



Preview – Information



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

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

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

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

rob@supersimplesheets.com



Google Slides Lessons Preview



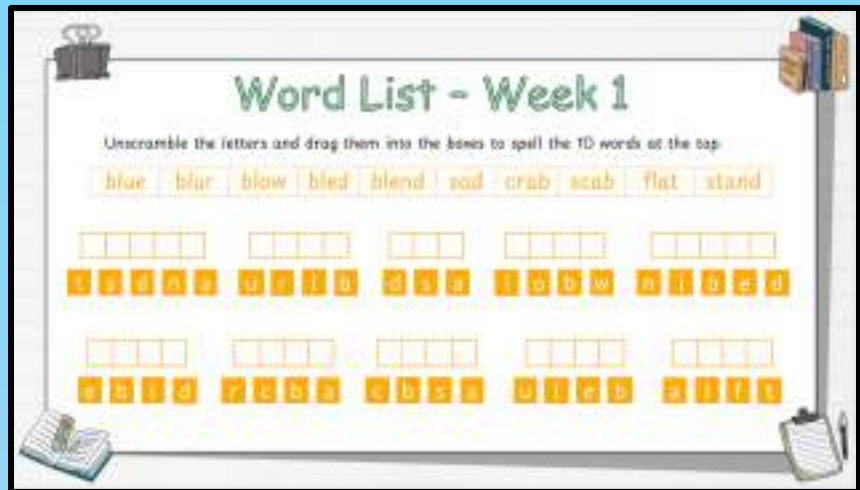


Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

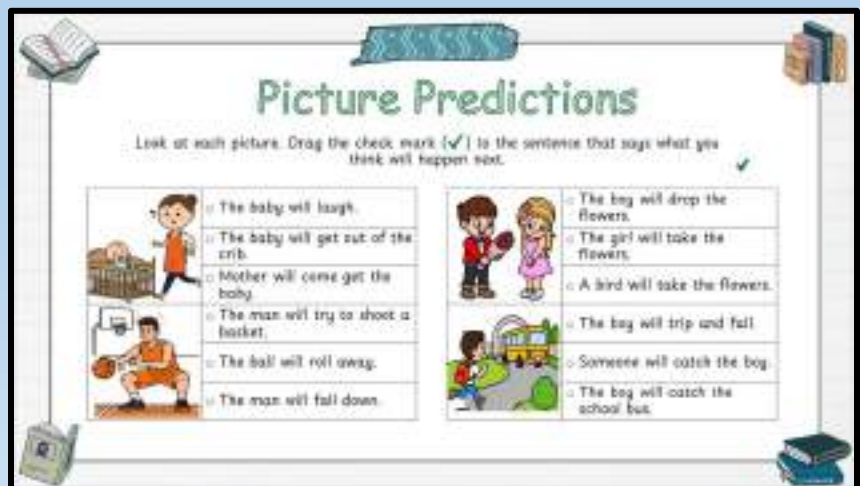


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 2

Suffixes -s

Drag each picture to the box with its name. Match the picture to the singular or plural word.

flower	Cup	Dog
Ball	Shoe	Flowers
Wrench	Chair	Chairs

Synonyms

Circle the words that mean the same as the word on the left.

Word	Synonyms	
happy	joyful	cheerful
big	tiny	large
fast	quick	speedy
smart	foolish	intelligent
brave	courageous	scared
nice	kind	friendly
		sad
		huge
		slow
		clever
		bold
		rude

Circle the correct sight word.

	Cry	Sleep		Eat	Drink		Dance	Paint
	Laugh	Try		Nap	Sing		Walk	Sit
	Box	Car		Down	Under		Jump	leap
	Toy	Train		Side	Up		Cake	Coffee
	Eyes	Nose		Walk	Run		Candy	Loaf
	Ear	Chin		Jump	Crawl			



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 2

Onomatopoeia

Match each picture with the correct onomatopoeia by dragging the sound to the right image.

Boom!	Plop!				
Moo!	Hiss!				
Ring!	Bang!				
Klang!	Twat!				
Boat!	Moo!				
Meow!	Vroom!				

Look at the pictures.






	
	

Write the sound that each picture makes in the space below.

I like under the big tree.
The frog can swim in the water.
When did you shoot the tree?
I got a bag from Mom.
We walked from across from the tree.
The whole class is hard to work.
My favourite food is a banana.

Changing Sound

Write the correct letters to complete the base words and then change the middle and ending sounds to form new words. Letters may be repeated.

Base Word	Change Middle	Change End
 a t	b t	b a
 a p	c p	c a
 o g	l g	l o
 a p	m p	m a
 i t	h t	h i

t	h	d
a	b	l
c	i	n
g	e	s
o	g	m



Workbook Preview



Grade 2 – 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
	<p>Preview of 106 pages from this product that contains 493 pages total.</p> <p>Included are weeks 1 – 8, and 28 - 30.</p> <p>There are 30 weeks total.</p>	
CR2.4	Read and demonstrate comprehension of grade appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.	17, 21-22, 32-33, 38-39, 57-60, 69-70, 78-79, 87-88, 95, 97-98, 107-108, 117-118, 126-127, 135-136, 144-145, 154-155, 162-163, 170-171, 176, 178-179, 185, 187-188, 195-196, 201, 204-205, 212-213, 220-221, 227-228, 236-237, 243-244, 247, 249-250, 252-253, 256, 259-260, 263, 267-268, 271, 276-277

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
CC2.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity (e.g., My Family and Friends) • community (e.g., Our Community) • social responsibility (e.g., TV Ads for Children) and make connections to own life.	N/A
CC2.2	Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.	N/A
CC2.3	Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.	N/A
CC2.4	Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.	13-18, 20, 23-31, 34-49, 52-58, 61-68, 71-77, 80-86, 89-94, 96, 100-106, 109-116, 119-125, 128-134, 137-143, 146-153, 156-161, 164-169, 172-175, 177, 180-184, 186, 190-194, 197-200, 202-203, 206-208, 210-211, 214-219, 222-223, 225-226, 229-235, 238-242, 245-246, 248, 251, 254-255, 257-258, 261-262, 264-266, 269-270, 272-275

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
AR2.1	Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., "What did I learn?").	209, 224
AR2.2	Set personal goals as a result of group discussions (e.g., "What did I do well?", "How could I be a better viewer, listener, reader, representer, speaker, and writer?").	12, 99, 189

Reading Program - Overview

Weeks	Prefix/Suffix Focus	Lesson 1	Lesson 2
Week 1	Base Words	Sentence Fragment Or Complete Sentence	Compound Words and VCC Words
Week 2	Suffix – s	Simple Sentences	Antonyms and VVC Words
Week 3	Suffix – s or es	Types Of Sentences: Interrogative	Synonyms
Week 4	Suffix – ing	Types Of Sentences: Exclamatory	Homophones
Week 5	Suffix – er	Types Of Sentences: Imperative	Homographs
Week 6	Suffix – ed	Types Of Sentences: Declarative	Alliteration
Week 7	Suffix – ion	Review Sentence Types	Onomatopoeia
Week 8	Suffix – ous	Parts Of Speech – Nouns	Manipulating Sounds
Week 9	Suffix – ness	Abstract Vs. Concrete Nouns	Delete Phonemes in Consonant Blend
Week 10	Suffix – ful	Collective Nouns	Substitute Phonemes In A Consonant Blend
Week 11	Suffix – ment	Parts Of Speech – Adjectives	Substitute A Sound Anywhere In A Word To Form A New Word.
Week 12	Prefix un-	Comparative Adjectives	Silent Letter
Week 13	Prefix re-	Superlative Adjectives	Contractions – Using Apostrophes
Week 14	Prefix dis-	Parts Of Speech – Verbs	Subject-Verb Agreements
Week 15	Prefix non-	Forms Of The Verb "To Be"	Blend sounds in words that have up to 6 phonemes (different sounds)

Reading Program - Overview

Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 16	Position-based Tendencies – I Before E	Adverbs
Week 17	Position-based Tendencies – Q And Then U	Parts Of Speech – Pronouns Overview
Week 18	Position-based Tendencies – Double Consonants In The Middle	Personal Pronouns: Usage And Examples
Week 19	Bossy E (Magic E) and CVCe Words	Parts Of Speech – Prepositions
Week 20	Soft And Hard Sounds – C And G	Parts Of Speech – Interjections
Week 21	Different Letter Sound: Y As A Vowel Or A Consonant?	Conjunctions and Fact VS Fantasy
Week 22	Decoding – Monosyllabic Words	Compound Sentences – Using Conjunctions (FANBOYS)
Week 23	Word Families – Rhyming Words	Compound Sentences – Other Conjunctions And How Commas Are Used
Week 24	Decoding Strategy – Skip The Word, Then Return (Using Context)	Capitalization: Start Of A Sentence
Week 25	Commonly Misspelled Words and Using Dictionaries	Capitalization: Proper Nouns and Days of the Week and Months
Week 26	Reading Single Words With Accuracy – Provide List Of Words That Get Progressively Harder	Capitalization: Titles
Week 27	Reading Sentences With Accuracy – Provide List Of Sentences That Get Progressively Harder	Commas In Lists and Following Instructions
Week 28	Pacing In Paragraph Reading – Reading Punctuation: Pausing At Comma, Stop At Period.	Apostrophes For Singular Possession
Week 29	Strategies For Expressive Reading Aloud – Reading Punctuation	Apostrophes For Plural Possession
Week 30	Reading Sentences With Different Expressions	Quotation Marks For Direct Speech.

NAME: _____

LANGUAGE



Reading Goals

LET US SET SOME FUN GOALS TO BECOME AMAZING READERS!

How many books do I want to read in 30 weeks?

- ☐ Less than 10 books
- ☐ 11 - 20 books
- ☐ 21 - 30 books
- ☐ More than 30 books

What types of stories am I excited to read?
Check all that you like!

- ☐ Fairy tales
- ☐ Superheroes
- ☐ Animal Adventures
- ☐ Space Explorations
- ☐ Under-the-sea journeys
- ☐ Others: _____

Books I Plan to Read

Write down the names of books you want to read. If you're not sure, that's okay! You can decide later.

1. _____
2. _____
3. _____
4. _____
5. _____

To achieve my reading goals, I will:

Week 1 - Vocabulary List

Blue	Blur	Blow	Bled	Blend
Sad	Crab	Scab	Flat	Stand

Meaning Circle the correct meaning of the words below.



1)	Blue	A colour	To mix
2)	Blur	A sea animal	Not clear
3)	Blow	A cold	Move with air
4)	Bled	Was bleeding	Stand firm
5)	Blend	Move with air	Mix
6)	Sad	Unhappy	Not clear
7)	Crab	A type of cat	A sea creature
8)	Scab	Healing skin	Not clear
9)	Flat	Unhappy	Smooth, level
10)	Stand	To be upright	To lay down

Vocabulary

Draw

Draw a picture to show what each sentence means.

The blue crab crawled across the flat sand.

The boy bled from a cut on his knee that was not yet a scab.

The beautiful blend of colours on the birthday cake, on its stand, made Hanna want to wait to blow the candles out.

The kitten saw me a blur from tears.

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

1. Draw the base words.

2. Draw the new word that has a suffix added

CATS

FARM	FARMER

SAIL	SAILOR

BICYCLE	TRICYCLE

MATCH	MISMATCH

TIE	UNTIE

Sentence Fragments or Complete Sentence

A **full sentence** is like a whole lunch box. It has two parts: the one telling us who or what and the other part telling us what they are doing. Like, "The dog runs."

A **fragment** is like only having half a sandwich. It is missing something. Like, "Runs fast." Who runs fast? We do not know, so it is only half a sandwich!

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) The moon will	Complete	Fragment
2) His knee bled well	Complete	Fragment
3) Feeling very sad	Complete	Fragment
4) Jumping over the fence	Complete	Fragment
5) I like to blend my colours.	Complete	Fragment
6) With a scab.	Complete	Fragment



Completion

Complete the sentence fragment

1) I was

2) I like to

3) Stacey is

4) Running in the park

Compound Words

A **compound word** is two smaller words joined to make a new, larger word with its own meaning. For example, "sunflower" combines "sun" and "flower," and "basketball" merges "basket" and "ball."

Match

Connect the two words to make a compound word.



Sun	<input type="checkbox"/> Coat
Rain	<input type="checkbox"/> Man
Cup	<input type="checkbox"/> Fish
Snow	<input type="checkbox"/> Flower
and	<input type="checkbox"/> Room
Blue	<input type="checkbox"/> Board
Be	<input type="checkbox"/> Cake
Skate	<input type="checkbox"/> Shell
	<input type="checkbox"/> Berry

Think

Do the two words make a compound word? Write the answer.

1)	Sun + screen	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Sunscreen
2)	Fire + truck	<input type="radio"/> Yes	<input type="radio"/> No	
3)	House + light	<input type="radio"/> Yes	<input type="radio"/> No	
4)	Grass + hopper	<input type="radio"/> Yes	<input type="radio"/> No	
5)	Rain + bow	<input type="radio"/> Yes	<input type="radio"/> No	
6)	Butter + jelly	<input type="radio"/> Yes	<input type="radio"/> No	

Spelling Patterns - VCC Words

VCC words are words with one vowel sound first, then two consonant sounds right after it. VCC stands for vowel – consonant – consonant as in the pattern *ost* or *ild*.



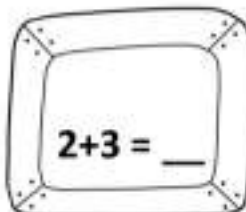



Examples of VCC words

Act, Elf, Amp, End, And, Ask, Hunt, Milk, Fast, Help, Sink



Read and Match Read each word and match them to the pictures.

Bank	Ant	Old
Roll	Jump	Add

Think

Write your own VCC words below.

Picture Predictions

Drawing

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

Sophie finds an old key in the park and wonders what it unlocks. She sits on various locks around her neighborhood.



What does the key unlock? What does Sophie discover? Draw and write your guess!
How did the picture help you make your prediction?

Word Searches

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> Blue	<input type="checkbox"/> Blur	<input type="checkbox"/> Blow	<input type="checkbox"/> Bled	<input type="checkbox"/> Blend
<input type="checkbox"/> Sad	<input type="checkbox"/> Crab	<input type="checkbox"/> Scab	<input type="checkbox"/> Flat	<input type="checkbox"/> Stand

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

Word Search

Make your own word search using 6 of the words.

Word Bank

Week 1 – Fluency Readings**Read**

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

1)	The sky is blue.	
2)	The picture is a blur.	
3)	I blow out the candles.	
4)	He bled when he got a stab.	
5)	I blend the colours together.	
6)	I am sad when it rains.	
7)	The crab has a flat shell.	

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Underline the base word for the words.

1. Unhappy	2. Reader	3. Preview
4. Misspell	5. Repaint	6. Bird

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) The bird sings beautifully.	Complete	Fragment
2) On the swing.	Complete	Fragment
3) Eating ice cream.	Complete	Fragment
4) I love my new toy.	Complete	Fragment

Week 2 - Vocabulary List

Clip	Claw	Club	Clown	Close
Bed	Fed	Shed	Press	Slept

Spell

Spell 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.



	Word	Copy and Spell	Cover and Spell
1)	Clip		
2)	Claw		
3)	Club		
4)	Clown		
5)	Close		
6)	Bed		
7)	Fed		
8)	Shed		
9)	Press		
10)	Slept		

Vocabulary

clip	claw	club	clown	close
bed	fed	shed	press	slept

Spell

Unscramble the letters to make spelling words.



	Scrambled Word	Unscrambled Word
1)	duc	
2)		
3)	ilc	
4)	pet	
5)	woncl	
6)	sreps	
7)	socle	
8)	heds	
9)	deb	
10)	efd	

Fill In The Boxes

Fill the boxes with the vocabulary words from above.

Suffixes -s

The suffix **"s"** often means more than one.
For example, adding "s" to "cat" gives "cats", meaning more than one cat. It helps turn a singular noun into a plural form.



Identify

Write the correct noun for each sentence.

doll, dolls	1) Three _____ have pretty dresses.
	2) She gave _____ for her birthday.
bird, birds	3) The _____ sang a beautiful song from the tree.
	4) We saw many _____ flying in the sky today.
pen, pens	5) I need a _____ to write my name on the paper.
	6) She has three colorful _____ in her pencil case.
flower, flowers	7) There are beautiful _____ coming in the garden.
	8) The _____ in the vase smells lovely.

Search

Circle all nouns ending in -s in the story.

In a quiet town, there were two houses side by side. One house had bright windows and the other had blue doors. In front of the houses, kids played with their toys while dogs chased their tails. Birds sang in the trees, and the smell of fresh flowers filled the air. Every evening, the families would sit on their porches, watching the stars. The town was peaceful, and its residents were happy.

How many did you find?



Suffixes -s**Draw by Count**

Suffix -s pluralizes words. Draw the given scenes emphasizing the plural forms.



1) Three plates with two eggs on each plate.

PREVIEW

2) Two trees with five oranges on each.

PREVIEW

3) Four papers with drawings of two stars and three hearts on each paper.

Simple Sentences

A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

The **subject** is like the engine of the train – it is what the sentence is mainly about. It is often a person, place, or thing. The **predicate** is like all the cars attached to the engine. It tells us what the subject is doing or tells us more about the subject.

For example: "The cat sleeps." Here, "The cat" is the subject, and "sleeps" is the predicate.

Subject Predicate the underlined word/phrase the subject or predicate?

1) <u>The dog</u> barks.	Subject	Predicate
2) Sara <u>reads a book</u> .	Subject	Predicate
3) <u>Birds</u> fly in the sky.	Subject	Predicate
4) My teacher <u>smiles kindly</u> .	Subject	Predicate
5) The sun <u>shines brightly</u> .	Subject	Predicate



Write

Write 4 simple sentences using the provided subjects.

1) Clown	
2) Bed	
3) Shed	
4) Slept	

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."



Matching

Draw a line matching the words to their antonyms.

- | | |
|--------|---------------------------------|
| Big | <input type="checkbox"/> Easy |
| Happy | <input type="checkbox"/> Cold |
| Fast | <input type="checkbox"/> Weak |
| Easy | <input type="checkbox"/> Old |
| Hot | <input type="checkbox"/> Small |
| Young | <input type="checkbox"/> Dirty |
| Hard | <input type="checkbox"/> Loud |
| Strong | <input type="checkbox"/> Thin |
| Thick | <input type="checkbox"/> Soft |
| Quiet | <input type="checkbox"/> Bright |
| Clean | <input type="checkbox"/> Far |



Think

Write 4 words and their antonyms beside them

	Words	Antonyms
1)		
2)		
3)		
4)		

Spelling Patterns - VVC Words

VVC stands for vowel -vowel- consonant as in the pattern *ear* or *oat*. They are words that have two vowels together in the middle, and these two vowels make one sound. This kind of sound is called a vowel team. When you read a VVC word, you often say the sound of the first vowel, and the second vowel is silent.

Examples of VVC words

Eat, Eel, Aim, Oaf, Boat, Rain, Seed

Read and

Read each word and match them to the pictures.

Oar	Soap	Pail	Ear
Coat		Aim	Head



Think

Write your own VVC words below.

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 well lets you read faster and understand your stories better!

Search

Circle all the sight words from the grid.

	me	cat	sit	
tap	so	van	lot	led
you	hit		fit	to
hot	my	mop		nap
no	men	up	at	can



How many sight words did you find?

Matching

Match the appropriate sight words to complete the sentences.

1) The cat ___ on the mat.

☐ so

2) I wake ___ early in the morning.

☐ is

5) I was ___ happy to see you.

☐ up








































Crack the Code

Directions

Use the code below to reveal each spelling word.













												
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

CODE	ANSWER	ANSWER
   		
   		  
   		   
    		    
    		    

Week 2 – Fluency Readings**Read**

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

1) The cat has sharp claws.		
2) The dog is full today.		
3) The clown pressed down.		
4) Please close the door.		
5) He slept in her bed.		
6) I clip my paper together.		

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Write the correct number for each sentence.

apple, apples	1) I ate an _____ after lunch. 2) She packed three _____ for a picnic.
airplane, airplanes	3) Many _____ took off from the airport today. 4) I saw an _____ flying in the sky.

Subject or Predicate?

Is the underlined word/phrases the subject or predicate?

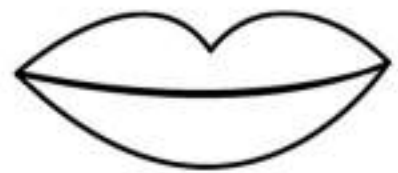
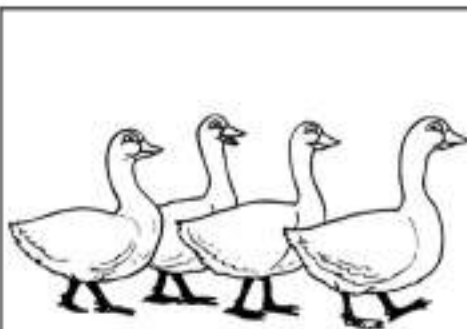
1) <u>The teacher</u> writes on the board.	Subject	Predicate
2) The fish <u>swims in the pond</u> .	Subject	Predicate
3) <u>The moon</u> shines at night.	Subject	Predicate

Week 3 - Vocabulary List

Fly	Flip	Flag	Fluff	Flock
Lip	Kit	Trim	Drill	Shift

Write Write 5 sentences using as many of the words above as you can!

1)	
2)	
3)	
4)	
5)	

Identify What is shown in the picture? Choose from the words.

Vocabulary

Create

Using the letters below, create as many "fl-" words as you can.

a	r	e	c	g	f	o	d	s	l	p	i
---	---	---	---	---	---	---	---	---	---	---	---

Search

Circle the short vowel "i" sound in the story.

Tim had a tiny kitten named Mitt. Mitt loved to sit and knit. "Isn't it nifty?" Tim said with a grin, "A kitty that knits in a tin bin!" Mitt's whiskers twitched in delight. With Mitt by his side, everything felt right.



One day, Tim found a lit candlestick. "Look, Mitt!" he chirped. Mitt batted the light, making the wick flick. "Silly Mitt!" Tim laughed, giving her a shiny coin. Mitt purred, showing joy in the simplest things.

Suffixes -s, -es, -ies

The suffixes "s" and "es" are often added to words to show that there is more than one.

When making a word plural:

- ☐ Add "s" for most words: cat → cats.
- ☐ Add "es" for words that end in s, x, z, sh, or ch: bus → buses, fox → foxes.
- ☐ If a word ends in "y", we often need to change the "y" to "ies".

Instruction: Circle the right suffix and then write the new word.

Word	Suffix			New Word
Dog	s	es	ies	
Candy	s		ies	
Brush		es	s	
Box	s		ies	
Toy	s	es		
Peach	s	es		
Baby	s	es	ies	
Pencil	s	es	ies	



Identify

Circle the correct word.

berrys	berryes	berries	I love to eat all kinds of _____.
flags	flages	flagies	We saw colourful _____ waving in the breeze.
foxs	foxes	foxies	The playful _____ have bushy tails.
keys	keyes	keies	I lost my _____ in the park.

Suffixes -s, -es, -ies

Singular	Plural "s"
dog	dogs
chair	chairs
key	keys

Singular	Plural "es"
box	boxes
bush	bushes
glass	glasses

Singular	Plural "ies"
party	parties
pony	ponies
city	cities

Search

Find words that have -s, -es, and -ies in the table below.



In the town of Sunville, there were many happy cats playing in the streets. On Main Street, there were three buses picking up kids from school. Near the park, children found a field with many foxes. Jenny had two parties this month, where she served cherry pie. Her friends brought teddy bears as gifts. They all loved candies and would often trade their favourite ones. It was always a fun time in Sunville with so many friends.

-s	-es

Word Scramble

Unscramble the words below that are from the examples at the top.

yske		pnyo	
itiesc		hsebus	
sselgas		xbeso	

Types of Sentences: Interrogative

An interrogative sentence is a type of sentence that asks a question. It usually begins with words like "who," "what," "where," "when," "why," or "how" and ends with a question mark (?). For example: "What is your name?" or "How old are you?"

Draw

Draw your answers to the given interrogative sentences.

What is your favourite fruit?	Where do you keep your toys?
What is your hobby?	What is your favourite place to play?

Write

Use the given words to make an interrogative sentence.

1) Who	
2) Why	

Synonyms

Synonyms are words that have the same or almost the same meaning as another word. They are like word twins! For example, the word "big" is a synonym for "large" because they both mean something is large.

- **Happy** is a synonym for **glad**.
- **Fast** is a synonym for **quick**.



Match

Find a synonym match for the words in column A

Column A	Column B
1) Timid	A) Courageous
2) Slender	B) Slender
3) Timid	C) Frightened
4) Scared	D) Neat
5) Angry	E) Gift
6) Gift	F) Sleep
7) Nap	G) Thin
8) Thin	H) Present
9) Brave	I) Present
10) Begin	J) Furious

Write

Rewrite the sentences below after changing the bold word to a synonym.

1)	The happy child played on the swing.
2)	The big dog barked loudly at the cat.
3)	The cold ice cream was perfect on a hot day.

Word Search

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> Fly	<input type="checkbox"/> Flip	<input type="checkbox"/> Flag	<input type="checkbox"/> Fluff	<input type="checkbox"/> Flock
<input type="checkbox"/> Lip	<input type="checkbox"/> Kit	<input type="checkbox"/> Trim	<input type="checkbox"/> Drill	<input type="checkbox"/> Shift

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

Word Scramble

Unscramble the word.

LPI		LIFP	
IKT		AGLF	
LYF		LUFFF	
RIMT		FLCKO	
RILLD		HISTF	

Week 3 – Fluency Readings**Read**

Read each line and then write the last sentence.

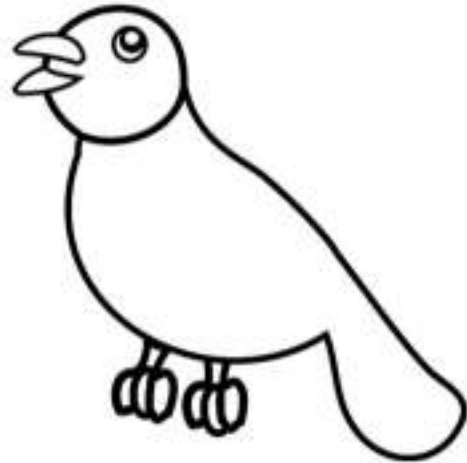
Birds

Birds fly

Birds fly together

Birds fly together in

Birds fly together in a flock

**PREVIEW**

I

I flip

I flip the

I flip the flag

I flip the flag up

I flip the flag up high.

Week 3 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Instructions

Circle -s, -es, or -ies then write a new word adding the suffix.

Root Word	Suffix			Word
Paper	s	es	ies	
Beach	s	es	ies	
Baby	s	es	ies	

Completion

Complete the interrogative sentence below.

1. _____ did you put your school bag?

2. _____ do you like to colour with blue crayons?

Name: _____

43

Curriculum Connection
CC 2.4

Week 4 - Vocabulary List

Glow	Glob	Glee	Glad	Glare
Hop	Top	Drop	Shop	Stomp

Write

Write a story that uses as many words from above as you can. Add a picture to your story.

PREVIEW

Vocabulary

Glow	Glob	Glee	Glad	Glare
Hop	Top	Drop	Shop	Stomp

Write

Choose your answer from the word list above.



	Question	Answer
1	What is the opposite of "top"?	
2	What is another word for "happy"?	
3	What do you call a ball of slimy stuff?	
4	What do you do with your foot when you are angry?	
5	Where can you buy groceries or clothes?	
6	What is the opposite of "bottom"?	
7	What is another word for being happy?	
8	Fill in the blank - when you see smoke, stop, _____, and roll.	
9	What is a strong beam of light called?	
10	What is a small jump called?	

Suffixes -ing

The suffix "ing" is added to a verb to show an ongoing action or a state of being. For example, in "jump", when we add "ing", it becomes "jumping." Follow these rules:

- 1) In many words, you can just end -ing. (Example: play → playing)
- 2) If a word ends in a silent "e", drop the "e" and add -ing. (make → making)
- 3) In some words, you need to double the consonant before adding -ing. (run → running)

Think

Change the given base words to its -ing form.

Base Words	"-ing" form	Base Words	"-ing" form
Watch		Dance	
Swim		Draw	
Play		Drink	
Run			

**Write**

Revise the sentences by adding -ing to the base words.

1) The children **run** in the park.

The children are running in the park.

2) She **plays** with her dolls.3) The fish **swim** in the pond.4) She **writes** her name on the paper.

Suffixes -ing

Verb

Think of a verb ending in -ing that suits each sentence.

- 1) The kids are _____ in the playground.
- 2) The bird _____ in the sky.
- 3) The chef _____ a delicious meal.
- 4) She _____ her favourite song.
- 5) The students _____ to the teacher.
- 6) The artist is _____ a portrait.

**Write**

Use the words to complete the sentences.

1) Glowing	_____ _____
2) Glaring	_____ _____
3) Shopping	_____ _____
4) Stomping	_____ _____

Types of Sentences: Exclamatory

An **exclamatory sentence** is a type of sentence that expresses strong emotion or excitement. It ends with an exclamation mark (!).

For example, 'What a beautiful sunset!' is an exclamatory sentence because it shows strong feelings about the sunset.



Illustrate Draw a picture to illustrate each of the given exclamatory sentences!

That snow is amazing!	Look at that rainbow after the rain!
Wow, that is a huge ice cream cone!	Yum, the cookies smell good!

Write

Write an exclamatory sentence using the given scenario.

You discovered a surprise party for your birthday with all your family and friends. Write a sentence expressing your glee!

Homophones

Homophones are words that sound the same but have different meanings and spellings. For example, "two," "to," and "too" all sound alike but mean different things. It's important to choose the right word based on its meaning, even though they sound identical when spoken.

**Draw**

Draw a distinct picture for each word in the given homophone pairs to highlight their different meanings.

P

PEAR

MAIL

E

NIGHT

KNIGHT

Word Sudoku

Sudoku

Fill in the puzzle so that every row, every column, and every 3x2 box contains all the words without repeating them.



glow	glad	glee
glad	glare	hop



	glow	glad	glee	glare	
glee	hop		glad		
glare		hop	glow	glee	
glow	glad			glob	glare
hop		glob		glee	glow
	glee	glow	glare		glob

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)	He zapped the frog.				
2)	Frogs hop hither and thither.				
3)	He has a big hat.				
4)	I got a zap from the toy.				
5)	The sun is hot today.				
6)	Ray has a lot of leg pain.				

Week 4 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Convert

Change the given base words into the "-ing" form.

Base Words	"-ing" form
Pick	
Drive	

Base Words	"-ing" form
Hop	
Lift	

Write

Write an exclamatory sentence using the given scenario.

You opened your lunchbox and found a frog inside. Write a sentence expressing your shock!

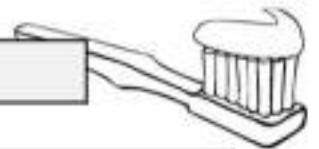
<hr/> <hr/> <hr/>

Week 5 - Vocabulary List

Brim	Brow	Brush	Brand	Browse
Sun	Fun	Jump	Dunk	Blush

Write

Circle the misspelled words and write them correctly.



- 1) I used _____ to make it shiny.
- 2) I tried to _____ the books.
- 3) Playing in the _____ is so much fun!
- 4) The hat's _____ is green.
- 5) Watch me _____ really high.
- 6) Mom uses a different _____ of soap.
- 7) My _____ was sweaty from running.
- 8) My friend began to _____ at the joke.
- 9) The sun is shining brightly today.
- 10) He tried to _____ the basketball.

Identify

Shade the box if the word has a short vowel "u" sound (as in fun).

<input type="checkbox"/> Bump	<input type="checkbox"/> Cube	<input type="checkbox"/> Duck	<input type="checkbox"/> Mule
<input type="checkbox"/> Sun	<input type="checkbox"/> Flute	<input type="checkbox"/> Hug	<input type="checkbox"/> Tune
<input type="checkbox"/> Jump	<input type="checkbox"/> Rug	<input type="checkbox"/> Tube	<input type="checkbox"/> Dune
<input type="checkbox"/> Gum	<input type="checkbox"/> Use	<input type="checkbox"/> Plum	<input type="checkbox"/> Cute

Vocabulary

Syllables

Match syllables to make spelling words, then write the complete word.

1) Up	<input type="checkbox"/> set	
2) Sun	<input type="checkbox"/> zip	
3) Fun	<input type="checkbox"/> lift	
4) Puddle	<input type="checkbox"/> dle	
5) Pudding	<input type="checkbox"/> g	
6) Un	<input type="checkbox"/>	
7) Rug	<input type="checkbox"/>	

**Write**

Use the given words to create meaningful sentences.

1) Dunk	<hr/> <hr/>
2) Jump	<hr/> <hr/>
3) Blush	<hr/> <hr/>
4) Browse	<hr/> <hr/>

Suffixes -er

The suffix "-er" often means someone who does an action.

Example 1:

- Word: "bake"
- With Suffix: "baker"
- Explanation: A "baker" is someone who bakes.



Analyze Choose the appropriate "-er" words to complete the story

runner	teacher	writer	dancer
runner	farmer	painter	

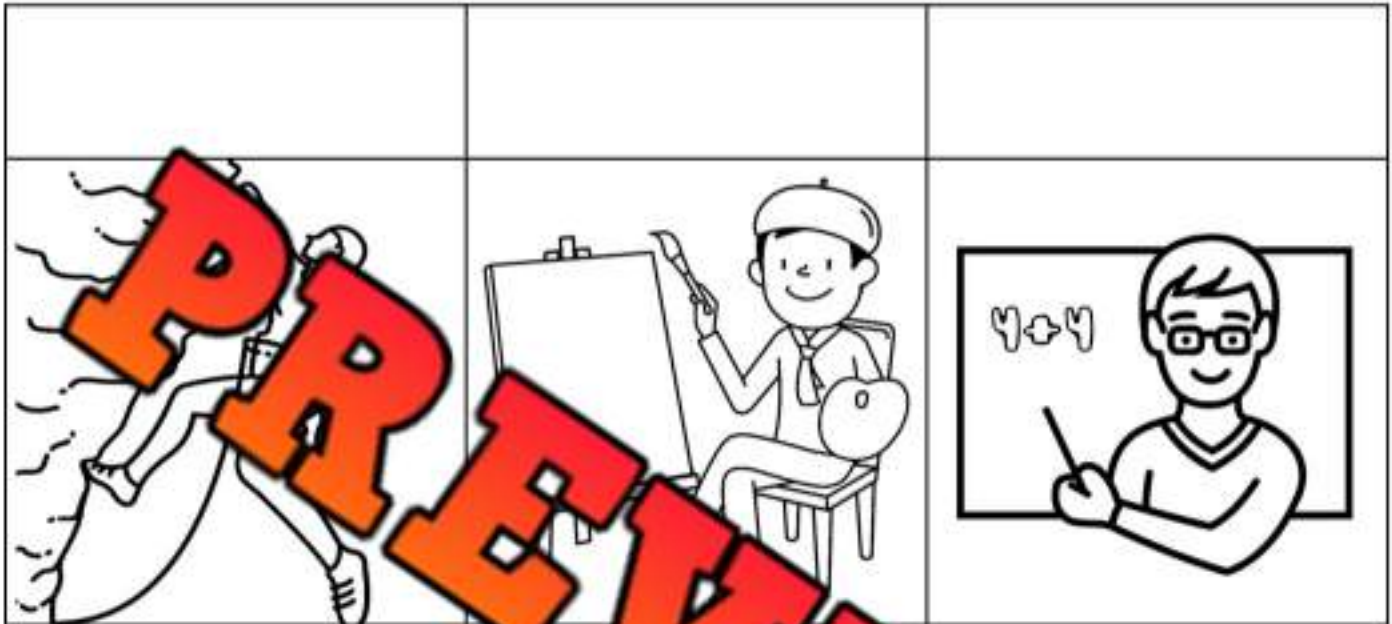
Once upon a time, in a village, a happy _____
named Mr. Brown. Every morning, he made _____ treats. Next door, a fast
_____, Lily, trained for _____s. She _____ to run!

Close by, a _____, _____ed colourful
pictures. He had a friend, Miss Rose, a graceful _____ who
danced like the wind. They often performed at the village square. _____ a kind
_____, Mrs. White, taught little kids. She liked to share stories about a
brave _____, Jack, who hiked tall mountains.

On the other side of the village, a _____, Mr. Black,
grew yummy vegetables. Everyone loved to read books by the talented
_____, Emma, who lived nearby. The village was full of joy,
and everyone lived happily ever after.

Suffixes -er**Label**

Label each picture with its corresponding -er word.

**Identify**

Guess the words being described in each statement, make sure your answer ends with a suffix -er.

Answer	Description
1)	Someone who swims in water.
2)	Someone who writes stories.
3)	Someone who reads books.
4)	Someone who helps plants grow.
5)	Someone who dances to music.
6)	Someone who sings songs.

Types of Sentences: Imperative

Imperative sentences give commands or make requests. They often start with a verb and do not have a subject written.

Examples:

- "Close the door." (This gives a command to do an action.)
- "Please pass the salt." (This makes a polite request.)



Identify Identify whether the imperative sentences show command or request.

Imperative sentence	Answer	
1) Close the door.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
2) Can you pass the toy?	<input type="checkbox"/> Command	<input type="checkbox"/> Request
3) Please, turn off the light.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
4) May I have some water?	<input type="checkbox"/> Command	<input type="checkbox"/> Request
5) Could you help me tie this?	<input type="checkbox"/> Command	<input type="checkbox"/> Request
6) Wash your hands with soap.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
7) Can you please share the toy?	<input type="checkbox"/> Command	<input type="checkbox"/> Request

Illustrate

Draw a picture representing each command or request.

Draw a big, colourful rainbow.

Can you please draw a smiling sun?

Homographs

1) Homophones

- ☒ Sound the same
- ☒ Different meanings
- ☒ Often different spellings
- ☒ Ex: "two" and "too"

2) Homonyms

- ☒ Sound the same
- ☒ Spelled the same
- ☒ Different meanings
- ☒ Ex: "bat" (baseball and "bat" (used in baseball))

3) Homographs

- ☒ Spelled the same
- ☒ Different meanings
- ☒ Sometimes sound different
- ☒ Ex: "lead" (to guide) and "lead" (a metal)

Homographs: Which of the homographs refer to in the sentences below?

1) We saw a sea on the beach.	Animal	Stamp Closure
2) He likes to wave to his friends.	Movement	Greeting with Hand
3) She used a bow to tie her hair.	Front of Hair	Ribbon Knot
4) Can you fly your kite today?	Movement	Insect
5) The bark of the tree is rough.	Tree's Outer Layer	Animal's Skin
6) They saw a movie last night.	Cutting Tool	Seen
7) Please water the plants.	Give Liquid to	Clear Liquid
8) The little duck likes to swim.	Lower Head Quickly	Bird
9) It's fun to spring on a trampoline.	Jump	Season after Winter
10) Can you bear the cold weather?	Animal	Survive

Word Searches

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> Brim	<input type="checkbox"/> Brow	<input type="checkbox"/> Brush	<input type="checkbox"/> Brand	<input type="checkbox"/> Browse
<input type="checkbox"/> Sun	<input type="checkbox"/> Fun	<input type="checkbox"/> Jump	<input type="checkbox"/> Dunk	<input type="checkbox"/> Blush



Word Search

Make your own word search using 6 of the words.

Word Bank

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

Look at each picture. Read the two sentences below it and check the sentence that describes the picture.

☐ The rabbits jump high.☐ The frogs jump high.☐ I use a palette to paint.☐ I use a brush to paint.☐ His cheeks are blue.☐ He has a scar on his cheek.☐ The cup was half empty.☐ The cup was full to the brim.

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Guess the words being described in each state. Make sure your answer ends with a suffix -er.

Answer	
1)	Someone who climbs rock faces.
2)	Someone who paints artworks.
3)	Someone who bakes pastries.

Identify

Identify whether the imperative sentences show command or request.

Imperative Sentence	Answer	
1) Open the door.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
2) Please ask for help.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
3) Brush your teeth.	<input type="checkbox"/> Command	<input type="checkbox"/> Request

Week 6 - Vocabulary List

Alphabetize

Write the words in alphabetical order.

Cry	Crib	Crisp	Crawl	Crumb
Ate	Gate	Late	Skate	Create

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

Completion

Complete the words below to make words with the same sound.

C _ _ k e	G r a _ _ e s	S c a _ _ _
P l a _ _ _	_ _ _ c e	B _ _ _ k e
S _ _ _ k e	W _ _ v e	_ _ a b _ _
R a _ _ n	C r _ _ _ e	S _ _ a k _ _
T _ _ a i n	_ _ l a _ _ e	_ _ _ a c e

Name: _____

62

Curriculum Connection
CC 2.4

Vocabulary



Search

Circle the words with the long "a" vowel sound.

Cake	Bat	Rain	Cat
Plate	Map	Glaze	Mat
Snake	Crane	Rat	
Trap	Scale	Jam	
Face	Wave	Van	
Jack	Train	Bag	
Stake	Space	Nap	
Clam	Plan	Can	
Frame	Blaze	Man	

Draw

Draw a picture that uses as many long "a" words as you can.

		Words Used

Suffixes -ed

The suffix "-ed" is added to verbs to show a past action.

Jump - Jumped

Hike - Hiked

Pick - Picked

Cry - Cried (drop y add -ied)

Stop - Stopped (double consonant)

Dance - Danced (just add -d)



Change _____ to "ed" to transform all the base verbs into their past tense.

	PAST
1. Ask	
2. Play	
3. Hop	
4. Dance	
5. Paint	

PRESENT	PAST
6. Walk	
7. Look	
8. Study	
9. Work	
10. _____	

Write

Suffix "-ed" indicates the past tense of a verb. Write a sentence changing the tense of the verb.

Present Tense	I <u>open</u> my book to read a story.
Past Tense	

Present Tense	He is <u>snapping</u> his fingers.
Past Tense	

Present Tense	I <u>carry</u> my bag to school.
Past Tense	

Suffixes -ed



Past Tense

Shade the box if adding -ed to the base words will change them into their past tense form.

<input type="checkbox"/> Walk	<input type="checkbox"/> Go	<input type="checkbox"/> Listen	<input type="checkbox"/> Eat
<input type="checkbox"/> Play	<input type="checkbox"/> Be	<input type="checkbox"/> Study	<input type="checkbox"/> Drink
<input type="checkbox"/> Visit	<input type="checkbox"/> Dance	<input type="checkbox"/> Bake	<input type="checkbox"/> Write
<input type="checkbox"/> Think	<input type="checkbox"/> See	<input type="checkbox"/> Paint	<input type="checkbox"/> Sing
<input type="checkbox"/> Jump	<input type="checkbox"/> Do	<input type="checkbox"/> Open	<input type="checkbox"/> Run

Draw

Draw two scenes illustrating the "before" and "after" scenarios for the given verbs. Circle which verb makes the most sense.

Before Scene: Draw a child with a brush and an unpainted canvas.

After Scene: Draw the same child with a brush, holding a colourful picture of a canvas.

Paint

Painted

Paint

Painted

Types of Sentences: Declarative

Declarative sentences make statements or opinions. They give information and end with a period.

Examples:

"The sky is blue." – This sentence gives information about the colour of the sky.

"Cats are playful." – This is an opinion about cats.



Sentence Scramble

Rearrange the words to form declarative sentences.

1) sister, my, has, brother

2) The, shining, sun

3) pet, We, cat, a, have

4) favourite, are, my, fruit, Apples

5) The, nice, is, teacher

Write

Imagine you have to create a new toy. Using declarative sentences, tell us what it looks like, what it does, and your opinion on the toy.

Look	<hr/> <hr/>
What It Does	<hr/> <hr/>
Opinion	<hr/> <hr/>

Alliteration

Alliteration is a tool writers use to make their writing more fun. It is where the first consonant sound is repeated for several words. For example, "**Sally sells seashells.**"



Alliteration List your favourite things, making sure each item has the same starting sound.

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

Write

Create your own alliterative sentence by finishing these prompts.

1) On sunny Sundays, Sally sees
2) The big brown bear bravely
3) Four fluffy feathers fell from
4) Laura's little lamb loved leaping over
5) Tim's two tiny turtles took to
6) Giggling goats go galloping by

Sight Words

Search

Circle all the sight words in the grid.

as	from	me	give	dot
we	so	eat	own	date
it	kit	meet	to	
has	my	go	all	seem
no	jet	gray	first	
red	bet	been	jar	
best	dog	lend	like	had



How many sight words did you find?

Matching

Match the appropriate sight words to complete the sentences.

1) ___, I like it too.

☐ first

2) ___ my blocks are blue.

☐ all

5) I was ___ in line.

☐ yes








































Crack the Code

Directions

Use the code below to reveal each spelling word.

												
A	B	C	D	E	F	G	H	I	J	K	L	M

											
N	O	P			T	U	V	W	X	Y	Z

CODE	ANSWER	CODE	ANSWER
  			
   			
    		   	
    		    	
    		     	

BONUS:
DRAW YOUR OWN
SECRET WORD

Week 6 – Fluency Readings**Read**

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

1)	I like to skate in the park.	
2)	Boys play on the floor.	
3)	I ate a crumb from the table.	
4)	The apple is crisp and yummy.	
5)	I saw a baby cry in the crib.	
6)	Open the gate, it's getting late.	
7)	Let's create a fun game together!	

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Past Tense

Shade the box if adding -ed to these words changes them into their past tense form.

<input type="checkbox"/> Talk	<input type="checkbox"/> Go	<input type="checkbox"/> Listen	<input type="checkbox"/> Drink
<input type="checkbox"/> Say	<input type="checkbox"/> Buy	<input type="checkbox"/> Act	<input type="checkbox"/> Drive

Sentence Scramble

Rearrange the words to form declarative sentences.

1) love, apple, I, pie	
2) books, read, like, to, I	
3) sister, play, I, tag, My, and	

Week 7 - Vocabulary List

Dry	Draw	Drop	Drove	Dream
Bee	Tree	Bleed	Beetle	Scene

Fill In The _____

Choose the best word for each sentence.



- 1) I like _____ pictures of flowers and trees.
- 2) The _____ is very tall and has lots of leaves.
- 3) Last night, I had a _____ flying like a bird.
- 4) After the rain, the sun came out and made a _____ group.
- 5) The _____ in the picture showed _____ of people.
- 6) Mom _____ us to the park in her car.
- 7) If you get a cut, it might _____, so tell an adult.
- 8) Be careful not to _____ your ice cream cone!
- 9) I found a shiny _____ crawling in the grass.
- 10) The _____ buzzed around the flowers in the garden.

Vocabulary

Rhyme

Write the spelling words below that rhyme with the given word.

1) Dry	
2) Draw	
3) Drop	
4) Dream	
5) Drape	
6) Bee	
7) Tree	
8) Bleed	
9) Beetle	
10) Scene	

11) Dragon	
12) Drum	
13) Dress	
14) Drip	
15) Drape	
16) Green	
17) Theme	
18) Deep	
19) Mean	
20) The	

Wagon	Cream	Deep	Trip
Plum	Breeze	Mess	Free
Hop	Green	Sky	Mean
Stove	Dream	Grape	Scene
			Straw

Boggle

How many words can you make using the letters in the word:
c r e a t i o n ?

Suffixes -ion

The suffix **"-ion"** changes a verb into a noun that describes an action or process.

- Verb: "act"
- Noun: "action" – meaning doing something.



Word Transform

Add "-ion" to the verbs to make it a process.

VERB	+ ion
1. Act	Action
2. Attract	
3. Suggest	
4. Project	

VERB	+ ion
5. Connect	
6. Reflect	
7. Subtract	
8. Quest	

Challenge

Sometimes you need to change a word to add -ion.

VERB	+ ion
1. Create	Creation
2. Relate	
3. Operate	
4. Invade	

VERB	+ ion
5. Inform	
6. Decide	
7. Combine	
8. Inform	

Write

Write a sentence using each word.

1) Creation	_____
2) Reflection	_____

Suffixes -ion**Write**

Choose the most appropriate word to complete each sentence.

A) information

B) addition

C) action

D) selection

E) attention

F) creation

1) We made a colourful _____.

2) I read _____ and learned lots of _____.

3) I am going to subtract _____.

4) There is a good _____ of treats.

5) You should pay _____ in class.

6) The movie had lots of _____.

Draw

Illustrate the sentence below.

Mia used a colourful selection of crayons for her butterfly.

Sentence Types



Declarative Sentence - The sun is shining brightly.

Interrogative Sentence - What is your favourite colour?

Imperative Sentence - Please close the door.

Exclamatory Sentence - Wow, that ice cream is so yummy!

Sentence T

Write **DE** if the sentence is declarative, **IN** if interrogative, **IM** for imperative, and **EX** for exclamatory.

	Sentences
1)	My puppy is so cute!
2)	My family goes to the park on Sundays.
3)	What time is it now?
4)	Close the door and come back.
5)	Yay, it is snowing!

Transform

Transform the declarative sentence into different types of sentences.

Declarative: You have a new book.

Interrogative: Do you have a new book?

Imperative: Show me your new book.

Exclamatory: You have a new book!

Declarative	The cat is on the mat.
Interrogative	_____
Imperative	_____
Exclamatory	_____

Onomatopoeia

Onomatopoeia is a type of figurative language where words imitate the natural sounds they describe. It makes the writing more interesting by bringing sounds to life.

Examples: The bees "buzzed" in the garden.
The door "creaked" open slowly.
The popcorn "popped" in the microwave.

Matching

Match each onomatopoeic word to the correct picture that shows the sound it represents.

Crash	Hiss	Tick-tock	Boom
		Meow	Beep

Search

Underline all the onomatopoeia in the given text.

Little Timmy tiptoed to the kitchen, where the cereal went crunch under his teeth. Outside, leaves rustled as the wind danced through the trees. Mom's tea kettle started to whistle just as the cookies in the oven went ding to say they were ready. What a cozy morning!

Word Search

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> Dry	<input type="checkbox"/> Draw	<input type="checkbox"/> Drop	<input type="checkbox"/> Drove	<input type="checkbox"/> Dream
<input type="checkbox"/> Bee	<input type="checkbox"/> Tree	<input type="checkbox"/> Bleed	<input type="checkbox"/> Beetle	<input type="checkbox"/> Scene

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


















Word Scramble

Unscramble the word.

WARD		YRD	
VEROD		MAERD	
EBE		REET	
LEEDB		PORD	
CENES		TEELEB	

Week 7 – Fluency Readings**Read**

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

1)	I drop my toy.	  	
2)	The y.	  	
3)	A bee is near the tree.	  	
4)	I like to draw a scene.	 	
5)	I had a dream last night.	  	
6)	He drove my mother's car.	  	

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	
10)	

Spell

Add -ion to the verb below.

VERB	+ ion
1. Create	
2. Suggest	
3. Operate	

VERB	+ ion
4. Act	
5. Subtract	
6. Inform	

Identify

What type of sentences are these: interrogative, declarative, imperative, or exclamatory.

1)	Can I have an apple?
2)	Close the book after reading.
3)	Look at that, the cat can jump really high!

Week 8 - Vocabulary List

Fry	Frog	From	Fresh	Fruit
Lie	Wide	Hide	Tied	Pride

Write

Cross-out the word that is not a synonym.

1) Jump	Cook	Heat
2) Frog	Toad	Apple
3) From	Since	Banana
4) Fresh	Clean	Croak
5) Fruit	Sports	Berry
6) Lie	Fib	Far
7) Wide	Broad	Big
8) Hide	Mask	Cover
9) Tied	Tight	Knotted
10) Pride	Happy	Delight
		Cook

Word Scramble

Unscramble the words.



MORF		DEPIR	
GORF		DITE	

Vocabulary

Analyze

Circle the words with blends "fr"; box the words with long vowels "i".

Frisbee	Banana	Frighten	Mountain
Mango	Drive	Elephant	Frizzle
Fruit	Frigid	Pineapple	Rectangle
Light	Apple	Frivolous	Fringe
Pine	Banana	Orange	Franchise
Freedom	Franchise	Friday	Frail
Fruity	Frizzle	Friction	Friction
River	Frightful	Dolphin	Dolphin
Frontiers	Tricycle	Fritter	Fritter
Filly	Slide	Fried	Fried
Prize	Frown	Raspberry	Raspberry

Write

Use the given words in simple sentences.



1) Wide

2) Fresh

Name: _____

82

Suffix -ous and -ious

The suffix **"-ous"** means "full of."

- "Joy" + "-ous" = "Joyous." This word means full of joy.
- "Danger" + "-ous" = "Dangerous." This word means full of danger.

The suffix **"-ious"** also means "full of."

- "Mystery" + "-ious" = "Mysterious." This word means full of mystery.
- "Curiosity" + "-ious" = "Curious." This word means full of curiosity.

Word Building Add -ous or -ious to the given base words to create a new word.

Base Word	-ous
1) Danger	
2) Adventure	
3) Joy	
4) Courage	
5) Marvel	

Base Word	-ious
6) Mystery	
7) Glory	
8) Space	
9) Victory	
10) Envy	

Think Choose the -ous word that matches the picture.

Courageous

Joyous

Delicious

Victorious

Delicious



Suffix -ous**Completion** Choose the most suitable -ous/ious word to complete each sentence.

A) mysterious	B) glorious	C) joyous	D) dangerous
E) courageous	F) spontaneous	G) delicious	H) fabulous

1)	_____ party was full of laughter.
2)	The knight was _____ and brave.
3)	The _____ was a big hit.
4)	The old, _____ horse was a change.
5)	Jumping off the roof is _____.
6)	Her outfit was _____.
7)	It was a _____ feeling to win.
8)	The decision to have a picnic was _____.

**Write**

Use the given words in sentences.

1) Fabulous	_____ _____
2) Envious	_____ _____

Parts of Speech - Nouns

A **noun** is a name word. It can be the name of a person, like "teacher" or "Mary"; the name of a place, like "school" or "park"; or the name of a thing, like "book" or "car". So, when we talk about different people, places, or things, we use nouns!

Noun Sort

Check the category of the given nouns.

	PERSON	PLACE	THING
1) boy			
2) ball			
3) Sam			
4) frog			
5) mother			
6) school			
7) Canada			



Search

Circle all nouns in the story below.

In a village, a happy farmer named Tom sold fresh eggs and milk. Nearby, a magical forest was home to talking animals and a treasure. One day, Tom went into the forest, meeting squirrels and listening to the birds' songs.

Soon, he met a wise owl who shared stories and led him to hidden treasure. Filled with coins and gems, Tom decided to use it for his village, building a school and hospital. Grateful, the owl gave Tom a magical feather for protection.

Manipulating Sounds

Regular sounds follow typical phonetic rules. **Predictable:** The same letter usually sounds the same in different words, like the 'b' in "bat" and "bed."

Irregular sounds don't adhere to standard phonetic patterns. **Unexpected:** Some letter combinations have different sounds, like the 'ough' in "though" versus "tough."

Silent Letters: Occasionally, letters are not pronounced, such as the 'k' in "knight."

Instruction Circle all the short vowel sounds in the table.

	Up	Rug	Cube	Sit
Red	Coat	Pin	Lake	Bed
Kite	Te		Pet	Hop
Lip	Boat		Hat	Bus
Map	Seed	Pot		Tape

Odd One Out Identify the word with the irregular sound. Which row doesn't follow the same phonetic pattern as the others?

Word 1	Word 2	Word 3	Word 4	Odd One Out
Go	Do	No	So	
Sun	Fun	Run	Put	
Bat	Cat	Pay	Hat	
Give	Dive	Five	Hive	
Made	Fade	Jade	Said	
Bite	Light	Site	Kite	
Ride	Hide	Side	Fried	

Hidden Word

Hidden Word

Fill the answers of the clues in the puzzle. Next, find the hidden word in the bold rectangles.

**CLUES**

- 1) Cook in hot oil.
- 2) A green animal that jumps.
- 3) New, clean, or just made.
- 4) When things are fastened together.
- 5) Yummy food from plants.
- 6) Tells where something started.
- 7) To go where no one can see you.
- 8) Not telling the truth.
- 9) Something that is very broad.

THE HIDDEN WORD

Week 8 – Fluency Readings**Read**

Read each line and then write the last sentence.

I ate

I ate fruit

I ate

I ate fresh fruit from

I ate fresh fruit from the market.



Jane

Jane began

Jane began to

Jane began to fry

Jane began to fry the

Jane began to fry the fish.

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

Word Build

Add -ous/ious to the given base word to create a new word.

Base Word	-ous
1) Joy	
2) Danger	

Base Word	-ious
3) Space	
4) Glory	

Noun Sort

Check the category of the given nouns.

NOUN	PERSON	PLACE	THING
1) Mrs. Smith			
2) home			
3) pencil			

Week 28 - Vocabulary List

Jolt	Belt	Bolt	Salt	Adult
Sir	Stir	First	Birth	Swirl

Alphabetiz

Write the words in alphabetical order.



1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

Completion

Complete the words below to come up with words with the same sound.

L u _ _ p	D _ _ m p	T _ _ _ m p
C _ _ _ p	G _ _ _ m p	B _ _ _ p
S t _ _ _ p	P _ _ m p	B l i _ _ p
_ _ l a m p	P _ _ u _ _ p	C _ _ u m _ _
C r _ _ m p	_ _ w a _ _ p	_ _ _ m p

Vocabulary

Vowel Sound

What is missing? Write ar, er, ir



C _____



dd _____



Hamm _____



Sh _____ t



Rad _____

**Matching**

Match the words with its definition.

- | | |
|----------|-----------------------------|
| 1) Bolt | A) Mixing something around. |
| 2) Adult | B) Running really fast. |
| 3) Stir | C) A twisty, round shape. |
| 4) Birth | D) A grown-up person. |
| 5) Swirl | E) When a baby is born. |

Pacing in Paragraph Reading

When we read paragraphs, we use pacing. **Pacing** is like walking; sometimes we walk fast, sometimes we walk slow. Pacing helps us understand what we are reading better.

We have little signs to help us with our pacing.

- **Comma (,):** When we see a comma, it's like a speed bump on the road; we slow down a little and take a tiny pause.
- **Period (.)** When we see a period, it's like a stop sign. We stop because that's the end of a sentence.



Read Aloud

Read the story below. Make sure to pause at commas and periods to understand the story.

Sunny Day

Once upon a time, in a bright, cheerful place, there was a little girl named Mia. Mia loved playing outside, feeling the warm sun on her face. One sunny day, she went to the park with her mom, dad, and little brother, Max.

At the park, Mia saw a swing, a slide, and a sandbox. First, she swung on the swing, feeling the wind in her hair. Then, she played on the slide, laughing as she went down. Max joined in, and they both laughed and played.

After playing, they felt hungry, so they had a picnic. They ate sandwiches, fruits, and cookies. The sun was shining, the birds were singing, and Mia and Max had a wonderful day. Happy and tired, they went home, looking forward to more sunny days.

Apostrophes for Singular Possession

An **apostrophe** (') is like a little sign we use in words to show that something belongs to someone. When one person or thing owns something, we use an apostrophe and then add an "s".

Example: If Lisa has a book, we say it is "Lisa's book." See, we put an apostrophe and then an "s" after Lisa's name! This shows the book belongs to Lisa.

Write Write a name with its corresponding object and write the possessive form.

	Object	Possessive Form
1. Mike	Bike	Mike's bike
2. Sarah	Ball	
3. Alex	Backpack	
4. Lily	Umbrella	
5. Ethan	Lunchbox	
6. Olivia	Sunglasses	



Write Write sentences using the given possessive forms.

1. Alec's belt	
2. Teacher's book	
3. Sister's cat	
4. Rea's phone	

Hidden Word

Hidden Word

Fill the answers of the clues in the puzzle. If you have done this, you will find the hidden word in the bold rectangles.

**CLUES**

- 1) A quick shake or bump.
- 2) A grown-up person.
- 3) A polite way to call a man.
- 4) Mix or move around.
- 6) Number one, before all others.
- 8) White stuff we put on food for taste.
- 9) A fast run or a metal pin.
- 10) Spin around in circles.

THE HIDDEN WORD

Week 28 – Fluency Readings**Read**

Read each line and then write the last sentence.

The

The girl

The

The girl wears a salt

The girl wears a salt

**PREVIEW**

Stir

Stir the

Stir the salt

Stir the salt into

Stir the salt into the

Stir the salt into the soup.

Week 28 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Write

Insert commas and periods to show correct punctuation when reading.

1. My friend has a hamster it is fluffy she likes to play with her hamster on her wheel at home
2. Lisa has a kite she flies it in the park it goes really high and she likes watching it dance in the sky

Write

Write each name with its corresponding object and write the possessive form.

Name	Object	Possessive Form
1. May	Flower	
2. Fisherman	Boat	
3. Baby	Milk	

Week 29 - Vocabulary List

And	Sand	Bend	Brand	Sound
Sort	Fort	Torn	Sport	Short

Fill In The Blanks Choose the appropriate vocabulary word for each sentence.

- 1) My mom brought home a bowl _____ of cereal, and it is yummy!
- 2) Oh no, my paper _____; I will need to tape it.
- 3) Can you _____ down your shoe?
- 4) We used blankets and chairs to build _____ in the living room.
- 5) Let's _____ the colourful blocks in _____ places.
- 6) I have a pencil _____ a book in my backpack.
- 7) We built a big castle in the _____ at the beach.
- 8) The baby duck is _____ and fluffy.
- 9) We heard a funny _____ coming from the tree.
- 10) Soccer is my favourite _____ because I like to kick the ball.

Vocabulary

Opposite

Identify the opposite of the given words below

1) Bend

☐ Tall

2) Sound

☐ Whole

3) Sort

☐ Straight

4) Short

5) Torn

☐**Write**

Use the given words to create a meaningful sentence

1) Sort

2) Brand

3) Torn

4) Short

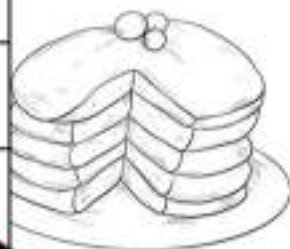
Strategies for Expressive Reading Aloud

Expressive Reading Aloud makes our reading sound more interesting and fun. One important strategy is paying attention to punctuation – those little signs like periods (.) and commas (,).

- **Period (.)**: When we see a period at the end of a sentence, we make a full stop.
- **Comma (,)**: When we see a comma, we take a short pause.

Punctuation Use appropriate punctuation for each sentence, then read the sentences aloud.

1	On my way to school I saw a cat it was climbing a tree
2	My mom made pancakes they were yummy and I ate a lot
3	In the park there are flowers big and small a big tree
4	Lisa has a basket of fruits she has apples bananas and oranges
5	It was raining but I had my umbrella so I stayed dry



Read Aloud Read the story below applying the correct reading of punctuation.

Once upon a time, in a bright, sunny meadow, lived a cheerful bunny named Ben. Ben loved hopping around, exploring, and playing with his friends, the birds, the frogs, and the butterflies.

One day, while exploring, he found a trail of juicy berries. Excited, Ben followed it. The trail led him to a beautiful, sparkling pond. There, he made new friends with the fish. Together, they played all day, and Ben learned to swim. What a fun, adventurous day.

Apostrophes for Plural Possession

Apostrophes for Plural Possession is used to show that something belongs to more than one person or thing.

For example, if two sisters, Anna and Mia, have a room they share, we say: "This is Anna and Mia's room." Notice how we put the apostrophe (') before the "s" at the end of their names.

But, if many dogs have toys, we write: "The dogs' toys are scattered everywhere." Here, the apostrophe comes after the "s" in "dogs".

Write Combine the nouns and objects and write the plural possessive form.

Name	Object	Possessive Form
1. Teachers	Desks	Teachers' desks
2. Elephants	Trunks	
3. Bakers	Aprons	
4. Rabbits	Ears	
5. Cows	Bells	

Draw Illustrate the plural ownership sentences below.

The bees' hives are hanging from the trees.

The birds' nests are perched on the branches.

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

What has teeth but cannot

3 15 13 2

I can be cracked, made, told, and played. What am I?

15 11 5

Take off my skin and I won't cry, but you will. What am I?

15 14 9 15 14

I'm full of holes but can hold water. What am I?

19 16 15 14 7 5

What's lighter than air but can't be held long?

2 18 5 1 20 8

Word Searches

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> And	<input type="checkbox"/> Sand	<input type="checkbox"/> Bend	<input type="checkbox"/> Brand	<input type="checkbox"/> Sound
<input type="checkbox"/> Sort	<input type="checkbox"/> Fort	<input type="checkbox"/> Torn	<input type="checkbox"/> Sport	<input type="checkbox"/> Short

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

Word Search

Make your own word search using 7 of the words.

Word Bank

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)	
		1st Try	2nd Try	1st Try	2nd Try
1)	I sang a song.				
2)	I sort all my books.				
3)	She has a short hair.				
4)	I bend to tie my shoes.				
5)	I love the sound of rain.				
6)	He is good at his sport.				

Week 29 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Punctuated

Put punctuation for each sentence so it can be read properly.

1	I have roses tulips and sunflowers and I water every one
2	My favourite fruits are apples bananas and grapes
3	Today, I played with my friends John Mia and Lily at the park

Write

Combine the plural nouns and objects and write the plural possessive form.

Name	Object	Possessive Form
1. Boys	Toys	
2. Students	Pens	
3. Birds	Nests	

Week 30 - Vocabulary List

Ask	Desk	Risk	Dusk	Brisk
Fur	Hurt	Blur	Burst	Curly



Write

Cross-out the word that is not a synonym.

1) Ask	Talk	Query	Inquire
2) Desk	Workstation	Chair	
3) Risk	Danger	Adventure	
4) Dusk	Moon	Evening	
5) Brisk	Quick	Wind	
6) Fur	Pelt	Coat	
7) Hurt	Cry	Injure	
8) Blur	Haze	Cloud	
9) Burst	Explode	Popcorn	Break
10) Curly	Twisted	Spiral	Straight

Word Scramble

Unscramble the words.

LURCY		URF	
THUR		SDUK	

Vocabulary

Draw

Draw a picture to show what each sentence means.

The bunny's fur was soft and fluffy.

Lisa has many colourful pencils on her desk.

Sam has curly hair that bounces when he walks.

The ball hit and made a loud pop!

PREVIEW

Reading Sentences with Different Expressions

When we read, sometimes we feel happy, sad, surprised, or even scared! Our voice can show these feelings.



For example:

- **Happy:** When you see a puppy, you might say, "Wow, I love this cute puppy!" with a big smile.
- **Sad:** If you lose your toy, you might say, "Oh no, where is my toy?" with a frown.

Emotion Match the expressions employed in each sentence.

1. "Yay, I won the game!" ☐ Tired
2. "I'm so sleepy, I can't go to school!" ☐ Surprised
3. "Oh wow, a new book!" ☐ Scared
4. "We're going to the zoo!" ☐ Happy
5. "There's a thunderstorm outside!" ☐ Excited

Write

Read the scenario and write sentences to express how you might feel and respond using different emotions.

It is dusk and the sun is setting. The air is brisk and chilly. You are walking in a park and see a small animal with soft fur shivering beside a tree. The animal might be hurt.

Angry	Who could have left this little animal here all alone?
Sad	
Worried	
Excited	

Quotation Marks for Direct Speech

In formal writing, we use quotation marks to show the exact words someone said. This is called direct speech.

For example, if Jane says, "I love reading," we place her words between quotation marks to indicate they are her exact words. Always use quotation marks at the beginning and end of direct speech.



Direct Speech Place quotation marks in the correct spots in each sentence to show direct speech.

1. Mom said, "I love you" before bed.
2. The teacher asked, "Did you finish your homework?"
3. My sister exclaimed, "I found a lost dog!"
4. The dog barked, "Woof, woof," when it saw the cat.
5. Dad announced, "We are going to the zoo tomorrow!"

Identify

Underline the direct speech in the story and place the quotation marks where needed.

In a small town, a cheerful girl named Lily lived. One sunny day, she met a talking bird. Hello! chirped the bird. Hi! replied Lily. They became friends and played hide-and-seek. The bird sang, You can't find me! Lily laughed, There you are!

Together, they explored and had fun. As the sun set, Lily waved, See you tomorrow! The bird flew away, singing, Goodbye, friend! Lily smiled, excited for more adventures.

Sight Words

Search

Circle all the sight words from the grid.

am	yes	me	those	write
we	so	eat	rain	date
is	work	both	to	
nice	my	go	all	buy
no	water	shall	first	
cold	fast	been	gave	
best	call	show	does	had



How many sight words did you find?

Matching

Match the appropriate sight words to complete the sentences.

1) I will ___ you my room.

☐ light

2) We ___ so hard at the party.

☐ show

5) Can you turn on the ___?

☐ laugh

Jokes

Jokes are funny little stories that make us laugh. They're 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) What's the best white drink?	<input type="checkbox"/> Too many problems
2) What do you call a hat that isn't yours?	<input type="checkbox"/> It was two-tired!
3) Why did the teacher blush?	<input type="checkbox"/> Nacho cheese
4) Why don't eggs tell jokes?	<input type="checkbox"/> Because it felt crumbly!
5) Why was the math book sad?	<input type="checkbox"/> It saw the salad dressing!
6) Why did the cookie go to the doctor?	<input type="checkbox"/> I don't want beer
7) Why did the bicycle fall over?	<input type="checkbox"/> It couldn't crack up!

Joke Time

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



--	--

--	--







































Crack the Code

Directions

Use the code below to reveal each spelling word.

												
A	B	C	D	E	F	G	H	I	J	K	L	M

											
N	O	P									

CODE	ANSWER	CODE	ANSWER
  		 	
   		 	
   		   	
   		    	
    		    	

BONUS:
DRAW YOUR OWN
SECRET WORD

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

Look at each picture. Read the two sentences below it and check the sentence that describes the picture.

☐ The children ask a question.☐ The teachers ask a question.☐ The sheep's fur is curly.☐ The cat's fur is curly.☐ The wind is brisk today.☐ The wind is humid today.☐ The balloon will deflate at a time.☐ The balloon will burst at a time.

Week 30 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Emotions

Match the expressions employed in each sentence.

1. "I wonder what's inside this box?"
2. "Someone took my cookie!"
3. "I can't find my teddy bear."

Direct Speech

Place quotation marks in the correct spots in each sentence to indicate direct speech.

1. My friend shouted, Come and see the rainbow!
2. Mom said, Come here, it's time for dinner!
3. Grandma sang, Twinkle, twinkle, little star.