

**Introduction** – What will the report be about?

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**Body** – What will the 2 headings be? What 2 facts will you include about each heading?**Heading #1** \_\_\_\_\_  
What \_\_\_\_\_ Bears Eat?*Fact 1* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_*Fact 2* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**Heading #2** \_\_\_\_\_  
A Bear's Body*Fact 1* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_*Fact 2* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**Conclusion** – Summarize the report in just a couple sentences.

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

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## Writing a Report – Bears

**PREVIEW**



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

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## Writing a Report – Bears

**PREVIEW**

# How To Research: Online Treasure Hunt

**Objective**

What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

**Material**

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (list below)
- ☐ Paper and pen

**Instructions**

How do we complete the activity?

- 1) **Introduction:** Explain to students that they are going on an online treasure hunt to find answers to exciting questions. They will need to include the source of the website they found the answer on. Students should go over how to determine the name of the website.
- 2) **Divide Students:** Split the class into pairs or small groups. Each group should have access to a computer or tablet.
- 3) **Distribute Questions:** Hand out a list of pre-written questions to each group (on back page)
- 4) **Research Time:** Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.
- 5) **Record Answers:** Students should write down their answers on paper, along with the websites where they found the information.
- 6) **Review and Discuss:** Once the activity is complete, review the answers with the class and discuss the sources they used.

## How To Research: Online Treasure Hunt

**Research**

Find answers to the questions below.

Question	Answer
1) What is the largest mammal?	
2) What country is known for Kimonos?	
3) Which gas do plants use to make food?	
4) Who is the Prime Minister of Canada?	
5) Is the Sun a star or a planet?	
6) Which bird cannot fly?	
7) What is the fastest animal?	
8) How many people live on Earth?	



## Research - Planets

### Research

Name each planet starting from the one closest to the sun.  
**Challenge:** Add one fact about each planet.



**PREVIEW**

## Report Writing – Introductions

A great beginning makes people want to read your story.

Here's how to start:

- Begin with a cool fact or a question.
- Say what your story is about.
- Give a hint about the ideas in the report, but don't tell all the information.
- Make it short and interesting.



### Analyze

Read the introduction and use a checkmark if it meets the criteria. You can use more than one checkmark.

Did you know some dinosaurs were as tall as a house? Wow! Today, we're going to learn about these amazing creatures that lived long, long ago. Get ready to roar like a T-Rex!



**Starts with fun fact or question**

**Gives a hint, not all the information**

**Says the main idea**

**Keep it short and interesting!**



**Analyze**

Read the introductions below and use a checkmark if it meets the criteria. You can check more than one.

Did you know that Chinese New Year is sometimes called the Spring Festival? That's so cool! Let's explore how people celebrate Chinese New Year. I'm already thinking about dragons, yummy foods, and special traditions. Let's start our exciting journey!



**Starts with fun fact or question**

**Gives a hint, not all the information**

**Says the main idea**

**Keep it short and interesting!**

This is a report about caterpillars. Caterpillars are the baby form of butterflies. They have many legs. Caterpillars eat leaves. Some caterpillars can be fuzzy. Caterpillars turn into butterflies.



**Starts with fun fact or question**

**Gives a hint, not all the information**

**Says the main idea**

**Keep it short and interesting!**



## Report Writing – Introductions

**Write**

Write introductions for the topic below and then check whether you met the criteria.

**Topic:** Why kids need to go to the dentist.

Handwriting practice lines for writing the introduction.

Starts with fun fact or question

Gives a hint about the information

Says the main idea

Keep it short and simple

**Draw A Picture Of Your Introduction**

Large empty box for drawing a picture of the introduction.

## Report Writing – Introductions

**Write**

Write introductions for the topic below and then check whether you met the criteria.

**Topic:** Why kids should eat fruit.

Handwriting practice lines for writing the introduction.

Starts with fun fact or question

Gives a hint about the information

Says the main idea

Keep it short and simple

**Draw A Picture Of Your Introduction**

Large empty box for drawing a picture of the introduction.

## Report Writing – Conclusions

Finishing your story with a strong ending is like tying a ribbon on a gift. A great ending should:

- **Summarize Points:** Remind readers of the main idea.
- **Connect to Start:** It should be like the introduction.
- **Call to Action:** Encourage readers to try a related activity.
- **Interesting Ending:** End with a fun fact or question.



### Analyze

Read the conclusions and use a checkmark if it meets the criteria.

So now you know how amazing the water cycle is! It gives us rain, snow, and helps plants grow—just like we started at the beginning. Next time it rains, maybe you can catch some raindrops in a jar. Watch the water cycle in action. Did you know that the same water you drink today could have been a snowflake long, long ago? Isn't the water cycle incredible?

<b>Summarize the main points</b>		<b>Call to action</b>	
<b>Connect to the introduction</b>		<b>End with something interesting</b>	



## Report Writing – Conclusions

**Analyze**

Read the conclusions below and use a checkmark if it meets the criteria.

So now you know all about penguins! They can't fly but are amazing swimmers and they love eating fish. We talked about this at the beginning, remember? And here's something fun to think about: some penguins hold their breath for up to 20 minutes!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Whoops – the conclusion must include a call to action. Can you think of something kids can do about penguins?

**Draw A Picture Of The Conclusion**

## Report Writing – Conclusion

**Write**

Write conclusions for the topics below and then check whether you met the criteria.

**Topic:** Kids should have chores.

Handwriting practice lines for the conclusion. The area contains several sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. A large, diagonal, red and orange "PREVIEW" watermark is overlaid across the entire writing area.

Summarize the main points

Checklist

Connect to the introduction

End with something

**Draw A Picture Of Your Conclusion**

A large, empty rectangular box for drawing a picture of the conclusion.

## Analyzing a Report – Success Criteria

### All About Orcas

#### Introduction

Guess what? Orcas, also known as killer whales, are amazing swimmers and can jump really high out of the water! This report is going to tell you all about orcas.

You'll learn how they swim and why they are so awesome!



#### Where Do Orcas Live?

Orcas swim in big oceans all around the world! Some of them love cold places near the North and South Poles, like they're swimming in a giant chilly pool!

#### Why Are Orcas Awesome?

Orcas are really big and beautiful! They have black and white skin that looks like they're wearing fancy suits. They are super smart, and they love to sing and talk to each other in the water. They are the stars of the sea!

#### Conclusion

Now you know orcas are super amazing! They swim in big oceans and are smart and beautiful! Next time you imagine a sea adventure, maybe you can pretend to be an orca! Until our next splashy story, keep exploring!



## Analyzing a Report – Success Criteria

**Questions**

Answer the questions below.

1) What are the 2 things that make Orcas special?

PREVIEW

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**Analyze**

After reading the report, write your thoughts about it.

1)

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2)

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3)

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

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Curriculum Connection  
CC.1.4

## Writing a Weather Report

Weekly  
Weather

Write about this week's weather using descriptive words and draw pictures to show what the weather looks like.



Monday

Tuesday

Wednesday

Thursday

Friday

**PREVIEW**



sunny



cloudy



rainy



windy



snowy

## Assignment - Writing a Report

**Write**

Plan your report by filling in the graphic organizer below.

Ideas		
Exploring Outer Space	Life on a Farm	The Science of Weather
How Airplanes Fly	Castles	Ancient Egypt

1) Write down which you choose?

2) Write as many main headings as you can think of about this topic. These will be your headings. Example: If your topic is lions, you might write: what they eat, where they live, how big they are.

3) Choose **two** main headings and write them below.



**Research**

Find information for your report.

4) Now you will need to find facts for your report. For each heading, write 3 facts that you can include in your report.

1

2

**PREVIEW**

## Planning

Finish the planning process.

5) Start with a sentence about your topic. Then, write about what your report will be about. Use your headings for help. **Example:** *If you read this report, you'll learn about what lions eat, where they live, and how big they are.*

6) Write the conclusion below. Re-write the report as a short summary of the things they learned. Use a call to action – write something that can help more.

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

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CC.1.4

## Assignment – Report Writing

**PREVIEW**



## Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
<b>Introduction</b>	Clear topic and grabs attention.	Clear topic but lacks interest.	Topic is vague.	Missing or off-topic.
<b>2 Headings</b>	All headings are clear and related to the topic.	Most headings are clear and related.	Some headings are unclear or off-topic.	Missing headings or not related to topic.
<b>Facts</b>	Accurate, interesting facts that fully explain the topic.	Mostly accurate facts that somewhat explain the topic.	Some facts are inaccurate or unclear.	Missing or incorrect facts.
<b>Pictures</b>	Picture clearly add to understanding.		Irrelevant or unclear pictures.	Missing pictures.
<b>Conclusion</b>	Summarizes main points, relates to introduction, interesting ending.	Summarizes main points but lacks connection to introduction or interest.		Missing or irrelevant conclusion.
<b>Punctuation/Capitalization</b>	All sentences are correctly punctuated and capitalized.	A few minor errors in punctuation and capitalization.	Many errors that make the report hard to read.	Frequent errors that severely impact readability.

### Teacher Comments

**Mark**



# 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.



**Q Label The Parts**

Label the parts of this book:

Illustration


Back Cover

Pages

Author

Front Cover

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 making quickly up the path, holding something behind her back.

Consolidation – The Rainy Day Surprise

**Questions**

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





# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 1

**Q 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

Part from Mia's Story	Principle
Mia said thank you to the writer 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**

- Responsibility
- Kindness
- Respect
- Gratitude
- Teamwork
- Environmental Stewardship
- Community
- Empathy
- Resilience
- Curiosity

**The Lost Crown**

Once upon a time, a kind princess named Mia 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?

2) What did the princess lose?

3) Who helped the princess?

4) How did the bird help her?

5) Where did they find the crown?

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

Yes No



# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 1

**Q 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

**Q Sequence**

Number the story events from one to four.

 Mark played with his friends all recess.	 His dog was waiting for him to come home after school.	 Mark went to the bus stop.	 Mark took the bus to school.
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**Ordering 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







# 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, interest, and enjoyment.

	Outcomes	Pages
CR1.1	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: • identity (e.g., All About Me)	17-24, 78-108, 184-190, 211-249
CR1.2	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: • identity (e.g., All About Me)	17-24, 78-108, 184-190, 211-249
CR1.3	Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).	117-127, 153-154
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.	12-30, 50-116, 122-152, 155-190, 192-249

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

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

	Outcomes	Pages
CC1.1	Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: <ul style="list-style-type: none"> <li>• identity (e.g., Feelings)</li> <li>• community (e.g., Neighbourhood)</li> <li>• social responsibility (e.g., Plants and Trees).</li> </ul>	N/A
CC1.2	Represent key ideas and events, in a logical sequence with detail, in different ways (including narration, pictures, sounds, physical movement, puppets, and drawings).	N/A
CC1.3	Speak clearly and audibly about ideas, experiences, preferences, opinions, and conclusions in a logical sequence, using appropriate dramatization when appropriate.	N/A
CC1.4	Write and share stories and share information about familiar events and experiences in a narrative of five sentences.	N/A

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

	Outcomes	Pages
AR1.1	Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.	40-42
AR1.2	Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.	36-39

# **Block 1: Reading Comprehension Strategies - Basics**

## Focus

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



## Vocabulary To Talk About Texts

**Book:** A book is something you can read. It has a cover and lots of pages.

**Page:** A page is one side of a paper in a book.

**Chapter:** A chapter is a part of a book. It is like a small part of a big one.



**Author:** An author is a person who writes books or stories.

**Title:** The title is the name of a book or story.

**Illustrator:** An illustrator is a person who makes pictures for books.

**Pictures:** Pictures are drawings or photos.

**Web Page:** A web page is a page on the internet that you can read or look at.

**Website:** A website is a place on the internet with many web pages.

**Search Box:** A search box is where you type words to find things on the internet.

### List of Things in a Book:

- 1) Pages
- 2) Pictures
- 3) Chapters

## True or False

Is the statement true or false?

1) A book has one page.	True	False
2) An author draws the pictures in a book.	True	False
3) A title is a book's name.	True	False
4) A webpage is a page in a book.	True	False
5) Chapters are not part of a book.	True	False

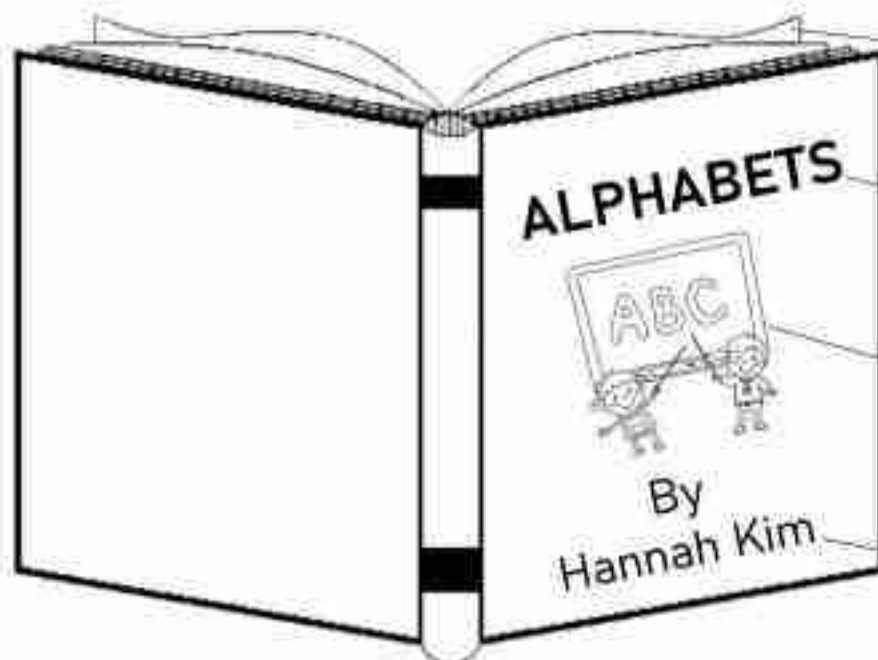
## Match

Is the statement true or false?

Column A	Column B
Chapter	Page on the internet
Illustrator	Person who writes the words in a book
Web Page	Person who makes pictures for books
Author	Part of a book

## Label

Label the parts of the book



# 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. Do any of the characters 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.

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## 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 from the example to the type of connection.

1) Anna's mom made a pie.

Text-to-Self

Many families look for a recipe.

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

**Draw**

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





## 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.

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



Soon, they saw some birds. "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) Both

D) None

2) Is the tree living?

A) Yes

B) No

C) 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

## Comprehension Practice – Energy

### Understanding Energy: Types and Sources

#### What is Energy?

Energy makes things happen! It helps us see, feel warm, and hear sounds. It moves cars and powers lights. Energy is all around us, doing different jobs.

#### Types of Energy

There are many kinds of energy. We will talk about four:

- Heat Energy: Makes us warm. It cooks food.
- Light Energy: Helps us see and makes things bright.
- Sound Energy: Lets us hear things.
- Motion Energy: Moves cars and swings.



#### Where Does Energy Come From?

Energy can come from the sun, which gives us light and heat. Batteries in toys and flashlights have stored energy. When we speak, sing, or clap our hands, we make sound energy. Wind and water can also make energy to turn lights on.



**Pre-Reading**

Why are you reading this text? Circle your answer.

For Fun

To Learn

I am interested in science

**Match The Column**

Draw a line to match each type of energy with its job.

Heat Energy

☐ Makes cars move

Light Energy

☐ Cooks food

Sound Energy

☐ Helps us see

Motion Energy

☐ Lets us hear**Answer**

Which types of energy can come from the sun?

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**Visualizing**

Draw what you were picturing while you read.



## 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.

When is it 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 and was sure they had enough to drink. Mason liked to feed the class pet, a 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 by handing out colouring sheets to the other 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 took care of the plants?

A) Mason	B) Lila	C) Mrs. Maple	D) Someone else
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2) What is the name of the class?

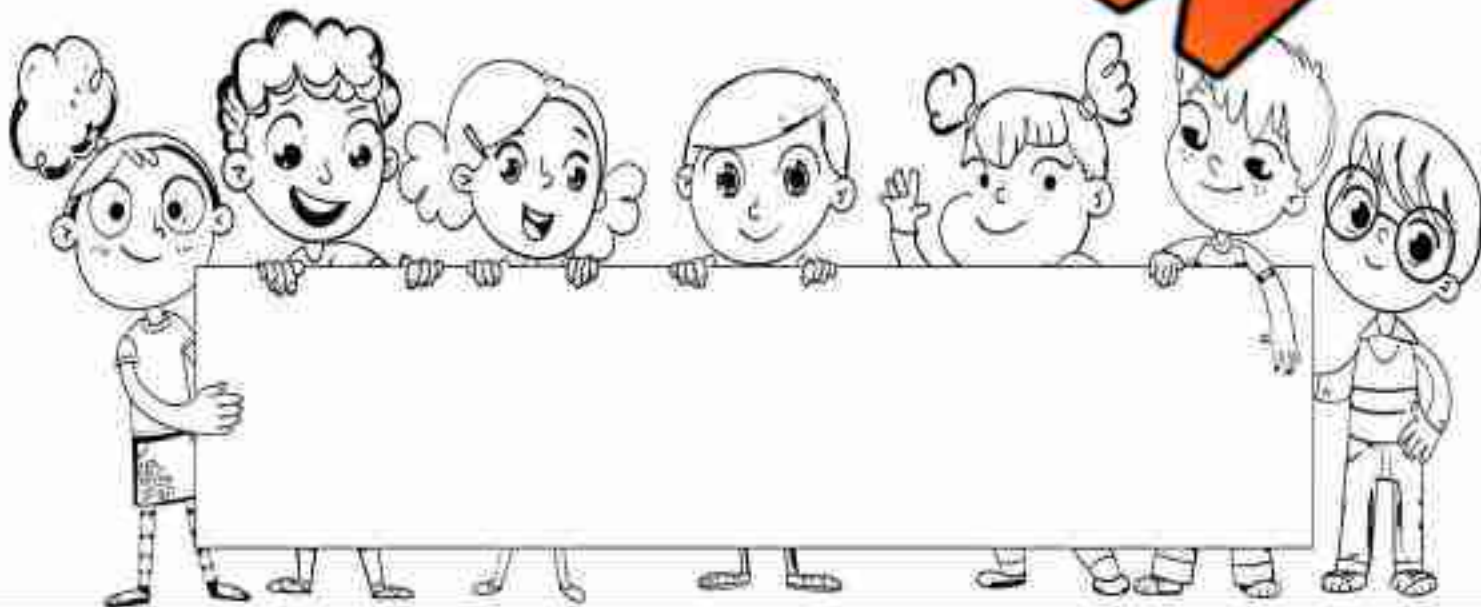
A) Shimmer	B) Sparkle	C) Goldie	D) Goldie
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3) Who wiped the tables?

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

## Visualizing

Draw what you were picturing while you



## 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)

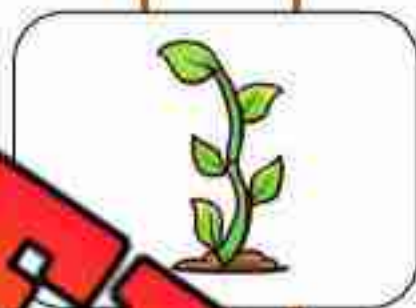


- ☐ The boy will go home and sleep
- ☐ The boy will swim in the water
- ☐ The boy will go to school



**Picture Predictions****Instructions**

Draw a line to match the prediction pairs.

**PREVIEW**



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

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Curriculum Connection  
CA.1.2

## Picture Predictions

### Instructions

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



PREVIEW

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

**Jokes****Instructions**

Match the jokes to their correct punchline.



Why do birds  
the sun  
to b...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.

# 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: Stamps

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.



Work with a reading series.

**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        |  |

# 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:** Write on what you noticed about your reading. Circle your answers for each question.

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

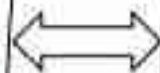
1) The cat is very soft to touch.



2) I have a blue and yellow backpack.



3) We go to school to learn about the world.



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 colour 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

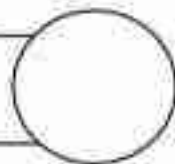
Some of these sentences don't make sense. In the circle make a smiley face 😊 for the sentences that makes sense and a sad face ☹️ for the sentences that do not make sense.



Harry smile was happy.



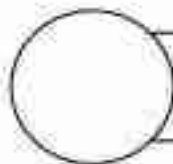
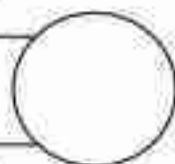
Chair are colour brown.



Pen and 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 to 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 clearly so 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

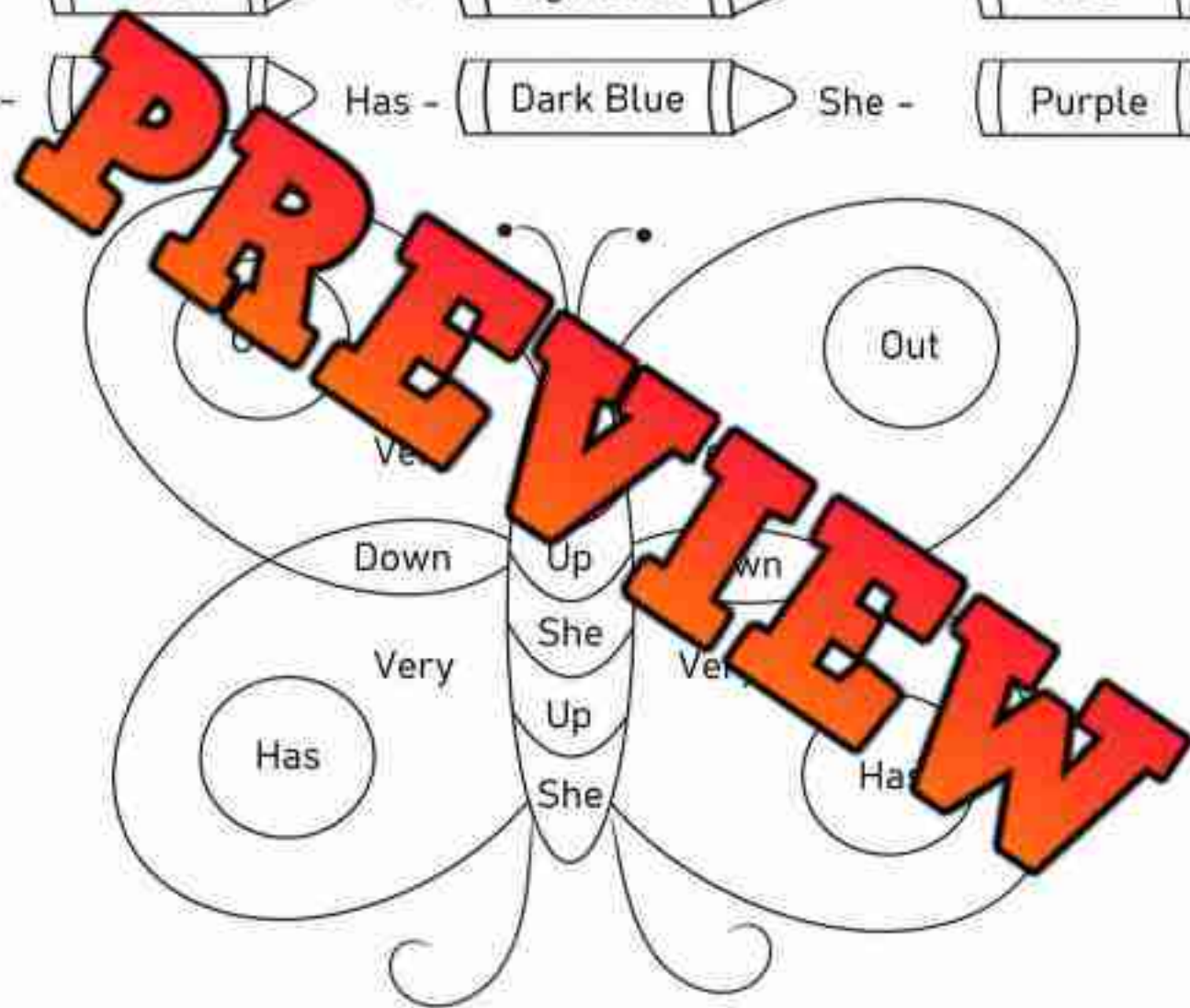
Name: \_\_\_\_\_

## 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 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.

I lost \_\_\_\_\_ red ball.

**Write the words in ABC order**

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

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

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

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

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

**Color the words in these words.**

Am

me

Was

Or

His



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

46

Curriculum Connection  
C9.1.2

## 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

her

sold

at

this

carry

this

spin

fall

h

have

they

you

her

who

they

wi

be

chess

he

zip

her

great

lamp

have

you

kite

at

he

# **INDEPENDENT READING ACTIVITIES**

## Independent Reading - Responses

**Day 1**

Fill in the organizer below.

Name of Book	
Author	
Visual	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.	



# 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.	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	What was the main message of the 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 \_\_\_\_\_  
Questions below.

1) Draw where Tom lives.

2) What does Tom's fur feel like?

---

---

---

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

--	--	--



## 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 watching.



Question

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

## The Whispering Tree

In the village, there was a tall tree that could whisper stories.  
Every evening, children like Ava and Noah would sit under it.  
The tree told them tales of heroes and faraway lands.



Questions: Answer the questions below.

1) Draw what you usually do while reading the story?

2) Is this an imaginary or real story?

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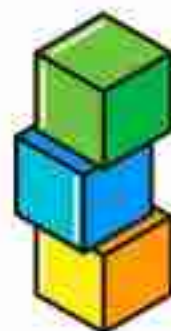
---

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

--	--	--

## 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 and Bella was feeding the class pet, Daisy.

**Question**

Draw a picture of 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" 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 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.

## Letter Writing – Sentence Structure

- 1) Greeting Line: Start with "Dear" and the name of your friend.
- 2) Opening: Why you're writing. Example: "Happy to get your card."
- 3) Body: What you want to talk about. Example: "I like your drawing. It made me smile."
- 4) Ask a question: Like, "What colour will you use next?"
- 5) Close: Thank you. Example: "Thanks for making me happy."
- 6) Signature: "Sincerely," and your own name.

### Instructions

Underline the opening and circle the signature. Then, answer the question.

Dear Principal Williams,

First off, I like the new slide in the playground. It is so fun. Next, I was wondering if we can get more swings to add.

Thank you for reading.

Sincerely,  
Olivia

1) Is a formal or informal voice used?

2) What transition words were used?

3) How did Olivia close the email? What signature did she use?

Sincerely

Regards

Dear

Best Wishes

4) What greeting did Olivia Use?

Hello

Regards

Dear

Sincerely



## 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 below using 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 I do 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 have fun.

Winter is 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 orange and red for Sammy in autumn.

Sammy sees the falling of leaves in the fall.

**Visualizing**

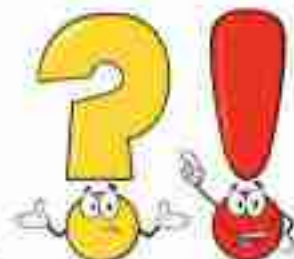
Draw what you are picturing while you were reading the letter.





## Letter Writing – Grammar Rules

- Say Hi: Begin with "Hello [Name]" or "Hey [Name]."
- Tell Why: Say "I'm writing to share..."
- Full Stops: Put dots at the end of what you say.
- Joining Words: Use "and," "or," "because" to join ideas.
- Nice Words: Say "thanks" and "please" to be kind.
- Goodbye: End with "Love" or "Bye-bye."



### Grammar

Find 4 letter words correcting her grammar errors. Cross out sentences that do not make sense and re-write them below. Add a full stop to the end of each sentence.

Hello friend,

me is Lucy. i live near mountain. i like all. My friends like berries. we eat those.  
we climb hill sometime

its often snowy here. we see deer and birds. i like to eat. Mum likes pies with  
apples. Winter is cold we make snowmen and play snow. i want to learn  
colours and shapes

bye  
Lucy

## 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 we 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







# 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 loudly for the other animals.



One day, Wise Owl said to Little Feather, "Your songs are lovely, but too loud. You must be respectful to 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 trees seemed to smile.



"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.

	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

**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) Little Feather

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



## The Tale of Sky Elk and Gentle River

In a lush Canadian forest lived Sky Elk and his friend, Gentle River. Sky Elk loved to run and play, but sometimes he was not careful and knocked over plants and scared away the animals.



Gentle River said, "See, Sky Elk? When the land and animals are happy, we can all take care of them."

Sky Elk listened and thought about what Gentle River said. The next day, he stepped carefully so he would not harm the land. He also gave some of his food to the birds.

Gentle River smiled and said, "See, Sky Elk? When the land and animals, they are happy, and so are we!"

From then on, Sky Elk was careful to be a good friend to the land and animals. The forest felt more joyful, and everyone lived in harmony.



The End





## Fairy Tale

### Elara's Kind Adventure

Once upon a time, in a magical forest, there lived a kind fairy name Elara. She had shimmering wings, a bright smile and a heart full of kindness. One day, Elara met a princess named Annabelle, who had lost her home.

Annabelle was kind but she missed her home. Elara, with a twinkle in her eye, decided to help her. They embarked on a joyful adventure, filled with giggles and fun. Along the way, they met friendly animals who joined their quest.

Finally, after a journey of laughter and kindness, Elara and Annabelle found the princess's castle. The queen and king were so grateful. They thanked Elara, who smiled brightly.

From that day, Elara and Princess Annabelle became the best of friends, proving that kindness and courage bring the greatest adventures. And they all lived happily ever after.



**Setting**

Where did the story take place?


**Questions**

Circle the correct answer for each question.

1) Who was the main character in the story?

A) Annabelle

Ela

C) Bella

D) Hannah

2) What happened to Annabelle in the story?

A) She was hurt

B) She fell in the river

C) She lost her way

**Visualizing**

Draw what you were picturing while 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 decided to share his acorns with Ruby and in time 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.



## Realistic Story – Max's Big Day

In a sunny, small town, a boy named Max was getting ready for a very special day. Today was his first day at school. Max had bright red hair and a big happy smile.

Max woke up out of bed, excited and a little nervous. He wore his new blue shirt and his favourite sneakers.



Walking to school with his mother, Charlotte, Max looked around with wide eyes. The school was big with a colorful playground. He felt a bit shy, but his mom said, "You will make lots of friends here."

In class, Max sat next to a girl named Zoey. She had brown hair and shared her crayons with him. They drew pictures of the sun and laughed together. Max felt happy and not so shy anymore.

At recess, Max played on the swings and made more friends. After school, Max said, "I love school, Mom! I made friends and had fun!" Charlotte smiled. "I knew you would, Max." Max fell asleep that night, dreaming about all the fun he would have at school tomorrow.



**Questions**

Circle the correct answer for each question.

1) What colour is Max's hair?

A) Blonde

B) Red

C) Brown

D) Black

2) Who did Max sit next to in class?

A) Bert

B) Mary

C) Zoey

D) Zara

3) Where does the story take place?

A) Playground

B) Park

C) Zoo

D) School

4) What event happens first in the story?

A) Max jumps out of bed

B) Max talks with his mom

C) Max plays at recess

**Draw**

Draw what your first day at school was like.



## 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

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 an 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!

She tripped and fell. I helped her up and

asked if she was okay. We then played catch.

Being a good friend makes me happy.



### Third-Person

Benny saw his friend Luna looking sad. She told him she lost her toy. 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

He

Their

Me

Luna

**Sequencing**

Write the number in 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 someone and did 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 underline 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, singing a song. 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.



## Alliteration

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

**Examples:**

- Silly Sally
- Busy Benny
- Froggy Fred
- Lucky Lily



It is fun to say words that 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

**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**

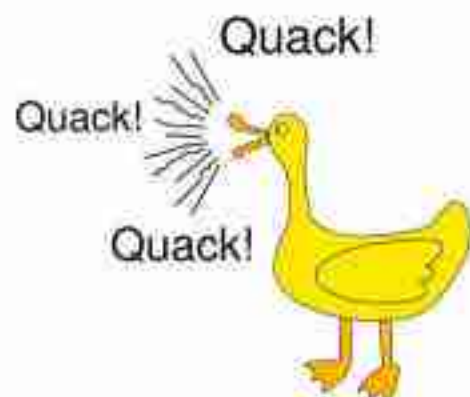


## Onomatopoeia

**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!" Bobby giggled. He walked over to the pond. "Quack, quack," went the ducks. 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

**Instructions**

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

Meow, meow

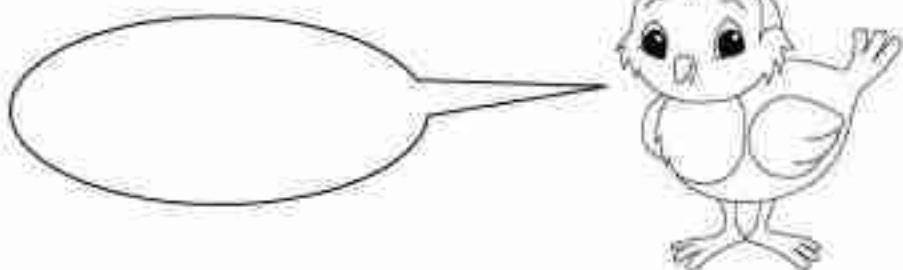
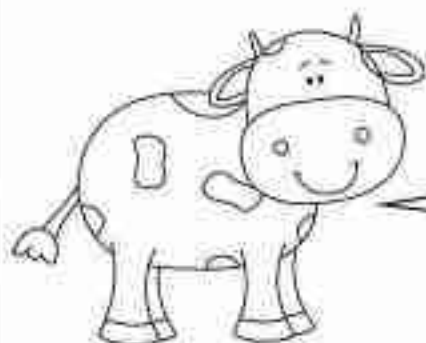
Neigh, neigh

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 gathered shovels, and start building. They tall to and dig deep.



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

E) It's a sunny day and Danny is at the beach. The weather 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 small.

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 warm 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) Road

D) Backyard

**Sequencing**

Number these events from 1 to 4 in the order they occurred 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.	Effect	Cause
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, "What does all this work?"

Their mom, Mrs. Baxter, looked at 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 steam rise.

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,	the light was turned on the	the room got chilly.
Mr. Baxter closed the window	Mr. Baxter turned on the	they all felt cold.
Sally switched on all the lights	Sally flipped the light switch	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.



I forgot my umbrella.



The baby cried.



She watered the plant.



So, the tomatoes grew.



So, I put on a jacket.



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



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 the bakery.

Rushing inside, Officer Ravi

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 read.





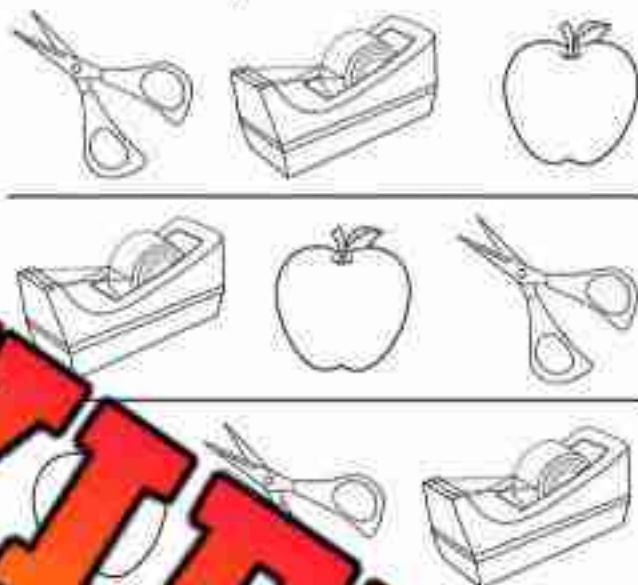
**Story Retell****Instructions**

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

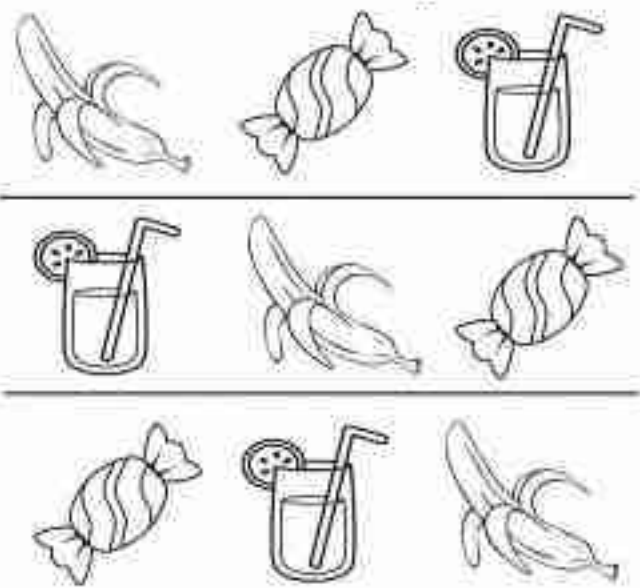
- 1) The dog ran after the frog, then a car and then a rabbit.



- 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. Ruby took care of the bird, talking to it softly and making it as comfortable as possible.

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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---

---

**Who were the characters in the story?**

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

**Visualize and draw the characters**

**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

**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 carrots and the 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 daughter Anna, adored his vegetable soup and his thrilling stories of rescuing animals 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**

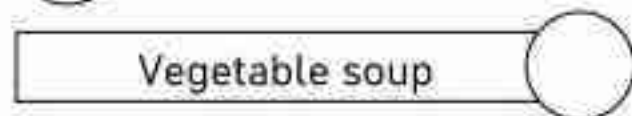
Draw a simple tree and add apples for each member of Hugo's family.

**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.



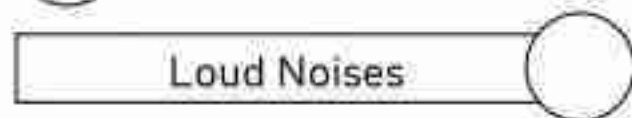
Thunderstorms



Vegetable soup



Rescuing Kittens



Loud Noises



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



## What is Persuasive Writing?

### What is Persuasive Writing?

Persuasive text is writing that tries to make you think a certain way. It wants you to agree with the writer. Like when a book says, "Fruits are good." It wants you to eat more fruits.

### Why Persuasive Writing?

Persuasive text helps you make a choice. It can show you why something is good or bad. If you read, "Brushing teeth keeps them healthy," you'll want to brush your teeth.

### Examples of Persuasive Texts

There are different kinds you can find:

- Advertisements: Like when a poster says, "Buy this toy!"
- Letters: You can write a letter to ask for something.
- Signs or Posters: Signs can say things like, "Keep our park clean."

Persuasive text is all around us. It helps us think and make choices.



**True or False**

Is the statement true or false?

1) Posters and signs try to be persuasive.	True	False
2) Letters can be persuasive text.	True	False
3) Persuasive text wants you to agree.	True	False
4) Advertisements never use persuasive text.	True	False
5) Persuasive text is only in books.	True	False

Q

Answer the question below.

What is persuasive writing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Match**

Match the persuasive words with their meanings.

Column A	Column B
Good	<input type="checkbox"/> Not hard to do.
Easy	<input type="checkbox"/> Better than all the rest.
Best	<input type="checkbox"/> Keeps you away from danger.
Safe	<input type="checkbox"/> Makes you happy and excited.
Fun	<input type="checkbox"/> Something nice or helpful.



## 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 way to get rest. I would rather be playing games with my friends. Seeing 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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## 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 trash 🗑️, we make our parks and streets better for everyone. It's

#### 📊 Facts and Stats for Cleanup

- 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 to be in a place with litter.

Litter doesn't hurt 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 soil.



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.



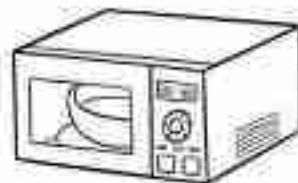
Add some salt  
and butter.



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.







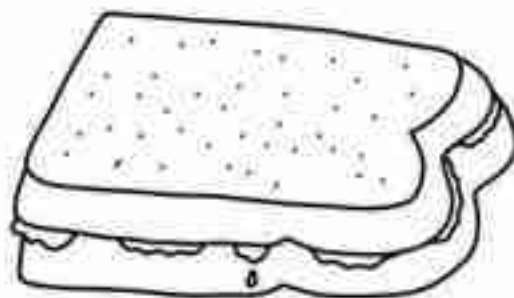
## Recipes – Ordering Steps

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.



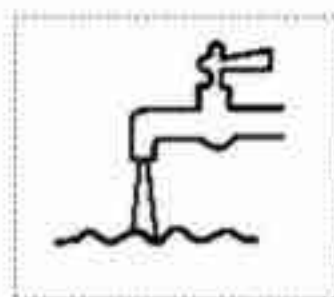
Order	Information
	Put one slice of bread on top of the other to make a sandwich.
	<b>Sandwich: Peanut Butter and Jelly!</b>
	Put two slices of bread on your plate.
	You are finished! You can eat it now or save it for later.
	<b>Ingredients</b>
	➤ Two slices of bread
	➤ Peanut butter
	➤ Jelly
	➤ A knife
	➤ 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 a Totem Pole

**Draw**

Follow the procedural text below to draw a totem pole.

Title	Drawing a Totem Pole	
Materials	<ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Coloured pencils (optional)</li> </ul>	
Introduction	A totem pole is a tall wooden carving made by Indigenous peoples on the West Coast of Canada. It tells stories and represents family symbols.	
Step 1	Make a tall rectangle in the middle of your paper for the totem pole.	
Step 2	Draw circles or ovals inside the rectangle to represent faces or animals.	
Step 3	Inside each circle or oval, add details like eyes, mouths, and ears to create faces or animals.	
Step 4	Draw small lines or shapes around the faces to add extra details like feathers or paws.	
Step 5	At the bottom of the rectangle, draw a small horizontal line to show where the totem pole stands on the ground.	
Step 6	Use crayons or markers to fill in your drawing with bright colours.	
Finish	Proudly display your totem pole drawing! Talk to your friends about the special meaning behind totem poles in many Indigenous cultures. Enjoy your art!	



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

Draw the totem pole below.

**PREVIEW**

## Following Read Aloud Instructions

**Draw**

Carefully listen to the instructions your teacher is giving. Draw the monster and then check if your drawing matches the instructions.

**Title****Drawing a Monster****Materials**

– Coloured pencils (optional)

**Step 1**

Start by drawing a big square in the middle of your paper. This will be the body of the monster.

**Step 2**

Inside the top part of the body, draw two circles for eyes. Inside each circle, draw a smaller circle and colour it in for the pupils.

**Step 3**

Beneath the eyes, draw a wide, curved line for a smile. Add some square shapes along the line for teeth.

**Step 4**

At the bottom of the body, draw two short lines down for legs. At the end of each leg, draw a small oval for feet.

**Step 5**

On each side of the body, draw a long line for an arm. At the end of each arm, draw a hand with four lines for fingers.

**Following Instructions – Drawing a Monster****Draw**

Draw the monster below.

**PREVIEW**



## 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!

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

160

Curriculum Connection  
CR1.4

### Make A Connection

Have you ever played tug-of-war before?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 border and a black silhouette of a person walking. It means you are near a school, so you should walk carefully. 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?  
 Give me one piece 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 hard.       | <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 icons 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	Play 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!

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

					
Canadian Rockies	Canadian Prairies	Flag of Canada	Flag 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

Mountains

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 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.

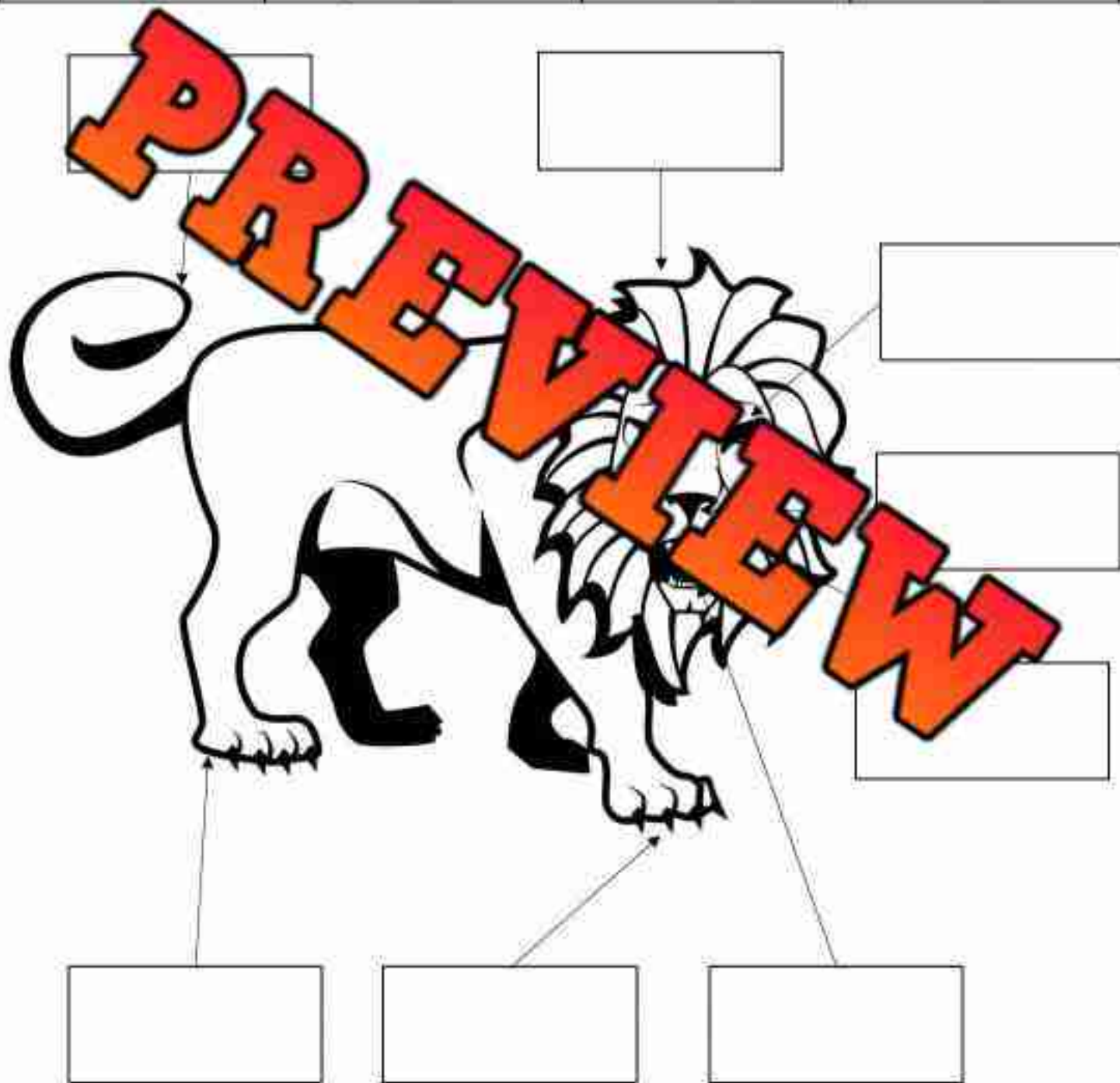


# Animal Research Report – Lions – Body Parts

**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: \_\_\_\_\_

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Curriculum Connection  
CR1.4

## Animal Research Report - Lions - Diet

Answer

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

**PREVIEW**

Draw

Draw two things that lions eat. Label.



## Diversity Report

### All Kinds of Friends

Our school is special. We have friends from many places. Some have brown skin, and some have light. Some friends use wheelchairs, and some wear glasses to see better.

### Language

In our school, you can hear different words.

Some friends are from France. They speak French.

When we eat lunch, some friends have

tacos, and some have

try new foods!



### Celebrating Together

We celebrate many holidays. Some friends celebrate Eid, and some celebrate Christmas. We learn from each other about these special days.

### We All Belong

Our school teaches us that everyone is important. We all fit in like pieces in a puzzle. Together, we make our school a beautiful picture.

### Our School Promise

We promise to be kind. We promise to learn about each other. We promise to help everyone feel welcome. Our school is full of different, wonderful friends!

Question

What does diversity mean?

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Colour

Colour the children showing how we are different





## 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, kids helped 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 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.

--	--	--

# 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

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:

Old snow on boots,

Seals swimming,

Inuit are happy.



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) "So the sky has a voice."

The sky has a voice through northern lights.

The sky can speak to the Inuit.

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

Lever

**PREVIEW**

## 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, a king,

With flowers that made a sing.

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!





**Think**

Find examples of alliteration and rhyming words

Rhyming Words			Alliteration
Fling			
About			
Bright			
Co			

**Visualizing**

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,  
Teach us ABCs that we should know.  
They give us a fun and 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?

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

## Visualizing

Read the poems and draw what you pictured.



Firefighters

Cars

	
--	--





# 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.

Read the reviews below and answer the questions.

### "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 dog  
its wagging tail! But  
wanted to see more fe  
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.



## 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.



# 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 Comics

**Analyze**

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

1) Summarize the comic above. What happened?

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2) Did you find this comic funny? Circle your answer.

Yes

No

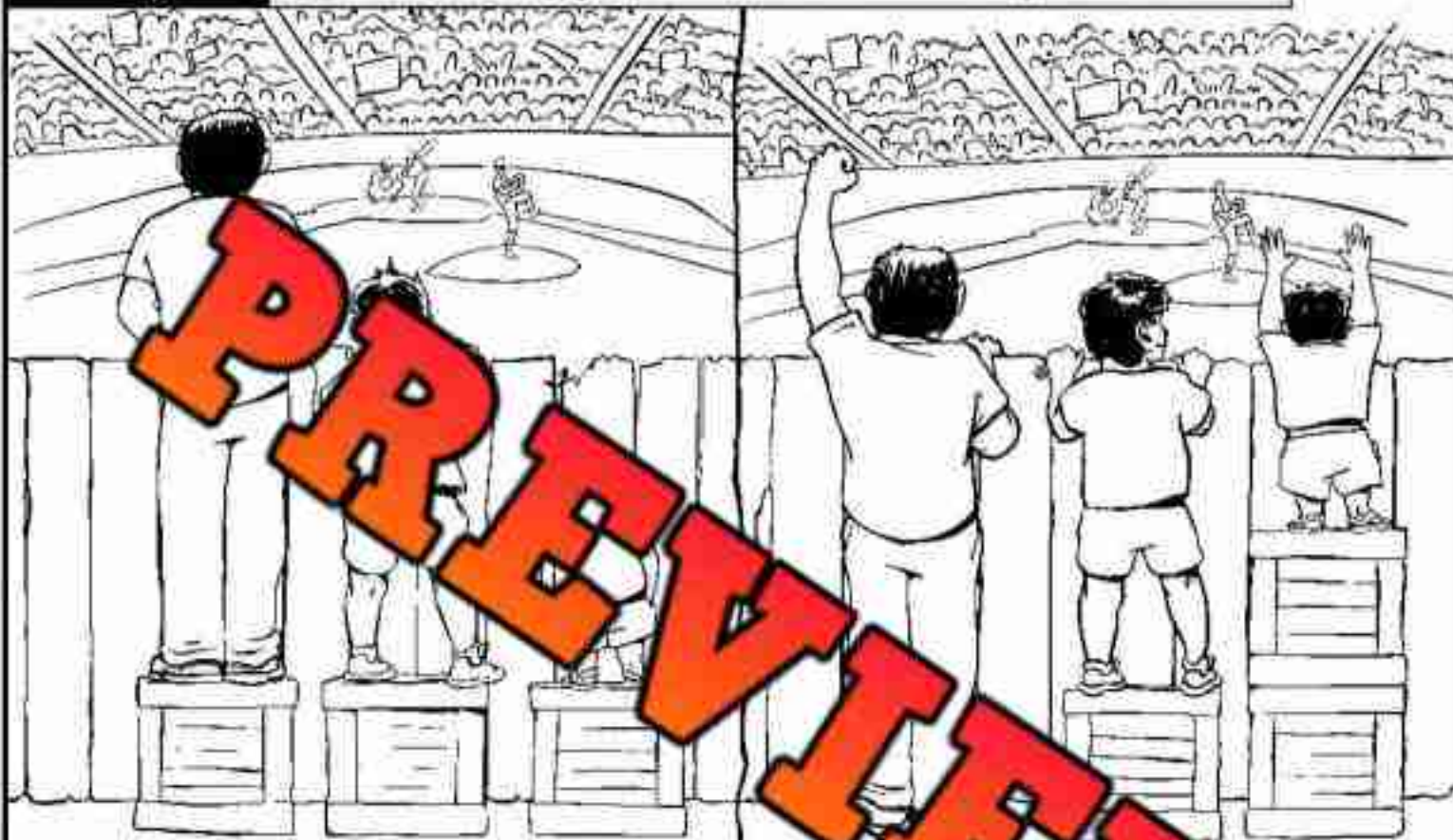
I don't know



## 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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## 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:** Tell parts of the pictures.
- **Data:** Facts.



Examine each infographic and answer the questions.

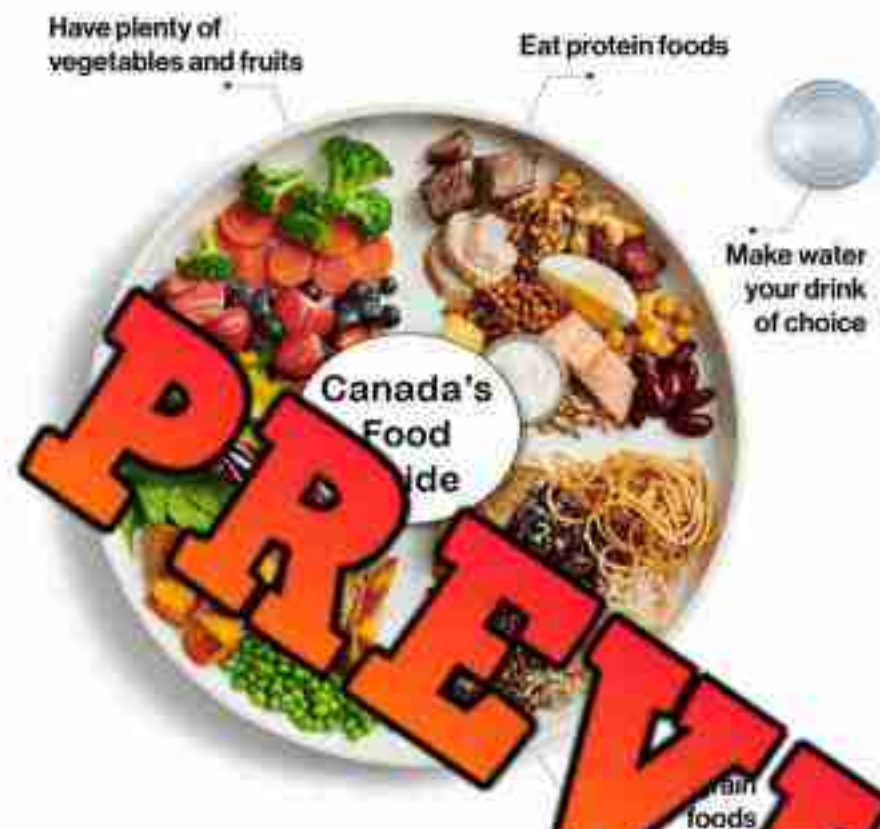
- 1) Circle the title of the infographic in the image. Write the four stages of the butterfly lifecycle.



- 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 and territories like ONTARIO.
- City Names: Names with only the first letter capitalized are cities or towns, such as Toronto.
- Black Dots: mark cities and a bigger black dot is for the capital.
- Red Dot: is for the capital of a province. 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?

Smaller, capitalized words

Only first letter capitalized

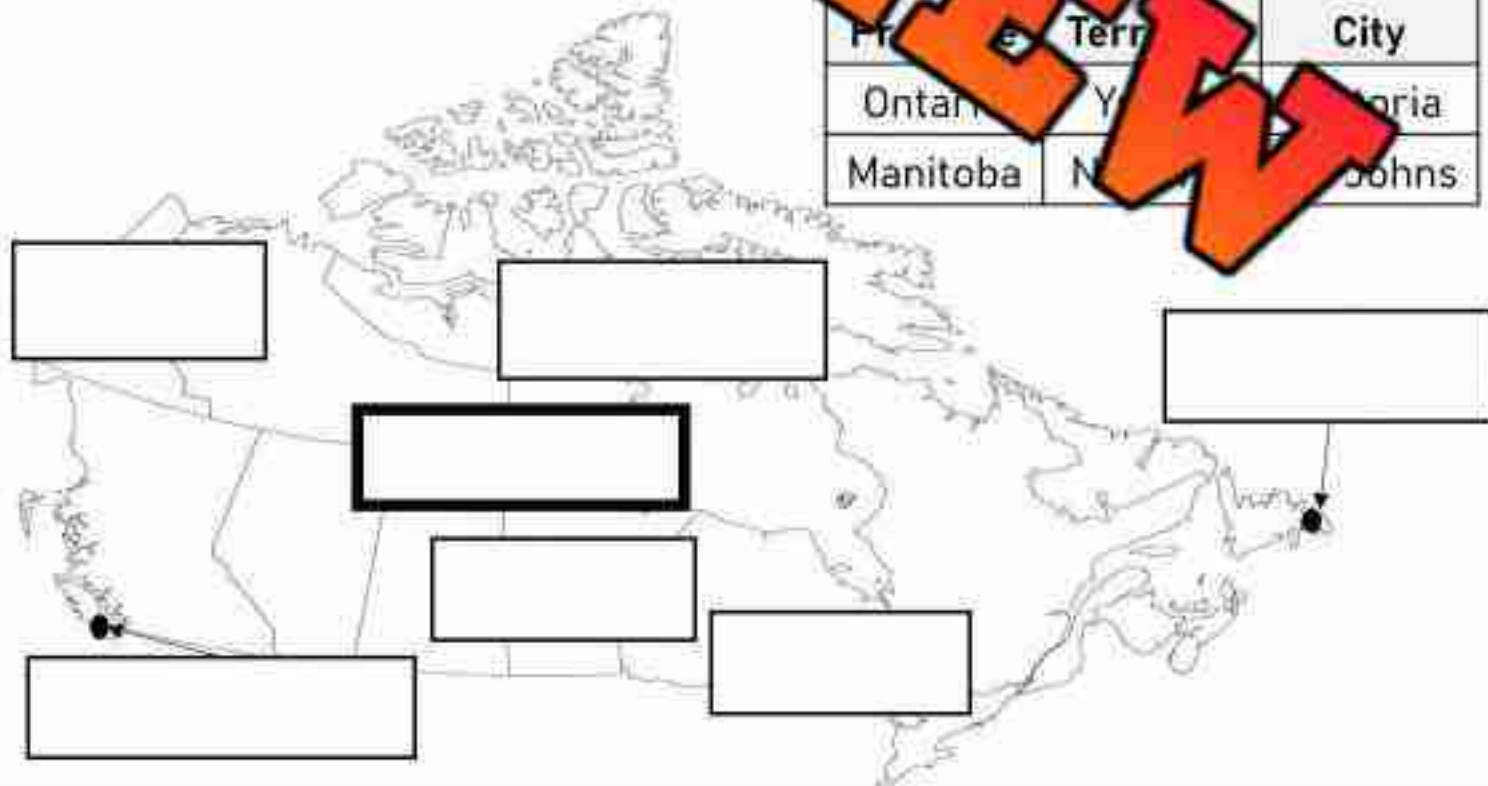
4) What do the big, capitalized words on a map show?

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.

Province	Territory	City
Ontario	Yukon	Vancouver
Manitoba	Nunavut	Edmonton



# 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.

#### 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 room in space.

#### 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 – 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

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.



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

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Curriculum Connection  
CR1.2, CR1.4

### 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 along with the timeline.

Long Ago

Summer and winter

Every New Moon

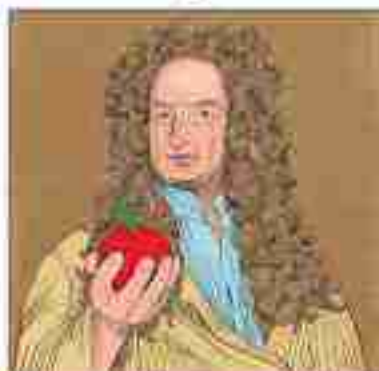
Always

## Biography – Isaac Newton

### Isaac Newton: The Apple Thinker 🍏

#### Table of Contents

Early Life
Gravity and Beyond
Books and Bright Ideas
Tip



Isaac Newton

#### Early Life

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

Question Write 2 questions you have about Isaac Newton.

1)	
2)	

## Colour

Colour these pictures related to Isaac Newton.







# 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!



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





# 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.

bad	bat	bad	bat	ten	bag	tap	dad	dog	den
t	d	e	e	d	a				
a	p	b	a	d	t				
e	b	n	a	g					
t	g	d	a	d	e				
b	d	t	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 type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input checked="" 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	I	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

can	cap	rad
jet	job	yes
rip	jig	
jet	jell	













# 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.

 [ ] pple C V	 [ ] sh C V	 [ ] at C V	 [ ] range C V
 [ ] ree C V	 [ ] all C V	 [ ] ce C V	 [ ] ie C V

Below the grid are 12 blue squares for dragging letters.

## Circle the pictures with the same beginning sound

On the right are two sets of letter boxes: M S and E T.

## Missing Ending Sounds

Drag 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

On the right are two columns of letter boxes for dragging.



# 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.

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"> <li><input checked="" type="checkbox"/> Letter Recognition</li> <li><input checked="" type="checkbox"/> Alphabetical order</li> <li><input checked="" type="checkbox"/> Is the letter uppercase or lowercase?</li> <li><input checked="" type="checkbox"/> Position-based tendencies: In week 6, the silent E (Bossy E), makes the vowel long</li> <li><input checked="" type="checkbox"/> Reading words with accuracy</li> <li><input checked="" type="checkbox"/> Spelling words with accuracy</li> <li><input checked="" type="checkbox"/> Beginning sounds and ending sounds</li> </ul>	
2		
3		
4		
5		
6		
7	Base Words	Vowel or Consonant?
8	Suffix -s	Vowel in Every Word
9	Suffix -s, -es, ies	Compound words
10	Suffix -ing	Compound words
11	Suffix -ed	Compound Words - Describe Changes (7)
12	Prefix -un	Alliteration
13	Prefix -re	Generating Rhyming words that have up to 3 syllables
14	Prefix -dis	Simple Songs/Poems with Rhymes
15	Prefix -non	Syllables in Words

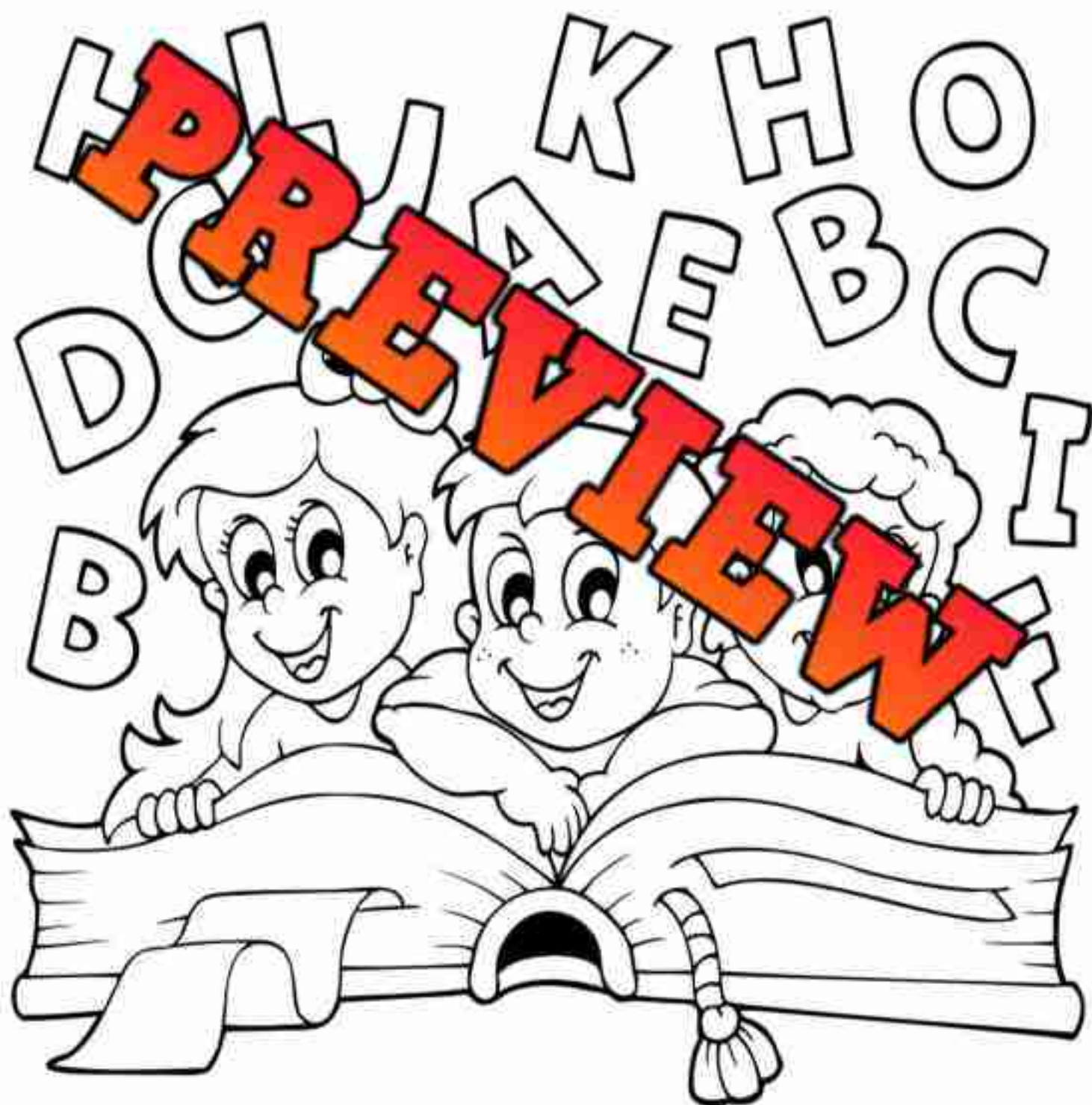


# Reading Program - Overview

Week	Lesson 1	Lesson 2
16	Sentence Fragment Or Complete Sentence	Segmenting Sounds of Words up to 5 Phenomes
17	Types Of Sentences: Interrogative 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



**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.



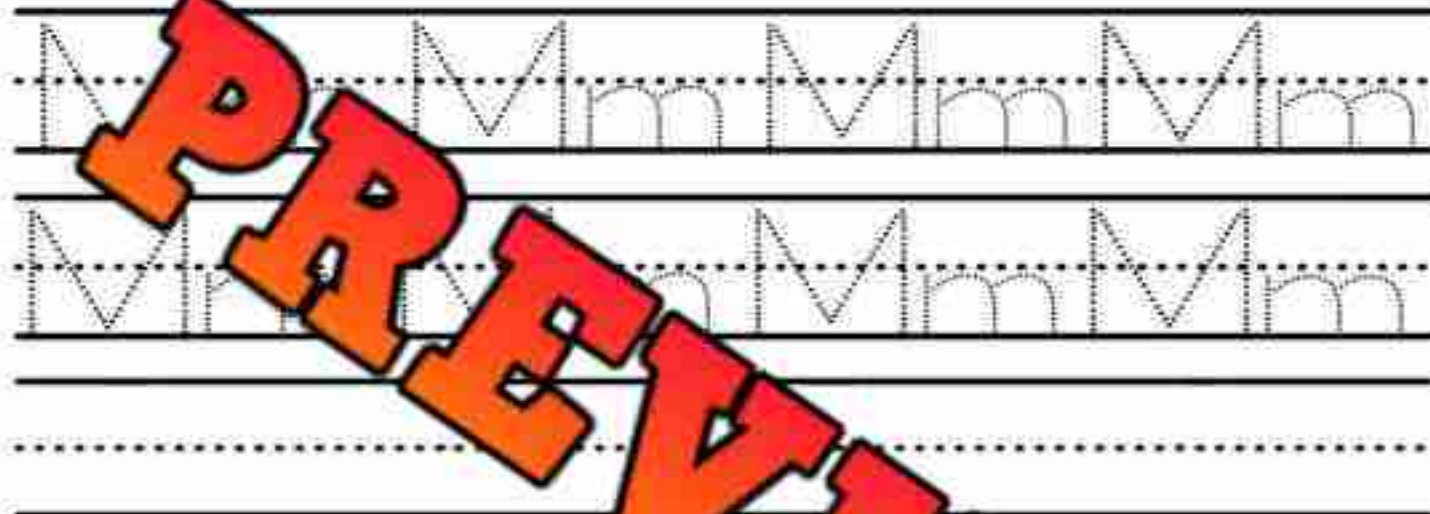
	Copy and Spell	Cover and Spell
1)	mad	
2)	mat	
3)	map	
4)	man	
5)	nab	
6)	nap	
7)	pad	
8)	pal	
9)	pat	
10)	pass	



**Consonant Review: m****Tracing**

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

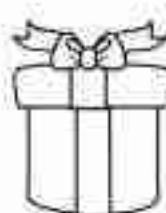
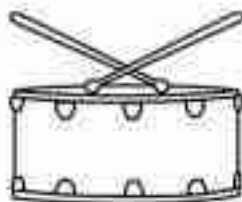
Mm

**Focus**

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

**Focus**

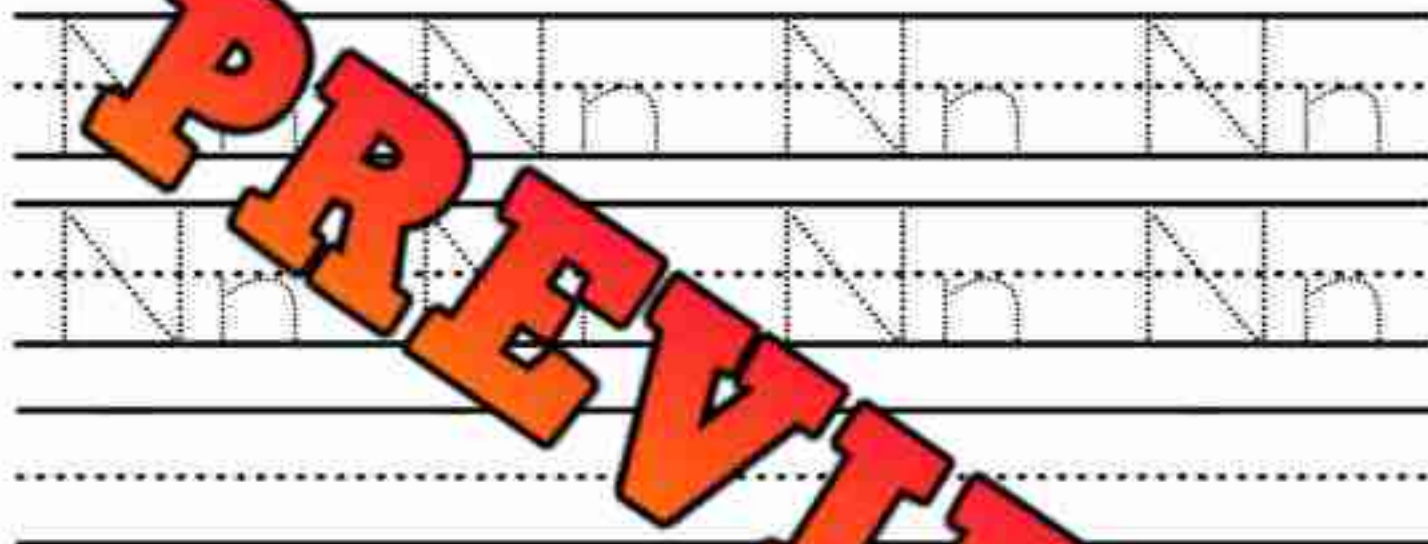
Say the picture name. Fill in the circle with the final consonant "m" sound.



**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 "N".

Before Nn

Oo

Ss

Vv

After Nn

Pp

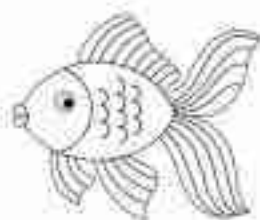
Hh

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.

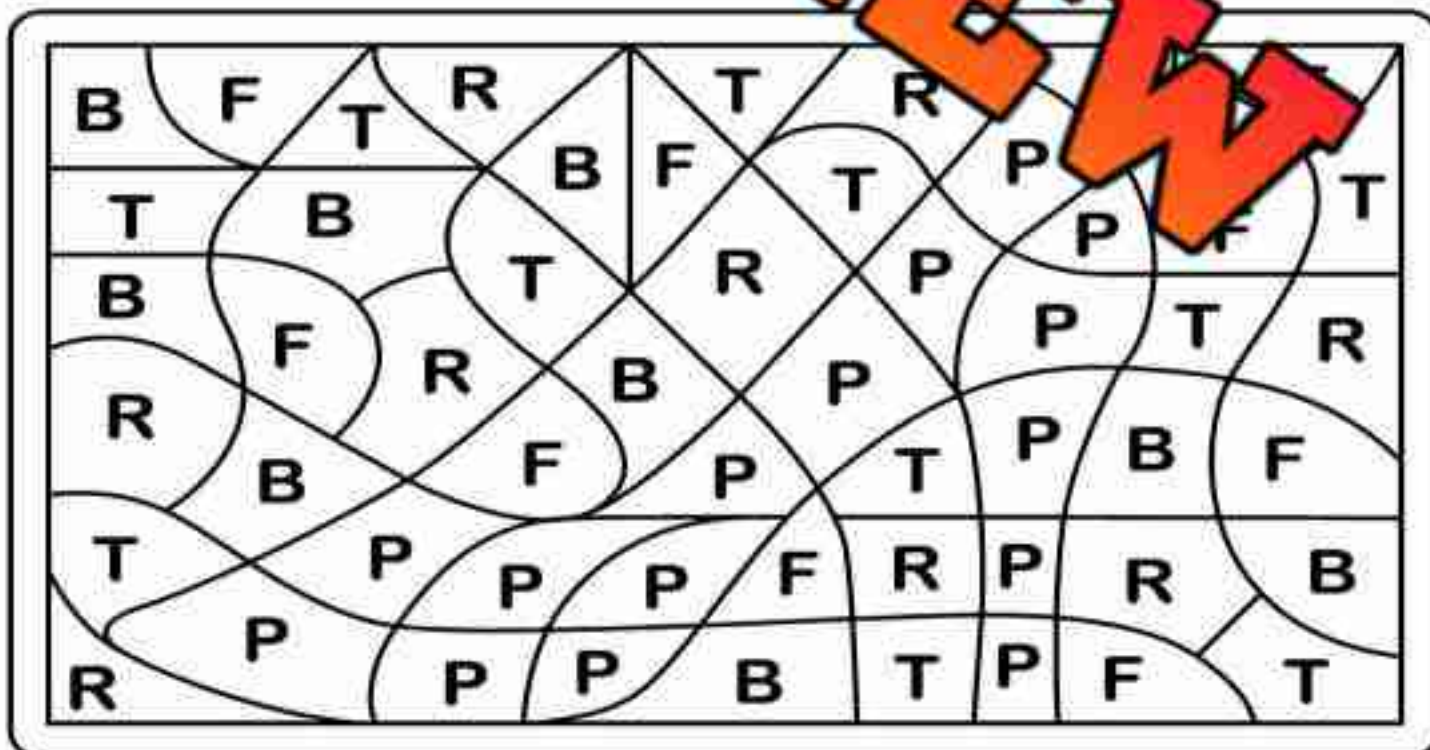
P p



Tracing practice lines for the letter 'p'. The first row shows dotted uppercase 'P' and lowercase 'p' for tracing. Below are two rows of empty lines for independent writing. A large red 'PREVIEW' watermark is diagonally across the page.

**Colour By Letters**

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





## Short Vowel: a

## Completion

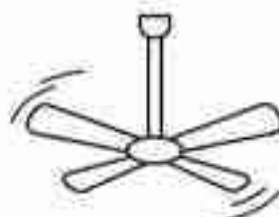
Write the correct letter to complete each word with a short "a" sound.



c \_ 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.



•

•

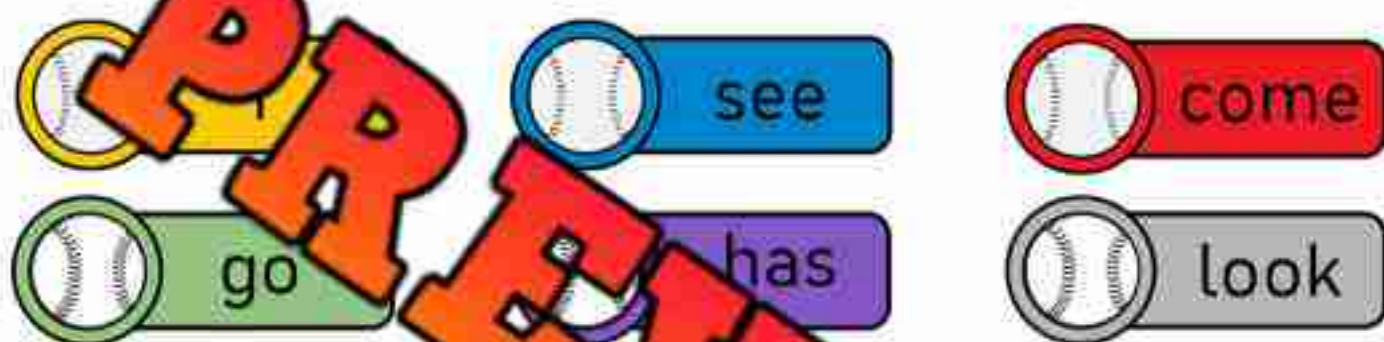
nap

# 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.



come	I	in	go
go	has	the	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 m.

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)			

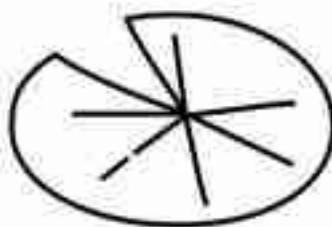
**Focus**

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

	<input type="radio"/> m <input type="radio"/> n <input type="radio"/> p		<input type="radio"/> m <input type="radio"/> n <input type="radio"/> 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	



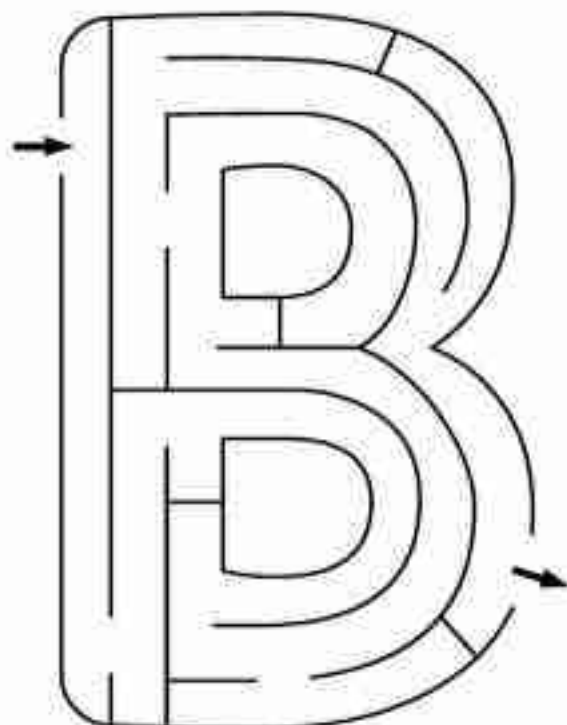
**Consonant Review: b****Tracing**

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

B b

**Maze and Colour**

Finish the letter maze. Match a letter to the Bb.



# Consonant Review: t

**Tracing**

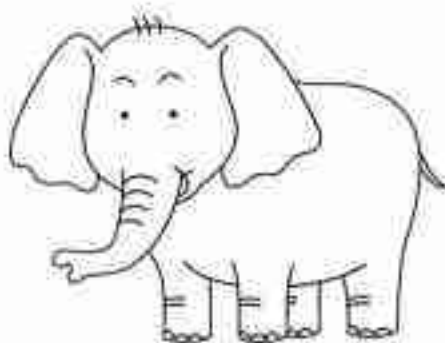
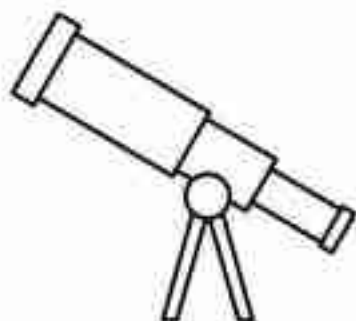
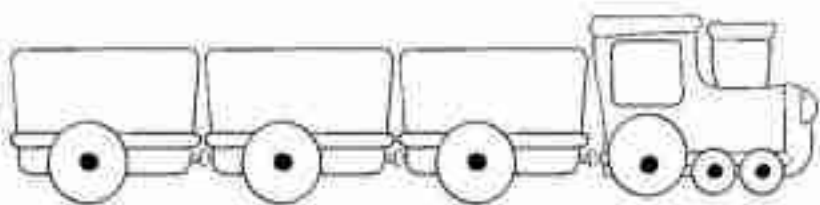
Trace the letters below and then write them on your own.



Tracing practice lines for the letter 't'. The first row shows the letter 't' being traced on a three-line grid. The second row shows the letter 't' being traced on a three-line grid. The third row shows the letter 't' being traced on a three-line grid. The fourth row shows the letter 't' being traced on a three-line grid. The fifth row shows the letter 't' being traced on a three-line grid. The sixth row shows the letter 't' being traced on a three-line grid. The seventh row shows the letter 't' being traced on a three-line grid. The eighth row shows the letter 't' being traced on a three-line grid. The ninth row shows the letter 't' being traced on a three-line grid. The tenth row shows the letter 't' being traced on a three-line grid.

**Colour**

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

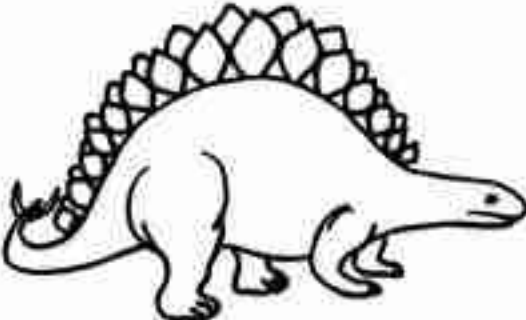


**Consonant Review: d****Tracing**

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

D d

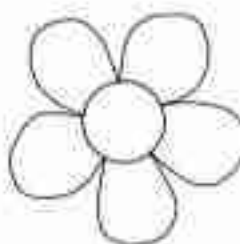
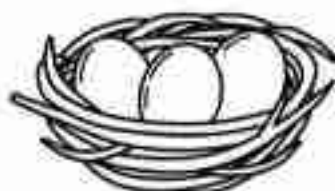
**Colour**Colour the boxes with the letter 

D	B	d	
P			D
q			d
b	d	D	p



**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

# 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.

**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 baby bed.



3) Ben hit the bat.



4) Tap the red tag.



5) Ten bats in the den.



6) Dad pets the dog.





**Week 2 - Spelling Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Match**

Circle the matching letters.

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

**Identify**

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



10



**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		
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 the letter 'f'. The first row shows a dotted 'f' for tracing, followed by two rows of dotted 'f's for tracing. Below these are two rows of blank lines for independent writing.

**Arrange**

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

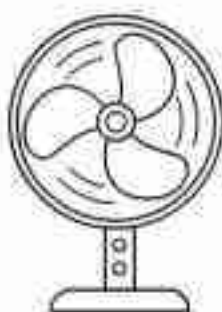


o f x

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



a n f

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



a m f r

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Consonant Review: v****Tracing**

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

**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".



**Consonant Review: s****Tracing**

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

S s



Tracing practice lines for the letter 's'. The first two rows show dotted 'S' and 's' for tracing on three-line guides. The third row shows dotted 'S' and 's' for tracing on three-line guides. The fourth row shows dotted 'S' and 's' for tracing on three-line guides. The fifth row shows dotted 'S' and 's' for tracing on three-line guides. The sixth row shows dotted 'S' and 's' for tracing on three-line guides. The seventh row shows dotted 'S' and 's' for tracing on three-line guides. The eighth row shows dotted 'S' and 's' for tracing on three-line guides. The ninth row shows dotted 'S' and 's' for tracing on three-line guides. The tenth row shows dotted 'S' and 's' for tracing on three-line guides.

**Draw**

Draw the given s-words, then trace.

sun

star

sad

sun

star

sad

**Short Vowel: i****Identify**

Colour the correct word for each picture.



bi



hid

bid



win

wig



kid

hid



fig

pig

pin

rig

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 sipped with

Viv sat and sipped with the

Viv sat and sipped with the



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)	

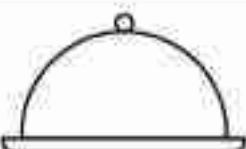
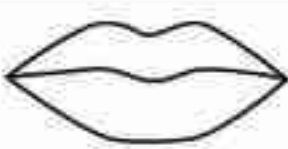

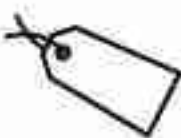
## Focus

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		

**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.



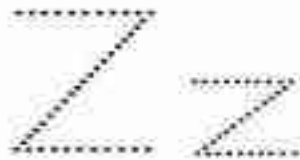
	Copy and Spell	Cover and Spell
1)	zoo	
2)	zap	
3)	hop	
4)	hot	
5)	hat	
6)	has	
7)	lot	
8)	log	
9)	leg	
10)	loss	



# 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

# 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" sound.



dot

hop

coin

frog

hope

**Week 4 – Fluency Readings****Read**

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

	Sentence	# of Mistakes		Time (sec)	
		1st Try	2nd Try	1st Try	2nd Try
1)	She has a				
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


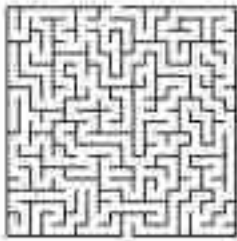


### Spelling

When your teacher reads the word, spell it below.

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

### Completion

Complete the word by adding a letter.

			
__ o c k	m a __ e	__ o t	bel __

### Think

Give three words with short o sound.

--	--	--



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

41

Curriculum Connection  
CC.1.4**Week 5 - Word List**

run	rug	red	rip	jug
jet	job	yes	yet	yell

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

**PREVIEW**

Spelling Word

Spelling Word

Spelling Word

Spelling Word

# Consonant Review: r

**Tracing**

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

Rr

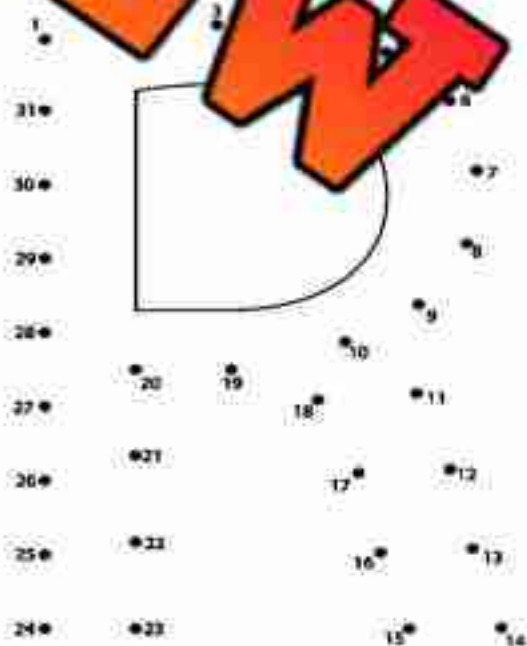


PREVIEW

**Colour and Connect**

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

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



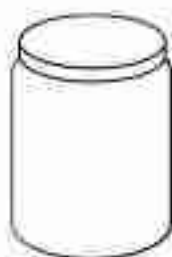
**Consonant Review: j****Tracing**

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

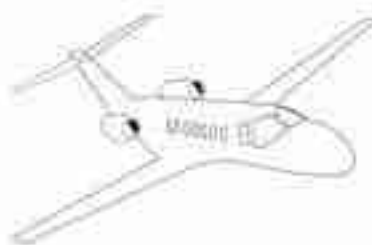
J j

**PREVIEW****Think**

Unscramble the letters below to form words.



r j a



j t e



g u j



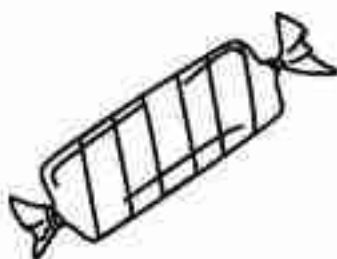
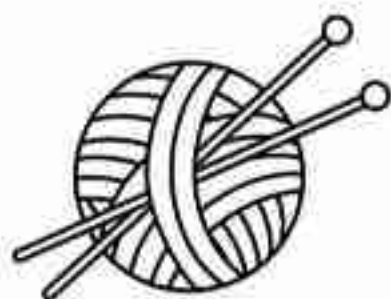
# Consonant Review: y

**Tracing**

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

**Colour**

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



## Short Vowel: u

Cut and Paste

Cut out the words to the space below each pictures.



sun

bug

duck

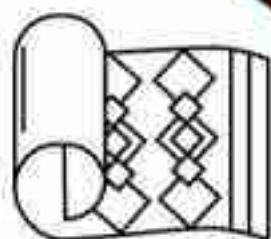
hug

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 cars 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 e 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

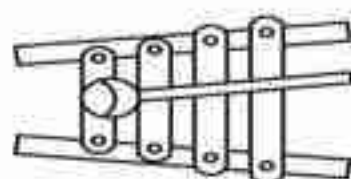
**Writing**

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	

**Consonant Review: x****Tracing**

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



**PREVIEW**

**Colour and Write**

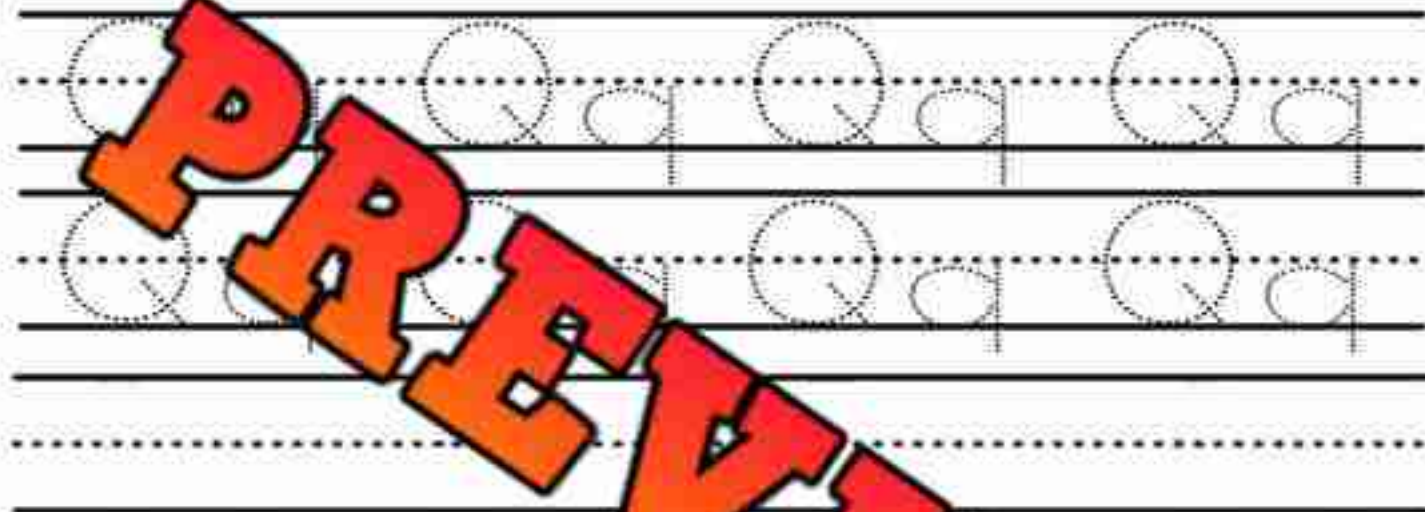
Colour all uppercase and lowercase letters X then think of three words that have an X in them.





**Consonant Review: qu****Tracing**

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

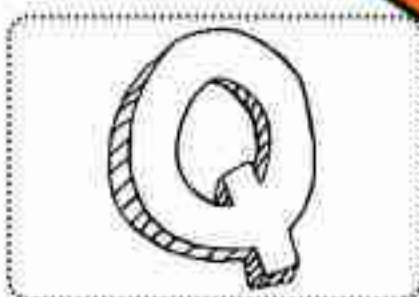
**Instructions**

Follow the instruction for each activity.

Trace it



Colour it



Write it



Find it



Write it

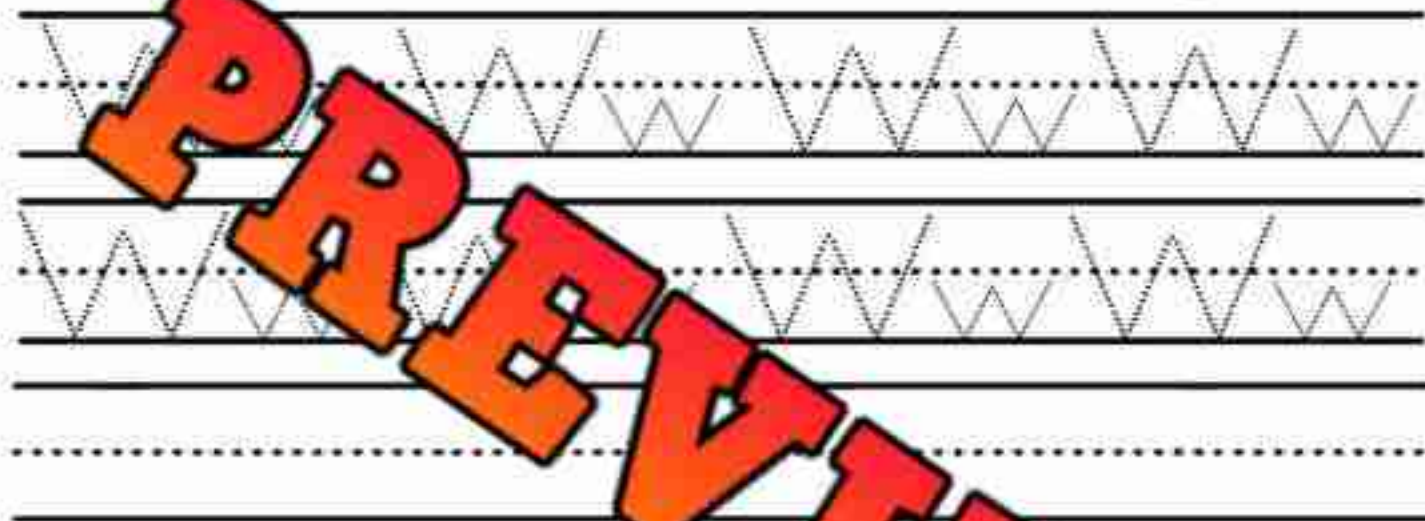
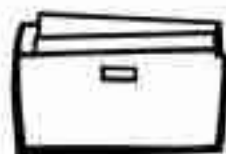


Solve it



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

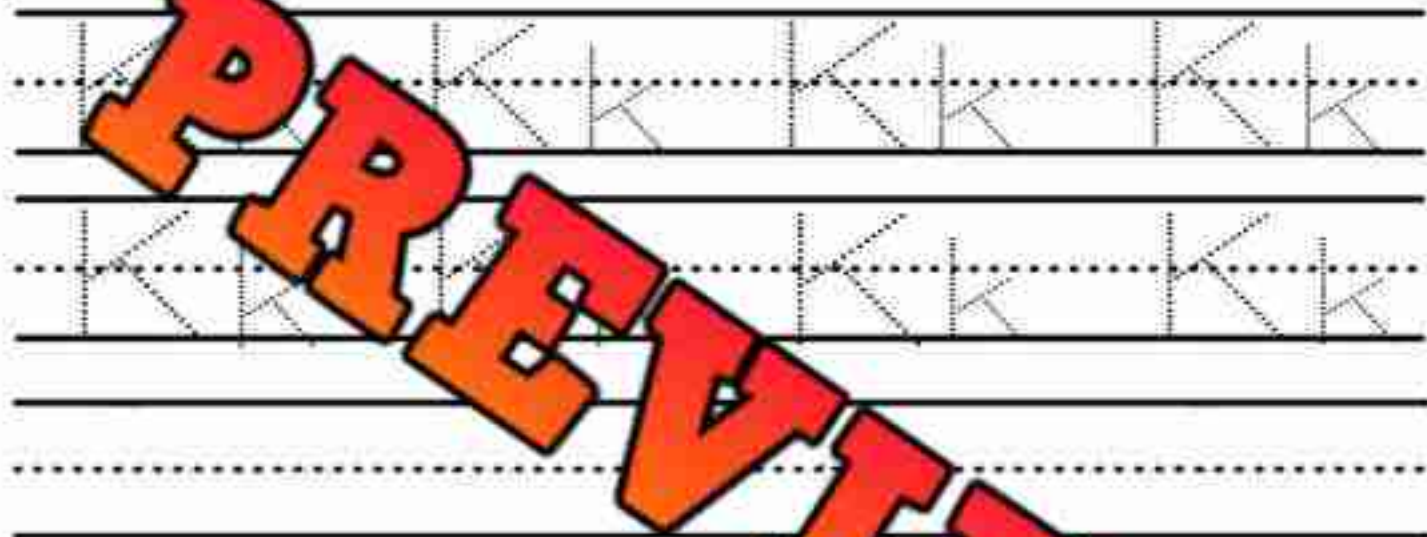
Trace the letters below and then write them on your own.

**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.

**Consonant Review: k****Tracing**

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

K k

**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
	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 game.



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 word 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.

--	--	--

**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.

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	



**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.

## 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



**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 \_



## 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	r	h	l
L	O	B	Y	Q	D

Identify

Is the underlined letter a vowel or consonant?

Word	Vowel	Consonant
dog		
hat		
pen		
cup		
ink		

Word	Vowel	Consonant
fish		
ball		
nice		
help		
meat		

**Week 7 – Fluency Readings****Read**

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

1) She is late.



2) I eat a cake.



3) I have one cent.



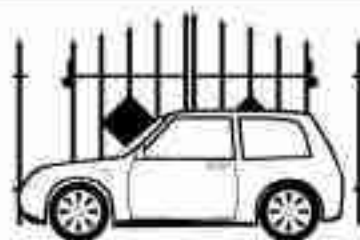
4) The cat ran fast.



5) His cap is the colour red.



6) The car is by the gate.





**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	city	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)	g	
3)	em	
4)	og	
5)	eh	
6)	ags	
7)	egl	
8)	pag	
9)	eb	
10)	myg	

**Hard G****Writing**

Practice writing the letters.

**Writing**

the \_\_\_\_\_ have a hard "g" sound.



\_\_\_\_\_

gum



\_\_\_\_\_

gel



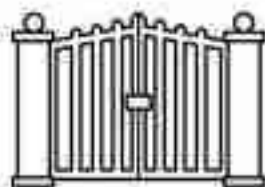
\_\_\_\_\_

game



\_\_\_\_\_

gym



\_\_\_\_\_

gate



\_\_\_\_\_

game



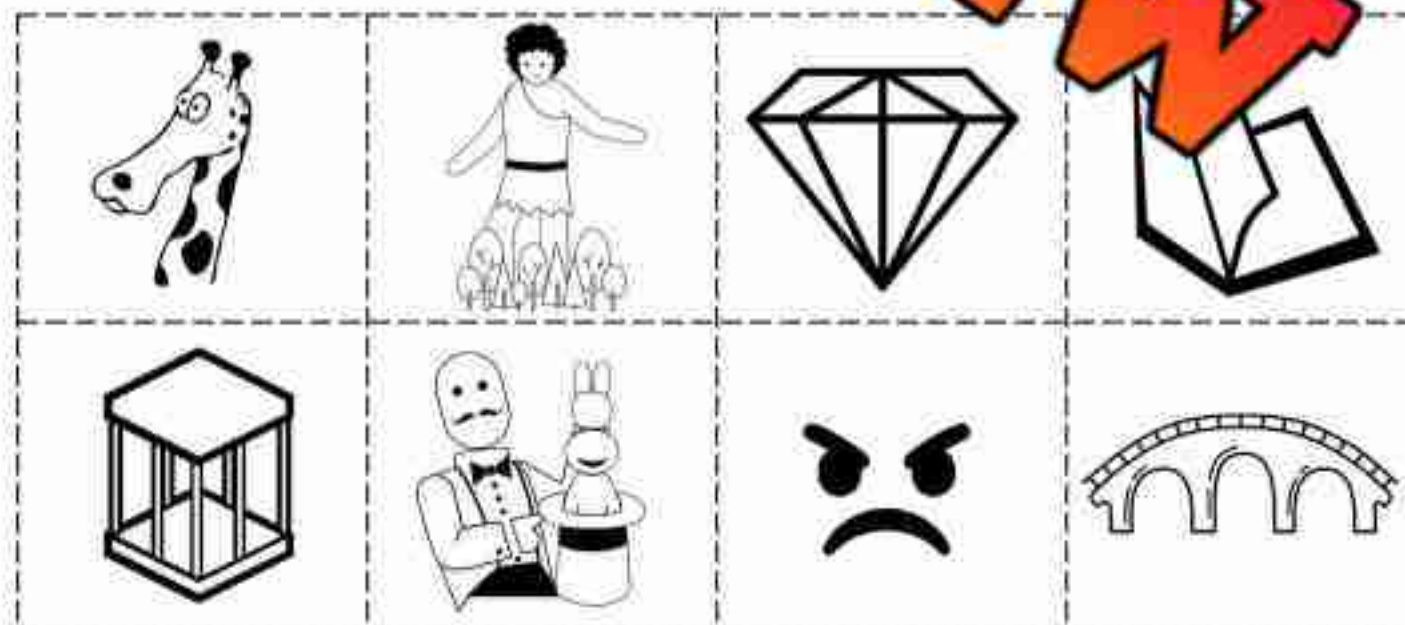
## Soft G

Cut and Paste

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

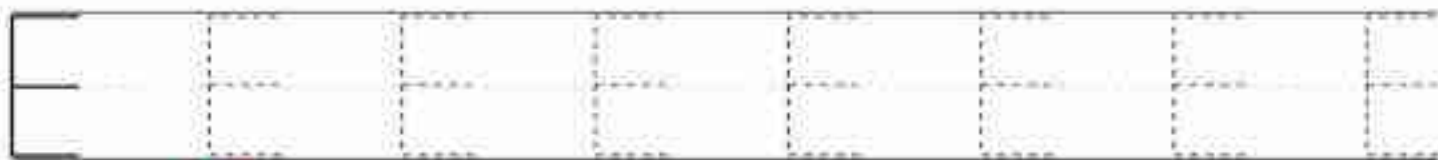
gem	rage	page	cage

magic	rent	giraffe	bridge

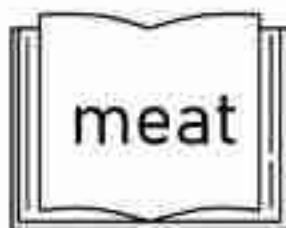
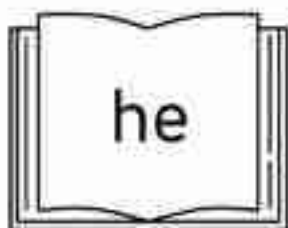
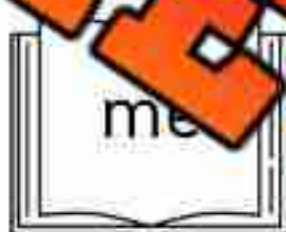


**Long Vowel: E (be)****Tracing**

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) _____	
2) gel	
3) bee	
4) oar	
5) elf	

Word	Vowels
6) rose	
7) gold	
8) coat	
9) _____	
10) _____	

### 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	m	by	them
stop	give	from	
give	them	s	give
from	by	them	
them	from	them	give
by	stop	as	from
from	as	stop	by
give	from	give	as



**Week 8 – Fluency Readings****Read**

Read each line and then write the last sentence.

He got

He got gas

He got a car

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 "hard g" and circle the words 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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Curriculum Connection  
CC.1.4**Week 29 - Word List**

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

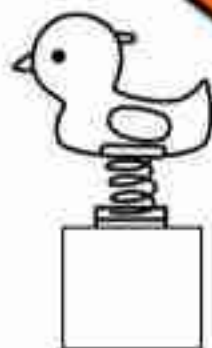
**Alphabeti**

Write the words in alphabetical order

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

**Draw**

Choose three words from above then draw them.


**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

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

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

# 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		yet		strong	
fast		old		young	

down	short	sad	weak	fast	
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
		kit	meet	to
nice	my	go	all	mice
no	jet		gray	first
red	bet	been		jar
best	dog	lend	live	had



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	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

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

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

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

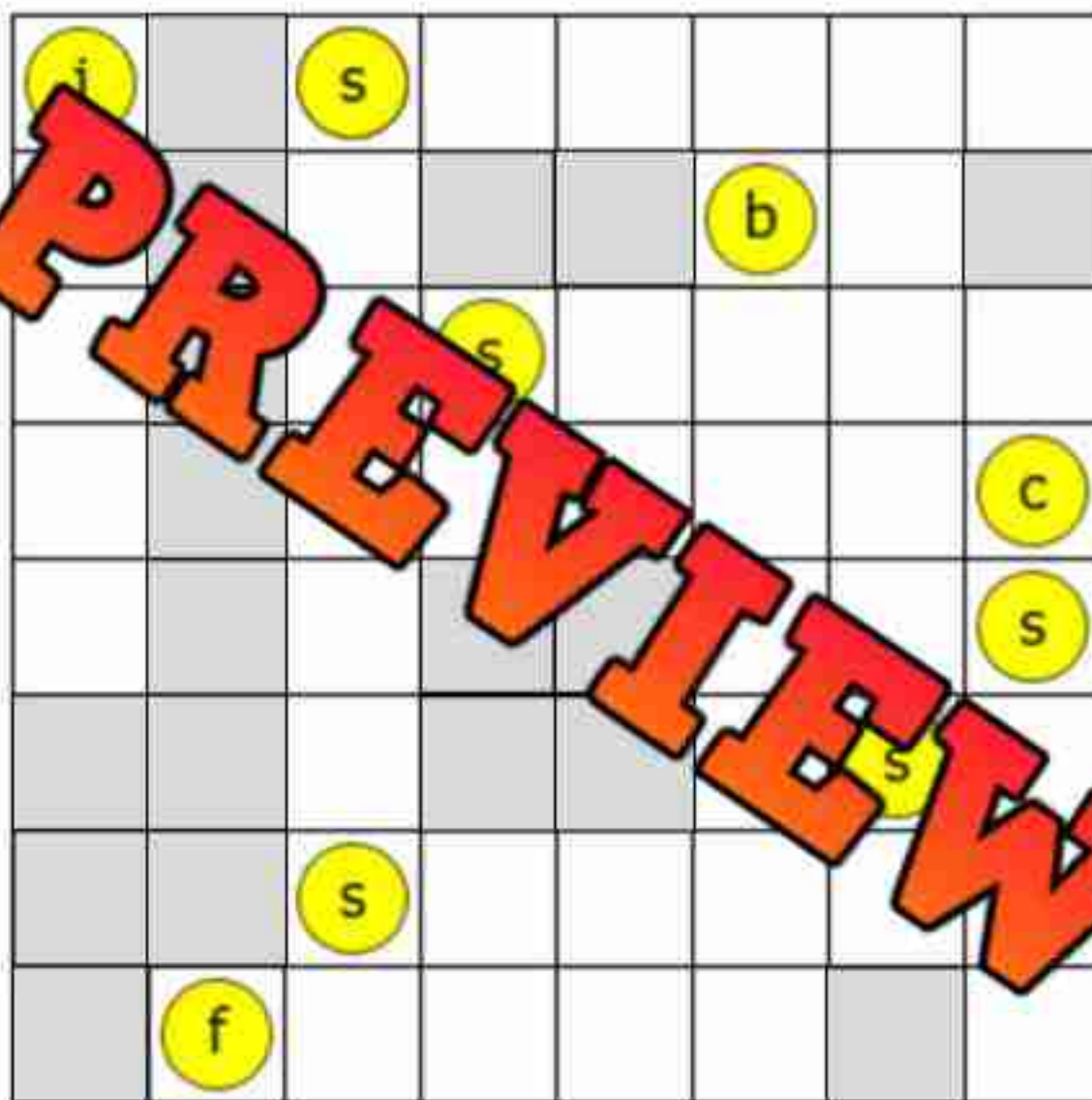
I'm tall when I'm young, and I'm short when I'm old.	3	1	14	4	12	5

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

# Reverse Word Search

## Word Search

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



Place these words in the grid.

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise



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

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

	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	Ray the cat.				
2)	We go on a ship.				
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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Curriculum Connection  
CC.1.4**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 gestures. 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 rk y day.

Every morning, Mom s s n us.

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	Iron
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 dog 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 can't move?	<input type="checkbox"/> A dino-snore!
5) What is a cat's favourite color?	<input type="checkbox"/> Because he was stuffed!
6) Why did the computer go to the doctor?	<input type="checkbox"/> It had a virus!
7) What did one wall say to the other wall?	<input type="checkbox"/> I'll meet you at the corner!

## Joke Time

Pick two of these items and make up a joke!



--	--

--	--

# 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	K		U	N	U	B	L	Q	B	L	J	L	
X	N	I		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	E	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	E	H	R	E	W	
D	F	T	H	R	O	W	C	E	N	E	W		

## Word Search

Make your own word search using the words in 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	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.	