



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:

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.

Chair	Chair	Chair
Box	Box	Box
Apple	Apple	Apple

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	Sunder		Jump	Idap
	Toy	Train		Side	Up		Cake	Coffee
	Eyes	Nose		Walk	Run		Candy	Leaf
	Ear	Chin		Jump	Crant			



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 2

Anomatopoeia

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

Sound	Image
beep	car
buzz	bee
hiss	snake
meow	cat
ring	phone
boom	explosion
cluck	cow
tweet	bird

Look at the pictures.

Image	Sound
pancake	crackle
frog	croak
apple	crash
orange	crash

Changing Sound

Use 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
bat	b _ t	b _ t
cap	c _ p	c _ p
log	l _ g	l _ g
map	m _ p	m _ p
hit	h _ t	h _ t

Letters
t h d
a b l
c i n
g e s
o e 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, 39-41, 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
- ☐ 21 - 30
- ☐ 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 small animal	Not clear
3)	Blow	A cold	Move with air
4)	Bled	Was bleeding	Stand firm
5)	Blend	Move with air	To 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 kid got 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 dog will	Complete	Fragment
2) His knee bled	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"/> Cherry

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*.



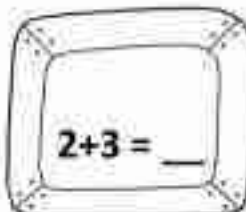



Examples of VCC words

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 tests it 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 P R 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 U E O W H I C F Z A A C
 W N A V S V B Q B M B I P C T B
 R A P C Z E O K E R H E W S P L
 Q T M B C E Z G F P K B A D F D S E
 K S C J H B L E N 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 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) 2) 3) 4) 5) 	6) 7) 8) 9)
--	--

Identify

Underline the base word for the words.

1. Unhappy	2. Reader
4. Misspell	5. Repaint

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)	cluc	
2)		
3)	ilc	
4)	pe	
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	three _____ have pretty dresses.
	_____ 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 colourful _____ in her pencil case.
flower, flowers	7) There are beautiful _____ coming in the garden.
	8) The _____ in _____ 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.

2) Two trees with five oranges on each.

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

PREVIEW

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



Write

Write 4 simple sentences using the provided subject.

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 |
| You | <input type="checkbox"/> Dirty |
| Hard | <input type="checkbox"/> Loud |
| Strong | <input type="checkbox"/> Thin |
| Thick | <input type="checkbox"/> Soft |
| Quiet | <input type="checkbox"/> Far |
| Clean | |

**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.

Oat	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				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 noun 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?

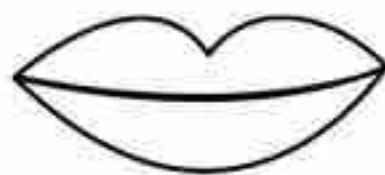
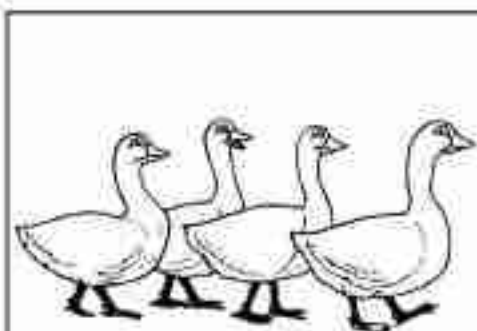
1) <u>The teacher</u> writes on the board.	Subject	Predicate
2) The fish <u>swims in the pond</u> .	Subject	Predicate
3) <u>The moon</u> shines at night.	Subject	Predicate

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 many 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 many pies. She brought teddy bears as gifts. They all loved candies and would often trade toys for 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) Happy	A) Courageous
2) Big	B) Slender
3) Tired	C) Frightened
4) Scared	D) Sleat
5) Angry	E) Grumpy
6) Gift	F) Snail
7) Nap	G) Present
8) Thin	H) Furious
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 S J A 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 K I H K F
 O N R W Q B M T B X F M 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	
LYE		LUFFE	
RIMT		FLCKO	
RILLD		HISTF	

Week 3 – Fluency Readings**Read**

Read each line and then write the last sentence.

Birds

Birds fly

Birds fly

Birds fly together in a flock.

Birds fly together in a flock.



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 the 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 a ball of light called?	
2	What is another word for being 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 word.

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	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				
2)	Frogs hop high				
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.

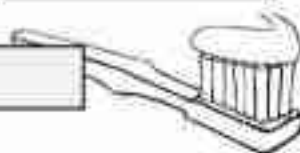
You opened your lunchbox and found a frog inside. Write a sentence expressing your shock!

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 a brush to make it shiny.	
2) I went to browse the books.	
3) Playing in the sun is so fun!	
4) The hat's brim is green.	
5) Watch me jump really high.	
6) Mom uses a different brand of soap.	
7) My browe was sweaty from running.	
8) My friend began to blush at the joke.	
9) The son is shining brightly today.	
10) He tried to dunc 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"/> M	
7) Rug	<input type="checkbox"/> V	



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

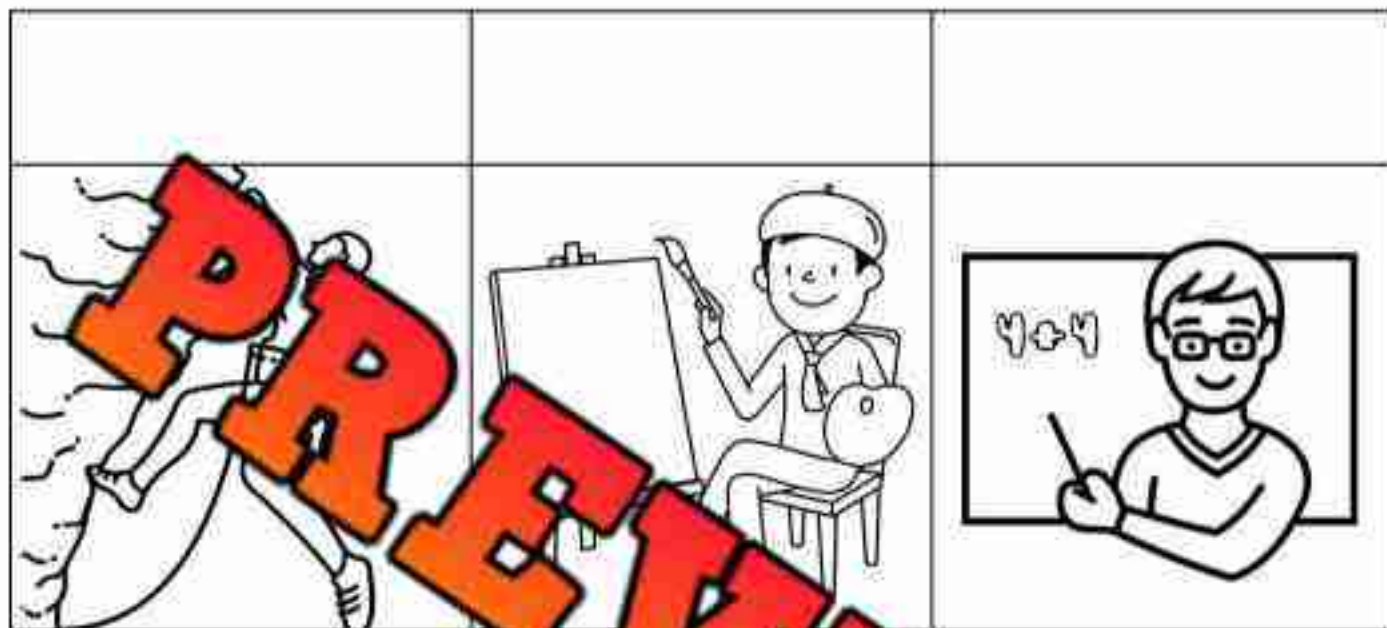
runner	teacher	writer	dancer
runner	farmer	painter	

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 _____ painted and 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	Definition
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: Write 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 Head	Ribbon Knot
4) Can you fly your kite today?	Motion	Insect
5) The bark of the tree is rough.	Tree's Outer Layer	Shoes
6) They saw a movie last night.	Cutting Tool	Watched
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 statement. Make sure your answer ends with a suffix -er.

Answer	Statement
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)	
2)	
3)	
4)	
5)	

6)	
7)	
9)	

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

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		PRESENT	PAST
1. Ask		6. Walk	
2. Play		7. Look	
3. Hop		8. Study	
4. Dance		9. Work	
5. Paint		10. _____	

Write

Suffix "-ed" indicates the past tense of a verb. _____ 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"/> Fly	<input type="checkbox"/> Dance	<input type="checkbox"/> Bake	<input type="checkbox"/> Write
<input type="checkbox"/> Pick	<input type="checkbox"/> See	<input type="checkbox"/> Paint	<input type="checkbox"/> Sing
<input type="checkbox"/> Jump	<input type="checkbox"/> Drop	<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 matches the scene.

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

After Scene: Draw the same child with a brush and a colourful picture on the 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, has, brother

2) The, shining,

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

What It
Does

Opinion

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 footballs

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	line	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) Toys are 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"/>
<input type="checkbox"/> Say	<input type="checkbox"/> Buy	<input type="checkbox"/> Act	<input type="checkbox"/> Dr

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 _____ yard 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 the ground _____.
- 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) Dred	
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	Mean
Plum	Breeze	Mess	Trip
Hop	Green	Sky	Free
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. Conclude	
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 good at subtraction _____.

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 Type

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 is your favourite colour?
4)	Close the door and come back here!
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

PREVIEW

P	H	S	U	V	T	W	S	F	Z	A	I	F	Y	D	W	X	V	S
E	E	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	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 fly.



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

ous



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 _____ and brave.
3)	The _____ was a big hit.
4)	The old, _____ house was in a bad _____.
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			Pet	Hop
Lip	Boat		Hat	Bus
Map	Seed	Pot		Tape

Odd One Out Identify the word with the irregular sound. Which word 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.

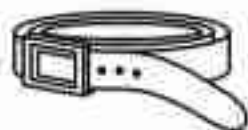
NOUN	PERSON	PLACE	THING
1) Mrs. Smith			
2) home			
3) pencil			

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
St _ _ _ p	P _ _ m p	B li _ _ 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; 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 lived a little girl named Mia. Mia loved playing outside, feeling the warm sun on her face. One 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.

		Possessive Form
1. Mike	Bike	Mike's bike
2. Sarah	Roller skates	
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

Then

The girl wears a salt

The girl wears a salt



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 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

Choose the appropriate vocabulary word for each sentence.

- 1) My mom bought a new _____ 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 _____ the living room.
- 5) Let's _____ the colourful blocks in _____ rings.
- 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 sentence

1) Sort

2) Brand

3) Torn

4) Short

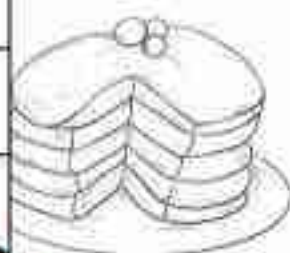
Strategies for Expressive Reading Aloud

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 delicious and I ate a lot.
3	In the park there are flowers big and small. A big tree is there too.
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	Tails	
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			5	6	7	8	9	10	11	12	13
A		C	E	F	G	H	I	J	K	L	M

14	15			19	20	21	22	23	24	25	26
N	O	P				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?

19 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 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 F G R W U V W Q Q R
 F G Y I Q U K C B U K U I Y 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)	
		1 st Try	2 nd Try	1 st Try	2 nd 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 form sentences so they can be read properly.

1	I have roses tulips and sunflowers and I want to try them
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	Leak
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 it and made a loud pop!

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!" | <input type="checkbox"/> Tired |
| 2. "I'm so sleepy, I can't go to school!" | <input type="checkbox"/> Surprised |
| 3. "Oh wow, a new book just arrived!" | <input type="checkbox"/> Scared |
| 4. "We're going to the zoo tomorrow!" | <input type="checkbox"/> Happy |
| 5. "There's a thunderstorm outside!" | <input type="checkbox"/> 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 go to the park and see a small animal with soft fur shivering beside a tree. It 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 in my bed!"
4. The dog barked, "Woof, woof, where is my bowl?"
5. Dad announced, "We are going to the zoo tomorrow!"

Identify

Underline the direct speech in the story and add 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
work			both	to
nice	my	go	all	buy
no	water		shall	first
cold	fast	been		gave
best	call	show	has	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 should I drink?	<input type="checkbox"/> Too many problems
2) What can you catch that isn't yours?	<input type="checkbox"/> It was two-tired!
3) Why did the tomato 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.



--	--

--	--







































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	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)		10)	

Emotions

Match the expressions to the emotion 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.



Google Slides Lessons Preview





Saskatchewan Language Writing – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Story	Letter	Poem	Checklist	Information	Report
Something that has happened or is happening.	Something that is written to someone.	Something that is written to be read.	Something that is written to help someone remember something.	Something that is written to tell someone something.	Something that is written to tell someone something.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Saskatchewan Language Writing – Grade 2

Who Can Help? – Community Helpers

Drag the name of the community helper who could help in each situation:

1. You need to buy some food.
2. You are lost and need help finding your way.
3. You want to find a book to read.
4. Your hair needs to be cut or styled.
5. There is a fire in your house.
6. You need help learning something new.
7. Your car or bike is broken.
8. You want to send a letter or package.



Mail Carrier
Teacher
Police Officer
Librarian
Mechanic
Stamper Worker
Firefighter

Joining a Compound Sentence

- Choose a word from the box and write it in the blank to join the two sentences.
1. I wanted to go swimming. _____ it started to rain.
 2. Mia loves to read books. _____ she visits the library often.
 3. The dog barked loudly. _____ the cat hid under the bed.
 4. You can draw a picture. _____ you can write a poem.
 5. I spilled my juice. _____ I cleaned the table.
 6. I turn this room. _____ Mira likes basketball.
 7. We could watch a movie. _____ read a book.

and	or	but	so
and	or	but	so
and	or	but	so
and	or	but	so
and	or	but	so
and	or	but	so



Arrange the Jumbled

Try to use the words in the boxes to make complete sentences. Write the words in the correct order.

playing	are	to school	everyday
The kids	outside	walks	He
eats	everyday	The dog	it
breakfast	She	barking	loudly



Saskatchewan Language Writing – Grade 2

Transitional Words Practice

Link each picture and write the correct transitional word. On Begin, Step Two, After That, Lastly, and Finally, write the correct order of the cycle.

After That	Lastly	To begin	Step Two	Finally	First	Then	Next
							

Parts of a Report

Identify the parts of the report and write the correct order in the box.

Drag here:	Picture	Title	Introduction	Body	Conclusion	Headings
1						
2						
3						
4						
5						
6						

Planets and Stars

The Sun is the closest star to Earth and gives us light and heat. Planets are balls of gas and rock that orbit the Sun. Some planets are bigger than Earth, some are smaller. Some planets have rings. Some planets have moons. Some planets have life. Some planets have water. Some planets have air. Some planets have fire. Some planets have ice. Some planets have everything.

Facts About Earth



A	B	C	D	E	F	G	H	I	J	K	L
Earth is round like a ball.	It takes one year to orbit the sun.	Earth is the biggest planet.	Plants and animals live here.	It has land and water.	Earth has two suns.	Earth spins day and night.	Earth is flat.	Air covers the Earth.	Earth has one Moon.	Earth glows in the dark.	Earth goes around the Sun.



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
CR2.1	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: • identity (e.g., Just Watch Me)	N/A
CR2.2	and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.	
CR2.3	Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.	N/A
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.	N/A

Preview of 150 pages from
this product that contains
348 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
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.	8-9, 19-23, 137-142, 179-185, 196-198, 239-241, 244-245, 250-265
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.	34-35, 38-40, 214-215, 220-223, 225, 243, 248
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.	10-18, 24-42, 45-61, 63-66, 68-74, 76-79, 81-84, 86-89, 91-92, 95-116, 118-123, 126-131, 133-136, 143-164, 166-178, 186-193, 199-203, 205-213, 216-217, 219-238, 242-243, 247

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?").	43-44, 62, 67, 75, 80, 85, 90, 117, 124-125, 132, 165, 194-195, 204, 218, 246
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?").	93-94

Writing – Saskatchewan ELA Curriculum

Long Range Plan

Block 1: Introduction to Writing & Generating Ideas

- Exploring different text forms
- Brainstorming activities to generate ideas
- Personal voice in our writing

Block 2: Sentence Writing

- How to write a sentence
- Improving our sentences: from simple to descriptive sentences

Block 3: Paragraph Writing

- Topic and conclusion sentences
- Main idea of paragraphs
- Writing and publishing paragraphs

Block 4: Letter Writing

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

Block 5: Personal Narratives Writing

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

Writing – Saskatchewan ELA Curriculum

Long Range Plan

Block 6: 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 7: Procedural Writing - Instructions

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

Block 8: Report Writing

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

Block 9: Poetry

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

Block 10: Book Reviews

- Audience and purpose
- Summaries and ratings
- Writing and publishing book reviews

Throughout this 30-week program, students will explore various text forms, such as narratives, book reviews, reports, and poetry, learning to plan, draft, revise, and present their work. The curriculum builds skills sequentially, emphasizing key concepts like voice, point of view, and research, with targeted lessons for each text type.

Reflective practices and activities related to diversity, equity, and inclusion are woven into the program. Students will also engage with digital design tools and mechanical skills like handwriting.

By the end, they will have a well-rounded understanding of different text forms and how to communicate effectively, setting them up for future success.

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!

Name: _____

9

Curriculum Connection
CC2.1

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



Understanding Text Forms

Discovering Different Text Forms

When we read or write, we see many types of writing. They are called "text forms". Let's dive in and learn more!



Types of Text Forms

- Stories: Magic, dragons, and heroes and adventures.
- Instructions: Recipes, how-to book. They guide us step-by-step.
- Letters: Friendly notes, "Hello", "Miss you" to someone special.
- Lists: Helpful reminders, to-do lists, shopping list.
- Poems: Beautiful words that might rhyme and make us feel things.
- Reports: Information about a topic, like "All about..."
- Book Reviews: Saying what we liked or did not like about a book.

Why So Many Forms?

Imagine trying to write a poem as a list! Funny, right? 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.

Remember, just like using the right tool to build or fix something, using the right text form makes our message shine!

Which Form?

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

1) Wants to tell 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 sharing what she learned about the planets.

6) Is not sure what she needs for a party.

7) Wants to tell class about a cool book he just finished.

Question

Answer the question below.

Which text form have you used lately? What do you write about?

Draw

Draw a book cover for a book you have read lately.



Activity: Power of Planning

Objective

What are we learning more about?

To understand the impact of planning on writing by comparing two 8-minute writing exercises: one without brainstorming and one with 2 minutes of brainstorming.

Instruction

How do we complete the activity?

**Part 1: Writing Without Planning**

Subject: My Favourite Holiday

Instructions:

- 1) Students are given 8 minutes to write about the chosen subject without any planning or brainstorming.
- 2) Encourage students to write freely and continuously for the 8 minutes.
- 3) Collect the writing to set it aside for later comparison.

Part 2: Writing With Brainstorming

Subject: My Favourite Season

Instructions:

- 1) Students are given 2 minutes to brainstorm ideas for the chosen subject. They can jot down key words, phrases, or outline their thoughts.
- 2) After the brainstorming session, students have 6 minutes to write about the subject using their brainstormed ideas.
- 3) Collect the writing.



Activity: Power of Planning

Part 1

Write for 8 minutes straight about what your favourite holiday is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – What is your favourite season? Why is it your favourite? Write everything that comes to mind. Then write for 6 minutes below.



Season

PREVIEW

Community Helper – Doctor

Instructions

Colour the doctor and check off all the things doctors do



Things Community Helpers Do	<input checked="" type="checkbox"/>
Help us when we're sick	
Grow the food we eat	
Give medicine	
Do surgeries	
Help find lost and missing people	
Take care of sick patients	
Grow food	
Do surgery without medicine	
Help find lost and missing people	
Help find lost and missing people	
Help find lost and missing people	
Help find lost and missing people	

Writing

What do doctors do to help the community?

Community Helper – Electrician

Instructions

Colour the electrician and check off all the things electricians do

Things Community Helpers Do	✓
Replace old wires	
Fix electrical panels	
Check switches and outlets	
Install new wiring	
Cut wires	
Show up to emergencies fast	
Repair broken pipes	
Arrest people for breaking the law	
Work on power lines	
Install lights	
Unclog drains and toilets	

**Writing**

What do electricians do to help the community?

Community Helper – Plumber

Instructions

Colour the plumber and check off all the things plumbers do

Things Community Helpers Do	✓
Put out fires	
Unclog drains	
Install new pipes	
Give out food	
Repair toilets	
Fix sewer issues	
Install water taps and pipes	
Grow and cook food for people	
Install sinks and taps	
Install lights	
Install bathtubs and showers	

**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 (adjective) jumped (verb) on the bed (where) in the morning (when)." This helps your reader see and feel your story better!



Directions

Use the words provided to write 2 sentences about a teacher. Mix up which parts you use.

Adjectives (Describing words)	Noun	Where	When
Tall	Teacher	In the hallway	Yesterday afternoon
Calm		Claps their hands near their desk	On the last day of school
Old		Was singing in the hallway	During the morning

Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

Use the options below about the lion to write 3 different sentences



Adjectives (Describing words)	Noun	Verb (What could the lion be doing?)	Where	When
Yellow		Roared loudly at me	In the zoo	This afternoon
Hungry		Was growling at me	In the savanna	Last night
Happy		Started chasing me	By a waterhole	All day
Fluffy		Was drinking water	At the park	One rainy day
Quiet		Was sleeping	By my house	Every summer

Sentence 2

Sentence 3

Writing Descriptive Sentences

Directions

Write 4 options for the picture. Then use them to write three different sentences.



Adjectives	Noun	Verb	Where	When

Sentence 1**Sentence 2****Sentence 3**

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:** Tell the students that they will be creating sentences using specific prompts. They must decide 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 create a sentence.
- 4) **Sentence Creation:** Challenge each group to create a sentence using the prompts from the table. They cannot reuse words from all the words provided. They should write these sentences down at the bottom of this page.

For example, they might write:

- "The tiny girl sang under the tree on Tuesday."
 - "In the morning, the colourful ball rolled on the beach."
- 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?

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
Red	Tree	Falls	On the ground	In the spring
Cold	Sun	Grows	From the tree	In the sunshine

Sentences: _____
Using all 6 sentences using the different prompts above.

Name: _____

33

Curriculum Connection
CC.2.4

Describing Weather

Directions

Complete this weather report worksheet.

**Look outside and observe the current weather:**☐ Sunny ☐ Cloudy ☐ Partly Cloudy ☐ Rainy ☐ Stormy**Temperature**☐ Hot ☐ Warm ☐ Cool ☐ Cold ☐ Freezing

My Weather Report: Write a few sentences to describe today's weather. Use descriptive words to make your report interesting.

Draw Today's Weather: Draw what the weather looks like today. You can draw the sun, clouds, rain, snow, wind, or anything else you observe!

My Dream Playground - Descriptions

Adjectives are words that describe or tell more about things. For example, in "tall tree," "tall" is an adjective because it tells us about the tree's height. It describes how the tree looks.

**Directions**

Draw and colour your dream playground and write a short description of it as if you are telling a friend who is away about what it looks like.

PREVIEW

Name: _____

35

Curriculum Connection
CC.2.2.CC.2.A

Nature Walk Description

Directions

Go on a nature walk, observe and list five things you find interesting, draw each item, and then write a clear, descriptive sentence for each using vivid adjectives.



PREVIEW

Creative Writing - Using Different Voices

Character	Plot	Words They Might Use
Pirate	Searching for a hidden treasure on a faraway island.	"Ahoy!", "Matey", "Ship", "X marks the spot"
Surfer	Trying to catch the biggest wave for a big competition.	"Rad!", "Wave", "Board", "Tide", "Hang ten"
Witch	Making a special potion to help flowers bloom faster.	"Spell", "Broom", "Cauldron", "Magic", "Potion"
Cowboy	Bringing lost cattle back home from a wild desert storm.	"Yeehaw!", "Lasso", "Saddle", "Steed", "Outlaw"
Robot	Repairing a power outage in the city using special tools.	"Beep", "Recharge", "Circuit", "Program", "Bolt"

Write

Write as if you are the character. Use the plot and some of the words to help you write your creative writing, so have fun and don't worry about organizing your thoughts for now.



Pirate

Draw a Picture

Name: _____

39

Curriculum Connection
CC.2.2.CC.2.A

Write

Write as if you are the characters below.



Surfer

Draw a Picture

Witch

Draw a Picture

PREVIEW

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 us what the paragraph is about.

Example: "I love the zoo."

Middle: Details

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

Example: "I like seeing the lions. The zebra is so cute. I also saw zebras and giraffes!"

End: Closing Sentence

- This is the last sentence. It wraps up the paragraph.

Example: "The zoo is my favourite place!"

Tips:

- ✓ All the sentences should talk about the same thing.
- ✓ Make sure to start with a topic sentence and end with a closing sentence.



Remember, a good paragraph is like a mini-story. It starts with a topic, adds some fun details, and then ends with a closing thought. Now, you are ready to write your own paragraphs!

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

He has soft fur and big floppy ears. I feed him carrots and lettuce every day. Fluffy is my dog.

Topic Sentence

I love to build tall sandcastles with my bucket and shovel. Swimming in the water is so fun. After a day at the beach, I always feel happy.

Topic Sentence

I love the wind blowing through my hair as I pedal fast. My dad taught me how to ride on our driveway. Every time I bike, I feel proud and excited.

Hooks

Rewrite the topic sentences below but make them interesting so they hook the reader.

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

Your Version

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 share your main idea.
Example: "Pineapples are the most tempting fruit ever!"

Adding an Interesting Fact: Use a cool fact to make your paragraph interesting.
Example: "Whales can smell water from miles away!"



Hooks

Write a sentence below using the different strategies.

Original Version	_____ are a cool animal.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Writing Engaging Topic Sentences

Hooks

Rewrite the topic sentence below using the different strategies.

Original Version	Rainbows shine after rain showers.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Water is always more fun than the sand.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) The characters are brave. There are lots of twists and turns. The ending is happy. Every time I read it, I feel like I'm on an adventure too!

a) I can ride a bike.

b) My favourite book is full of adventure.

c) My brother likes eating, and I hate broccoli.

2) You put seeds in a group, you water them and watch them grow. Flowers and vegetables come from magic!

a) I am good at soccer.

b) Planting a garden is fun and having flowers is nice.

c) Planting a garden is like making your own tiny world.

3) You get to mix colours and make something beautiful. Learning to paint is like a magic wand. I love to see what I can create.

a) Learning to paint is a creative journey.

b) I love eating cake.

c) Painting is creative, and I am good at math.

4) The water is cool. I can do many different strokes. Sometimes, we even have races. Swimming is my favourite summer activity.

a) I am scared of spiders.

b) Swimming is a fun thing to do in the summer.

c) Swimming is not very fun.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

When we write, paragraphs are like boxes for our ideas. We use paragraphs to keep our ideas nice and tidy. Each box helps you keep your thoughts neat and tidy, just like how each toy has a place in your room.

What Goes In a Paragraph?

In each paragraph, add details to your main idea, like putting toys in a toy box. For example, if your main idea is "My bike is awesome," you will explain why it is awesome, how it works, and how you like about riding it.

Check These Out:

- Main Idea: "Apples are tasty."
- Details: They are crunchy, sweet, and make a great pie.
- Main Idea: "Books are fun."
- Details: You can learn new things, go on adventures, and even travel.



Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

If we stack them right, they will not fall over.

How to Build Great Paragraphs:

- **Start with a Big Idea Sentence:** This tells what you are 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

Write 3 supporting details about the topic sentences below.

Topic Sentence	The park is a great place to spend a sunny afternoon having fun.
1	You can build awesome sandcastles in the sandbox.
2	The monkey bars are great for showing off your climbing skills.
3	You can have a picnic and eat yummy sandwiches and fruit.

Topic Sentence	Summer is a great season for playing outside.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Staying inside when it is raining is not so fun.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

When we write about something, like our favorite season, we can have lots of reasons why we like it. But to make our writing neat, we can group those reasons into big ideas. Let's see how it works!

Think about why we love summer:

Sunshine, no cold snow, vacation from school, playing sports like basketball and soccer, lots of days to play.

2 Big Ideas: (1) Sunshine and no cold snow, (2) More fun (playing sports like basketball and soccer, and more time to play because no school)

Brainstorm 1) Brainstorm ideas and then select 2 big ideas to write about.

1) What is your favourite

Favourite
Sport

Write the 2 ideas you can pull from your brainstorming.

1)

2)

2) What are your favourite things about summer?

Summer Fun

Write 2 ideas you can pull from your brainstorming

1)

2)

3) If you could spend one day with a dragon, what would you do?

Dragon Day

Write the 2 ideas you can pull from your brainstorming

1)

2)

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
After that	As well as	Nevertheless	Plus	In conclusion

Directions: Choose a good transition word for the sentences.

1) _____ I put on my hiking boots. Then, I lace up my bright red shoes.

2) Hiking is a good workout. _____ we get to see beautiful trees and maybe even some animals.

3) I do not like broccoli much. _____ I love carrots and peas.

4) Summer is the best season because the days are longer. _____ you can go swimming to cool off on hot days.

5) I love playing at the park. _____, I go on the swings.
_____, I climb the monkey bars: _____, I go
down the slide. _____, I go home.

Transition Words - Supporting Details

First	Also	But	And	Finally
Next	Likewise	However	Also	Lastly
Then	Similarly	On the other hand	In addition	In the end
After that	As well as	Nevertheless	Plus	In conclusion

Write

The sentence and conclusion sentence has been written for you below. Fill in the middle with supporting details. Use transition words from above.

Topic: What you love about you _____ me.

I have lots to do when I get home from school.

I love my after school routine!

Ending With A Bang: Conclusion Sentences

What Is a Conclusion Sentence?

A **conclusion sentence** is the last sentence of your writing. It is like a goodbye wave to your reader. It tells them that you are done talking about your topic.



Why Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

1. To make your writing neat and tidy, like a neatly wrapped present.
2. To remind our readers of everything we wanted to say.
3. To leave our readers with a feeling or something to remember.

How to Write a Good Conclusion Sentence

- To write a fantastic conclusion sentence, remember the 3 C's:
- Summarize the Main Idea: Say the main idea again, but use different words.
 - Make it Short and Sweet: Do not make it too long. Keep it simple.
 - End with a Bang!: Something exciting or that makes the reader remember.

Conclusion Sentence Examples

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

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

If you are writing about a fantastic day at the amusement park, your conclusion could be:

- ✓ *"I will never forget this day of roller coasters and cotton candy!"*

True or False

Is the statement true or false?

1. A conclusion sentence is the first sentence of your writing.	True	False
2. We use conclusion sentences to 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 about which conclusion sentence you think is best.

1) Winter is a great season. We can build snowmen, have snowball fights, and go sledding. Winter brings so much fun and joy.

a. I play hockey in the winter.

b. I can't wait for winter to come again.

c. Summer is a great season too.

2) My neighbour Lily has a lovely garden. There are many flowers, even some vegetables like tomatoes. Lily's garden is like a small paradise.

a. The garden always smells so nice.

b. That's why I love walking by Lily's house.

c. It's always a joy to visit Lily's garden.

3) Rainbows are beautiful to look at. They have many colours like red, orange, and blue. Seeing a rainbow makes any day special.

a. Rainbows are seen after it rains.

b. I love rainy weather.

c. That is why rainbows are one of nature's treasures.

Writing Quality Conclusion Sentences

Write Write your own conclusion sentences for the paragraphs below.



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.

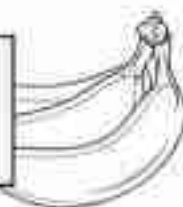
2) Jump ropes are good for staying active and having fun. You can jump really fast or take it nice and slow. Sometimes I like to see how many jumps I can do.

3) Swimming in the pool feels so good, especially on a hot day. The water is cool and the colour is a pretty blue, like the sky. I like to splash and make big waves with my friends.

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 art set. My colours are so bright, like sky blue and red. I paint beautiful flowers with lots of petals, and skies with fluffy clouds. I hang my paintings on the fridge with colourful 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 easily, like they have a zipper. Grapes are like tiny, juicy water balloons that pop in your mouth. Fruits are not just yummy, they make me feel good too.

Main Idea

3) Going to the beach is like a mini-vacation. The sand feels warm and soft, like a big fluffy towel. I build tall sandcastles with moats and towers, using my special beach bucket. My friends and I also collect shells that have pretty shapes and colours. Being at the beach is like finding treasure, it is so much fun.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Write things you like about the paragraph. Afterwards, share your ideas with the class, so you and your classmates can come up with 5 criteria that make a good paragraph.

Penguins are amazing birds that live in cold places. First, they have special feathers that keep them warm in icy water. Next, they are great swimmers and can catch fish super fast. Then, they take turns keeping their eggs warm. In the end, penguins are birds that are perfect for life in chilly areas.

1)	
2)	
3)	
4)	
5)	

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Tell us about an animal you really like.	What I Want to be When I Grow Up
Which season do you like the most?	Who is someone you look up to? Why?
Talk about a fun day you had at a zoo	What do you want to learn more about?
Would you like to be super strong or fast?	Talk about a fun family trip you took.

1) What is your topic?

2) Brainstorm ideas that come to mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

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

1

2

3

6) Write your topic sentence in your paragraph below. Include transitions words between your 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	✓	✗
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it is not boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense		

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	✓	✗
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it is not boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense		

Name: _____

66

Curriculum Connection
CC.4.4

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

Student Reflection - How did you do on this assignment? What could you do better?

Formal Versus Informal Letters

Formal Letters: For Serious Talks

A **formal letter** is very polite. We write them to teachers, principals, or people we do not 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" or "Yours truly."



Informal Letters

An **informal letter** is like chatting with friends. We write them to family and friends. We can use fun words and a lot of emojis.

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 "Sincerely."	True	False

This is an example of which type of letter is given in the example.

Dear Mrs. Smith,

I hope you are doing well. I would like to have a lesson about planets next week?

Thank you,
Alyssa

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

Hi Grandma,

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

Love,
Carmel

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

Subject: My Birthday Party!

Hi Omar,

Guess what? My birthday is next week. Want to come to my party? We will have cake!

Love,
Sophia

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

Subject: Bring a Pet to School and Tell

Dear Principal Leo,

I hope you are well. May I bring my pet turtle for Show and Tell next week? I promise to be careful.

Sincerely,
Peter

- | | |
|--------------------|-------------------|
| 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). Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: I Lost My Favourite Pencil

Dear Principal Davis,

I am sad because I lost my favourite pencil. It had unicorns on it. Is it in the Lost and Found?

Sincerely,
Miguel

Author's Voice

Subject: Yay! My Birthday Party

Hi Anika,

Guess what? I'm turning 7! I'm having a party and you have to come! There will be cake, games, and even a magician. I can't wait to see you there!

Love,
Tara

Author's Voice

Subject: Nervous About the Upcoming Fire Drill

Dear Mrs. Thompson,

I heard there is going to be a fire drill soon. Fire drills make me really nervous because the loud alarm scares me. Can we talk about what to expect so I can feel less scared?

Sincerely,
Zara

Author's Voice

Informal Email Writing

Write

Using what you have 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
Fr	What should we play at recess?
Sub	

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: Sorry I Lost My Toy

Hey Kai,

_____! I can't find it, I lost my favourite toy today. _____!

I looked everywhere and it was nowhere. _____! I am so mad!

Until next time,

Lena

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

Subject: You Won't Believe What Happened

Hello Aiden,

_____! I saw the biggest spider in the playground today! _____!

I was so scared but don't worry, it is gone now. _____! It was huge!

Catch you later,

Zane

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

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Oh!	Ouch!	Yippee!	No!	Yikes!
Hooray!	Awww,	Wahoo!	Argh!	Gulp!

Think Add the appropriate interjections and describe the voice used.

Subject: I Saw an Alien!
Howdy Kai!
_____ the better, _____! We went to the zoo,
and guess what? I fed a _____, I even held a baby chick!
_____! I can't wait to tell you!
See ya soon!
Your happy friend,
Timmy

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

Subject: I Saw an Alien!
Hey Kai,
_____! You won't believe what I saw last night when I was camping with
my older brother! ALIENS!! _____! I was so excited when I saw their
silver ship in the sky! It was huge but then disappeared so quickly. _____!
Tell you more later,
Zane

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

Success Criteria – Informal Emails

Analyze

Read the email below. Write things you like about the email. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 5 criteria that make a good informal email.

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. The dough was really sticky. Ugh! However, once they came out of the oven, they were so yummy and smelled amazing. Wahoo! I even added chocolate chips and sprinkles. Extra yummy!

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

Catch you later,

Peter

1)

2)

3)

4)

5)

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Neighbours	Welcoming to the neighbourhood, asking to play
Family Members	Giving thanks, holiday greetings
Firefighters	Thanking for service, asking about fire safety
Zookeepers	Asking questions about your favourite animal

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

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

7) What voice will you use in your email? Are you angry, happy, excited?

8) What adjectives/words will you use to share your voice? For example, if you're mad, you might use interjections like: Argh! Ugh! Grr! Seriously! You might also use lots of exclamation marks!!!

9) Write your draft of your email below. Include at least 3 interjections like the ones listed above.

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		
Clear Topic Sentence		
Engaging Body – Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does it Make Sense?		

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	
Greeting	
Clear Topic Sentence	
Engaging Body – Good word choice	
Use of interjections	
Appropriate Voice and Tone	
Clear Conclusion Sentence	
Appropriate Closing	
Flow – Does it Make Sense?	

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
Greeting	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
Topic Sentence	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Engaging Body Choice	Engaging and lively body choice	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	Uses 3 or more appropriate interjections	Uses 2 appropriate interjections	Uses 1 inappropriate interjection	No interjections are used
Voice	Voice matches purpose (e.g., happy, excited)	Voice is consistent	Voice is inconsistent or missing	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate

Teacher Comments:

Mark

Student Reflection – How did you do on this assignment? What could you do better?

My Writing Goals



1) My writing goal is:

2) I will accomplish my goal by:

(Write your goal here) (Yes or No)

a) Practicing writing every day.	Yes	No
b) Reading books to get ideas.	Yes	No
c) Talking to my teacher for help.	Yes	No
d) Drawing pictures about my story.	Yes	No
e) Using a dictionary to find new words.	Yes	No
f) Not worrying about my spelling.	Yes	No
g) Write for longer even when I am tired.	Yes	No
h) Use capital letters to start sentences.	Yes	No

3) I will accomplish my goal by:

Add another point about how you can accomplish your goal.

Name: _____

94

Curriculum Connection
AR2.2

Writing Tracking Sheet

Your Name: _____



Date	Writing Goal	Did You Improve On Your Goal?		
		Yes	No	Maybe
1				
2				
3				

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:** Gives a reason.
- **How:** Tells the way something is done.



Example

Before

After: A big dog barked at the mailman this morning because it was guarding the house.

Directions

Fill in the information in the table below. Next, use the details to write an improved sentence.

Boring Sentence: A dog barked.

Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Directions

Fill in the information in the table below. Next, use the details to write an improved sentence. Then draw a picture of your sentence.

Boring Sentence: Jumped high.

Who?

What?

Where?

Why?

How?

PREVIEW

Sentence

Intro to Narrative Writing

Telling Stories with Writing!

Narrative writing is like telling a story on paper. Imagine drawing with words! You can talk about a fun day you had or create a tale about a dragon.

Who and Where?

In stories, we have **characters** – like people, animals, or even robots! You also need to think about where the story happens. That is the **setting**. Maybe it is a magical forest, a school, or your backyard. You decide!



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 the **setting**. This part sets the stage for everything else to happen and gives us a hint about what is coming next.

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. We are at the edge of our seats, wondering what will happen next.

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 do not 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

Answer the questions below.

1) What are the three parts in narrative writing?

2) **Story Idea:** Think of a problem and a small problem you have.

Ex: Lucy loses her favorite teddy bear.

Think

Write the beginning, middle, and end of your story below.

Story Idea: Shane forgot his lunch for school.

Beginning Character/ Setting	_____ _____
Middle Problem	_____ _____
End Solution	_____ _____

Narrative Writing - Setting

Analyze

The setting below has been written about a haunted house. Describe what the character sees, feels, hears, tastes, and smells.

In a magic forest, Sarah feels the soft moss under her feet. She hears the gentle rustling of the trees. She takes a sip of a glowing potion and tastes its sweet nectar while the scent of wildflowers fills the air around her.

See**Feel****Hear****Taste****Smell****Describe**

Imagine the story takes place in the setting below. Describe the setting. Make up extra details using your 5 senses.

**See****Feel****Hear****Taste****Smell**

Narrative Writing - Characters

Analyze

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

Lily stands out with her curly brown hair and colourful dresses. She always wears bright clothes that show her energy and joy. Her special talent is making rainbow paintbrushes in just minutes!

Draw The Character Below

With his short blond hair and lucky red cap, you can always spot Jack on the playground. He's usually dressed in sporty clothes, ready for action. He's known as the fastest runner in the entire school!

Draw The Character Below

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

Name	
Look	
Personality	
Special Trait or Talent	

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.



Instructions

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

1) Tim is a boy with a big smile.	Plot	Character	Setting	Ending
2) Tim lives in a street of colourful houses.	Plot	Character	Setting	Ending
3) Tim finds a puppy in the park.	Plot	Character	Setting	Ending
4) The puppy has some spots.	Plot	Character	Setting	Ending
5) The park has a big pond and trees.	Plot	Character	Setting	Ending
6) Tim wants to find the puppy's home.	Plot	Character	Setting	Ending
7) Mrs. Lee is their kind neighbour.	Plot	Character	Setting	Ending
8) Tim and Mrs. Lee make lost puppy signs.	Plot	Character	Setting	Ending
9) They put signs near the school and shops.	Plot	Character	Setting	Ending
10) A family sees the sign and the puppy goes home.	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 has many friends there.

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

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

PREVIEW

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 neighbor. 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.

Narrative Writing – Write the Middle

Analyze

Write the beginning by describing the characters and setting. Then write the ending, how the plot is solved.

PREVIEW

Ethan takes the map to his grandpa who used to be a sailor. Grandpa Joe looks at the map and says it could lead to a hidden treasure in the yard. Using shovels and pails, Ethan and Grandpa Joe dig for the treasure. They dig near the rose bushes, under the swing, and finally, under the big tree. There, they find a small metal box.

Personal Narrative Writing – Family Trip

Write

Plan your narrative about a family trip by filling in the characters and the setting of your trip.

Characters (You +)	Plot – Family Trip	Settings – Where did you go?
	Tell the story of a family trip or outing that you really enjoyed.	

Plan

Plan your narrative about a family trip in more detail.

1) **Beginning** – What characters are in your story? What is the plot?

2) **Beginning** – What will the setting be? Describe it using your senses.

3) **Middle** – What happened during the trip? What did your family do?

4) **End** – How did the trip end? How did you feel?

5) What is a good title for your story?

Name: _____

115

Curriculum Connection
CC.2.4

Personal Narrative Writing

Write

Write your personal narrative below

PREVIEW

Success Criteria – Personal Narrative

Analyze

Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with criteria that makes a good narrative.

My Hockey Game

Last week I had a big day. I wore my blue and white hockey jersey, laced up my skates, and put on my helmet. The ice rink was cold, and the ice was shiny. The air smelled like fresh snow. My family sat in the stands, cheering with blue and white pom-poms.

I played in a hockey game with my team. It was the last period, the score was tied, and the clock was running. My skates were racing.

Then, I got the puck. My skates were making scratchy sounds on the ice. I took a deep breath and shot the puck into the net! I scored a goal, and we won the game!

After, my family took me to my favourite ice cream parlor. It had red booths and a jukebox that played fun songs. I had vanilla ice cream and a slice of pizza. It was the perfect way to end the day.

I felt really happy and could not stop smiling.

The End

1)

2)

3)

4)

5)

Personal Narrative Writing

Planning

Choose a plot from your list and plan a personal narrative.

1) Beginning – What characters are involved in this plot? You will be one of them!

2) Beginning – Where will your story take place? Describe the setting.

3) Middle – What is the plot of the story? What happened?

3) **Middle Continued** – What is the plot of the story? What happened?

4) **Ending** How did the story end? What happened in the end?

5) What is a good title for your story?

6) If this was a book, draw the front cover.

Ending How did the story end? What happened in the end?

What is a good title for your story?

If this was a book, draw the front cover.

PREVIEW

Name: _____

122

Curriculum Connection
CC.2.4

Personal Narrative Writing

Write

Write your personal narrative below.

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 type="checkbox"/>	<input type="checkbox"/>
Beginning - Describes the Character(s)		
Beginning - Describes the Setting - Uses 5 Senses		
Middle - Interesting Plot		
Ending - Explains How the Story Ends		
Appropriate Title		
Story Makes Sense		
Uses Capital Letters		
Uses Periods at the End of Sentences		

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		
Beginning - Describes the Character(s)		
Beginning - Describes the Setting - Uses 5 Senses		
Middle - Interesting Plot		
Ending - Explains How the Story Ends		
Appropriate Title		
Story Makes Sense		
Uses Capital Letters		
Uses Periods at the End of Sentences		

Personal Narrative – All About Me

Instructions

We're going to learn about what makes each of us special. Circle the things that you think are like you.

Part of Me	Choices (Circle what describes you)				
Strengths	Friendly	Artistic	Running	Singing	Solving Puzzles
Challenges	Kind	Sneaking	Listening	Sharing	Cleaning Up
What I Believe In	Being Kind	Trying Hard	Being a Good Friend	Playing	
What's Important To Me	My Family	My Friends	Learning	Being outdoors	Helping Others
My Favourite Traditions	Holiday Meals	Birthdays	Going to Parks	Visiting the Library	Movie Night

What are some things that make you special?

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 will 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 be your partner? Yes, or no?

- 2) What helped you persevere?

Fun and Boring

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

A large empty rectangular box for drawing a fun animal.A large empty rectangular box for drawing a boring animal.A large empty rectangular box for drawing a fun animal.A large empty rectangular box for drawing a boring animal.

Persuasive Writing - Opinions

Opinion What is your opinion of the topics below? Explain why with 2 reasons each.

	Topic	Opinion
1)	Is it better to give gifts or receive gifts? Why?	

Reason 1

Reason 2

2)	Should school be year-round or have a break?	
----	--	--

Reason 1

Reason 2

3)	Are video games better than board games?	
----	--	--

Reason 1

Reason 2

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.

Teachers need a break too.

Recess is the best part of the day.

More time helps kids to exercise and be healthy.

Topic: We should eat more fruit and vegetables.

I like how fruits

Both have vitamins that are healthy.

Vegetables have pretty colors.

Topic: Everyone should learn to play an instrument.

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.

Topic: Swimming the best sport.

The water feels good.

My cousin is a great swimmer.

Swimming exercises all parts of the body.

Topic: We should use less plastic.

Plastic is yucky.

Less plastic helps save sea animals.

My mom uses cloth bags.

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: Rides at an amusement park are good for you.

Rides can help you face and overcome your fears.

Rides are fun because they go really, really fast.

Why is it more persuasive than the others?

Topic: Winter is the best season.

Winter activities like skiing and sledding are good exercise.

Snowflakes look pretty.

Why is it more persuasive than the others?

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 cook	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 protect the Earth	1	
	2	
How to take care of a pet	1	
	2	

Procedural Writing : Transition/Signal Words

Beginning the Task	During the Task	Ending the Task
First	Next	Then
To start	After that	Afterward
Initially	Meanwhile	Lastly
Begin by	Following this	Finally
Before anything	Also	In the end

Instructions Use the table above fill in the missing transition words that are used in each step of the procedural task.

How to Make a Paper Hat

1. **Before anything**, find a large sheet of paper.
2. _____, fold the paper in half horizontally.
3. _____, fold the top two corners inward to meet in the middle.
4. **Meanwhile**, make sure the edges are even.
5. _____, fold the bottom edges up to finish your paper hat.



How to Water a Plant

1. _____, get a watering can and fill it with water.
2. _____, place the plant on a flat surface.
3. **After that**, slowly pour water into the plant's soil.
4. _____, let the water soak in for a moment.
5. _____, put the plant back in its usual spot.



Procedural Writing : Transition/Signal Words

Beginning the Task	During the Task	Ending the Task
To begin with	Next	To wrap up
Firstly	Then	At the end
At first	In addition	All in all
Let's start by	Soon after	In the end
First	Later on	To finish up

Instructions: Use the table above fill in the missing transition words that are used in each step of the procedural task.

	Washing Hands
1.	_____, turn on the faucet and run 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 your hands with a towel.



	How to Fish
1.	_____, ask an adult to help you with fishing gear.
2.	_____, go to a lake or river where fishing is allowed.
3.	_____, set up your fishing rod with the help of an adult.
4.	_____, cast your line into the water and wait patiently.
5.	_____, when you feel a tug, reel in your line.

Writing Procedural Steps – Practice

Beginning the Task	During the Task	Ending the Task
First	Next	Then
To start	After that	Afterward
Initially	Meanwhile	Lastly
Begin by	Following this	Finally
Anything	Also	In the end



Instructions: Complete the missing steps for each procedural task.

How To Draw A Sun

Initially, grab a piece of paper and some markers.

After that, colour the circle yellow.

In the end, show your drawing to someone and see if they like it!

How To Set The Table For Dinner

First,

Next,

Then,

After that,

Finally,

Writing Procedural Steps – Practice

Instructions

Write the steps for the how-to-guides below

How To Make A Fruit Salad

PREVIEW

How To Make The Perfect

Organizing Procedural Steps

**Steps**

Organize the steps below into correct order, (1-5).

How To Make a Peanut Butter Sandwich	Order
Eat your delicious peanut butter sandwich.	
Place a slice of bread on a clean plate.	
Use a knife to spread peanut butter on one side of the bread slice.	
Gently press another slice of bread on top of the peanut butter.	
Pick up a butter knife from the kitchen drawer.	

How To Play Soccer	Order
Kick the ball towards the opponent's goal.	
Listen for the referee's whistle to start the game.	
Put on your soccer boots and shin guards.	
Join your team on the field and stand in your position.	
Celebrate with your teammates if you score a goal.	

How To Make Lemonade	Order
Pour the lemonade into cups and enjoy.	
Gather 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 Tie Your Shoes	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
How to Build a Sandcastle	How to Fly a Kite
How to Fold a Sheet	How to Clean Your Room

Remember

Be sure to
ZOOM in for
these.



Planning Answer the questions below to plan your writing.

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

2) Title – Example: How To Ride A Bike

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

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

Assignment Procedural Writing – Planning

Step	Instructions
Step 1	_____ _____
Step 2	_____ _____
Step 3	_____ _____
Step 4	_____ _____
Step 5	_____ _____
Step 6	_____ _____

Conclusion – This should tell them they are finished and they can enjoy whatever they made, or you can say well done!

_____ _____ _____

Name: _____

161

Curriculum Connection
CC2.4

Assignment – Procedural Writing

Final Draft

Write the Final draft of your procedural writing below. Draw a picture of you are writing about.

Title: _____

Introduct

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

Step 4

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

Step 6

Conclusion

Edit

Edit your first draft by looking at the success criteria.

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has a Title		
Has a Material List (if needed)		
Has an Introduction		
Has a Conclusion		
Explains the 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		
Has a Conclusion		
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
Title	No title or unclear title	Basic title	Clear title	Engaging and clear title
Materials	Missing materials list	Partial list of materials	Complete list of materials	Complete and well-organized list of materials
Introduction	Missing introduction	Basic introduction	Clear introduction	Engaging and clear introduction
Conclusion	Missing conclusion	Basic conclusion	Clear conclusion	Engaging and clear conclusion
Clear Steps	Steps are confusing or missing	Steps are clear	Steps are mostly clear	All steps are clear and easy to follow
Pictures	No pictures	Some pictures	Pictures mostly support the steps	Pictures clearly support and enhance steps
Capital Letters and Punctuation	Frequent mistakes	Some mistakes	Almost all correct	All correct

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Informational Reports: Non-Fiction

Fiction is like when you play pretend or imagine. It is 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 chats with you and wears a backpack for a treasure hunt, that is fiction! So, fiction is make-believe, and non-fiction is real-life facts! Reports are non-fiction texts.



Think! Which of the following topics is fiction or non-fiction?

1)	Lucy's Secret Adventure for Hidden Treasure	Fiction	Non-Fiction
2)	All About the Colorful World of Butterflies	Fiction	Non-Fiction
3)	How Do Plants Grow From Seeds 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
7)	The Solar System: Planets and Moons	Fiction	Non-Fiction
8)	The Mysterious Case of Teddy's Disappearance	Fiction	Non-Fiction
9)	Dinosaurs: Fearsome Creatures from Long Ago	Fiction	Non-Fiction
10)	Keira and the Talking Dog's Enchanted Journey	Fiction	Non-Fiction

Writing a Report – Sea Turtles

Objective

What are we learning more about?

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

**Instruction**

How do we complete the activity?

- 1) _____
- 2) Organize the facts into 1-3 main headings: Food They Eat (F), A Sea Turtle's Body (B), and Sea Turtle's Egg (E).
- 3) On the next page, write your report for the report. Then you will need 3 headings for the body, and you will need a conclusion.

Facts

Organize the facts below.

Sea turtles eat jellyfish and seaweed.

They lay their eggs on sandy beaches.

Sea turtles have a hard shell for protection.

Mom turtles lay about 100 eggs at a time.

They have flippers to help them swim fast.

Some mom turtles travel thousands of kilometres to lay their eggs.

Sea turtles can't pull into their shells.

They munch on small fish too.

The shell is part of their backbone.

Planning

Fill in the parts of the report below.

Introduction – What will the report be about?

Body – What will the 3 headings be? What 3 facts will you include about each heading?**Heading #1***Fact 2**Fact 3***Heading #2***Fact 1**Fact 2**Fact 3***Heading #3***Fact 1**Fact 2**Fact 3***Conclusion** – Summarize the report in just a couple sentences.

Name: _____

177

Curriculum Connection
CC.2.4

Writing a Report – Sea Turtles

PREVIEW

Writing a Report – Sea Turtles

PREVIEW

How To Research Well

Finding Information: Let's Begin!

When you are wondering something, you can find answers by doing research.

Choosing the Right Tools: Library, Internet, and Search Engines

Libraries and the internet are like treasure chests full of information. In libraries, you can find books with lots of information. On the internet, there are special tools called search engines (like Google) to help you.

When using search engines, type short and clear questions.

Good Searches	Bad Searches
What do giraffes eat?	What do you know what do giraffes eat
How do clouds form?	Can you show me about clouds?
Canada's oldest tree	Which tree in Canada is super old?

The Importance of Trustworthy Sources

Always make sure what you are reading is real and not made-up. A trustworthy source is a place we find trusted information.

Here are some good places to look:

- Ask your teacher or someone at the library.
- Visit websites by schools, museums, or governments.
- Pick books by smart authors who know their stuff.



Be careful! Some places might give you wrong answers.

Stay away from:

- Posts on social media by people who are not super-smart on the topic.
- Blogs with no real facts.
- Website that are trying to sell you something.

Think

Is the search good or bad?

1) What happens to a caterpillar as it gets older?	Good	Bad
2) Tell me something about dinosaurs please	Good	Bad
3) Canada map	Good	Bad
4) Why is it that the moon changes the way it looks?	Good	Bad
5) I want to know how a plant gets bigger and bigger	Good	Bad
6) Animals	Good	Bad
7) Math	Good	Bad
8) Simple math	Good	Bad
9) Rainforest	Good	Bad
10) How do I tie my shoes? Why do they stay tied up?	Good	Bad

Questions

Answer the questions

1) You want to learn more about why lions roar. What website do you type in?

2) You want to learn about why rainbows can only be seen after it rains.

3) You want to learn who was the first person to land on the moon.

4) Is the description of the website below trustworthy? Yes or no?

1) Government website with facts about Canada	Yes	No
2) Guy on YouTube who tells me what he thinks	Yes	No
3) School textbooks and workbooks	Yes	No
4) A comment on Instagram	Yes	No
5) A blog post by a BMX biker about climate change	Yes	No

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 of 3-4 students. Each group with 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) In what country do they wear Kimonos?	
3) Which gas do plants need for food?	
4) Who is the Prime Minister of Canada?	
5) Is the Sun a star or a planet?	
6) Which bird cannot fly?	
7) Can elephants jump?	
8) How tall is the CN Tower?	
9) How many hearts does an Octopus have?	
10) How long can snails sleep?	

Report Writing – Generating Ideas

Brainstorm

Think of as many ideas as you can that are interesting to you.
Examples: sports, foods, hobbies, animals, cars, sports teams, etc.

Planning

Today you will be writing outlines for different report topics.
Choose your topic from above and then write 2 headings
you could use for each report. Below is an example.

Topic	Plants
<i>Heading #1</i>	What Plants Do We Eat
<i>Heading #2</i>	What Do Plants Need To Grow

Topic	
<i>Heading #1</i>	
<i>Heading #2</i>	

Topic	
<i>Heading #1</i>	
<i>Heading #2</i>	

Name: _____

185

Curriculum Connection
CC2.1

Topic	
Heading #1	
Heading #2	

Topic	
Heading #1	
Heading #2	

Topic	
Heading #1	
Heading #2	

Reflection

Answer the questions below

1) Which topic is your favourite? Explain.

2) Why does having an outline make writing easier?

Report Writing – Introductions

A great beginning makes people want to read your story. Here is 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 do not share all the information.
- Make it short and fun!

Analyze the introductions below and use a checkmark if it meets the criteria.

Did you know that 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!

Did you know that Chinese New Year is sometimes called the Spring Festival? That's so cool! Let's explore about how people celebrate Chinese New Year. Get ready to learn about dragons, yummy foods, and special red envelopes! 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!

Report Writing – Introductions

Write

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

Topic: Why kids need to go to the dentist.

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Topic: Why kids should eat fruit.

Starts with fun fact or question

Gives a hint, not all the information

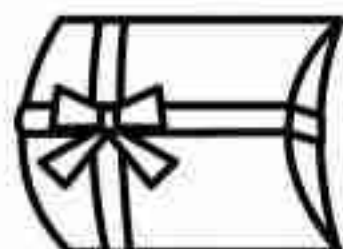
Says the main idea

Keep it short and interesting!

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:** Ask readers to try a related activity.
- **Interesting ending:** Leave with a fun fact or question.



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

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

Summarizes the main points		Call to action	
Connects to the introduction		Ends with something interesting	

We have learned that volcanoes are mountains that can erupt with lava and ash. They can be found in many parts of the world. The next time you see a mountain, think about whether it could be a volcano.

Summarizes the main points		Call to action	
Connects to the introduction		Ends with something interesting	

Report Writing – Conclusion

Write

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

Topic: Kids should have chores.

PREVIEW

Summarizes the main points

Call to action

Connects to the introduction

Ends with something interesting

Topic: Canada is the best country in the world.

Summarizes the main points

Call to action

Connects to the introduction

Ends with something interesting

Research Process – Asking Questions

Directions

Choose two community helpers you want to learn more about. Write down 3 questions that you would ask them to understand their job and how they help us every day.



Community Helper	
1	
2	
3	

Community Helper	
1	
2	
3	

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 Planes Fly	Magical World of Castles	Mysteries of Ancient Egypt

1) Brainstorm report topics that you will choose from. You can use some of the ideas about _____.

2) What topic did you choose?

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

4) Choose three main headings and write them below.

Research

Find information for your report.

5) 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

3

PREVIEW

Planning

Finish the planning process.

6) 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.

7) Write the conclusion below. Re-write the idea of the things they learned. Use a call to action - where they can go to learn more.

Name: _____

202

Curriculum Connection
CC2.6

Assignment – Report Writing

PREVIEW

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction	Clear topic and grabs attention.	Clear topic but lacks interest.	Topic is vague.	Missing or off-topic.
3 Headings	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.
Facts	Accurate, interesting facts that clearly explain the topic.	Mostly accurate facts that somewhat explain the topic.	Some facts are inaccurate or unclear.	Missing or incorrect facts.
Pictures	Relevant pictures that add to understanding.	Relevant pictures.	Irrelevant or unclear pictures.	Missing pictures.
Conclusion	Summarizes all points, relates back to introduction, interesting ending.	Summarizes main points, relates back to introduction, interesting ending.	Vague or off-topic conclusion.	Missing or irrelevant conclusion.
Punctuation/Capitalization	All sentences are correctly punctuated and capitalized.	A few minor errors in punctuation or capitalization.	More errors in punctuation or capitalization.	Frequent errors that severely impact readability.

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

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. Look at these:

Snowflakes falling slowly,
Landing on the snow,
Winter's quiet hug.



Rain

Raindrops on the leaves,
Umbrellas bloom like flowers,
Springtime's gentle kiss.

These little poems are fun to read and a wonderful way to share something special about your world.

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	

Topic: Brown Bear

Line 1	Oscar the brown bear
Line 2	Sleeps all winter in his den
Line 3	

What is a Haiku?

**Write**

Finish the Haiku poems below.

Topic: Nighttime

Line 1

Moon up in the sky,

Owls asking who, who, who?

Line 3

Line 1

Owls crack their eyes open,

Line 2

Line 3

A powerful force.

Topic: Rainbows

Line 1

Rainbow in the sky

Line 2

Line 3

A gift after rain.

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

Rhyme poems are like fun songs but without music. Words in them sound the same at the end. This makes them fun to read and sing! Let's learn to make a rhyme poem!

What is Rhyme?

When two words sound the same at the end, they rhyme. Like "log" and "bog" both have an "og".

Steps to Write a Rhyming Poem

- 1) Pick a Topic: What do you like or love?
- 2) Choose a Rhyme Scheme: Decide which words 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 each line to follow 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)



Tools for Finding Rhymes

- Rhyming Dictionaries: These are like dictionaries, but just for rhymes!
- Online Rhyming Tools: Type a word and find matches!

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Frog	Hog	Log	Bog
Hand			Sand
Play	Day		
Torn			

Write

Finish the poem below using the rhyming scheme.

AABB Poems

Raindrops on my **coat**,
Puddles make my boots **afloat**.
Sky has been **torn**,

AABB Poem

_____ine
Birds are singing **waigh**.
Children laugh and

AABB Poems

Moon is glowing **bright**,
Guiding us throughout the **night**.
Owls hoot and bats **fly**,

AABB Poem

Bees buzz in the **air**,
Flowers blooming **everywhere**.
Honey on the **hand**,

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that interest you. These will help you come up with ideas for your poems. Examples: friends, hobbies, sports teams, seasons, etc.

2) Which topic will you write your poem about?

3) Write a 4-line poem below with the first line rhyming with the one above.

4) Illustrate your poem by drawing a picture.

PREVIEW

Children's Book**Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

Lucas had a hat so fine,

It sparkled like stars do shine.

He put it on and quipped,

As if he ruled a magic land.

"Let's try some magic," Emma said,

"We could turn a stone into bread."

Lucas waved the hat with glee,

And soon they both had snacks for free.

Children's Book**Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

Emm's toy that broke,

It's where he spoke.

With Lucas' hat, my m

And played with it well in

"It's fun, this hat, but can't you see,

The magic's not just meant for me."

He put it where he found the prize,

For another kid to realize.

Activity Title: Rhyme Time Poetry Party

Objective

What are we learning more about?

To engage students in the fun world of rhyming and help them create their very own four-line rhyming poem.

Instruction

How do we complete the activity?



- 1) Group Rhyme Chain:** Start by sitting in a circle. Say a word aloud (e.g., "dog"). The next student says a word that rhymes with "dog". Go around the circle with each student saying a rhyming word until you cannot think of any more words. Do this multiple times with different words.
- 2) Theme Selection:** Ask each student to think of their favourite thing (it could be an animal, a toy, a place, etc.) and write it down.
- 3) Rhyme Brainstorm:** On a piece of paper, students will brainstorm and write down 3-4 words that rhyme with their chosen favourite thing.
- 4) Compose the Poem:** Using their favourite thing and the rhyming words they brainstormed, students will write a four-line poem. Remind them that the end of lines 1 and 2 should rhyme, and the end of lines 3 and 4 should rhyme.
- 5) Poetry Presentation:** Once their poem is complete, create a "poetry stage" (a space in the front of the class) and let students take turns presenting their poems. Applaud and cheer for each poet!

Activity Title: Rhyme Time Poetry Party**Plan**

Plan your poem by filling in the graphic organizer below.

1) Write down some of your favourite things below. It could be food or a toy.

2) Which flavour can you choose for your poem?

3) Write as many words as you can think of that rhyme with your favourite thing.

4) Write your poem below. In the first line, you'll say what your favourite thing is. Then you'll use the rhyming words above to create sentences.

Rubric – Creating a Rhyming Poem

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

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you have done better?

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. Popular limericks include There Was An Old Man With A Beard and There Once Was A Man From Peru.

There Once Was A Man From Peru

There once was a man from Peru

Who dreamt he was in a shoe

He awoke in the night

With a terrible fright,

And found it was perfectly true.

There Was An Old Man With A Beard

There was an old man with a beard,

Who said it is just as I feared.

Two owls and a hen,

Four cats and a wren,

All his troubles were in my beard!

How a Limerick Goes

Limericks follow a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They have a rhythm as well – think Hickory Dickory Dock.

- 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?

**Write**

Finish the poem and draw what you are picturing.

Topic: Silly Bees

Line 1 There once were some bees in a hive,

Line 2 Who buzzed and felt so alive.

Line 3 They flew from flower to flower,

Line 4 And chattered in a row.

Line 5

Draw

Topic: The Jolly Old

Line 1 There once was an old man named Ray,

Line 2 Who laughed in a jolly old way.

Line 3 With a chuckle and grin,

Line 4

Line 5 Brightening everyone's day!

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 words that rhyme. Draw a picture to go with it.



Line 1

I once had a puppy named _____.

Line 2

Who was a big soccer _____.

Line 3

He tugged and he _____.

Line 4

Sipped on a soda _____.

Line 5

Then went for a run around the _____.

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that interest you. These will help you come up with ideas for your poems. Examples: friends, hobbies, sports teams, seasons, weather, etc.

2) Which topic will you write first? _____

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

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4

Name: _____

225

Curriculum Connection
CC.2.2, CC.2.4

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below:

Line 1

Line 3

Line 4

Line 5

5) Illustrate your poem below:

Writing A Limerick Poem

PREVIEW



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
Page	Age	Cage	Wage	Sage
Shade	Shade	Shade	Parade	Braid
Nest	Rest	Rest	Nest	Jest

S

C

H

O

O

L

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: _____

231

Curriculum Connection
CC2.4

Rough Copy

Write your rough copy below

PREVIEW

Analyzing a Book Review

Title and Author: "Draco and the Lost Star" by Sammy Samson



Introduction: Hey there, everyone! I want to tell you about this cool book I read. It's called "Draco and the Lost Star." It's full of magic, mystery, and fun!

Summary: This book is about Draco, a friendly dragon who loves stars. One night, Draco sees that the biggest star in the sky is gone! Draco knows it's not right, so he decides to go on a quest to find the lost star.

Along the way, Draco meets all kinds of magical animals who help him on his journey. Together, they explore magical forests, sparkling rivers, and even climb the highest mountains. Will Draco and his friends be able to bring back its twinkle to the night sky?

Your Thoughts: I really, really loved this book! Draco is so brave, and I wish I could be as brave as him. The book was so thrilling, and I couldn't guess what happened next. I liked meeting all the magical things too, like talking trees and friendly fireflies. The pictures were well made, and the words were just right for kids like us.

Rating: ★★★★★

I give this book five big, shiny stars! ★★★★★ It's a magical journey that you won't want to miss. Come along with Draco and help him find the lost star!



Analyzing a Book Review

Describe

After reading the book review, explain if it met the criteria below.
Write an example of how the book review meets the criteria below.

1) Does it have a catchy start?	Yes	No
2) Include the title of the book	Yes	No
3) Include the author's name	Yes	No
4) Does it give a summary without spoiling surprises?	Yes	No
5) Did they state their thoughts about the book? Give an example.		
6) Does it talk about what was liked and disliked?		
7) Does it use interesting words that are fun to read? Give some.		
8) Does it end with a rating? Write it down.		
9) Who does it say would enjoy the book?		

Practicing Summarizing

Summarize:

Read the short story below and then summarize it without giving away surprises. Pretend a friend has asked for a television or movie recommendation, so they don't want to know exactly what happens.

Short Story**The Lost Puppy**

In a sunny park, Jake found a little lost puppy with fluffy, brown fur. It cried softly, looking very sad. Jake worried how he could help it. Then he remembered seeing a "Lost Puppy" sign. Holding the puppy gently, Jake ran over and called the number on the poster. After a few minutes, a happy owner showed up, hugging the puppy with tears of joy. "Thank you so much!" she said, filled with thanks. Jake smiled, happy to have found a new friend.

Your Summary

Practicing Reviews – Lucy's Magic Bracelet

Reviews

Write your thoughts about the short story below. What voice will you write with? Are you frustrated with the story? Excited about it? What were your favourite/least favourite parts? What rating will you give the story?

Short Story – Tom's Magical Boots

Tom found special boots in a magic forest. He was so excited that he put them on right away. The boots made him jump his feet one, two, three times. All of a sudden, he could understand the trees. They were saying! Big oak trees told him really old stories. Willow trees whispered secrets to him. Even the maple trees gave him funny riddles to solve. When he went home, he took off his magic boots and ran to his friends. "I have amazing stories to tell you," he said. Tom loved his magic boots and could not wait to visit the forest again.

1) What are your thoughts about the story? Write using a certain voice – happy, mad, etc.

2) What was your favourite part? Least favourite part?

Favourite	
Least Favourite	

3) What rating do you give the story? Why do you give it this rating?

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

4) What are your thoughts on the book? Fill in the table below.

Favourite
PartLeast
Favourite
Part

Planning

Fill in the graphic organizer to write a book review.

5) **Rating:** How many stars out of 5 do you want to give the book? Explain why – is there a different similar book that might be better?

6) Who would read this book? Who would you recommend it to? Who might not like this book?

7) Draw a picture to go along with your book review.

PREVIEW

Name: _____

244

Curriculum Connection
CC2.1

MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating



Rubric – Book Review

Category	4 Points	3 Points	2 Points	1 Point
Title and Author's Name	Clearly states title and author	Mentions title and author	Missing either title or author	Missing both title and author
Grabs Reader's Attention	Engaging start, hooks reader	Starts with some interest	Lacks a catchy start	No effort to engage reader
Strong Summary	Clear and concise summary of book	Adequate summary of book	Incomplete or unclear summary	No summary given
Rating	Gives rating (e.g., stars)	Gives rating	Unclear rating	No rating provided
Recommendation	Strongly recommends with reason	Recommends with basic reasoning	Mentions recommendation	No recommendation

Teacher Comments

Mark
Student Reflection – How did you do on this assignment? What could you do better?

Printing Activities

Printing Activities**Practice**

Trace the printing letters below.

A A A A A A A A A A A

a a a a a a a a a a a

B B B B B B B B B B B

b b b b b b b b b b b

C C C C C C C C C C C

c c c c c c c c c c c

D D D D D D D D D D D

d d d d d d d d d d d

Printing Activities

Practice

Print the letters in each of the boxes.

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

Printing Activities

Practice

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

The cat slept.

I love reading.

Birds fly high.

He reads a big book.

My dog barks loudly.

PREVIEW

Printing Activities**Practice**

Trace the printing stories below.

Lucy went to the park. She saw ducks in
the pond. They quacked and swam happily.
Lucy smiled and clapped.

Today is Max's birthday. He got a big, blue
balloon. His friends sang happy birthday.
Max felt so special.

Rain tapped on the window. Mia watched
with her cat. They saw a rainbow later. It
was bright and beautiful.



Google Slides Lessons Preview





Saskatchewan Language Curriculum Reading Comprehension – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We are learning to understand different reading comprehension strategies so we can make connections, ask questions, make predictions, visualize stories, and draw inferences to better understand what we read.

Match the Message to Its Purpose!

Read each message on the left. Then, draw a line to match it to the correct purpose on the right.

Messages	Purpose of the Message
Remember to bring your lunch tomorrow.	a. To give you an opinion for the weather.
Don't scratch the wet floor.	b. To share something exciting or make you smile.
The fire will start after noon.	c. To give information about what's happening today.
You did an amazing job on your project!	d. To thank you for your help on the assignment.
Please recycle your paper when you're done.	e. To tell you you are doing great!
It might snow this weekend.	f. To help you stay safe.

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.

Clara and Sophie woke up early on Saturday morning and looked outside. Everything was white! Snow covered the trees, the road, and their front yard. "Let's build the biggest snow fort ever!" Sophie said excitedly. They put on their boots, hats, and mittens and ran outside. Clara rolled a huge snowball, while Sophie started stacking blocks of snow. Soon, they had a tall, strong fort. Their dog, Max, jumped around in the snow, barking happily. Just as they finished, big snowflakes started falling again. "Perfect snow!" Clara laughed. It was the best snow day ever!

Consolidation – The Big Snow Day

Questions

- Making Connections** – Have you ever built a snow fort or played outside in the snow like Liam and Sophie?
- Questioning** – What questions did you have while you read?
- Visualizing** – Draw what you see if you were in the story.
- Prediction** – What do you think Liam and Sophie might do after finishing their snow fort?
- Inference** – How do you think Liam and Sophie felt while building the fort?



Saskatchewan Language Curriculum

Reading Comprehension – Grade 2

Story Elements Sort & Match

Read each card. Decide if it shows a Character, Setting, or Plot. Place each card in the correct box.

Messages	Answer
1) A brave little mouse	
2) A dark cave with shiny rocks	
3) The puppy lost his favourite ball	
4) A park with tall trees and swings	
5) The bird can't find its nest	
6) A girl who loves to explore	
7) A storm begins during the picnic	

Character
 Setting
 Plot

Sequence a Story

Number the story events from one to four

1

2

3

4



The wind blew, and the kite soared high in the sky.



She climbed a little ladder to reach the kite.



Mia and her friends laughed and chased the kites.



Mia found a shiny red kite stuck in a tree.

Character

After reading the short folk tale story, look at the list of characters and their roles in the story.

Character	What They Did in the Story
Mouse	a) Got trapped in a hunter's net and was saved by the mouse.
Forest Animals	b) Chewed through the ropes and freed the lion.
Lion	c) Set the net to catch animals but left before catching the lion.
Hunter	d) Watched and cheered when the lion was set free.



Saskatchewan Language Curriculum

Reading Comprehension – Grade 2

Q Matching Activity – Ordering Steps

Drag the steps into the correct order. How to make a peanut butter and jelly sandwich.

Order	Steps
1	Spread peanut butter on one slice of bread.
2	Cut the sandwich in half if you want.
3	Get out the peanut butter, jelly, a knife, and a plate.
4	Spread jelly on the other slice of bread.
5	Enjoy your delicious sandwich!
6	Take out two slices of bread.
7	Put the two slices together to make a sandwich.

The

Then **Now**

Sentence	
1) Kids walked long distances to school.	
2) Kids use tablets to learn at school.	
3) Families cooked on fires outside.	
4) Kids played with sticks and stones.	
5) People wrote letters to send messages.	
6) Families use microwaves and stoves.	
7) Kids play video games at home.	
8) People send texts on phones.	

Adult or Kid Voice

Read the review and drag adult or kid based on who you think wrote the review.

Adult **Kid**

Magie Kingdom Rides – "I screamed SO loud on the roller coaster! It was AWESOME! I want to go again!"	
Cindy Blast Movie – "The car crash turned into superheroes! It was hilarious and I couldn't stop laughing!"	
The History Museum – "The exhibit was informative and well-organized. I especially enjoyed learning about ancient tools."	
Starry Night Symphony – "The music was calming and beautifully arranged. It felt peaceful and thoughtful."	
Alien Adventure Show – "The aliens burped glitter! Best show ever!"	
Wildlife Documentary – "The narrator explained animal habitats in great detail. It was very educational and fascinating."	
Super Pizza Party Game – "I beat the dragon boss and unlocked the secret pizza world! So cool!"	



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
CR2.1	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: • identity (e.g., Just Watch Me)	113-118, 163-167
CR2.2	and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.	-65, 223
CR2.3	Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.	75-78, 92-108, 120-125, 143-144, 186-194
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.	14-28, 36-39, 48-74, 79-104, 109-112, 120-142, 145-184, 196-223

Preview of 150 pages from
this product that contains
322 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
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.	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
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?").	32-35
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?").	40-46

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 a collection of pages you can read.



Parts of a Book

- **Title:** The name of a book is its title. It is usually on the front cover.
- **Headings:** Headings are the titles of different parts of a book or web page. They tell you what section is about.
- **Table of Contents:** This is a list at the start of a book. It tells you the chapters or sections and where to find them.
- **Pictures and Diagrams:** Pictures are drawings or photos in a book. Diagrams are special kinds of pictures that show how something works.
- **Page:** Each side of a piece of paper in a book is called a page. It has words or pictures.
- **Chapter:** A big part of a story in a book is called a chapter. It is like a smaller story inside the big one.
- **Author:** The person who writes the words in a book is called the author. They think of the stories or facts to tell.
- **Illustrator:** The illustrator is the person who draws the pictures in a book.

Important Words When You are Reading on Computers

- **Web Page:** A web page is like a page in a book, but on a computer or tablet. It has information or pictures.
- **Website:** A website is a collection of web pages you can visit on the internet. It is like a book with many chapters.
- **Search Box:** A search box is a place on a website where you can type words to find something you are looking for.

True or False

Is the statement true or false?

1) A chapter is the name of a book.	True	False
2) An author draws the pictures in a book.	True	False
3) The table of contents shows you where to find chapters of a book.	True	False
4) A webpage is a page in a book.	True	False
5) If you are looking for something you type it in a search box.	True	False

Match

Match the word in Column A with its meaning in Column B.

	Column B
Page	Collection of web pages
Website	Person who writes the words in a book
Headings	One side of a piece of paper in a book
Author	Titles of different parts

Choose

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

<p>1) What is an illustrator?</p> <p><input type="checkbox"/> Someone who writes stories</p> <p><input type="checkbox"/> Someone who draws pictures</p> <p><input type="checkbox"/> Someone who reads books</p>	<p>2) What is a chapter in a book called?</p> <p><input type="checkbox"/> Search box</p> <p><input type="checkbox"/> Table of contents</p> <p><input type="checkbox"/> Chapter</p>
<p>3) Where is the title of the book usually written?</p> <p><input type="checkbox"/> Front cover</p> <p><input type="checkbox"/> Back cover</p> <p><input type="checkbox"/> Middle of the book</p>	<p>4) What is each side of a sheet of paper called?</p> <p><input type="checkbox"/> Heading</p> <p><input type="checkbox"/> Page</p> <p><input type="checkbox"/> Website</p>

Understanding Reading Comprehension

Understanding Reading

Reading is not just saying words. Reading is when you understand the words you are saying.

Why Reading is Important

- 1) Reading helps you learn new things.
- 2) Reading is better than talking.
- 3) Reading helps you write better.



How to Be Good at Reading - Strategies

A) Before Reading

- What You Know: Think of what you know already before you read.
- Why Read: Are you reading to learn something or to have fun?

B) While Reading

- Predict: Try to guess what will happen next.
- Questioning: Keep thinking by asking questions about what you are reading.
- Make Connections: Connect the story to you, other stories, or the world.

C) After Reading

- Retell: Review the main parts of the story.
- Inference: Look for small clues to understand things that are not said out loud.

True or False

Is the statement true or false?

1) Reading is just saying words.	True	False
2) Reading does not help you talk better.	True	False
3) Asking questions while reading is a good idea.	True	False
4) Reading can help you learn new things.	True	False
5) Reading is an important skill.	True	False

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

--	--

Matching

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

<p>1) What does reading help you do?</p> <p><input type="checkbox"/> Find out new stuff</p> <p><input type="checkbox"/> Sleep</p> <p><input type="checkbox"/> Run faster</p>	<p>2) Why might you be reading?</p> <p><input type="checkbox"/> For fun</p> <p><input type="checkbox"/> To learn</p> <p><input type="checkbox"/> Both A and B</p>
<p>3) How does reading affect talking?</p> <p><input type="checkbox"/> Makes it worse</p> <p><input type="checkbox"/> Makes it better</p> <p><input type="checkbox"/> No effect</p>	<p>4) How can you relate the reading to your own life?</p> <p><input type="checkbox"/> Ignore it</p> <p><input type="checkbox"/> Make connections</p> <p><input type="checkbox"/> Write a poem</p>

Making Connections

Making Connections

Making connections makes reading easier to understand.

- Text-to-Text Connection: Like another book you have read.
- Text-to-World Connection: About things that happen in the world.
- Text-to-Self Connection: About your own life and what you know.



Making connections is like drawing a line from the example to the type of connection.

1) Bella finds a lost dog on a street.

Text-to-Self _____ Volunteers help lost pets.

Text-to-Text _____ I saw a dog on the street.

Text-to-World _____ I read a newspaper story about lost pets.

2) Grandma comes to visit for the weekend.

Text-to-Self _____ This is like the book "Little Red Riding Hood".

Text-to-Text _____ People travel to see family.

Text-to-World _____ My grandma also comes to visit sometimes.

3) Jake and his friends build a snowman.

Text-to-Self _____ Building snowmen is very common during winter.

Text-to-Text _____ I built a snowman last year.

Text-to-World _____ I read that it will be snowing a lot this winter.

Making Connections

Making Connections

Make connections to the passage below.

Sam the rabbit loved hopping around the pond. One day, he found some shiny berries. His friend, Tina the turtle, was slow to find food. Sam decided to share his berries with Tina. They both enjoyed the yummy treat and felt happy.

Text-to-text

Text-to-self

Text-to-world



Comprehension Practice – Questioning

The Magic of Pulleys: How Elevators Work

What is a Pulley?

A pulley is like a special wheel that helps lift things up and down. It uses a rope or a cable. Pulleys make it easy to move heavy stuff!

How do elevators use pulleys?

Elevators have a pulley at the top. A strong motor turns this pulley. When the pulley turns, the elevator goes up or down.

Parts of an Elevator

Here is what you find in an elevator:

- Pulley: The special wheel at the top
- Motor: Makes the pulley turn
- Cable: The strong rope
- Elevator Car: Where people stand




When you press the button, the motor starts turning the pulley. The pulley then moves the cable, and the elevator car goes to the floor you picked.

Why Are Pulleys Important?

Pulleys are like magic because they can lift heavy things easily. You can find pulleys in other places too, like in cranes that lift big boxes.

Pre-Reading

Are you reading for fun or for information?



While

As you read, stop and write down questions you have.

1)	
2)	

Visualizing

Draw what you were picturing while you were



What is an Inference?

When you read or listen, your brain takes in new facts. It mixes them with things you already know. This way, you get fresh ideas or make **smart guesses**.

Example

New Information: Frogs jump really high to catch flies.

Inference: 1) Frogs are eating flies. 2) Jumping high is good for frogs.



Infer

Make an inference now by answering the questions.

1) Rachel is collecting old eggs left all over her house.

What holiday is it?

2) Dad is filling the car with suitcases and suitcases.

What is the family doing?

3) The teacher is passing out test papers and sharpened pencils.

What is happening in the class?

4) The puddles are turning to ice outside.

What is the weather like?

5) Jenny is brushing her teeth and wearing pajamas.

What time of the day is it?

What is an Inference?

Infer

Make 1 inference about each of the sentences below.

1) The soccer field is wet, and the sky is cloudy.

2) The cat curled up on the windowsill, looking outside.

3) Lisa is putting on a scarf, and mittens.

Infer

Make inferences about what is in the images below



The dog is wagging its tail.



The snowman is melting.

Comprehension Practice – Predicting

A Day in the Life of Ananya: Experiencing India

Ananya wakes up early in the morning to the sound of birds chirping outside her window. She lives in India, a country with many languages, foods, and traditions.

After getting dressed, Ananya joins her family for breakfast. They eat idli, a soft and spongy food made from rice. Ananya loves to dip her idli in coconut chutney.

"Today is a special day!" says her mom. Ananya is excited. She loves going to the market because it is full of colours and smells. They buy many things, including beautiful fabrics.



After the market, Ananya and her family visit a special place called a temple. Inside, they see statues and light candles. Ananya feels a sense of peace.



For lunch, they eat biryani, a delicious rice dish with meat and spices. Ananya helps her mom set the table.

Later, they go to a park where kids are flying kites.

Ananya loves watching the kites dance in the sky. She even gets to fly one!



As the sun sets, Ananya and her family enjoy a dinner of roti and dal, a lentil sauce. Before bed, Ananya thinks about her wonderful day. Ananya loves living in India. Each day is a new adventure, full of things to learn and people to meet.

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 boy will kick the ball
- ☐ The boy will throw the ball
- ☐ The boy will hit the ball

2)



- ☐ The family will eat the ice cream they buy from the vendor
- ☐ The family will not buy ice cream
- ☐ The vendor will give the family apples

3)



- ☐ The children will stop playing in the park
- ☐ The children will swim in the water
- ☐ The children will sleep in the park

4)



- ☐ The friends will go out for a walk
- ☐ The friends will cut the birthday cake
- ☐ The friends will eat pizza

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) Come over hier and sit with me.



2) The b _____ cross the brite green grass.



3) Aisha wear _____ across the _____ every day.



4) I got a red balun and a _____ y b _____.



5) My favourite animal is the elefant.



6) I read a book about the magical farrest.



7) He does not like cheeze on his burger.



8) The dog is chasing its own tayl.



9) Look at the preti rainbow in the sky.



10) Can you find the biggest apal in the basket?



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.

We hikes up the mountain trail.	
Yes	No

The dog barks loudly.	
Yes	No

My favourite flower is rose.	
Yes	No

Fish climb deep in the sea.	
Yes	No

Birds fly in the sky.	
Yes	No

There are a very big apples in the tree.	
Yes	No

Sam sings beautiful songs.	
Yes	No

Jim and I runs in the pond.	
Yes	No

Instructions:

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

Once a time, in a colourful forest, there lives a rabbit named Timothy. Timothy loved to hopping around the trees every morning. One day he met a friendly turtle named Gerard. Gerard was slow and steady, but he could flies faster than any bird in the sky.

"Good morning, Gerard!" Timothy said with a smile. Gerard smiled back and replied, "The sun is shining dull, but it's raining snow today!" They decided to have a picnic under a big oak tree. Timothy brought carrots that tasted like chocolate, and Gerard brought lettuce that could sing.

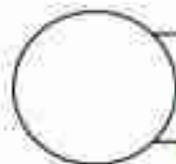
After their meal, they played hide and seek until they felt tired. They laughed and danced until it was time to say, "Goodnight, see you yesterday!"



Monitoring – Does It Make Sense?

Instructions

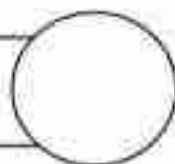
Some of these sentences do not make sense. In the circle make a smiley face 😊 for the sentence that makes sense and a sad face ☹️ for the sentence that does not make sense.



George is a like boy.



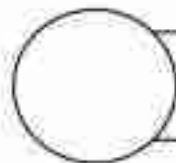
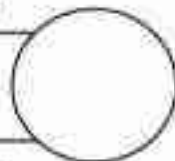
Old tom behind chair stand was.



and Sam are best friends.



Silly paint tree bird.



The baby girl was crying for.



Cold weather was snow.



Instructions

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

1) We eat lunch at _____.	night	noon
2) The flowers grow in the _____.	soil	garden
3) The dog wags its _____.	ears	tail
4) We ride the bus to the _____.	school	park
5) I wear my hat on my _____.	hair	head
6) She goes to school with her _____.	mother	friend

Sight Words

Familiar or sight words, are words we see a lot and know by heart. These are special words like "the", "and", "I", or "you" that we can spot and say quickly without having to sound them out. They help us read faster and understand stories better!

Instruction Read the story below. List all the sight words you can find.

Once upon a time, there was a kind cat named Bella. She lived in a big, cozy house. One day, she saw a bird outside. The bird was lost and needed help. Bella wanted to help her friend. She said, "Do not worry, I will help you find your way home."

Together, they looked around. They went up and down, here and there. Bella and the bird saw many things: a tall tree, a red car, and a blue sky.

At last, they found the bird's home. The bird was so happy. "Thank you, Bella!" They hugged and said goodbye. Bella felt good because she made a new friend and did a kind thing.



Comprehension – Weather of Saskatchewan

Understanding Weather

Weather shows if it is sunny, rainy, snowy, or windy outside. In Saskatchewan, the weather changes throughout the year.

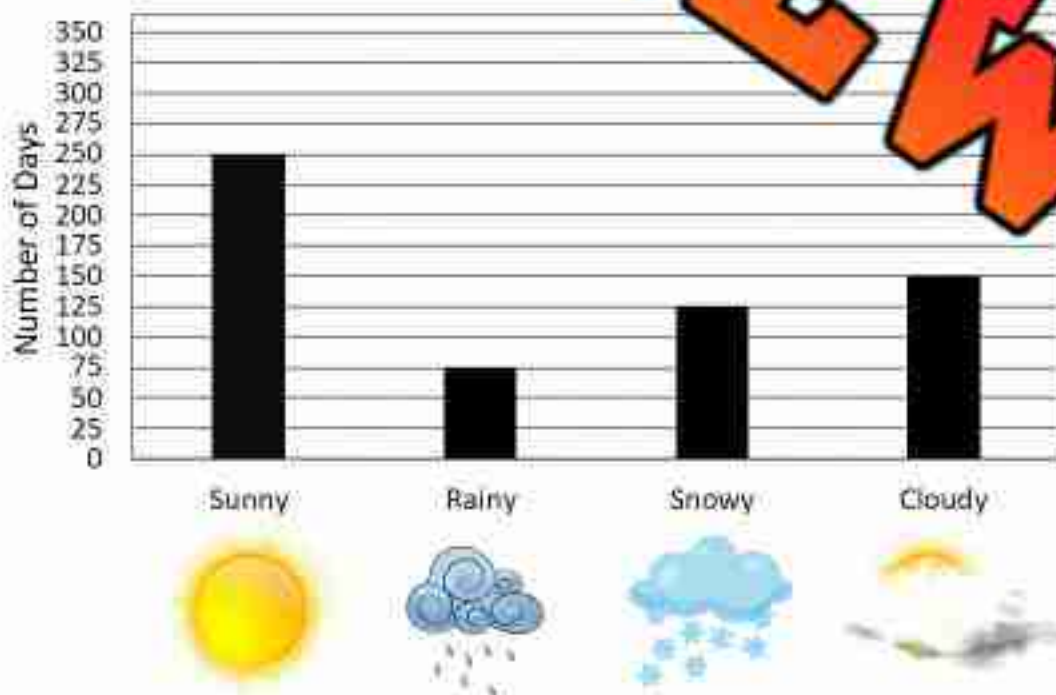
Saskatchewan's Yearly Weather

- Sunny: Saskatchewan enjoys about 250 days with sunshine.
- Rainy: Rain happens on around 75 days each year.
- Snowy: Days when snow covers the land for about 125 days.
- Cloudy: Days when it is cloudy are nearly 150 days.

Why Use a Chart?

A chart is like a picture that tells a story. It helps us understand how many days have sun, rain, or snow. Charts make it easy and fun to see and compare different weathers in Saskatchewan.

Saskatchewan Weather Chart



Name: _____

37

Curriculum Connection
CR2.2, CR2.4

Reflection

Did the chart help you in understanding the weather of Saskatchewan?

Draw

Draw different pictures that represent the four different types of weather in Saskatchewan.

	Rainy
Snowy	Cloudy

Jokes**Instructions**

Match the jokes to their correct punchline.

Knock, knock.

Who's there?

Goat.

Goat w

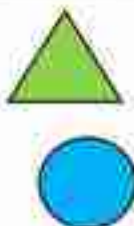


You're pointless.

Why did the
banana go
to the doctor?

Lemon-aid

What did the
triangle say
to the circle?



to the door and
out!

What do
Santa's elves
learn in school?



It wasn't peeling well.

What do you
give a sick
lemon?



The elf-abet

Riddles - Codebreaker

Instructions

Use the code below to answer these riddles.

What can fill a room
but takes up no space?

12 6 10 25 19

Answer: Light

What can you carry
before it can carry you?

4 14 2 10 10

Answer: An Egg

What has teeth but
no mouth?

4 8 5 16 20

Answer: A comb

Where can you find
cities, towns, and
streets but no people?

16 24

Answer: A map

What can you catch
but never throw?

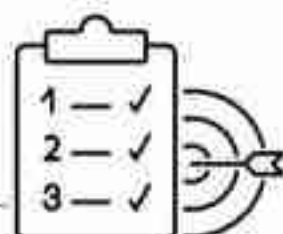
4 8 5 12 18

Answer: A cold

1	2	3	4	5	6	7	8	9	10	11	12	13
Z	E	S	A	O	I	R	C	U	G	W	L	Y

14	15	16	17	18	19	20	21	22	23	24	25	26
N	F	M	J	D	T	B	Q	X	K	P	H	V

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important: _____

New things I will try:

I am going to work _____ harder at:

read:

Name: _____

42

Curriculum Connection
AR2.2

READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: _____

REFLECTION / SELF-EVALUATION**Instructions**

Follow the given instructions to fill your weekly reflection table.

- 1) **Month Ending:** Write the last day of the month you are reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Did I Meet My Goal?:** Simply state yes or no.
- 4) **Actions Taken:** List the actions you took to reach your goal.
- 5) **Books/Texts Read:** Write down the titles of the books or texts you read.
- 6) **Observations:** Write down what you noticed about your reading. Do you enjoy reading? Did you struggle with something?

Month Ending	
Reading goal	
Did I meet my goal?	

Actions Taken	Books/Texts Read	Observations

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Visual	Draw a picture of something you visualized. Explain the picture.

Day 2

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Questioning – Write 3 questions about the text. One before reading, one during, one after.	
Before	
During	
After	

Independent Reading - Responses

Day 3

Fill in the organizer below.

Name of Book	
Author	
Genre	
Making Connections - What does the book remind you of?	

Day 4

Fill in the organizer below.

Name of Book	
Author	
Fiction/Non-Fiction	
Retell - What happened in the story?	

Independent Reading BINGO

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Draw the character	Where did the story happen?	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 from the story	What made you cry in the story?	What made you sad in the book?	What was the problem in the story?
Write a funny line from the book.	Draw something you liked in the book	Free Space	Make a drawing of the main character	How did the story end?
Tell a friend about the book in 3 sentences	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: Reading Letters

Focus

- Voice in letters
- New vocabulary, grammar rules, cohesive ties, sentence structure specific to letters
- Implicit and explicit perspectives in various texts
- Making inferences after reading

Letters – Voice in Letter Writing

123 Apple Way
Maple Ridge, BC
V0M 1H0



Dear Mrs. Smith,

I hope you are well. I wanted to tell you that writing letters is fun! Sometimes we need to write formal letters. These are important letters we write about serious things. Other times we write informal letters. These are letters to friends or family.

I cannot wait to hear from you.

Best wishes,
Emily Davis

789 Sunshine Ave.
Happyville, BC
V2W 4L1

Hi Lucy!

Guess what? We learned to write informal letters at school today. It is like talking to a friend, but on paper. You can be casual and say anything. You can start with "hi" or "hey." It is really simple! I hope you write back so we can have a paper chat.

Love,
Mia

P.S. I cannot wait to see your drawing when you write back! 😊



True or False

Is the statement true or false?

1) You can add a P.S. after you have finished your letter.	True	False
2) The letter from Maple Ridge talks about formal letters.	True	False
3) Emily Davis cannot wait to hear back from Lucy.	True	False
4) The letter from Happyville discusses formal letters.	True	False
5) Mia asks to send a drawing when she writes back.	True	False

Question 1: Answer the questions below.

1) Voice in writing is how your letter sounds, like talking to a friend or a teacher. Which letter type uses more voice?

2) What voice would you use to write each of the following. Different voices could be funny, serious, fact-based, bossy, curious, excited, or angry.

Grandparent	
Pen Pal	
Cousin	
School Principal	
Brother/Sister	
City Mayor	

3) Why do we write letters?

Email Writing – New Vocabulary

Subject: Let Us Have a Garden Adventure!

Hi Friends,

We are going to have a fun time in the garden! Soon, we will start our own garden. We will use what we learned from books and teach ourselves to cultivate an organic garden without using pesticide or chemicals. First, we will learn how to grow flowers and veggies like so they can grow big and strong. A botanist who is an expert will visit us. They will teach us how to take care of our garden. We will learn how to dig in the soil. Last, we will show our family and friends. It will be fun to show what we made.

See you soon,

Mrs. Davis

**Vocabulary**

Read the email and write any words that are new to you. Look up their meaning or guess based on their context.

Word	Meaning – Use Context Clues or Look Up Word Meanings

Email Writing – Linking Words

Linking words are words that make sentences and ideas connect. They help us understand what we read. They can be conjunctions, pronouns, or transition words. Linking words make our writing easy to follow.



E-mail!

- **Conjunctions** – joining words
- **Pronouns** – replace people and things (nouns) so we don't repeat ourselves
- **Transition Words** – words that say what happens next

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

Instructions

Circle the linking words in the emails below.

Subject: Meeting Tomorrow

Hi Class,

I hope you are well. We meet tomorrow at 10 am. Please bring your art. After that, we will chat about going to the park next week.

See you soon,

Mrs. Howard

What voice was used in this email?

Formal

Informal

Subject: New Recipe!

Hi Friends,

I tried a new cooking recipe. First, you mix stuff. Second, you bake them. Last, you eat them with friends and family.

They taste so good! Want some?

Bye!

Sara

What voice was used in this email?

Formal

Informal

Letter Writing – Inferences

Dear Class,

I hope you're all having a good day. I wanted to write you this letter to tell you something important. In our office, we use computers a lot! We also talk to people on the phone to help them. We wear special clothes called suits, and we even have a big meeting room.

So, we have treats in the kitchen. But guess what? We have to be really quiet near the kitchen because Mr. Smith is always thinking really hard in the kitchen.

I can't wait to see you.

Best wishes,

Mrs. Johnson



Inferences

Answer the questions below by making inferences.

1)	Why does Mrs. Johnson wear a suit?	It's cold	It's her work clothes
2)	What does Mr. Smith do in his office?	Cooks	
3)	Why do they have to be quiet near the kitchen?	Mr. Smith is thinking	There's a baby
4)	What is likely happening in the meeting room?	Eating	Meetings
5)	Why does Mrs. Johnson use a computer?	To play games	For work
6)	What does Mr. Smith probably do?	Make decisions	He is a cook
7)	Do you think Mrs. Johnson is having a good day?	Yes	No

Letter Writing – Inferences

Dear Aunt Julia,

I hope you are well. It is busy at our beach house. The sun is shining a lot, so it is perfect for swimming. Dad and I are playing in the pool with a moat.



Mom is making smoothies with bananas and strawberries. They are so tasty. I take one to our neighbour Mr. Brown and he gives us fresh lemons.

Guess what? The town is making a new playground. They are putting in a climbing wall and a seesaw. I cannot wait to play there.



I am in a painting class. We use bright colours. It is really fun and they say art is good for you.

I have to go. Dad and I are going to swim now. Please say hi to Uncle Mark.

Love,

Hannah

Inferences

Make inferences from the sentences below.

"Mom is making fruit smoothies."

"The sun is shining a lot, so it is perfect for swimming."

"The town is making a playground!"

Do you think Mr. Henry likes this smoothie?"

Visualizing

Draw what you were picturing while you were reading.



Email Writing – Questioning

Subject: Making the Zoo More Fun!

Dear Zookeeper Sam,

Hi! I am Chelsea from Mrs. Smith's class. I hope you are having a great day. We are going to the zoo and thought of ways to make it more fun.



I think it would be a good idea to have an area for bunnies and goats. Kids would love that! And what if there was a puppet show about animals? We could learn and laugh at the same time.

Mom says if you have a good idea, tell someone who can help you. That is why I am writing to you.

Can we talk about my ideas soon? I know with your help our zoo can be even more amazing!

If you like my zoo ideas, please tell me. I cannot wait to make the zoo a better place!

Thanks for listening,

Chelsea

Name: _____

65

Curriculum Connection
CR2.2, CR2.4

Before Reading

Preview the text by reading the subject, greeting, and signature.
Write a question you have.

While Reading

While you read, stop and write a question you have.

After Reading

After you are finished reading, re-read and write a question you still have.

Visualizing

Draw what you were picturing while you were reading.

Block 3:

Narratives

Focus

- Indigenous storytelling – symbols, language, and values
- Include cultural text forms – Indigenous story telling, songs
- Identify narrators' point of view – first and third 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 – Similes and Consonance
- Sequencing the events of multiple plots in a story, explaining the cause and effect

What is Indigenous Storywork?

What Is Indigenous Storywork?

Indigenous Storywork is a special way to share stories. It comes from First Nations, Metis, and Inuit people. It is more than a story. It teaches good lessons and keeps traditions alive.

The Seven Principles of Indigenous Storywork

There are seven principles in these stories.

- Respect: Being kind and listening.
- Responsibility: Doing what is right.
- Reciprocity: Share and take turns.
- Reverence: Treat things as special.
- Holism: Understand the whole story.
- Interrelatedness: Know how things connect.
- Synergy: Work together to make it better.



Why Is This Good?

These stories help us be good to the earth, animals, and people.

How Do We Learn It?

We can listen to these stories at events, family times, or read them in books at school.

True or False

Is the statement true or false?

1) Indigenous Storywork comes only from First Nations.	True	False
2) The stories teach bad lessons.	True	False
3) There are seven big ideas in Indigenous Storywork.	True	False
4) Reciprocity means to be rude.	True	False
5) You can only learn Indigenous Storywork in school.	True	False

Questions

Answer the questions below.

1) Reread paragraph 1 and write what Indigenous Storytelling is.

2) What 7 principles are taught in Indigenous story?

Visualize

Draw a scene where an Indigenous elder is telling a story to a family gathering and kids are listening.

The Caring Friendship of Turtle and Squirrel

Long ago, in a forest, lived Turtle and Squirrel. They were good friends. One day, they found a small tree that was very sick.

"Let's help it," said Turtle. "If we do, it will grow strong and shade." Squirrel nodded. "And it will give us food and fruit for everyone."



So, they went to the tree every day. Turtle used his strong legs to bring water from the lake. Squirrel used his tiny paws to dig and make the soil loose.



Weeks passed. The tree got better and started to grow. It became tall and full of leaves and fruits. Other animals came to eat. They said, "Thank you, Turtle and Squirrel."

Turtle and Squirrel smiled. They felt good inside. "You see," said Turtle. "When we help one, we help all." Squirrel nodded. "We are all connected, like a big family."

They learned that taking care of the tree was their responsibility. They also learned to respect all living things because everything is linked. They were happy and proud. And the tree was happy, too.

Questions

Answer the questions below.

1) Who was in the story? Describe their characters.

2) Match the traits to the story. Have you ever watered a plant or a tree? Explain.

Storywork Traits

Match how these indigenous traits were taught in the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how everything is linked

Interrelatedness

Taking care of the others

Word Scramble

Unscramble the words below

TCESPER

EARTSNSIEDENLRET

IPNIEOYLIBSSRT

The Dance of the Sun, Moon, and Stars

In a sky village, Sun, Moon, and Star were friends. They always shone alone and never together. People in the world below were sad. "It is either too dark or too bright," they said.

One day, Elder Cloud told them, "Your lights are all special, but they are even better. Work together!"



Sun, Moon, and Star talked. "Let us shine together and make the sky perfect!" said Sun.

Moon said, "Agreed. We will understand how we are all linked in making the sky beautiful." One day, Sun shone brightly in the day.

Moon glowed softly at night, and Star twinkled in between.

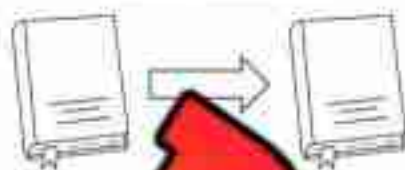
Now, the sky had day, twilight, and night. People were happy. The friends learned that by working together, they made something better and more whole.

Elder Cloud smiled, "You see, everything is linked. You worked together and made the sky perfect for everyone."

Sun, Moon, and Star now knew the power of synergy, holism, and interrelatedness. And they all shone happier than ever.

Make Connections

Stories like this one often teach us lessons we can use in our lives. How can you relate this story to your own life?

Text-to-text**Text-to-****Text-to-world****Storywork Traits**

Match how these indigenous story work traits were taught in the story.

Synergy

☐ Everything in the sky is linked

Holism

☐ Looking at all the parts of the sky

Interrelatedness

☐ Shining together to make the sky beautiful

Narrator's Point of View

Narrator's point of view means who tells the story. There are two main kinds:

First-Person: A person in the story talks. They say "I" and "we."

- Example: "I see a dog." or "We went to the store."

Third-Person: Someone else tells the story. They say "he," "she," "they."

- Example: "Sara sees a dog." or "They went to the store."



Instructions: Read the sentences and decide which point of view is being used.

1) We went to the park and had a picnic.	First	Third
2) She danced across the stage.	First	Third
3) I baked cookies for the party.	First	Third
4) She painted with bright, fun colours.	First	Third
5) I found my lost, favourite toy.	First	Third
6) We cheered when our team won.	First	Third
7) Benny shot the puck, and it went in! Goal!	First	Third
8) He read the book all night.	First	Third

Book Hunt

Look in your classroom for books written in different points of view.

Name of Book	Point of View

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) They are playing soccer.

B) We went to the park today.

C) Alia is doing her homework.

D) I want the kids to get back to class now!

E) I love chewing a bone.

F) I am baking a cake for the kids.



First

Third

First

Third

First

Third



First

Third

First

Third

First

Third

The Bike Ride – Different Points of View

First-Person

Hi, I'm Tim! Today was a sunny day, so I decided to ride my bike. I felt so happy as I pedaled down the street. The wind felt amazing as it blew through my hair. "This is the best day ever," I thought.

Then I heard a dog barking. I looked over and saw a big, fluffy dog running around. "Woof, woof!" the dog barked as I rode by. I giggled and waved at the dog.

Finally, I turned my head and rode back home. I couldn't wait to tell my mom and dad all about my fun ride and the cute fluffy dog I saw.

Third-Person

Tim was feeling great because it was a sunny day. He decided to go for a bike ride. As he pedaled down the street, the wind blew through his hair, making him very happy. "What a wonderful day," he thought to himself.

During his ride, Tim heard some barking. He looked to the side and saw a big, fluffy dog in a yard. The dog seemed to be saying, "Woof, woof!" as he rode past. Tim couldn't help but laugh and wave at the playful dog.

After his adventure, Tim rode back home, eager to share his fun experience and the story of the fluffy dog with his parents.

Questions

Answer the questions below.

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

2) Summarize the events that happened in the story. Write 4 events in one sentence.

1)

2)

3)

4)

Inferences

Circle all the personality traits which you think Alex has.

Playful

Creative

Adventurous

Energetic

Funny

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Organized

Dedicated

Helpful

Simile

A **simile** is when we say something is like something else. We use the words "like" or "as." It makes our talking and writing fun. Here are some examples:

- The dog is as fast as a race car.
- The cake tastes like a rainbow.
- Her teddy bear is as soft as a teddy bear.

**Think**

Read the paragraph and underline examples of similes. Then write 4 of them below.

Once upon a time, Tom had a room that was as busy as a beehive. He loved his trains, which glided on tracks as smooth as a hot pan. One day, a bird, quick as a wink, zoomed into his room. Tom was so happy as he was watching it. Soon, clouds as black as coal gathered in the sky, and a thunder that sounded like a drum. "Oh no, my window is open!" he shouted. He ran to close it, as fast as lightning. Raindrops fell like soft pillows. Indoors, Tom felt as cozy as a kitten. After the rain, the sky turned clear, like a glass window. Tom's new friend—the bird decided to stay!

Name: _____

81

Curriculum Connection
CR2.4

Simile

Instructions

Complete these similes with the help of hints from the pictures.

1. As busy as _____

2. As slow as _____

3. As tall as _____

4. As _____

5. As brave as _____

6. As sweet as _____

7. As light as _____

8. As cold as _____

9. As big as _____

10. As soft as _____



Name: _____

82

Curriculum Connection
CR2.4

Selfie Similes

Instructions

Complete the simile and draw yourself in a way that shows what the simile says.

I am as _____ as a _____

I am as brave as a _____

I am as funny as a _____

I am as sweet as a _____

I am as bright as a _____

Consonance

Consonance is when the same ending sound repeats in words that are close in a sentence. This makes the words sound catchy. Writers like to use it.

- A big, pink pig.
- A fall from a tall wall.
- She likes to hop on top.
- A fall from a tall wall.

**Think**

Read the examples of consonance. Write 4 of them below.

Cole had a big, red ball. He liked to kick against the tall, stall wall. "Kick, kick, tick-tock," the ball went back and forth for hours.

One day, Cole saw a duck near a small pond. "Quack, quack, snack time," said the duck. Cole had a pack of crackers in his sack. "Crack, crack," he said to the crackers.

"Thanks, Cole," quacked the duck. "You make snack time so much more fun!"

And so, Cole felt glad. His day had been filled with kicks, quacks, and cracks. It was a day of fun sounds and happy friends.

Consonance

Scavenger Hunt

Find books that have examples of consonance.

Book Name	Example – Describe or quote the example.
"Goodnight Moon"	Goodnight light and the red balloon.
Brown Bear Brown Bear What Do You See?	Brown bear brown bear

Instructions

Underline the words that show consonance in the given examples.

- 1) The black cat sat on the mat.
- 2) The big, brown dog dug deep in the ground.
- 3) In his neat, red bed, Ted read.
- 4) She will still fill the pail.
- 5) The pig is big, round, and found in the mud.
- 6) He sat on his flat hat.
- 7) Dad will grill the fish and fill our dish.
- 8) The duck is stuck in the muck.



Simile & Consonance

Instructions

Draw what you visualize while reading each sentence and circle whether it is a simile or consonance.



Simile	Consonance
The dog barked as loud as a siren.	



Simile	Consonance
She saw seashells.	



Simile	Consonance
The cake tasted as sweet as sugar.	



Simile	Consonance
The black cat sat on a mat.	



Simile	Consonance
The snowflakes were as soft as feathers.	



Simile	Consonance
Pink pigs danced a jig.	

Story Elements

What are Elements of a Story?

Elements of a story are the important parts that make up a tale. They are like pieces of a puzzle. When they fit together, they create a whole picture.

Character

Characters are people or animals in the story. They can be funny, brave, or clever. We learn about them through their actions and words.

Plot

The plot is the story part that tells us what happens. It is like a path that the characters walk on. It has problems that the characters need to solve.

Setting

Setting is where and when the story happens. It can be a forest, a school, or in a magical land. The setting can be long ago, today, or in the future.

Structure

- **Beginning:** This is where the story starts. We meet the characters and find out where they are.
- **Middle:** This part has the main events. The characters face a problem or go on an adventure.
- **End:** This is where the story wraps up. We find out how the characters solve the problem or end their adventure.



Questions

Circle the correct answer.

1) What is the plot of a story?

Where the story happens

The problem in the story

The end of the story

2) What is the setting of a story?

The character's names

The middle of the story

When and where the story occurs

Match the

Match these story ideas to the setting that fits best.

Story Ideas	Settings
A pirate searching for treasure	In a snowy garden
A family building a snowman	In the park
A student searching for a book	On a ship in the ocean
Best friends rescuing a cat	In the school library

Draw

Draw your favourite part of a story you recently heard. Write the characters' names and setting of the story.

Dialogue

Dialogue in a story is when characters talk to each other, like how you might chat with your friends. It is like the words inside the speech bubbles in a comic book.

For example, if Lucy and Max are in a story, and Lucy says, "Hi, Max! How are you?" and Max replies, "I'm great, Lucy! Thanks for asking." That is dialogue! It helps us know how characters are thinking and feeling, and it makes the story more fun to read because it's like listening to a real conversation.

Instructions Cut out the dialogue and observe what is happening in the picture.



Mom: "What is this, Ray?"

Ray: "It is _____."

Mom: "Yes! _____."



Bob: "Do you want my help? I have books."

Henry: "No, I am fine." _____

Bob: "_____."



Harry: "I like your haircut. It looks nice."

Emma: "Really? _____."

Harry: "_____."

Dialogue

Instructions

Create a comic by completing this dialogue between two kids.



PREVIEW

Green Treasures in the City

In a bustling city, Penny and her best friend, Aiden, decided to plant a garden. The city was full of tall buildings and busy streets, but they found a small patch of land near their school.

In the patch was just dull dirt and a few weeds. Penny and Aiden worked hard. They cleared the trash and the weeds. They planted seeds they had picked out together: tomatoes, carrots, and



sunflowers. They watered the seeds every day from their school, waiting and watching.

Days turned into weeks. At first, nothing seemed to happen. But they didn't give up. Then one morning, tiny green shoots popped out of the ground. Penny and Aiden were thrilled! They took extra care to make sure the plants got enough water and sunlight.

As summer came, their garden transformed. Bright flowers bloomed, and vegetables grew plump and ripe. Everyone at school started to notice. Teachers brought their classes to see the garden, and some kids even helped take care of it.

By the end of the summer, Penny and Aiden's garden was a lush spot of green in the grey city. They had created a beautiful garden for everyone to enjoy, proving that with patience and teamwork, even in a city, nature could flourish.

Name: _____

93

Curriculum Connection
CR2.3, CR2.4

Retell Retell the story in your own words by writing its beginning, middle and end.

Beginning

PREVIEW

Middle

End

Sequencing the Plot of a Story

- A) Tommy spotted a tiny caterpillar on a milkweed plant. It had stripes of yellow, black, and white! His eyes widened with wonder as he watched it nibble on a leaf.
- B) Tommy loved butterflies. He had butterfly books, and even raised some as pets.
- C) "That is Tommy!" said Mrs. Green, his teacher. "Take a note." Tommy jotted down _____ in his butterfly journal.
- D) Tommy had a _____ watching kit with a magnifying glass and a journal. He was in the after-school _____ butterfly club. Today they visited a butterfly garden.
- E) Tommy saw the caterpillar on a _____ leaf. He knew it would soon become a butterfly. He could not wait to share _____ in his _____.
- F) The next week, Tommy and Mrs. Green observed _____ the caterpillar. "This will become a Monarch butterfly," said Mrs. Green.
- G) Tommy eagerly shared his Monarch journey with the _____ butterfly club. They were amazed, and Tommy felt like a real butterfly expert.



Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

Plot Sequence	

Folk Tale**The Crystal Quest of Oliver in the Rockies**

Once upon a time in a small village nestled in the great Canadian Rockies, there lived a brave young boy named Oliver. Oliver loved exploring the mountains and forests around his home.

One sunny day, Oliver discovered a hidden cave. Inside, he found dusty books with tales of a magic crystal that could bring happiness to his village.

Eager to find it, Oliver set off on an adventure.



His first challenge was crossing a wide river. He carefully built a raft using logs and vines, and safely made it across. Next, he climbed a steep, rocky hill. With determination, he reached the top and admired the stunning view.

Then, Oliver entered a dense forest. He made friends with a squirrel who showed him the way through the thick trees. Finally, after a long journey, Oliver found the crystal shining brightly in a hidden valley.

Oliver returned home a hero, with the magic crystal that brought joy and laughter to his village. And so, the story of Oliver's brave adventure became a beloved tale passed down through generations.

The End

Story Structure

Answer the questions below.

1) What was the setting of the story?

2) What was the plot of the story?

3) List 4 events that led to the development of the story.

1)	
2)	
3)	
4)	

Draw

Draw a picture of the main character of the story based on your visualization.

Narrative Writing - Cause and Effect

In stories, "cause and effect" means one thing makes another thing happen.

- Cause: It rains. Effect: You use an umbrella.
- Cause: You run. Effect: You get tired.

**Think**

Is the underlined part of the sentence the cause or the effect?

1) The wind <u>blew</u> and the leaves <u>fall</u> .	Cause	Effect
2) The bell <u>ring</u> and the school <u>start</u> .	Cause	Effect
3) They <u>run fast</u> and <u>win</u> the race.	Cause	Effect
4) The <u>sun rises</u> and birds <u>start sing</u> .	Cause	Effect
5) He <u>slips</u> and <u>falls down</u> .	Cause	Effect
6) The door <u>creaks</u> and the dog <u>barks</u> .	Cause	Effect

Write

Write either the cause or effect that completes the sentence below.

Cause	Effect
The sun is out,	
I watered the plants,	
I ran a race today,	
He fell off his bike,	

Folk Tale

Rowan The Carpenter

Once upon a time, in the vast lands of Canada, there lived a man named Rowan.

Rowan was a skilled carpenter, known far and wide for his extraordinary work. One day, a great storm came to his village. A fierce storm had damaged the bridge that connected the village to the rest of the world.

Without the bridge, villagers couldn't get food or medicine. Everyone was in a panic, but Rowan had a plan. With his tools and wood, he worked day and night, crafting a new, stronger bridge. He didn't stop, even when the sun set or his hands grew tired.



As Rowan worked, the villagers watched in awe. Slowly but surely, he measured each plank and fitted each piece together. Finally, after many days and nights, the new bridge stood firm and strong across the river.

Thanks to Rowan, the village was connected again. People could get what they needed, and the children could go to school across the river. And from that day on, every time someone crossed the sturdy bridge, they remembered the hero, Rowan, who brought their village back together.

The End

Name: _____

102

Curriculum Connection
CR2.3, CR2.4

Character Analysis

Circle all the character traits which you think Rowan has.

Shy

Creative

Skilled

Careless

Intelligent

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Weak

Dedicated

Helpful

Question

What makes you think Rowan has these traits?

Visualize

Draw what you were picturing while reading.



Legend

Eliza And The Dragon

Once upon a time, in a faraway land, there was a young girl named Eliza. She lived near a large, deep forest, filled with whispering trees and hidden pathways. One morning, she woke up to find the village in fear. A dragon, large and fierce, had taken the king's daughter!

Eliza decided to help. She packed her backpack, filled with honeycakes and a bright flashlight, and ventured into the forest. The journey was long, and the paths twisted and turned. Eliza didn't give up, and she felt a bit frightened.

As she neared the castle, she saw the dragon. Its scales shimmering like starlight. But Eliza noticed something odd. The dragon was not roaring, it was whimpering. Carefully, she approached and saw a thorn, big and sharp, stuck in its paw.



Without thinking twice, Eliza helped the dragon, pulling out the thorn gently. The dragon, grateful, flew away, leaving the castle peaceful once more. Eliza returned home, her heart full of joy. And so, the legend of Eliza and the Dragon spread far and wide, reminding everyone that even the smallest acts can change the world.

Chunking

Chunking is when you split words into smaller 'chunks', like syllables or even smaller words. Which words could you chunk while reading the story?

Stretching

Which words did you stretch (sound out) while reading?

Question

Did you enjoy this story? Explain.

Non-Fiction Story – Read Aloud

Instructions

Listen to the story when your teacher reads it aloud and draw what you visualize while reading.

The Girl Who Saved The Kitten

Once in the small town of Happyville, there lived a brave young girl named Ava. Ava was known for her kindness and courage. One sunny day, while walking near the river, Ava heard a cry for help. She quickly looked around and saw a small kitten, named Mittens, perched on a thin branch over the rushing river.

Without hesitation, Ava knew she had to act fast. She carefully climbed the tree, reaching out to the scared kitten. "Don't worry, Mittens, I'll save you," she whispered gently. The branch was shaky, and Ava felt scared, but she remembered her courage. With a steady hand, she grabbed the kitten and held it safely in her jacket.

As Ava climbed down, the people of Happyville gathered below, watching anxiously. With one final step, Ava reached the ground, holding Mittens close. The crowd cheered, and Mittens meowed happily, grateful to be safe.

PREVIEW

Ava became a hero that day. Not only did she save Mittens, but she also showed everyone the importance of bravery and kindness. From that day on, Ava and Mittens were the best of friends, and the people of Happyville were forever grateful. The day Ava saved a life with her courage.

Non-Fiction Story – Read Aloud

Instructions

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

The Brave Firefighter, Lucas

In the small town of Willow Creek, there was a brave firefighter named Lucas. One sunny day, a fire alarm came in. A bakery downtown had caught fire! Lucas quickly put on his bright red helmet and rushed to the fire truck.

As they neared the bakery, thick smoke billowed into the sky. Lucas took a deep breath and remembered his training. He knew he had to be brave to save the building and possibly lives.

Lucas and his team worked hard, spraying water from their hoses. The fire was strong, but Lucas was determined. He moved closer, fighting the flames bravely. After what seemed like hours, the fire started to weaken.

Finally, the fire was out! The bakery was saved, and no one was hurt. Everyone in Willow Creek cheered for Lucas. He felt proud and happy. He had saved the day with his courage and quick thinking.

That night, Lucas was the town's hero. His bravery showed that even in scary situations, being courageous can make a big difference.



Questioning

Ask questions related to the story using the given question words.

How**When****Where****Why****Who****What****Visualize**

Draw what you were picturing while reading the story



Comparing Life Experiences

A Day with Aiden: A Métis Adventure

In a cozy village surrounded by vast forests and clear lakes, lived a young Métis boy named Aiden. Aiden's days were filled with exciting traditions and outdoor adventures, quite different from what many of us experience today.

Every morning, Aiden would wake up to the sound of his family playing the fiddle, marking a joyful start to the day. After eating breakfast, he would help his family in the garden, learning how to grow vegetables and berries, which they would later use to make delicious preserves.



Aiden loved to explore the outdoors. With his trusty dog, Rusty, he would wander through the woods, learning about the plants and animals. His Grandfather, who knew all the secrets of the land, they would look for tracks and sometimes even spot a rabbit or two!

In the afternoons, Aiden's family would often gather to tell stories about the history of the Métis people. Aiden felt proud to learn about his heritage, including the vibrant Métis flag and the sash that his Grandmother expertly weaved.

On special days, Aiden and his friends would practice jigging, a fun dance with lively steps. They would laugh and try to keep up with the music, creating memories that Aiden cherished deeply.

As the sun set, Aiden would sit by the fire with his family, feeling grateful for the day and excited for tomorrow's adventures.

Compare

Answer the following questions.

1) Aiden starts his day with music and helps in the garden. What do you do in the morning?

2) Aiden spends a lot of time exploring nature. Write about a time you had an outdoor adventure and you do?

3) Aiden enjoys jigging, a traditional Irish dance or activity you do with your family or friends that's special to you?

Draw

Aiden enjoys jigging, a lively dance. Draw yourself, your family having a dance party.

First Nations Story – Comparing Life Experiences

A Day with Aiyana

In a beautiful village, surrounded by tall trees and sparkling rivers, lived a young First Nations girl named Aiyana. Every morning, Aiyana greeted the Sun with a grateful bow, thanking it for its warmth and light.

Aiyana's day was filled with adventures and chores. She helped her family collect water from the river, using a special bucket made from a gourd. It was a fun task, especially when she saw the fish jumping out of the clear water.



After helping with water, Aiyana joined her mother in the garden. They planted seeds and learned about the plants that grew and the animals that fed their family. Aiyana loved listening to stories about each plant and animal and their spirit for them.

In the afternoon, Aiyana practised her beading. She made colourful patterns on a piece of soft leather, which would become a part of her new moccasins. Her fingers moved skillfully, just like her mother's.

As the Sun began to set, Aiyana's family gathered around a fire. They shared stories of their ancestors and the lessons they taught. Aiyana felt proud of her heritage and the wisdom passed down through generations.

Compare

Answer the following questions.

1) Aiyana and her community practice gratitude for what they have. Write down three things you are grateful for today.

1) _____

2) _____

3) _____

2) Aiyana practises _____ to _____ asins. What is a craft or activity you enjoy doing with your hands?

Draw

Draw a picture of what you think Aiyana's _____ might look like based on the description from the story.

Block 4:

Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading
- ✓ Reading Comprehension Strategy: Inferencing

What is Persuasive Writing?

What is Persuasive Writing?

Persuasive writing is when you write to make people agree with you. It is like asking your parents in a note if you can have _____.



Why Persuasive Writing Matters

Persuasive writing is a good tool that helps you say what you think in a way people can understand. If you say what you think in a certain way, people are more likely to get it.

For example, Lisa wrote to her parents asking for _____ because it would teach her to be responsible. Her parents now know _____ want _____.

Examples of Persuasive Texts

- Letters: Just like Lisa's note to her parents, letters try to get people to see things your way.
- Posters: Think of a poster in school that says, "Read More Books!" with pictures of kids reading. The poster wants to make everyone read more.
- Advertisements: If you see a cereal ad on TV showing kids being healthy and strong, it wants you to think that cereal is good for you.

True or False

Is the statement true or false?

1) Persuasive writing makes people agree with your ideas.	True	False
2) Posters in schools are never used for persuasive purposes.	True	False
3) A cereal ad showing kids being healthy is a persuasive text.	True	False
4) Advertisements on TV never use persuasive writing.	True	False
5) Persuasive writing helps you share your thoughts in a clear way.	True	False

Questions

Answer the questions below.

1) What is persuasive writing?

2) Be persuasive – why should recess be longer?

Match

Match the persuasive words with their meanings.

Column A	Column B
Better	A word to make a request more polite.
Please	Something you must have to be okay or happy.
Need	When you think the same way as someone else.
Agree	More good than something else.

Persuasive Writing – Different Opinions

Tablets in class improve learning! 📱

Studies show that when students use tablets, they learn more.

They let you look at books and lessons right away. Every kid can

learn in their own way using a tablet. Students in schools where there is a tablet for each student do better on tests.



Tablets in class are no fun!

Tablets in class are not fun. They make it hard to talk and

laugh with friends and teachers. I feel bored when everyone is

just looking at a screen. We don't want our classes to be super quiet and boring!

I don't like it when we are all on tablets!



Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text has just emotional, personal opinion?

First One

Second One

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

Persuasive Writing – Thinking Critically

Dear Fantastic Students,

Hi there! I'm Mrs. Techy, and guess what? I own the most incredible tablet company in the whole wide world! Now, I've got to tell you, having tablets in the classroom is the BEST idea ever!

What else? Well, tablets make learning so much fun! You can read cool books, play funner games that make you really smart, and even draw amazing pictures!

Tablets are the best! I really, really, really think every classroom should have them. It would be the best place in the world!

Can't wait for you to have the best learning ever!

Super-Duper Excited,

Mrs. Techy



Think Critically

Answer the questions below.

1) Who wrote the persuasive text?

2) Is the author biased? Do they have a reason for having a strong opinion?

3) Is Mrs. Techy forgetting other opinions in her writing? Whose opinion is she forgetting?

Inferences - Persuasive Writing Advertisement

Hey Kids, I am Lucy! Let us Talk About Making Your Own Garden! 🌱🌻

Looking for something fun? How about creating a mini garden in the classroom!

Why Gardens Are Fantastic

- Learn! Gardens teach us about plants, soil, and bugs! 🐛
- Eat! Grow your own fruits and veggies to eat. 🥕🍅
- Save the Planet! Gardens are good for the Earth. 🌍

What Students Say

- 9 out of 10 kids enjoy planting seeds!
- 8 out of 10 say it is more fun than just reading about plants!
- Everyone I asked wants to show their garden to their friends!

Think of the Lessons!

When you are involved in a garden, you are learning about science, nutrition, and art all at the same time!

Smart Choice

Creating a garden is an exciting project. It makes learning fun and gives you a reason to be proud. So, let's get planting and make our classroom garden awesome! 🌱🌻



Inferences

Circle the inference from the sentences below

8 out of 10 say it is more fun than just reading about plants!

Most kids find planting more fun than reading.

Kids like reading more than planting

Everyone who wanted to show their garden to family and friends!

Every kid who wanted to share their garden with loved ones.

All the kids are proud of their gardens.

9 out of 10 kids enjoy planting seeds.

Kids like doing hands on activities.

9 out of 10 kids like to plant seeds.

Draw

Design a layout for your classroom garden. What fruits and vegetables would you like to grow?



Block 5: 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 Make Cookies

Instructions

Fill in the steps below to complete the cookie recipe. Choose from the given words.



To start, we need a _____





After that, drop a teaspoon of the mixture onto the _____



Finally, put them into the _____



Enjoy the _____

Oven

Cookies

Recipe

Pan

Ingredients

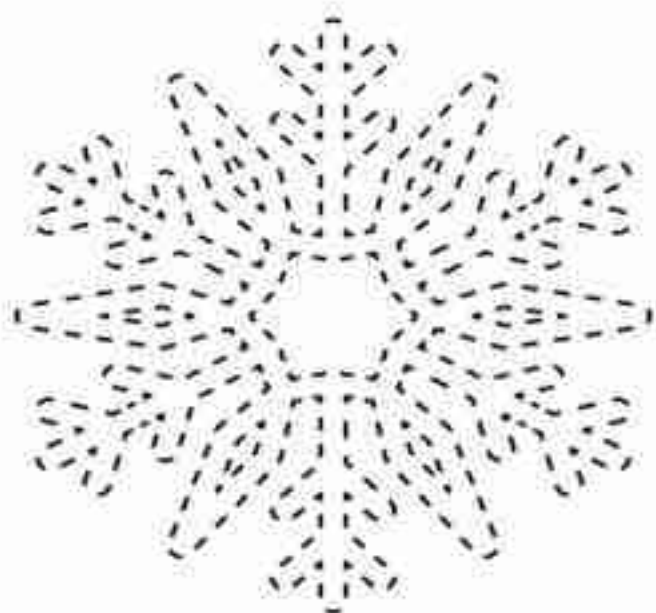
How To – Ordering Steps

Examine

Number the steps for making a paper snowflake. Then trace and colour the snowflake below.



Order	Information
	Materials: White paper Scissors Pencil
	Use a pencil to draw lines and shapes on the folded paper.
	You'll have four small triangles.
	How to Make a Paper Snowflake
	Cut along the lines you drew on the paper.
	Fold your triangle in half again to make a smaller triangle.
	Carefully unfold the paper.
	Fold the paper in half to make a triangle.



Recipes – Ordering Steps

Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on (1 – 12)



Order	Information
	Put paper liners in a cupcake pan.
	Cupcakes: Yum!
	Preheat oven to 375°F (190°C).
	Beat the eggs one at a time.
	Ingredients
	➤ 1 cup of sugar
	➤ 1/2 cup of butter
	➤ 2 eggs
	➤ 1 1/2 cups of all-purpose flour
	➤ 1 3/4 teaspoons of baking powder
	➤ 1/2 cup of milk
	In a bowl, mix the sugar and butter together until smooth.
	Add the flour mix to the butter mix and stir well.
	Put the pan in the oven and bake for 20 to 25 minutes.
	Add the milk and mix until smooth.
	Fill the cupcake liners with the batter.
	In another bowl, mix the flour and baking powder.
	Great job! You've made simple cupcakes. Let them cool and then enjoy!

Graphics in Procedural Writing – Teeth Brushing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Brush your teeth
from top to bottom



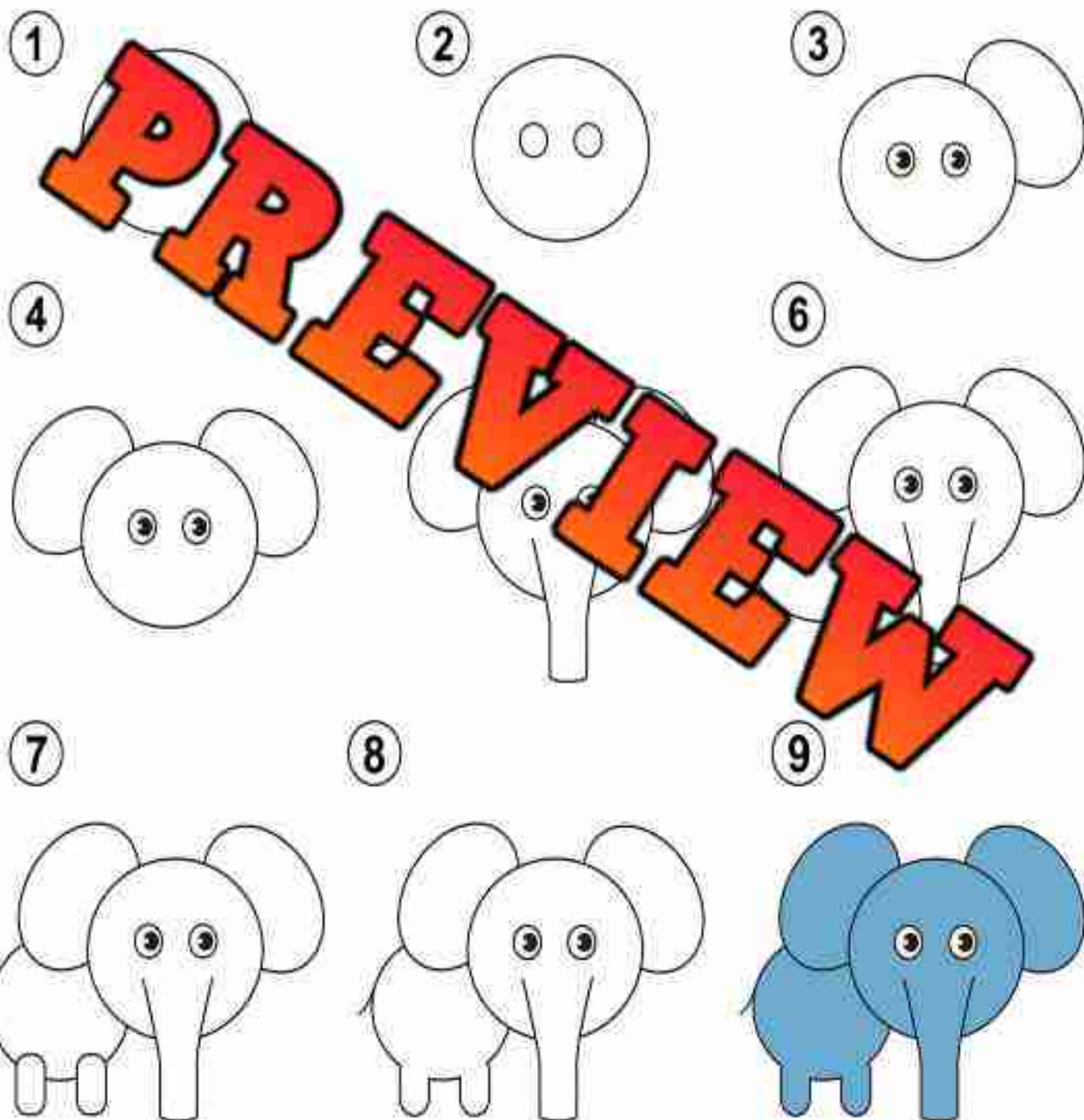
Rinse your teeth
with water



Graphics in Procedural Writing – Drawing

Label

The pictures below are numbered, showing the steps to draw an elephant. On the back of this page, explain each step.



Name: _____

138

Curriculum Connection
CR2.4

Label

Describe what to do at each step.


Step	Instruction
1	Draw a circle.
2	
3	
4	
5	
6	
7	
8	
9	

PREVIEW

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"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional) 
Introduction	<p>A totem pole is a tall, wooden post with special carvings. People in Canada, like the First Nations, make totem poles to tell stories and remember important things. They are important in showing the history and beliefs of these communities.</p>
Step 1	Draw a tall rectangle in the middle of your paper. This is the wooden pole.
Step 2	At the top of your rectangle, draw an animal face. It could be an eagle, bear, or any animal that is special.
Step 3	Under the animal face, draw a circle and add another face or design. This can be another animal or even a person!
Step 4	Below that circle, draw a square and add another design to it. You can choose another animal or a special shape like a star.
Step 5	Keep adding more circles and squares under each other until you reach the bottom of your rectangle.
Step 6	Draw some patterns like zigzags or dots along the sides of your rectangle to make it look even more special.
Step 7	Use your crayons or markers to colour your totem pole. Make it bright and colourful!
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	<p>Blank sheet of paper</p> <p>Pencil</p> <p>Coloured pencils (optional)</p>	
Step 1	Start by drawing a round circle in the middle of your paper. This will be the monster's head.	
Step 2	Inside the circle, draw two large oval shapes for eyes. Make sure they're a bit apart.	
Step 3	Under the eyes, draw a wiggly line for a mouth. You can add a few square shapes along the line to look like teeth.	
Step 4	Below the head, draw a rectangle for the body. It doesn't need to be perfect, as monsters come in all shapes.	
Step 5	On each side of the body, draw two long wiggly lines for arms.	
Step 6	At the end of each arm, add a hand by drawing a circle coming out for fingers. Make 8 fingers in each hand for the monster.	
Step 7	Under the body, draw lines for legs. Make the monster have three legs. It will look more like a monster if it has zigzag legs.	
Step 8	At the bottom of each leg, draw a shape that looks like a boot for the feet. Monsters usually have big, stumpy feet!	
Step 9	On top of the head, add some squiggly lines for hair. Make them wild and rough to look like a monster.	
Step 10	Now, the fun part! Colour the monster how you like. Make it bright and colourful. Let your imagination run wild!	

Name: _____

144

Curriculum Connection
CR2.3

Following Instructions – Drawing a Monster

Draw

Draw the monster below.

PREVIEW

Comparing Instructions – Making Hot Chocolate

Compare

Read both instructions. Which is easier to understand?

Step 1	Add sugar
Step 2	Add cocoa
Step 3	Add a little splash of milk
Step 4	Stir together
Step 5	Add remaining milk
Step 6	Pop in microwave for 3-5 minutes
Step 7	Add marshmallows
Step 8	Enjoy!

HOW TO MAKE HOT CHOCOLATE



ADD SUGAR



ADD COCOA

ADD A LITTLE
SPLASH OF MILK

STIR TOGETHER

STIR WITH
REMAINING MILKPOP IN
MICROWAVEADD
MARSHMALLOWS

ENJOY!

Name: _____

146

Curriculum Connection
CR2.4

Before Reading

Make a connection.

Have you ever made hot chocolate before?

During Reading Write 2 questions that come to mind while you read.

After Reading

Answer the questions below.

1) Which set of instructions were easier to understand? Why?

2) Do you make hot chocolate differently? What do you do different?

Comparing Instructions – Playing Hide and Seek

Compare

Read both instructions. Which is easier to understand?

Option 1:

How To Play Hide and Seek

To play hide and seek, one person counts while covering their eyes. The other players hide somewhere. When done, the one who counts looks for everyone. If you get found, you are out. The last person hiding wins.



Option 2:

Step	Instructions
Step 1	Choose one person to be "It." This is the person who will do the counting.
Step 2	"It" stands in a spot called "base" and closes their eyes.
Step 3	"It" counts out loud to a certain number, usually 20 or 30. While the other players go and find places to hide.
Step 4	When "It" is done counting, they shout "Ready or not, here I come!" to let everyone know it is time to be found.
Step 5	"It" opens their eyes and starts looking for the hidden players.
Step 6	Hidden players try to get back to "base" without being seen. If "It" sees you, you are out!
Step 7	The first person found by "It" becomes the new "It" for the next round.
Step 8	The last person to be found is the winner of that round.

Name: _____

150

Curriculum Connection
CR2.4

Before Reading

Make a Connection.

Background knowledge - Read the title and look at the picture. What do you know about this already?

Visual - Draw a picture where you are playing hide and seek with your friends.

After Reading

Answer the question below.

Which set of instructions were easier to understand? Explain what made it easier to understand.

Block 6: 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

Reports – Text Features

What is a Report?

A **report** is like a special map that shows you facts. It helps you learn new things about something. It does this with helpers called **text features**!

Text Features that Help

Text features make reports easy to read.

- Headings: Words at the top of sections.
- Subheadings: Little words that tell you more.
- Bold Words: Words that are easy to see.
- Bullets or Numbers: Make lists of things simple.
- Pictures: Show you what the words mean.
- Captions: Words under pictures that tell you about them.
- Table of Contents: Shows where to find things.
- Charts: Help you understand numbers.
- Icons: Little pictures that mean something, like a lightbulb meaning an idea.

Digital Extras

In reports on the computer, there are more things like clickable words, videos, and buttons. Clickable words take you to new pages. Videos help you learn more.

Buttons can go to fun games.



True or False

Is the statement true or false?

1) A report is like a special map for facts.	True	False
2) Headings are small words that give more info.	True	False
3) Icons are long paragraphs that explain something.	True	False
4) Subheadings are big words at the start of each part.	True	False
5) Text features make a report easy to read.	True	False

Scavenger Hunt

Find a reference book and look for examples of the text features from the list below. Write down the name of the book and the page number you find each feature.

Text Form	Book Name	Page Number
Heading		
Subheading		
Bold Words		
Bulleted List		
Table of Contents		
Charts		
Icons		

Comprehension – Text Features in Reports

Table of Contents

- | |
|----------------------------|
| 1) What is Lunar New Year? |
| 2) How It Is Celebrated |
| 3) Special Foods |
| 4) Dragon Dance |



12 Chinese New Year Animals

🌕 What is Lunar New Year?

The Lunar New Year is a big holiday in

China. It starts with a moon and a thin smile and lasts for 15 days!

🎉 How It Is Celebrated

People in China do many fun things.

They clean their houses and put up red decorations. Red is a lucky colour!

🍲 Special Foods

Yummy foods are a big part of this holiday. Here is a list of some to eat:

- Dumplings
- Rice cakes
- Sweet treats

🐉 Dragon Dance

The dragon dance is very exciting! People dress up like a big, long dragon and dance in the streets. It is good luck to see the dragon dance. People in China look forward to it all year! 🎉🌕

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption used in the report.

Reflection

How do the start and table of contents help you? Check all the points you agree.

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Find topics fast. | <input type="checkbox"/> Make it fun. | <input type="checkbox"/> Quick picture clues. |
| <input type="checkbox"/> Learn step by step. | <input type="checkbox"/> Spot quick | <input type="checkbox"/> Learn in chunks. |
| <input type="checkbox"/> See main ideas. | <input type="checkbox"/> Know what is | <input type="checkbox"/> Guide to good stuff. |

Match The Column

Match the icons to their meanings.



Chinese food

Dragon

Moon

Celebration

House

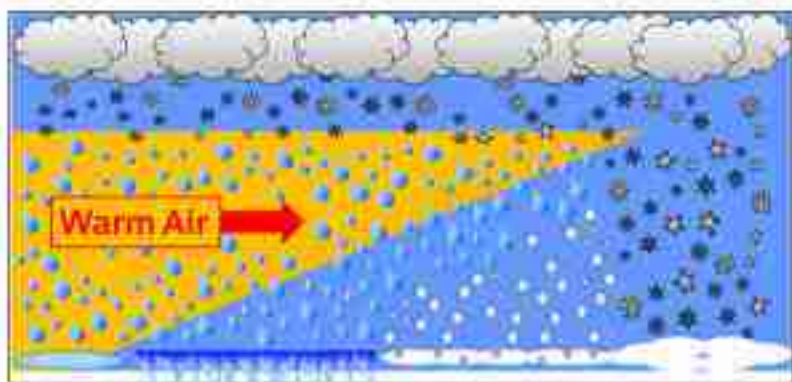
Dance



Comprehension – Text Features in Reports

Table of Contents

1) Introduction
2) Rain: Nature's Shower
3) What Rain Does
4) Snow: Winter's Blanket
5) Sleet: A Mix of Both!



How warm air affects water.

Introduction 🌧️

In this report, you will learn about water's different forms! Water can be rain, snow, or sleet.

Rain: Nature's Shower 🌧️

Rain is water falling from clouds. It is great for plants and helps fill rivers and lakes. Rain will stay a liquid if the air is warm.

What Rain Does:

- Helps plants grow 🌱
- Fills ponds 🌊
- Cleans the air 🌬️

Snow: Winter's Blanket ❄️

Snow is frozen water that falls when it is cold. It makes everything look like a winter wonderland! Snow will stay frozen if the air is cold.

Sleet: A Mix of Both! 🌧️❄️

Sleet is when rain and snow mix together. It is kind of slushy and can be slippery.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption of the diagram.

--

Summarize

Write the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 3 supporting details that make the main idea strong.

Draw

Draw a scene of rain, sleet and snow.

Rain	Sleet	Snow

Our History: A Journey Through the Siksika Nation

Table of Contents

- | |
|-----------------------------|
| 1) Who Are The Siksika? |
| 2) What They Do |
| 3) Arts and Crafts |
| 4) Beliefs |
| 5) Why Learn About Siksika? |



Who Are The Siksika?

The Siksika are a First Nations people. They were the first people to live in parts of Canada. They like to live on the land called plains.

What They Do

They are good at hunting and fishing. They hunt for food.

- Deer 🦌
- Elk 🦌
- Fish 🐟

Arts and Crafts

🧵 They make special things like tents and clothes using stuff from nature.

Beliefs

🌿 They have important stories and dances. They teach us to respect Earth.

Why Learn About Siksika?

📖 Knowing about the Siksika helps us learn about Canada. It also teaches us to care for our world.

About the Text

Answer the questions below.

1) What is the main idea of the report?

2) What text forms are used in the report?

Inferencing

Make inferences about the text below.

1) The Siksika have respect for the Earth. Infer what things they do and do not do.

Do**Don't Do**

2) They like to live by rivers and open land called plains. Infer why.

3) The Siksika nation are great at hunting and fishing. Infer why you think that is.

Changes In Life Experiences With Time

Introduction

Long ago, kids' lives were very different from yours.

Let's learn how children lived in early times.



What Kids Did in 1700s

In the 1700s, many kids lived on farms.

They woke up early to help with chores like feeding animals and collecting eggs.

Schools were rare, so kids learned at home. They played simple games with

sticks and stones. Kids believed in hard work and helping their families.

What Kids Did in 1800s

In the 1800s, more schools were built. Children in town went to school more often,

but farm kids still helped at home. They played with marbles and had no toys.

There were no cars or phones, so they walked everywhere and wrote letters. Children believed

in learning and respect.

What Kids Did in 1900s

In the 1900s, life changed a lot. Most kids went to school. They had bicycles and

later, watched TV. Children played sports and board games. Families had cars, and

phones became common. Kids believed in education and dreamed about the future.

Name: _____

167

Curriculum Connection
CR2.1, CR2.2, CR2.4

Compare

Compare and write the daily chores and fun activities of kids in 1700s, 1800s, 1900s and today.

1700s

1800s

Today

Imagine

Imagine you lived in the 1800s. What would you like to do for fun? What chores would you have? What would you play? Draw 3 pictures to show.

Block 7: Poetry

Focus

- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Literary devices – Similes and Consonance
- ✓ Making inferences
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Types of Poems

Types of Poems

Poems can tell stories and make us feel happy or sad. Let us look at some types!

Haiku: The Nature Poem

Haiku is a poem about nature. It has 3 lines. The first line has 5 syllables, the second line has 5 syllables, and the third line has 5 again.

A yellow sun smiles,
I sit in the park all day,
When the sun comes.

Acrostic: The Secret Word Poem

Acrostic poems use letters to make a word. Here is one for "dog."

Digs holes in the yard.
Only wants to play and run.
Good at being a guard.

Limerick: The Silly Poem

Limericks are silly and have 5 lines. Lines 1, 2, and 5 rhyme. Lines 3 and 4 rhyme too.



There was a young frog on a log,
Who found he was stuck in a bog,
He leapt and he sighed,
In the mud, he did slide,
Then he hid in the fog like a dog.

Name: _____

172

Curriculum Connection
CR2.4

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Visualizing

Read a poem of the type you are studying and draw what you are picturing.

Haiku

Limerick

Acrostic

Haiku Poetry – Mohawk Reflection

Haiku Poetry – Mohawk Reflection

Long ago, Mohawk people lived on this land. They were part of the Haudenosaunee Confederacy, a group of Indigenous nations in North America.

They were known as skilled farmers, cultivating crops like corn, beans, and squash, which were called the "Three Sisters." They had special traditions. Then, people came, and things started to change.

Here are some quick haikus to think about Mohawk life back then.



Corn grows in the field,
New faces from across the sea—
Life starts to shift fast.



Eagle soars up high,
Metal tools and beads arrive—
Wings still touch the sky.

Deer run in the woods,
Traded for some shiny things—
What did we let go?



Inferences

When reading poetry, you often need to make inferences as a lot of the evidence is not clearly stated. Read the parts of the poems and explain what you think the author means.

1) "New faces from across the sea"

2) "My friends arrive"

3) "Traded for some shiny things"

Visualizing

Re-read each of the poems and draw your own picture.

Haiku 1

Haiku 2

Acrostic Poems – States of Matter

Acrostic Poems – States of Matter

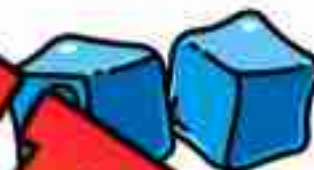
Acrostic poems use the first letter in each line to spell a word or message. They're a fun way to explore and learn!

Today we are going to learn about two states of matter: solids and liquids.

Solids have a fixed shape and do not flow. Liquids can flow and take the shape of any container they are in.

Solid Poems

- S** - Stays in one shape, does not flow
- O** - Objects like rocks and wood
- L** - Like an ice cube, staying good
- I** - It's hard and does not bend
- D** - Does not take the shape of its container's end



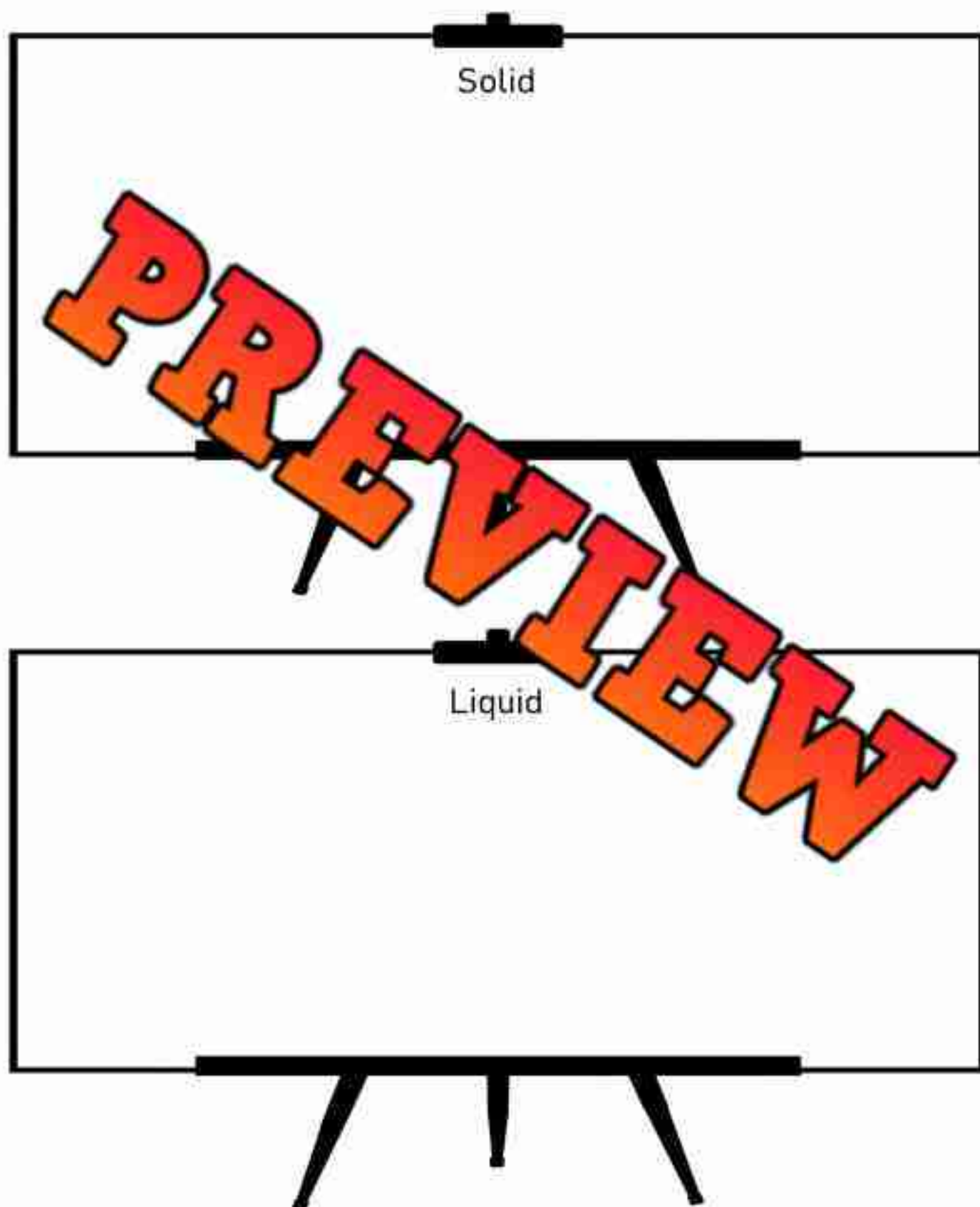
Liquid

- L** - Like water, milk, or juice
- I** - It can move, it is very loose
- Q** - Quenching thirst, a drink to choose
- U** - Under the sun, it can reduce
- I** - It fills the shape of any cup
- D** - Down the river, it can go non-stop



Visualizing

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




Limerick Poem – Simile and Consonance

Limerick Poetry – Learning About Indigenous Groups

These poems are called limericks. These poems use similes and consonance to help us learn about different Indigenous groups in Canada.

Abenaki: People of the Dawn




Adam, as bright as a bead,
Hands tall and straight like a reed.
With his tales of old,
What he was told,
Abenaki with his creed.

Dene: People of the North

Danny, like a bright northern star,
Fished in rivers, near and far.
With his songs so grand,
Showing love of the land,
Dene life is his avatar.

Métis: A Mix of Cultures



Molly, quick as a flash,
Wears a sash, so posh and brash.
With fiddles sweet,
Like birds that tweet,
Métis moments make a splash.

Questions

Answer the questions below.

1) What is consonance?

2) Which poem did you like the best? Why?

Visualizing

Read each poem and draw what you are picturing.

Limerick 1

Limerick 3

Rhyming Poems – Critical Thinking

Rhyming Poetry

Rhyming poetry is when words at the **end** of lines sound the same. You can make different rhyme patterns in your poems. In AABB pattern, the first two lines rhyme with each other and the next two lines also rhyme. In ABAB pattern, the first line rhymes with the third and the second line rhymes with the fourth.

The Lever

A lever lifts things oh so high,
Like a seesaw up to the sky.
Push down here, lift up there,
Making lifting seem so fair.

The Wheel

A wheel goes round and never ends,
Like a tire which it depends.
Rolling and turning, stay,
Wheels make moving really easy.



The Ramp

A ramp helps us go up and down,
In buildings and parks in the town.
Sliding or rolling, either way,
Ramps make it easier to play.



The Pulley

A pulley lifts things up with ease,
Like a flag flying high in the breeze.
Pull down here, it goes up there,
Lifting things higher, in the air.



Critical Thinking

Answer the questions below.

1) Which poem did you like the best? Why?

2) If you were lifting something heavy onto a roof, which simple machine would you use?

Visualizing

Re-read the poem and draw someone using a pulley and a wheel.



A pulley

A wheel



Block 8: Book Reviews

Focus

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

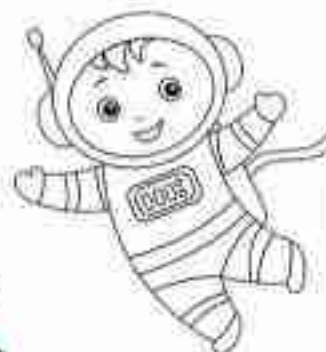
Finding Bias in Reviews

What is Bias in Reviews?

Bias means when you like or dislike something so much that it changes what you say. Like, if you only like dogs, you might say cats are no good. That's why it's a good idea to listen to what lots of people say.

Bias **Read** the reviews below and answer the questions.

Movie Title: "Space Heroes" – Rating 10/10
Wow! "Space Heroes" is a great movie because I only love space! Tim is a super astronaut and he has a cool alien. There are cool spaceships and stars! If you love space like me, you have to see it! It's the only movie you should watch.



1) Is the author biased?		No
2) What is the author's bias?	They only like sports	
3) Would this author like a sports movie?	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?

A writing voice is how you sound when you write. It is like your speaking voice but in words on a page. Everyone's writing voice is special. You can tell who wrote something just by how it sounds!

Voice

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

Mom

Teenager

Youngest

I liked the funny and silly jumps! But I really wanted to see more tricks and flips from the kat.

The movie had sweet family moments, but it was too loud for me. The sounds could be quieter.

The film had its moments, like the fast-paced bike races. If you're a fan of racing, this movie is worth a watch.

Yo, the animation in this flick is legit! Those bike races were insane, man. You've gotta check this out.

Our Voice in Review Writing

Voice

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

Carrier 2:00PM 100% 

(2) **Group Chat** 

EG: The show was a little good and a little bad. The magic tricks were awesome, but the songs were kinda okay. I think you'll like parts of it.

LG: The magic tricks in the show were really clever and my kids seemed to enjoy them. However, I wish there were more tricks for adults.

TG: The clown and magic tricks were pretty good, but some of the jokes were kinda lame. Wish there was more magic and more stuff to laugh at!

SG: The costumes in the show were so bright and fun. I really liked the magic tricks, but the story was easy to guess. Still, if you enjoy fun stuff, it's worth watching. I recommend it.

Our Voice in Review Writing

Think

Answer the questions below

1) Which person wrote the reviews? Look at the initials of the texts and label them either: parent, child, or teenager.

EG

LG

TG

SG

2) How do you come up with your guesses. Explain for each person what gave it away.

EG

LG

TG

SG

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

Person

Literary Devices in Reviews

Literary devices are special tools that writers use to make their reviews more fun. Here are two types of literary devices:

- **Simile:** When we say something is like something else - "as fast as a cheetah."
- **Consonance:** When some letters sound the same in words - "Bill and Jill went up the hill."

Examine the review below and find examples of the literary devices used.

Reading "Jungle Mayhem" is like finding treasure! Lucy and Max explore a jungle full of colourful creatures. The tale is textured, and totally terrific. Reading feels like diving into a cool pool.

The storytelling is as smooth as silk, creating a smooth, continuous, and captivating tale. I give it a 5/5 stars. A must-read for any jungle explorer!



Simile

Consonance

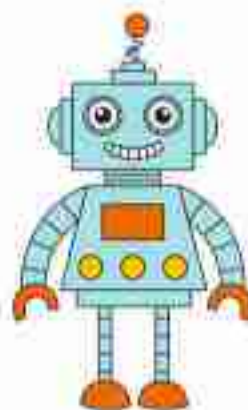
Draw what you visualized while reading the review.

Review Writing - Inferences

Title: "The Robot's Big Race"

Introduction

Hey there young readers! Do you enjoy robots and races? Then
You will love "The Robot's Big Race!"



Summary

In this book, a robot named Rusty has to win the Grand Robot Race. He has to
build a faster car, dodge his rival, and beat his old robot, Rusty!

Thoughts

Reading this book is like speeding down a race track full of
zooming turns. The author uses cool words to make it exciting and fast.
Trust me, it is like winning a gold medal in reading!

Rating

I give this book 5/5 stars. It is turbo-charged fun! I could not put it down. Good for
kids who are fans of robots and racing.



Examine

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

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

Simile

Consonance

Match

Draw a line from the quotes in Column A to their matching quote in Column B.

Column A

Column B

Do you enjoy robots and
Then you will love this book.

The story is about a race.

A robot named Sparky wants to
win the Grand Robo Race.

The book is good for people
who like fast races.

Reading this book is like
speeding down a racetrack!

☐ The book is as fast as a story
like a race.

Visualize

Draw a robot. Use your imagination to make it creative.

Block 9: 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.



1) Summarize the comic and what it is about.

2) What is the purpose of this comic? Why did the author make it?

3) Why do you think the author used a dog and not a human?

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

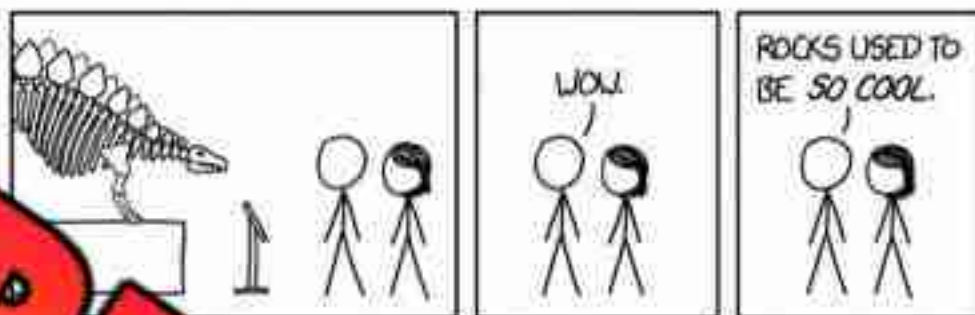
1) Summarize the comic above. What happened?

2) Why is this a joke?

Understanding Graphic Texts

Analyze

Read the comic and answer the questions



1) What is the comic about? Describe the joke.

2) What do you think of the comic? Explain.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of?

RESTAURANTS

FILTERS

HOURS
ANY OPEN NOW OPEN AT...

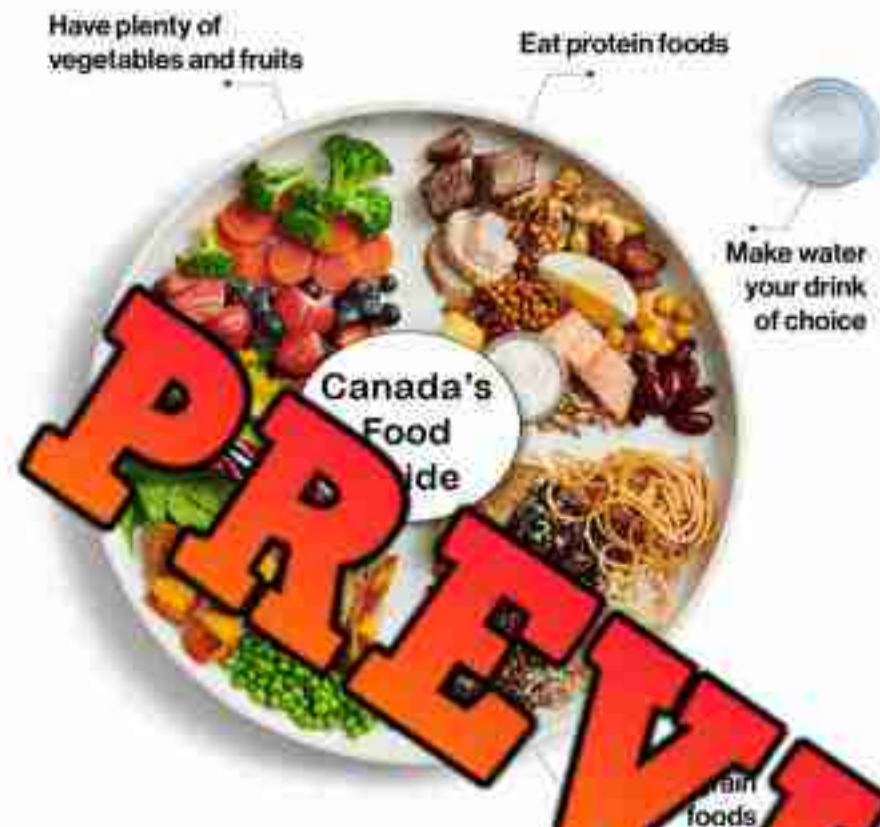
RATING
ANY ☆3+ ☆3.5+ ☆4+ ☆4.5+

CURRENT NOISE LEVEL
60dB 70dB 80dB 90dB 100dB ANY

PRICE
\$ \$\$\$\$ \$\$\$\$ \$\$\$\$

THIS FEATURE SHOULD AUTOMATICALLY
APPEAR WHEN YOU REACH AGE 30.

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) Summarize the food guide – What should you eat?

3) Does the infographic have more text or pictures?

Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

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

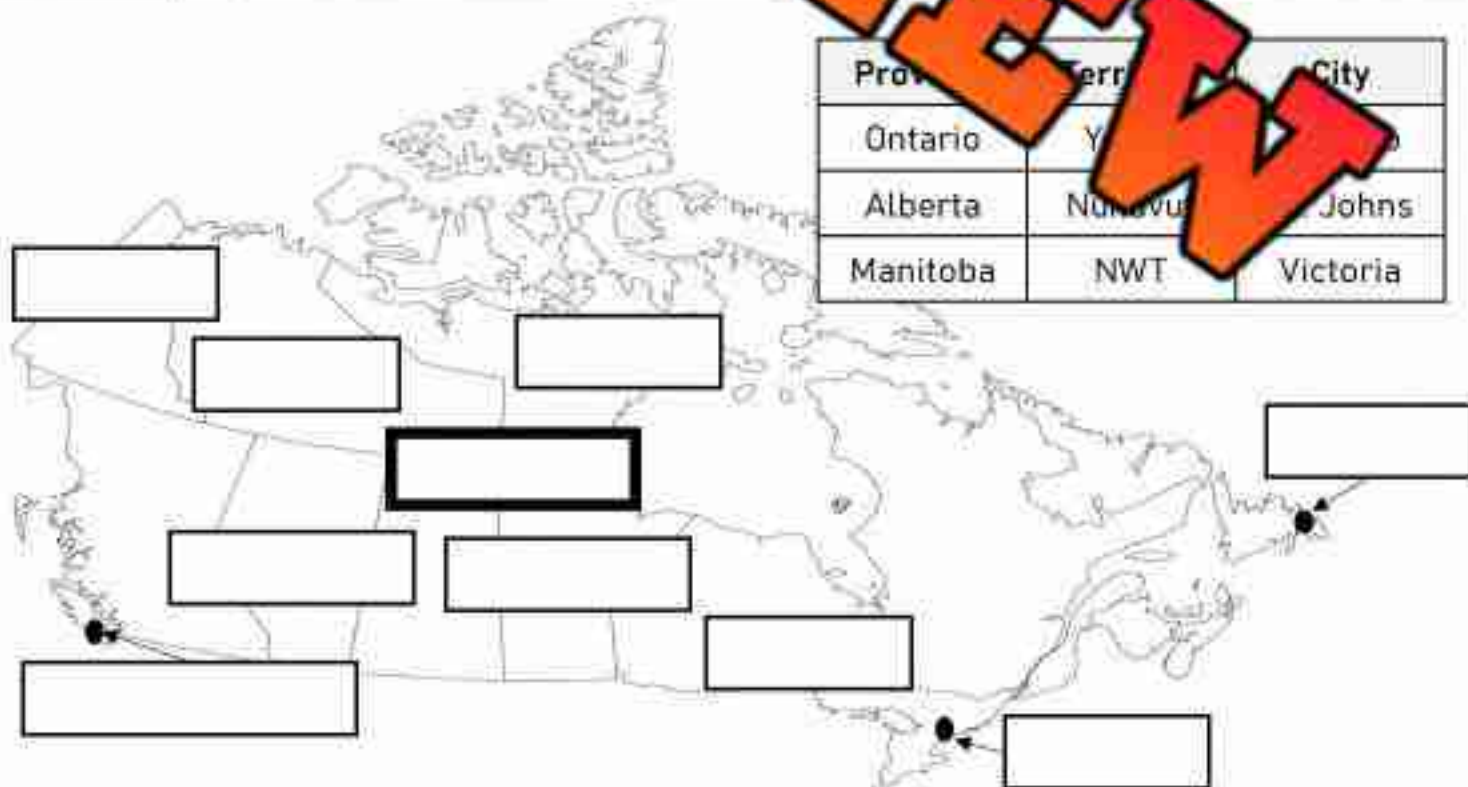
3) How do you identify cities on a map?

4) What do black dots on a map usually represent?

Think

Label the provinces/territories/cities on the map using the word bank. Use the correct capitalization. Label Canada in the blank box on the black border.

Province/Territory	City
Ontario	Y
Alberta	Nunavut
Manitoba	NWT
	Victoria



Graphic Text - What's a Timeline?

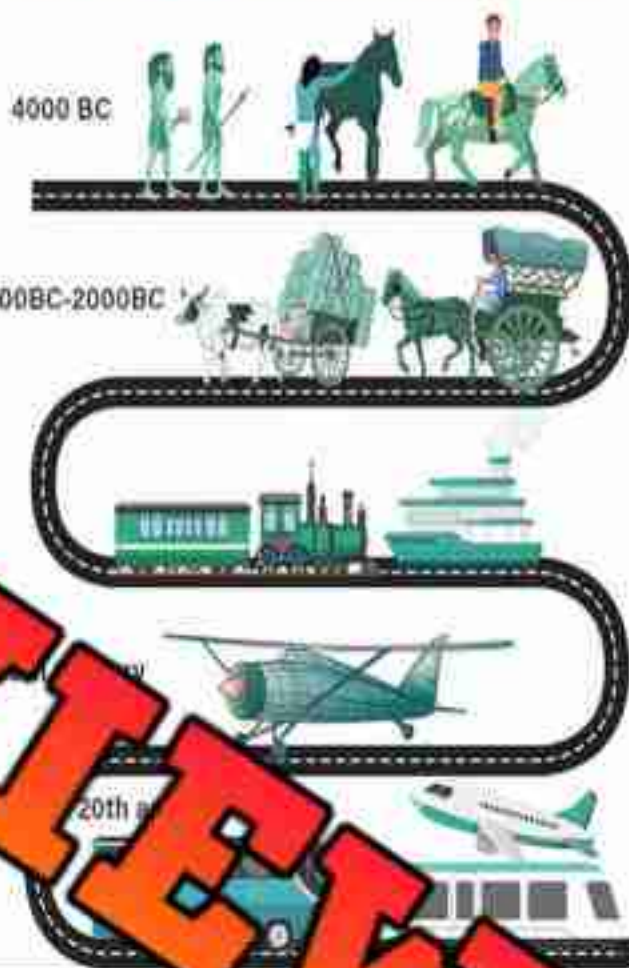
What Is a Timeline?

A **timeline** is like a measuring stick for time. It shows the order of events. It can show things in history or in your own life.

What's a Timeline?

- **Dates:** Tell us when events happen.
- **Events:** Big things that happen.
- **Lines:** They connect events.
- **Arrows:** They show direction of events.
- **Pictures:** They help us understand.

History of Transportation



Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) What did we use to get around first? Then what did we use? Write how transportation has changed.

Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

EVOLUTION CARS



1800



1900



1920



1940



1960



1970



1980



1990



2000



2010



2020

1) What is the title of the timeline?

2) What features of this timeline?

3) How have cars changed over the years? Be specific by what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

Block 10: 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.

What Are Biographies?

What is a Biography?

A **biography** is a book that tells about someone's life. It is like going on a time trip to learn about a person. You can read about heroes, famous people, or folks who did interesting or helpful things!



What's Inside?

A **biography** has parts that you can find in one:

- **Intro:** A few pages at the start that tell who the person is.
- **Chapters:** Parts that break up the story into chapters about a different time in the person's life.
- **Pictures:** Shows what the person looked like or things they did.
- **Timeline:** A line with dates for important events.
- **Glossary:** A list that explains hard words.
- **Table of Contents:** Shows where each chapter starts.
- **Icons:** Little pictures that might give you extra information.
- **Charts:** Pictures that help you understand numbers or facts.



Albert Einstein

Prereading

Before reading, answer the questions below.

Re-read the title and headings and write what you already know about this subject.

Making Connections: How does this remind you of? Have you read a biography before?
Connections: What do you want to learn more about?

Matching

Draw a line from the sentence in Column A to its matching definition in Column B.

Column A	Column B
Intro	<input type="checkbox"/> A list that explains hard words
Chapters	<input type="checkbox"/> A few pages at the start that tell who the person is
Table Of Contents	<input type="checkbox"/> Parts that break up the story
Pictures	<input type="checkbox"/> These show you what the person looked like
Glossary	<input type="checkbox"/> Shows where each chapter starts

Biography – Terry Fox

Terry Fox: A Hero on the Run 🏃

Table of Contents

Early Life
A Big Run For A Big Cause
Making a Lasting Mark
Timeline

Early Life

Terry Fox was born on July 2, 1958, in Winnipeg, Canada. He liked sports and dreamed of being a professional athlete. But at age 21, he got sick and lost one leg.

A Big Run For A Big Cause

Terry decided to run across Canada with one leg. He called it the Marathon of Hope. He wanted to raise money for cancer research. He was joined by thousands of people with him.

Making a Lasting Mark

Terry could not finish his run, but he became a hero. Even today, people do Terry Fox Runs to help fight cancer.

Timeline

- 1958: Born in Winnipeg, Canada
- 1976: Lost one leg to cancer
- 1980: Started the Marathon of Hope
- 1981: Passed away, but became a hero



Terry Fox

Prereading

Before reading, answer the questions below.

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

Question

Answer the questions below.

1) What is a table of contents? Why is it helpful when reading a biography?

2) How does the picture of Terry Fox help you understand him better?

Timeline

Draw a timeline with pictures of Terry's life

Biography – Stephen Hawking

Stephen Hawking: A Star in Science

Table of Contents

Early Life
Amazing Finds in Science
Helping People Understand Space
Timeline



Stephen Hawking

Early Life

Stephen Hawking was born on January 8, 1942, in Oxford, England. Even though he got a serious disease called ALS, he still worked hard to learn about science.

Amazing Finds in Science

Stephen became a very smart **scientist** who studied the **universe**. He told us new things about **black holes** and how time works.

Helping People Understand Space

Stephen wrote books that made hard science easy to get. Many people read his book "A Brief History of Time." He won big awards for his work.

Glossary

- **ALS:** A disease that damages the nervous system in your body.
- **Black Holes:** High gravity places in space.
- **Scientist:** A person who studies to learn how things work.
- **Universe:** Everything that exists, including all space and time.

Understanding

Is the statement true or false?

1) Stephen Hawking was born on January 8, 1942.	True	False
2) Stephen Hawking got a disease called ALS.	True	False
3) Stephen Hawking didn't work after he got ALS.	True	False
4) Hawking knows a lot about Black Holes.	True	False
5) Black Holes are dug in the ground.	True	False

Critical Thinking

Answer the questions below

1) **Inferencing:** Is Stephen Hawking someone who gives up easy? Explain.

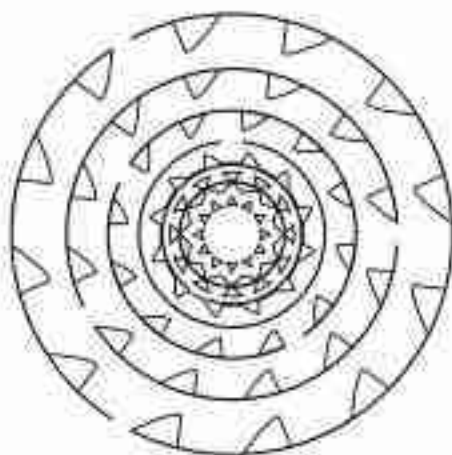
2) **Questioning:** Write 2 questions you have about Stephen Hawking.

1) _____

2) _____

Colour

Colour the Black Hole and picture of Stephen Hawking



Biography – Elsie Marie Knott

Elsie Marie Knott: A Leader for Her People

Table of Contents

Early Life
Leading the Way
Making Changes
Timeline



Elsie Marie Knott

Early Life

Elsie Marie Knott was born in Ontario, Canada 🇨🇦. She grew up in a First Nations community and wanted to help her people.

Leading the Way

In 1954, Elsie became the first woman Chief of the Curve Lake First Nation. She was active in making her community better. She helped build new schools 🏫, improved housing, and brought clean water 💧 and electricity ⚡ to her community.

Making Changes

Elsie worked hard to make life better for her community. She helped build schools and brought clean water to homes. 🏠

Timeline

- 1922: Born in Ontario, Canada
- 1954: Became first woman Chief
- 1950s-1960s: Built schools and got clean water

Understanding

Is the statement true or false?

1) Elsie Marie Knott was born in the United States.	True	False
2) Elsie helped to build new schools in her community.	True	False
3) She improved housing in the Curve Lake community.	True	False
4) Elsie stepped down as Chief in 1944.	True	False
5) Elsie was from the Curve Lake First Nation in Ontario.	True	False

Timeline

Draw a timeline with pictures of Elsie's life

**Critical Thinking**

Answer the question

1) **Inference**: If Elsie had to work hard to get her people access to clean drinking water, how do you think indigenous people were treated in the 1900s?

2) Make a glossary for the bold words in the biography.

Community	
Chief	