



# 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.

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# Google Slides Lessons Preview





# Manitoba Language Curriculum Reading Comprehension- Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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



#### Discussion Questions

Have you ever guessed what might happen in a story?

Do you like looking at pictures in books before reading them?

Can you think of a story that reminded you of your own life?

Have you ever imagined what a character might be feeling?

#### Label The Parts

Label the parts of the book.

Illustration	Author
Back Cover	Front Cover
Pages	Title



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

#### Consolidation – The Rainy Day Surprise

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

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



#### Questions

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





# Manitoba Language Curriculum Reading Comprehension- Grade 1

### Find the Missing Sight Word

Read each sentence carefully. Drag the sight word that makes the sentence sound right.

1) ___ cat is sleeping.	
2) I see ___ dog in the yard.	
3) She ___ sitting at her desk.	
4) ___ are my best friends.	
5) He was happy ___ he got a toy.	
6) I like to play ___ my friends.	

with	you
a	he
the	it
is	on
they	because
has	for

### Make an Inference

Thumbs Up or Down: Decide if the statements belong based on the letter.

1) Lily probably couldn't play outside with friends that day.	<input type="checkbox"/>	4) Lily would have rather had ice cream than hot chocolate.	<input type="checkbox"/>
2) Her mom cares for her and helps her feel better.	<input type="checkbox"/>	5) The rain may have lasted most of the day.	<input type="checkbox"/>
3) She wore sunglasses while sitting by the window.	<input type="checkbox"/>	6) She asked Uncle Tom to come over for a swim.	<input type="checkbox"/>

### The Lost Crown

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

1) Which characters were in the story?	Crown Watch
2) What did the princess lose?	Butterfly Bird
3) Who helped the princess?	See the crown by flying high! Make a new crown.
4) How did the bird help her?	She sang! On a tree branch!
5) Where did they find the crown?	Yes No
6) Was there a dragon or a wizard in this story?	



# Manitoba Language Curriculum Reading Comprehension- Grade 1

**Q Point of View**

Read each sentence and check which point of view they show. ✓



<b>A</b>	Pam had the perfect plan. She just had to make it happen. First Person <input type="checkbox"/> Third Person <input type="checkbox"/>	<b>B</b>	It was my only choice. I had to raise my hand. First Person <input type="checkbox"/> Third Person <input type="checkbox"/>
<b>C</b>	I slowly opened the box, my hands were shaking. First Person <input type="checkbox"/> Third Person <input type="checkbox"/>	<b>D</b>	Greg and Chris ran outside and straight into the tree house. First Person <input type="checkbox"/> Third Person <input type="checkbox"/>

**Q All**

<b>A</b>		
<b>D</b>	<b>E</b>	<b>F</b>

Cat	Toy
Duck	Sock
Top	Elf
Pen	Cup
Book	Dog
Sand	Pig



**Q Sequence an Easy Story**

Number the story events from one to four

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
----------	----------	----------	----------

 <p>Mark played with his friends at recess.</p>	 <p>His dog was waiting for him to come home after school.</p>	 <p>Mark went to the bus stop.</p>	 <p>Mark took the bus to school.</p>
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# Workbook Preview



# Grade 1 – Language

## Manitoba ELA Curriculum



**Language as Sense Making:** How do learners understand what they hear, read, and view?  
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are responding to text in different ways to build and share understanding.	35, 48-51, 76-89, 115-119, 165-178, 115-119, 165-178, 199-201
1.2	Learners are using what they know about texts and themselves to reflect, set goals, and make decisions.	36-39, 48-51, 115-119
1.3	Learners are using and talking about familiar	5-242
1.4		214-239
1.5		

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

**Language as System:** How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are demonstrating an understanding that legibility enhances communication.	N/A
2.2	Learners are recognizing that English has conventional spellings.	N/A
2.3	Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication.	N/A
2.4	Learners are developing automaticity with printed text.	10-11, 43-46

**Language as Exploration and Design:** How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>3.1</b>	Learners are making design choices for different purposes.	N/A
<b>3.2</b>	Learners are actively partaking in communities to explore ideas and deepen thinking.	155-156, 199-201, 239
<b>3.3</b>	Learners are using different sources to explore ideas and to deepen and extend thinking.	23-24, 29-30, 48-51, 76-89, 115-119, 158-161, 187-202
<b>3.4</b>	Learners are imagining and exploring different ways to represent thinking and ideas.	N/A

**Language as Power and Agency:**

How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

How do learners use language to influence others when they write, represent, and speak?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>4.1</b>	Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.	182-183
<b>4.2</b>	Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.	12-14, 62-63, 90-94, 127-134, 204-210
<b>4.3</b>	Learners are expressing opinions and judgments.	48-51, 62-63, 127-134, 204-210
<b>4.4</b>	Learners are understanding the role of the text creator.	127-134, 204-210
<b>4.5</b>	Learners are using language appropriately to meet needs and to share their identities.	124-125
<b>4.6</b>	Learners are understanding that they can resist, change, or accept ideas, points of view, and opinions.	N/A

# 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.

# Understanding Reading Comprehension

## What is Reading Comprehension?

Reading comprehension means really understanding the story you read.

It is not just saying the words, it is knowing what they mean.

## Strategies for Reading Comprehension

### 1. Before Reading: Make Predictions

Before you start reading:

- Look at the title.
- See the pictures.



Guess what might happen in the story. This is called making predictions.

### 2. During Reading: Make Connections

While you read, think about things you already know. Do any of the words

remind you of something? This is called making connections.

### 3. After Reading: Make Inferences

When you finish reading, try to think about what the story did not say.

Can you guess why a character felt a certain way? This is called making inferences.

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

1) What is comprehension?

- Counting pages
- Understanding
- Drawing

2) What is making predictions?

- Guessing what the story is about
- Closing the book
- Talking loudly

3) What makes understanding better after reading?

- Skipping
- Jumping
- Making connections

4) What makes understanding better after reading?

- Ignore it
- Make inferences about the story
- Hide the book

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Making Connections

### What is Making Connections?

Making connections helps us understand stories better.



- 1) **Text-to-Text Connections:** Think of similar books you have read.
- 2) **Text-to-Self Connections:** Remember your own life when you read.
- 3) **Text-to-World Connections:** Relate the story to real-world events.

### Making Connections

Draw from the example to the type of connection.

1) Anna's mom made a pie.

Text-to-Self

Many families cook a pie.

Text-to-Text

My mom bakes cookies.

Text-to-World

Like the pie in my fairy tale book.

2) The girl found a rainbow.

Text-to-Self

It is like the rainbow in my picture book.

Text-to-Text

Rainbows appear after rain everywhere.

Text-to-World

I love looking at rainbows.

## Making Text-To-Self Connections

**Making Connections** Make text-to-self connections to the passage below.

Billy felt excited when he put on his new shoes. They were blue and fast. He could not wait to show his friends at school. He ran faster than ever during p.e.

Text-To-Self

PREVIEW

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Draw**

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

PREVIEW

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Comprehension Practice – Making Connections

### Day at the Park - Learning Living and Non-Living Things

Mira and Aiden went to the park one sunny day. Mira pointed to a tall tree. "Look, Aiden, that tree is living. It grows and needs sunshine and water," Mira said and said, "Just like we need food and water!"



Next, they found a smooth stone on the ground.

"Is this stone living?" Aiden asked. Mira answered.

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



Soon, they saw birds flying in the sky. "Those are

living things!" said Aiden happily.

Then they sat on a park bench. "Is this bench living?" Aiden asked.

"No," Mira said. "It's made from wood, but it doesn't grow anymore. So it's non-living."

They walked home, thinking about what they learned about living and non-living things.



## Pre-Reading

After reading the title and looking at the pictures, what do you think the text is about?

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## Answer the questions

Circle the correct answer for each question.

1) Who went to the park?

A) Aiden

B) \_\_\_\_\_ with \_\_\_\_\_

D) None

2) Is the tree living?

A) Yes

B) No

C) \_\_\_\_\_ D) I don't know

3) What is stone?

A) Living

B) Non-Living

C) Both

D) \_\_\_\_\_

4) Do trees grow?

A) Yes

B) No

C) Maybe

D) I don't know

5) What do trees need?

A) Sunshine

B) Candy

C) Juice

D) Nothing

## What is an Inference?

An inference is a smart guess you make based on clues. You use what you see and what you know to understand something better.

### Examples:

- 1) If you see dark clouds, you can infer it might rain soon.
- 2) If someone is yawning, you can infer they are tired.



Infer \_\_\_\_\_ the correct inference for these sentences.

1) The trees have no leaves.

Which season is it?

Winter

2) The sun is going down.

What time of the day is it?

Morning

Evening

3) Mom is making Turkey for dinner.

Which holiday is it?

Thanksgiving

Canada Day

4) He is putting on a coat, hat, and mittens.

What is the weather like?

Cold

Hot

5) Henry is carrying a backpack and lunchbox.

Where do you think Henry is going?

Zoo

School

## What is an Inference?

**Infer**

Make inferences from what you see in the images below. Circle your answer.



The dog is wagging.

How is the dog feeling?

 Happy

 Sad


The snowman is melting.

What season is starting now?

 Winter

 Spring


Santa has brought gifts for kids.

What holiday is it?

 Halloween

 Christmas


The kids are playing together.

What are the kids playing?

 Soccer

 Basketball

## Comprehension Practice – Predicting

### The Story of Lila and Mason's Helpful Day

Once upon a time in a bright classroom, two friends named Lila and Mason were excited for a new school day. Lila liked to water the plants by the window and was always sure they had enough to drink. Mason liked to feed the class pet, a small goldfish named Sparkle.

Lila and Mason knew that keeping the classroom clean was important. At snack time, Lila picked up all the paper scraps and put them in the bin. Mason wiped the tables with a cloth.



They also liked to help their teacher by handing out colouring sheets to the other students.

Everyone loved how responsible Lila and Mason were.

At the end of the day, the classroom looked wonderful, and Sparkle the goldfish seemed happy too. Lila and Mason felt proud because they knew their classroom responsibilities.

## Pre-Reading

Write two classroom responsibilities that you already know.


## Questions

Circle the correct answer for each question.

1) Who took care of the plants?

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

2) What is the name of the class?

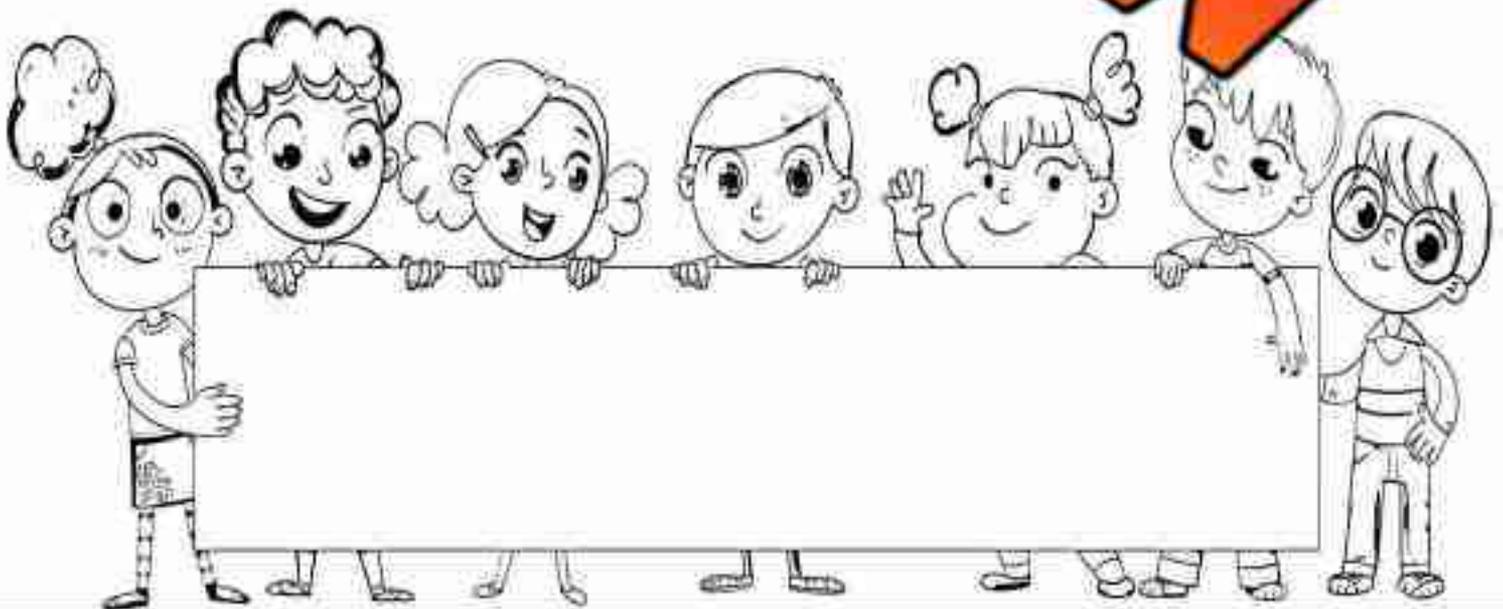
- |            |            |            |           |
|------------|------------|------------|-----------|
| A) Shimmer | B) Sparkle | C) Shimmer | D) Goldie |
|------------|------------|------------|-----------|

3) Who wiped the tables?

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

## Visualizing

Draw what you were picturing while you read.





**Pre-Reading**

Why are you reading this text? Circle your answer.

For Fun

To Learn

I am interested in seasons

**While Reading**

Draw 2 different pictures of what you are visualizing while reading

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**PREVIEW**

**After Reading**

Put a check mark beside the picture you think is correct.

Which type of shoes would you wear in winter?



Which bottoms do you think are suitable for summer?



## Picture Predictions

### Instructions

Look at each picture and predict its meaning. Put a check mark beside the line that tells what will happen.

1)



- The plane will go to Mars
- The plane will land safely.
- The plane will take off soon.

2)



- The dog will go to sleep
- The dog will wag its tail
- The dog will bark at the thief

3)



- The plant will grow
- The plant will turn red
- The kids will cut the plant

4)



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

# Picture Predictions

## Instructions

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



PREVIEW

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PREVIEW

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# Jokes

## Instructions

Match the jokes to their correct punchline.



Why do  
the sun  
to be a  
ge?



Why do bees  
have sticky  
hair?



What is a cat's  
favourite  
colour?



What did the  
ocean say to  
the pirate?



Where do sheep  
get their  
haircut?



Nothing, it just  
waved.

Purrrr-ple!

Because it already  
has a million

At the baa-baa shop!

Because they use  
honeycombs.

**PREVIEW**

## Riddles - Codebreaker

### Instructions

Use the code below to answer these riddles.

What goes up but never  
comes down?

\_\_\_\_\_  
18 1 9 14

Answer: Rain

What gets wet  
but dries?

\_\_\_\_\_  
1 20 15 23 5 12

Answer: A Towel

What has a face and two  
hands but no legs?

\_\_\_\_\_  
1 3 12 15 3 11

Answer: A Clock

What can travel around  
the world while staying  
in a corner?

\_\_\_\_\_  
13 16

Answer: Stamps

What goes up and down  
but doesn't move?

\_\_\_\_\_  
19 20 1 9 18 19

Answer: Stairs

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

**MY GOAL PLANNER****Goal**

Colour the circle to choose a goal that you want to focus on.

- Learn new words and identify sight words.
- Read aloud without help from grown-ups.
- Tell stories in my own words.
- Increase reading speed.
- Read with a friend in a series.

**Strategies**

Put a checkmark in the box beside the ideas you want to focus on to reach your goal.

- |   |  |
|---|--|
| 1) Read with a family member.                         |  |
| 2) Practice new words with flashcards.                |  |
| 3) Listen to someone read, then try it yourself.      |  |
| 4) Read for a few minutes everyday before bed.        |  |
| 5) Keep a special book just for reading time.         |  |
| 6) Read together with a friend and discuss the story. |  |

**Reason**

Why are you focusing on this goal? Choose your reasons.

- |                          |  |                         |  |
|--------------------------|--|-------------------------|--|
| 1) To enjoy more stories |  | 5) To share stories     |  |
| 2) To learn new words    |  | 6) To read by myself    |  |
| 3) To read better        |  | 7) To do well in school |  |
| 4) To read faster        |  | 8) To speak well.       |  |

# READING CHART

## Instructions

Colour one star every time you read. Try to complete the star wheel every month.



## REFLECTION / SELF-EVALUATION

**Instructions** Follow the given instructions to fill your reflection table.

- 1) **Month Ending:** Write the last day of the month you're reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Did I Meet My Goal?:** Simply circle yes or no.
- 4) **Book Read:** Write down the title of the book you read.
- 5) **Observations:** Write on what you noticed about your reading. Circle your answers for each question.

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

**Monitoring – Does It Look Right?****Instructions**

Read the sentences below and identify the words that do not look right to you. Write the correct word in front of each sentence.

1) The cat is very soft to touch.



2) I have a blue backpack.



3) We go to school to learn.



4) I love to eat apples every day.

5) My best friend lives next door.



6) I like to draw with my crayons.



7) The book is on the table.



8) The flower is pretty.



**PREVIEW**

## Monitoring – Does It Sound Right?

### Instructions

Read the sentences below and decide if they sound right to you or not. Colour the box with yes or no as your answer.

Mom is bakes a  
chocolate cake.

Yes  No

The cat is sleeping  
on the couch.

Yes  No

My Give I pencil to  
Harry.

Yes  No

She speaks  
softly.

Yes  No

The rainbow are so  
pretty.

Yes  No

Sally eating a apple  
pie.

Yes  No

### Instructions

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

Once upon a time, in a colourful garden, there was a friendly caterpillar named Toby. Toby loved to drink bright green leaves under the pink sky. Two day, Toby decided to take a kind nap. He wrapped himself in a cozy cocoon.

After great days, he woke up feeling different. Toby stretched and found he had beautiful wings! He was now a butterfly. Toby drove happily among the flowers, having new friends somewhere he went.



## Monitoring – Does It Make Sense?

### Instructions

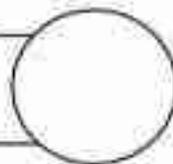
Some of these sentences don't make sense. In the circle make a smiley face 😊 for the sentences that makes sense and a sad face ☹️ for the sentences that do not make sense.



Harry smile was happy.



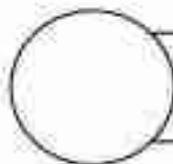
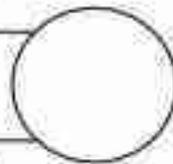
Chair are colour brown.



Pen and school together.



tree nest.



Mom picked up the crying baby.



### Instructions

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

1) We go to sleep at _____.	night	morning
2) The bird flies in the _____.	tree	sky
3) The cat meows _____.	softly	happily
4) We go to school by _____.	bus	train
5) I wear my socks on my _____.	feet	shoes
6) Henry wakes up and brushes his _____.	mouth	teeth

## Sight Words

**Sight words** are special words that we see a lot when we read. They are words like "the", "and", "you", and "it". These words are very important because they help us read faster and smoother.

When we see sight words by just looking at them, we don't have to stop and think about how to say them.

This makes reading more fun. Knowing sight words helps us understand what we are reading so we can enjoy stories and learn new things from books.



### Instructions

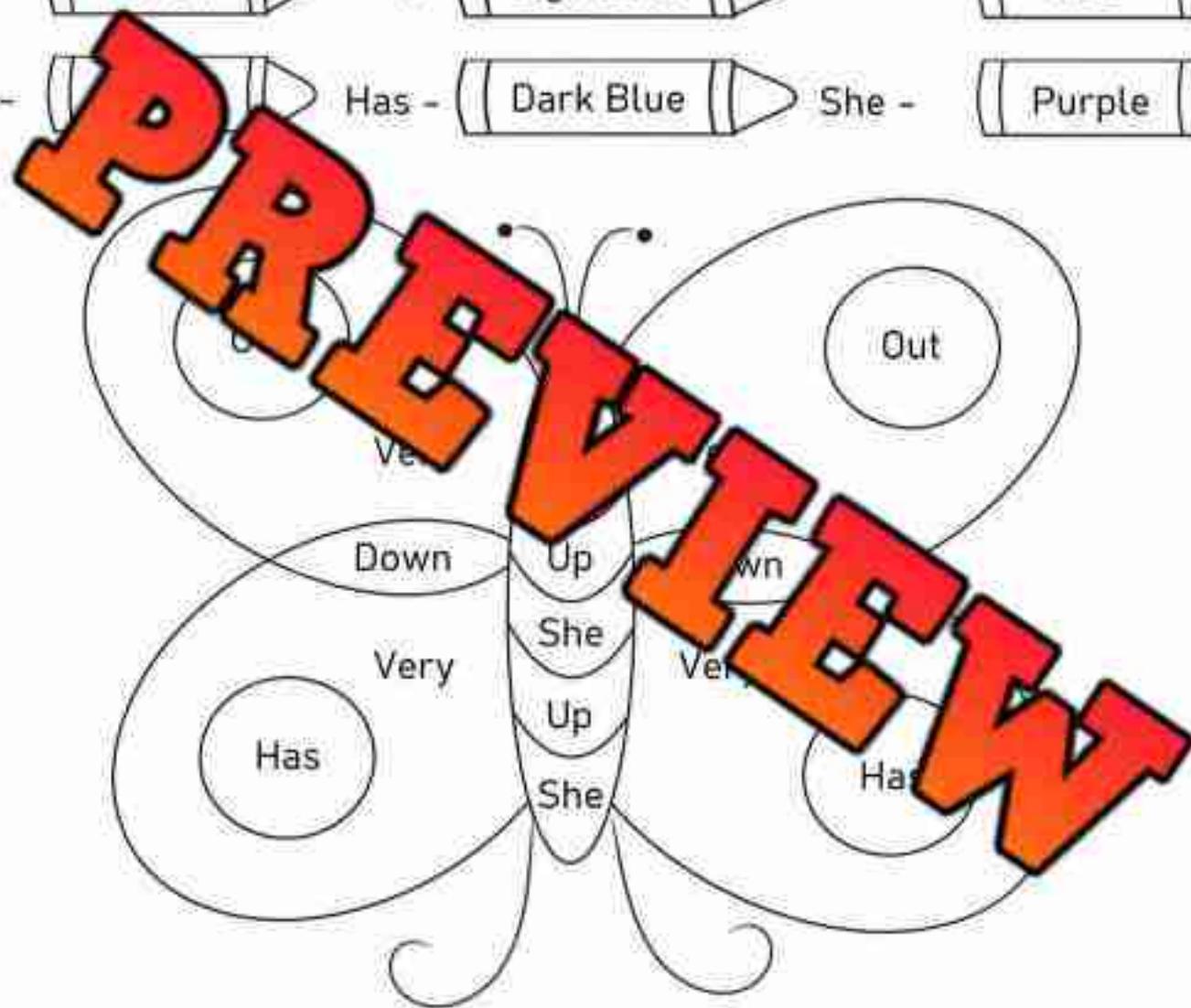
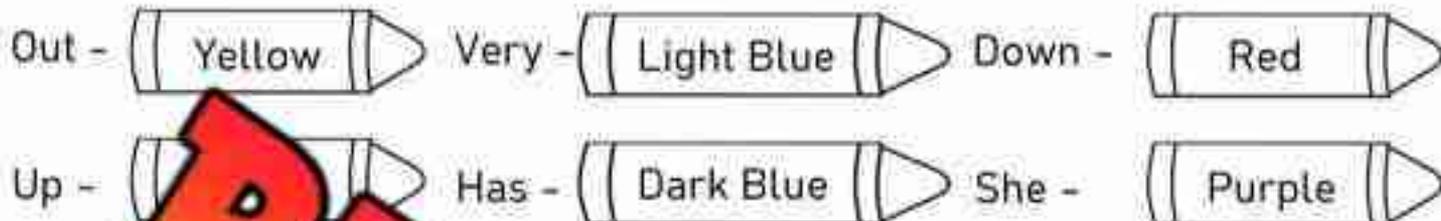
Read the sight words below clearly so that you had to sound out.

the	and	you	that	it
he	was	for	on	are
as	with	his	they	i
at	be	this	have	from
or	one	had	by	out
words	has	very	she	down

# Sight Words

## Color

Follow the colour guide to colour the picture below and learn these sight words. Write the words in the spaces below.



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

## Sight Words

Trace the sight words below

the the

and and

was was

or or

his his

Complete each sentence with the correct sight word.

- 1) Tim \_\_\_\_\_ Ava play in the park.
- 2) Do you want juice \_\_\_\_\_ milk?
- 3) It \_\_\_\_\_ a sunny day.
- 4) \_\_\_\_\_ bird flew away.
- 5) \_\_\_\_\_ lost \_\_\_\_\_ red ball.

Write the words in ABC order

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

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

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

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

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

Color the vowels in these words.

And

me

Was

Or

His

**Sight Words****Find**

Find and colour the apples with the sight words written in the word bank below.

at

be

this

have

he

you

they

her

**PREVIEW**

her

sold

at

this

carry

this

spin

fall

h

have

they

you

her

who

they

wi

be

chess

he

zip

her

great

lamp

have

you

kite

at

he

**INDEPENDENT  
READING  
ACTIVITIES**

## Independent Reading - Responses

**Day 1**

Fill in the organizer below.

Name of Book	
Author	
Visual	picture of something you visualized.

**Day 2**

Fill in the organizer below.

Name of Book	
Author	
Fiction/Non-Fiction	
<b>Questioning</b> - Write a question that you have about the text.	

## Independent Reading - Responses

**Day 3**

Fill in the organizer below.

Name of Book	
Author	
Fiction/Non-Fiction	
Making a Connection - 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 a map of the story.	Where did the story take place?	Rate the book out of 5 stars.	Who was your favourite character?	Find a new word you learned. Explain what it means.
Tell the beginning of the story.	Draw a picture of the front cover of the book.	What made you happy in the book?	What made you sad in the book?	What was the problem in the story?
Write a funny line from the book.	Draw something you liked in the book.	Free Space	Make up a new title for the book.	How did the story end?
Tell a friend about the book in 1 sentence.	Find and write down a word from the book that rhymes with 'cat'.	Was it a happy or sad story? Explain.	Would you read it again? Why or why not?	What helped solve the problem?
Guess what happens next after the book ends.	Write a sentence about your favourite scene.	What was your favourite part?	Tell the middle of the story.	Write how the main character might have felt at the end.

# Block 2: Independent Reading Texts

## Focus

- Simple messages that can be decoded by students independent
- Students will respond to the text using drawings and sentence writing

**Independent Text – Tom the Cat**

Tom the cat has soft fur. He sleeps in the sun and dreams of big fish. Beep! Beep! It is time to wake up and play with his toy mouse. After playtime, he enjoys a sitting on the windowsill, watching the sun set and the moonlight.



Questions \_\_\_\_\_  
Answers \_\_\_\_\_  
Questions below.

1) Draw where Tom \_\_\_\_\_

2) What does Tom's fur feel like?

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

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## The Forest's Animals

In a sunny forest, a squirrel named Oliver was gathering acorns. Nearby, Felix the fox, was dancing under a tree. On the tree, Bella and Ella, two doves, were singing a morning song happily. Everyone was enjoying the day.



Question

How many animals did you see? Write part of the story. Write it down.

**PREVIEW**

## The Friendly Ghost

There was a friendly ghost named Ellie in an old house. She never hurt or bothered anyone. She loved playing hide and seek with the children who visited. Ellie always made sure everyone had their way home safely.



Questions Answer the questions below.

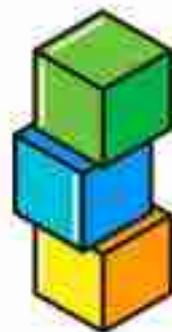
1) Draw what you think Ellie looks like?

2) What did Ellie love to play?

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

## Mrs. Harper's Classroom

Mrs. Harper's classroom was busy today. Aisha was painting a bright sun. Lana was reading a big book. Harry was counting colourful blocks. Martin was playing with a soft ball and Bella was feeding the class pet, Daisy.

**Question**

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

# Block 3: Reading Letters

## Focus

- Voice in letters
- New vocabulary, grammar rules, cohesive ties, sentence structure specific to letters
- Formal versus informal letters
- Email versus letters
- Making inferences after reading

## Email Writing – New Vocabulary

Subject: Exciting School Event Coming Soon!

Dear Students,

I hope you are all doing well. I have great news! Next week, we will have

"Science" and it is going to be so much fun. We will learn about

fantastic science experiments and even see some in action!

Please remember to wear your school uniforms and bring a small

notebook to write what you see.

I can't wait to see your beaming faces there!

Best wishes,

Mrs. Jules



### Vocabulary

Connect the vocabulary from the story to the correct meaning.

Word	Meaning – Use Context Clues or Look Up Word Meanings
Experiment	<input type="checkbox"/> Clothes that match for a group.
Uniform	<input type="checkbox"/> Really, really great!
Beaming	<input type="checkbox"/> Shining brightly or looking very happy.
Fantastic	<input type="checkbox"/> Trying things to see what happens.

## Email Writing – Linking Words

Linking words make our emails easier to read. They help connect our ideas. Examples are "and," "so," and "but." There are different types:

- **Conjunctions** – joining words like "and", "or", "because."
- **Pronouns** – Words that replace names, like "he," "she," "they" or "it."
- **Transition Words** – They help change ideas, like "next" or "also."

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

### Instructions

Circle the linking words and underline the names in the emails below.

Subject: New Library Books!

Dear Students,

Great news! Our library has new joke books and story books for you. Next, we will get riddle books!

Best wishes,

Mrs. Faisal

What voice was used in this email?

Formal

Informal

Subject: New

Hey Buddy,

Guess what? I got a new car,

and it is super cool! I have chores, then we should play together.

See you,

Charlie

What voice was used in this email?

Formal

Informal

## Linking Words – Sequencing

### Instructions

Circle the transition words in the sequences below.



First, take  
some soap

Second, rub it  
between your palms.

Next, rub it on the  
back of your hands.



Then, rub it between  
your fingers

Next, rub the base  
of your thumbs.

After that,  
wash your wrists.



After that, wash  
your wrists.

Last, rinse your  
hands with water

Finally, dry your hands  
with a clean towel.

## Letter Writing – Inferences

Dear Class,

I hope you're feeling great. I want to share something with you. In our library, we read many books! We also help people find their favourite stories. We use special bookmarks, and we sit in cozy reading corners.

Sometimes we have Storytime on the big rug. But remember, we need to whisper near Miss Daisy's desk because she is always reading a special book there.

See you at Storytime!

Warmly,

Ms. Harper



### Inferences

Answer the questions by making inferences.

1)	Where does Ms. Harper work?	In a store	In a library
2)	What do they do a lot in the library?	Read books	Play videogames
3)	What special item do they use in the library?	Bookmarks	Frying pans
4)	Where do they sit to read?	In cozy reading corners	On tall ladders
5)	What happens on the big rug sometimes?	Storytime	Dancing lessons
6)	Why should people whisper near Miss Daisy's desk?	She's always reading a special book	She's playing chess

## Letter Writing – Inferences

Dear Auntie Claire,

Hello from Toronto! I wanted to tell you about the

fun things I do during different seasons. In winter, I

make snow globes and go sledding. The snow feels cold and fluffy!

When spring arrives, I see flowers bloom and hear birds sing. It's so

colourful! Summer means going to the beach and making sandcastles. I

love feeling the warm sun on my face.

Fall is special because the leaves turn orange and

red. We jump into big leaf piles and play. Going to school

is like a new adventure, and I always find

something exciting to do.

I hope you can visit soon and join in the fun!

Lots of love,

Sammy



**Inferences**

Circle the correct inference for each sentence.

**"In winter, I make snowmen and go sledding."**

Sammy enjoys playing in the snow during winter.

Sammy likes to swim in winter.

**"Summer means going to the beach and making sandcastles."**

Sammy takes part in beach activities during summer.

Sammy builds snow forts in the summer.

**"Fall is the best time because the leaves turn orange and red."**

The leaves turn brown and pink for Sammy in autumn.

Sammy sees colorful falling leaves in the fall.

**Visualizing**

Draw what you were imagining while you were reading the letter.



## Email Writing – Questioning

Subject: Let's Talk About Recycling!

Dear Community Leader Sara,

Hi! I am \_\_\_\_\_ from Mrs. Williams' class. I

hope you are having a wonderful day! I

learned about \_\_\_\_\_ at school and

thought of ways \_\_\_\_\_ to \_\_\_\_\_ more.

I think it would be great if we had \_\_\_\_\_ recycling bins at the park.

Everyone could help keep our town clean and the \_\_\_\_\_ can be recycling

posters so we can learn and make a difference.

Dad says when you care about something, share it with \_\_\_\_\_

can help. That's why I'm emailing you.

If my recycling ideas interest you, please tell me. I'm happy to help our

environment!

Thanks for reading,

Jake



**PREVIEW**

## Pre-Reading

After reading the title and looking at the pictures, what do you think the text is about?

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## Answer the questions

Circle the correct answer for each question.

1) What did Jake talk about in school?

A) Parks

B) Recycling

C) Camping

D) Horse riding

2) Why is Jake writing an email?

A) He wants to share his ideas and help the environment.

B) He has questions about his homework.

C) He wants to play in the park.

D) He is looking for his lost toy.

3) What does Jake want to add to the park?

A) Slides

B) Trees

C) Recycling bins

D) A pond

## Visualizing

Draw what you were picturing while you were reading.

# Block 4: Narratives

## Focus

- Include cultural text forms – Indigenous story telling, songs
- Identify narrators' point of view – first person
- Indigenous Storywork
  - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
  - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – Rhyme, Alliteration and Onomatopoeia
- Sequencing the plot events in a story, explaining the cause and effect

## What is Indigenous Storywork?

### What is Indigenous Storywork?

**Indigenous Storywork** is a special way of teaching and learning. It comes from the First Nations, Inuit, and Métis people of Canada. They use stories to understand the world, nature, and how to be good people.

### Important Lessons in Stories

The stories teach us important lessons like

- Being respectful to everyone and exchanging
- Taking care of the land and animals
- Helping and loving our family and friends

### How Stories Are Shared

These stories are often told by **elders**, who are wise, older people in the community. Sometimes, the stories are told around a fire or during special gatherings. The stories can be very old, passed down from many years ago.



## True or False

Is the statement true or false?

1) Indigenous stories teach us about video games.	True	False
2) Indigenous stories are told in a classroom only.	True	False
3) Taking care of animals is important.	True	False
4) Elders often tell the Indigenous stories.	True	False
5) Indigenous stories come from new books.	True	False

Answer: Write one thing Indigenous Storywork teaches us?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Visualize

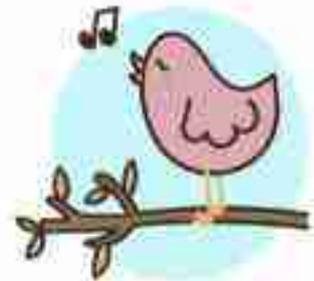
Draw your favourite animal and how you take care of it.



## The Story of Little Feather and Wise Owl

Once upon a time, in a beautiful forest in Canada, lived a young bird named Little Feather and an old owl named Wise

Owl. Little Feather loved to sing but sometimes sang too loudly for the other animals.



One day, Wise Owl said to Little Feather, "Your songs are lovely, but too loud. You must be respectful to everyone and everything in the forest."

Little Feather felt sad but listened carefully. The next day, she sang softly. The deer, the rabbits, and even the squirrels were happy.



"Thank you, Little Feather, for being so respectful,"

Wise Owl said, "Now, everyone can enjoy your beautiful songs and the peace of the forest."

And so, Little Feather learned the importance of being respectful to everyone and everything. From then on, the forest was a happier place for all.

The End

**Questions**

Answer the questions below.

1) Draw Little Feather and Wise Owl. Describe their characters.

	<hr/>
	<hr/>

**Questions**

Circle the correct answer for each question.

1) Who tells Little Feather that she is singing too loudly?

A) The deer      B) The rabbits      C) Wise Owl      D) Little Feather

2) What did the other animals do when Little Feather sang loudly?

A) They left the forest      B) They seemed to smile

C) They sang along      D) They told her to stop

3) What lesson did Little Feather learn?

A) To sing louder      B) To leave the forest

C) To be respectful      D) To never sing again

## Helping Hands in Our Village

In a cozy village, two best friends, Moondrop and Starlight, lived happily.

Moondrop noticed that her grandma, Elder

Willow, seemed tired. She wanted to help.

"Grandma," Moondrop said, "you look

tired. Can I make you some tea?" Elder

Willow smiled warmly. "Oh, Moondrop,

you're so kind!"



Nearby, Starlight saw his dad carrying a heavy bag. "Dad, let me help you," Starlight offered. His dad grinned, "Thank you, Starlight. You make my heart happy!"

Later, Moondrop and Starlight played together. They talked about how good it felt to help their families. "You know," said Moondrop, "when we love and help our family and friends, our hearts feel as bright as stars." Starlight nodded, "Yes, and our village feels like the warmest place on Earth."

From that day, Moondrop and Starlight always looked for ways to help and love their family and friends.

**Answer**

Write one way you help your family at home.

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**Question**

Circle the correct answer for each question.

1) What did Sam help his dad with?

A) Cooking

B) Car

C) Making tea

D) Singing

2) What did helping family make Sam feel like?

A) Heavy

B) Dark

C) Bright as star

D) Tired

**Visualizing**

Draw what you were picturing as you read.



## Fable – Felix The Squirrel

Once upon a time in a lush green forest, there lived a kind-hearted squirrel named Felix. Felix loved to collect acorns and share them with his friends. One day, while Felix was gathering acorns, he met a new friend named Ruby.

Ruby had a broken wing and could not fly to find food. Felix decided to share his acorns with Ruby and in return, she would help him.



hungry. Day by day, Ruby's wing healed, and soon she could fly again.

Before Ruby flew away, she thanked Felix for his kindness and promised to return the favour one day. Felix was so happy to have helped a friend in need.

Several weeks later, as winter approached, Felix found himself in trouble. He had lost his way back home and it was getting colder. Just then, Ruby appeared. She had seen Felix from high above and came to help. Ruby guided Felix back to his cosy tree, just in time for a warm and safe night. Felix was grateful for Ruby's help.



## Narrator's Point of View

In every story, someone is telling us what's happening. This is called the **narrator's point of view**.



There are two main types:

- First-Person:** In this type, a character from the story is the one telling us what is going on. These words like "I" and "we." Example: "I found a shiny treasure chest." or "We had a fun day at the park."
- Third-Person:** In this type, someone is watching the story and telling us what is going on. These words like "he," "she," and "they." Example: "Jake found a shiny treasure chest." or "They had a fun day at the park."

### Instructions

Read the sentences and tell which point of view is used.

1) I like to play with my blocks.	First	Third
2) The children play in the sandbox.	First	Third
3) We go to the zoo on weekends.	First	Third
4) He eats an apple for snack time.	First	Third
5) We make cookies on Sundays.	First	Third
6) The dog runs around the yard.	First	Third

# Narrator's Point of View – Who Said This?

## Instructions

Write the letter from the sentences under the correct picture. Is the sentence written in first or third person?

A) The cat sleeps on the couch.

B) I jump high on the trampoline.

C) The bird sings in the morning.

D) I listen to stories at bedtime.

E) Emily loves to dance.

F) I catch butterflies in the garden.



First

Third

First

Third



First

Third

First

Third

First

Third

# Narrator's Point of View – Who Said This?

## Instructions

Draw over the dotted line to match each sentence with the correct point of view.



I climb trees in the park.

Henry plays with toy trucks.

Jack is a man in

She swings high on the swing set.

I pick flowers in the field.

He paints a picture for his mom.

We ride bikes on the trail.

**PREVIEW**

## Being Good Friends – Different Points of View

### First-Person

Hi! I am Benny. Today, my friend Luna was sad because she lost her toy.

So, I shared my toy car with her. She smiled big!

She tripped and fell. I helped her up and

asked if she was okay. We sat on the grass and played catch.

Being a good friend makes me feel happy.



### Third-Person

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

shared his toy car with her. Luna's face lit up with a smile.

Later, Luna tripped and fell. Benny

helped her up and made sure she was okay.

Then, they played catch and laughed together.

Being good friends made them both very happy.



**Questions**

Answer the questions below.

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

2) Colour the words used in first-person writing green and the words used in third-person red.

I

Benny

They

We

She

He

Their

Me

Luna

**Sequencing**

Write the number in order to make each sentence to show what happened first, next, and last.

Benny and Luna played a game.

Benny shared his toy with Luna.

Benny helped Luna stand up when she fell.

**Visualizing**

Draw a scene where you helped your friend do something.



## Rhyme

A **rhyme** is when words sound the same at the end. Like "cat" and "hat."  
They make reading and songs fun!

### Examples:

- Cat - Hat
- Dog - Log
- Sun - Fun
- Bee - Tree



### Think

Read the poem and underline examples of rhymes.

Betty had a kite so light, she flew away and high with string so long,  
nothing could go wrong. She ran so fast, singing a song. Up in the  
sky, the kite went high, almost saying "bye!"

Then came Pete, fast on his feet. He had a treat, so sweet to eat. "Would  
you like some?" he asked with glee. Betty said, "For you and me!"

They ate and smiled, staying awhile. The kite still in sight, made  
everything right. Betty and Pete felt so complete, with a kite so neat and  
a treat so sweet!

**Scavenger Hunt**

Find books that have examples of rhymes.

Book Name	Example - Describe or quote the example.
"Goodnight Moon"	"Goodnight room, goodnight moon."
"Brown Bear, Brown Bear, What Do You See?"	"Brown Bear, Brown Bear, what do you see? I see a red bird looking at me."

**Matching**

Match the words in Column A with the words in Column B that makes a rhyme.

**Column A**

Ball

Dog

Car

Book

Pen

**Column B**

Log

Hen

Hook

Fall

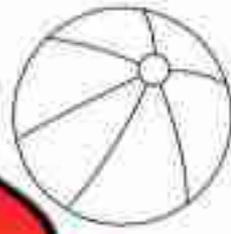
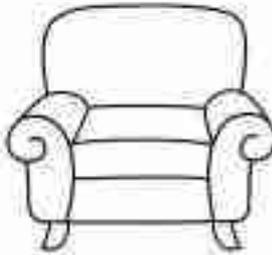
Star



# Rhyme

**Instructions**

Colour the first picture. Then, colour the picture that rhymes with the first picture.

# Drawing Rhymes

## Instructions

Draw what you visualize after reading these rhymes.

The dog sat on a log.

The bee flew by the tree.

**PREVIEW**

The cat wore a hat.

The fish had a hat.

## Alliteration

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

### Examples:

- Silly Squirrel
- Busy Bee
- Froggy Frog
- Lucky Llama



It is fun to say words that start with the same sound at the start!

### Think

Read the story and find examples of alliteration.

Once upon a time, there was a playful prairie prairie named Penny. She loved leaping around the sunny park. One day, Penny pranced and pranced named Freddy. They became fast friends.

Penny and Freddy had a picnic under a tall, towering tree, taking apples and chatting cheerfully. They watched birds singing in the sky and felt happy.

As the sun set, they said goodbye, promising to meet again. Penny pranced home, her heart full of joy from the fun day with her new friend Freddy.

## Alliteration

### Scavenger Hunt

Find books that have examples of alliteration.

Book Name	Example - Describe or quote the example.
"Dr. Seuss's ABC: An Amazing Alphabet Book!"	"Big B, little b, what begins with B? Barber, baby, bubbles, and a bumblebee."

### Instructions

Circle the correct word to complete the alliteration in each sentence.

1) Big bears bounce _____.	ba	pples
2) Silly Sally _____ songs.	s	gs
3) _____ grapes grow greatly.	green	pink
4) Jolly jellyfish _____ joyfully.	swim	jump
5) Lazy _____ lay low.	lions	pandas
6) Tommy the tiger _____ too.	speaks	talks
7) Cool cats _____ curtains.	climb	pull
8) _____ horses hop high.	sad	happy

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

# Alliteration

Match

Match these sentences to the appropriate noun to complete the alliteration.



**PREVIEW**

The	bananas
The leaping	goblin
The big bunch of	snake
Sally's seven	cat
The hungry	lizard
The green	shells
Carla's cute	

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

## Drawing Alliteration

### Instructions

Draw what you visualize after reading these alliterations.

Big blue balls bounce high.

Happy horses hop high.

Pink pigs play in puddles.

Timid turtles take tiny steps.

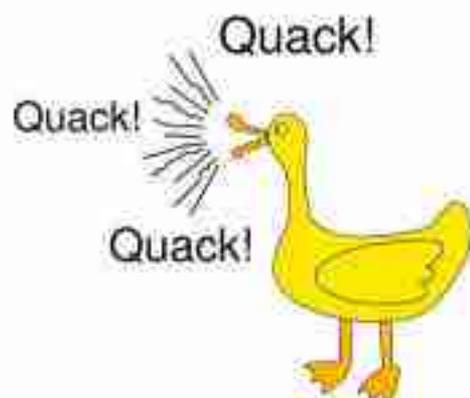
**PREVIEW**

## Onomatopoeia

**Onomatopoeia** is a big word that means sounds words make. Like "buzz" for a bee or "moo" for a cow.

### Examples:

- Buzz - like a bee
- Quack - like a duck
- Moo - like a cow
- Meow - like a cat



Think

Read the text and underline five examples of onomatopoeia.

Bobby went to the farm. "Moo," said the cow. "Moo!" Bobby giggled. He walked over to the pond. "Quack, quack," went the ducks. Bobby clapped his hands. Next, he went to the pigpen. "Oink, oink," said the pigs. Bobby laughed out loud.

"Baa, baa," said the sheep near the barn. "This is fun!" said Bobby.

Suddenly, "Cock-a-doodle-doo!" crowed the rooster. "It's time to go," said Mom.

As they left, Bobby heard a "Meow" from a cat. "What a noisy, fun day!"

Bobby smiled all the way home.

# Onomatopoeia

## Scavenger Hunt

Find books that have examples of onomatopoeia.

Book Name	Example - Describe or quote the example.
"The Very Quiet Cricket"	"Chirp, chirp."
"Mr. Brown Can Moo! Can You?"	"Moo, moo!"

## Instructions

Circle the correct word to complete the onomatopoeia in each sentence.

1) The bee goes "_____."	buzz, buzz	boom, boom
2) The duck says "_____."	quack, quack	ribbit, ribbit
3) The frog says "_____."	pom, pom	woof, woof
4) The dog barks "_____."	woof, woof	honk, honk
5) The phone rings "_____."	ssss, ssss	ring, ring
6) The bell goes "_____."	ding, ding	oink, oink
7) The clock says "_____."	creak, creak	tick, tock
8) The cat purrs "_____."	meow, meow	tweet, tweet

# Onomatopoeia

**Instructions**

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

Meow, meow

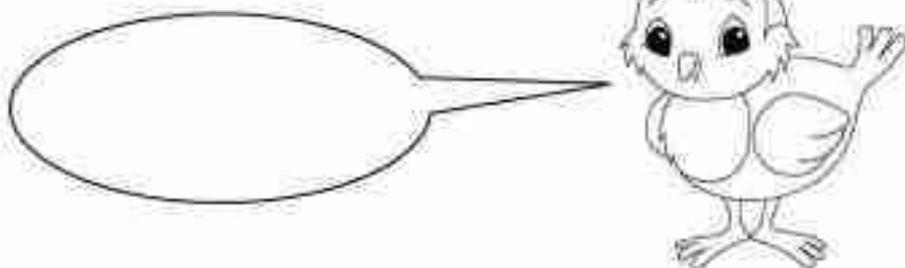
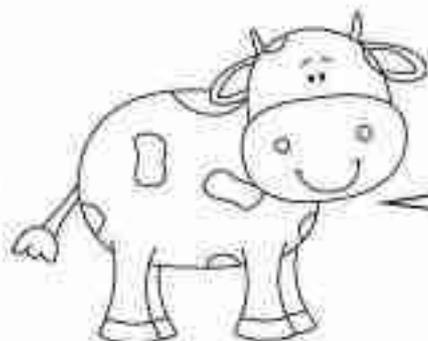
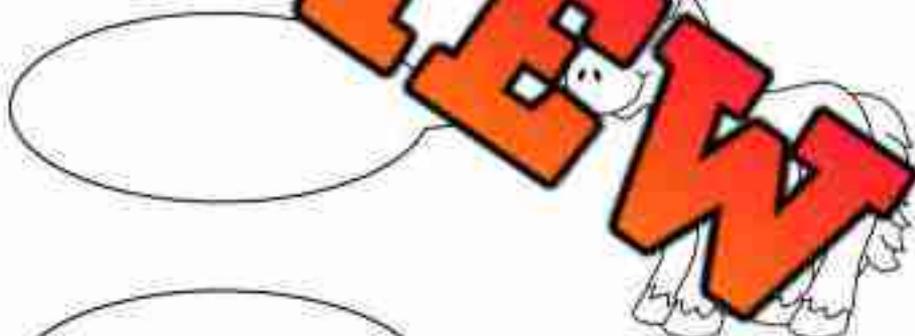
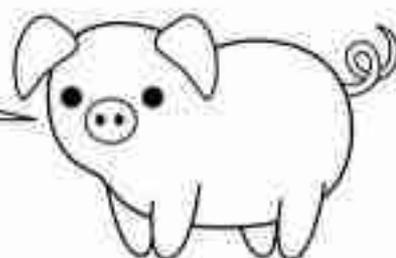
Neigh, neigh

Moo, moo

Oink, oink

Tweet, tweet

**PREVIEW**



## Sequencing the Plot of a Story

- A)** Danny asks his sister, Bella, to help him build a sandcastle. "Sure, Danny! That sounds fun!" Bella replies.
- B)** "We did it!" they both cheer, giving each other a high-five. They sit back and look at their amazing sandcastle, feeling proud and happy.
- C)** They gather their shovels, and start building. They dig tall towers and dig deep.
- D)** Just as they are about to finish, a crab comes along and adds a seashell to the castle. "Look, Bella! My brother wants to help!"
- E)** It's a sunny day and Danny is at the beach. The sun is warm, and the waves are splashing.



### Sequence

Use the letters for each paragraph to put the story in order. Then draw what you visualized when you read the story.

Plot Sequence	

## Personal Story – First Person Perspective

### My Adventure With Daisy

My name is Ava and I love playing in my backyard. One sunny day, I found a lost kitten under our apple tree. She was black and white and very cute.

I gently picked her up and said, "Do not be afraid, I will help you." I named her Daisy. I brought her inside and gave her some milk.

Daisy was hungry and drank it all up!

I asked Mom if we could keep her. She said to first check if she belonged to someone else. We made posters and placed them around the neighbourhood.

The next day, a lady named Mrs. Robinson saw the poster. "That is my kitty, Bella!" she said happily. I felt sad but knew it was the right thing to return Bella to her.

Mrs. Robinson was so thankful. She let me visit Bella whenever I wanted. I was happy Bella was safe. And I had made a new friend!



**True or False**

Is the statement true or false?

1) Ava found a tiny, lost puppy under the apple tree.	True	False
2) Ava named the kitten Daisy.	True	False
3) The kitten belonged to Mrs. Thompson.	True	False
4) Ava gave the kitten cold milk.	True	False
5) Bella is black and white.	True	False

**Questions** Write the correct answer for each question.

1) Who is the main character in the story?

A) Mrs. Robinson

B) Daisy

D) Daisy

2) Where did Ava find the kitten?

A) Playground

B) School

C) Road

D) Backyard

**Sequencing**

Number these events from 1 to 4 in the order they happened in the story.

Number	Event
	Mrs. Robinson saw the poster and identified the kitten.
	Ava found a tiny kitten under the apple tree.
	Ava made posters to find the kitten's owner.
	Ava asked her mom if they could keep the kitten.

## Narrative Writing - Cause and Effect

**Cause** and **effect** means one thing makes another thing happen. The "cause" is why it happens, and the "effect" is what happens.

### Example 1:

Cause: You drop a ball.

Effect: The ball bounces on the floor.

### Example 2:

Cause: It rains.

Effect: You see a rainbow.



### Think

Is the underlined part the cause or the effect?

1) It rained, so the <u>grass grew tall</u> .	Cause	Effect
2) I <u>ate too much</u> , now my tummy hurts.	Effect	Cause
3) The sun set, so it <u>got dark</u> .	Effect	Cause
4) I <u>watered the plant</u> , and it grew.	Cause	Effect
5) She was kind, so <u>she had many friends</u> .	Cause	Effect
6) <u>The wind blew hard</u> , so the kite soared.	Cause	Effect
7) <u>People clapped</u> after she sang a song.	Cause	Effect
8) I <u>forgot my coat</u> , so I was cold.	Cause	Effect
9) He was full after <u>eating a big meal</u> .	Cause	Effect

## How Energy is Used at Home

### Sally and Danny Learn About Home Energy

Sally and Danny were curious kids. One day, Sally turned on the light, so the room was bright. Danny opened the fridge, and it was cold inside. Sally asked, "How does all this work?"



Their mom, Mrs. Baxter, explained to them. "That's because of energy," she said. Sally turned the light switch down, so the room got dark. Danny turned on the TV, and they could watch cartoons. "When you turn on the TV, it uses energy," Mrs. Baxter



Sally boiled water for tea. She saw the steam, and the water bubbled. Danny opened the window, and the room got chilly. He closed it, so the room got warm again.

Mrs. Baxter turned on the fan. The air moved, so they all felt cool. Sally and Danny learned that energy makes things work at home. It made them both very happy and a bit smarter too!

**Cause/Effect**

Fill in the table below.

1) Circle the effects that go with the causes below.

Sally turned on the light	so, the room got bright.	so, the room got dark.
When you turn on the TV,	it uses energy.	it does not use energy.
The stove got hot	so, the water became ice.	so, the water bubbled.

2) Circle the cause that goes with the effects below.

Danny opened the window,	Mr. Baxter turned on the window	the room got chilly.
Mr. Baxter closed the window	Mr. Baxter turned on the window	they all felt cold.
Sally switched on all the lights	Sally flipped the light switch off	so, the room got dark.

**Visualizing**

Draw what you were picturing while reading.



## Cause and Effect

Match

Match each cause to its effect.



It was \_\_\_\_\_ and snowy.



So, the tomatoes grew.



I forgot my umbrella.



So, I put on a jacket.



The baby cried.



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



She watered the plant.



So, mom picked it up.



PREVIEW

## Realistic Story – Read Aloud

### Instructions

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

### Bakery Rescue with Officer Ravi

In the small town of Maplewood, Officer Ravi loved his job as a police officer. He patrolled the streets, making sure everyone was safe and sound. One afternoon, while walking near the park, he heard a loud noise coming from a bakery.

Rushing inside, Officer Ravi

Mrs. Penelope, the baker, looking worried.

"My oven is broken, so I cannot bake the bread for the town festival!" she exclaimed.

Officer Ravi said, "Do not worry, I can help!"

He called his friend, Mr. Hudson, who was good at fixing things.

Together, they worked and fixed the oven just in time. Mrs. Penelope was able to bake her famous bread, and the festival was a success!

The townspeople cheered for Officer Ravi. He felt happy knowing he helped save the day by helping a friend in need.



**Questioning**

Ask questions you have about the story using the following question words.

How	
Why	
When	
Where	
What	
Who	

**Visualizing**

Draw what you were picturing while you read.



## Story Retell

### Instructions

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

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



2) She painted an apple, cut it out and taped it on a wall.



3) He ate a banana, then a candy and then drank juice.



4) We went to the zoo, then the park and then an ice cream.



## Story Retell - Ruby And The Tiny Bird

Once upon a time, in a small town, there lived a kind-hearted little girl named Ruby. Ruby loved to help everyone in her town, from watering plants to finding lost pets.

One day, while gardening, Ruby found a tiny bird with a hurt wing in her garden. The bird looked scared and alone. Ruby saw the little bird and wanted to help.



With gentle hands, Ruby made a cozy home of a shoebox and put the bird inside. She gave it some water and seeds every day. Ruby took care of the bird, talking to it softly and making it as comfortable as possible.

As days passed, the bird's wing healed, and it started to chirp happily. Ruby knew it was time for her feathered friend to fly back to the sky. She took the bird outside, opened her hands, and watched as it flew up high, joining its friends. Ruby felt a warm glow in her heart, happy to have helped.

**Instructions**

Retell the story by choosing the correct answer for each part and drawing what you visualized while reading each part.

What was the title of the story?

---

---

---

Who were the characters?

- Ruby and the bird
- Bella and the play
- Sam and the hungry dog

Visualize and draw the characters

**Setting**

Where did the story take place?

- In Ruby's school
- In Ruby's house
- In Ruby's garden

Visualize and draw the setting

**Problem**

What was the problem?

- The kitten was lost
- The bird was hurt
- The puppy was hungry

Visualize and draw the problem

**PREVIEW**

**Events: Beginning**

What happened in the beginning of the story?

- Ruby goes on a walk
- Ruby found a tiny bird with a hurt wing

**Visualize and draw the beginning****Events: Middle**

What happens in the middle of the story?

- Ruby plants a tree
- Ruby makes apple pie
- Ruby cares for the tiny bird

**Visualize and draw the middle****Events: Ending**

What happens in the end of the story?

- Ruby releases the bird
- Ruby cages the bird
- Ruby makes a bird house

**Visualize and draw the ending****Events: Solution**

What happens in the end of the story?

- The bird goes to a doctor
- Ruby takes care of the bird and it heals.

**Visualize and draw the ending**

**PREVIEW**

**Story – Character Identification****Hugo The Fireman**

Once upon a time, in a bustling city filled with tall buildings and busy streets, lived a man named Hugo. Hugo had a big heart and a bright smile that made everyone feel happy. Every morning, Hugo would put on his fireman's uniform and feel proud to help keep his city safe. He loved his job more than anything, even more than his little garden at home where he grew the crunchiest carrots and the juiciest tomatoes.

Hugo lived in a cozy house with a family that cheered for him every day. His two children, Mia and Alex, and his dog, Anna, adored his vegetable soup and his thrilling stories of rescues from trees.

Even though Hugo was brave, he didn't like thunderstorms; they made him jump! But he knew it was okay to feel scared sometimes.

What he studied about weather in school helped him understand storms better, making them a little less scary.

Every weekend, Hugo and his family would take long walks around their city, exploring new parks and tasting new foods.



**Looks**

Draw a big, bright smile on Hugo's face. Draw his firefighter uniform.

**Family**

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

**Likes And Dislikes**

Draw a smiley face in the circle for the things that Hugo likes and a sad face for the things that Hugo dislikes.

Thunderstorms

Vegetable soup

Rescuing Kittens

Loud Noises

Planting vegetables

**Hobbies**

Hugo likes to play with his favourite toys, his crunchiest carrots, and to read about potatoes.

# Block 5: Persuasive Texts

## Focus

- ✓ Vocabulary, grammar, transition words, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Making inferences after reading
- ✓ Is the sentence persuasive?
- ✓ Reading Comprehension Strategy: Inferencing

## Persuasive Writing – Different Opinions

### Why Students Should Have Sleep Time in Class 🛏️

About 90% of doctors say that sleep helps you learn better. When you take a quick nap, your brain gets a break.

Studies show that kids who sleep a little in the day have better memory. So, having sleep time in class can make us all smarter and happier!



### Why Students Should NOT Have Sleep Time in Class 🚫

We do not need to sleep in class. I do not like to sleep. Going to sleep at night is the way to get ready for the day. I would rather be playing games with my friends than sleeping. Sleeping is just a waste of time. It does not help me at all.

#### Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text appeals to just your feelings and is only one opinion?

First One

Second One

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

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## Persuasive Writing – Thinking Critically

Hey Friends,

You all need to join the Dino Club at recess! It is the best club ever, way better than any other club at school. We get to talk about dinosaurs, roar like them and even draw them!

Who needs to play tag or go on the swings when you can be a dinosaur?

Trust me, nothing is as cool as the Dino Club.

You will not want to miss out!

Your Future Dinosaur Buddy,

Dino Dave



Think Critically

Answer the questions below

1) Who wrote the persuasive text?

2) Do you believe Dino Dave?

3) Why might Dino Dave be lying?

a) He doesn't like dinosaurs

b) He is a big soccer fan

c) He loves dinosaurs

4) Below are Dino Dave's arguments. Circle the arguments that are true and cross out the ones that are made up.

a) Dino Dave is a dinosaur lover.

b) We can be dinosaurs.

c) There is nothing else as cool as Dino Club.

d) We can talk about dinosaurs and roar like dinosaurs.

## Inferences - Persuasive Writing

### 🌟 Be a Hero with Community Cleanup! 🌟

#### 😞 Why Is Cleanup Important? 😞

Hi, friend! Did you know that clean parks make everyone happy? 😊

When we pick up litter 🗑️, we make our parks and streets better for everyone. It's

#### 📊 Facts and Stats for Cleanup

- 1 80% of people feel happier in clean parks 😊
- 2 More than 100 animals 🐢 🐦 can get hurt if they pick up litter.
- 3 Cleaning for just 30 minutes 🕒 can make a big difference!

#### 🧑 Let's Be Cleanup Heroes! 🧑

Grab your gloves 🧤 and bags 📁, and let's clean up together! 🤝 We can make our park the best 🌳 and safest place to play 🧊. Plus, if we all help, we can pick up 100% of the litter 🗑️ in just one day! So, who wants to be a Cleanup Hero 🧑 and make our community awesome? 🌟

**Inferences**

Circle the correct inference from the sentences below.

**80% of people feel happier in a clean park.**

Most people feel better in a cleaner park.

People like the park to be more dirty than clean.

**More than 10 animals can get hurt if we don't pick up litter.**

Animals don't like to be in a place with litter.

Litter doesn't hurt animals.

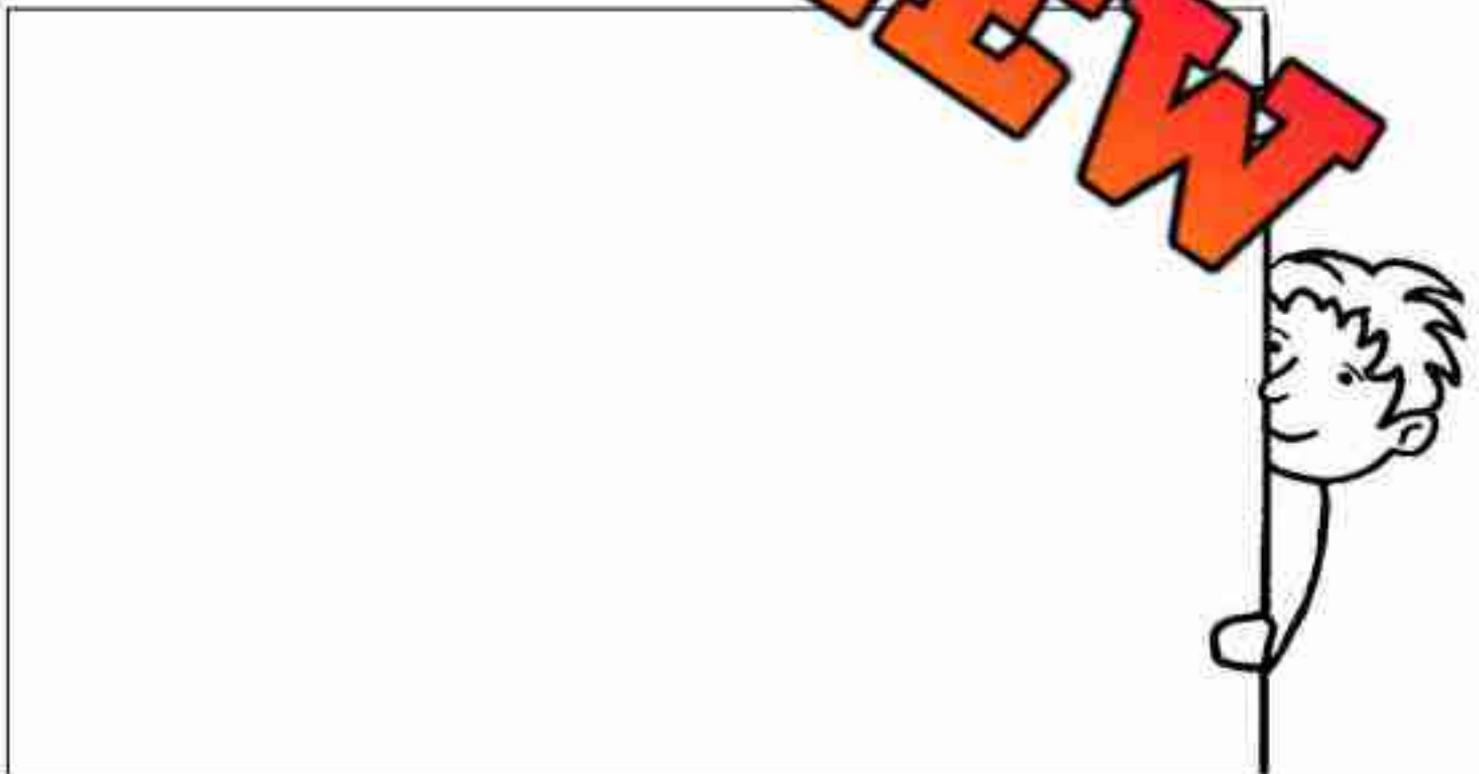
**Cleaning for just 5 minutes can make a big change!**

Spending just a little on cleaning can make a difference.

Cleaning is not at all good for us.

**Draw**

Visualize yourself cleaning your local area with your friends.



# Block 6: Procedural Writing

## Focus

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?

# Procedural Writing – How To Grow a Plant

## Instructions

Fill in the steps below to grow a plant. Choose from the given words.

Things you need:



First, fill the pot with \_\_\_\_\_



Then, add \_\_\_\_\_ to the \_\_\_\_\_ with soil.



\_\_\_\_\_ the seeds with more \_\_\_\_\_.



Finally, \_\_\_\_\_ your plant.

Soil	Seeds
Water	Cover

## Ordering Steps – How To Make Popcorn

**Order**

Cut out the following strips. Put them in order and glue them on blank paper. Colour the pictures.

Eat and enjoy  
the popcorn!



Put the popcorn  
into a bowl.



Add some salt  
and butter.



Wait until the kernels have  
finished popping



Get an adult to help you put a package of  
microwave popcorn into the microwave  
and turn it on for the length of time it  
says on the package.



## How To – Ordering Steps

Sequence

Number the steps for making a paper airplane.

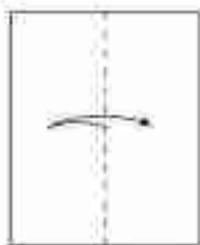


Order	Information
	Open the paper. Fold the top corners so they meet in the middle.
	Materials: A sheet of paper
	Your paper airplane is ready for takeoff!
	<b>Make a Paper Airplane</b>
	Take the top corners and fold them down.
	Take your paper and fold it in half. Make a crease.
	Fold your paper back in half along the first crease. Hold it at the bottom and let it fly!
	Fold the new edges to the middle. Now you have a triangle!

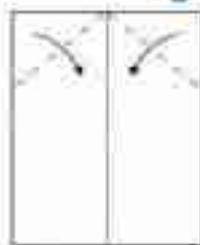
1



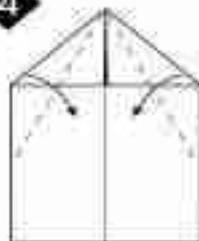
2



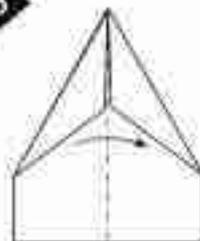
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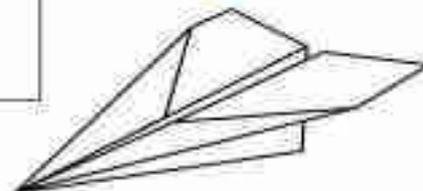
4



5



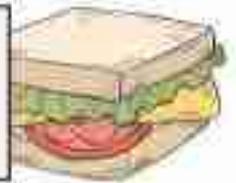
6



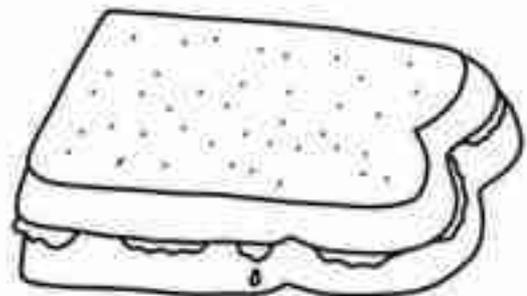
## Recipes – Ordering Steps

Order

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on (1 - 8). Colour the pictures below.



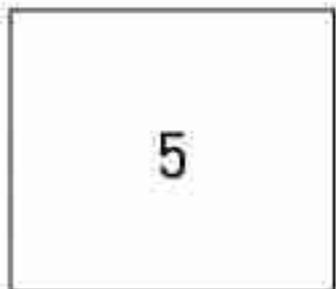
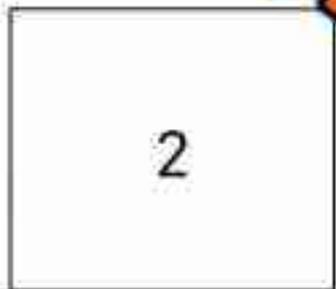
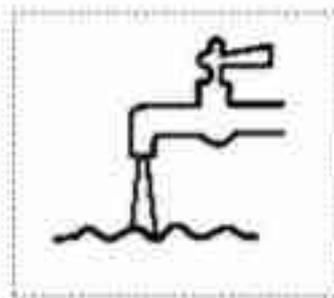
Order	Information
	Put one slice of bread on top of the other to make a sandwich.
	<b>Sandwich: Peanut Butter and Jelly!</b>
	Put two slices of bread on your plate.
	You are finished! You can eat it now or save it for later.
	<b>Ingredients</b>
	<ul style="list-style-type: none"> <li>➤ Two slices of bread</li> <li>➤ Peanut butter</li> <li>➤ Jelly</li> <li>➤ A knife</li> <li>➤ A plate</li> </ul>
	Spread the peanut butter on one slice of bread.
	Use your hands to gently press the slices together.
	Spread the jelly on the other slice of bread.



## Graphics in Procedural Writing – Brushing Teeth

**Label**

Cut out the images below and put them into the correct order of brushing teeth by pasting them in the boxes below.



**PREVIEW**

## Following Instructions – Drawing an Igloo

**Draw**

Follow the procedural text below to draw an igloo.



Title	Drawing an Igloo: A Fun Art Adventure!
<b>Materials</b>	- A blank sheet of paper - A pencil - Eraser - Pens or markers (optional)
<b>Introduction</b>	An igloo is a special kind of home made of snow. It is usually found in cold places like Canada's Arctic region. It is used as a shelter.
<b>Step 1</b>	Make a straight line at the bottom of your paper. This is the snow ground.
<b>Step 2</b>	Draw a big half-circle on top of the line to make your igloo.
<b>Step 3</b>	In the bottom part of the half-circle, draw a small rectangle for the door.
<b>Step 4</b>	Add some vertical and horizontal lines inside the half-circle to look like snow blocks.
<b>Step 5</b>	Erase any snow block lines that go inside the door rectangle.
<b>Step 6</b>	Draw small circles around the igloo to make it look like more snow.
<b>Finish</b>	Great job! You have drawn an igloo. Now you know how important they are for some people in Canada and how to draw one yourself!

## Comparing Instructions – Playing Tug-of-War

**Compare** Read both instructions. Which is easier to understand?

### Option 1:

#### How To Play Tug-of-War

To play tug-of-war, you need a long rope and some friends. Make two teams and stand on opposite ends of the rope. Each team holds their sides of the rope. When someone says "Go!", both teams pull the rope as hard as they can. The team that pulls the other team past a line on the ground. If you do, you win!



### Option 2

Step	Instructions
<b>Step 1</b>	<u>Make Teams</u> : Get your friends and make two teams.
<b>Step 2</b>	<u>Hold the Rope</u> : Each team stands on one side of the rope and holds it.
<b>Step 3</b>	<u>Find the Middle</u> : Make sure the middle of the rope is on a line on the ground.
<b>Step 4</b>	<u>Ready, Set, Go!</u> : Wait for someone to say "Go!"
<b>Step 5</b>	<u>Pull!</u> : When you hear "Go!", pull the rope as hard as you can.
<b>Step 6</b>	<u>Win</u> : If you pull the other team over the line, you win!

**Make A Connection**

Have you ever played tug-of-war before?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Answer**

Which of the two options were easier to understand? Circle your answer.

Option 1

Option 2

**Visualize**

Draw a scene where you are playing tug-of-war with your friends.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**PREVIEW**

# Block 7: Informational Reports

## Focus

- ✓ Text features like headings, table of contents, icons, and charts
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

# Comprehension – Text Features in Reports

## Table of Contents

- |                                |
|--------------------------------|
| 1) Understanding Traffic Signs |
| 2) Three Common Traffic Signs  |
| 3) How to Use Traffic Signs    |



3 Common Traffic Signs

## Understanding Traffic Signs

Traffic signs are important because they help us know what to do when we are walking or driving. They keep us safe!

## Three Common Traffic Signs

- **Stop Sign** : This sign is red and has eight sides.
- **School Zone Sign** : This sign is yellow and shows people walking. It means you are near a school, so you should walk carefully.
- **One-Way Sign** : This sign is black with a white arrow.

## How to Use Traffic Signs

When you see a Stop Sign , make sure to stop and look both ways before crossing the street. The School Zone Sign  means you should walk carefully because there could be kids around. The One-Way Sign  helps cars know which way to go so they don't bump into each other.

**Text Forms**

Answer the questions below.

Write the caption used in the report.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reflection**

How do pictures, icons and table of contents help you?  
 Give me one you agree with.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Find topics fast.   | <input type="checkbox"/> Makes learning fun. | <input type="checkbox"/> Quick picture clues. |
| <input type="checkbox"/> Learn step by step. | <input type="checkbox"/> Not too long.       | <input type="checkbox"/> Learn in chunks.     |
| <input type="checkbox"/> See main ideas.     | <input type="checkbox"/> Know what to come.  | <input type="checkbox"/> Guide to good stuff. |

**Match The Column**

Match the signs to the descriptions.

**Column A**

**Column B**



One way sign

Road

Stop sign

School zone sign

Traffic lights



## Environmental Signs

**Environmental signs** are special pictures that tell us something. They are everywhere, like at school, on the road, or in parks. They help us stay safe, show us where things are and give us rules to follow.

**Identify** \_\_\_\_\_ at each sign below. Circle what you think the sign means.

					
Run	Crosswalk	School Zone	Play Zone	Fire Exit	Windy
					
Move	Stop	No Parking	No Playing	Recycle	Play
					
Caution	Stop	No Littering	No Eating	Bus Stop	Bus Drive

## Environmental Symbols – Canada's Heritage

**Environmental symbols** are special pictures or signs that remind us of important things about nature and our planet. In Canada, we have some very cool environmental symbols!

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

					
Canadian Rockies	Canadian Prairies	Flag of Canada	Province of Alberta	Canada Goose	Canada Duck
					
Baseball	Lacrosse	Inuksuk	Totem Pole	Igloo	Wigwam
					
Loon	Duck	Beaver	Mouse	Totem pole	Tiki

# Environmental Words and Symbols

Match

Match the given environmental words to their correct symbol.



Land



Water



Mountains



Forest



Road



River

Hospital

## Animal Research Reports - Lions

### What Kind of Animal is a Lion?

Lions are big cats. They are called mammals. Mammals are animals that do not lay eggs, rather give birth to their babies and feed them milk.

### Body Parts of a Lion

Lions have many parts like:

- **Mane:** The hair around a male lion's neck.
- **Tail:** The long part at the back.
- **Paws:** They use them to walk and run.
- **Whiskers:** The small hairs on their face.
- **Teeth:** They have sharp teeth to eat.



### Where Do Lions Live?

Lions live in many parts of the world but mostly in the continent of Africa.

They like to live in grasslands and savannas. These are places with lots of space and less trees.

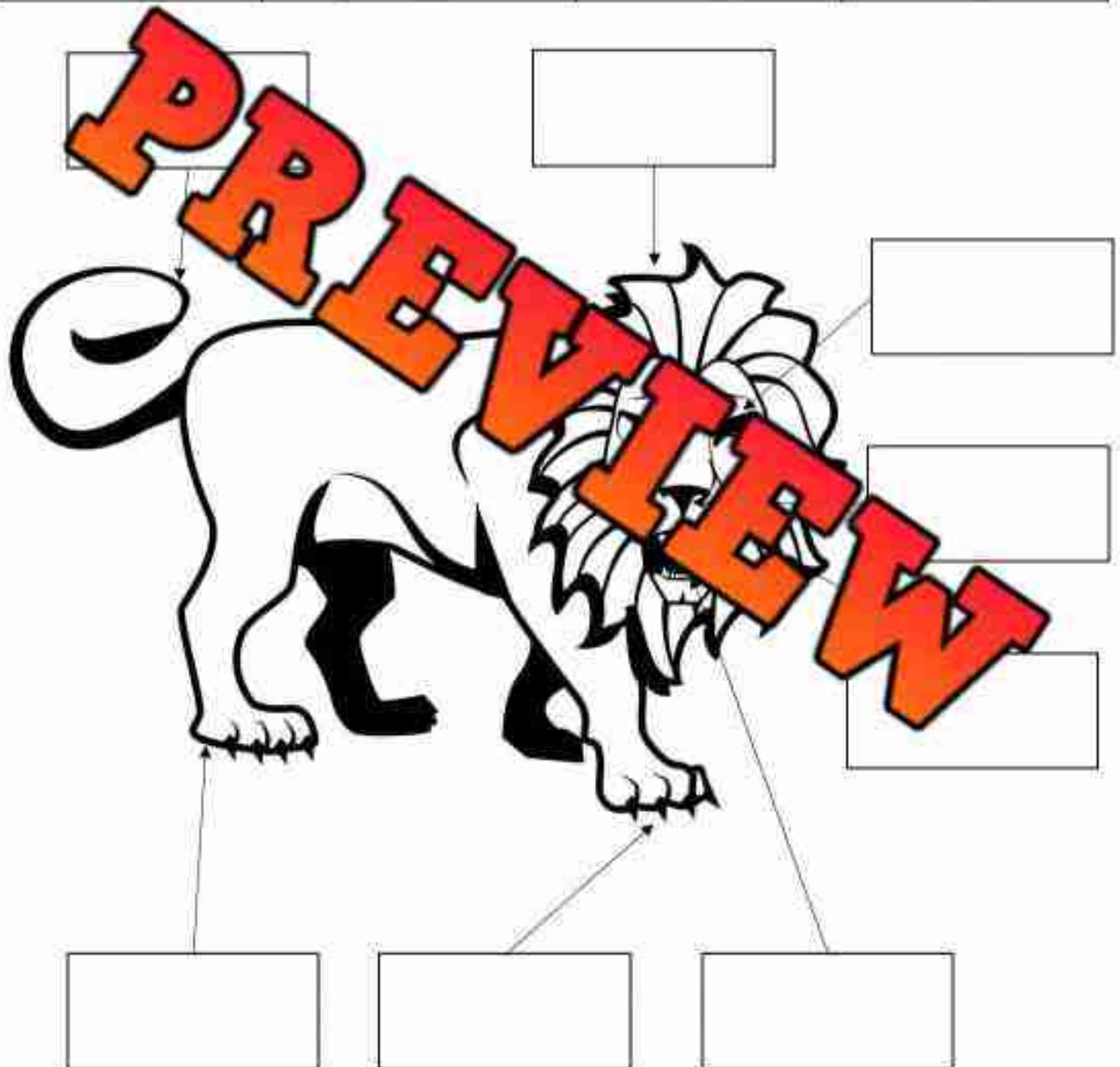
### What Do Lions Eat?

Lions are carnivores. This means they eat meat. They like to eat animals like zebras and antelopes. They hunt in groups to find their food.

# Animal Research Report – Lions – Body Parts

**Label**

Label the body parts of a lion. Colour the picture.

 Mane Tail Teeth Jaw Nose Eyes Paws Nails

Think

What 3 things did you learn about lions?

1)

---

---

2)

---

---

3)

---

---

**PREVIEW**

Label

Label the map of this continent where lions live.



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

## Animal Research Report - Lions - Diet

Answer

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

Handwriting practice area with ten sets of lines (top solid, middle dashed, bottom solid).

**PREVIEW**

Draw

Draw two things that lions eat. Label.

Blank drawing box for the first item.

Blank drawing box for the second item.

# Comprehension – Text Features in Reports

## Table of Contents

- |                                       |
|---------------------------------------|
| 1) What is the Sun?                   |
| 2) How Does the Sun Help Us?          |
| 3) What Should We Be Careful To Avoid |



### What is the Sun?

The Sun is a bright ball of fire in the sky. It is very, very hot and bright. The Sun gives us light and warmth.

### How Does the Sun Help Us?

The Sun gives us energy. Plants need the sun to grow. We get vitamin D when we are in the sunshine. The Sun's energy is turned into electricity.

### What Should We Be Careful To Avoid?

The Sun is good but also strong. Here are some ways to stay safe:

- Wear a hat 🧢
- Use **sunscreen** 🧴
- Stay in the shade sometimes 🌳
- Wear sunglasses 🕶️

## Text Forms

Answer the questions below.

What main headings are used in the report?

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

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

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

Match The Column Match the items to their descriptions.

Column A

Column B



Hat

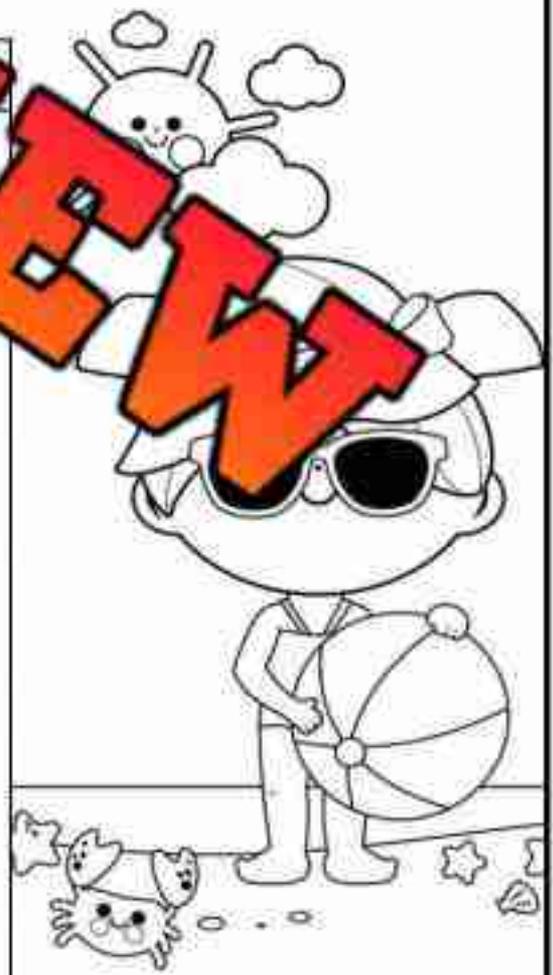
Sun

Tree

Sunglasses

Sunscreen

Plant



## Changes In Life Experiences With Time

### Introduction

Long ago, kids lived differently than we do now.

Let's see how their lives changed from the 1700s to the 1900s.



### What Kids Did in 1700s

In the 1700s, most kids lived on farms. They woke up early to feed animals and grow food. They made their toys from wood and played simple games. They helped in the house and helping their families.

### What Kids Did in 1800s

In the 1800s, some kids went to school. Many stayed at home or worked. They read more books and played with dolls or toy soldiers. They believed in learning and being kind to others.

### What Kids Did in 1900s

By the 1900s, all kids went to school. They rode bikes, listened to the radio, and played sports. They believed in fairness and having fun together. Life was more about learning and playing.

Kids' lives changed a lot over time, from working hard on farms to learning in schools and playing with friends.

## Match

Draw a line to match the kids' activities shown in the pictures to the correct time period.



1800s



1900s



1700s

## Imagine

Imagine you lived in the 1800s. How would you look like?  
What chores would you have? What would you do? Draw 3  
pictures to show your day.

# Block 8: Poetry

## Focus

- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Literary devices – Rhyme, Alliteration and Onomatopoeia
- ✓ Making inferences
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

## Types of Poems

### Haiku: The Nature Poem

A **haiku** is a poem about nature with 3 lines. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables.

Big bright moon so high,

Stars sing songs in the night sky,

Sleep will come soon, bye.



### Acrostic: The Secret Word Poem

An **acrostic** is a poem where the first letter in each line spells out a word.

Here is an example with the word "CUTE".

Cute and fluffy,

Always likes to play,

Tail wagging all day.



### Limerick: The Silly Poem

A **limerick** is a funny poem with 5 lines. Lines 1, 2, and 5 rhyme, and lines 3 and 4 rhyme. Here is an example:

There once was a duck with a bill,

Who sat very still on a hill.

He quacked once or twice,

Thought the pond was so nice,

And splashed in the water for a thrill.



**Match The Column**

Draw a line from the name of the poem type to its definition.

Column A	Column B
Haiku	A poem that is funny with 5 lines.
Acrostic	A poem about nature with 3 lines.
Limerick	A poem where the first letter in each line spells a word

**Visualizing**

Draw each of the poems from the reading and draw what you are picturing.

Haiku

Limerick

Acrostic

## Haiku Poetry – Inuit Reflection

### Haiku Poetry – Inuit Reflection

The Inuit people live up north where it is very cold. They know a lot about snow, ice, and animals like seals and polar bears. Haikus are short poems that help us learn about the Inuit in a fun way.

Here are three haikus to think about Inuit life:

Old snow on boots,

Seals swim nearby

Inuit are happy



Northern lights dance high

Inuit families watch,

Sky tells its own tale.

Igloo stands so strong,

Built from snow blocks, snug and warm,

Inuit night home.



**Inferences**

When reading poetry, you often need to make inferences as a lot of things are not clearly said. Read the parts of the poems and choose the correct inference.

1) "Inuit are home."

The Inuit like living in the cold weather.

The Inuit would rather live where it is warmer.

2) "So the sky has a voice."

The sky has a voice that speaks through northern lights.

The sky can speak to the Inuit.

3) "Inuit night home."

Inuit people stay in igloos at night.

The Inuit sleep outside without any shelter.

**Visualizing**

Re-read each of the poems and draw what you are visualizing.

Haiku 1

Haiku 2

Haiku 3

## Acrostic Poems – Simple Machines

### Acrostic Poems – Simple Machines

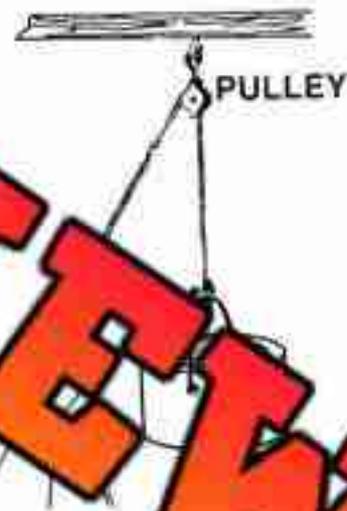
Simple machines make work easier for us. They help us lift, pull, and move things. Two simple machines are the pulley and the lever. Acrostics are fun poems that can help us remember what these machines do.

**PREVIEW**

### Acrostic Poems

#### Pulley

**P** - Pulls things up,  
**U** - Uses a rope and a wheel,  
**L** - lifts without a sigh,  
**L** - like raising a meal,  
**E** - easy to use, oh my,  
**Y** - you'll think it's a big deal!



#### Lever

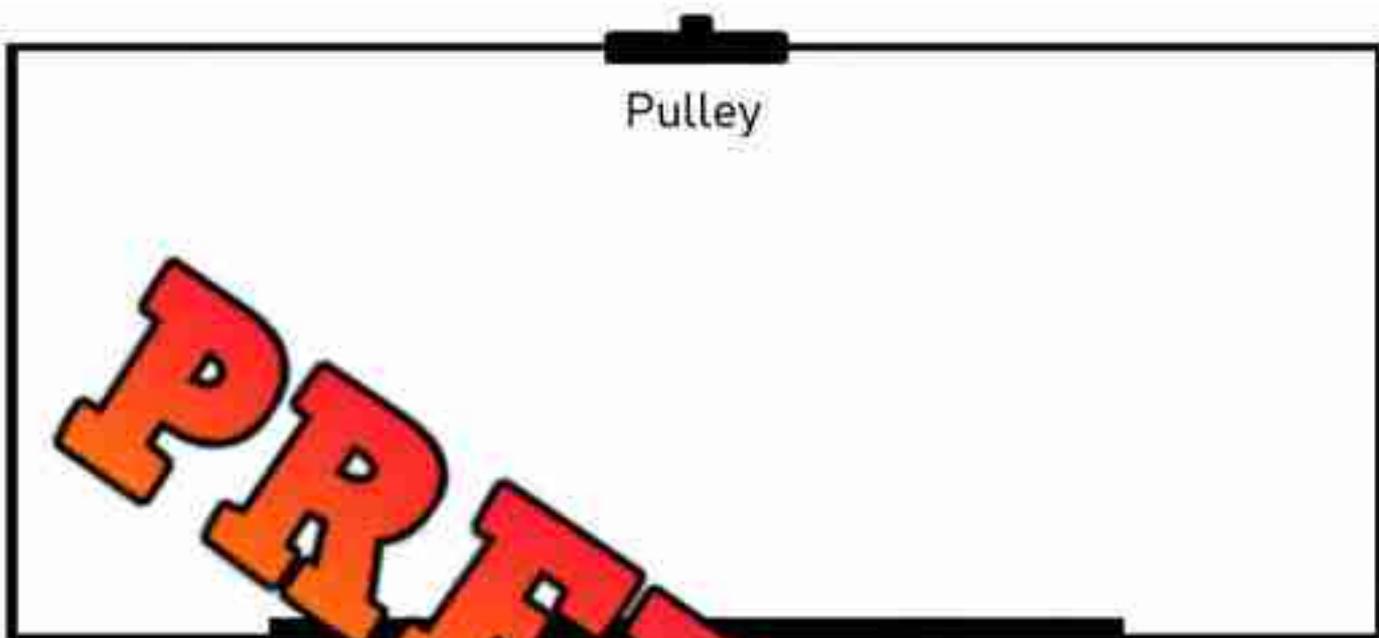
**L** - Lets you lift with ease,  
**E** - Even really big trees,  
**V** - Very handy tool,  
**E** - Easy as a school rule,  
**R** - Raises and lowers, please!



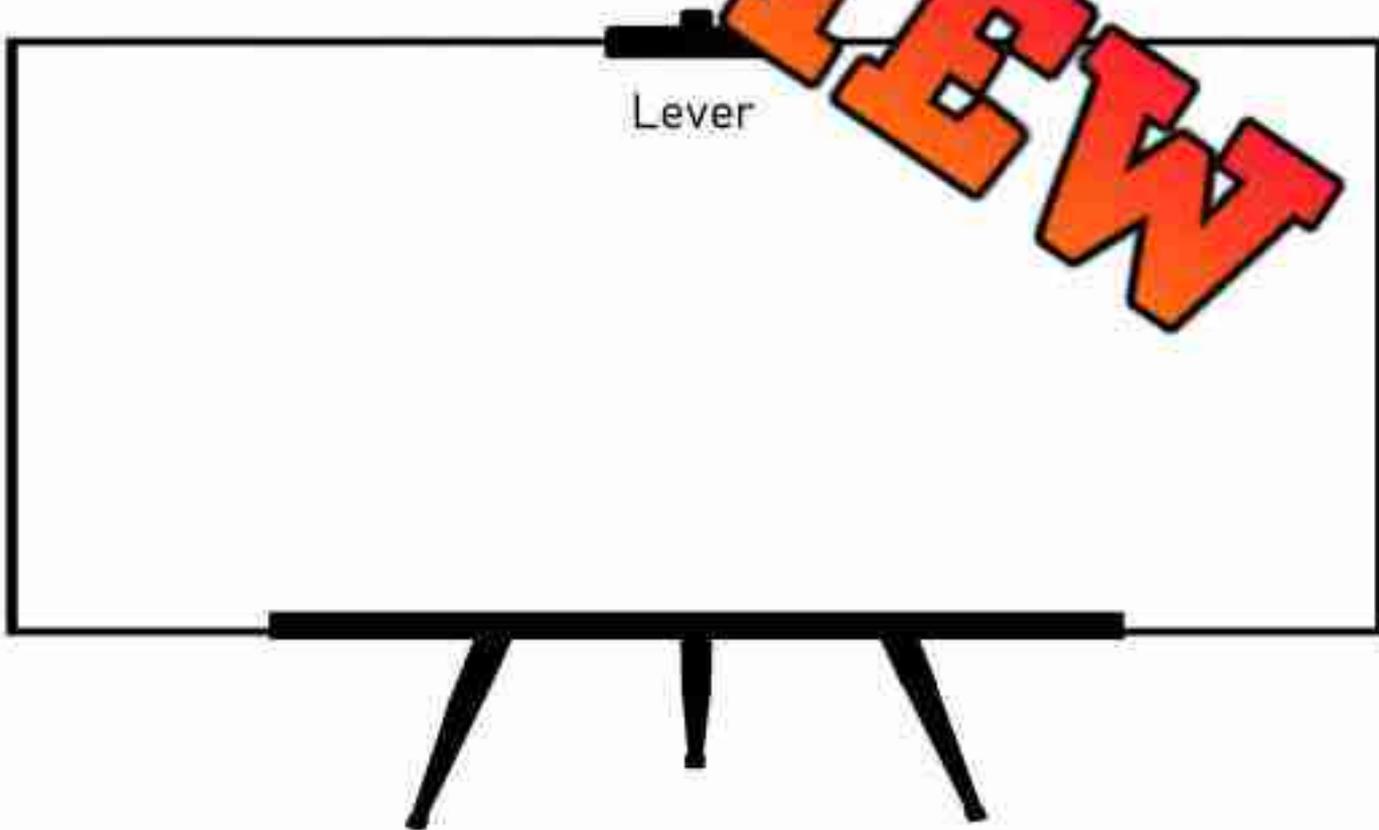
Visualizing

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

Pulley



Lever



**PREVIEW**

## Limerick Poem – Rhyme and Alliteration

### Limerick Poetry – Learning About Seasons

Seasons are parts of the year with different weather. We have Spring, Summer, Fall, and Winter. Limericks are funny poems with rhyme and rhythm that help us remember the seasons in a fun way!

Spring

There once was a Spring King,

With flowers that made him sing.

The bees buzzed about,

No room for a doubt,

That Spring was surely the king!



Summer

In Summer the sun was so bright,

We played from the morning to night.

With ice cream so cool,

We splashed in the pool,

Oh, Summer was pure delight!



**Think**

Find examples of alliteration and rhyming words

Rhyming Words		Alliteration
Fling		
About		
Bright		
Co		

**Visualizing**

Write each poem and draw what you are picturing.

**PREVIEW**

<b>Summer</b>

## Rhyming Poems – Critical Thinking

### Rhyming Poetry

**Rhyming poetry** is when words at the **end** of lines sound the same.

Community helpers are people who make our neighbourhoods safe and nice. They teach us to learn, keep us healthy, and are there in emergencies. Let's learn about them through rhymes.

#### Firefighters

In times of heat and flaming fright,  
Firefighters dash with all their might.  
With hoses strong and ladders tall,  
They make sure safety is for all.

#### Teachers

Teachers help us learn and grow,  
Teach us ABCs that we should know.  
They give us quizzes and daily tests,  
Making sure we do our best.

#### Doctors

Doctors check our hearts and ears,  
Calm our worries, wipe our tears.  
With stethoscopes and caring eyes,  
Keep us healthy, strong, and wise.

#### Policemen

Policemen help us day and night,  
Making our town feel safe and right.  
With cars that have a flashing light,  
They show us all wrong from right.

Questions

Which poem did you like the best? Why?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven sets of these lines.

Visualizing

Read the poems and draw what you pictured.



Firefighters

cars

Two large empty rectangular boxes for drawing, one under 'Firefighters' and one under 'cars'.



# Block 9: Book Reviews

## Focus

- ✓ Bias in book reviews
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – rhyme and alliteration

## Finding Bias in Reviews

### What is Bias in Reviews?

**Bias** means that someone has a favourite side, and it shows in their writing. If you write about ice cream and only say good things about chocolate, that is bias. You are not being fair to other flavours.

Analyze the reviews below and answer the questions.

#### ★ "Buzz About Bunnies" - Rating 10/10

Yay! "Funny Bunnies" is the best book about Bunnies are the best animals by far. Since this book is about bunnies, it is the best book. You will love it!



1) Is the author biased?	Yes	No
2) What is the author's bias?	They only like bunnies.	They only like dogs.
3) Would this author like a book about dogs?	Yes	No
4) Should you believe this author?	Yes	No

5) Draw what you visualized after reading the review.

## Our Voice in Review Writing

### What is Voice in Writing?

Voice in review writing means how you sound when you talk about something. It is your own special way of telling if you like or do not like it.

### Voice

A family of 4 watched a movie. Read the reviews and draw the character who you thought wrote the review.

Mom

Teenager

Youngest

I liked the happy dog and its wagging tail! But I wanted to see more fetch and rolls from the pup.

The movie had nice hugs and family moments. I loved watching it with my

The film had good parts, like the big snowball fights. There was a lot of action, which I prefer.

Hey, the pictures in this show are cool! Those snow fights are wild, dude. You should see this.

## Our Voice in Review Writing

**Voice**

A family all texted their reviews of a movie to each other. Check them out!

Carrier 2:00PM 100%

**Group Chat**

...re w...ay. Cool cars, but jokes were  
...you...e I do, you'll think this  
movie...sweet...

EG

My kids liked the car races, but... are  
fun for adults. 3 Stars.

LG

Cars and races were fun. I loved this movie  
especially with my candy and juice! 5 Stars.

TG

Bright outfits, good races, but the story was  
easy to guess. Still fun to watch. The kids  
liked it more than we did. 4 Stars.

SG



## Literary Devices in Reviews

When we write reviews, sometimes we use special writing tricks to make our words fun and catchy. These tricks are called "**literary devices**". Two of these cool tricks are rhyme and alliteration.

- **Rhyme**: Words ending with the same sound. Example: "Neat book, had me s..."
- **Alliteration**: Words starting with the same sound. Example: "Billy's blue ball..."

### Examine

Read the review below and underline examples of rhyme and alliteration.

Reading "Space Spree" was a lot of fun! It is a comic carnival under the Sun! Sally and Sam soar to the stars where they are meeting Martians munching on Mars bars. The tale is terrific, thrilling, and totally tops. It isn't like one of those other flops. I give it a 5/5 stars.



Draw what you visualized while reading the review.

## Review Writing - Inferences

### Title: "The Magic Paintbrush"

#### Introduction

Hi kids! Do you like to draw and paint? You will love "The Magic Paintbrush!"



#### Summary

Cindy gets a special brush. She paints frogs that hop and bees that buzz. Her brush even makes cars fly from the sky!

#### Thoughts

The book is bright, bouncy, and full of buzz. Words with the letter 'z' then reading it you will not want to stop. It is a quick read, take note!

#### Rating

I give this book 5/5 stars. It's fun and fast. Good for kids who like to draw and have big dreams!



**Examine** Read the review and find examples of the literary devices used.

Write 1 example of the following literary devices used in the review.

Rhyme

Alliteration

**Match** Draw a line from the quotes in Column A to their corresponding inference in Column B.

Column A

Column B

Words in the story are so colorful.  
When reading it you would  
not want to stop.

The book is bright, bouncy,  
and full of buzz.

Good for kids who like to  
draw and have big dreams!

The book is about art or  
drawing and makes you  
draw big.

The book gets your interest  
and makes you want to finish.

The book is colorful and  
happy.

**Visualize**

Draw something you would like to create with a paintbrush.

# Block 10: Graphic Texts

## Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

## Understanding Graphic Texts

**Analyze**

Colour the graphic and answer the questions.



### EQUALITY

1) Match the word with its meaning.

Equality

 You get what you need

Equity

 You get the same as everyone else

2) Does everyone need the same thing? Explain.

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## Text Features in Infographics

Infographics are like picture helpers that show us facts and numbers.

Infographics may contain:

- **Titles:** For the main idea.
- **Pictures:** To show what it is about.
- **Labels:** All parts of the pictures.
- **Data:** Facts.



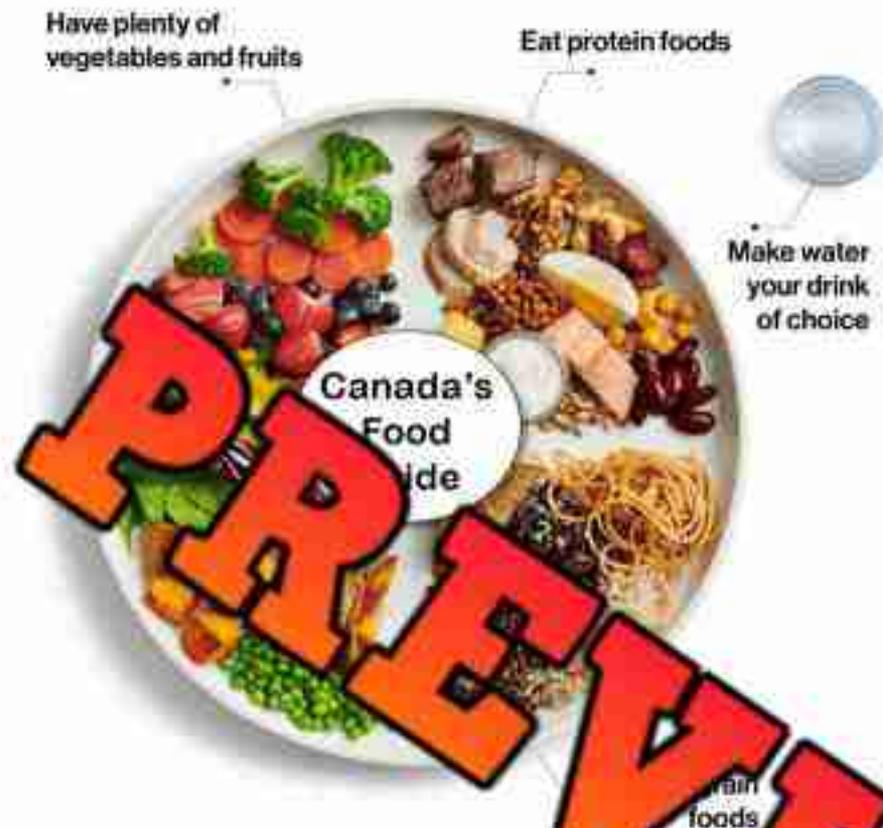
Examine each infographic and answer the questions.

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



- 2) Draw a caterpillar and butterfly.

## Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

2) Put a checkmark on things you should eat according to the food guide.

Fruits and vegetables

Whole grain foods

Burgers

Pizza

Chocolate

Protein foods

3) Does the infographic have more text or pictures? Circle your answer.

Text

Pictures

## Reading Maps – Text Features

Maps help us know where things are. They have special clues:

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces or territories like ONTARIO.
- City and Town Names: Names with only the first letter capitalized are cities or towns, such as Toronto.
- Black Dots: A small black dot marks a city, and a bigger black dot marks a province or territory capital.
- Red Dot: is for the capital of the country. A larger red dot is the capital of Canada.



## Questions

Circle the correct answer for each question.

1) What do the big, capitalized words on a map usually mean?

City names

Country name

2) How can you find provinces or territories on a map?

Smaller, capitalized words

Very large words

3) How can you find cities on a map?

All letters capitalized

Only first letter capitalized

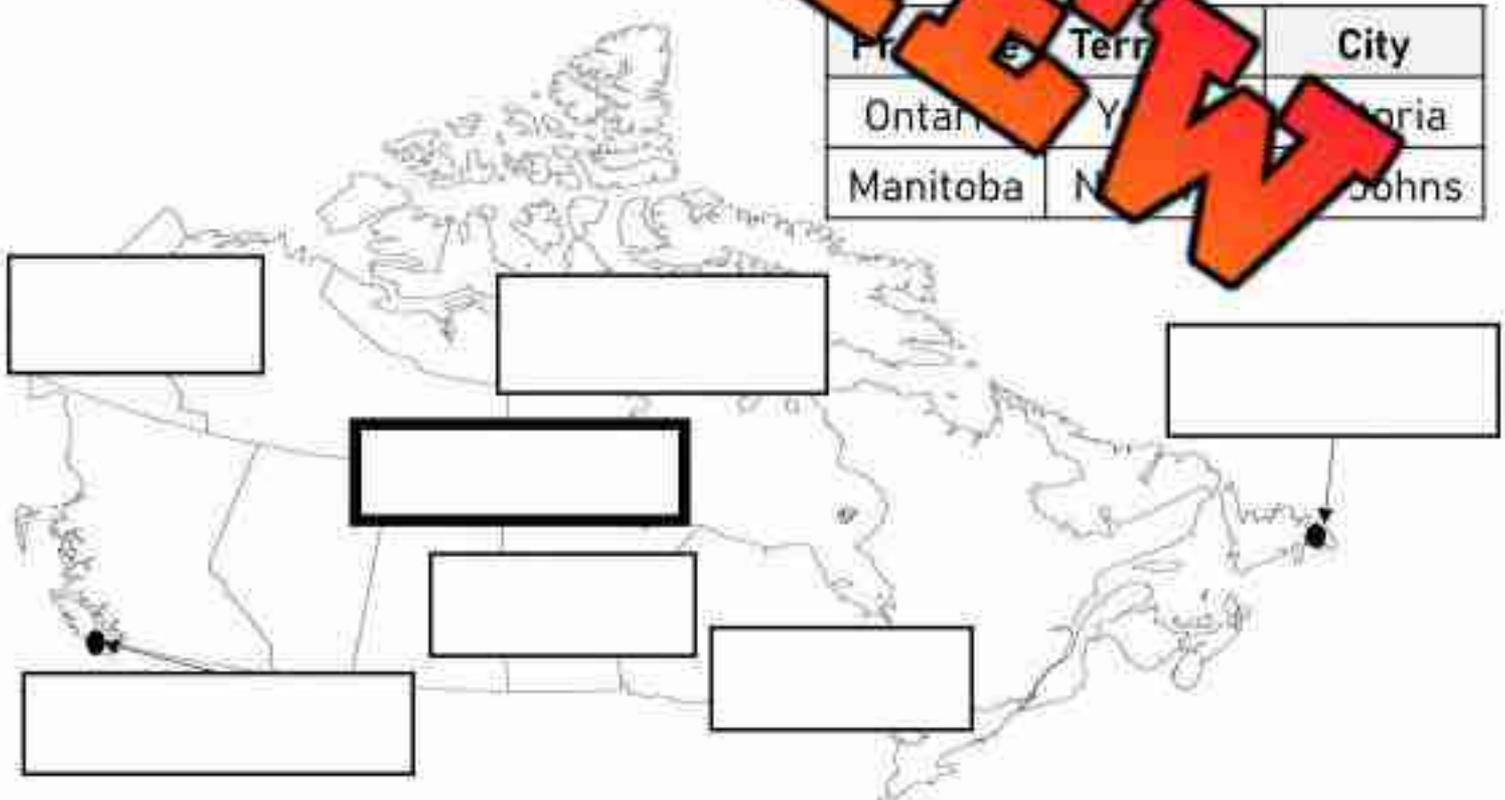
4) What do the small letters on a map show?

Capital

## Think

Label the provinces, territories and cities using the word bank. Use the correct capitalization. Label the capital city in the rectangle with the thick border.

Province	Territory	City
Ontario	Yukon	Victoria
Manitoba	Newfoundland	St. John's



# Graphic Text - What's a Timeline?

## Analyze

Look closely at the timeline and answer the questions.

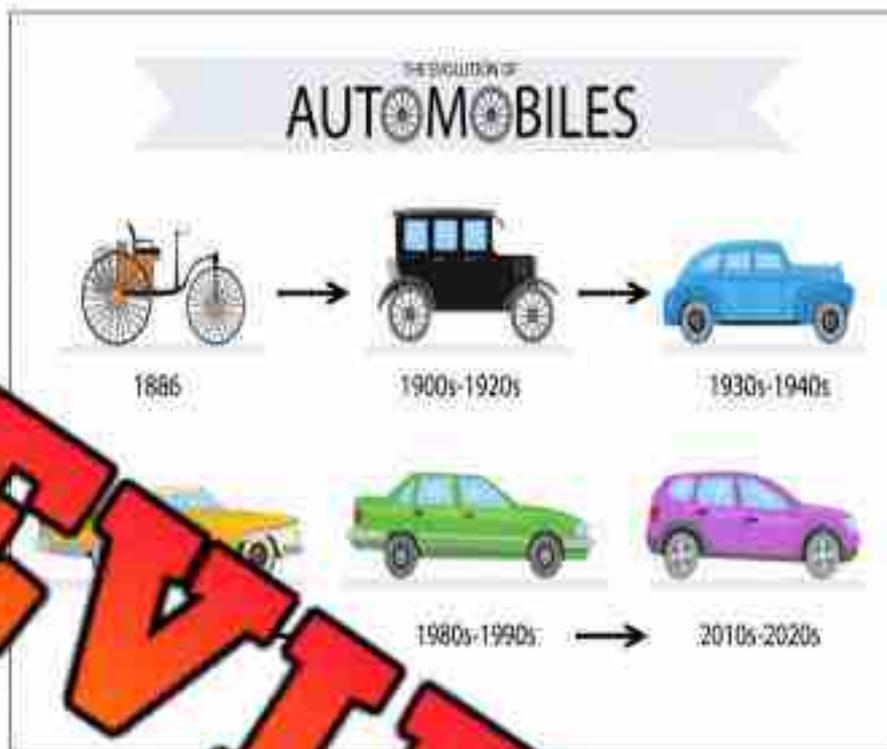
Circle the text features used:

Picture

Label

Dates

Arrows/Lines



Draw the cars in the time periods below.

1886

1930

1950

2020

# Block 11: Biographies

## Focus

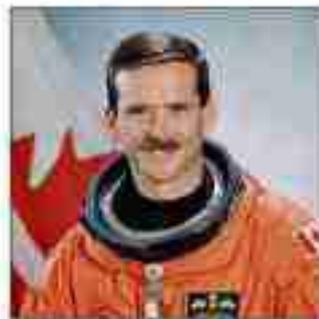
- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Use of table of contents, charts, and/or icons.

## Biography – Chris Hadfield

### Chris Hadfield: A Star Among Stars

#### Table of Contents

Early Life
Flying High and Beyond
Making Space Fun for Everyone
Timeline



Chris Hadfield

#### Early Life

Chris Hadfield was born on January 15, 1959, in Sarnia, Canada. He looked up at the sky and dreamed of flying in space.

#### Flying High and Beyond

Chris became a pilot and then an astronaut. He went up into space three times! Once, he even sang a song and played guitar in space.

#### Making Space Fun for Everyone

Chris showed kids and grown-ups that space is exciting. He wrote books and shared stories about stars, planets, and being an astronaut.

#### Timeline

- 1959: Born in Sarnia, Canada
- 1995: First spaceflight with Space Shuttle Atlantis
- 2013: Sang a song in space
- Today: Teaches and shares space stories.

**Prereading**

Before reading, answer the questions below.

After seeing the title, headings, and pictures, can you think of 2 things you already know about Chris Hadfield?

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

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

**Answer**

Circle the correct answer for each question.

1) Where was Chris Hadfield born?

A) Winnipeg

B) Toronto

C) Ottawa

D) Vancouver

2) How many times did Chris go up into space?

A) Once

B) Twice

C) Three times

D) Four times

**Timeline**

Draw a timeline with pictures of Chris Hadfield's life.

## Biography – Mother Teresa

### Mother Teresa: The Heart of Kindness ❤️

#### Early Life

Mother Teresa was born on August 26, 1910, in Skopje, which is now in North Macedonia. As a young girl, she felt a call to help people. ✨

#### Spreading Love Wherever

She moved to India to become a nun. There, she started helping the sick and poor. She traveled and opened homes to care for them.



#### A Life of Giving

Mother Teresa won the Nobel Peace Prize for her kindness. She believed in spreading love and making the world a better place, one smile at a time.



Mo

#### Timeline

- 1910: Born in Skopje
- 1950: Made the Missionaries of Charity in India
- 1979: Won the Nobel Peace Prize
- 1997: Passed away, but her love lives on ❤️

**Before Reading**

Before reading, answer the questions below.

Look at the symbols/icons in the biography. What do you think you will learn about based on these icons?

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# PREVIEW

**Visualize**

Draw what you were picture in your head

**Match The Column**

Match the icons to their descriptions

Column A	Column B
	Star
	Heart
	Prize
	Care home
	Smile



## Biography – Tooth Fairy

### Early Life

The Tooth Fairy was born in a shimmering castle in the clouds, with wings as bright as moonbeams. She started collecting teeth to build her gleaming palace.

### Magical

She glides through the night with her silvery bag, visiting kids all over the world. Her dress sparkles with stardust, and she never makes a sound.



### Gifts and Giggles

For every tooth she finds under a pillow, she leaves behind a shiny coin or a glittery sticker. She loves to make children smile and fulfill their dreams.

### A Fairy's Kindness

The Tooth Fairy helps children remember to brush and floss. She has even written a song about tooth care that echoes in the whispers of the wind.

### Timeline

Long ago: The Tooth Fairy's first flight.

Every new moon: She crafts new gifts.

Summer and winter: She visits all smiling children.

Always: She sprinkles tooth-brushing reminders with her wand.

**Visualize**

Draw what you were picturing in your head. Then colour the fairy.



**During Reading** What questions do you have about the tooth fairy?

**Timeline**

Draw pictures that go with the events on the timeline.

Long Ago

Summer and winter

Every New Moon

Always

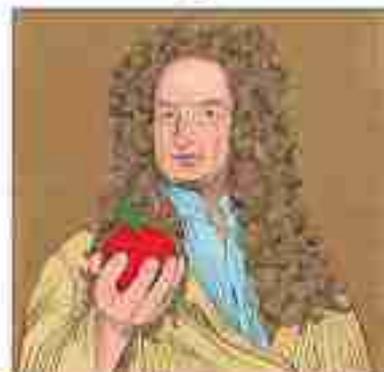
**PREVIEW**

## Biography – Isaac Newton

### Isaac Newton: The Apple Thinker

#### Table of Contents

Early Life
Gravity and Beyond
Books and Bright Ideas
Tip



Isaac Newton

#### Early Life

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

#### Gravity and Beyond

One day, while sitting under an apple tree, an apple fell on his head. This made him think about why things fall down. This thought led to his idea called **gravity!**

#### Books and Bright Ideas

Isaac wrote a book called "**Principia**" which talked about how things move. He had many smart ideas that changed how we see the world.

#### Glossary

- **Gravity:** A force that pulls things towards each other.
- **Principia:** Newton's book about movement.
- **Discover:** To find out something new.

## Understanding

Is the statement true or false?

1) Isaac Newton was born in Lincolnshire, England.	True	False
2) He wrote a book called "The Big Apple."	True	False
3) Gravity pushes things away.	True	False
4) An apple made him think of gravity.	True	False
5) "Principia" talks about how things move.	True	False

Question Write 2 questions you have about Isaac Newton.

1)	
2)	

## Colour

Colour these pictures related to Isaac Newton.





# Google Slides Lessons Preview





# Manitoba Language Writing – Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**LEARNING GOAL**

We are learning to write simple sentences about one idea so we can share our thoughts clearly.

### Sentence Sense Check!

1) The cat sleeps.	6) After the rain.
2) Because it is hot.	7) In the big box.
3) Sam and I play.	8) Are you ready?
4) The bird can sing.	9) The flower is red.
5) Running to the bus.	10) We eat lunch.

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Mapping My Identity

My Interests

My Hobbies

My Friends

My Family

My Future



# Manitoba Language Writing - Grade 1

### Match the Community Helpers:

Match the illustration of the community helper to the correct job title.


- Chef
- Firefighter
- Teacher
- Dentist
- Doctor
- Police Officer
- Veterinarian
- Mailman

### Engaging Topic Sentences

Write a topic sentence with its correct original version.

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

### How to Draw a Rainbow

Drag the letters of the steps in drawing a rainbow.


- Draw a cloud on the left.
- Add a cloud on the right.
- Draw a rainbow arch between the clouds.
- Add colors to the rainbow.
- Add a sun behind the rainbow.
- Draw a rainbow to the scene.



# Manitoba Language Writing - Grade 1

### Organizing Procedural Steps

Instruction: Drag each transitional word to the correct box—Beginning, Middle, or Ending

#### How To Make a Bowl of Cereal

Enjoy your breakfast!

Fill a bowl from the cupboard.

Put a spoon to eat the cereal.

Pour cereal into the bowl.

Add milk to the cereal.

Step 1

Step 2

Step 3

Step 4

Step 5

---

#### How to Make a Fruit Salad

Put the apples into a bowl and remove the seeds.

Wash the apples, bananas, and grapes.

Place all the fruit pieces into a large bowl.

Mix the Fruit gently with a spoon.

Put the bananas and slice them into small pieces.

Step 1

Step 2

Step 3

Step 4

Step 5

### Put the story in order

Drag and drop the pictures into the correct boxes with the pictures.

The boy and girl hug.

The boy and girl talk.

The boy and girl hug.

The boy and girl talk.

The boy and girl hug.

The boy and girl talk.

### Narrative Writing: Plot - Story Details

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

	Plot	Character	Setting	Ending
1) Jack is a brave boy who loves adventures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) He lives near the ocean in a small beach town.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) One day, Jack finds a mysterious map inside a bottle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) The map shows the way to a hidden island.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Jack and his cousin Mia set sail to follow the map.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) They discover a cave filled with glittering jewels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Jack and Mia return home safely with their treasure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Workbook Preview



# Grade 1 – Language

## Manitoba ELA Curriculum



**Language as Sense Making:** How do learners understand what they hear, read, and view?  
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are responding to text in different ways to build and share understanding.	N/A
1.2	Learners are using what they know about texts and themselves to reflect, set goals, and make decisions.	63-64
1.3	Learners are using and talking about familiar strategies	118, 158, 172, 178, 185, 210-213, 220, 242-251, 255-259, 260-301,
1.4		7, 190-1, 286-9, 303-
1.5		71, 173-189

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

**Language as System:** How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are demonstrating an understanding that legibility enhances communication.	8-62, 65-66
2.2	Learners are recognizing that English has conventional spellings.	N/A
2.3	Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication.	N/A
2.4	Learners are developing automaticity with printed text.	N/A

**Language as Exploration and Design:** How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>3.1</b>	Learners are making design choices for different purposes.	67-69, 125-129, 159-171, 173-177, 179-184
<b>3.2</b>	Learners are actively partaking in communities to explore ideas and deepen thinking.	N/A
<b>3.3</b>	Learners are using different sources to explore ideas and to deepen and extend thinking.	229-230, 266-268, 273-288, 302-307
<b>3.4</b>	Learners are imagining and exploring different ways to represent thinking and ideas.	119-120, 186-187, 269-272

**Language as Power and Agency:**

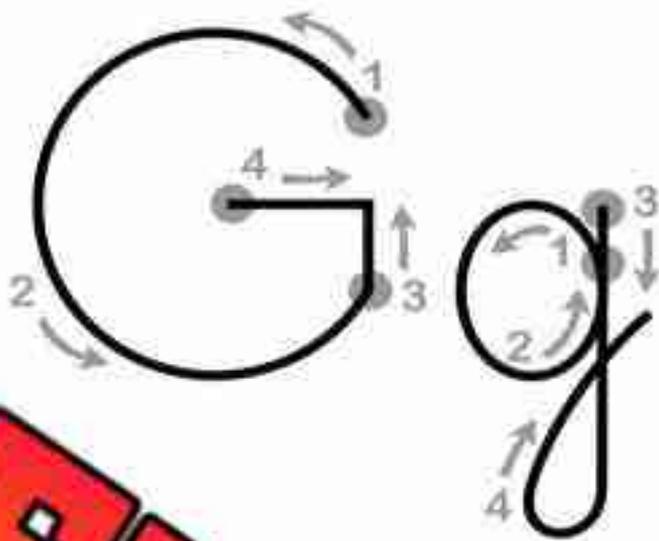
How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

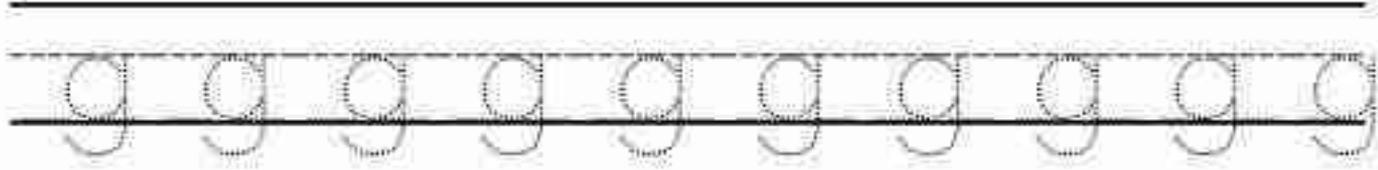
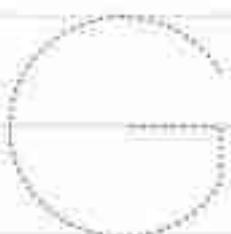
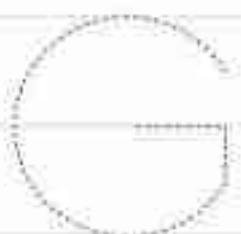
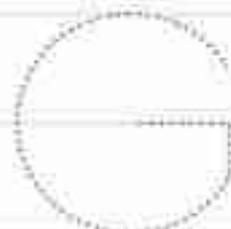
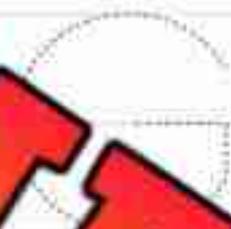
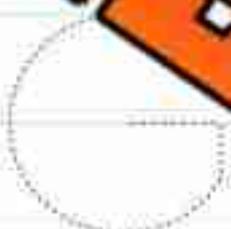
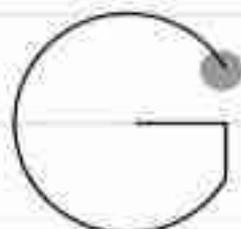
How do learners use language to influence others when they write, represent, and speak?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>4.1</b>	Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.	221-228
<b>4.2</b>	Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.	221-228
<b>4.3</b>	Learners are expressing opinions and judgments.	121-124, 225-228
<b>4.4</b>	Learners are understanding the role of the text creator.	N/A
<b>4.5</b>	Learners are using language appropriately to meet needs and to share their identities.	206-220
<b>4.6</b>	Learners are understanding that they can resist, change, or accept ideas, points of view, and opinions.	N/A

# Alphabet Tracing - G



**PREVIEW**



## Tracing Writing Activities

**Practice**

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

Greg has a guitar.

Grapes are the green.

We play in the grass.

The goat is by the gate.

**PREVIEW**

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

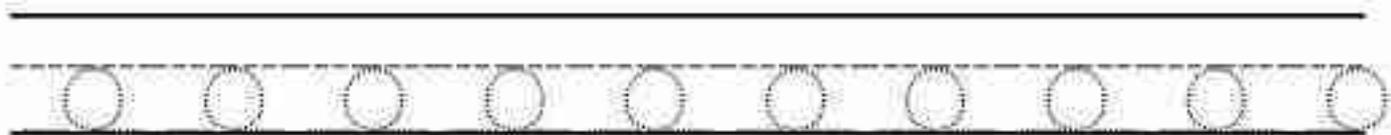
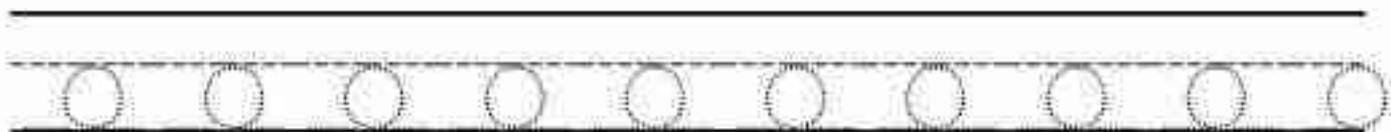
36

Curriculum Connection  
2.1

# Alphabet Tracing - O



**PREVIEW**



## Tracing Writing Activities

**Practice**

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

Oliver owns an octopus.

An owl sits on a oak tree.

Omar loves olives.

Is the oven off?

**PREVIEW**

## Writing Simple Sentences

A **simple sentence** is a sentence that has one main idea. It is like a short story with only one thing happening.

**For example:** The dog barks.  
The sun shines.

These sentences tell us just one thing - that the dog is barking and the sun is shining.



**Directions** Look at the picture and write one simple sentence about what you see.

Write Simple Sentence



Write Simple Sentence



Write Simple Sentence



Write Simple Sentence



## Writing Simple Sentences

**Directions**

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



is a This giraffe.

Write the sentence below.

**PREVIEW**



is that ice cream. an

Write the sentence below.



small. The car is

Write the sentence below.

**Directions**

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

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

**Directions**

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

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

## My Writing Goals

1) My writing goal is :

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2) Will you finish my goal by :

Circle (Yes/No)

a) Practicing writing	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.		No
f) Not worrying about spelling.	Yes	No
g) Write for longer even when I'm tired.	Yes	No
h) Spell sight words correctly.	Yes	No
i) Use capital letters to start sentences.	Yes	No

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

# Writing Tracking Sheet

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



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

**PREVIEW**

## Finger Spaces

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



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

Write

Rewrite the following sentences using finger spaces.

I like apples.

I have a red ball.

We see a big tree.

I like my book.

**PREVIEW**

## Directions

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



1) I love to swing.

2) I love to swing.

3) I love toswing.



1) She runs so fast.

2) She runssofast.

3) She ssofast.



1) The dog barks loud.

2) The dogbarks loud.

3) The dog barks loud.



1) Momcookssoup.

2) Mom cooks soup.

3) Momcooks soup.



## Writing Descriptive Sentences

**Directions**

Write 2 options for the picture. Then use them to write one sentence below. Draw a picture.

Adjectives (Describing words)	Noun	Verb (What could the dog be doing?)	Where	When

**PREVIEW**

# Jumbled Sentences

## Directions

Put the words in the correct order

1. dog catches stick the The

2. toys Please, away for

3. a student chair on The sat

**PREVIEW**

## Activity – Improving Sentences

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

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



### Directions

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

### Example: Jimmy Jumped.

Who?	Jimmy
What?	Jumped over the fence
Where?	In the garden
When?	Yesterday
Why?	To play with friends
How?	Quickly

### Sentence

Jimmy jumped quickly over the fence in

the garden yesterday to play with friends.

**Directions**

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

**Boring Sentence: I Swam**

Who?

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What?

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Where?

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---

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When?

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How?

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**PREVIEW**

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## 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.



Instru \_\_\_\_\_ do we complete the activity?

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

For example, they might come up with:

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

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

Sentences

Write 2 different sentences using the words above

**PREVIEW**

## Exploring the Structure of Paragraphs

### What's Inside a Paragraph?

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



#### Beginning: Topic Sentence

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

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

#### Middle: Details

These are the middle sentences. They give more information.

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

#### End: Closing Sentence

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

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



# Exploring the Structure of Paragraphs

**Topic Sentence**

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

**Topic Sentence**

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

**Topic Sentence**

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

**Topic Sentence**

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

**PREVIEW**

## 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 describe your idea.

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

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

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

## Writing Engaging Topic Sentences

### Hooks

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

Original Version	Topic Sentences
<p>g o d u</p>	<p>Kangaroos are the best jumpers in the world.</p>
<p>Using an Exclamation</p>	<p>Did you know kangaroos cannot walk backward?</p>
<p>Making a Bold Statement</p>	<p>Why do kangaroos keep in the pouches?</p>
<p>Adding an Interesting Fact</p>	<p>Look at that kangaroo jump!</p>



## Quality Topic Sentences

**Think**

Circle the topic sentence you think is best.

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

**Draw It**

a) I have a car.

b) My dad likes cars.

c) My school has a car.

**2) Max loves to wag his tail. Max's favorite food is apples.**

**Draw It**

a) Apples are red.

b) My dog is called Max.

c) I like to read.

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

**Draw It**

a) Spiders have eight legs.

b) Cookies are sweet.

c) My grandma bakes cookies.

## Crafting Perfect Paragraphs

### Let's Talk About Paragraphs!

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



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

### Check These Out:

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

### How to Build Great Paragraphs:

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

# Crafting Perfect Paragraphs



**Supporting Details** Follow the instructions below.

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


2) Choose your 2 favourite things to do in winter. They will be your supporting details. Write 1 sentence about each one.

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

**PREVIEW**

## Crafting Perfect Paragraphs

### Supporting Details

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



Topic  
Sentence

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

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

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

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

# Crafting Perfect Paragraphs

**Supporting  
Details**

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



There are so many fun ways to enjoy a rainy day!

**PREVIEW**

1. You can splash in \_\_\_\_\_ when it rains.

2. The sound of \_\_\_\_\_  
pretty music.

3. You can wear \_\_\_\_\_ to  
explore the outdoors.

## Transition Words - Supporting Details

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

Think of a good transition word for the supporting details.

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

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

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

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

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

## Ending With A Bang: Conclusion Sentences

### What's a Conclusion Sentence?

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

### Why Do We Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

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



### How to Write a Good Conclusion Sentence

To write a fantastic conclusion sentence, remember these tips:

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

### Conclusion Sentence Examples

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

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

True or False

Is the statement true or false?

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

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

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

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

## Writing Quality Conclusion Sentences

**Write**

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



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

**PREVIEW**

## Analyzing Paragraphs

### Analyze

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



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

Main Idea

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

Main Idea

## Analyzing Paragraphs

### Analyze

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

Penguins are amazing birds that live in cold places.

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



Detail 1	Detail 2	Detail 3

# Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.



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



1) What is your topic?

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

**PREVIEW**

## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.

3) Write a good topic sentence below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) Write a good conclusion sentence below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

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

1

Handwriting practice lines for the first section, consisting of solid top and bottom lines and a dashed middle line. The lines are blank.

2

Handwriting practice lines for the second section, consisting of solid top and bottom lines and a dashed middle line. The lines are blank.

**PREVIEW**

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

**PREVIEW**

Edit

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

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

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

## Rubric - Paragraph Writing

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

### Teacher Comments

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<b>Mark</b>

## Understanding Text Forms

### Discovering Different Text Forms

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



### Types of Text Forms

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

### Why So Many Forms?

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

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

**Which Form?**

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

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

**Question**

Answer the question below.

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

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**Draw**

Draw a book cover for a book you have read.

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## Idea Development Strategies

### Practice

Coming up with ideas is the first thing to do when writing. Practice the different strategies below. Write down as many ideas as possible.

1) **Brainstorm:** What are your favourite toys? Draw pictures or write what comes to mind.

**PREVIEW**

Favourite  
Toys

## Personal Voice in Writing

### Your Writing Voice

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

- 1) **Use Words You Use** Use words you use when you talk! If you say "cool," write it down.

- *Example: "I was so cool to win the game!"*

- 2) **Use Different Sentences**

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

- 3) **Feelings**

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

- 4) **Punctuation**

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



## Creative Writing - Using Different Voices

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

**Write**

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



Pirate

**PREVIEW**

Draw A Picture Below of Your Character

Character	Plot	Words They Might Use
Cowboy/ Cowgirl	Herding lost cattle through a storm.	"Yeehaw!", "Lasso", "Saddle", "Steed", "Outlaw"

**Write**

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

**Cowboy/Cowgirl**

**PREVIEW**

Draw A Picture Below of Your Character

## Procedural Writing: A Quick Guide

### What is Procedural Writing?

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

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

### Why is it important?

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

### What Does it Look Like?

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

### Example:

**Title:** How to Build a Snowman

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

### **Steps:**

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



## True or False

Is the statement true or false?

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

## Questions

Write the steps **FIRST, NEXT, and LAST.**


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## Procedural Writing : Topics Zooming In!

### Instructions

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

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

**Procedural Writing : Brainstorm Topics****Instructions**

What are you good at doing? Write 2 different tasks that you have done before in each place.

**DRAW IT****Outside**

*Ex. Build a Snowman*

**At Home**

*Ex. How to Clean your Room*

**PREVIEW**

## Procedural Writing : Transition/Signal Words

### What are Transition Words?

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

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

#### Beginning

- First
- To Begin
- Step One
- To Start

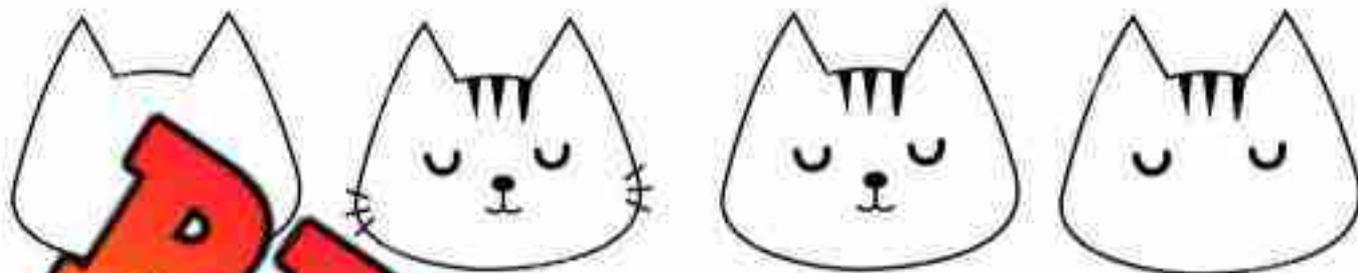
#### Middle

- Next
- Then
- Step Two
- After

#### End

- Last
- Finally
- When we are finished



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

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**First****Next****Then****Finally****First****Next****Then****Finally**

## Procedural Writing : Transition/Signal Words

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

Instructions Use the transition words above to fill in the missing transition words in the procedural task below. Write the missing transition words in the blank space provided for each of the procedural task.

### How to Plant

1. **Step one**, get a watering can and fill it with water.

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_, place the pot 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
First	Next	Then
Step one	Step two	Last step
To begin	After that	Lastly
Start	Meanwhile	Finally

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

### How to Fish

1. \_\_\_\_\_ ask an adult to help with fishing gear.

2. \_\_\_\_\_ go to a lake or river with a fishing boat.

3. \_\_\_\_\_ set up your fishing rod with an adult.

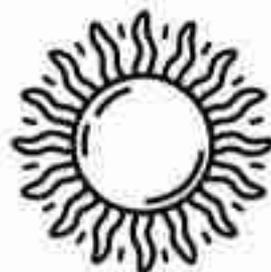
4. \_\_\_\_\_ cast your line into the water and wait patiently.

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
Step one	Step two	Last step
To begin	After that	Lastly
To	Meanwhile	Finally



Instructions Complete the missing steps for each procedural task.

How to Draw A Sun

**First**, grab a piece of paper and a pair of scissors.

**After that**, colour the circle yellow.

**Finally**, show your drawing to someone and see them smile!

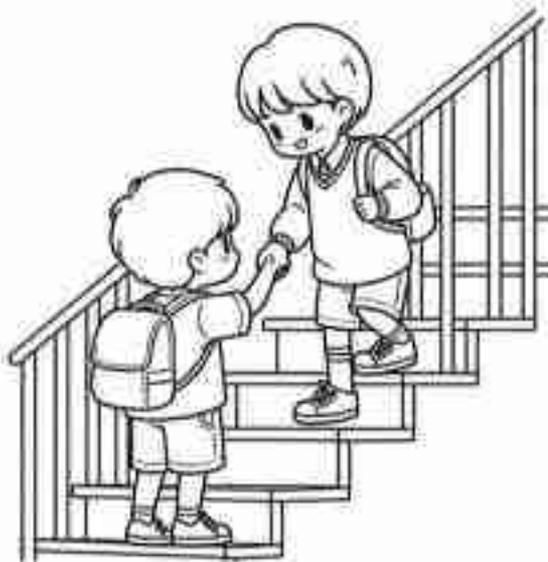
## Writing Procedural Steps – A Quick Guide

### What are Steps?

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

In procedural writing, each step helps you

get to



### How to Write Steps

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

### Example

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

## True or False

Is the statement true or false?

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

Instructions: Follow the instructions below

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

## Organizing Procedural Steps


**Steps**

Organize the steps below into correct order

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

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

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

## Formal vs. Informal Letters

### Formal Letters: For Serious Talks

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



#### How to Write

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

### Informal Letters

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

#### How to Write

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

### Four Parts of an Email

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

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



## True or False

Is the statement true or false?

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

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

Hi Mrs. Smith,

I hope you are well. Can you help me with my project about stars and planets soon?

Thanks,  
Alyssa

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

Hi Grandma,

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

Love,  
Caleb

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

Subject: Fun at the Park! :

Hi Ali,

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

See ya tomorrow,  
Aisha

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

Subject: Reading My New Book

Dear Principal Sara,

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

Regards,  
Liam

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

## Purpose and Audience of Letters

**Think**

Read the purpose and audience of the email. Then decide if it will be a formal or informal email?

Audience	Purpose	Formal or Informal	
A. Cousin	Sharing Vacation Plans	Formal	Informal
B. School Principal	Asking About Lost and Found	Formal	Informal
C. Coach	Planning a Game Day	Formal	Informal
D. Teacher	Asking for a Classroom Pet	Formal	Informal
E. Club Member	Planning Costume Day	Formal	Informal
F. Library Club	Setting Up a Book Swap	Formal	Informal

**Think**

Think of 2 emails you might send. They be formal or informal?

Audience	Purpose	Formal/Informal	
	_____	Formal	Informal
	_____		
	_____	Formal	Informal
	_____		

## Analyzing Informal Emails

### Analyze

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

Subject: Where's My Blue Ball?

Dear Principal Lisa,

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

Thanks,  
Tommy

Subject: My Cool Party!

Hi Sam,

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

Cheers,  
Jenny

Subject: The Big Bell Sound

Dear Mrs. Harper,

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

Talk soon,  
Liam

## Informal Email Writing

**Write**

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

Audience	Purposes
	What should we play at recess?
Subject: _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**PREVIEW**

## Informal Email Writing - Interjections

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

**Think** \_\_\_\_\_ and the best interjections and describe the voice used.

Subject: Lost Write Toy  Hey Kai, _____ _____ _____ I lost favourite toy today. I looked everywhere _____ _____ and it's gone. _____ I am so mad! _____ Until next time, Lena _____	<b>Draw It</b>  <div style="border: 1px solid black; height: 200px; width: 100%;"></div>
Voice (Angry, Sad, Mad, Frustrated, etc.)	

## Success Criteria – Informal Emails

### Analyze

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

**Subject:** My First Time Baking Cookies

Hi Lily!

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

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

Catch you later,

Peter

### EMAIL ELEMENTS

EMAIL ELEMENTS		
Subject Line	Body	Signature
Greeting	Closing	Interjection

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic.

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

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

2) What will be the purpose of the email?

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

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic below.



4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

**PREVIEW**

**Edit**

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

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

**Edit**

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

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

## Rubric – Informal Email

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

### Teacher Comments

<hr/> <hr/> <hr/> <hr/>	<b>Mark</b>   
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**Reconstructing Text: News Article to Letter****Pie Day in Sunnyville**

*Published on February 12,  
2024*

Last weekend was Pie Day in

Sunnyville, and it was so fun when

everyone made their own pies.

People came to the park to see

who made the best pie.

Mrs. Green made a yummy

apple pie. She put something

special in it. Mr. Blue made a

pretty cherry pie with lots of

cherries on top.

Choosing the best pie was hard

because all the pies were so

good. But Mrs. Green's apple

pie won! Everyone clapped and

was happy for her.

After the contest, everyone

had

their

pie

It was

a happy

day with lots of smiles, tasty

pies, and fun in the park.

Sunnyville felt like one big

happy family.



**Instructions**

Now write a letter to a friend who wasn't at Pie Day. Tell them all about the pie contest, who won, and how everyone shared pies in the park.

Greeting: \_\_\_\_\_

**PREVIEW**

Closing: \_\_\_\_\_

Signature: \_\_\_\_\_

## Intro to Narrative Writing

### What is Narrative Writing?

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

### Who are the characters?

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

### Story Parts

#### Beginning: The Story's Start

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

#### Middle: The Big Adventure

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

#### End: Wrapping It Up

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



## True or False

Is the statement true or false?

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

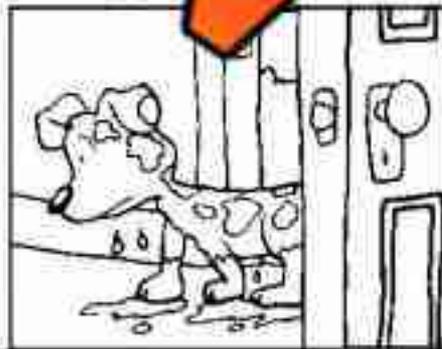
## Question

What are the three parts in narrative writing?

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## Think

Write beginning, middle, and end for the story.




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# Narrative Writing

Write

Write narrative story using the pictures below.

Beginning



Middle



End



**PREVIEW**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, providing space for the student to write their narrative story.

## Narrative Writing - Setting

### Analyze

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

In the desert at night, I feel the cool sand on my toes and see the big, bright moon in the sky. I hear wolves howling far away and sip water from my bottle, tasting it. The air smells like dry earth and makes me think of adventures.

### Describe

Imagine the setting in the desert below. Describe the setting. Make it extra detailed. You can't see using your 5 senses.

See	_____ _____ _____
Feel	_____ _____ _____
Hear	_____ _____ _____
Taste	_____ _____ _____
Smell	_____ _____ _____



# Narrative Writing - Setting

Describe

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



**PREVIEW**

## Narrative Writing - Characters

### Characters in Narratives

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

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

Think of a name and tell us how they look.

Do they have short hair? Sparkly eyes?

Maybe they have colorful shoes?

#### 2) Add Personality:

Tell us if they love pizza or are a bro.

Are they always giggling, shy, brave, or sometimes

grumpy?



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

Think about something cool they can do.

Can they dance really well?

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



**Practice**

Describe a character for a story you could write.

1) What is your character's name?

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

EYES

BODY

CLOTHES

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

Friendly

Funny

Organized

Clever

Sensitive

Adventurous

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

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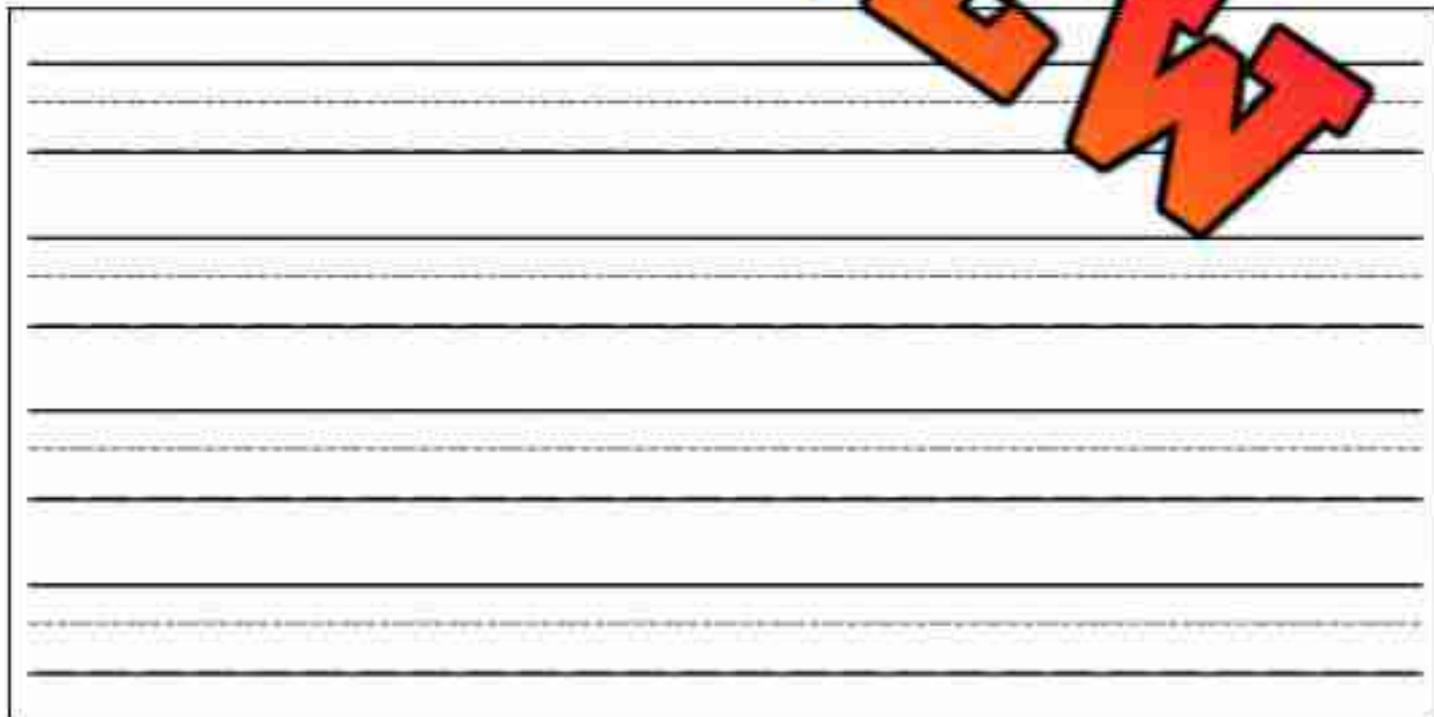
5) Draw your character.



**PREVIEW**

Practice

Write a paragraph that introduces your character.



## Narrative Writing - Characters

**Draw**

Read the description of the character. Then draw what the character looks like.

**Draw The Character Below**

Lily stands out with her curly brown hair and colourful glasses. She always wears bright clothes that match her energetic personality. Her special talent is making paint with her paintbrush in 5 minutes!

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**

**Narrative Writing - Characters****Analyze**

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

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

**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.



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

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

Draw a scene from the story above

## Narrative Writing – Finish the Story

**Analyze**

Write the ending to the story below



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

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

They look near the pond. They search the meadow. No feather. Then, they go to see Clara the crow. Clara is in a tree. She points to 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 neighbour. Mrs. Thompson knows about rocks and gems. Mrs. Thompson says it's a very special kind of rock that glows in the dark.

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

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

## Personal Narrative Writing – Family Trip

### First Person

A personal narrative is written in the first-person perspective. This means it is written by the main character. When you write a story from your life, you are writing a first-person narrative, using words like I or we.

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

### Plan

Plan out a lot of a family trip in more detail.

1) **Beginning** – What characters are involved in this plot?

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

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**Success Criteria – Personal Narrative****Analyze**

Read the story below. Find the three different parts of a story within it.

**Setting**  
(Circle)**Sensory**  
(Highlight)**Plot**  
(Underline)**My Hockey Game**

Last weekend I wore my red and white shirt and my skates. I went to the hockey arena. My skates were shiny. I could smell popcorn. My family sat in the stands and ate popcorn and white fluffy pompoms.

I played hockey with my team. We wanted to win the game. The time was running out. My heart went thump-thump.

I had the puck! I skated really fast. Then, I tried to score a goal. The puck went in! Yay! My team was so happy.

After the game, we went to eat pizza. The place had red seats and fun music. I ate a yummy pizza slice.

I was so happy and smiled a lot.

**The End**

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	<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		

## My Personal Narrative

**Write**

Write about one event that has happened in your life. It could be a trip, birthday party, sporting event, or something else you remember well.

Part of Your Story	Your Story Details – Write or Draw Ideas in the Boxes Below
<b>Setting</b> Describe when and where the story starts	
<b>Characters</b> – Who was with you?	
<b>Plot</b> – What happened?	
<b>Conclusion</b> – How did the story end?	

**PREVIEW**

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

Handwriting practice area with 10 sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

**PREVIEW**

## Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
<b>Describes Character(s)</b>	Clear character details.	Some character details.	Few character details.	No character details.
<b>Describes Setting</b>	Uses 3-5 senses.	Uses 2 senses.	Uses 1 sense.	No senses used.
<b>Interesting Plot</b>	Engaging plot.	Somewhat engaging.	Lacks interest.	No clear plot.
<b>Explains Ending</b>	Clear ending.	Somewhat clear ending.	No clear ending.	No ending.
<b>Appropriate Title</b>	Relevant title.	Somewhat relevant title.	Unrelated title.	No title.
<b>Story Makes Sense</b>	Easy to follow.	Mostly makes sense.	Confusing parts.	Doesn't make sense.
<b>Capitals and Periods</b>	All correct.	Mostly correct.	Some correct.	None correct.

### Teacher Comments

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<b>Mark</b>

## Understanding Persuasive Writing

### What is Persuasive Writing?

When you write to tell someone your idea, it's like saying why you love a game.

### When Do We Use It?

We use persuasive writing in many places:

1. At school, like talking about a book we like.
2. On TV, to show why we like something.
3. In letters, like asking for a book.



### What Makes Persuasive Writing Good?

1. Be Clear: Write what you think and why.
2. Use Real Things: Say things that are true to help tell your story.
3. Think of Who Reads: Think about who will read your letter. What do they like?
4. Pick Good Words: If you talk about a toy, say it's "cool". If you write to someone important, say words like "need" or "important".
5. Write in Order: First, tell your idea. Then, say why. Last, end with a fun sentence.

## True or False

Is the statement true or false?

1) Persuasive writing is only used in school.	True	False
2) TV ads use persuasive writing.	True	False
3) You should not think about who is going to read your writing.	True	False
4) Use facts in persuasive writing.	True	False
5) Use boring words like good or okay.	True	False

Ad Posters  
Write a poster for your favorite toy or snack. Then write 2 reasons why someone should buy it.

**PREVIEW**

## 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' arguments.



### Instructions

How do we complete the activity?

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

**Prompts**

Debate the prompts below.

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

**Think** Answer the questions below.

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

2) What helped you persuade them?

YES

NO

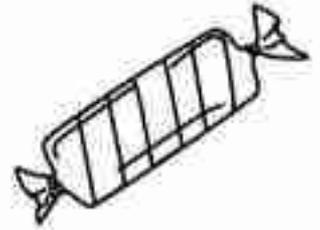
**Fun and Boring**

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

## Persuasive Writing - Opinions

Opinion

What is your opinion of the topic below?  
**CIRCLE** your answer  
Explain why with two reasons each.



1)

Fruit or candy is the better snack? Why?

Candy

Fruit

Reason  
1

Reason  
2

**PREVIEW**

## Persuasive Writing - Opinions

**Opinion**

What is your opinion of the topic below?

**CIRCLE** yes or no.

Explain why with 2 reasons each.



4)	Every family should have a pet?	Yes or No?
Reason 1	<p>PREVIEW</p>	
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.

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

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

Recess helps kids \_\_\_\_\_ and be healthy.



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

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

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

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

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

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.



## Is It Persuasive?

**Instructions**

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



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

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

Pets are fun to have.

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

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

Summer activities like swimming and hiking are good.

The sun is hot.

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

**PREVIEW**

## What is Poetry?

### Getting to Know Poetry

**Poetry** is like making art with words! It helps us imagine awesome things and have special feelings. When you read a poem, it can sometimes feel like listening to music because of its rhythm and rhyming words.



### Different Types of Poems

- **Rhyming Poetry:** These have words at the end of lines that end with the same sound.
- **Haiku:** 3-line poem from Japan about nature.
- **Limerick:** A 5-line funny poem with a specific rhythm and rhyme scheme.
- **Acrostic:** A poem in which the first letter of each line spells out a word or secret message.



**True or False**

Is the statement true or false?

1) Haikus have 3 lines and are from Japan.	True	False
2) Limericks are sad and have 7 lines.	True	False
3) Acrostic poems spell a word with the first letters.	True	False
4) Poems are in books, songs, and movies.	True	False

Write words that can make the reader feel the emotions below.

Happy	
Sad	
Scared	
Excited	

**Draw**

Draw what you picture when you read the poem.

Sunshine beams from up high,  
 Making everything warm and dry!  
 Summer's here, let's swim and play!

Silly laughs we like to spread,  
 Happy times are just ahead.  
 Apple slices, cut to pair,  
 Reading books, we both declare.  
 Everyone gets a piece, it's fair!

## What is a Haiku?

### What is a Haiku?

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

**PREVIEW**

Snowflakes  
Landing softly on my  
Winter's quiet hug.

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

**Write**

Finish the Haiku poems below.

**Topic: Sun**

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

---



---



---

**What is a Haiku?****Write**

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

**Topic: Nighttime**

Line 1

Moon up in the sky,

Line 2

Owls asking who, who, who?

Line 3

**Topic: Crashing Waves**

Line 1

Waves crash on the shore

Line 2

Line 3

A powerful force.

## How to Write a Rhyming Poem

### Getting Started with Rhyming Poetry

#### What is a Rhyme?

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

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

#### Steps to Writing a Rhyming Poem

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

#### Example of AABB Rhyme Scheme:

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



**Think**

Write rhyming words for the original words below

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

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

Birds and planes fly \_\_\_\_\_.

I wave my \_\_\_\_\_ hand.

As I play in the sand.

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

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

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

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

## How to Write a Rhyming Poem

Original Word	Rhyme Word 1	Rhyme Word 2	Rhyme Word 3
Blue	Crew		
Wing	Sing		
Go	Blow		
	Sunshine		

**Write** Fill in the words that rhyme with the words in the poem to complete the poem and rhyming scheme.

**AABB Poem**

In a garden where the flowers \_\_\_\_\_  
 Petals shine with morning's **glow**.  
 Bees buzz in a dance so **fine**.  
 \_\_\_\_\_  
 Under the bright \_\_\_\_\_

**Draw It**

**Draw It**

**AABB Poem**

In the sky so high and blue,  
 \_\_\_\_\_  
 Clouds float gently, a lovely \_\_\_\_\_  
 Birds they sing and spread their wings,  
 \_\_\_\_\_  
 Joy to all, the playground \_\_\_\_\_

# Writing Rhyming Poems

Plan and Write

Plan and write your poems below.



1) Which topic will you write your first poem about?

3) Write a poem below with rhyming words that follow the pattern above.

**PREVIEW**

4) Illustrate your poem by drawing a picture.

**Children's Book****Illustrate**

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

In a cozy nook, near a stream,

Lived a small mouse who had a dream.

To climb the tallest mountain in the sky,

And wave to the birds, as they flew.

One sunny day, he started the climb,

Up the rocky path, taking his time.

He met a young fox, with fur so bright,

Who said, "I'll help you reach a great height!"

**Children's Book****Illustrate**

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

Together climbed, higher they go,

Over the rocks with snow.

They reached the top, and were so proud,

They danced and cheered, putting

Back home in the nook, under the moon's soft gleam,

The bear cub slept, with a smile and a dream.

He dreamt of the stars, and his friend so sly,

On top of the world, where the mountains touch the sky.

## 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 no more can be thought of. Do this a few 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

**Feedback**

Fill in the organizer below to collect feedback about your book.

Draw Your Favourite Thing	Write words you think rhyme with your favorite thing.

Write your poem below. In the first line you say what your favourite thing is. Then you'll use the rhyme words to rhyme it with.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

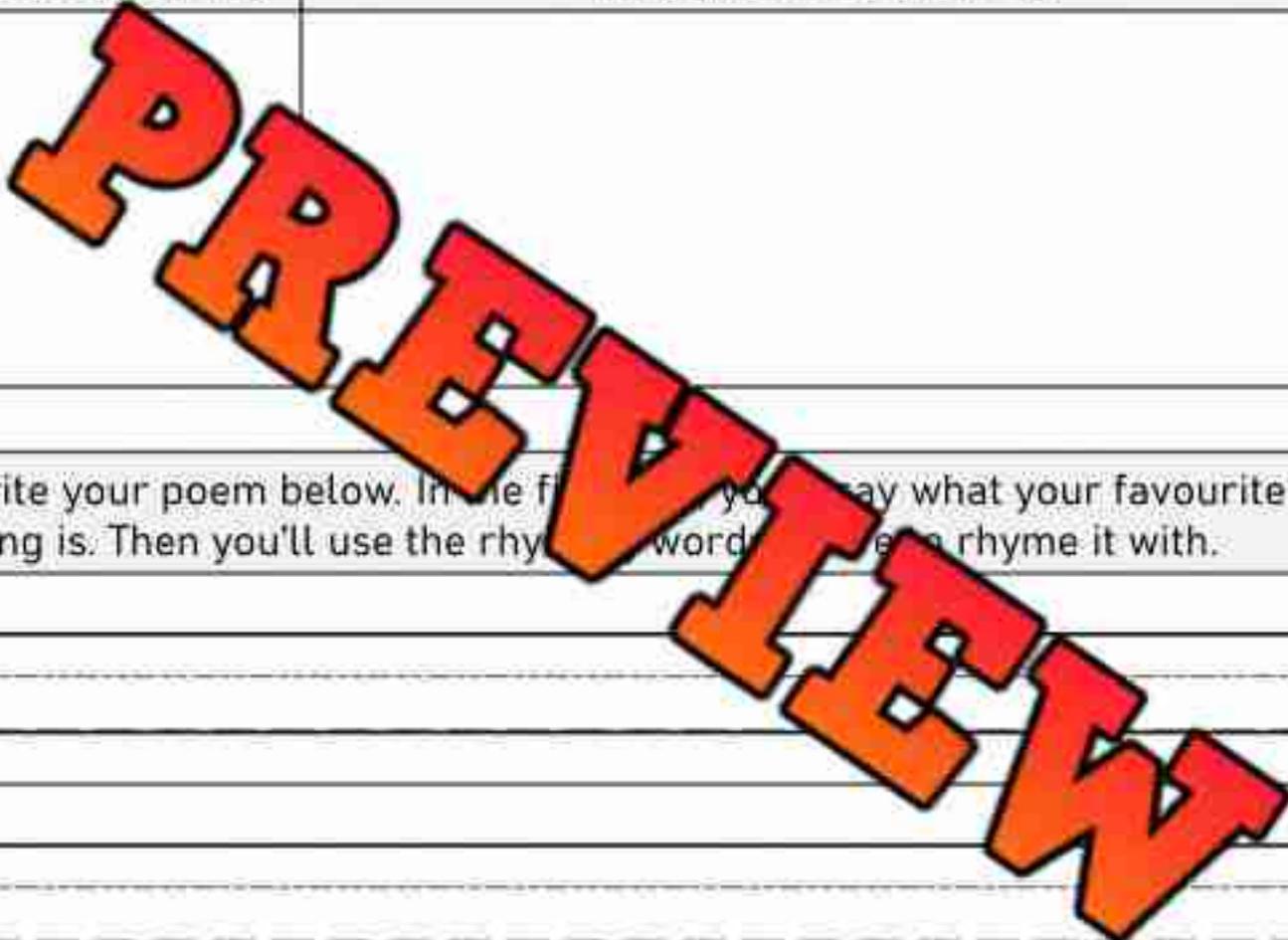
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Rubric – Creating a Rhyming Poem

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

### Teacher Comments

**Mark**

## What is a Limerick Poem?

### What is a Limerick Poem?

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

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

Hickory Dickory Dock,

The mouse ran up the clock,

The clock struck one,

The mouse ran down,

Hickory Dickory Dock.

### There Once Was A Man From Nantucket

There once was a man from Nantucket

Who kept all his cash in a bucket

He had a daughter named Nan

Who ran away with a man

And as for his bucket, well, he took it

### How a Limerick Goes

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

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



## What is a Limerick Poem?

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

**Write**

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



Line 1

The dog was my named

Jack,

Line 2

Who found a big

Line 3

He tugged and he

ran

Line 4

Sipped on a soda

can,

Line 5

Then went for a run around the

## What is a Limerick Poem?

Write

Finish the poem and colour the picture.

### Topic: Silly Bees

Line 1 There once were some bees in a hive,

Line 2 They buzzed and felt so alive.

Line 3 They wore funny hats,

Line 4 And danced with the

Line 5

Colour In



### Topic: The Jolly Man

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!

Colour In



## Writing A Limerick Poem

### Plan and Write

Plan and write your poems below.

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

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

2) Which topic will you choose to write your poem about?

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

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

# Writing A Limerick Poem

**Plan and Write**

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 3

Line 4

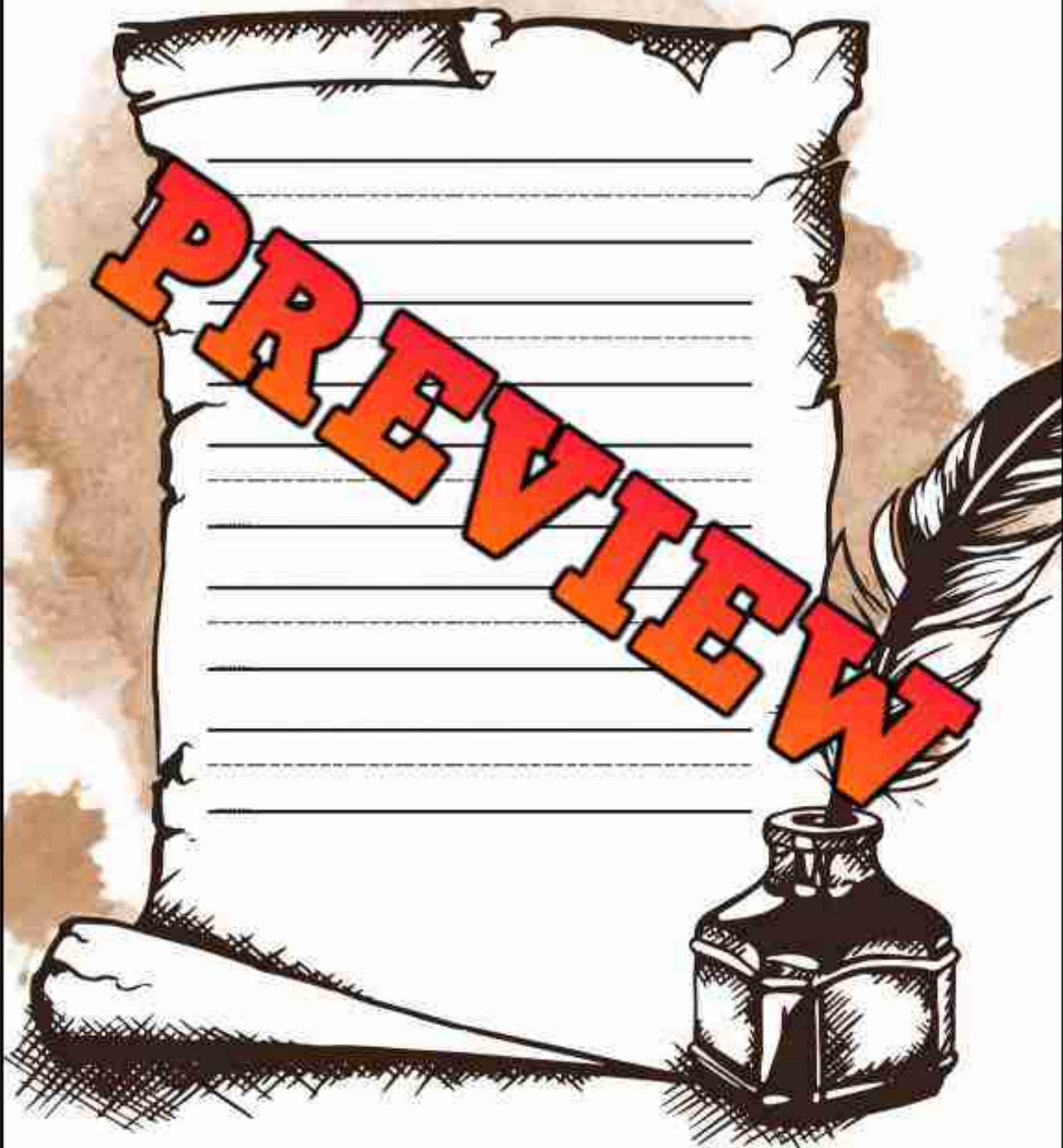
Line 5

5) Illustrate your poem below.

**PREVIEW**

## Writing A Limerick Poem

**PREVIEW**



## Rubric – Creating a Limerick Poem

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

### Teacher Comments

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**Mark**

## What is an Acrostic Poem?

### What is an Acrostic Poem?

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

### How to Write an Acrostic Poem:

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

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

#### Cat Acrostic

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



# Writing an Acrostic Poem

**Write**

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

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

S

C

E

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 use 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

## Rubric – Creating an Acrostic Poem

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

### Teacher Comments

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**Mark**

## Informational Reports: A Quick Guide

### What's In a Report?

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

### Parts of a Report

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



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

**True or False**

Is the statement true or false?

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

**Questions** Answer the questions below.

1) Why would you use a report?

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

**Matching**

Draw a line from the term to the description.

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

## Informational Reports: Non-Fiction

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

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

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



Think

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

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

**Reconstructing Text: Story into Comic Strip****Milo's Happy Day**

Milo is a small, fluffy dog who loves adventures. One sunny day, Milo decides to go on a big adventure in his backyard.

First, Milo goes past the tall grass. He sees a butterfly and tries to catch it. But the butterfly flies away, and Milo laughs.

Then, Milo finds a blue ball in a bush. The ball belongs to his friend, Ethan. Milo is happy because he can give the ball back to Ethan.

Milo takes the ball to Ethan's house. Ethan is excited to see his ball. He says, "Thank you, Milo!" and gives Milo a big hug.

Milo feels proud and happy. He helped his friend and had a great adventure. Milo runs back home to play with Ethan and the blue ball.

It was a happy day for Milo.

The End

**Instructions**

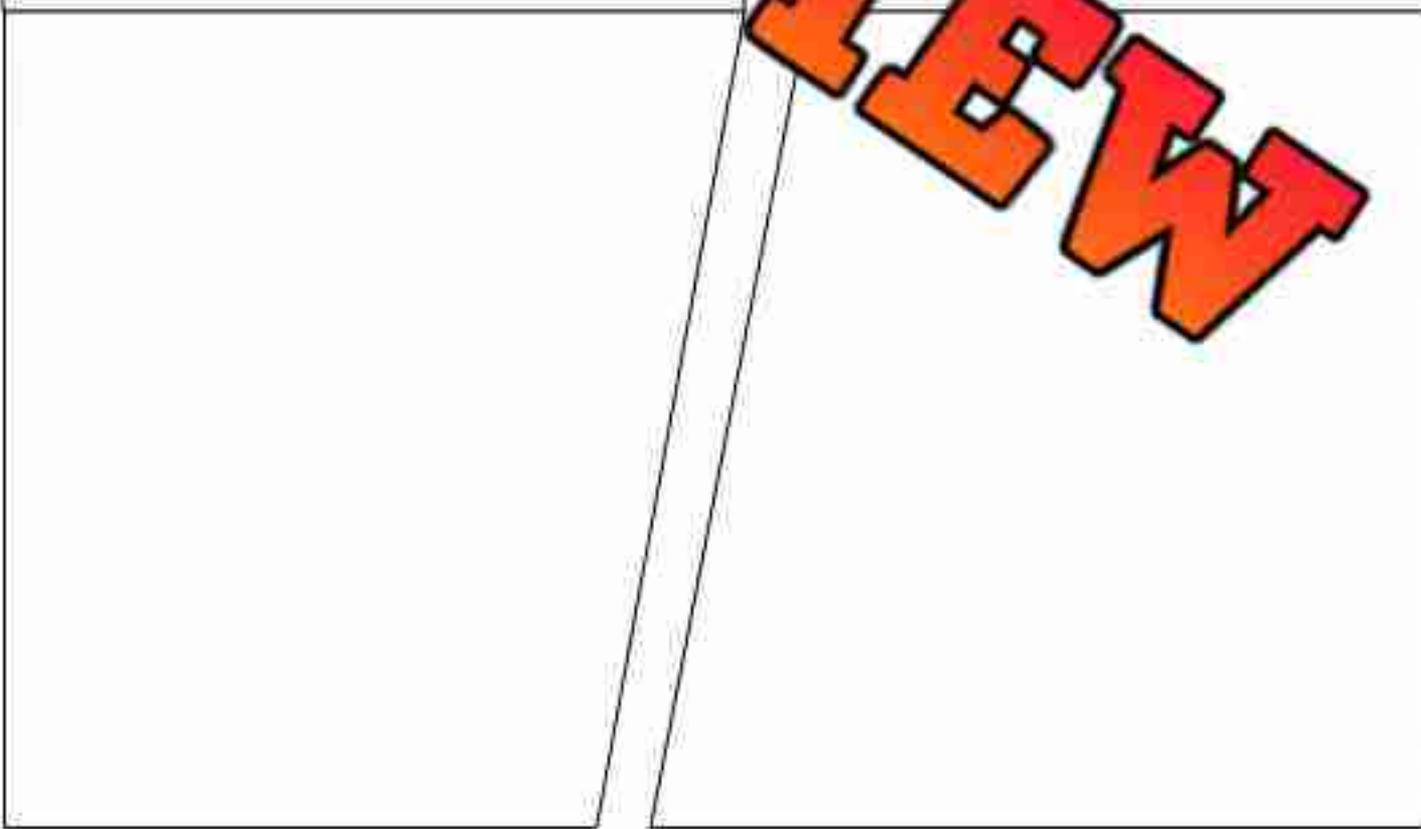
Use the boxes below to draw parts of Milo's adventure.  
Colour your Comic Strip.

**Milo starts his adventure in the backyard**



**Milo finds the blue ball**

**Milo turns the ball**



**PREVIEW**

## Reconstructing Texts – From Graphics to Story

**Write** Write a story about the farm animals you see in the picture below.

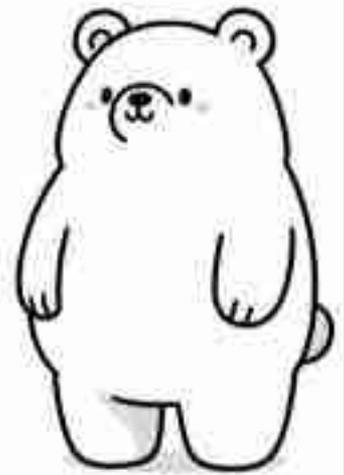


## Writing a Report – Bears

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

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

### Facts

Organize the facts below

Bears eat lots of berries in summer.

They have big paws to dig and climb.

They munch on leaves and roots.

Their sharp claws help them catch food.

They catch fish in rivers and streams.

Bears have thick fur to stay warm.

**Planning**

Fill in the components of the report below.

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

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

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

275

Curriculum Connection  
1.4.2.2

## Writing a Report – Bears

**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

In libraries, you can find books with lots of information. On the internet, there are search engines and search engines (like Google) to help you.

When using a search engine, type short and clear questions.

Good Searches	Bad Searches
What giraffes eat	What do giraffes eat to know what do giraffes eat
How 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're reading is real. 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 aren't 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) Animal kingdom	Good	Bad
7) Who scored the most goals this season NHL	Good	Bad
8) What is the best food to eat?	Good	Bad

**Questions**

Answer the questions below.

1) You want to learn more about volcanoes. What would you type in?

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2) You want to learn about why rainbows can only be seen in the sky.

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3) 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 (listed below)
- Paper and pen



## Instructions

How do we complete the activity?

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

## How To Research: Online Treasure Hunt

**Research**

Find answers to the questions below.

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

**PREVIEW**

## Report Writing – Generating Ideas

### Planning

Today, you will practice writing outlines for different report topics. Choose 2 options for topics from below and then write 2 headings you could use for each report. Below is an example.

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

Sports	Music	School	Computers
Television	Movies	Friends	Family

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

**Draw It**

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



**Planning**

Choose a topic from the last page or come up with your own topic. Then write 2 headings.

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

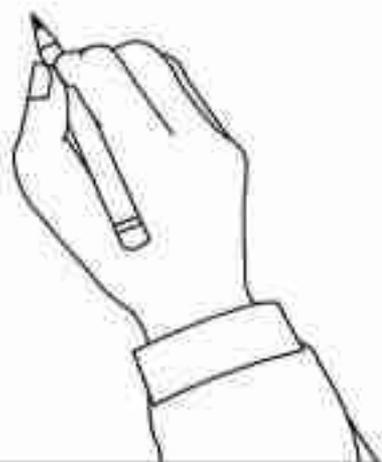
**PREVIEW**

## Report Writing – Introductions

A great beginning makes people want to read your story.

Here's how to start:

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



### Analyze

Read the introduction and use a checkmark if it meets the criteria. You can use a plus sign for more information.

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



**Starts with fun fact or question**

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

**Says the main idea**

**Keep it short and interesting!**

**Analyze**

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

Did you know that Chinese New Year is sometimes called the Spring Festival? That's so cool! Let's explore how people celebrate Chinese New Year. I already know 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!**

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



**Starts with fun fact or question**

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

**Says the main idea**

**Keep it short and interesting!**

## Report Writing – Introductions

**Write**

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

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

Handwriting practice lines for writing the introduction. The lines consist of a solid top line, a dashed middle line, and a solid bottom line. There are eight sets of these lines available for writing.

Starts with fun fact or question

Gives a name and the location

Says the main idea

Keep it short and simple

**Draw A Picture Of Your Introduction**

A large empty rectangular box provided for drawing a picture related to the introduction.

## Report Writing – Conclusions

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

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



### Analyze

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

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

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

## Report Writing – Conclusions

### Analyze

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

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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

Draw A Picture Of The Conclusion



## Report Writing – Conclusion

**Write**

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

**Topic:** Kids should have chores.

Handwriting practice lines for writing the conclusion. The lines consist of a solid top line, a dashed middle line, and a solid bottom line. There are eight sets of these lines available for writing.

Summarize the main points

Connect to the introduction

Connect to the introduction

End with something

**Draw A Picture Of Your Conclusion**

A large empty rectangular box for drawing a picture related to the conclusion.

## Assignment - Writing a Report

**Write**

Plan your report by filling in the graphic organizer below.

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

1) Write down which you choose?

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

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

**Research**

Find information for your report.

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

1

2

**PREVIEW**

## Planning

Finish the planning process.

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

PREVIEW

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6) Write the conclusion below. Re-write the main idea and some of the things they learned. Use a call to action - write a sentence that says more.

PREVIEW

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

## Assignment – Report Writing

**PREVIEW**

## Rubric – Report Assignment

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

### Teacher Comments

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<b>Mark</b>



# Google Slides Lessons Preview





# Manitoba Language Curriculum Conventions & Vocabulary - Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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

Word List - Week 1

Drag each word to its matching picture.

Consonant Review: m

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

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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

	<input type="checkbox"/> The man takes a nap.		<input type="checkbox"/> She is tired.
	<input type="checkbox"/> The man washes a car.		<input type="checkbox"/> He is glad.
	<input type="checkbox"/> The parrot ate a meal.		<input type="checkbox"/> The cat wants a nap.
	<input type="checkbox"/> My girl ate on a table.		<input type="checkbox"/> The cat takes a nap.
	<input type="checkbox"/> The girl gave a coin.		<input type="checkbox"/> The man has a gift.
	<input type="checkbox"/> The girl got a shopping bag.		<input type="checkbox"/> The man has a gift.



# Manitoba Language Curriculum Conventions & Vocabulary - Grade 1

## Word List - Week 5

Find 10 words in the word search and circle each one. Look at the word list to help you!

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

Word List:

- run
- rag
- rag
- jet
- job
- jet
- rip
- lug
- yes
- yes

## Consonant Review: y

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

Consonant Review: y

## Consonant Review: y

Look at the pictures. Drag and match them to the correct word.

draw	sea	wheel	bird
sea	wheel	bird	draw
sea	wheel	bird	draw



# Manitoba Language Curriculum Conventions & Vocabulary - Grade 1

## Hard C

Say each word out loud. Then drag it under the picture that matches the word.

- cake
- clock
- car
- cat
- camel
- cloud
- coin
- candy
- cup
- cup

## Long

Say the name of each picture out loud. If the picture has a long vowel, mark in the circle below.

## Places

Drag the correct place name to match each picture.

- Canada
- Canada
- Hogans Falls
- Hogans Falls
- School
- School
- Montreal
- Montreal
- Hospital
- Hospital
- River
- River



# Workbook Preview



# Grade 1 – Language Manitoba ELA Curriculum



**Language as Sense Making:** How do learners understand what they hear, read, and view?  
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are responding to text in different ways to build and share understanding.	112, 120-121, 247
1.2	Learners are using what they know about texts and themselves to reflect, set goals, and make decisions.	N/A

**Preview of 97 pages from this product that contains 459 pages total.**

**Included are weeks 1 – 8, and 28 - 30.**

**There are 30 weeks total.**

	conventions of familiar print, oral, and visual texts to enhance communication.	
2.4	Learners are developing automaticity with printed text.	17-18, 25-26, 32-33, 39-40, 46-47, 55-56, 64-65, 73-74, 81-82, 86, 90-91, 95, 98-99, 101-102, 106-107, 109-110, 114-115, 117-118, 123-124, 126-128, 132-133, 135-136, 138, 141-142, 144-145, 147, 149-150, 152-153, 155, 157-158, 160-161, 163, 166-167, 169-170, 174-175, 178-179, 183-184, 186-188, 191-192, 194-196, 198-200, 202-204, 206-208, 210-212, 214, 216-217, 219-221, 224-225, 227-229, 232-233, 235-236, 239-240, 242-244, 249-250, 253-254, 258-259

**Language as Exploration and Design:** How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
3.1	Learners are making design choices for different purposes.	N/A
3.2	Learners are actively partaking in communities to explore ideas and deepen thinking.	N/A
3.3	Learners are using different sources to explore ideas and to deepen and extend thinking.	N/A
3.4	Learners are imagining and exploring different ways to represent thinking and ideas.	N/A

**Language as Power and Agency:**

How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

How do learners use language to influence others when they write, represent, and speak?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
4.1	Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.	N/A
4.2	Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.	N/A
4.3	Learners are expressing opinions and judgments.	N/A
4.4	Learners are understanding the role of the text creator.	N/A
4.5	Learners are using language appropriately to meet needs and to share their identities.	N/A
4.6	Learners are understanding that they can resist, change, or accept ideas, points of view, and opinions.	N/A

## Reading Program - Overview

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

# Reading Program - Overview

Week	Lesson 1	Lesson 2
1	Within these 6 weeks, you will teach the following:	
2		
3		
4		
5		
6		
7	Base Words	Vowel or Consonant?
8	Suffix -s	Vowel in Every Word
9	Suffix -s, -es, ies	Compound words
10	Suffix -ing	Compound words
11	Suffix -ed	Compound Words – Describe Changes (7)
12	Prefix -un	Alliteration
13	Prefix -re	Generating Rhyming words that have up to 3 syllables
14	Prefix -dis	Simple Songs/Poems with Rhymes
15	Prefix -non	Syllables in Words

# Reading Program - Overview

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

NAME: \_\_\_\_\_

# FOUNDATIONS



## Week 1 - Word List

Mad	Mat	Map	Man	Nab
Nap	Pad	Pal	Pat	Pass

### Spell

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

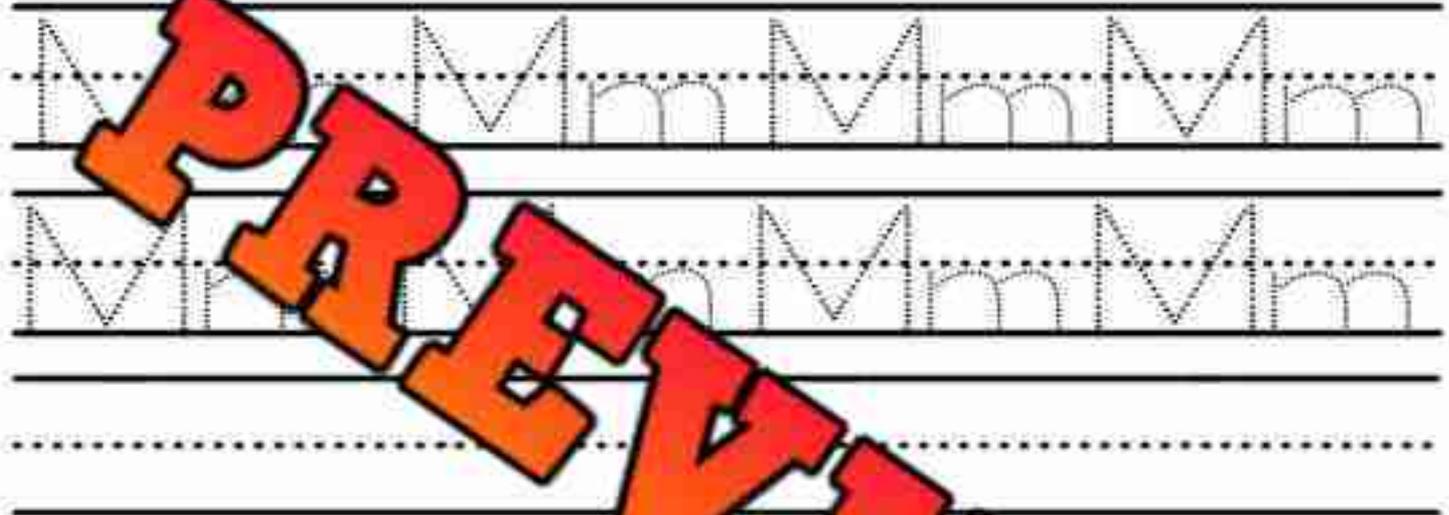


	Copy and Spell	Cover and Spell
1)	Mad	
2)	Mat	
3)	Map	
4)	Man	
5)	Nab	
6)	Nap	
7)	Pad	
8)	Pal	
9)	Pat	
10)	Pass	

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

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

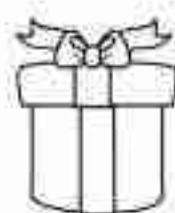
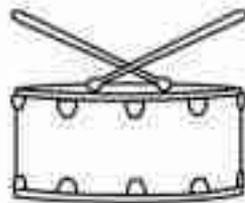
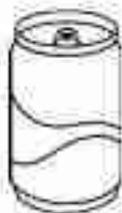
Mm

**Focus**

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

**Focus**

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

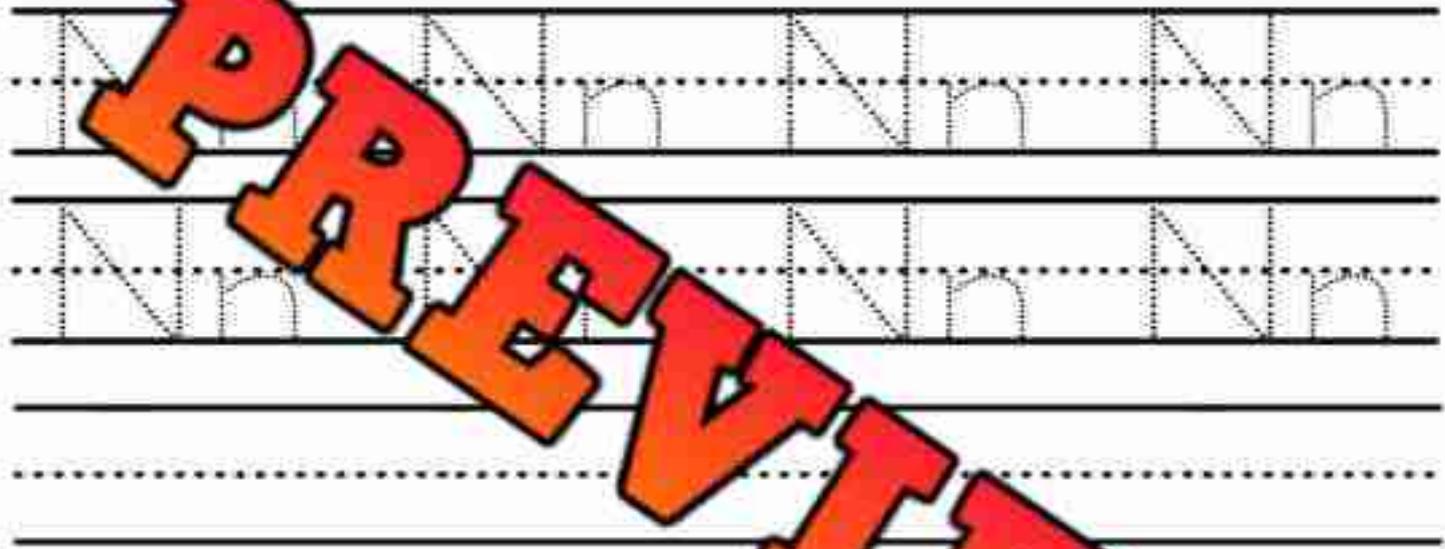


# Consonant Review: n

## Tracing

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

Nn



## Letter Order

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

Before Nn

Oo

Ss

Vv

After Nn

Pp

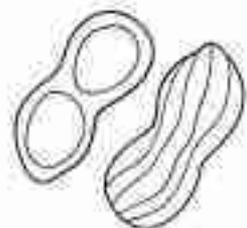
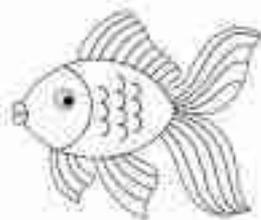
Hh

Mm

Jj

## Identify

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



# Consonant Review: p

## Tracing

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



Tracing practice lines for uppercase P and lowercase p. Each row contains a dotted letter followed by a solid letter. Below are two blank rows for independent writing.

## Colour By Letters

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

A 10x10 grid of letters where coloring the letter 'p' reveals a hidden picture. The letters in the grid are:

B	F	T	R	T	R				
T	B	B	F	T	P	F	T		
B		T	R	P	P	F			
R	F	R	B	P	P	T	R		
	B	F	P	T	P	B	F		
T	P	P	P	F	R	P	R	B	
R	P	P	P	B	T	P	F	T	

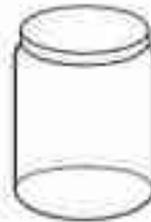
## Short Vowel: a

## Completion

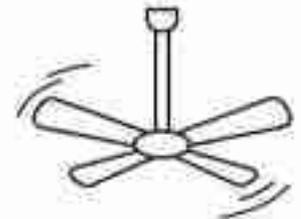
Write the correct letter to complete each word with a short "a" sound.



c a t      a p



j a



f      n

## Matching

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

1.



•

bat

2.



•

3.



•

•

rat

4.



•

•

mat

5.



•

•

nap

# Sight Words

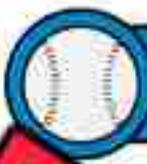
**Sight words** are special words you see often when you read and write. Sometimes, sight words do not follow the usual rules of sounding out letters, so you cannot always sound them out. Examples of sight words are "the", "she", "have", "and", "you". Knowing sight words lets you read faster and understand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

Identify

Use the given colour codes to colour the sight words.



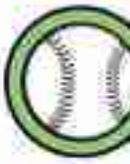
go



see



come



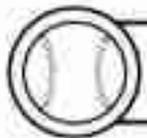
go



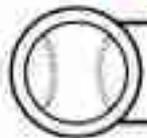
has



look



come



I



in



go



go



has



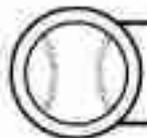
the



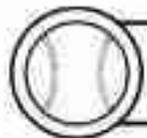
look



I



go



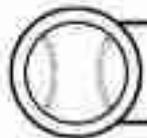
has



come



see



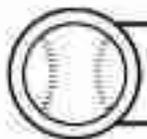
has



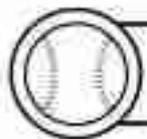
see



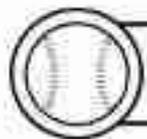
I



has



look



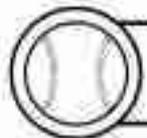
I



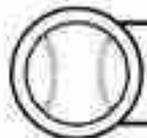
come



go



has



see



look

## Finger Spaces

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



Write

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

1) The mad.

2) I sit on the m.

3) We look at the map.

4) The man has a hat.

5) She takes a nap.



**PREVIEW**

**Week 1 – Fluency Readings****Read**

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

1) Man has a map.



2) Pat saw a mat.



3) Pal had a nap.



4) Pam will nab a pad.



5) Pat is mad at Pal.



6) Pass the map to Pam.



7) Nap on a mat, man.

**PREVIEW**

## Week 1 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

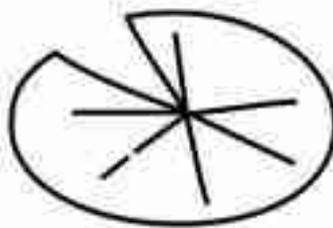
### Focus

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

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

### Circle

Circle the picture with short "a" sound.



## Week 2 - Word List

Bed	Bet	Bad	Bat	Ten
Tag	Tap	Dad	Dog	Den

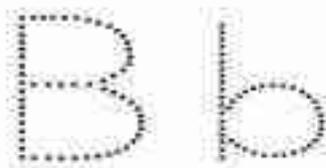
**Match** Choose from the words above that correspond to the given picture.

# Consonant Review: b

## Tracing

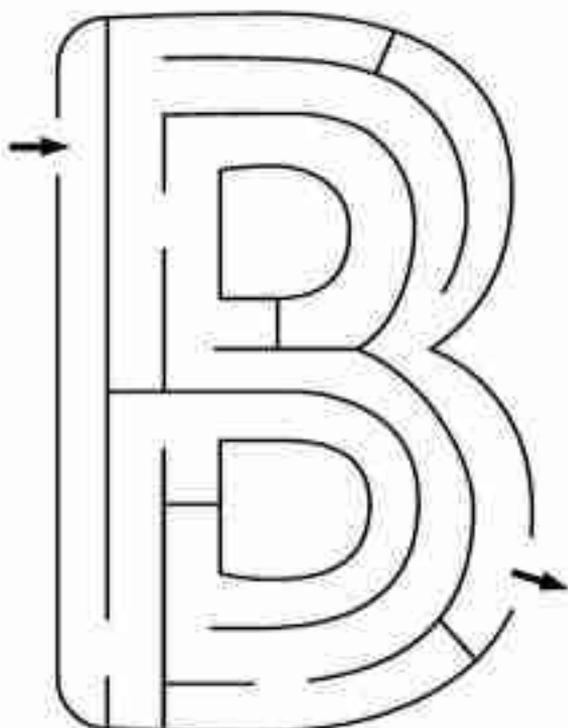
Trace the letters below and then write them on your own.



Tracing practice lines for uppercase B and lowercase b. Each row contains three pairs of dotted letters for tracing. Below the tracing lines are two sets of blank handwriting lines (top solid, middle dashed, bottom solid) for independent practice.

## Maze and Colour

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



# Consonant Review: t

## Tracing

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

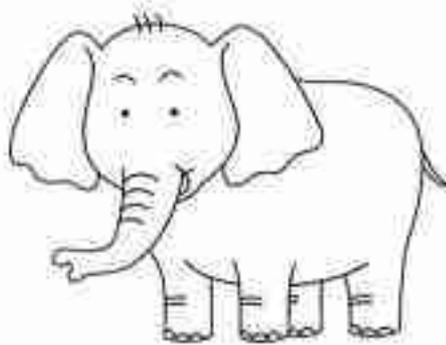
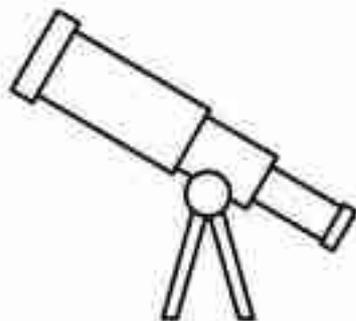
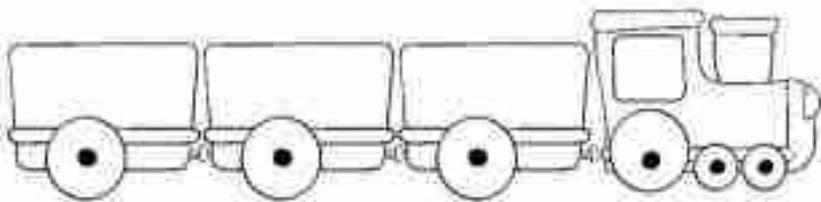


Handwriting practice lines consisting of four rows of three horizontal lines each (top, middle-dotted, bottom). The first row contains several dotted uppercase 'T's for tracing. The second row contains several dotted lowercase 't's for tracing. The third and fourth rows are blank for independent writing.

**PREVIEW**

## Colour

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



# Consonant Review: d

## Tracing

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



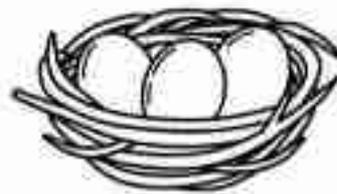
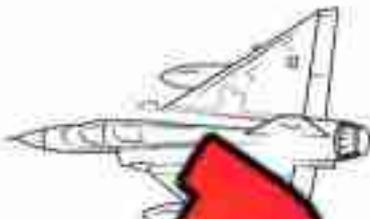
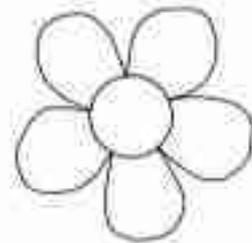
## Colour

Colour the boxes with the letter

D	B	d	
P			D
q			d
b	d	D	p

**Short Vowel: e****Colour By Sound**

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

**PREVIEW****Tracing**

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



net



spider



bed



pet

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

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Curriculum Connection  
2.1

## Finger Spaces

Write

Rewrite the sentences with proper finger spacing.

Thebedisbig.

Dad'srad

Abatcanfly.

Thedogran.

Hehasanewnet.

**PREVIEW**

**Week 2 – Fluency Readings****Read**

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

1) Ted bet on a dog.



2) Dad ba ed.



3) Ben hit the bat.



4) Tap the red tag.



5) Ten bats in the den.



6) Dad pets the dog.



## Week 2 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Match

Circle the matching letters.

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

### Identify

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



10



## Week 3 - Word List

Fit	Fan	Fat	Fog	Van
Vet	Sip	Sit	Sun	Sad

### Writing

Trace the words then write them on your own.

	Trace	Write
1)	Fit	
2)	Fan	
3)	Fat	
4)	Fog	
5)	Van	
6)	Vet	
7)	Sip	
8)	Sit	
9)	Sun	
10)	Sad	

**Consonant Review: f****Tracing**

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

F f



Tracing practice lines for the letter 'f'. The first row shows a dotted uppercase 'F' and a dotted lowercase 'f' for tracing. The second row shows three dotted lowercase 'f's for tracing. The third row shows three dotted lowercase 'f's for tracing. Below these are two sets of blank handwriting lines (top solid, middle dashed, bottom solid) for independent practice.

**Arrange**

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

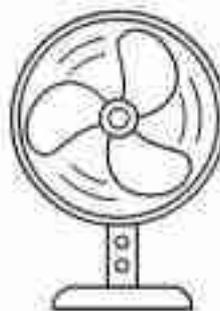


o f x

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



a n f

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



a m f r

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Consonant Review: v

## Tracing

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



## Letter Order

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

After Vv

Ww

Xx

Zz

Before Vv

Pp

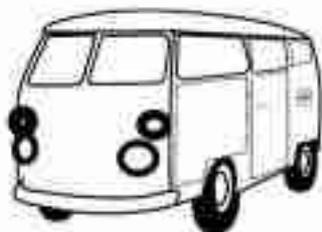
Oo

Aa

Yy

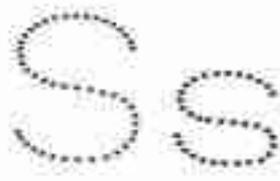
## Identify

Circle the pictures that begins with letter "v".



# Consonant Review: s

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



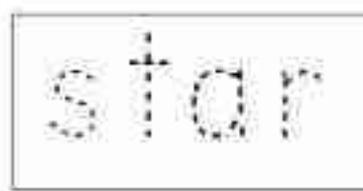
Tracing practice lines with dotted uppercase 'S' and lowercase 's' for tracing. A large red 'PREVIEW' watermark is overlaid diagonally across the page.

**Draw** Draw the given s-words, then trace.

sun

star

sad



## Short Vowel: i

**Identify**

Colour the correct word for each picture.



Big

Hid

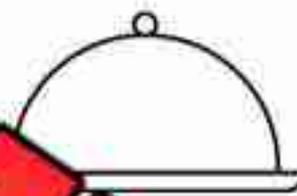
Bid

Win

Wig

Kid

Hid



Fig

Pig

Pin

Fid

Rid

Lid

Zig

Dig

**Draw**

Try to read the sentence and draw.

The kid has a big pig.

# Week 3 – Fluency Readings

Read

Read each line and then write the last sentence.

Viv sat and

Viv sat and sipped

Viv sat and sipped with

Viv sat and sipped with the

Viv sat and sipped with the



**PREVIEW**

The fan

The fan in

The fan in the

The fan in the van

The fan in the van is

The fan in the van is fit.

---

---

---

---

## Week 3 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

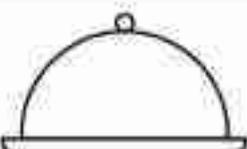
### Focus

Colour the box with the beginning letter of the pictures.

	f			f
	v			v
	s			s

### Focus

Colour the correct picture that corresponds to the given word.

lip		
hit		

## Week 4 - Word List

Zoo	Zap	Hop	Hot	Hat
Has	Lot	Log	Leg	Loss

### Spell

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



	Word	Copy and Spell	Cover and Spell
1)	Zoo		
2)	Zap		
3)	Hop		
4)	Hot		
5)	Hat		
6)	Has		
7)	Lot		
8)	Log		
9)	Leg		
10)	Loss		

PREVIEW

# Consonant Review: z

## Tracing

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



## Identify

Circle the pictures that begin with the letter z.



## Colour Pattern

Colour all Zz to show a zigzag pattern.

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

# Consonant Review: l

## Tracing

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



Handwriting practice lines consisting of two rows of four lines each (top solid, middle dashed, bottom solid, bottom solid). A large red 'PREVIEW' watermark is overlaid diagonally across the lines.

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



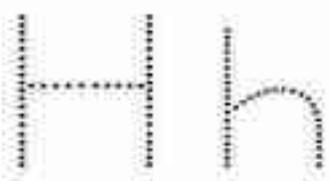
Focus Say the picture name. Fill in the circle if it has a final consonant "l" sound.



# Consonant Review: h

## Tracing

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



Two sets of handwriting lines for tracing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set contains four dotted uppercase 'H's and four dotted lowercase 'h's. The second set contains four dotted uppercase 'H's and four dotted lowercase 'h's.

**PREVIEW**

## Colour By Letters

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

## Short Vowel: o

Identify

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

	mop		top
	mom		pot
			rod
			rot

Identify

Colour the words with a short "o" sound.

dot

hop

coin



frog

hope

**Week 4 – Fluency Readings****Read**

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

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

**PREVIEW**

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

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## Week 4 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

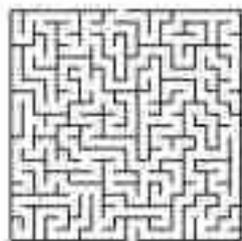
1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)		10)	

### Completion

Complete the words by adding a letter.



\_\_ o c k



m a \_\_ e



\_\_ o t



b e l \_\_

### Think

Give three words with short o sound.

--	--	--

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

## Week 5 - Word List

Run	Rug	Red	Rip	Jug
Jet	Job	Yes	Yet	Yell

Pictionary

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

**PREVIEW**

Spelling Word

Spelling Word

Spelling Word

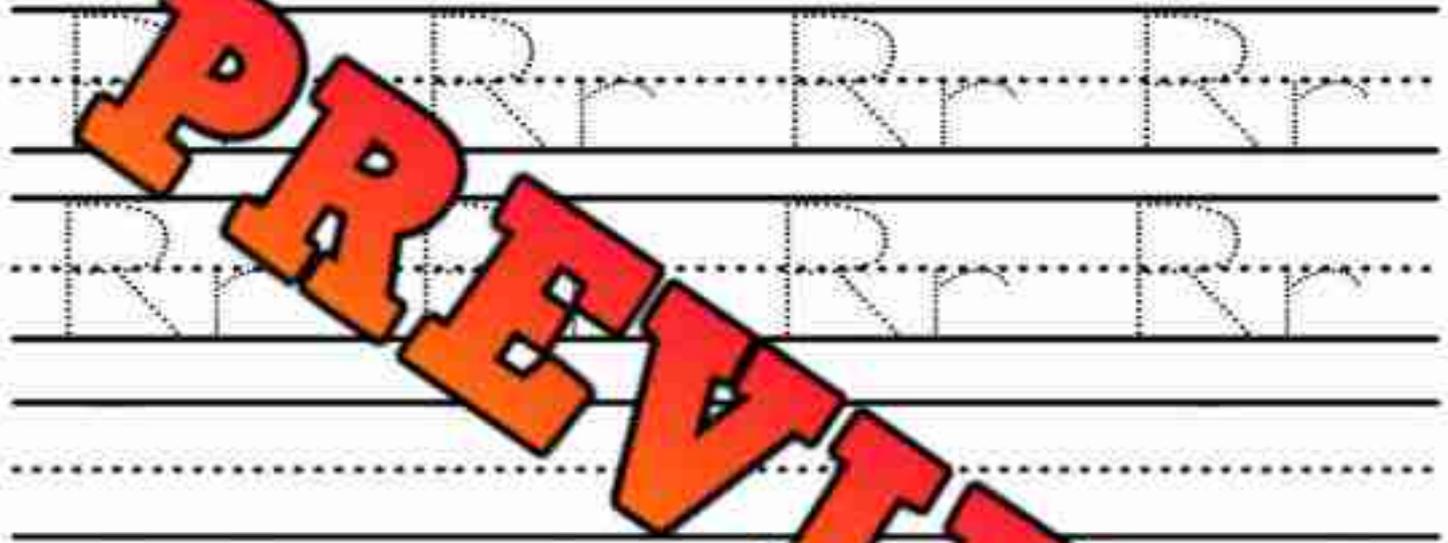
Spelling Word

# Consonant Review: r

## Tracing

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

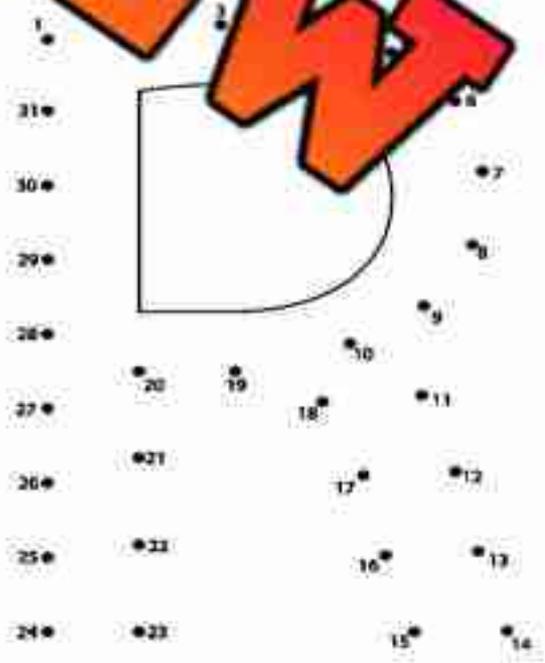
R r



## Colour and Connect

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

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

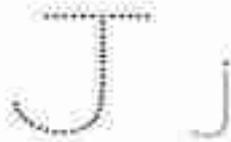


Name: \_\_\_\_\_

# Consonant Review: j

Tracing

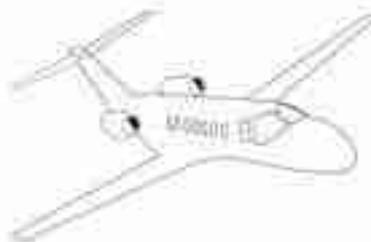
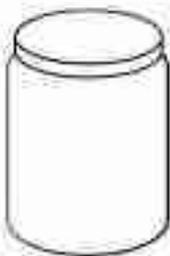
Trace the letters below and then write them on your own.



**PREVIEW**

Think

Unscramble the letters below to form words starting with j.



r j a

j t e

g u j

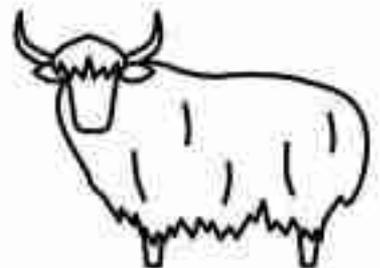
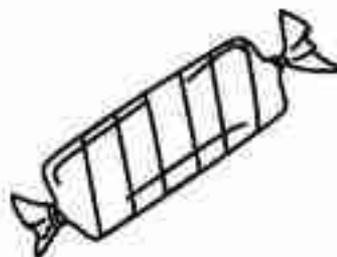
# Consonant Review: y

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



**PREVIEW**

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



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

# Short Vowel: u

Cut and Paste

Cut out the words to the space below each pictures.



**PREVIEW**



sun

bug

duck

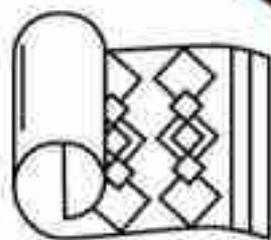
hug

nut

cup

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

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

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

## Week 5 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Match

Circle the matching letters.

<b>r</b>	r l l c f r t s j e r s x
<b>j</b>	l i j i j i f t j i l f i
<b>y</b>	x c y z x y z y t s t s y

### Identify

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



## Week 6 - Word List

Mix	Box	Quit	Quiz	Win
Wax	Kid	Kit	Ate	Wake

### Writing

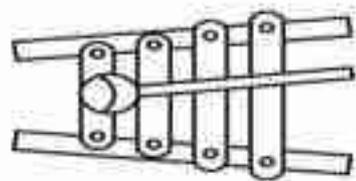
Trace the words then write them on your own.

		Trace	Write
1)	Mix	MIX	
2)	Box	Box	
3)	Quit	Quit	
4)	Quiz	Quiz	
5)	Win	Win	
6)	Wax	Wax	
7)	Kid	Kid	
8)	Kit	Kit	
9)	Ate	Ate	
10)	Wake	Wake	

# Consonant Review: x

## Tracing

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



Tracing practice area with three sets of handwriting lines (top solid, middle dashed, bottom solid). Each set contains several dotted uppercase 'X' characters for tracing.

## Colour and Write

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

A word search grid containing various letters in circles. The letters 'X' and 'x' are scattered throughout the grid for coloring.

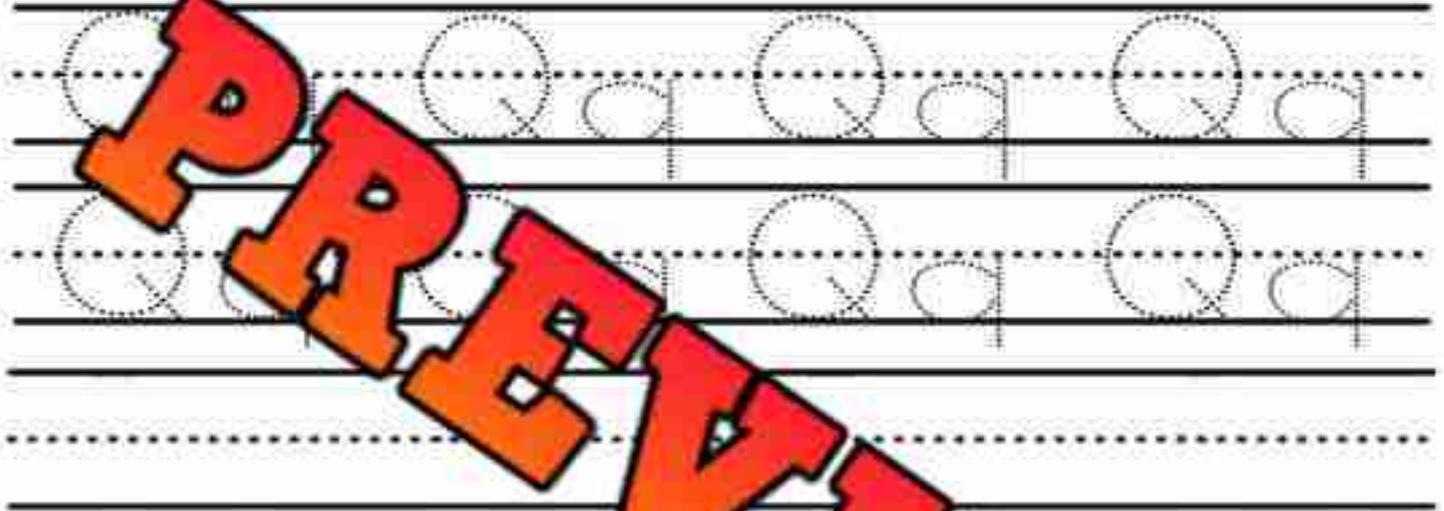
Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing words that contain the letter 'X'.

**PREVIEW**

# Consonant Review: qu

## Tracing

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



**PREVIEW**

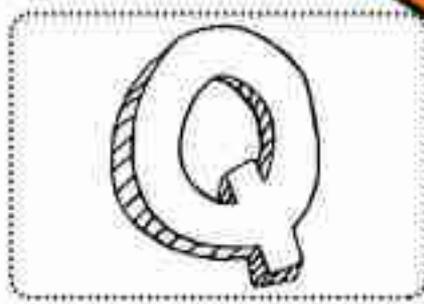
## Instructions

Follow the instruction for each activity.

Trace it



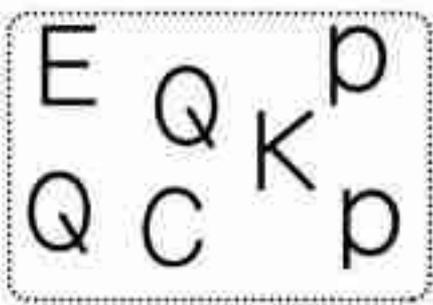
Colour it



Search it



Find it



Write it



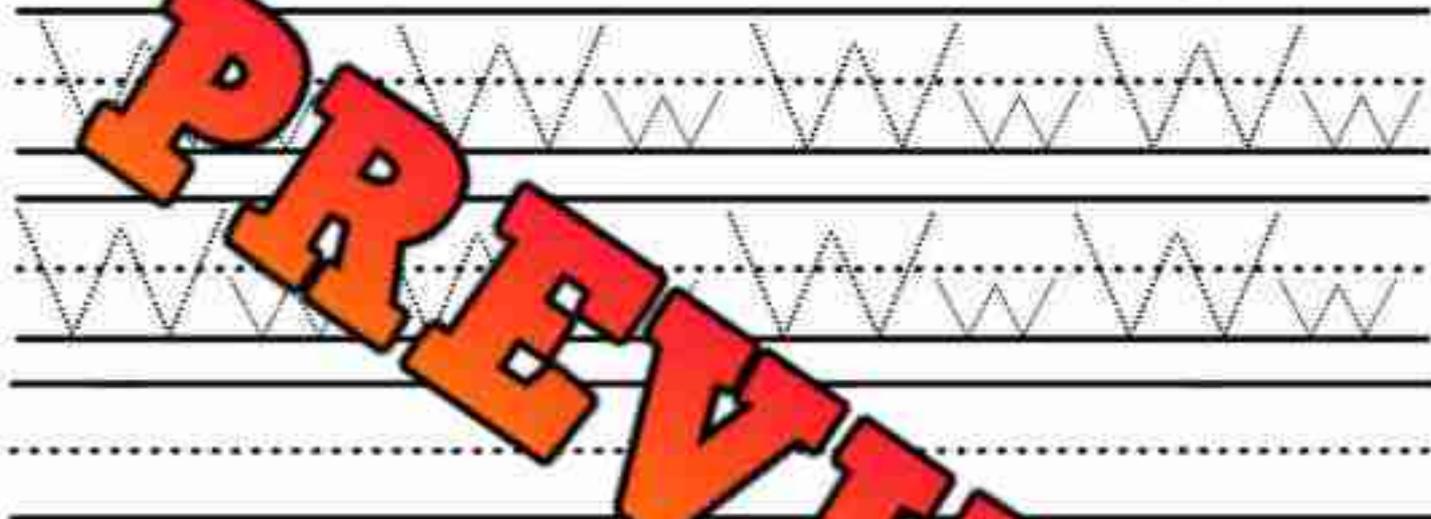
Solve it



# Consonant Review: w

## Tracing

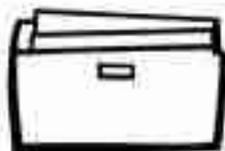
Trace the letters below and then write them on your own.



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



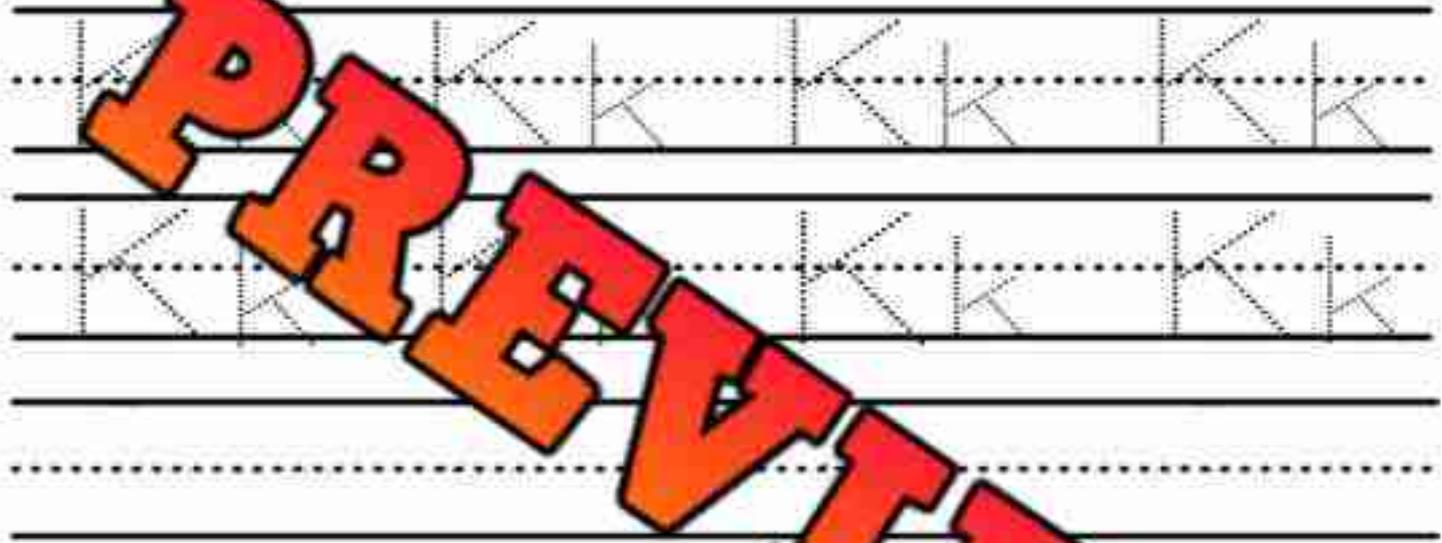
**Focus** Say the picture name. Fill in the circle if the final consonant has a "w" sound.



# Consonant Review: k

## Tracing

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



**PREVIEW**

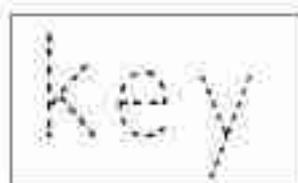
## Draw

Draw the given k-words, then trace.

key

kid

kite



## Long Vowel: a (ate)

### Instructions

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

READ	WRITE	MATCH
	cake	
ake	ake	
plane		
gate		
hay		

### Draw

Draw a picture of the words below.

rat	rate

pan	pane

## Picture Predictions

**Instructions**

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

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

It is round and fits right in her hand. She thinks it looks special

and decides to keep it in her pocket. During recess, she

shows it to her friends and they all guess what it could be.



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

**Week 6 – Fluency Readings****Read**

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

1) Kim ate wax.



2) Wake!



3) Pat won the.



4) Kate quit her job.



5) Kit will mix the box.



6) We want to win now.



7) Pick a box, then wax it.

**PREVIEW**

## Week 6 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Completion

Complete the words, adding any missing letters.

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

### Think

Give three words with a long "a" sound.

--	--	--

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

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Curriculum Connection  
2.2

## Week 7 - Word List

cat	cap	car	cell	cent
cite	cake	late	gate	rate

Fill In The

Fill the boxes with the spelling words from above.

**PREVIEW**

rate

gate

## Uppercase or Lowercase

### Uppercase letters:

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

### Lowercase Letters:

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

Colour

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

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

Identify

Circle the matching lowercase letter for the uppercase letter.

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

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

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Curriculum Connection  
2.2

## Hard C

### Focus

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

car	circle	coat
ice	cake	cereal

### Identify

Circle the hard c sound words in the sentence below.

The car is the colour blue.

## Soft C

## Completion

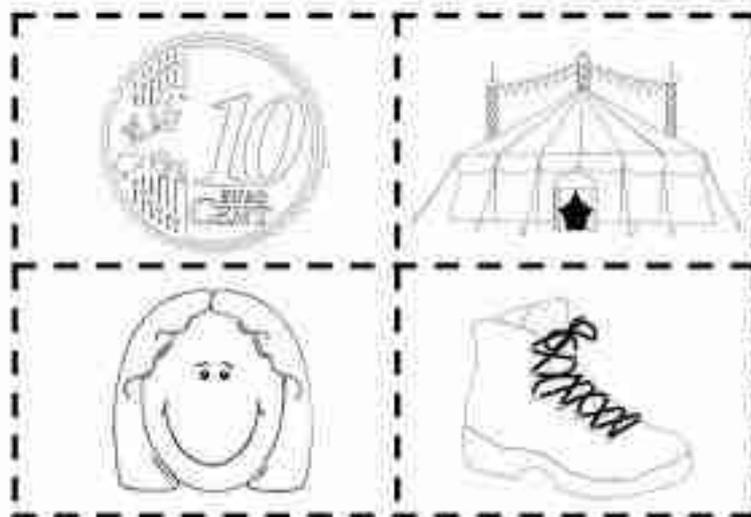
Read and complete each word by adding the letter c.

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

## Cut and Paste

Cut out the pictures and paste it to match the words in the table.

cent		
face		circle



## Long Vowel: a (cake)

**Colour**

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

snake

late

bake

mate

pack

mat

game


**Draw**

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

%



rat\_

tap\_

cap\_

plan\_

## Base Words



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

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

Draw

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

UNLOCK

PLAY

PL

**PREVIEW**

## Vowel or Consonant

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

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



S U N      I (U) Consonants (S, N)

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

M	C	A	r	h	I
L	O	B	Y	Q	D

Identify

Is the underlined letter a vowel or consonant?

Word	Vowel	Consonant
D <u>o</u> g		
H <u>a</u> t		
<u>P</u> en		
C <u>u</u> p		
<u>I</u> nk		

Word	Vowel	Consonant
F <u>i</u> sh		
B <u>a</u> ll		
N <u>i</u> ce		
H <u>e</u> lp		
M <u>e</u> at		

**Week 7 – Fluency Readings****Read**

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

1) She is late.



2) I eat a cake.



3) I have one cent.



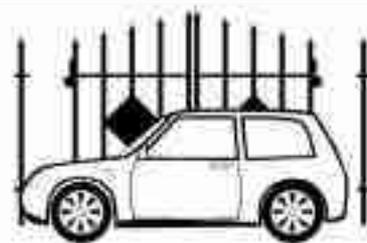
4) The cat ran fast.



5) His cap is the colour red.



6) The car is by the gate.



## Week 7 - Spelling Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

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

car	cold	city	nice
care	race	cup	city
camp	cute	cow	city

### Identify

Underline the base word from the given words.

1. Undo	2. Reader	3. Preview
4. Misspell	5. Dancer	6. Repainting

## Week 8 - Word List

Go	Got	Gas	Gap	Gel
Gym	Germ	He	Me	Be

### Spell

Unscramble the letters to make the spelling words.

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

PREVIEW

# Hard G

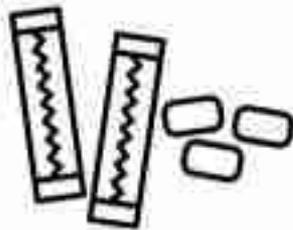
Writing

Practice writing the letters.



Writing

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



\_\_\_\_\_

gum



\_\_\_\_\_

gel



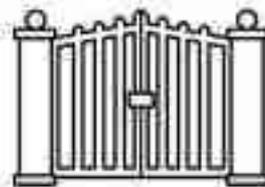
\_\_\_\_\_

game



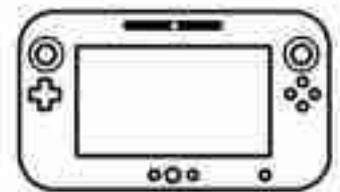
\_\_\_\_\_

gym



\_\_\_\_\_

gate



\_\_\_\_\_

game

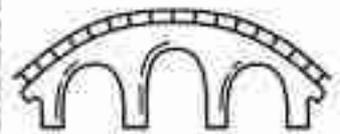
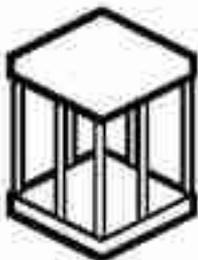
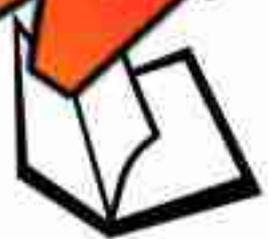
**PREVIEW**

**Soft G****Cut and Paste**

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

gem	rage	page	cage

magic	rent	giraffe	bridge



# Long Vowel: E (be)

## Tracing

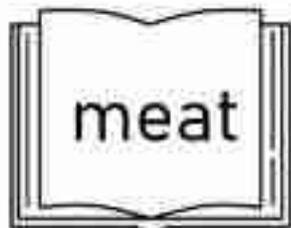
Trace the letters below and then write them on your own.



**PREVIEW**

## Long E Sound

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



## Suffix -s

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

### Identify

Circle the correct noun to describe the picture.



- A. Cat  
B. Cats



- A. Cat  
B. Cats



- A. Kid  
B. Kids



- A. Kid  
B. Kids



- A. Book  
B. Books



- A. Book  
B. Books



- A. Flower  
B. Flowers



- A. Flower  
B. Flowers

### Draw

Draw the given number of nouns.

Five apples

Three stars

## Vowel in Every Word

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

### Vowels

List all the vowels in each given word.

Word	Vowels	Word	Vowels
1) Air		6) Rose	
2) Gel		7) Gold	
3) Bee		8) Coat	
4) Oar		9) Bird	
5) Elf		10) Fire	

### Completion

Complete the words by adding an appropriate vowel.

C _ _ t	B _ _ g	J _ _ g
_ _ g g	_ _ _ k	B _ _ _
B _ _ r d	St _ _ r	J _ _ m p
Sh _ _ p	Fr _ _ g	G _ _ _ l
G _ _ m _ _	B _ _ _ r	M _ _ _ n



# Sight Words

Identify

Use the given colour codes to colour the sight words.



**PREVIEW**


# Week 8 – Fluency Readings

Read

Read each line and then write the last sentence.

He got

He got gas

He got gas

He got gas

He got gas at \_\_\_\_\_



**PREVIEW**

Go

Go fill

Go fill the

Go fill the gap

Go fill the gap with

Go fill the gap with gel.

---

---

---

---

**Week 8 - Spelling Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Identify**

Check all words with "hard g" and circle all words with "soft g".

Go	Giant	Sum
Gel	Gem	Got

**Write**

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

dog

tray

paper

_____	_____	_____
_____	_____	_____
_____	_____	_____

## Week 28 - Word List

Straw	String	Strong	Street	Strap
Due	True	Glue	Clue	Blue

### Spell

Unscramble the letters to make spelling words.

	Scrambled Word	Unscrambled Word
1)	ts	
2)		
3)	lueb	
4)	wasrt	
5)	cuel	
6)	ringst	
7)	luge	
8)	gronts	
9)	erut	
10)	edu	

## Three - Letter Blends: str

### Crossword

Use the given picture clue to solve the puzzle.  
Hint: All words start with the letter blend "str-".

ACROSS		DOWN	
3			
4			
5			

1

2

3

4

### Search

Read the story below and circle all the str w

Sarah found a stray kitten on the street. She gave it a stroke and tied a string around its neck as a makeshift collar. Together, they took a stroll to her home.

How many did you find?

## Long U – Vowel Team: ue

**Connect**

Say the name of each picture. Connect the pictures with the long U sound to the letter in the center.



**Write**

Colour the words with a long "u" sound.

RESCUE	VENUE	NEWS	CUTE
MUTE	DUE	UNDER	ISSUE
CRUSH	CUT	PUSH	MUD
CUE	CUBE	BLUE	BUS

## Common Conjunctions

Conjunctions are words that help us connect words, phrases, or sentences together. Think of them as "joining words." Examples: and, but, or so.



### Identify

Write the conjunctions used in each sentence.

- 1) My favorite fruits are apple and mango.
- 2) Do you like coffee or tea?
- 3) The shop was closed, so I went home.
- 4) I like cats and you like dogs.
- 5) We like to play because it is fun.
- 6) I stayed indoors since it was raining outside.

### Matching

Match the sentence to its appropriate conjunction.

- 1) I have a pencil \_\_\_\_\_ a notebook.
- 2) I like apples \_\_\_\_\_ not bananas.
- 3) Do you want juice \_\_\_\_\_ water?
- 4) I was tired, \_\_\_\_\_ I went to bed.
- 5) I will go to the park \_\_\_\_\_ it does not rain.

 or

 and

 if

 but

 so

## Synonyms

Synonyms are words that have the same or almost the same meaning as another word.

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



### Synonyms

Colour the leaf if the pair of words are synonyms with each other.

**PREVIEW**

Large Small	Thin Thick	Happy Glad	Day Night
Warm Cold	Fast Quick	Simple Easy	Easy Simple

### Synonyms

Read the story below and list three pairs of synonyms.

Tom, a small dog, was very happy. One sunny day, he found a big, red ball. He played with it all day. The ball was large and bouncy. At night, Tom, still little but tired, was joyful, dreaming about his new toy.


## Week 28 – Fluency Readings

Read

Read each line and then write the last sentence.

The straw

The straw and

The straw is drinking

The straw is drinking

The straw and drinking

I have

I have a

I have a clue,

I have a clue, it is

I have a clue, it is true

I have a clue, it is true glue!

**PREVIEW**

**Week 28 - Spelling Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Select**

Colour the words with the long sound.

Hue	Revenue	Under	at
Mute	Due	Under	

**Identify**

Write the appropriate conjunction for each sentence.

1) I wanted to play outside, \_\_\_\_\_ it started to rain.

2) He finished his homework \_\_\_\_\_ then he read a book.

**Week 29 - Word List**

Spring	Spray	Spread	Spree	Sprain
Fruit	Suit	Juice	Cruise	Bruise

**Alphabetical**

Write the words in alphabetical order

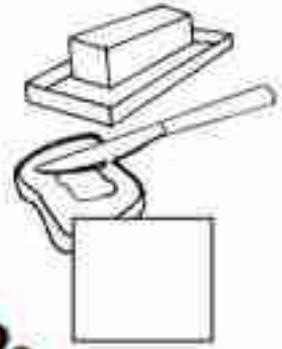
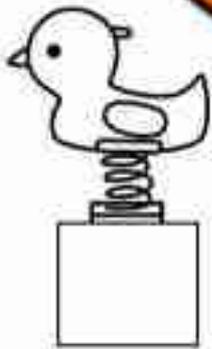
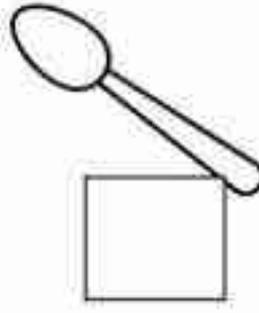
1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)			

**Draw**

Choose three words from above then draw them.


# Three - Letter Blends: spr

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



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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Long U – Vowel Team: ui

Cut and Paste

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



--	--	--	--



--	--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

e

t

u

n

q

u

i

u

s

r

u

s

i

t

c

g

u

e

m

e

l

j

i

c

p

i

i

d

## Fluency Sentences

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

**Fluency**

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



I

I like

I like playi

I like playing basketball

I like playing basketball with

I like playing basketball with

I like playing basketball with my friend

I like playing basketball with my friend who

Who do I like playing with?

What do I like playing with my friend?

# Antonyms

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



**Cut and Paste**

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

Big	Up	Near
Hot	Out	Tall
Happy	Wet	Strong
Fast	Old	Young

Down	Short	Sad	Weak	Fast	
Dry	Small	New	In	Cold	Slow

**Think**

Think of more pairs of antonyms.



# Sight Words

Search

Circle all the sight words from the grid.

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



How many sight words did you find?

Matching

Match the appropriate sight words to complete the sentences.

1) I dress up \_\_\_ a superhero.

 give

2) We get milk \_\_\_ a cow.

 as

5) Please \_\_\_ me a red crayon.

 from

# Riddles

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

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



## Riddles

Use the codes below to answer the riddles.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

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

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

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

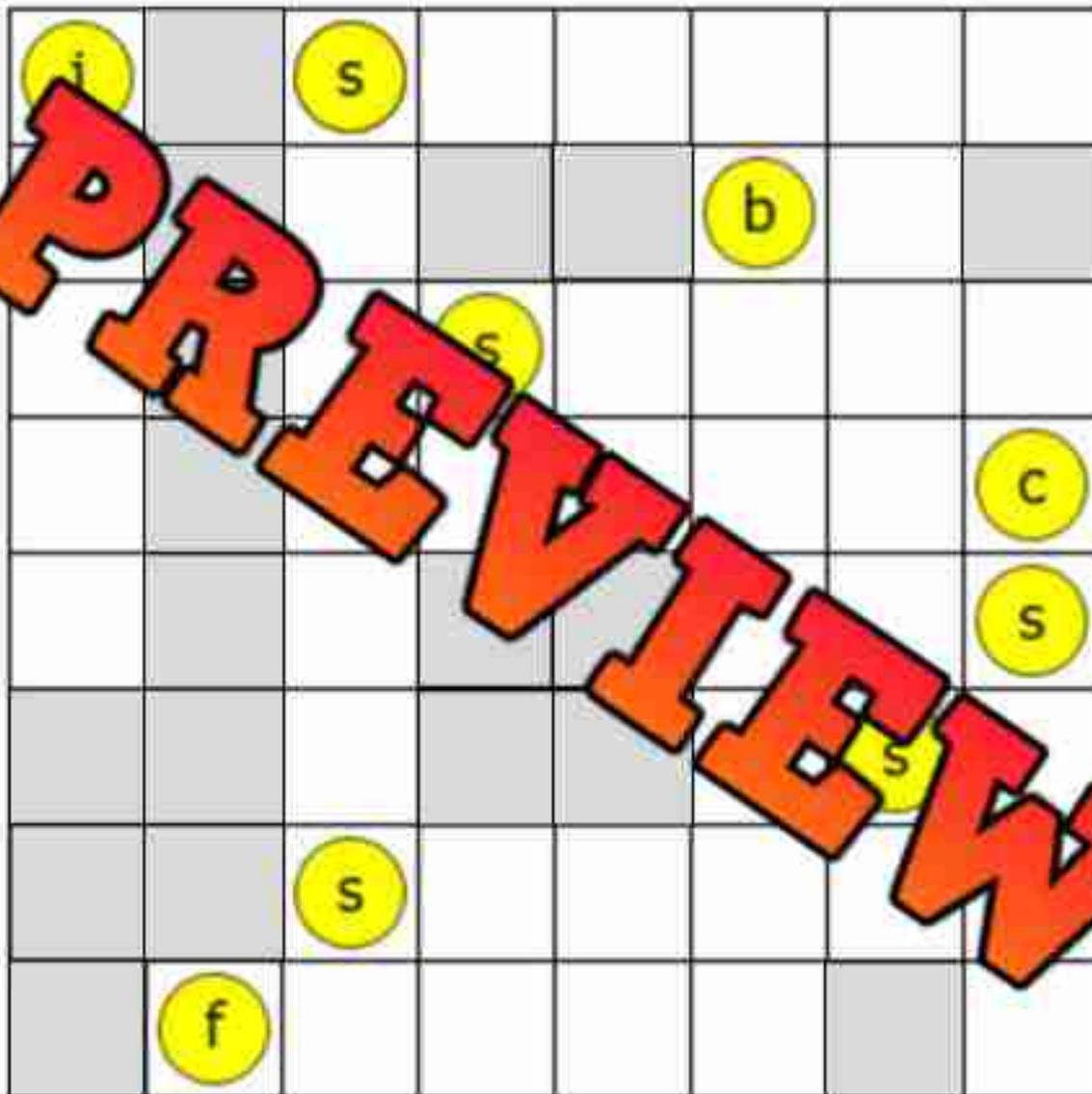
							3		1		14		4		12		5
I'm tall when I'm young, and I'm short when I'm old.																	

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

## Reverse Word Search

### Word Search

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



Place these words in the grid.

Spring

Spray

Spread

Spree

Sprain

Fruit

Suit

Juice

Cruise

Bruise

## Week 29 – Fluency Readings

**Read**

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

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

**Week 29 - Spelling Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Completion**

Complete the sentences with the words.

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

**Reading**

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

The sun shines brightly as we play in the park.

_____
_____
_____

**Week 30 - Word List**

Three	Throw	Threw	Thread	Thrive
New	Few	Chew	Grew	Crew

**Pictionary**

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

**PREVIEW**

Spelling Word

Spelling Word

Spelling Word

Spelling Word

## Three - Letter Blends: thr

Identify

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



Sentence

Rearrange the words to create a meaningful sentence

three

She

threads

has

colourful

He

outside

threw

balls

three

## Long U: Vowel Team: ew

### Sound check

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

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

### Matching

Match the word that best suits each sentence.

1) Dogs \_\_\_\_\_ their toys.

2) The \_\_\_\_\_ worked very hard.

3) I have a \_\_\_\_\_ books to read.

4) Let's \_\_\_\_\_ the lesson tomorrow.

5) Mom made yummy \_\_\_\_\_ today.

Chew

Stew

Crew

Review

# Fluency Sentences

## Fluency

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

### READING PRACTICE

#### HOW DID I DO?



1 2 3 4 5

The car is very fast.  
I see a big red fire truck.  
We play at the park every day.  
Every morning, Mom says good morning.  
My friend and I like to read history books.


## Draw

Draw any two scenes from the sentences above.





## Visualization to Spell Words

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



**Colourful  
Letters**

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

Did	Rot
Bed	Hard
New	Iron
Chew	Grew
Thorn	Throw

**PREVIEW**

# Jokes

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



## Matching

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

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

## Joke Time

Pick two of these items and make up a joke!



--	--

--	--



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

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



I caught the ball.

I threw the ball.



A few birds flew.

A few ducks flew.



We have three new cats.

We have three new dogs.



Trees thrived and grew.

Plants thrived and grew.

**Week 30 - Spelling Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Sentence**

Rearrange the words to create a meaningful sentence.

played	with	Three	cats
_____			
_____			
_____			

**Fluency**

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

**READING PRACTICE**

Apples are sweet and crunchy.

Butterflies flutter around the colourful flowers.

**HOW DID I DO?**

☹️				😊
1	2	3	4	5