



# 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 Conventions & Vocabulary – Grade 2

## 3-Part Lesson Format

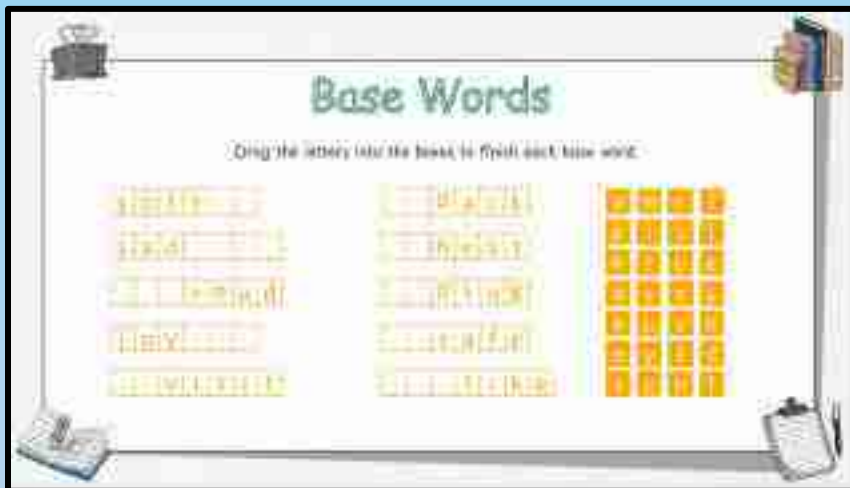
### Part 1 – Minds On!

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



### Base Words

Drag the letters into the boxes to spell each base word.



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!










# Manitoba Language Curriculum Conventions & Vocabulary - Grade 2

## Homophones

Box the correct homophone that matches each picture.

	flower		bered		plane
	flour		board		plain
	meat		pear		peace
	meat		pair		piece
	tail		hare		pale
	tale		hair		pail

## Word List - Week 5

Words in the word search and circle each one. Look at the word list to help you!

Word Search Grid:

```

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

brush	brush
jump	jump
sun	brush
brush	sun
brow	brush

Read the words. Drag each picture to the correct box.

brush	brush	brush	brush
brush	brush	brush	brush
brush	brush	brush	brush







# Workbook Preview



# Grade 2 – 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.	65, 75, 210, 212, 260, 269
1.2	Learners are using what they know about texts and themselves to reflect, set goals, and make decisions.	N/A
<p><b>Preview of 107 pages from this product that contains 486 pages total.</b></p> <p><b>Included are weeks 1 – 8, and 28 - 30.</b></p> <p><b>There are 30 weeks total.</b></p>		
2.3	adjusting conventions of familiar print, oral, and visual texts to enhance communication.	37, 46, 252, 259, 267
2.4	Learners are developing automaticity with printed text.	20-21, 31-32, 40-41, 49-50, 58-59, 68-69, 77-78, 84, 86-87, 93, 96-97, 103, 105-106, 112, 115-116, 122, 124-125, 133-134, 142-143, 150, 152-153, 156, 160-161, 164, 168-169, 176-177, 185-186, 189, 192-193, 196, 200-201, 204, 208-209, 216-217, 223-224, 232-233, 236, 239-240, 243, 247-248, 251, 254-255, 262-263, 266, 271-272

**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.	N/A
<b>3.3</b>	Learners are using different sources to explore ideas and to deepen and extend thinking.	N/A
<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.	N/A
<b>4.2</b>	Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.	N/A
<b>4.3</b>	Learners are expressing opinions and judgments.	N/A
<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.	N/A
<b>4.6</b>	Learners are understanding that they can resist, change, or accept ideas, points of view, and opinions.	N/A

## Reading Program - Overview

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 2, the focus in the curriculum is to use phonics prior knowledge from grades 1 and 2 and apply it to spell regular monosyllabic and multisyllabic words. These words include stressed vowels and unstressed vowel sounds.

Therefore, our reading program will be broken down into 30 word lists that align with the organizing ideas in the grade 2 language curriculum. Each week, teachers will focus on two sounds, ranging from consonant clusters to vowel teams.

The other words in the word list will align with the vocabulary skills and procedures, which state that tier 2 and 3 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. **Tier 3 words** are specific to subject areas. Both are included to round out the word lists.

Week	Phoneme 1	Phoneme 2 - Vowel Focus
1	L-Blends: bl	Short vowels: a
2	L-Blends: cl	Short vowels: e
3	L-Blends: fl	Short vowels: i
4	L-Blends: gl	Short vowels: o
5	R-Blends: br	Short vowels: u
6	R-Blends: cr	Long vowels: a (as in 'ate')
7	R-Blends: dr	Long vowels: e (as in 'be')
8	R-Blends: fr	Long vowels: i (as in 'ride')
9	S-Blends: sc	Long vowels: o (as in 'go')
10	S-Blends: sk	Long vowels: u (as in 'use')
11	S-Blends: sl	Vowel Teams: ai
12	S-Blends: sm	Vowel Teams: au

## Reading Program - Overview

Week	Phoneme 1	Phoneme 2 - Vowel Focus
13	T-Blends: tr	Vowel Teams: aw
14	T-Blends: tw	Vowel Teams: ay
15	Consonant Digraphs: sh	Vowel Teams: ea
16	Consonant Digraphs: ch	Vowel Teams: ee
17	Consonant Digraphs: th	Vowel Teams: ei
18	Consonant Digraphs: wh	Vowel Teams: ie
19	Three-Letter Blends: str	Vowel Teams: oa
20	Three-Letter Blends: spr	Vowel Teams: oe
21	Double Consonants: bb	Vowel Teams: oo
22	Double Consonants: dd	Vowel Teams: ou
23	Double Consonants: gg	Vowel Teams: ow
24	-ng ending	Vowel Teams: oy
25	-dge ending	Vowel Teams: ue
26	-tch ending	r-Controlled: ar
27	Final blends: -mp	r-Controlled: er
28	Final blends: -lt	r-Controlled: ir
29	Final blends: -nd	r-Controlled: or
30	Final blends: -sk	r-Controlled: ur

# Reading Program - Overview

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

# Reading Program - Overview

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

NAME: \_\_\_\_\_

# LANGUAGE



## Week 1 - Vocabulary List

Blue	Blur	Blow	Bled	Blend
Sad	Crab	Scab	Flat	Stand

**Meaning** Circle the correct meaning of the words below.



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

## Vocabulary

**Draw**

Draw a picture to show what each sentence means.

The blue crab crawled across the flat sand.

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

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

The kid was a blur from tears.

**PREVIEW**

## Base Words



**Base words** are the main part of a word with its own meaning. We can add little bits before or after to change that meaning.

For example, in "unhappy," "happy" is the base word and "un-" was added to it.

Draw

1. Draw the base words.  
2. Draw the new word that has a suffix added

	CATS	FARM	FARMER
SAIL	SAILOR	BICYCLE	TRICYCLE
MATCH	MISMATCH	TIE	UNTIE

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

15

## Sentence Fragments or Complete Sentence

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

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

Complete or Fragment?

Is the sentence complete or is it a fragment?

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



Completion

Complete the sentence fragment

1) I was

2) I like to

3) Stacey is

4) Running in the park

## Compound Words

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

### Match

Connect the two words to make a compound word.



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

### Think

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

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

## Spelling Patterns - VCC Words

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




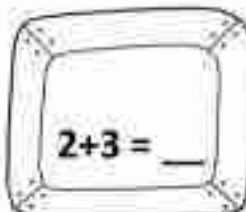



### Examples of VCC words

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



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

Bank	Ant	Old
Roll	Jump	Add

**Think**

Write your own VCC words below.

## Picture Predictions

**Drawing**

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

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



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

**PREVIEW**

## Word Searches

### Word Search

Find the word bank words in the puzzle.

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



### Word Search

Make your own word search using 6 of the words.


### Word Bank


**Week 1 – Fluency Readings****Read**

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

1) The sky is blue.



2) The picture is a blur.



3) I blow out the candles.



4) He bled when he got a stab.



5) I blend the colours together.



6) I am sad when it rains.



7) The crab has a flat shell.



## Week 1 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

Underline the base word for the words.

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

### Complete or Fragment?

Is the sentence complete or is it a fragment?

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

## Week 2 - Vocabulary List

Clip	Claw	Club	Clown	Close
Bed	Fed	Shed	Press	Slept

### Spell

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

# Vocabulary

clip	claw	club	clown	close
bed	fed	shed	press	slept

## Spell

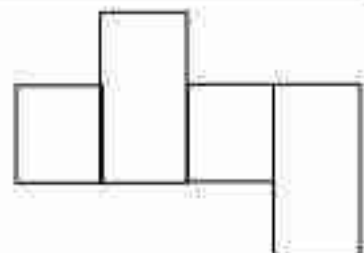
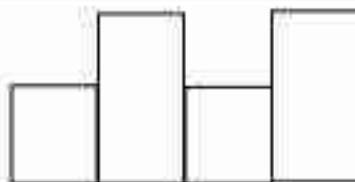
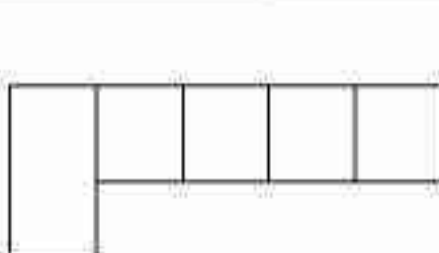
Unscramble the letters to make spelling words.



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

## Fill In The Boxes

Fill the boxes with the vocabulary words from above.



## Suffixes -s

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



### Identify

Write the correct noun for each sentence.

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

### Search

Circle all nouns ending in -s in the story.

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

How many did you find?



**Suffixes -s****Draw by Count**

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

1) Three plates with two eggs on each plate.

PREVIEW

2) Two trees with five oranges on each.

PREVIEW

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

PREVIEW

## Simple Sentences

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

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

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

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

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



Write Write 4 simple sentences using the provided subject.

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

# Antonyms

An **antonym** is a word that has the opposite meaning of another word. For example, "hot" is the antonym of "cold," and "up" is the antonym of "down."



## Matching

Draw a line matching the words to their antonyms.

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



## Think

Write 4 words and their antonyms beside them.

	Words	Antonyms
1)		
2)		
3)		
4)		

## Spelling Patterns - VVC Words

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

### Examples of VVC words

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

Read and

Read each word and match them to the pictures.

Oaf	Soap	Pail	Ear
Coat		Aim	Head

Think

Write your own VVC words below.

## Sight Words

**Sight words** are special words you see often when you read and write. Sometimes, sight words do not follow the usual rules of sounding out letters, so you cannot always sound them out. Examples of sight words are "the", "she", "have", "and", "you". Knowing sight words well lets you read faster and understand your stories better!

**Search**

Circle all the sight words from the grid.

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



How many sight words did you find?

**Matching**

Match the appropriate sight words to complete the sentences.

1) The cat \_\_\_ on the mat.

so

2) I wake \_\_\_ early in the morning.

is

5) I was \_\_\_ happy to see you.

up










# Crack the Code

**Directions**

Use the code below to reveal each spelling word.












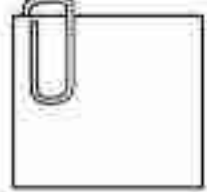
												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	ANSWER	ANSWER
		
		
		
		
		

**Week 2 – Fluency Readings****Read**

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

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

## Week 2 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

Write the correct noun for each sentence.

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

### Subject or Predicate?

Is the underlined word/phrases the subject or predicate?

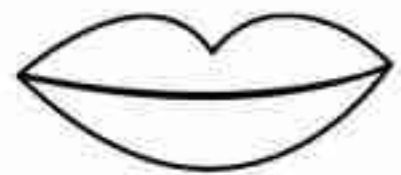
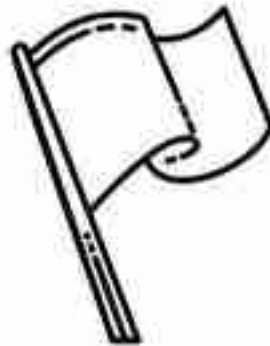
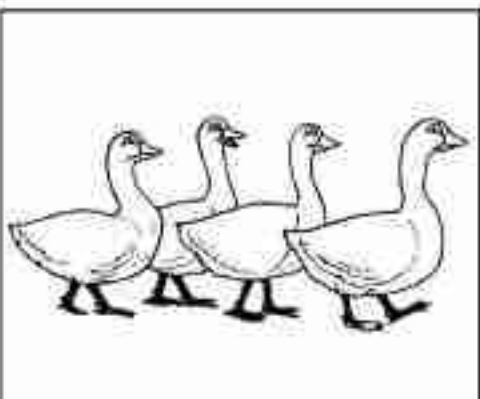
1) <u>The teacher</u> writes on the board.	Subject	Predicate
2) The fish <u>swims in the pond</u> .	Subject	Predicate
3) <u>The moon</u> shines at night.	Subject	Predicate

**Week 3 - Vocabulary List**

Fly	Flip	Flag	Fluff	Flock
Lip	Kit	Trim	Drill	Shift

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

1)	
2)	
3)	
4)	
5)	

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

## Vocabulary

**Create**

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

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


**Search**

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

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



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

## Suffixes -s, -es, -ies

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

### When making a word plural:

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

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

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



**Identify**

Circle the correct word.

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

## Suffixes -s, -es, -ies

Singular	Plural "s"
dog	dogs
chair	chairs
key	keys

Singular	Plural "es"
box	boxes
bush	bushes
glass	glasses

Singular	Plural "ies"
party	parties
pony	ponies
city	cities

### Search

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



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

-s	-es

### Word Scramble

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

yske		pnyo	
itiesc		hsebus	
sselgas		xbeso	

## Types of Sentences: Interrogative

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

**Draw**

Draw your answers to the given interrogative sentences.

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

**PREVIEW**

**Write**

Use the given words to make an interrogative sentence.

1) Who	
2) Why	

## Synonyms

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

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



**Match**

Find a synonym match for the words in column A

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

**Write**

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

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

# Word Search

## Word Search

Find the word bank words in the puzzle.

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



## Word Scramble

Unscramble the word.

LPI		LIFP	
IKT		AGLF	
LYE		LUFFF	
RIMT		FLCKO	
RILLD		HISTF	

## Week 3 – Fluency Readings

Read

Read each line and then write the last sentence.

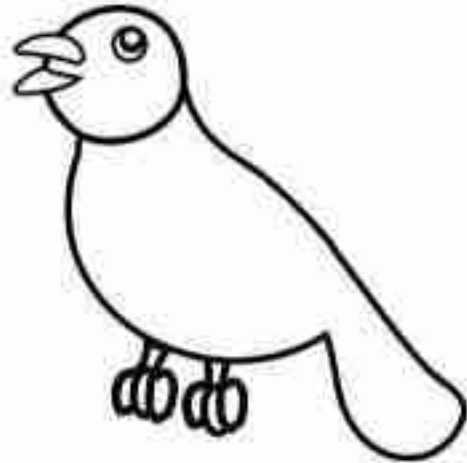
Birds

Birds fly

Birds fly together

Birds fly together in

Birds fly together in a flock



**PREVIEW**

I

I flip

I flip the

I flip the flag

I flip the flag up

I flip the flag up high.

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## Week 3 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below:

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

### Instructions

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

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

### Completion

Complete the interrogative sentence below.

1. \_\_\_\_\_ did you put your school bag?

2. \_\_\_\_\_ do you like to colour with blue crayons?

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

## Week 4 - Vocabulary List

Glow	Glob	Glee	Glad	Glare
Hop	Top	Drop	Shop	Stomp

Write

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

**PREVIEW**

## Vocabulary

Glow	Glob	Glee	Glad	Glare
Hop	Top	Drop	Shop	Stomp

**Write**

Choose your answer from the word list above.



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

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

44

## Suffixes -ing

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

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

**Think** Change the given base words to its -ing form.

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



**Write** Revise the sentences by adding -ing to the base word.

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

The children are running in the park.

2) She **plays** with her dolls.

3) The fish **swim** in the pond.

4) She **writes** her name on the paper.

## Suffixes -ing

**Verb**

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

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

**Write**

Use the words to complete the sentences.

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

## Types of Sentences: Exclamatory

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

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



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

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

**Write** Write an exclamatory sentence using the given scenario.

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

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# Homophones

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

**Draw**

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

P

PEAR

MAIL

E

NIGHT

KNIGHT

**PREVIEW**

# Word Sudoku

## Sudoku

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



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

## Week 4 – Fluency Readings

**Read**

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

	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	At the zoo				
2)	Frogs hop high				
3)	He has a big hat.				
4)	I got a zap from the toy.				
5)	The sun is hot today.				
6)	Ray has a lot of leg pain.				

PREVIEW

## Week 4 - Vocabulary Quiz

**Spelling**

When your teacher reads the word, spell it below.

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

**Convert**

Change the given base words to their "-ing" form.

Base Words	"-ing" form	Base Words	"-ing" form
Pick		Hop	
Drive		Lift	

**Write**

Write an exclamatory sentence using the given scenario.

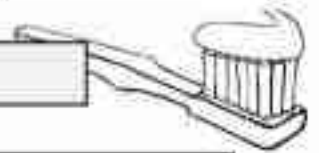
You opened your lunchbox and found a frog inside. Write a sentence expressing your shock!


## Week 5 - Vocabulary List

Brim	Brow	Brush	Brand	Browse
Sun	Fun	Jump	Dunk	Blush

**Write**

Circle the misspelled words and write them correctly.



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

**Identify**

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

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

# Vocabulary

**Syllables** Match syllables to make spelling words; then write the complete word.

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



**Write** Use the given words to create meaningful sentences.

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

## Suffixes -er

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

### Example 1:

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



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

number	teacher	writer	dancer
run	farmer	painter	

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

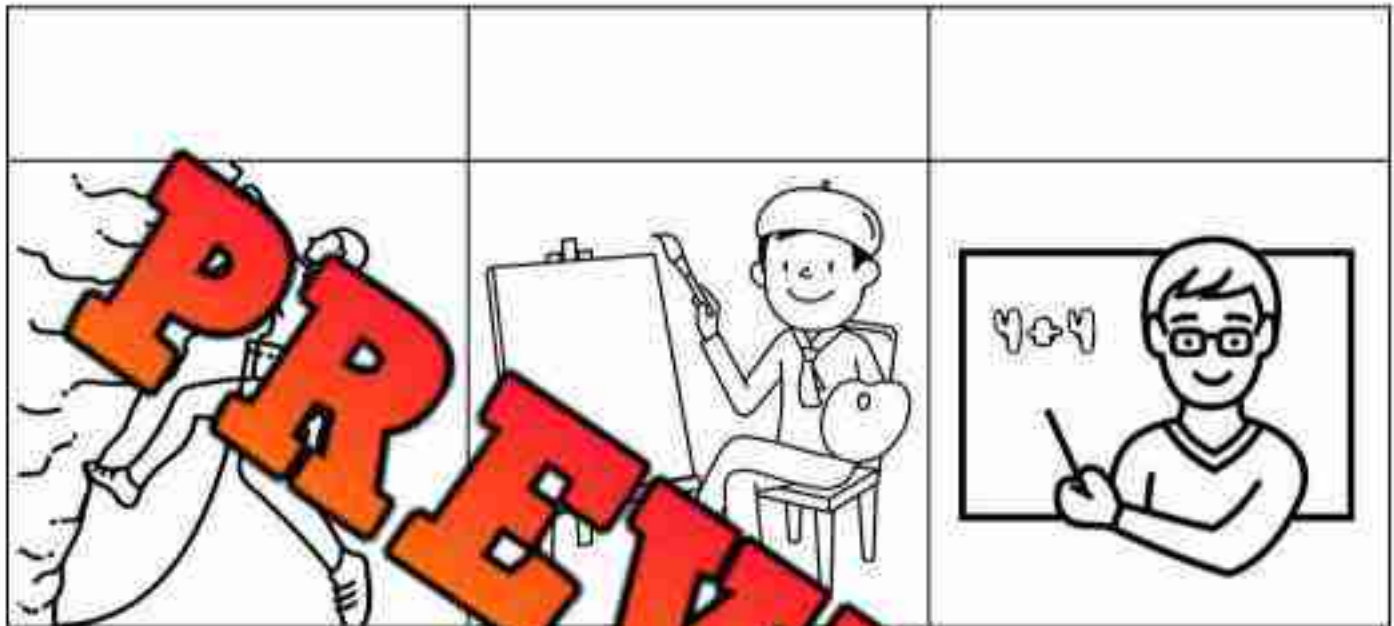
Close by, a \_\_\_\_\_ painted and colourful  
 pictures. He had a friend, Miss Rose, a graceful \_\_\_\_\_ who  
 danced like the wind. They often performed at the village square. \_\_\_\_\_ a kind  
 \_\_\_\_\_, Mrs. White, taught little kids. She liked to share stories about a  
 brave \_\_\_\_\_,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

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

## Suffixes -er

**Label**

Label each picture with its corresponding -er word.


**Identify**

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

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

## Types of Sentences: Imperative

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

### Examples:

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



**Identify** Identify whether the imperative sentences show command or request.

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

### Illustrate

Draw a picture representing each command or request.

Draw a big, colourful rainbow.

Can you please draw a smiling sun?

## Homographs

### 1) Homophones

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

### 2) Homonyms

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

### 3) Homographs

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

Home Work: Write the homographs refer to in the sentences below?

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

## Word Searches

### Word Search

Find the word bank words in the puzzle.

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

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

### Word Search

Make your own word search using 6 of the words.


### Word Bank


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

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

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

## Week 5 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

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

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

### Identify

Identify whether the imperative sentences show command or request.

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

## Week 6 - Vocabulary List

**Alphabetize**

Write the words in alphabetical order.

Cry	Crib	Crisp	Crawl	Crumb
Ate	Gate	Late	Skate	Create

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

**Completion**

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

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

# Vocabulary

Search

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



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

Draw

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

	Words Used
--	------------

## Suffixes -ed

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

Jump - Jumped

Hike - Hiked

Pick - Picked

Cry - Cried (drop y add -ied)

Stop - Stopped (double consonant)

Dance - Danced (just add -d)



Change \_\_\_\_\_ to add "-ed" to transform all the base verbs into their past tense.

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

Write

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

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

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

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

## Suffixes -ed



### Past Tense

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

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

### Draw

Draw two scenes for each verb. Circle which verb makes the most sense for each scene.

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

**After Scene:** Draw the same child with a brush holding up a colourful picture next to the canvas.

Paint

Painted

Paint

Painted

## Types of Sentences: Declarative



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

**Examples:**

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

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

**Sentence Scramble**

Rearrange the words to form declarative sentences.

1) sister, has, the

2) The, shining,

3) pet, We, cat, a, have

4) favourite, are, my, fruit, Apples

5) The, nice, is, teacher

**Write**

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

Look	_____ _____
What It Does	_____ _____
Opinion	_____ _____

## Alliteration

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



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

1) Bouncy  balls

6)

2)

7)

3)

8)

4)

9)

5)

**Write**

Create your own alliterative sentence by finishing these prompts.

1) On sunny Sundays, Sally sees

2) The big brown bear bravely

3) Four fluffy feathers fell from

4) Laura's little lamb loved leaping over

5) Tim's two tiny turtles took to

6) Giggling goats go galloping by

## Sight Words

**Search**

Circle all the sight words in the grid.

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



How many sight words did you find?

**Matching**

Match the appropriate sight words to complete the sentences.

1) \_\_\_\_, I like it too.

 first

2) \_\_\_\_ my blocks are blue.

 all

5) I was \_\_\_\_ in line.

 yes











# Crack the Code

**Directions**

Use the code below to reveal each spelling word.

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

											
N	O	P	Q	R	T	U	V	W	X	Y	Z

CODE	ANSWER	CODE	ANSWER
			
			
			
			
			

**BONUS:**  
DRAW YOUR OWN  
SECRET WORD

**Week 6 – Fluency Readings****Read**

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

1) I like to skate in the park.



2) Toys are on the floor.



3) I ate a crumb from the table.



4) The apple is crisp and yummy.



5) I saw a baby cry in the crib.



6) Open the gate, it's getting late.



7) Let's create a fun game together!



## Week 6 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Past Tense

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

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

### Sentence Scramble

Rearrange the words to form declarative sentences.

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

**Week 7 - Vocabulary List**

Dry	Draw	Drop	Drove	Dream
Bee	Tree	Bleed	Beetle	Scene

Fill In The \_\_\_\_\_

Choose the best word for each sentence.



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

# Vocabulary

## Rhyme

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

1) Dry		11) Dragon	
2) Draw		12) Drum	
3) Drop		13) Dress	
4) Drip		14) Drape	
5) Dream		15) Green	
6) Bee		16) Theme	
7) Tree		17) Deep	
8) Bleed		18) Mean	
9) Beetle		19) The	
10) Scene			

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

## Boggle

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

## Suffixes -ion

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

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



### Word Transform

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

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

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

### Challenge

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

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

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

### Write

Write a sentence using each word.

1) Creation	_____
2) Reflection	_____

**Suffixes -ion****Write**

Choose the most appropriate word to complete each sentence.

A) information	B) addition	C) action
D) selection	E) attention	F) creation

1) We made a colourful \_\_\_\_\_.

2) I read \_\_\_\_\_ and learned lots of \_\_\_\_\_.

3) I am going to subtract \_\_\_\_\_.

4) There is a good \_\_\_\_\_ of treats.

5) You should pay \_\_\_\_\_ in class.

6) The movie had lots of \_\_\_\_\_.

**Draw**

Illustrate the sentence below.

Mia used a colourful selection of crayons for her butterfly.

## Sentence Types



**Declarative Sentence** - The sun is shining brightly.

**Interrogative Sentence** - What is your favourite colour?

**Imperative Sentence** - Please close the door.

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

**Sentence Type**

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

	Sentences
1)	That puppy is so cute!
2)	My family goes to the park on Sundays.
3)	What time do you have class?
4)	Close the door and turn off the lights.
5)	Yay, it is snowing!

**Transform**

Transform the declarative sentence into different types of sentences.

**Declarative:** You have a new book.

**Interrogative:** Do you have a new book?

**Imperative:** Show me your new book.

**Exclamatory:** Wow, you have a new book!

<b>Declarative</b>	The cat is on the mat.
<b>Interrogative</b>	_____
<b>Imperative</b>	_____
<b>Exclamatory</b>	_____

## Onomatopoeia

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

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

### Matching

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

Crash	Hiss	Tick-tock	Boom
	Splash	Meow	Beep

### Search

Underline all the onomatopoeia in the given text.

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

# Word Search

## Word Search

Find the word bank words in the puzzle.

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

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

## Word Scramble

Unscramble the word.

WARD		YRD	
VEROD		MAERD	
EBE		REET	
LEEDB		PORD	
GENES		TEELEB	

**Week 7 – Fluency Readings****Read**

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

1) I drop my toy.



2) The \_\_\_\_\_.



3) A bee is near the tree.



4) I like to draw a scene.



5) I had a dream last night.



6) He drove my mother's car.

**PREVIEW**

## Week 7 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	
10)	

### Spell

Add -ion to the \_\_\_\_\_ below.

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

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

### Identify

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

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

## Week 8 - Vocabulary List

Fry	Frog	From	Fresh	Fruit
Lie	Wide	Hide	Tied	Pride

**Write**

Cross-out the word that is not a synonym.

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

**Word Scramble**

Unscramble the words.



MORF		DEPIR	
GORF		DITE	

# Vocabulary

## Analyze

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

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

## Write

Use the given words in simple sentences.



1) Wide	_____
2) Fresh	_____

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

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## Suffix -ous and -ious

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

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

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

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

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

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

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

**Think** Choose the -ous word that matches the picture.

Courageous

Joyous

Delicious

Victorious

Victorious



## Suffix -ous

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

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

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



**Write**

Use the given words in sentences.

1) Fabulous	_____
2) Envious	_____

## Parts of Speech - Nouns

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

### Noun Sort

Check the category of the given nouns.

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



### Search

Circle all nouns in the story below.

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

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

## Manipulating Sounds

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

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

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

**Instruction** Circle all the short vowel sounds in the table.

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

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

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

## Hidden Word

**Hidden  
Word**

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



PREVIEW

### CLUES

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

### THE HIDDEN WORD


## Week 8 – Fluency Readings

Read

Read each line and then write the last sentence.

I ate

I ate fruit

I ate

I ate fresh fruit from

I ate fresh fruit from the market.



**PREVIEW**

Jane

Jane began

Jane began to

Jane began to fry

Jane began to fry the

Jane began to fry the fish.

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## Week 8 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

### Word Build

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

Base Word	-ous
1) Joy	
2) Danger	

Base Word	-ious
3) Space	
4) Glory	

### Noun Sort

Check the category of the given nouns.

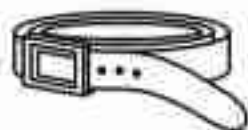
NOUN	PERSON	PLACE	THING
1) Mrs. Smith			
2) home			
3) pencil			

## Week 28 - Vocabulary List

Jolt	Belt	Bolt	Salt	Adult
Sir	Stir	First	Birth	Swirl

### Alphabetiz

Write the words in alphabetical order.



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

### Completion

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

L u _ _ p	D _ _ m p	T _ _ _ m p
C _ _ _ p	G _ _ _ m p	B _ _ _ p
St _ _ _ p	P _ _ m p	Bli _ _ p
_ _ l a m p	P _ _ u _ _ p	C _ _ u m _ _
C r _ _ m p	_ _ w a _ _ p	_ _ _ _ m p

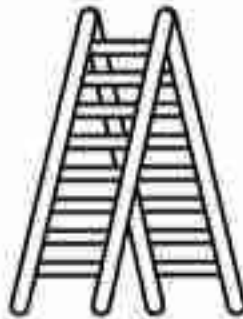
## Vocabulary

### Vowel Sound

What is missing? Write ar, er, ir



C \_\_\_\_\_



dd \_\_\_\_\_



Hamm \_\_\_\_\_



Sh \_\_\_\_\_ t



Rad \_\_\_\_\_



### Matching

Match the words with its definition.

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

## Pacing in Paragraph Reading

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

We have little signs to help us with our pacing:

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



Read Aloud

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

### Sunny Day

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

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

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

## Apostrophes for Singular Possession

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

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

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

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



**Write** Write sentences using the given possessive forms.

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

## Hidden Word

### Hidden Word

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



### CLUES

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

### THE HIDDEN WORD

# Week 28 – Fluency Readings

Read

Read each line and then write the last sentence.

The

The girl

The

The girl wears a salt

The girl wears a salt



**PREVIEW**

Stir

Stir the

Stir the salt

Stir the salt into

Stir the salt into the

Stir the salt into the soup.

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## Week 28 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Insert commas and periods to show correct punctuation when reading.

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

### Write

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

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

**Week 29 - Vocabulary List**

And	Sand	Bend	Brand	Sound
Sort	Fort	Torn	Sport	Short

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

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

# Vocabulary

## Opposite

Identify the opposite of the given words below

1) Bend

Tall

2) Sound

Whole

3) Sort

Straight

4) Short

5) Torn



**PREVIEW**

## Write

Use the given words to create meaningful sentences

1) Sort

---

---

2) Brand

---

---

3) Torn

---

---

4) Short

---

---

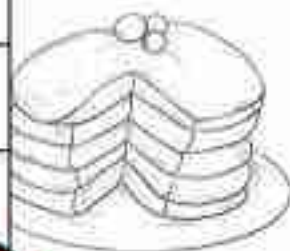
## Strategies for Expressive Reading Aloud

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

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

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

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



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

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

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

## Apostrophes for Plural Possession

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

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

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

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

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

**Draw**

Illustrate the plural ownership sentences below.

The bees' hives are hanging from the trees.

The birds' nests are perched on the branches.

# Riddles

**Riddles** are like little mystery games made up of words. They give you hints about something and you have to guess what it is! Let's try some:

- What is round and very bouncy, and you can play with it? (Answer: Ball)
- What has hands, but can't clap? (Answer: Clock)



## Riddles

Use the codes below to answer the riddles.

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

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

What has teeth but cannot	3	15	13	2

I can be cracked, made, told, and played. What am I?	1	11	5

Take off my skin and I won't cry, but you will. What am I?	15	14	9	5	14

I'm full of holes but can hold water. What am I?	19	16	15	14	7	5

What's lighter than air but can't be held long?	2	18	5	1	20	8

## Word Searches

### Word Search

Find the word bank words in the puzzle.

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

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

### Word Search

Make your own word search using 7 of the words.


### Word Bank


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

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

	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	I sang a song in the morning.				
2)	I sort all my books.				
3)	She has a short hair.				
4)	I bend to tie my shoes.				
5)	I love the sound of rain.				
6)	He is good at his sport.				

**PREVIEW**

## Week 29 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Punctuated

Put punctuation for the sentences so they can be read properly.

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

### Write

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

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

## Week 30 - Vocabulary List

Ask	Desk	Risk	Dusk	Brisk
Fur	Hurt	Blur	Burst	Curly



**Write**

Cross-out the word that is not a synonym.

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

**Word Scramble**

Unscramble the words.

LURCY		URF	
THUR		SDUK	

## Vocabulary

**Draw**

Draw a picture to show what each sentence means.

The bunny's fur was soft and fluffy.	Lisa has many colourful pencils on her desk.
Sam has curly hair that bounces when he walks.	The ball hit it and made a loud pop!

**PREVIEW**

## Reading Sentences with Different Expressions

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



### For example:

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

**Emotions** Match the expressions employed in each sentence.

- |   |                                    |
|---|------------------------------------|
| 1. "Yay, I won the game!"                 | <input type="checkbox"/> Tired     |
| 2. "I'm so sleepy, I can't go to school!" | <input type="checkbox"/> Surprised |
| 3. "Oh wow, a new book just arrived!"     | <input type="checkbox"/> Scared    |
| 4. "We're going to the zoo tomorrow!"     | <input type="checkbox"/> Happy     |
| 5. "There's a thunderstorm outside!"      | <input type="checkbox"/> Excited   |

### Write

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

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

<b>Angry</b>	Who could have left this little animal here all alone?
<b>Sad</b>	
<b>Worried</b>	
<b>Excited</b>	

## Quotation Marks for Direct Speech

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

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



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

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

**Identify**

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

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

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

# Sight Words

**Search**

Circle all the sight words from the grid.

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



How many sight words did you find?

**Matching**

Match the appropriate sight words to complete the sentences.

1) I will \_\_\_ you my room.

 light

2) We \_\_\_ so hard at the party.

 show

5) Can you turn on the \_\_\_?

 laugh

# Jokes

**Jokes** are funny little stories that make us laugh. They're good for learning new words and how to listen and talk better. Plus, they make thinking and learning fun!



## Matching

Draw a line to match each joke start with its funny ending!

Joke Beginning	Punchline
1) What is the best drink?	<input type="checkbox"/> Too many problems
2) What do you call a hat that isn't yours?	<input type="checkbox"/> It was two-tired!
3) Why did the tomato blush?	<input type="checkbox"/> Nacho cheese
4) Why don't eggs tell jokes?	<input type="checkbox"/> Because it felt crumbly!
5) Why was the math book sad?	<input type="checkbox"/> It saw the salad dressing!
6) Why did the cookie go to the doctor?	<input type="checkbox"/> I don't want beer
7) Why did the bicycle fall over?	<input type="checkbox"/> It couldn't crack up!

## Joke Time

Pick two of these items and make up a joke.



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--	--











# Crack the Code

**Directions**

Use the code below to reveal each spelling word.

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

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	ANSWER	CODE	ANSWER
			
			
			
			
			

**BONUS:**  
DRAW YOUR OWN  
SECRET WORD

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

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

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

**Week 30 - Vocabulary Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Emotions**

Match the expressions to the emotion in each sentence.

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

**Direct Speech**

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

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



# Google Slides Lessons Preview







# Manitoba Language Writing - Grade 2

## Who Can Help? - Community Helpers

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

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

- Hairdresser
- Teacher
- Police Officer
- Mail Carrier
- Librarian
- Mechanic
- Store worker
- Firefighter

## Five Senses Match-Up

Match each phrase in the sense it belongs to.


Apple is the fruit.	Food is eaten.	Things to feel touch.
As well as blue.	See something.	Smell something strong.
Sweet, sour, salty, and bitter.	Smell something in the mouth.	Soft, rough, fine.
How do you see the world?	Touch.	Feel something hard.
Remember the fruit.	And you can see the world.	Enough to eat.

## Quality

Check which topic sentence you think is best.

1) Finding a bike is fun and makes me feel free. The wind rushes past me. It feels so exciting!

a) My bike is broken.

b) I love to ride my bike.

c) I ride my bike and eat pizza.

2) The sun is shining. I hear the birds singing. It feels good to be outside!

a) I like watching TV.

b) The sun is a powerful object.

c) Being outside makes me happy.

3) My dog wags his tail when he sees me. He jumps up and licks my face.

a) Dogs are scary.

b) I like cats more than dogs.

c) Having a pet dog is fun and full of love.

4) The snow is cold and sparkly. I love making snowmen with my friends.

a) Playing in the snow is the best.

b) Snow is too cold.

c) I don't like wearing gloves.



# Manitoba Language Writing - Grade 2

### Arrange the Jumbled Sentences

Drag the words and put them in the correct order and write complete sentences. Write one each sentence in the space.

playing	are	outside	to school	everyday
The kids			walk	to
eat	everyday	She	The dog	is
breakfast			barking	loudly

### Order of Events

Write the words in the correct order and write the complete sentence. Write one each sentence in the space.

After that	Lastly	To begin	Step Two	Finally	First	Then

### Parts of a Report

Write the parts of the report using the examples for help.

1	
2	
3	
4	
5	
6	

Patterns: Title, Introduction, Date, Conclusion, Heading

#### All About Space

- 1 Write 1 interesting word or phrase that is about space. Write a sentence and underline the word or phrase.
- 2 Write 2 interesting words or phrases that are about space. Write a sentence and underline the words or phrases.
- 3 Write 3 interesting words or phrases that are about space. Write a sentence and underline the words or phrases.
- 4 Write 4 interesting words or phrases that are about space. Write a sentence and underline the words or phrases.
- 5 Write 5 interesting words or phrases that are about space. Write a sentence and underline the words or phrases.
- 6 Write 6 interesting words or phrases that are about space. Write a sentence and underline the words or phrases.



# Workbook Preview



# Grade 2 – 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.	37, 55-60, 73, 78-83, 86-87, 110-120, 125, 158, 179-188, 197, 207-216, 228-231, 239
1.3	Learners are using and talking about familiar	17-28, 38-54, 56-60, 78-83, 88-92, 117, 159-163-186, 238
1.4		93-94,
1.5		

Preview of 150 pages from  
this product that contains  
336 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.	243-258
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.	15-16, 29-36, 61-32, 74-77, 226-227
<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.	134-135, 161-178, 189-196
<b>3.4</b>	Learners are imagining and exploring different ways to represent thinking and ideas.	8-9, 84-85, 126-127, 240-241

**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.	128-133, 228-231
<b>4.2</b>	Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.	128-133, 228-231
<b>4.3</b>	Learners are expressing opinions and judgments.	10-14, 132-133, 232-238
<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.	106-124
<b>4.6</b>	Learners are understanding that they can resist, change, or accept ideas, points of view, and opinions.	N/A

## Understanding Text Forms

### Discovering Different Text Forms

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



#### Types of Text Forms

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

### Why So Many Forms?

Imagine trying to write a poem as a list! Funny, right? Every text form has a job. It helps us share our message in the best way. Picking the right form makes sure our readers understand and enjoy.

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

**Which Form?**

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

1) Wants to tell about her weekend trip to the mountains.

2) Is saying how to take care of a pet fish to the class.

3) Wants to say thank you to her aunt for the new dress.

4) Wants to describe the moon using rhymes.

5) Is sharing what she learned about the planets.

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

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

**Question**

Answer the question below.

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

**Draw**

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



## Activity: Power of Planning

### Objective

What are we learning more about?

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

### Instructions

How do we complete the activity?



#### Part 1: Writing Without Planning

Subject: My Favourite Holiday

##### Instructions:

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

#### Part 2: Writing With Brainstorming

Subject: My Favourite Season

##### Instructions:

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



## Activity: Power of Planning

### Part 1

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

**PREVIEW**

## Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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



Season  
\_\_\_\_\_

**PREVIEW**

## Writing Descriptive Sentences

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

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

So, if you use these words, your sentence can be: "The fluffy cat (adjective) jumped (verb) on the bed (where) in the morning (when)." This helps your reader see and feel your story better!



### Directions

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

Adjectives (Describing words)	Noun	Verb	Where	When
Tall	<b>Teacher</b>	Starts	In the	Yesterday afternoon
Calm		Claps their hands	Near their desk	On the last day of school
Old		Was singing	In the hallway	During

### Sentence 1

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### Sentence 2

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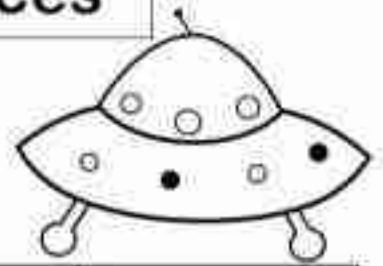


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## Writing Descriptive Sentences

### Directions

Write 3 options for the picture. Then use them to write three different sentences.



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

Sentence 1

Sentence 2

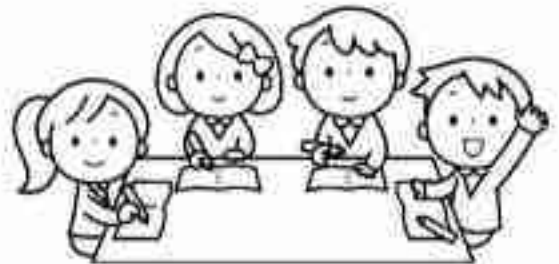
Sentence 3

## Activity: Sentence Construction Challenge

### Objective

What are we learning more about?

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



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

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

For example, they might write:

- "The tiny girl sang under the tree on Tuesday."
  - "In the morning, the colourful ball rolled on the beach."
- 5) **Share & Discuss:** Have each group present their sentences to the class.
  - 6) **Reflection:** After all groups have presented, discuss as a class. Which sentences stood out and why? How did the order of words affect the meaning of the sentence? What was challenging about not reusing words?



## Describing Weather

**Directions**

Complete this weather report worksheet.

**Look outside and observe the current weather:**

- |                                |                                 |  |                                |                                 |
|--------------------------------|---------------------------------|--|--------------------------------|---------------------------------|
| <input type="checkbox"/> Sunny | <input type="checkbox"/> Cloudy | <input type="checkbox"/> Partly Cloudy | <input type="checkbox"/> Rainy | <input type="checkbox"/> Stormy |
|--------------------------------|---------------------------------|--|--------------------------------|---------------------------------|

**Temperature**

- |                              |                               |                               |                               |                                   |
|------------------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------------------|
| <input type="checkbox"/> Hot | <input type="checkbox"/> Warm | <input type="checkbox"/> Cool | <input type="checkbox"/> Cold | <input type="checkbox"/> Freezing |
|------------------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------------------|

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

PREVIEW

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

## My Dream Playground - Descriptions

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

**Directions**

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

**PREVIEW**

## Nature Walk Description

**Directions**

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



**PREVIEW**

## Personal Voice in Writing

### Your Writing Voice

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

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

- Example: "It was a cool day!"

- 2) **Use Different Sentence Lengths**
- Use short or long sentences.
  - Example: "I ran. I ran so fast on the road!"



- 3) **Feelings**
- Share your feelings. If you are excited, write excited words.
  - Example: "I was so pumped to win, I jumped!"

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

### Your Voice Can Wear Costumes!

You can sound different in different writings! In a journal, you might write like you are chatting with a teddy bear. For school, you choose your words carefully to sound smart.



## Personal Voice in Writing

True or False

Is the statement true or false?

1. Your "personal voice" is how you talk on paper.	True	False
2. Only use long sentences in your writing.	True	False
3. Use "!" to show you are excited.	True	False
4. Don't show how you feel in your writing.	True	False
5. Your writing is different in a journal and at school	True	False

Practice

Choose one of the writing prompts below. Write about this writing prompt using different voices - silly and serious.

Favourite subject

Favourite sport

Favourite game

Favourite place

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Serious

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## Creative Writing - Using Different Voices

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

**Write**

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



Pirate	Draw a Picture

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



Write

Write as if you are the characters below.

Surfer

Draw a Picture

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Witch

Draw a Picture

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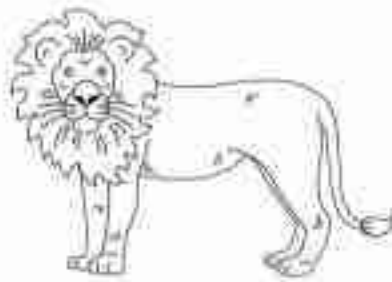
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**PREVIEW**

## Exploring the Structure of Paragraphs

### What's Inside a Paragraph?

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



### Beginning: Topic Sentence

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

Example: "I love going to the zoo."

### Middle: Details

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

Example: "I like seeing the lions. The lion I saw also saw zebras and giraffes!"

### End: Closing Sentence

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

Example: "The zoo is my favourite place!"

### Tips:

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



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

## Exploring the Structure of Paragraphs

### Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

### Hooks

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

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

Your Version

## Writing Engaging Topic Sentences

**Asking a Question:** Start with a question This makes people curious to read more.  
Example: "Do you know how bees make honey?"

**Using an Exclamation:** Use an exclamation to show something exciting.  
Example: "Wow, stars are so bright at night!"

**Making a Bold Statement:** Use big words to share your main idea.  
Example: "Apples are the most tempting fruit ever!"

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



### Hooks

Write a topic sentence below using the different strategies.

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

## Quality Topic Sentences

**Think**

Circle which topic sentence you think is best.

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

- a) I can ride a bike.
- b) My favourite book is full of adventure.
- c) My favourite food is pizza, and I hate broccoli.

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

- a) I am good at soccer.
- b) Planting a garden is fun and having flowers is nice.
- c) Planting a garden is like making your own time.

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

- a) Learning to paint is a creative journey.
- b) I love eating cake.
- c) Painting is creative, and I am good at math.

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

- a) I am scared of spiders.
- b) Swimming is a fun thing to do in the summer.
- c) Swimming is not very fun.

## Crafting Perfect Paragraphs

### Let's Talk About Paragraphs!

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

### What Good Paragraphs Do

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

### Check These Out:

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



### Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks. If we stack them right, they will not fall over.

### How to Build Great Paragraphs:

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

## Crafting Perfect Paragraphs

**Supporting Details**

Write 3 supporting details about the topic sentences below.

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

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

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

## Supporting Details

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

### Think about why we love summer:

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

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

**Brainstorm** all the reasons you can think of and then select 2 big ideas to write about.

1) What is your favourite sport?

Favourite  
Sport

Write the 2 ideas you can pull from your brainstorming.

1)

2)

## Transition Words - Supporting Details

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

Directions: Choose a good transition word for the sentences.

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

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

3) I do not like broccoli much. \_\_\_\_\_ I love eating carrots and peas.

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

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

## Transition Words - Supporting Details

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

**Write**

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

**Topic:** What you love about you come.

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

I love my after school routine!

# Ending With A Bang: Conclusion Sentences

## What Is a Conclusion Sentence?

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



## Why Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

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

## How to Write a Good Conclusion Sentence

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

## Conclusion Sentence Examples

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

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

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

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

True or False

Is the statement true or false?

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

Think about which conclusion sentence you think is best.

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

a. I play hockey in the winter.

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

c. Summer is a great season too.

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

a. The garden always smells so nice.

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

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

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

a. Rainbows are seen after it rains.

b. I love rainy weather.

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

## Writing Quality Conclusion Sentences



**Write** Write your own conclusion sentences for the paragraphs below.

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

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

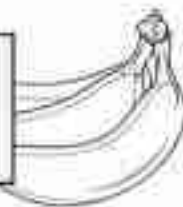
3) Swimming in the pool feels so good, especially on a hot day. The water is cool and the colour is a pretty blue, like the sky. I like to splash and make big waves with my friends.

**PREVIEW**

## Analyzing Paragraphs

**Analyze**

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



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

Main Idea

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

Main Idea

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

Main Idea

## Success Criteria - Analyzing Paragraphs

### Analyze

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

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

1)	
2)	
3)	
4)	
5)	

## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

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

2

3

6) Write your topic sentence in your paragraph below. Include transitions words between your topic sentence and your supporting details.

**PREVIEW**

Edit

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

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

Edit

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

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

## Assignment - Paragraph Writing

Write

Write your paragraph below.

**PREVIEW**

## Rubric - Paragraph Writing

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

### Teacher Comments

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<b>Mark</b>

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

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## Formal Versus Informal Letters

### Formal Letters: For Serious Talks

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

#### How to Write

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



### Informal Letters

An **informal letter** is like chatting with a friend. We write them to family and friends. We can use fun words and a funny tone.

#### How to Write

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

### Four Parts of an Email

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

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



## True or False

Is the statement true or false?

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

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

Dear Mrs. Smith,

I hope you are doing well. I would like to please have a lesson about the solar system and planets next week?

Thank you,  
Alyssa

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

Hi Grandma,

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

Love,  
Cameron

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

Subject: My Birthday Party!

Hi Omar,

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

Love,  
Sophia

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

Subject: Bring a Pet to School and Tell

Dear Principal Leo,

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

Sincerely,  
Peter

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

## 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	
Friend	Talking About a Toy	Formal	Informal
Principal	Asking About School Rules	Formal	Informal
Classmate	Planning a Play Date	Formal	Informal
Teacher	Asking About Homework	Formal	Informal
Pen Pal	Writing a Fun Story	Formal	Informal
School Helper	Requesting a Pencil	Formal	Informal
Parent	Requesting Information	Formal	Informal
Librarian	Asking for a Book	Formal	Informal
Mayor	Asking for a New Park	Formal	Informal
School Nurse	Saying You're Sick	Formal	Informal

**Think**

Think of 3 emails you might want to send. Write the audience and purpose. Is it formal or informal?

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal

## Analyzing Informal Emails

**Analyze**

Read the emails below. Underline the **subject**, **greeting**, and **closing** (or use highlighters). Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: I Lost My Favourite Pencil

Dear Principal Davis,

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

Sincerely,  
Miguel

Author's Voice

Subject: Yay! My Birthday Party

Hi Anika,

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

Love,  
Tara

Author's Voice

Subject: Nervous About the Upcoming Fire Drill

Dear Mrs. Thompson,

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

Sincerely,  
Zara

Author's Voice

## Informal Email Writing

**Write**

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

Audience	Purposes
Fr	What should we play at recess?
Subj	

**PREVIEW**

## Informal Email Writing - Interjections

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

**Think** Add the appropriate interjections and describe the voice used.

Subject: Birthday Party Toy

Hey Kai,

\_\_\_\_\_! I can't believe it, I got my favourite toy today. \_\_\_\_\_!

I looked everywhere and it was gone. \_\_\_\_\_! I am so mad!

Until next time,

Lena

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

Subject: You Won't Believe What Happened

Hello Aiden,

\_\_\_\_\_! I saw the biggest spider in the playground today! \_\_\_\_\_!

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

Catch you later,

Zane

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

## Success Criteria – Informal Emails

**Analyze**

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

**Subject:** My First Time Baking Cookies

Hi Lily,

Guess what I did 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 smelled amazing. Wahoo! I even added chocolate chips and sprinkles. Extra delicious!

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

Catch you later,

Peter

1)

2)

3)

4)

5)

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic below.

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

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

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

**Write**

Plan your email by filling in the graphic organizer.

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

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

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

**PREVIEW**

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body - Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does it Make Sense?		

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body - Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does it Make Sense?		

## Assignment – Informal Email Writing

Write

Write your informal email below.

**PREVIEW**

## Rubric – Informal Email

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

**Teacher Comments:**

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**Mark**

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

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**Reconstructing Text: News Article to Diary****The Night the Wind Sang  
in Willow Creek**

*Published on February 10, 2024*

Last night, Willow Creek experienced  
one of the biggest storms of the year.

The wind howled, and it was like a  
loud song, and the rain fell on the

rooftops. Everyone stayed safe inside  
their homes, listening to the storm's  
powerful music.

The firefighters and police worked  
hard to keep everyone safe. They  
checked on people and made sure  
the roads were clear. Mrs. Johnson, a  
firefighter, said, "We're here to help.  
It's important to stay inside during  
big storms."

The next morning, the sun came out,  
and the storm was gone. The town  
looked different, with leaves and  
branches everywhere, but everyone  
was safe. People started cleaning up,  
helping each other clear the streets  
and yards.

Tommy, a second grader, said, "It was  
scary, but  
we were

all brave.  
Now we're  
working

together to clean up." The storm  
showed how strong and kind the  
people of Willow Creek are when  
they work together.



**Instructions**

Now imagine you live in Willow Creek and write a letter to a friend. Write about the storm. How did it sound and look? How did you and others feel?

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

**PREVIEW**

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

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

## My Writing Goals

1) My writing goal is:

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2) I will accomplish my goal by:  
 (Write your goal in the box above. Yes or No)

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

3) I will accomplish my goal by:

Add another point about how you can accomplish your goal.

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

# Writing Tracking Sheet

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



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

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



**Example**

Before

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

**Directions**

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

Boring Sentence: \_\_\_\_\_

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

**Sentence**

---



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**Directions**

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

**Boring Sentence: They sang.**

Who?

What?

Where?

Why?

How?

**PREVIEW****Sentence**

## Intro to Narrative Writing

### Telling Stories with Writing!

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

### Who and Where?

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



### Story Parts

#### Beginning: The Story's Start

At the beginning of a story, we meet the main characters and learn about where they live. This is the **setting**. This part sets the stage for everything else to happen and gives us a hint about what is coming next.

#### Middle: The Big Adventure

The middle is where the action heats up! This is where the main events happen. Our characters might face challenges, go on quests, or solve mysteries. We are at the edge of our seats, wondering what will happen next.

#### End: Wrapping It Up

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

**True or False**

Is the statement true or false?

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

**Question**

Answer the questions below.

1) What are the three parts of a story in narrative writing?

2) **Story Idea:** Think of a character and a small problem you can give them.Ex: *Lucy loses her favorite teddy bear.***Think**

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

**Story Idea: Shane forgot his lunch for school.**

<b>Beginning</b> Character/ Setting	_____ _____
<b>Middle</b> Problem	_____ _____
<b>End</b> Solution	_____ _____

## Narrative Writing - Setting

### Analyze

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

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

<b>See</b>	
<b>Feel</b>	
<b>Hear</b>	
<b>Taste</b>	
<b>Smell</b>	

### Describe

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



<b>See</b>	
<b>Feel</b>	
<b>Hear</b>	
<b>Taste</b>	
<b>Smell</b>	

## Narrative Writing - Characters

### Analyze

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

Lily stands out with her curly brown hair and colourful dresses. She always wears light clothes that show her energy and fun. Her special talent is making rainbow art with her paintbrush in 10 minutes!

### Draw The Character Below

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

### Draw The Character Below

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

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

## Narrative Writing - Plot

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



### Instructions

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

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

Draw a scene from the story above

## Narrative Writing – Finish the Story

**Analyze**

Write the ending to the story below



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

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

They look in the meadow. They look in the meadow. No feather. Then, they go to see Clara the crow. Clara is sad because 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 neighbor. Mrs. Thompson knows about rocks and gems. Mrs. Thompson says it's a very special kind of rock that glows in the dark.

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

Now, Sophie is not just a girl who likes to look at stars. She is a girl with her own piece of the night sky.

Sophie, her family, and even Mrs. Thompson are happy.

## Narrative Writing – Write the Middle

**Analyze**

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

**PREVIEW**

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

## Personal Narrative Writing – Family Trip

**Write**

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

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

**Plan**

Plan your narrative about a family trip in more detail.

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

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

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

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

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5) What is a good title for your story?

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**PREVIEW**

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

## Personal Narrative Writing

Write

Write your personal narrative below

**PREVIEW**

## Success Criteria – Personal Narrative

### Analyze

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

### My Hockey Game

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

I played for a hour with my team. It was the last period, the score was tied, and the clock was ticking. My skates were racing.

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

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

I felt really happy and could not stop smiling.

The End

1)

2)

3)

4)

5)

## Personal Narrative Writing - Plot

A **personal narrative** is a story about yourself. It is a **non-fiction** story, meaning it is a true story that really happened. To write a good personal narrative, think of interesting events in your life. These events will be the plots in your personal narratives.

**Think**

Answer the questions below to help you think of plot ideas

1) Have you ever found something special? List all the interesting things.

2) Have you ever been on a trip? Describe the fun trips you've been on.

3) Have you ever helped someone?

4) Have you ever been really scared? List all the times you were really scared.

5) Have you ever seen a wild animal close up? Write any interesting times.

**PREVIEW**

## Personal Narrative Writing

**Planning**

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

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

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

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

**PREVIEW**



Edit

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

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

Edit

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

Criteria	<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		

## Activity: Story Swap Revision Party

### Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

### Material

What is needed to complete the activity?

- Drafts of student-written personal narrative stories
- Pencils and highlighters
- Highlighters in various colors
- Revision checklist with success criteria



### Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they will get to read each other's stories and help make them even better. Emphasize that constructive feedback should be helpful and kind.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

## Activity: Story Swap Revision Party

**Feedback**

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner **do well**?

2) Based on the success criteria, what does your partner **need to change**?

3) What is your **favorite part** of the story?

4) Write a question you have about your partner's story.

5) **Hand this sheet back to your partner.** Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 2 changes.

**PREVIEW**

## Assignment – Personal Narrative Writing

Write

Write the final story after your edits.

**PREVIEW**

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

120

Curriculum Connection  
1.3, 4.5

**PREVIEW**

## Personal Narrative – All About Me

### Instructions

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

Part of Me	Choices (Circle what describes you)				
Strengths	Friendly	Artistic	Running	Singing	Solving Puzzles
Challenges	Speaking	Listening	Sharing	Cleaning Up	
What I Believe In	Being Kind	Trying Hard	Being a Good Friend	Playing	
What's Important To Me	My Family	My Friends	Being doors	Helping Others	
My Favourite Traditions	Holiday Meals	Birthdays	Going Parks	Visit The Lib	Movie ht

**What are some things that make you special?**

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# Reconstructing Texts – From Graphic to Story

**Write** Write a story about the type of transportations you see on the picture below.



**PREVIEW**

## Understanding Persuasive Writing

### What is Persuasive Writing?

Persuasive writing is when you write to make someone see things your way. It is like telling a friend why your favourite game is the best.

### When Do We Use It?

We see persuasive writing in many places:

1. In school, like when you write a story.
2. In ads on TV, like when you want to look cool.
3. In letters, like asking for help or a book.



### What Makes Persuasive Writing Good?

1. Clear Ideas: Your writing should show what you think and why you think it.
2. Using Facts: To persuade someone, use facts to back up your ideas. For example, you could say a new slide will help kids get more exercise.
3. Think of the Reader: Imagine who will read it. What would they like to hear?
4. Careful Word Choice: If you write about a new toy, use words like "cool" and "awesome." If you are writing to the mayor, use formal language with words like important, need, advantage, recommend, etc.
5. Good Order: Start by saying what you think. Next, share why you think it and why they should agree. End with a sentence that wraps it up nicely.

## 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 Post Write a poster of your favourite toy or snack. Then write 3 reasons why everyone 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 will talk about different topics from the list. One friend will pick a side for one topic and the other friend will pick for the next one. Take turns doing this.
- 3) Look at the First Topic:** Check out the first topic. See 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 be your partner? Yes, or no?

2) What helped you perform?

**Fun and Boring**

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

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**PREVIEW**

## Persuasive Writing - Opinions

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

	Topic	Opinion
1)	Is it better to give gifts or receive gifts? Why?	
	Reason 1	
	Reason 2	
2)	Should school be year-round or have a break?	
	Reason 1	
	Reason 2	
3)	Are video games better than board games?	
	Reason 1	
	Reason 2	

**PREVIEW**

## Is It Persuasive?

**Instructions**

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



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

Teachers need a break too.

Recess is the best part of the day.

More time helps kids to exercise and be healthy.

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

I like how fruits

Both have vitamins that are healthy.

Vegetables have pretty colors.

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

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.

**Topic:** Swimming is the best sport.

The water feels good.

My cousin is a great swimmer.

Swimming exercises all parts of the body.

**Topic:** We should use less plastic.

Plastic is yucky.

Less plastic helps save sea animals.

My mom uses cloth bags.

**PREVIEW**

## Procedural Writing: A Quick Guide

### What is Procedural Writing?

**Procedural writing** tells us how to do something. It is like a recipe or a treasure map. 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 sandwich, we can read the steps and do it right. Recipes like this can help you cook any food.

### 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. This helps you get ready.
- Steps** : The steps are listed in order, usually with numbers or 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, a carrot.

### **Steps:**

- 1) Roll a large snowball until it is about as tall as your knees.
- 2) Make a second snowball that is a bit smaller.
- 3) Stack the second snowball on top of the first one.
- 4) Roll a third snowball that is 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 add the carrot for a nose.



## Procedural Writing : A Quick Guide

**True or False**

Is the statement true or false?

1) Procedural writing is like a recipe.	True	False
2) We do not need a title in procedural writing.	True	False
3) Procedural writing helps you learn new things.	True	False
4) A material list is not important in procedural writing.	True	False
5) The steps in procedural writing are random.	True	False

**Questions**

Answer the questions below.

1) What is the **purpose** of procedural writing?

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2) What is the purpose of these **three key features** of procedural writing?

<b>Title</b>	<hr/> <hr/>
<b>Material List</b>	<hr/> <hr/>
<b>Steps</b>	<hr/> <hr/>

# Procedural Writing : Topics Zooming In!

## Instructions

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



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

## Procedural Writing : Transition/Signal Words

### What are Transition Words?

Transition words are special words that help us know what comes next. They are like road signs in a story or directions. In procedural writing, they help us understand the steps better.

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

- First
- To Begin
- Step One
- To Start

#### Middle

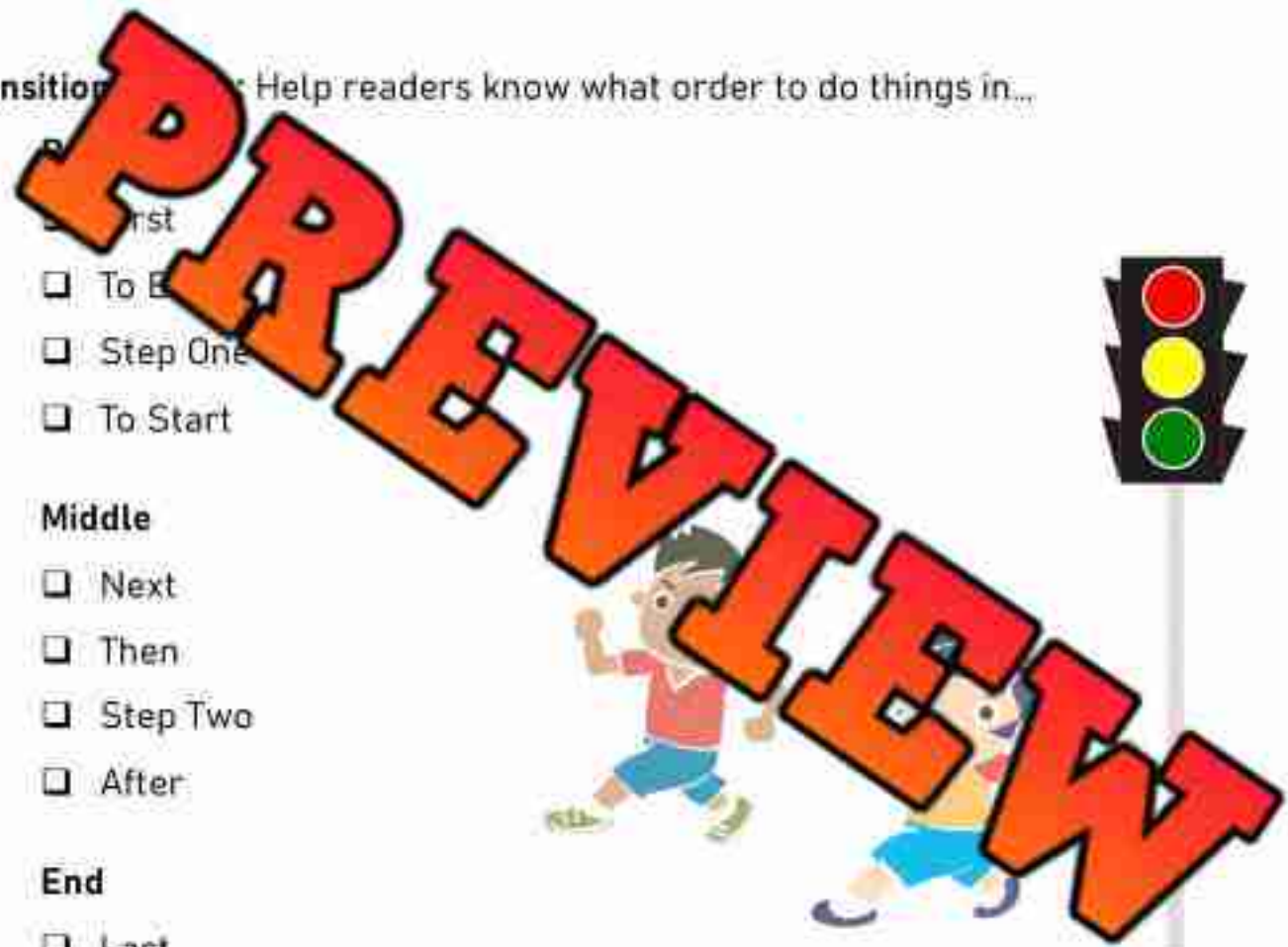
- Next
- Then
- Step Two
- After

#### End

- Last
- Finally
- When we are finished

### Why are They Important?

Transition words make our writing clearer. They help us know when one step ends and a new one begins. Without them, our instructions can be confusing. Imagine trying to follow a treasure map without any clues!



## Transition/Signal Words – Practice

**Instructions**

Write the transition words under the correct step

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


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**Step One**
**Then**
**Next**
**At Last**


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## Procedural Writing : Transition/Signal Words

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

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

### How to Make a Paper Hat

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



### How to Water a Plant

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



## Writing Procedural Steps – Practice

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

**Instructions** Write the missing steps for each procedural task.



How to Feed a Fish
<b>Initially</b> , wash your hands.
<b>First</b> , open the fish food container.
<b>Afterward</b> , watch your fish eat to make sure you did not overfeed.

How to Plant a Seed
<b>To start</b> , gather a small pot, soil, a seed, and water.
<b>First</b> , fill the pot almost to the top with soil.
<b>Finally</b> , water the soil gently so the seed can grow.

## Writing Procedural Steps – Practice

**Instructions**

Write the steps for the how-to-guides below

### How To Make A Fruit Salad

Blank lined area for writing steps for "How To Make A Fruit Salad".

### How To Make The Perfect \_\_\_\_\_

Blank lined area for writing steps for "How To Make The Perfect \_\_\_\_\_".

**PREVIEW**

## Writing Procedural Steps – A Quick Guide

### What are Steps?

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

Think of steps like stairs. You go up one at a time to reach the top. In procedural writing, each step helps you get to the end goal.



### Why are Steps Important?

Steps are important because they guide us.

If we miss a step, we might not get what we want. Like if we forget to fold the corners in our paper airplane, it might not fly well.

### How to Write Steps:

- ✓ First, think of what you want to explain. Maybe it's how to make a sandwich or how to play a game.
- ✓ Then, break it down into little parts. Each part is a step.
- ✓ At the end, check it over, following your steps. If you wrote them right, you should be able to complete the task.

### 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 are done.



## True or False

Is the statement true or false?

1) Procedural writing shows you how to do something step-by-step.	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 what is needed before starting the steps.	True	False
5) You do not need a closing sentence.	True	False

Instructions: Follow the instructions below.

Step Number	Instruction
Step 1	Draw a circle for the dog's head.
Step 2	Draw two triangles on each side for ears.
Step 3	Draw a large oval for the body of the circle for the body.
Step 4	Draw four lines 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 a tail.
Step 7	Draw dots for eyes and a circle for a nose in the head.

## Organizing Procedural Steps


**Steps**

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

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

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

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

# Assignment Procedural Writing – Planning

## List of Procedural Ideas

How to Tie Your Shoes	How to Make a Birthday Card
How to Set the Table	How to Play a Sport
How to Feed a Pet	How to Make Food
How to Build a Sandcastle	How to Fly a Kite
How to Fold a Towel	How to Clean Your Room

## Remember

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



Planning Answer the questions below to plan your writing.

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

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

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

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

# Assignment Procedural Writing – Planning

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

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

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

## Assignment – Procedural Writing

**Final Draft**

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

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

**Introd**

**PREVIEW**

**Materials**

## Assignment – Procedural Writing

**Final Draft**

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

Step 1	<hr/> <hr/> <hr/>	
Step 2	<hr/> <hr/> <hr/>	
Step 3	<hr/> <hr/> <hr/>	
Step 4	<hr/> <hr/> <hr/>	

**PREVIEW**

**Assignment – Procedural Writing****Final Draft**Write the final draft of your procedural writing below.  
Draw a picture that goes with each step of your instructions.

Step 1	<hr/> <hr/> <hr/>	
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Step 6	<hr/> <hr/> <hr/>	
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**Conclusion**

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

Edit your first draft by looking at the success criteria.

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has a Title		
Has a Material List (if needed)		
Has an Introduction		
Has a Conclusion		
Explains the steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

Edit

Edit your first draft by looking at the success criteria.

Criteria		
Has a Title		
Has a Material List (if needed)		
Has an Introduction		
Has a Conclusion		
Explains the steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

## Rubric – Procedural Writing

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

### Teacher Comments

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<b>Mark</b>

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

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## Informational Reports: Non-Fiction

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

**Non-fiction** is when you learn real facts. If you pick up a book about real lions living in Africa, that's non-fiction. But, if the lion chats with you and wears a backpack for a treasure hunt, that is fiction! So, fiction is make-believe, and non-fiction is real-life facts! Reports are non-fiction texts.



Think! What is the text with the topic below fiction or non-fiction?

1)	Lucy's Secret Adventure for Hidden Treasure	Fiction	Non-Fiction
2)	All About the Colorful World of Butterflies	Fiction	Non-Fiction
3)	How Do Plants Grow From Seeds to Flower?	Fiction	Non-Fiction
4)	What Do Firefighters Do to Keep Us Safe?	Fiction	Non-Fiction
5)	Alice's Magical Carpet Ride to Distant Lands	Fiction	Non-Fiction
6)	Chris's Crazy Day Exploring Candyland	Fiction	Non-Fiction
7)	The Solar System: Planets and Moons	Fiction	Non-Fiction
8)	The Mysterious Case of Teddy's Disappearance	Fiction	Non-Fiction
9)	Dinosaurs: Fearsome Creatures from Long Ago	Fiction	Non-Fiction
10)	Keira and the Talking Dog's Enchanted Journey	Fiction	Non-Fiction

## Activity: Idea Factory

### Objective

What are we learning more about?

Students will learn how to make ideas for a report by participating in an assembly-line, where they will work together and build on each other's ideas.

### Materials

What is needed to complete the activity?

- Topic \_\_\_\_\_
- \_\_\_\_\_
- Time (optional) \_\_\_\_\_



### Instructions

What do we need to complete the activity?

- 1) Divide into Groups: Divide students into all groups of 3-4.
- 2) Topic Selection: Provide each group with topics to choose from below.
- 3) Assembly Line Process: Tell each student to write one interesting fact related to the topic on a separate page, then pass the page to the next person in their group to add another idea or fact.
- 4) Rotation and Collaboration: Continue the process for a set time (10-15 minutes) or until they have lots of information.
- 5) Presentation: Have each group present their ideas and explain them together.

### Topics

Print out the topics below.

Best Lunch Foods	A Visit to the Zoo	Summer Season	How to Take Care of a Pet
Best Gym Games	My Favourite Toy	Canada's Best Sports	Popular Ice Creams
Being a Good Friend	Why Canada is the Best	Winter Activities	Best Birthday Activities

**Activity: Idea Factory****Think**

Write your ideas/facts below about your topic.

1) What is your topic?

2) Write your ideas/facts below, taking turns.

**PREVIEW**

## 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 1 of 3 main headings: what they eat, their body, and hibernation. Write each fact below and label each fact. If it is about their body, put a B. If it is about their diet, place an F and if its about hibernation, place an H.
- 3) On the next page, write an introduction for the report. Then you'll need 3 headings for the body. You'll also need a conclusion.

### Facts

Organize the facts below.

Bears eat lots of berries in summer.	
They have big paws to dig and climb.	
Bears sleep all winter in a cozy den.	
They also munch on leaves and roots.	
Their sharp claws help them catch food.	
They catch fish in rivers and streams.	
They do not eat while they hibernate.	
The sleep lasts about 5 to 7 months.	
Bears have thick fur to stay warm.	

**Planning**

Fill in the parts of the report below.

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

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**Body** – What will the 3 headings be? What 3 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**Fact 3***Heading #3** **Bear Hibernation***Fact 1**Fact 2**Fact 3***Conclusion** – Summarize the report in just a couple sentences.

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

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## Writing a Report – Bears

**PREVIEW**

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

## 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

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

When searching, type short and clear questions.

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

### The Importance of Trustworthy Sources

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

Here are some good places to look:

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



Be careful! Some places might give you wrong answers.

Stay away from:

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

## Think

## Is the search good or bad?

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

## Questions

## Answer the questions

1) You want to learn more about why lions roar. What website do you type in?		
2) You want to learn about why rainbows can only be seen after it rains.		
3) You want to learn who was the first person to land on the moon.		
4) Is the description of the website below trustworthy? Yes or no?		
1) Government website with facts about Canada	Yes	No
2) Guy on YouTube who tells me what he thinks	Yes	No
3) School textbooks and workbooks	Yes	No
4) A comment on Instagram	Yes	No
5) A blog post by a BMX biker about climate change	Yes	No

# How To Research: Online Treasure Hunt

## Objective

What are we learning more about?

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

## Material

What is needed to complete the activity?

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



## Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to students that they are going on an online treasure hunt to find answers to exciting questions. They will need to include the source of the website they found the answer to. 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) In what country do they wear Kimonos?	
3) Which gas do plants need for food?	
4) Who is the Prime Minister of Canada?	
5) Is the Sun a star or a planet?	
6) Which bird cannot fly?	
7) Can elephants jump?	
8) How tall is the CN Tower?	
9) How many hearts does an Octopus have?	
10) How long can snails sleep?	

**PREVIEW**

## Report Writing – Generating Ideas

### Brainstorm

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

### Planning

Today you will be writing outlines for different report topics.  
Choose a topic from the list above and then write 2 headings  
you could use to write your report. The example below is an example.

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

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

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

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

Topic	
Heading #1	
Heading #2	

Topic	
Heading #1	
Heading #2	

Topic	
Heading #1	
Heading #2	

**PREVIEW**

**Reflection**

Answer the questions below

1) Which topic is your favourite? Explain.

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2) Why does having an outline make writing easier?

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## Report Writing – Introductions

A great beginning makes people want to read your story. Here is how to start:

- Begin with a cool fact or a question.
- Say what your story is about.
- Give a hint about the ideas in the report, but do not share all the information.
- Make it short and fun!

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

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

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

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

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

## Report Writing – Introductions

**Write**

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

Topic: Why kids need to go to the dentist.

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Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Topic: Why kids should eat fruit.

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Starts with fun fact or question

Gives a hint, not all the information

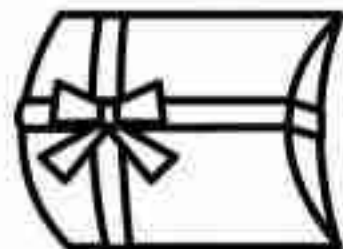
Says the main idea

Keep it short and interesting!

## Report Writing – Conclusions

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

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



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

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

Summarizes the main points	<input type="checkbox"/>	Call to action	<input type="checkbox"/>
Connects to the introduction	<input type="checkbox"/>	Ends with something interesting	<input type="checkbox"/>

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

Summarizes the main points	<input type="checkbox"/>	Call to action	<input type="checkbox"/>
Connects to the introduction	<input type="checkbox"/>	Ends with something interesting	<input type="checkbox"/>

## Report Writing – Conclusion

**Write**

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

Topic: Kids should have chores.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Summarizes the main points

Call to action

Connects to the introduction

with s

interesting

Topic: Canada is the best country in the world.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Summarizes the main points

Call to action

Connects to the introduction

Ends with something interesting

## Analyzing a Report – Success Criteria

### All About Komodo Dragons

#### Introduction

Guess what? Komodo dragons have a super sense of smell. They can find their food from far, far away! This report is going to tell you all about Komodo dragons. It will tell you where they live, what they eat, and why they are so special! Let's go on an adventure!



#### Where Do Komodo Dragons Live?

Komodo dragons live on islands. The most famous island is called Komodo. It's so famous that they even named the dragon after it! They like places that are hot and dry, kind of like a sandy playground!

#### What Do Komodo Dragons Eat?

Komodo dragons eat meat. They are called carnivores, which is a fancy word for meat-eaters! They can eat big things like deer and even small things like birds. Yum, yum, but only if you're a good food!

#### Why Are Komodo Dragons Special?

Komodo dragons are really, really big lizards! They can be as long as a car! They have sharp teeth and strong legs. They are also good at swimming and climbing trees. They can do so many things!

#### Conclusion

And that's it! Now you know Komodo dragons are super cool! They live on special islands, eat lots of different things, and are really big and strong! Next time you play pretend, maybe you can be a Komodo dragon! Until our next adventure, keep learning!

## Analyzing a Report – Success Criteria

**Questions**

Answer the questions below.

1) What are the 3 things that make Komodo Dragons special?

2) If you wanted to learn about carnivores, which paragraph would you read?

**Analyze**

After reading the report, write 5 things you liked about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 8 criteria that make a good report.

1)

2)

3)

4)

5)

## Research Process – Asking Questions

**Directions**

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



Community Helper	
1	
2	
3	

Community Helper	
1	
2	
3	

## 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>3 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>	Relevant pictures that add to understanding.	Relevant pictures	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.	Vague or off-topic 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>

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

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## What is a Haiku?

### What is a Haiku?

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

Snowflakes  
Landing  
Winter's



### Rain

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

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

Write

Finish the Haiku poems below.

**Topic: Sun**

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

**Topic: Brown Bear**

Line 1

Oscar the brown bear

Line 2

Sleeps all winter in his den

Line 3

## How to Write a Rhyming Poem

### Getting Started with Rhyming Poetry

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

### What is Rhyme?

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

### Steps to Write a Rhyming Poem

- 1) **Pick a Topic:** What do you like to write about?
- 2) **Choose a Rhyme Scheme:** Decide which 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 each line to follow the pattern you choose.

### Example of AABB Rhyme Scheme:

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



### Tools for Finding Rhymes

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

## How to Write a Rhyming Poem

### Warm-Up

Write 3 rhyming words for each word below.

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

### Write

Finish the poem below using the rhyming scheme.

#### AABB Poems

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

#### AABB Poem

One **line**,  
Birds **chirping** wa **ugh**.  
Children **laugh** and

#### AABB Poems

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

#### AABB Poem

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

## What is a Limerick Poem?

### What is a Limerick Poem?

**Limericks** are fun poems that are usually silly and funny. These poems have a certain **beat** and **rhyme**, which makes them catchy. Popular limericks include *There Was An Old Man With A Beard* and *There Once Was A Man From Peru*.

**There Once Was A Man From Peru**

There once was a man from Peru

Who dreamt he was in a shoe

He awoke in the night

With a terrible fright,

And found it was perfectly true.

**There Was An Old Man With A Beard**

There was an old man with a beard,

Who said it is just as I feared.

Two owls and a hen,

Four cats and a wren,

All these things were in my beard!

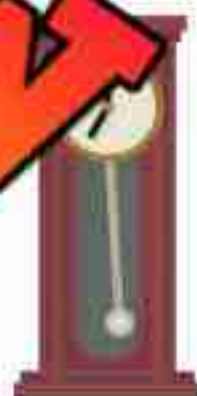
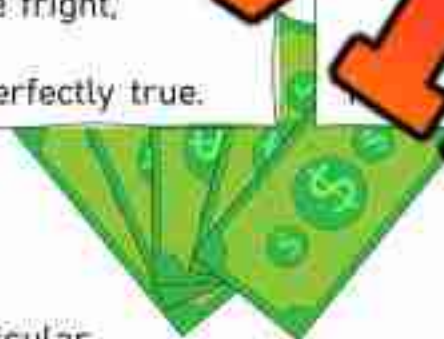
### How a Limerick Goes

Limericks follow a particular

pattern. They have five lines, and the rhyme scheme is usually

AABBA. They have a rhythm as well – think *Hickory Dickory Dock*.

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



## What is a Limerick Poem?



Write

Finish the poem and draw what you are picturing.

### Topic: Silly Bees

Topic: Silly Bees		Draw
Line 1	There once were some bees in a hive,	
Line 2	They buzzed and felt so alive.	
Line 3	They danced and hummed so sweet,	
Line 4	And chattered in their nest.	
Line 5		

### Topic: The Jolly Old 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!

## Writing A Limerick Poem

### Plan and Write

Plan and write your poems below.

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

2) Which topic will you write first? \_\_\_\_\_

3) What words come to mind when you think of \_\_\_\_\_? You think of a word, write down rhyming words that go with it.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4

# Writing A Limerick Poem

**Plan and Write**

Plan and write your poems below.

4) Write your limerick below:

Line 1

Line 3

Line 4

Line 5

5) Illustrate your poem below:

**PREVIEW**

# Writing an Acrostic Poem

**Write**

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

School Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Book	Hook	Look	Brook	Rook
Class	Grass	Mass	Pass	Brass
Page	Age	Cage	Wage	Sage
Shade	Shade	Shade	Parade	Braid
Nest	Rest	Rest	Nest	Jest

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## Writing an Acrostic Poem

**PREVIEW**

## Analyzing a Book Review

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



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

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

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

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

**Rating:** ★★★★★

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



## Analyzing a Book Review

**Describe**

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

1) Does it have a catchy start?	Yes	No
2) Include the title of the book	Yes	No
3) Include the author's name	Yes	No
4) Do not give a spoiler without spoiling surprises?	Yes	No
5) Did they share their thoughts about the book? Give an example.		
<b>PREVIEW</b>		
6) Does it talk about what was liked and disliked?		
7) Does it use interesting words that are fun to read? Give some examples.		
8) Does it end with a rating? Write it down.		
9) Who does it say would enjoy the book?		

## Practicing Summarizing

**Summarize:**

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

### Short Story



### The Lost Puppy

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

### Your Summary

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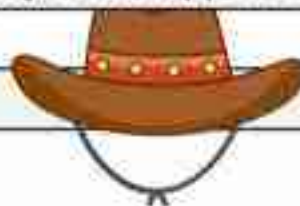
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## Practicing Summarizing

**Summarize**

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

### Short Story



#### The Lost Cowboy Hat

Lucas could not find his cowboy hat. He looked in his room. No hat. He looked in the living room where the TV is. No hat there either. He looked in the garage near the car.

He wanted to wear his hat to the family picnic. He scratched his head and thought hard. "I remember! I wore my hat when I played in the old barn."

Lucas ran to the old barn and he climbed up the creaky ladder that made noise. And guess what? His cowboy hat was hanging in the hay!

Lucas laughed. "Oh, I left it here!" He put on his cowboy hat and ran back home. Now he was ready for the family picnic. It was great to have his hat!

### Your Summary

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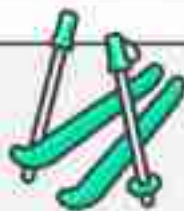
## Writing With Voice – Your Thoughts

Writing with "voice" is like letting your writing talk like you do. It is like your words on paper are chatting with a friend. This way of writing is fun and sounds just like you!

For example, if you are telling someone about a toy you played with, using your voice in writing is like saying, "This toy is awesome and so fun!" Or, if you did not have fun, you could say, "I wish the toy had more games." When you write like this, it is like you are having a real chat with someone about the toy.

**Instructions:** Write about a product you have recently received. This could be new shoes, a piece of exercise equipment, or a video game. Review the product, helping people decide whether they should buy the product. Write with voice in your review.

- Keep in mind for your review:**
- What does the product do? What rating do you give it?
  - Do you like the product? Would you buy this product?
  - What do you like/dislike about it?



## Practicing Reviews – Lucy's Magic Bracelet

### Reviews

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

### Short Story – Tom's Magical Boots

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

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

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

Favourite	
Least Favourite	

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

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## Practicing Reviews – The Great Snail Race

### Reviews

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

### Short Story - The Ghostly Book

Henry found an old, spooky book in an old, empty house with a big library. When he opened the book and read out loud, something amazing happened. He went to a world full of ghosts. A friendly ghost showed him around and took him on great trips. He helped one nice ghost feel better, helped another silly ghost say sorry for tricks. He even showed a lost ghost how to find its way home. Henry learned a lot about being kind, saying sorry, and understanding others.

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

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

Favourite	
Least Favourite	

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

## Assignment – Writing a Book Review

**Planning**

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book, not giving away any surprises.

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

Favourite Part	<hr/> <hr/> <hr/> <hr/>
Least Favourite Part	<hr/> <hr/> <hr/> <hr/>

**Planning**

Fill in the graphic organizer to write a book review.

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

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

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

**PREVIEW**

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

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## MY BOOK REVIEW

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Summary

My Thoughts

**PREVIEW**

My Rating ☆☆☆☆☆

Edit

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

Criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Says the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

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		
Says the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

## Rubric – Book Review

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

### Teacher Comments

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Mark

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

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**Reconstructing Text: Story into Comic Strip****Captain Bluebird's Treasure Hunt**

Captain Bluebird loved adventures more than anything. One sunny day, she decided to find the hidden Rainbow Island. She took her map and flew across the big, blue ocean.

Soon, she saw the Squirrel floating on a log. "I'm searching for treasure," said the Squirrel. Captain Bluebird invited Sammy to join her adventure. Together, they flew and sailed, searching for the island.

Then, they met Toby the Turtle in the water. "I know the ocean well," Toby said. "I can help you find the island." With Toby's help, they were closer to finding Rainbow Island.

But finding the island wasn't easy. They faced a big storm. They took their little boat. Working together, they safely sailed through the storm, showing great bravery.

After the storm, they found a beautiful rainbow. They followed it and finally saw Rainbow Island. It was more beautiful than they had imagined, full of colourful flowers and shining treasures.

They celebrated finding the island and the treasure. But the real treasure, they realized, was the new friends they made and the adventure they shared.

The End

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

241

Curriculum Connection  
3.6

**Instructions**

Use the boxes below to draw parts of Milo's adventure. Colour your comic strip.

**Captain Bluebird with a map, looking excited**

**The little boat facing a big storm**

**PREVIEW**

**The team following a beautiful rainbow**

**The team finding a chest with treasure**

**PREVIEW**  
Counting  
Activities

**Printing Activities****Practice**

Trace the printing letters below.

A A A A A A A A A A A

a a a a a a a a a a a

B B B B B B B B B B B

b b b b b b b b b b b

C C C C C C C C C C C

c c c c c c c c c c c

D D D D D D D D D D D

d d d d d d d d d d d

**PREVIEW**

# Printing Activities

**Practice**

Print the letters in each of the boxes.

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

**PREVIEW**

## Printing Activities

**Practice**

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

The cat slept.

I love me.

Birds fly high.

He reads a big book.

My dog barks loudly.

**PREVIEW**

**Printing Activities****Practice**

Trace the printing stories below.

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

Today is Max's birthday. He got a big,  
blue balloon. His friends said "Happy  
Birthday." Max felt so special.

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



# Google Slides Lessons Preview





# Manitoba Language Curriculum Reading Comprehension- Grade 2

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**Learning Goal**

**What are Reading Comprehension Strategies?**

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

**Choose The Correct Answer** For each question, circle the answer.

1) What is the name of a book?	2) Who draws the pictures in a book?	3) Which part of a book shows the chapters?
a) Author	a) Author	a) Table of Contents
b) Title	b) Website	b) Page
c) Page	c) Illustrator	c) Author
4) What is one page in a book called?	5) Where can you type words to find something online?	6) What do we call the person who writes the book?
a) Chapter	a) Search Box	a) Illustrator
b) Page	b) Author	b) Heading
c) Website	c) Title	c) Author

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

Liam and Sophie woke up early on Saturday morning and (saw) outside. Everything was white! Liam and Sophie were excited. They put on their boots, hats, and mittens and ran outside. Liam rolled a huge snowball while Sophie started stacking blocks of snow. Soon, they had a tall, strong fort. Their dog, Max, jumped around in the snow, barking happily. Just as they finished, big snowflakes started falling again. "Perfect timing!" Liam laughed. It was the best snow day ever.

**Consolidation – The Big Snow Day**

**Questions**

- 1) **Making Connections** - Have you ever built a snow fort or played outside in the snow like Liam and Sophie?
- 2) **Questioning** - What questions do you have while you read?
- 3) **Visualizing** - Draw what you see in your mind from the story.
- 4) **Prediction** - What do you think Liam and Sophie might do after finishing their snow fort?
- 5) **Inference** - How do you think Liam and Sophie felt while building the fort?



# Manitoba Language Curriculum Reading Comprehension- Grade 2

### Making Inferences from a Letter

Read the sentences. Drag and drop stars to rate each sentence. ★★★★★ = Perfect inference (matches the text best) and ★ = Weak inference (doesn't fit well)

Sentence	★★★★★
1. Lucas enjoyed seeing the penguins eat lunch.	★★★★★
2. Lucas went to the zoo to see lions and tigers.	★★★★★
3. Lucas was very excited to go to the gift shop.	★★★★★
4. Lucas was probably wearing pants.	★★★★★
5. The sea otters didn't move around much.	★★★★★

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

**A:** Evelyn held her breath as the butterfly landed gently on her hand.  
First Person  Third Person

**B:** I couldn't believe my eyes when I spotted the hidden cave behind the waterfall.  
First Person  Third Person

**C:** Noah and Harper raced across the playground, laughing as the wind rushed past them.  
First Person  Third Person

**D:** I carefully balanced the stack of books, hoping none would fall before I reached my desk.  
First Person  Third Person

### Pick the Next Line

Read the short dialogue. Think about what makes sense for the character to say. Pick the line that best continues the conversation.

Starter Dialogue	A	B
(1) Ava: "Do you want to play outside?" Ben: "Yes! What should we play?"	"Let's build a fort!"	"I ate a banana."
(2) Leo: "Look! I found a cool rock." Mia: "Wow! Where did you get it?"	"It was under that tree."	"My socks are blue."
(3) Sam: "I can't reach the top shelf." Elle: "Do you want some help?"	"The sky is purple."	"Yes, please! Thank you."
(4) Lily: "Are you excited for the field trip?" Owen: "Yes! I can't wait."	"I forgot to tie my shoes."	"I hope we see cool animals."
(5) Noah: "Did you finish your drawing?" Sofia: "Almost."	"I smell popcorn."	"I just need to colour it."



# Manitoba Language Curriculum Reading Comprehension- Grade 2

### Sequence a Story

Number the story events from one to four

1	2	3	4
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The wind blew, and the kite soared high in the sky.

She climbed a little ladder to reach the kite.

Mia and her friends laughed and chased the kite.

Mia found a shiny red kite stuck in a tree.

### Order

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

1	
2	
3	
4	
5	
6	
7	

- Cut the sandwich in half.
- Put the two slices together to make a sandwich.
- Take out two slices of bread.
- Enjoy your delicious sandwich!
- Spread jelly on the other slice of bread.
- Put out the peanut butter, jelly, and knife on a plate.

Choose the right word from the word bank.

1) Words that end with the same sound are called .

2)  is when words start with the same sound.

3) A  compares two things without using "like" or "as."

4) A  is writing that often uses rhyme, rhythm, or feelings.

Word Bank: simile, rhymes, poem, alliteration



# Workbook Preview



# Grade 2 – 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.	38-39, 45-48, 68-71, 83-94, 98-109, 141-142, 145-149, 153-154
1.2	Learners are using what they know about texts and themselves to reflect, set goals, and make decisions.	14-15, 36-37, 40-48, 64-71, 102-107, 141-142, 170-179
1.3	Learners are using and talking about familiar	10-11, 14-15, 17-34, 36-37, 40-
1.4		193-212
1.5		

Preview of 150 pages from  
this product that contains  
310 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.	141-142, 185-192
2.4	Learners are developing automaticity with printed text.	10-11, 35, 45-48

**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.	138-139, 145-149, 170-173
<b>3.3</b>	Learners are using different sources to explore ideas and to deepen and extend thinking.	14-15, 27-28, 45-48, 64-71, 160-169
<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.	155-156
<b>4.2</b>	Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.	12-13, 16, 50-51, 72-75, 111-118, 175-181
<b>4.3</b>	Learners are expressing opinions and judgments.	45-48, 111-118, 175-179
<b>4.4</b>	Learners are understanding the role of the text creator.	111-118, 175-179
<b>4.5</b>	Learners are using language appropriately to meet needs and to share their identities.	108-109
<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

## Understanding Reading

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

## Why Reading is Important

- 1) Reading helps you learn new things.
- 2) Reading is like talking to a friend.
- 3) Reading helps you write better.



## How to Be Good at Reading

### A) Before Reading

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

### B) While Reading

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

### C) After Reading

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

**True or False**

Is the statement true or false?

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

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

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**Matching**

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

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

## Fictional vs. Non-Fictional Messages

### Fictional Messages

**Fictional messages** are like pretend stories. They are not real and come from our imagination. For example, a story about a talking dog who goes to the moon is fictional. It is made up for fun!



### Non-Fictional Messages

**Non-fictional messages** are about real things. They give true information. For example, a book that shows how plants grow is non-fictional. It shares facts about something that is real.

### Identify

Read each message and identify whether they are fictional or non-fictional. Circle the correct answer.

1) A tiny dragon visited our school and brought us gifts.	Fictional	Non-fictional
2) Apples grow on trees and can be red, green, or yellow.	Fictional	Non-fictional
3) In my dream, I flew around the world in one night.	Fictional	Non-fictional
4) The Earth goes around the Sun, taking a year to do so.	Fictional	Non-fictional
5) One night, the moon winked at me from the sky.	Fictional	Non-fictional
6) A golden fish granted me three wishes in my bathtub.	Fictional	Non-fictional
7) A year has four seasons: spring, summer, fall, and winter.	Fictional	Non-fictional
8) Dinosaurs lived millions of years ago.	Fictional	Non-fictional
9) I found a magic pencil that draws things into life.	Fictional	Non-fictional
10) Rain is water falling from clouds in the sky to the ground.	Fictional	Non-fictional

## Making Connections

### Making Connections

Making connections makes reading easier to understand.

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



Making connections is easier when you draw a line from the example to the type of connection.

1) Bella finds a dog on a street.

Text-to-Self \_\_\_\_\_ Volunteers help lost pets.

Text-to-Text \_\_\_\_\_ I saw a dog on a street.

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

2) Grandma comes to visit for the weekend.

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

Text-to-Text \_\_\_\_\_ People travel to see family.

Text-to-World \_\_\_\_\_ My grandma also comes to visit sometimes.

3) Jake and his friends build a snowman.

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

Text-to-Text \_\_\_\_\_ I built a snowman last year.

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

## Making Connections

### Making Connections

Make connections to the passage below.

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

### Text-to-text

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### Text-to-self



### Text-to-world

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## Comprehension Practice – Making Connections

### “Every Drop Counts: The Importance of Saving Water”

Once upon a time, in a small town, lived a young girl named Lily. Lily loved water.

She liked swimming, watering plants, and playing with water balloons.

One day, she noticed something. The pond near her

house was getting



“Why is the pond getting smaller?” Lily asked her mom.

Her mom said, “We are using too much water. The pond is getting smaller because we are using too much water.”

Lily thought hard. “I want to help save water.” Here is what Lily did:

- She turned off the tap while brushing her teeth.
- She took shorter showers.
- She used a broom instead of a hose to clean the sidewalk.

When her friends knew what Lily was doing, they started to save water too. And guess what? The pond started to get bigger again!

Lily was so happy. She learned that saving water helps the whole town, and even the animals that lived in the pond.

Remember, like Lily, you can help too. Every drop counts, and small changes can make a big difference. Let us all save water and take care of our planet!



**Pre-Reading**

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

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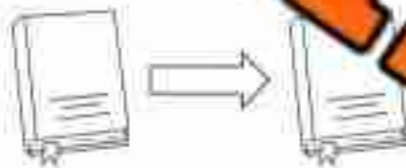
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**While Reading**

As you read, stop and make connections to your life

Text-to-text



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Text-to-self



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Text-to-world



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**PREVIEW**

## Comprehension Practice – Questioning

### The Magic of Pulleys: How Elevators Work

#### What is a Pulley?

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

#### How do elevators use pulleys?

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

#### Parts of an Elevator

Here is what you find in an elevator.

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



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

#### Why Are Pulleys Important?

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

**Pre-Reading**

Are you reading for fun or for information?


**While**

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

1)	
2)	

**Visualizing**

Draw what you were picturing while you were reading.


**PREVIEW**

## What is an Inference?

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

### Example

New Information: Frogs jump really high to catch flies.

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



Infer a conclusion or inference by answering the questions.

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

What holiday is it?

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

What is the family doing?

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

What is happening in the class?

4) The puddles are turning to ice outside.

What is the weather like?

5) Jenny is brushing her teeth and wearing pajamas.

What time of the day is it?

## Comprehension Practice – Predicting

### A Day in the Life of Ananya: Experiencing India

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

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

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



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



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

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

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

As the sun sets, Ananya and her family enjoy a dinner of roti and dal, a lentil

sauce. Before bed, Ananya thinks about her wonderful day. Ananya loves living in India. Each day is a new adventure, full of things to learn and people to meet.

**Pre-Reading**

What do you know about India? What do you want to know?

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**While Reading**

As you read, stop when you can make a prediction or guess what will happen next. The first one is done for you.

Ex. After getting up in the morning, I had breakfast.

1)

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2)

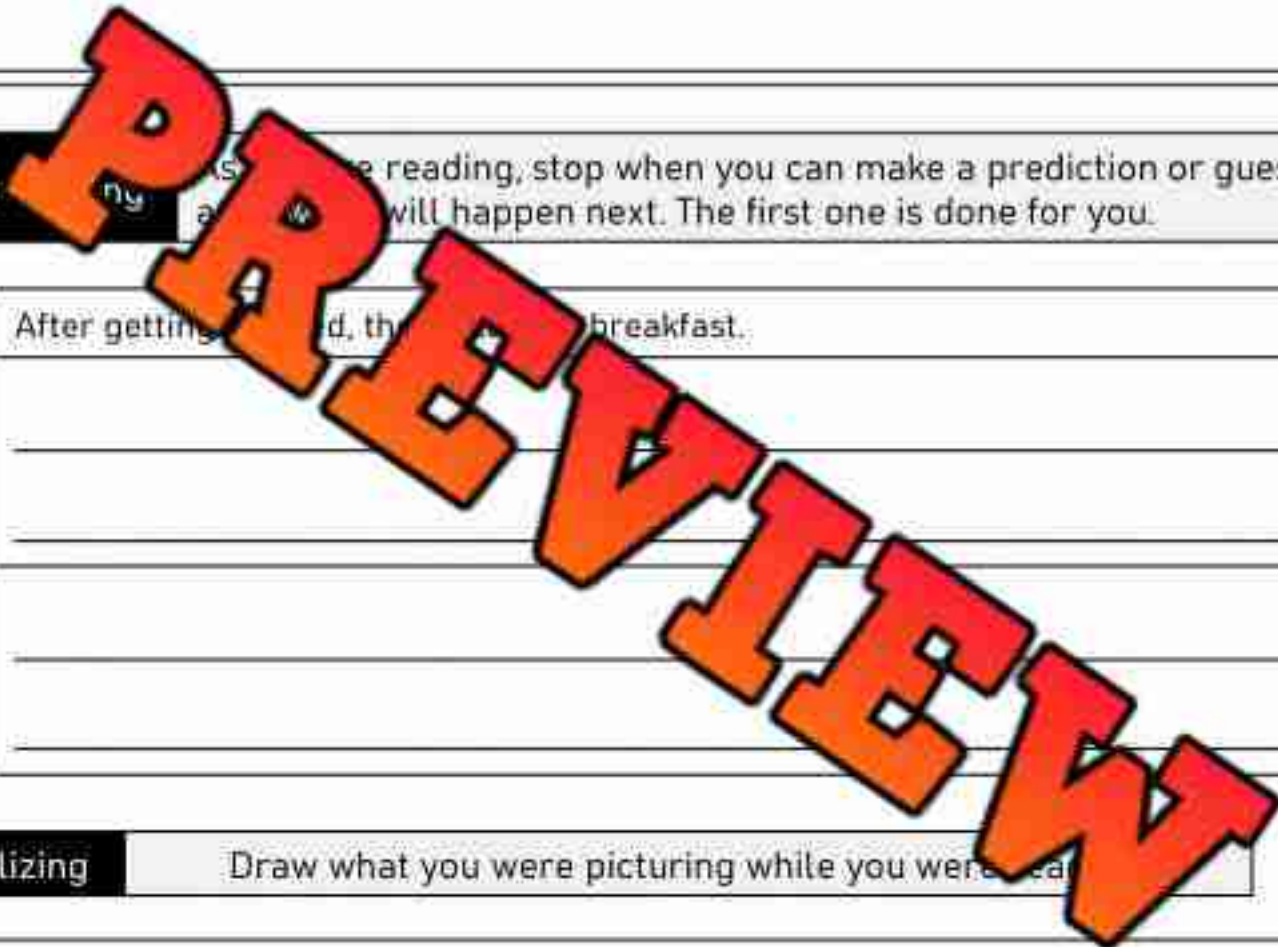
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**Visualizing**

Draw what you were picturing while you were reading.



**Comprehension Practice – Visualizing**

Nairobi, Kenya

September 12, 2023



Dear Sam,

Hi from Nairobi in Kenya, a country in

Africa. I want to tell you about a fun picnic I had here.

We went to a place with lots of animals. We saw lions, zebras, and even elephants!

For lunch, we ate something called ugali. It's a yummy food made from  
mashed corn. We also had some tasty fruits like mangoes and papayas.

After eating, we played some games. We did a race and a tug-of-  
war! For dinner we ate nyama choma which is made from roasted game.

Nairobi is a big city with tall buildings, but there are also beautiful places like parks  
and gardens.

I hope you can come to Kenya one day. I would love to show you all the fun things  
we can do here!

Best wishes,

Hazel

Pre-Reading

Why are you reading this letter? Is it for fun, or to learn?

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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 that is correct.

What do you think the Kenyan food Ugali looks like?



What do you think the Kenyan food nyama choma looks like?



## Picture Predictions

### Instructions

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

1)



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

2)



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

3)



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

4)



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

## Picture Predictions

### Instructions

Look carefully at the pictures and think about the story. Predict what will happen next in the story. Write it down.



**PREVIEW**

**Instructions**

Now read the story below and see if your prediction was correct.

Rhea was feeling upset and dreamed of a beautiful golden pet dog. Later that day Rhea's parents saw that she was upset. They smiled and had a surprise for her. They all got into their red car and drove to a special place.

The car stopped in front of the animal shelter. Rhea's eyes sparkled with joy. She understood the surprise! Inside the shelter, Rhea saw many dogs, but one golden retriever was just for her. It was just like in her dream!

Rhea hugged her new puppy and they both felt so much love. She knew this puppy would be happy by her side. Rhea and her parents adopted the puppy and took him home. Rhea and her new friend played together, running and laughing together.

**Questions**

Answer the questions.

1) Was your prediction correct? Circle your answer.  Yes  No  Somewhat

2) Were the illustrations enough to help you predict the story?

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3) How can pictures help us understand the meaning?

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

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

1) Come over hier and sit with me.



2) The boy cross the brite green grass.



3) Aisha wear a dress to school every day.



4) I got a red balun and a yellow ball.



5) My favourite animal is the elefant.



6) I read a book about the magical farrest.



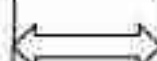
7) He does not like cheeze on his burger.



8) The dog is chasing its own tayl.



9) Look at the preti rainbow in the sky.



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



**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.

We hikes up the mountain trail.	The dog barks loudly.	My favourite flower is rose.	Fish climb deep in the sea.
Yes	Yes	Yes	Yes
No	No	No	No
Birds fly in the sky.	There are a very happy water.	Sam sings beautiful songs.	Jim and I runs in the pond.
Yes	Yes	Yes	Yes
No	No	No	No

### Instructions

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

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

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

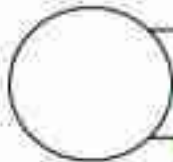
After their meal, they played hide and seek until they felt tired. They laughed and danced until it was time to say, "Goodnight, see you yesterday!"



## Monitoring – Does It Make Sense?

### Instructions

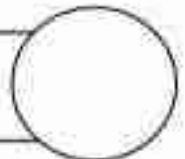
Some of these sentences do not make sense. In the circle make a smiley face 😊 for the sentence that makes sense and a sad face ☹️ for the sentence that does not make sense.



George is a like boy.



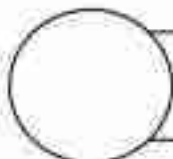
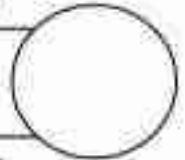
Old tom behind chair stand was.



and Sam and Sha are best friends.



Silly paint tree bird.



The baby girl was crying for



Cold weather was snow.



### Instructions

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

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

## Sight Words

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

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

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

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

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




## Comprehension – Weather of Manitoba

### Understanding Weather

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

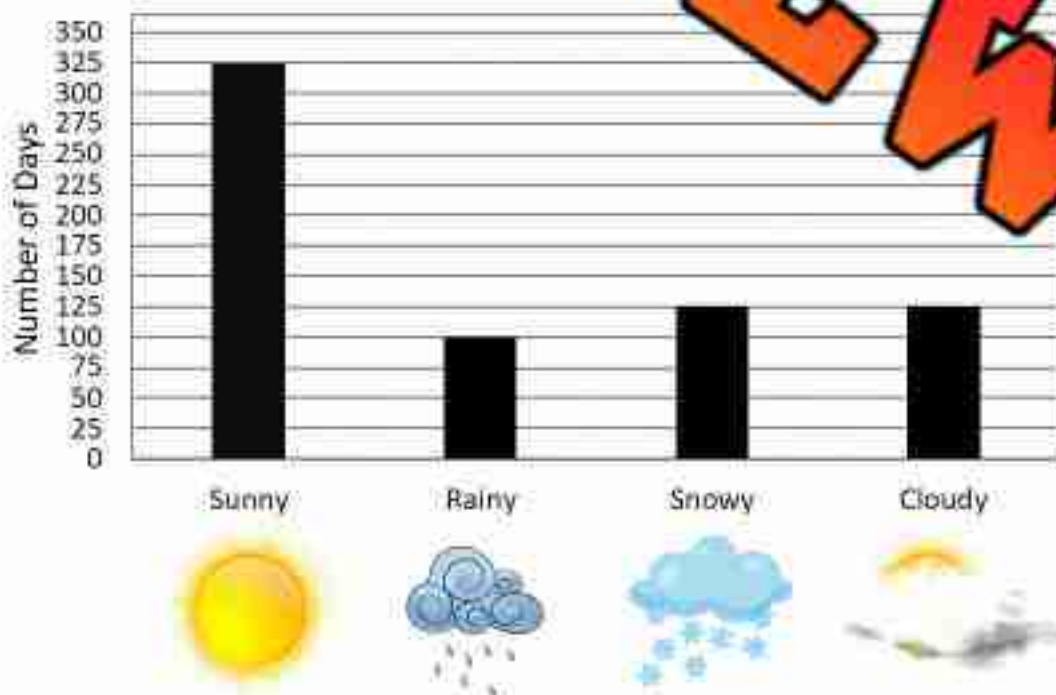
### Manitoba's Yearly Weather

- Sunny: Manitoba enjoys about 325 days with sunshine.
- Rainy: Rain happens on around 100 days each year.
- Snowy: Days when snow covers the land for about 125 days.
- Cloudy: Days when it is cloudy nearly 125 days.

### Why Use a Chart?

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

Manitoba Weather Chart



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

**Reflection**

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

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**Draw**

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

	Rainy
Snowy	Cloudy

**PREVIEW**

**Jokes****Instructions**

Match the jokes to their correct punchline.

Knock, knock.

Who's there?

Goat.

Goat w

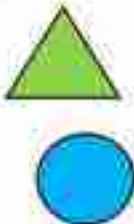


You're pointless.

Why did the  
banana go  
to the doctor?

Lemon-aid

What did the  
triangle say  
to the circle?



to the door and  
out!

What do  
Santa's elves  
learn in school?



It wasn't peeling well.

What do you  
give a sick  
lemon?



The elf-abet

## Riddles - Codebreaker

### Instructions

Use the code below to answer these riddles.

What can fill a room  
but takes up no space?

\_\_\_\_\_  
12 6 10 25 19

Answer: Light

What can you burn  
before it can be eaten?

\_\_\_\_\_  
4 14 2 10 10

Answer: An Egg

What has teeth but  
no mouth?

\_\_\_\_\_  
4 8 5 16 20

Answer: A comb

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

\_\_\_\_\_  
16 24

Answer: A map

What can you catch  
but never throw?

\_\_\_\_\_  
4 8 5 12 18

Answer: A cold

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

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

## Activity: Reading Goals



### Objective

What are we learning more about?

To help students set personal reading goals, track their reading, and reflect on their progress to develop a love for reading and improve their reading skills.

### Instructions

How do we complete the activity?

#### ▪ **Step 1: Setting Your Goal Planner**

Write your goal in the top of your Goal Planner. Think about ways you can work towards your goal that are important to you. Write it down. Fill the other parts of the goal planner according to your interest and liking.

#### ▪ **Step 2: Monthly Reading Log**

Write the number of minutes you read each day in the log. Add up the total for each week in the reading log. Fill the reading log in monthly with your reading goals.

#### ▪ **Step 3: Weekly Check-In**

Every week, look at your Reading Log. Count how many minutes you read. Write the number in your Reading log.

#### ▪ **Step 4: End-of-Month Reflection**

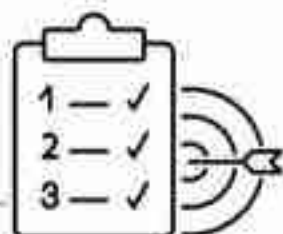
At the end of the month, look at your Goal Planner and Reading Log. On your Reflection Sheet, fill in the details of your reading progress.

#### ▪ **Step 5: Setting New Goals**

With your teacher or a grown-up, talk about your Reflection Sheet. Decide on a new goal for next month. Write or draw your new goal in a new Goal Planner.

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

# MY GOAL PLANNER



My goal is to: \_\_\_\_\_

Ways I can work toward my goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



Why this goal is important: \_\_\_\_\_

New things I will try:

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I am going to work \_\_\_\_\_ harder at: \_\_\_\_\_

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read:

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**PREVIEW**

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

# READING LOG

My goal for \_\_\_\_\_ is \_\_\_\_\_ minutes.  
(month) (number)

## Instructions

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

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

Total minutes read for the month: \_\_\_\_\_



**INDEPENDENT  
READING  
ACTIVITIES**

## Independent Reading - Responses

**Day 1**

Fill in the organizer below.

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

**Day 2**

Fill in the organizer below.

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

# Independent Reading - Responses

**Day 3**

Fill in the organizer below.

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

**Day 4**

Fill in the organizer below.

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

# Independent Reading BINGO

**BINGO**

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

B	I	N	G	O
Draw the character from the book.	Where did the story happen?	Rate the book out of 5 stars.	Who was your favourite character?	Find a new word you learned. Explain what it means.
Tell the beginning of the story.	Draw a picture from the 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.	<b>Free Space</b>	Make a drawing of the main character.	How did the story end?
Tell a friend about the book in 3 sentences.	Find and write down a word from the book that rhymes with 'cat'.	Was it a happy or sad story? Explain.	Would you read it again? Why or why not?	Who helped solve the problem?
Guess what happens next after the book ends.	Write a sentence about your favourite scene.	What was your favourite part?	Tell the middle of the story.	Write how the main character might have felt at the end.

# Independent Reading BINGO

BINGO

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

B	I	N	G	O
Write down your favorite word from the book.	What would you ask the main character?	Write a fact from the book.	Write down a place mentioned in the book.	What was the first thing that happened?
Did the main character make a friend? Explain.	What helped the main character solve the problem?	How did the book make you feel?	Write a word you didn't know before reading.	
Write down something that made you laugh.	What was the weather like in the story?	<b>Free Space</b>	Write a word that describes the main character.	
Who was the oldest character?	What was the problem in the story?	Is there a lesson? What is it?	Write down the main character's job or hobby.	Write what the book's message might be.
What was the saddest part?	Write what happened at the end.	Did you like the pictures in the book? Explain.	Write a line from the story that you liked.	Who was brave in the story?

# Block 2: Reading Letters

## Focus

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

**Letters – Voice in Letter Writing**

123 Apple Way  
Maple Ridge, BC  
V0M 1H0



Dear Mrs. Smith,

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

I cannot wait to hear from you.

Best wishes,  
Emily Davis

789 Sunshine Ave.  
Happyville, BC  
V2W 4L1

Hi Lucy!

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

Love,  
Mia

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



**PREVIEW**

## True or False

Is the statement true or false?

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

Question \_\_\_\_\_ Write answers to the questions below.

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

2) What voice would you use to write \_\_\_\_\_ below. Different voices could be funny, serious, fact-based, bossy, curious, excited, \_\_\_\_\_, or angry.

Grandparent

Pen Pal

Cousin

School  
Principal

Brother/Sister

City Mayor

3) Why do we write letters?

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## Email Writing – New Vocabulary

Subject: Let Us Have a Garden Adventure!

Hi Friends,

We are going to have a fun time in the garden! Soon, we will

start our own garden. We will use what we learned from books

and teach ourselves to cultivate an organic garden without using pesticide or chemicals.

First, we will learn how to grow flowers and veggies like so they can grow big and strong.

A botanist who is an expert will visit us. They will teach us how to take care of

our garden. We will learn how to dig in the soil.

Last, we will show our families and friends. It will be fun to show what we made.

See you soon,

Mrs. Davis



### Vocabulary

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

Word	Meaning – Use Context Clues or Look Up Word Meanings

## Email Writing – Linking Words

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



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

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

### Instructions

Circle the linking words in the emails below.

Subject: Meeting Tomorrow

Hi Class,

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

See you soon,

Mrs. Howard

What voice was used in this email?

Formal

Informal

Subject: Your New Recipe!

Hi Friends,

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

They taste so good! Want some?

Bye!

Sara

What voice was used in this email?

Formal

Informal

# Linking Words – Sequencing

## Instructions

Circle the transition words in the sequences below. Then write all the transition words below.



First, get a pot.

Second, add a layer of pebbles to the bottom.

After that, fill the pot with soil and plant the seed.

Then, cover the seed with a thin layer of soil.



Next, water the seedling.

After that, put the pot in the sun.

Last, care for the plant and wait for it to grow.

Finally, the plant is grown.


## Letter Writing – Inferences

Dear Class,

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

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

I can't wait to see you!

Best wishes,

Mrs. Johnson



### Inferences

Answer the questions below by making inferences.

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

## Letter Writing – Inferences

Dear Aunt Julia,

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



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

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



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

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

Love,

Hannah

**Inferences**

Make inferences from the sentences below.

"Mom is making fruit smoothies."

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

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"The town is making a playground!"

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Do you think Mr. Henry likes the smoothies?

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**Visualizing**

Draw what you were picturing while you were reading.



**PREVIEW**

# Block 3: Narratives

## Focus

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

## What is Indigenous Storywork?

### What Is Indigenous Storywork?

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

### The Seven Principles of Indigenous Storywork

There are seven principles in these stories.

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



### Why Is This Good?

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

### How Do We Learn It?

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

**True or False**

Is the statement true or false?

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

**Questions**

Answer the questions below.

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

2) What 7 principles are taught in Indigenous storywork?

**Visualize**

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

## The Caring Friendship of Turtle and Squirrel

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

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



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



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

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

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

**Questions**

Answer the questions below.

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


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


**Storywork Traits**

Match how these indigenous values were taught in the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how everything is linked

Interrelatedness

Taking care of the others

**Word Scramble**

Unscramble the words below

TCESPER

EARTSNSIEDENLRET

IPNIEOYLIBSSRT

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## The Dance of the Sun, Moon, and Stars

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

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



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

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

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

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

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

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

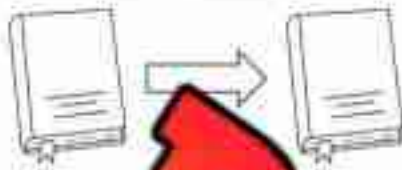
**PREVIEW**



**Make Connections**

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

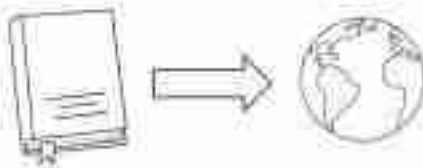
Text-to-text



Text-to-



Text-to-world

**Storywork Traits**

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

Synergy

 Everything in the sky is linked

Holism

 Looking at all the parts of the sky

Interrelatedness

 Shining together to make the sky beautiful

## Narrator's Point of View

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

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

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

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

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



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

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

### Book Hunt

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

Name of Book	Point of View

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

## Instructions

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

A) They are playing soccer.

B) We went to the park today.

C) Alia is doing her homework.

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

E) I love chewing a bone.

F) I am baking a cake for the kids.



First	Third

First	Third



First	Third

First	Third

First	Third

## The Bike Ride – Different Points of View

### First-Person

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

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

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

### Third-Person

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

During his ride, Tim heard some barking. He looked to the side and saw a big, fluffy dog in a yard. The dog seemed to be saying, "Woof, woof!" as he rode past.

Tim couldn't help but laugh and wave at the playful dog.

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

**PREVIEW**



**Questions**

Answer the questions below.

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

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

1)	
2)	
3)	
4)	

**Inferences**

Circle all the personality traits which you think Alex has.

Playful

Creative

Adventurous

Energetic

Funny

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Organized

Dedicated

Helpful

## Simile

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

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



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

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

# Simile

## Instructions

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

1. As busy as \_\_\_\_\_



2. As slow as \_\_\_\_\_



3. As tall as \_\_\_\_\_



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



5. As brave as \_\_\_\_\_



6. As sweet as \_\_\_\_\_



7. As light as \_\_\_\_\_



8. As cold as \_\_\_\_\_



9. As big as \_\_\_\_\_



10. As soft as \_\_\_\_\_

**PREVIEW**

## Selfie Similes

### Instructions

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

I am as \_\_\_\_\_ as a \_\_\_\_\_

---



I am as brave as a \_\_\_\_\_

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I am as funny as a \_\_\_\_\_

---



I am as sweet as a \_\_\_\_\_

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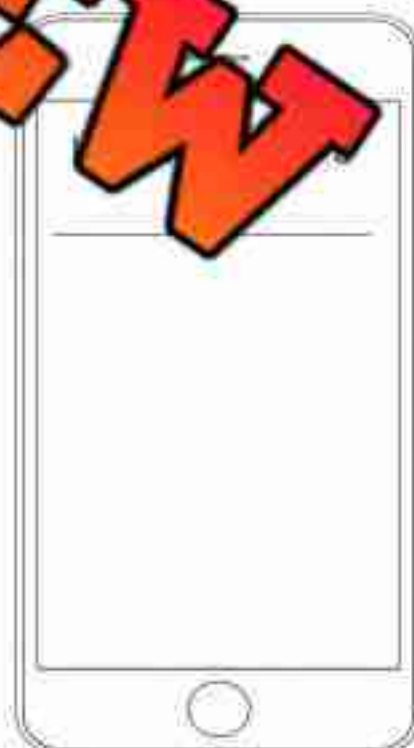
I am as bright as a \_\_\_\_\_

---



\_\_\_\_\_

---



**PREVIEW**

## Consonance

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

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



Think

Read the passage and find five examples of consonance. Write 4 of them below.

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

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

"Thanks, Cole," quacked the duck. "You make snack time a real fun time!"

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

# Consonance

**Scavenger Hunt**

Find books that have examples of consonance.

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

**Instructions**

Underline the words that show consonance in the given examples.

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



## Simile & Consonance

### Instructions

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

Simile	Consonance
The dog barked as loud as a siren.	

Simile	Consonance
She saw a seashell.	

Simile	Consonance
The cake tasted as sweet as sugar.	

Simile	Consonance
The black cat sat on a mat.	

Simile	Consonance
The snowflakes were as soft as feathers.	

Simile	Consonance
Pink pigs danced a jig.	

## Story Elements

### What are Elements of a Story?

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

### Character

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



### Plot

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

### Setting

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

### Structure

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



## Dialogue

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

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

**Instructions** Cut out the cards and use them for observing what is happening in the picture.



Mom: "What is this, Ray?"

Ray: "It is \_\_\_\_\_."

Mom: "Yes! \_\_\_\_\_."



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

Henry: "No, I am fine. \_\_\_\_\_"

Bob: "\_\_\_\_\_"



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

Emma: "Really? \_\_\_\_\_"

Harry: "\_\_\_\_\_"

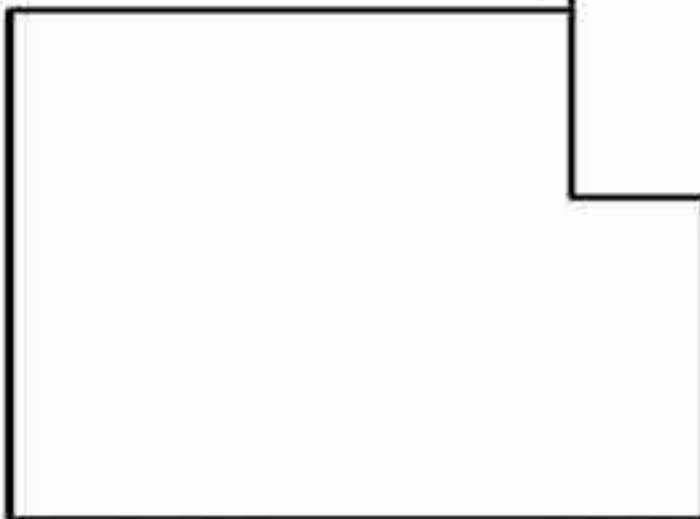
# Dialogue

## Instructions

Create a comic by completing this dialogue between two kids.



**PREVIEW**



## Sequencing the Plot of a Story

**Sequencing** is putting story events in order. It helps you know what happens first, what comes next, and what is last. It makes the story easy to understand.

**Read**

Read the story below, trying to put the events in order. Underline the dialogue in the story.

A) Tim said, "Wow, Ben is sleeping so long!"

Tim said to Ben,

B) The snow covered the ground outside. But Ben was warm

in his cave.

C) "Wow, Ben is sleeping so long!" said Tim to Ben. "Do bears really sleep all winter?"

D) Ben the Bear felt sleepy when winter came. "It feels like a long time," he thought.

E) In spring, Ben woke up. "I feel refreshed," he said and went outside.

F) Ben closed his eyes in his cozy cave. He began his winter sleep.

**Sequence**

Write the order of the story using the letters for each paragraph.

## Sequencing the Plot of a Story

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



### Sequence

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

Plot Sequence	

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

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

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

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

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

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

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

The End



**Story Structure**

Answer the questions below.

1) What was the setting of the story?

---

---

---

---

2) What was the plot of the story?

---

---

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---

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

1)

2)

3)

4)

**PREVIEW**

**Draw**

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

## Narrative Writing - Cause and Effect

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

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



**Think**

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

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

**Write**

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

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

## The Rainbow Connection

### The Rainbow: Timmy's Colourful Discovery

Dark clouds covered the sky and rain started to fall. The grass and flowers got a nice drink, and they perked up. Timmy felt a bit down and went inside, but then the sun came out. The sky lit up, and a bright rainbow appeared,

making everyone



"Mom, why does it show so many colours?" Timmy asked. His mom said,

"Sunlight goes through clouds and forms a rainbow. The raindrops break the light into different colours." Timmy felt very happy to learn this.



Next day, Timmy was on his way to school.

He showed it to his friends. They said, "When the sun

shines and it is raining, a rainbow

The raindrops change the sun's light into a bunch of colours." His friends felt very interested and thanked Timmy for telling them.

Now, Timmy always feels excited when it rains, and the sun is out. He knows sunlight plus rain equals a rainbow. This makes him feel joy and curiosity, and he loves to share what he knows about rainbows.

**Cause/Effect**

Fill in the table below.

1) Finish the effects of the causes below.

Dark clouds  
covered the sky,Sunlight goes  
through raindrops,

The sky lit

2) Think of causes that go with the effects below.

and they perked  
up.making Timmy grin  
widely.

a rainbow appears.

**Visualizing**

Draw what you were picturing while you were reading.



## Folk Tale

### Rowan The Carpenter

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

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

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

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

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

The End



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

**Character Analysis**

Circle all the character traits which you think Rowan has.

Shy

Creative

Skilled

Careless

Intelligent

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Weak

Dedicated

Helpful

Question

What makes you think Rowan has these traits?

Handwritten response area with horizontal lines.

**Visualize**

Draw what you were picturing while reading.



## Non-Fiction Story – Read Aloud

### Instructions

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

### The Girl Who Saved The Kitten

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

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

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

**PREVIEW**

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

## Non-Fiction Story – Read Aloud

### Instructions

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

### The Brave Firefighter, Lucas

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

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

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

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

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



**Questioning**

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

How	_____
When	_____
Where	_____
Why	_____
Who	_____
What	_____

**PREVIEW**

**Visualize**

Draw what you were picturing while reading the story



## Non-Fiction Story – Zoe's Brave Rescue

Once upon a time, in the small town of Pineville, there was a brave paramedic named Zoe. Zoe had curly brown hair and a smile that could light up the darkest room. Every day, she rode in an ambulance, ready to help people in need.

One afternoon, Zoe and her team received an urgent call. A man named Oliver had \_\_\_\_\_ and could not breathe properly. With lights flashing and sirens blaring, they rushed to \_\_\_\_\_'s house.

When they arrived, they found Oliver lying on the ground, struggling for air. She quickly \_\_\_\_\_ her hands steady and her mind focused. She remembered her \_\_\_\_\_ training and knew exactly what to do.

Zoe gently put an oxygen mask over Oliver's \_\_\_\_\_, making it breathe easier. She then carefully checked his heartbeat and gave him \_\_\_\_\_ to make him feel better. Within minutes, Oliver's breathing became steady and his eyes opened wide with gratitude.

Zoe smiled and patted his hand, saying, "You are going to be alright, Oliver." Thanks to Zoe's quick thinking and kind heart, Oliver's life was saved. She was not just a paramedic; she was a heroine to all in Pineville. And that night, as Zoe went to bed, she felt happy knowing she had made a difference.



**Character Analysis**

Circle all the character traits which you think Zoe has.

Patient

Kind

Skilled

Careless

Intelligent

Brave

Caring

Weak

Dedicated

Helpful

**Question**

What makes you think Zoe has these traits?


**Questioning**

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

How	
When	
Where	
Why	
Who	
What	

## Story – Character Identification

### Arthur The Baker

Once upon a time, in a bustling city filled with towering buildings and busy streets, there lived a man named Arthur.

Arthur was a wonderful baker who loved creating delightful pastries that filled the air with a sweet aroma

every morning. He had a bright smile and always wore a white apron dusted with flour, which made him a familiar face in the neighbourhood.

Arthur lived in a cozy apartment above his bakery with his family, which included his kind wife, Penelope, and their two playful children, Henry and Iris. The family enjoyed spending time together, especially on weekends.

Arthur was passionate about baking, a hobby he turned into his profession. He disliked the noise of the city but loved seeing the joy his baked goods brought to people's faces. His bakery was his pride and passion, and he dedicated a lot of time to studying new recipes and techniques to make his pastries even better.

Inside Arthur's bakery, there was a sense of warmth. Everyone felt welcomed there, and Arthur's friendly nature made everyone feel like part of his family. Through his baking, Arthur brought a little bit of sweetness to the bustling city life.



**PREVIEW**

**Instructions**

Draw and colour the character to show Arthur. Describe Arthur's identity by filling in the details in each section.

Looks

Family

Hobbies

Profession

Likes

Dislikes

Traits

Home

**PREVIEW**



# Block 4:

# Persuasive Texts

## Focus

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

## What is Persuasive Writing?

### What is Persuasive Writing?

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



### Why Persuasive Writing Matters

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

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

### Examples of Persuasive Texts

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

**True or False**

Is the statement true or false?

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

**Questions**

Answer the questions below.

1) What is persuasive writing?

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2) Be persuasive - why should recess be longer?

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**Match**

Match the persuasive words with their meanings.

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

## Persuasive Writing – Can You Convince Us?

Let's pretend you have decided to live on the moon. To convince us, write three reasons why you have decided to do this. Draw what you visualized while writing each reason.

Reason 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

## Persuasive Writing – Different Opinions

### Tablets in class improve learning!

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

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

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



### Tablets in class are a pain!

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

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

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

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



### Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text has just emotional, personal opinion?

First One

Second One

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

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## Persuasive Writing – Thinking Critically

Dear Class,

Hi! It's me, Jen, the unicorn lover! Guess what? I think we should all have unicorns in our classroom! Yup, real, live unicorns!

First of all, unicorns are great at math. If we had one, we would all get better grades! Also, unicorns can make rainbows, and rainbows make everyone happy. So we never be sad in class!

And you know what? Unicorns can fly! That means we could go on super cool field trips without leaving the room!

Let's tell the teacher we want a classroom unicorn!  
It will make school time a lot more fun!

Your friend,  
Jen



### Think Critically

Answer the questions.

a) Who wrote this? Are they biased?

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b) Below are Jen's arguments. Circle the arguments that are true and cross out the ones that are made up.

1) Jen is a unicorn lover.

2) Unicorns are great at math.

3) Having a unicorn would make everyone get better grades.

4) Unicorns can fly.

5) With a unicorn, the class could go on field trips without leaving the room.

6) Rainbows make everyone happy.

## Inferences - Persuasive Writing Advertisement

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

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

### Why Gardens Are Fantastic

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

### What Students Say

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

### Think of the Lessons!

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

### Smart Choice

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

awesome! 🌱🌻



**Inferences**

Circle the inference from the sentences below

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

Most kids find planting more fun than reading.

Kids like reading more than planting.

**Everyone who visited wants to show their garden to family and friends!**

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

All the kids who visited are proud of their gardens.

**9 out of 10 kids enjoy planting seeds.**

Kids like doing hands-on activities.

9 out of 10 kids like to plant seeds.

**Draw**

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



# Block 5: Procedural Writing

## Focus

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

## What is Procedural Writing?

### What is Procedural Writing?

Procedural writing helps us learn how to do something. It is like a recipe that tells us the steps to make a cake or a craft.



### Features of Procedural Writing:

- **Title:** Tells us what we will learn to do.
- **Materials:** Tells us of things you need to complete the task.
- **Steps:** These are the directions. They start at step one and go in order. Steps have numbers like 1, 2, 3, 4, 5.
- **Ending:** Sometimes, there are extra tips at the end to help you.

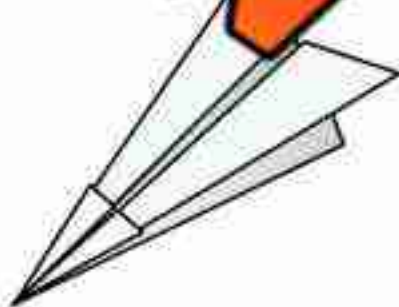
### Example: Making a Paper Airplane

#### How to Make a Paper Airplane

**Materials:** One sheet of paper

#### Steps:

- 1) Pick a piece of paper.
- 2) Fold it in half.
- 3) Make two more folds to shape the wings.
- 4) Make sure the wings are even.



Yay! Your paper airplane is done! Share it with a friend so they can make it too!

**Prereading**

Before reading, answer the questions below.

Before reading, decide why you are reading this. Are you reading for fun or information?

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Make Connections How often have you seen instructions before? When do you get instructions? How do you read them?

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**Order**

Order the steps below from the first step to the last step in creating a paper plane (1 - 5).

Order	Steps
	Make two more folds to shape the wings.
	Pick a piece of paper.
	Make sure the wings are even.
	Fold it in half.
	Gather your materials.

# Procedural Writing – How To Make Cookies

**Instructions**

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



To start, we need a \_\_\_\_\_



\_\_\_\_\_



After that, drop a teaspoon of the mixture onto  
the \_\_\_\_\_



Finally, put them into the \_\_\_\_\_



Enjoy the \_\_\_\_\_

Oven

Cookies

Recipe

Pan

Ingredients

## How To – Ordering Steps

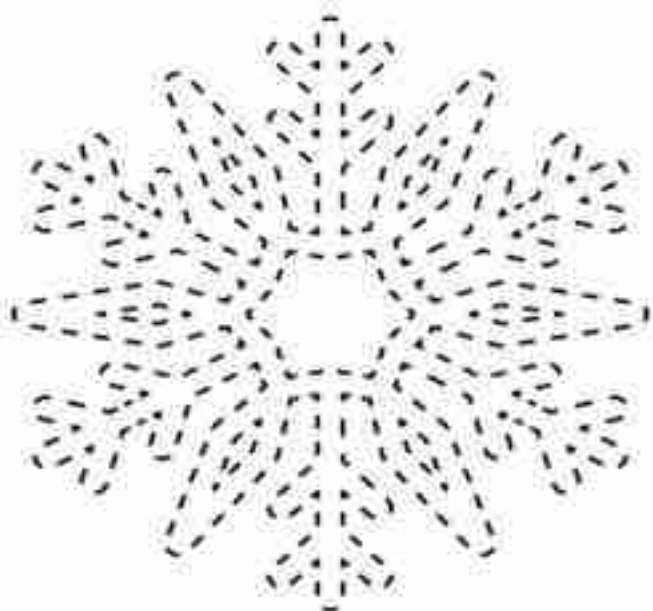
### Examine

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



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

**PREVIEW**



## Recipes – Ordering Steps

**Examine**

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



Order	Information
	Put paper liners in a cupcake pan.
	<b>Cupcakes: Yum!</b>
	Preheat oven to 375°F (190°C).
	Preheat the eggs one at a time.
	<b>Ingredients</b>
	➤ 1 cup of sugar
	➤ 1/2 cup of butter
	➤ 2 eggs
	➤ 1 1/2 cups of all-purpose flour
	➤ 1 3/4 teaspoons of baking powder
	➤ 1/2 cup of milk
	In a bowl, mix the sugar and butter together until smooth.
	Add the flour mix to the butter mix and stir well.
	Put the pan in the oven and bake for 20 to 25 minutes.
	Add the milk and mix until smooth.
	Fill the cupcake liners with the batter.
	In another bowl, mix the flour and baking powder.
	Great job! You've made simple cupcakes. Let them cool and then enjoy!

# Graphics in Procedural Writing – Teeth Brushing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Brush your teeth  
from top to bottom




Rinse your teeth  
with water

**PREVIEW**

## Following Instructions – Drawing a Totem Pole

**Draw**

Follow the procedural text below to draw a totem pole.

Title	Drawing a Totem Pole	
Materials	<ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Coloured pencils (optional)</li> </ul>	
Introduction	<p>A totem pole is a tall, wooden post with special carvings. People in Canada, like the First Nations, make totem poles to tell stories and remember important things. They are used to support and share the history and beliefs of these communities.</p>	
Step 1	<p>Draw a tall rectangle in the middle of your paper. This is the wooden pole.</p>	
Step 2	<p>At the top of your rectangle, draw an animal face. It could be an eagle, bear, or any animal that has special meaning.</p>	
Step 3	<p>Under the animal face, draw a circle. You can add another face or design. This can be another animal or even a person!</p>	
Step 4	<p>Below that circle, draw a square and add another design. You can choose another animal or a special shape like a star.</p>	
Step 5	<p>Keep adding more circles and squares under each other until you reach the bottom of your rectangle.</p>	
Step 6	<p>Draw some patterns like zigzags or dots along the sides of your rectangle to make it look even more special.</p>	
Step 7	<p>Use your crayons or markers to colour your totem pole. Make it bright and colourful!</p>	
Finish	<p>Proudly display your totem pole drawing! Talk to your friends about the special meaning behind totem poles in many Indigenous cultures. Enjoy your art!</p>	

Name: \_\_\_\_\_

## Following Instructions – Drawing a Totem Pole

Draw

Draw the totem pole below.

**PREVIEW**

# Comparing Instructions – Making Hot Chocolate

Compare

Read both instructions. Which is easier to understand?

Step 1	Add sugar
Step 2	Add cocoa
Step 3	Add a little splash of milk
Step 4	Stir together
Step 5	Add remaining milk
Step 6	Pop in microwave for 3-5 minutes
Step 7	Add marshmallows
Step 8	Enjoy!

## HOW TO MAKE HOT CHOCOLATE



ADD SUGAR



ADD COCOA

ADD A LITTLE  
SPASH OF MILK

STIR TOGETHER

STIR WITH  
REMAINING MILKPOP IN  
MICROWAVEADD  
MARSHMALLOWS

ENJOY!

**Before Reading**

Make a connection.

Have you ever made hot chocolate before?

**During Reading**

Write 2 questions that come to mind while you read.

**After Reading**

Answer the questions below.

1) Which set of instructions were easier to understand? Why?

2) Do you make hot chocolate differently? What do you do different?

**PREVIEW**

## Comparing Instructions – Playing Hide and Seek

Compare

Read both instructions. Which is easier to understand?

### Option 1:

#### How To Play Hide and Seek

To play hide and seek, one person counts while covering their eyes. The other players go and hide somewhere. When counting is done, the one who counts looks for everyone. If you get found, you are out. The last person hiding wins.



### Option 2:

Step	Instructions
Step 1	Choose one person to be "It." This is the person who will do the counting.
Step 2	"It" stands in a spot called "base" and closes their eyes.
Step 3	"It" counts out loud to a certain number, usually 20 or 30. While the other players go and find places to hide.
Step 4	When "It" is done counting, they shout "Ready or not, here I come!" to let everyone know it is time to be found.
Step 5	"It" opens their eyes and starts looking for the hidden players.
Step 6	Hidden players try to get back to "base" without being seen. If "It" sees you, you are out!
Step 7	The first person found by "It" becomes the new "It" for the next round.
Step 8	The last person to be found is the winner of that round.

**Before Reading****Make a Connection.**

Background knowledge - Read the title and look at the picture. What do you know about this already?

Visual - Draw a picture where you are playing hide and seek with your friends.

After Reading

Answer the question below.

Which set of instructions were easier to understand? Explain what made it easier to understand.

# Block 6: Informational Reports

## Focus

- ✓ Text features like headings, table of contents, icons, and charts
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

## Reports – Text Features

### What is a Report?

A **report** is like a special map that shows you facts. It helps you learn new things about something. It does this with helpers called **text features**!

### Text Features

Text features make reports easy to read.

- **Headings:** Words at the top of sections.
- **Subheadings:** Little words that tell you more.
- **Bold Words:** Words that are easy to see.
- **Bullets or Numbers:** Make lists of things simple.
- **Pictures:** Show you what the words mean.
- **Captions:** Words under pictures that tell you about them.
- **Table of Contents:** Shows where to find things.
- **Charts:** Help you understand numbers.
- **Icons:** Little pictures that mean something, like a lightbulb meaning an idea.

### Digital Extras

In reports on the computer, there are more things like clickable words, videos, and buttons. Clickable words take you to new pages. Videos help you learn more.

Buttons can go to fun games.



**PREVIEW**

## True or False

Is the statement true or false?

1) A report is like a special map for facts.	True	False
2) Headings are small words that give more info.	True	False
3) Icons are long paragraphs that explain something.	True	False
4) Subheadings are big words at the start of each part.	True	False
5) Text features make a report easy to read.	True	False

Scaven-  
Hunt

Go to a reference book and look for examples of the text features from the pages you find. Write down the name of the book and the page number you find them.

Text Form	Book Name	Page Number
Heading		
Subheading		
Bold Words		
Bulleted List		
Table of Contents		
Charts		
Icons		

# Comprehension – Text Features in Reports

## Table of Contents

- |                            |
|----------------------------|
| 1) What is Lunar New Year? |
| 2) How It Is Celebrated    |
| 3) Special Foods           |
| 4) Dragon Dance            |



## 12 Chinese New Year Animals

### 1) What is Lunar New Year?

The Lunar New Year is a big holiday in

China. It starts with a moon and a thin smile and lasts for 15 days!

### 2) How It Is Celebrated

People in China do many fun things.

They clean their houses and put up red decorations. Red is a lucky colour!

### 3) Special Foods

Yummy foods are a big part of this holiday. Here is a list of some special treats:

- Dumplings
- Rice cakes
- Sweet treats

### 4) Dragon Dance

The dragon dance is very exciting! People dress up like a big, long dragon and dance in the streets. It is good luck to see the dragon dance. People in China look forward to it all year! 🥳 🌟

## Text Forms

Answer the questions below.

1) What main headings are used in the report?


2) Write the caption used in the report.


## Reflection

How do the start page and table of contents help you? Check all the points you agree with.

<input type="checkbox"/> Find topics fast.	<input type="checkbox"/> Make it fun.	<input type="checkbox"/> Quick picture clues.
<input type="checkbox"/> Learn step by step.	<input type="checkbox"/> Spot quick links.	<input type="checkbox"/> Learn in chunks.
<input type="checkbox"/> See main ideas.	<input type="checkbox"/> Know what is important.	<input type="checkbox"/> Guide to good stuff.

## Match The Column

Match the icons to their descriptions.



Chinese food

Dragon

Moon

Celebration

House

Dance



## Inferencing Practice

### Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

#### What are Totem Poles?

Hi, I am T. Totem poles are tall wooden carvings. They tell stories about important people and events.

#### Why We Make Them

Totem poles tell us about our history and family. They are sometimes made of wood. In some places, they are pieces of art.



#### Indigenous Dances: Their Role

Hi, I am Luna! Our dances are more than moves. They tell tales and teach us.

#### Why We Dance

Dances keep our history alive. If we stop dancing, our dances will go away. They are like a short movie of our past. We learn them when we are young.



## Our History: A Journey Through the Siksika Nation

### Table of Contents

1) Who Are The Siksika?
2) What They Do
3) Arts and Crafts
4) Beliefs
5) Why Learn About Siksika?



### Who Are The Siksika?

The Siksika are a First Nations nation. They were the first people to live in parts of Canada. They like to live on the land called plains.

### What They Do

They are good at hunting and fishing. They hunt for

- Deer 🦌
- Elk 🐃
- Fish 🐟

### Arts and Crafts

🧠 They make special things like tents and clothes using stuff from nature.

### Beliefs

🌿 They have important stories and dances. They teach us to respect Earth.

### Why Learn About Siksika?

📖 Knowing about the Siksika helps us learn about Canada. It also teaches us to care for our world.

**About the Text**

Answer the questions below.

1) What is the main idea of the report?

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---

2) What text forms are used in the report?

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---

**Inferencing**

Make inferences about the text below.

1) The Siksika have respect for the Earth. Infer what things they do and do not do.

**Do****Don't Do**

--	--

2) They like to live by rivers and open land called plains. Infer why.

---

---

---

3) The Siksika nation are great at hunting and fishing. Infer why you think that is.

---

---

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## Changes In Life Experiences With Time

### Introduction

Long ago, kids' lives were very different from yours.

Let's learn how children lived in early times.



### What Kids Did in 1700s

In the 1700s, many children lived on farms.

They woke up early to help with chores like feeding animals and collecting eggs.

Schools were rare, so children learned at home. They played simple games with

sticks and stones. Kids believed in hard work and helping their families.

### What Kids Did in 1800s

In the 1800s, more schools were built. Children in town went to school more often,

but farm kids still helped at home. They played with marbles and top spins. There

no cars or phones, so they walked everywhere and wrote letters. Children believed

in learning and respect.

### What Kids Did in 1900s

In the 1900s, life changed a lot. Most kids went to school. They had bicycles and

later, watched TV. Children played sports and board games. Families had cars, and

phones became common. Kids believed in education and dreamed about the future.

**Compare**

Compare and write the daily chores and fun activities of kids in 1700s, 1800s, 1900s and today.

1700s	1800s
	Today

**PREVIEW**

**Imagine**

Imagine you lived in the 1800s. What would you like to do for fun? What chores would you have? What would you play? Draw 3 pictures to show.

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# Block 7: Poetry

## Focus

- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Literary devices - Similes and Consonance
- ✓ Making inferences
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

## Literary Devices Used in Poetry

### What Is Poetry?

Poetry is a way to write that is fun and different. It can tell stories, share feelings, or make you think. It's special because it can have words that rhyme and a beat like in music.



### Literary Devices

Poems use neat tools to make them fun to read or listen to. Here are some tools you might find:

- **Rhyme:** Words that end the same, like "sing" and "king."
- **Alliteration:** Words that start with the same sound, like "The Blue Ball."
- **Metaphor:** Saying something is something else, like "This is a cookie."
- **Simile:** Saying something is like something else, like "The sky is like a blue blanket."
- **Rhythm:** The beat in the poem that makes it fun to read.
- **Consonance:** When words end with the same sound, like "Light" and "Sight."

### How Poetry Uses These Tools

When you read a poem, these tools make it more fun. Rhyme helps the poem sound nice. Consonance makes words easy to remember. Metaphors and similes make pictures in your mind, making the poem feel real.

**Inferences**

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "The moon is a cookie."

2) What do you think is meant by the simile, "Quick as a bunny."

**Draw**

Draw a picture to represent sentences with consonance. What are you picturing?

The dog barked bigly.

The cat sat on the mat.

**Match The Column**

Draw a line from the literary device in Column A to its matching example in Column B.

Column A	Column B
Rhyme	The sun is a golden ball.
Alliteration	The car is as fast as a rocket.
Metaphor	He took a quick lick.
Simile	"moon" and "soon"
Consonance	Larry loves lemons.

## Types of Poems

### Types of Poems

Poems can tell stories and make us feel happy or sad. Let us look at some types!

#### Haiku: The Nature Poem


Haiku is a poem about nature. It has 3 lines. The first line has 5 syllables, the second line has 5 syllables, and the third line has 5 again.



The yellow sun smiles,  
It shines in the park all day,  
When the night comes.

#### Acrostic: The Secret Word Poem

Acrostic poems use letters to make a word. Here is one with the word "dog."



Digs holes in the yard.  
Only wants to play and run.  
Good at being a guard.

#### Limerick: The Silly Poem

Limericks are silly and have 5 lines. Lines 1, 2, and 5 rhyme. Lines 3 and 4 rhyme too.



There was a young frog on a log,  
Who found he was stuck in a bog,  
He leapt and he sighed,  
In the mud, he did slide,  
Then he hid in the fog like a dog.

Name: \_\_\_\_\_

**Paraphrase**

Rewrite the rules for each poem in your own words.

**Acrostic**

**Haiku**

**Limerick**

**Visualizing**

Read a poem of the type from the reading and draw what you are picturing.

Haiku

Limerick

Acrostic

**PREVIEW**

## Haiku Poetry – Mohawk Reflection

### Haiku Poetry – Mohawk Reflection

Long ago, Mohawk people lived on this land. They were part of the Haudenosaunee Confederacy, a group of Indigenous nations in North America.

They were known as skilled farmers, cultivating crops like corn, beans, and squash, which were called the "Three Sisters." They had special traditions. Then, people came and things started to change.

Here are some quick haikus to think about Mohawk life back then.



Corn stalks in the field.

New faces from across the sea.

Life starts to shift fast.

Eagle soars up high.

Metal tools and beads arrive—

Wings still touch the sky.

Deer run in the woods,

Traded for some shiny things—

What did we let go?



**Inferences**

When reading poetry, you often need to make inferences as a lot of the evidence is not clearly stated. Read the parts of the poems and explain what you think the author means.

1) "New faces from across the sea"

2) "My ... arrive"

3) "Traded for some shiny things"

**Visualizing**

Re-read each of the poems and draw your own picture.

Haiku 1

Haiku 2

## Acrostic Poems – States of Matter

### Acrostic Poems – States of Matter

Acrostic poems use the first letter in each line to spell a word or message. They're a fun way to explore and learn!

Today we are going to learn about two states of matter: solids and liquids.

Solids have a fixed shape and do not flow. Liquids can flow and take the shape of any container they are in.

**PREVIEW**

**S** - Stays in one shape, does not flow  
**O** - Objects like rocks and wood  
**L** - Like an ice cube, staying good  
**I** - It's hard and does not bend  
**D** - Does not take the shape of its container's end



### Liquid

**L** - Like water, milk, or juice  
**I** - It can move, it is very loose  
**Q** - Quenching thirst, a drink to choose  
**U** - Under the sun, it can reduce  
**I** - It fills the shape of any cup  
**D** - Down the river, it can go non-stop



Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

Solid

**PREVIEW**


Liquid

## Limerick Poem – Simile and Consonance

### Limerick Poetry – Learning About Indigenous Groups

These poems are called limericks. These poems use similes and consonance to help us learn about different Indigenous groups in Canada.

#### Abenaki: People of the Dawn




Adam, as bright as a bead,  
Hands tall and straight like a reed.  
With his tales of old,  
What he was told,  
Abenaki with his creed.

#### Dene: People of the Dawn

Danny, like a bright northern  
Fished in rivers, near and  
With his songs so grand,  
Showing love of the land,  
Dene life is his avatar.

#### Métis: A Mix of Cultures



Molly, quick as a flash,  
Wears a sash, so posh and brash.  
With fiddles sweet,  
Like birds that tweet,  
Métis moments make a splash.

Questions

Answer the questions below.

1) What is consonance?

2) Which poem did you like the best? Why?

Visualizing

Read each poem and draw what you are picturing.

Limerick 1	Limerick 2	Limerick 3

**PREVIEW**

## Rhyming Poems – Critical Thinking

### Rhyming Poetry

**Rhyming poetry** is when words at the **end** of lines sound the same. You can make different rhyme patterns in your poems. In AABB pattern, the first two lines rhyme with each other and the next two lines also rhyme. In ABAB pattern, the first line rhymes with the third and the second line rhymes with the fourth.

#### The Lever

A lever lifts things oh so high,  
Like a seesaw up to the sky.  
Push down here, lift up there,  
Making lifting seem so fair.

#### The Wheel

A wheel goes round and never ends,  
Lifting things which it depends.  
Rolling and spinning, stay,  
Wheels are giving us a hand.



#### The Ramp

A ramp helps us go up and down,  
In buildings and parks in the town.  
Sliding or rolling, either way,  
Ramps make it easier to play.



#### The Pulley

A pulley lifts things up with ease,  
Like a flag flying high in the breeze.  
Pull down here, it goes up there,  
Lifting things higher, in the air.



**Critical Thinking**

Answer the questions below.

1) Which poem did you like the best? Why?

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2) If you were lifting something heavy onto a roof, which simple machine would you use?

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**Visualizing**

Re-read the poem and draw someone using a pulley and a wheel.



A pulley

--	--



# Block 8: Book Reviews

## Focus

- ✓ Bias in book reviews
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – similes and consonance

## Finding Bias in Reviews

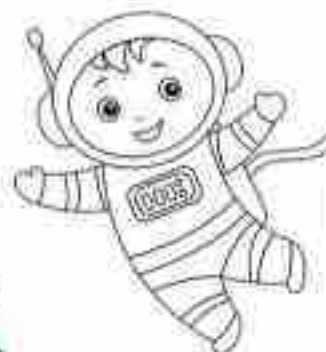
### What is Bias in Reviews?

**Bias** means when you like or dislike something so much that it changes what you say. Like, if you only like dogs, you might say cats are no good. That's why it's a good idea to listen to what lots of people say.

Bias: Read the reviews below and answer the questions.

Movie Title: "Space Heroes" – Rating 10/10

Wow! "Space Heroes" is a great movie because I only love space! Tim is a super astronaut and he has a cool alien. There are cool spaceships and stars! If you love space, you should have to see it! It's the only movie you should watch!



- |   |                       |      |
|---|-----------------------|------|
| 1) Is the author biased?                              |                       | No   |
| 2) What is the author's bias?                         | They only like sports | like |
| 3) Would this author like a sports movie?             | Yes                   | No   |
| 4) Should you believe this author?                    | Yes                   | No   |
| 5) Draw what you visualized after reading the review. |                       |      |

## Our Voice in Review Writing

### What is Voice in Writing?

A writing voice is how you sound when you write. It is like your speaking voice but in words on a page. Everyone's writing voice is special. You can tell who wrote something just by how it sounds!

Voice

A class of 4 watched a movie. Read the reviews and draw the character who might have written the review.

Mom

Teenager

Youngest

I liked the funny parts and silly jumps! But I really wanted to see more tricks and flips from the kat.

The movie had sweet family moments, but it was too loud for me. The sounds could be quieter.

The film had its moments, like the fast-paced bike races. If you're a fan of racing, this movie is worth a watch.

Yo, the animation in this flick is legit! Those bike races were insane, man. You've gotta check this out.

## Our Voice in Review Writing

**Voice**

A family all texted their reviews of a show to each other. Check them out!

Carrier 2:00PM 100% 

(2) Group Chat 

EG: The show was a little good and a little bad. The magic tricks were awesome, but the songs were kinda boring. If you like magic, you'll like parts of it.

LG: The magic tricks in the show were really clever and my kids seemed to enjoy them. However, I wish there were more tricks for adults.

TG: The clown and magic tricks were pretty good, but some of the jokes were kinda lame. Wish there was more magic and more stuff to laugh at!

SG: The costumes in the show were so bright and fun. I really liked the magic tricks, but the story was easy to guess. Still, if you enjoy fun stuff, it's worth watching. I recommend it.

## Our Voice in Review Writing

**Think**

Answer the questions below

1) Which person wrote the reviews? Look at the initials of the texts and label them either: parent, child, or teenager.

EG	LG	TG	SG

2) How do you come up with your guesses. Explain for each person what gave it away.

EG	
LG	
TG	
SG	

3) Write a message that someone might send you in their voice. Write who it is and then the message.

Person	

## Literary Devices in Reviews

**Literary devices** are special tools that writers use to make their reviews more fun. Here are two types of literary devices:

- **Simile:** When we say something is like something else - "as fast as a cheetah."
- **Consonance:** When some letters sound the same in words - "Bill and Jill went up the hill."

Examine the review below and find examples of the literary devices used.

Reading "Jungle Adventure" is like exploring treasure! Lucy and Max explore a jungle full of colourful creatures. The tale is well-structured, and totally terrific. Reading feels like diving into a cool pool.

The storytelling is as smooth as silk, creating a suspenseful and captivating tale. I give it a 5/5 stars. A must-read for all jungle lovers!



Simile	
Consonance	

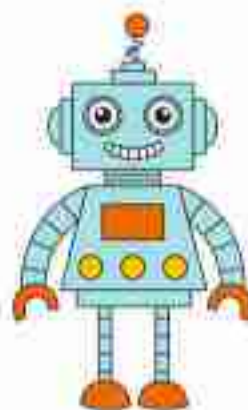
Draw what you visualized while reading the review.

## Review Writing - Inferences

### Title: "The Robot's Big Race"

#### Introduction

Hey there young readers! Do you enjoy robots and races? Then you will love "The Robot's Big Race!"



#### Summary

In this book, a robot named Rusty has to win the Grand Robot Race. He has to build a faster car, dodge tricky obstacles, and beat his rival robot, Rusty!

#### Thoughts

Reading this book is like speeding down a race track full of zooming turns. The author uses cool words to make the story exciting and fun. Trust me, it is like winning a gold medal in reading!

#### Rating

I give this book 5/5 stars. It is turbo-charged fun! I could not put it down. Good for kids who are fans of robots and racing.



**Examine**

Read the review and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Simile

Consonance

**Match**

Draw a line from the quotes in Column A to their matching quote in Column B.

Column A

Column B

Do you enjoy robots and racing?  
Then you will love this book!

The story is about a race.

A robot named Sparky wants to  
win the Grand Robo Race.

The book is good for people  
who like robot races.

Reading this book is like  
speeding down a racetrack!

The book is as fast as a  
race car.

**Visualize**

Draw a robot. Use your imagination to make it creative.

# Block 9: Graphic Texts

## Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

# Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

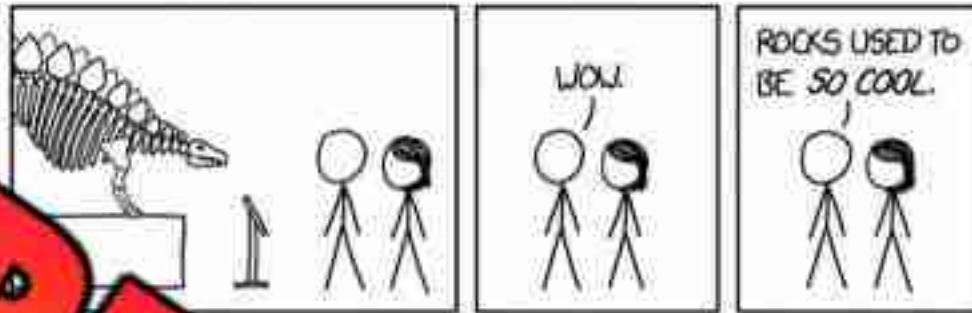
1) Summarize the comic above. What happened?

2) Make a connection - Have you ever been nervous to ask for something? Explain.

# Understanding Graphic Texts

Analyze

Read the comic and answer the questions



1) What is the comic about? Describe the joke.

2) What do you think of the joke? Explain.

**PREVIEW**

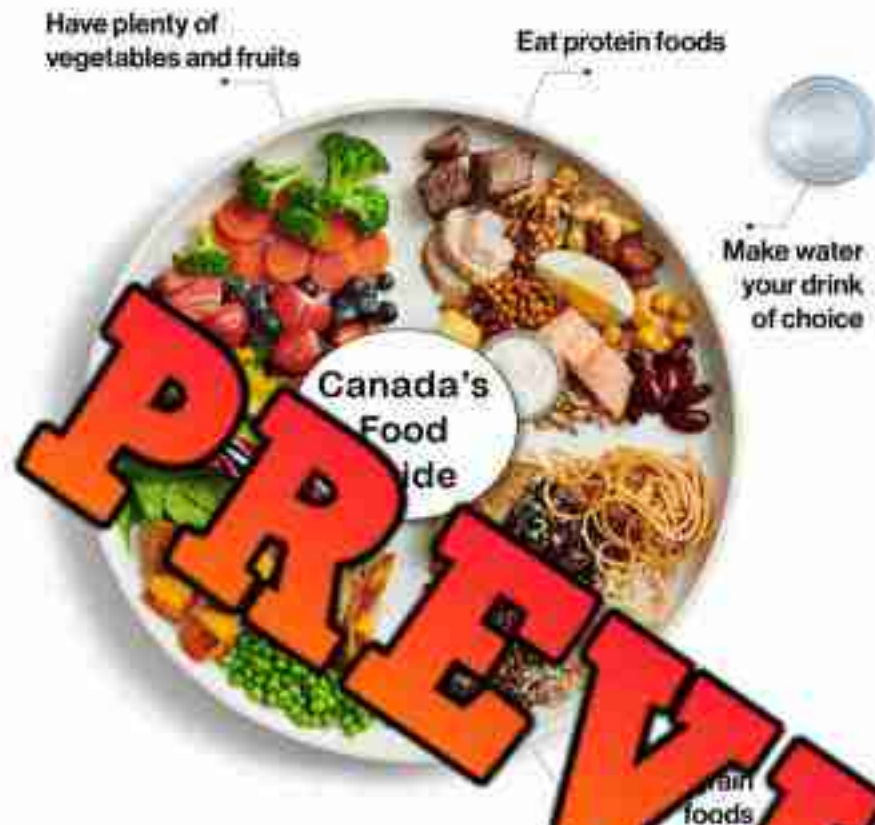
1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of?



THIS FEATURE SHOULD AUTOMATICALLY APPEAR WHEN YOU REACH AGE 30.

## Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions.

1) What is the title of the infographic?

2) Summarize the food guide – What should you eat?

3) Does the infographic have more text or pictures?

## Reading Maps – Text Features

### Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **City and Town Names:** Words with only the first letter capitalized are cities or towns, such as Toronto.
- **Red Dots:** These red dots are for the capital of Canada.



## Reading Maps – Text Features

### Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

4) What do black dots on a map usually represent?

### Think

Label the provinces/territories/cities on the map using the word bank. Use the correct capitalization. Label Canada in the blank space on the map border.

Province	Territory	City
Ontario	Yukon	Edmonton
Alberta	Nunavut	Johns Bay
Manitoba	NWT	Victoria

# Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

## EVOLUTION CARS



1880



1900



1920



1940



1960



1970



1980



1990



2000



2010



2010



2020

1) What is the title of the timeline?

2) What features of this timeline?

3) How have cars changed over the years? Be specific by what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

**PREVIEW**

# Block 10: Biographies

## Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Use of table of contents, charts, and/or icons.

## Biography – Terry Fox

### Terry Fox: A Hero on the Run

#### Table of Contents

Early Life
A Big Run For A Big Cause
Making a Lasting Mark
Timeline

#### Early Life

Terry Fox was born on July 2, 1958, in Winnipeg, Canada. He liked sports and dreamed of being a professional athlete. But at age 23, he got sick and lost one leg.

#### A Big Run For A Big Cause

Terry decided to run across Canada with one leg. He called it the Marathon of Hope. He wanted to raise money for cancer research. Over 2,000 people ran with him.

#### Making a Lasting Mark

Terry could not finish his run, but he became a hero. Even today, people do Terry Fox Runs to help fight cancer.

#### Timeline

- 1958: Born in Winnipeg, Canada
- 1976: Lost one leg to cancer
- 1980: Started the Marathon of Hope
- 1981: Passed away, but became a hero



Terry Fox

**Prereading**

Before reading, answer the questions below.

After seeing the title, headings, and pictures, can you think of 2 things you already know about Terry Fox?

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---

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**Question**

Answer the questions below.

1) What are the benefits? Why is it helpful when reading a biography?

---

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---

2) How does the picture of Terry Fox help you understand him better?

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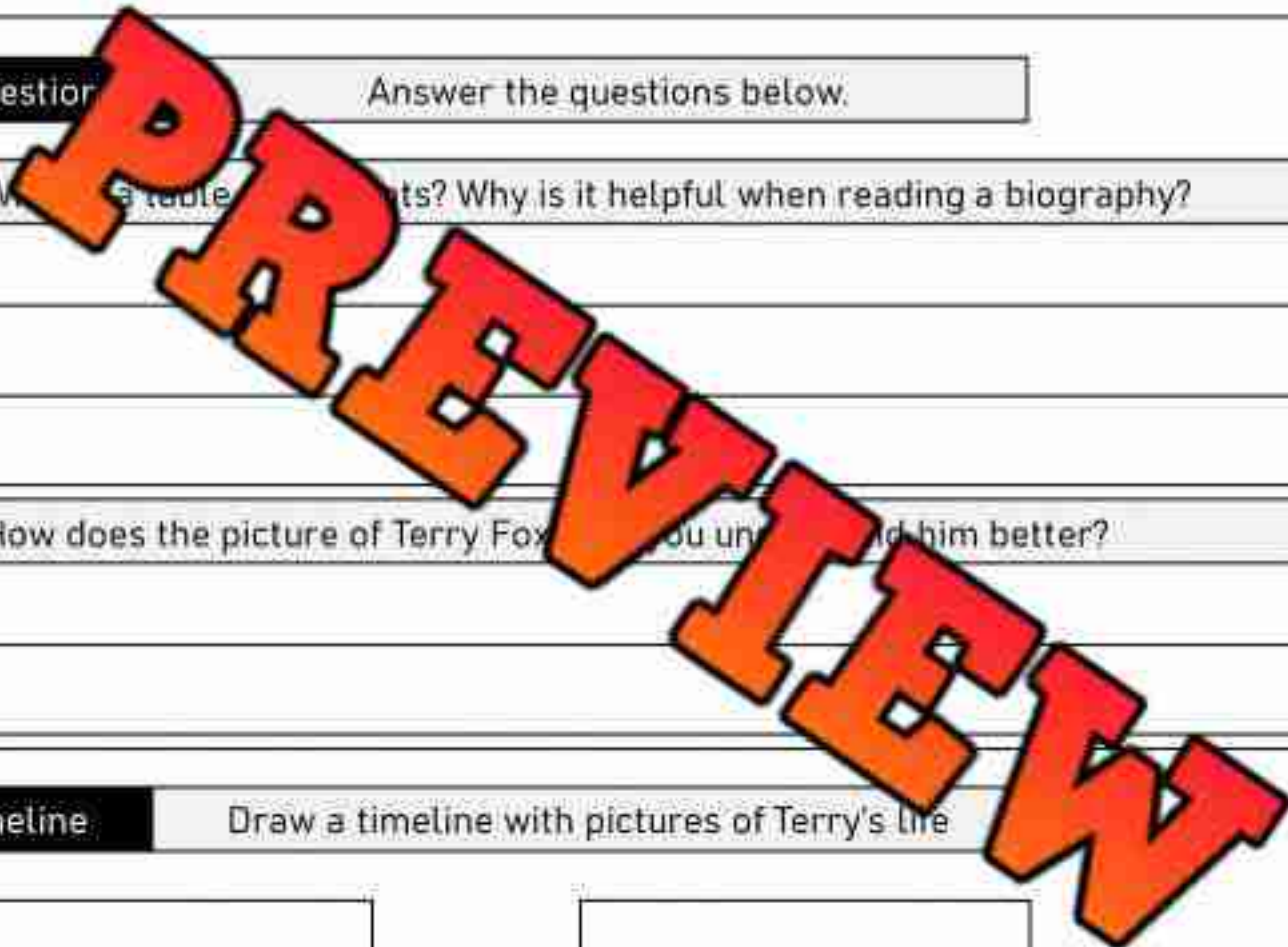
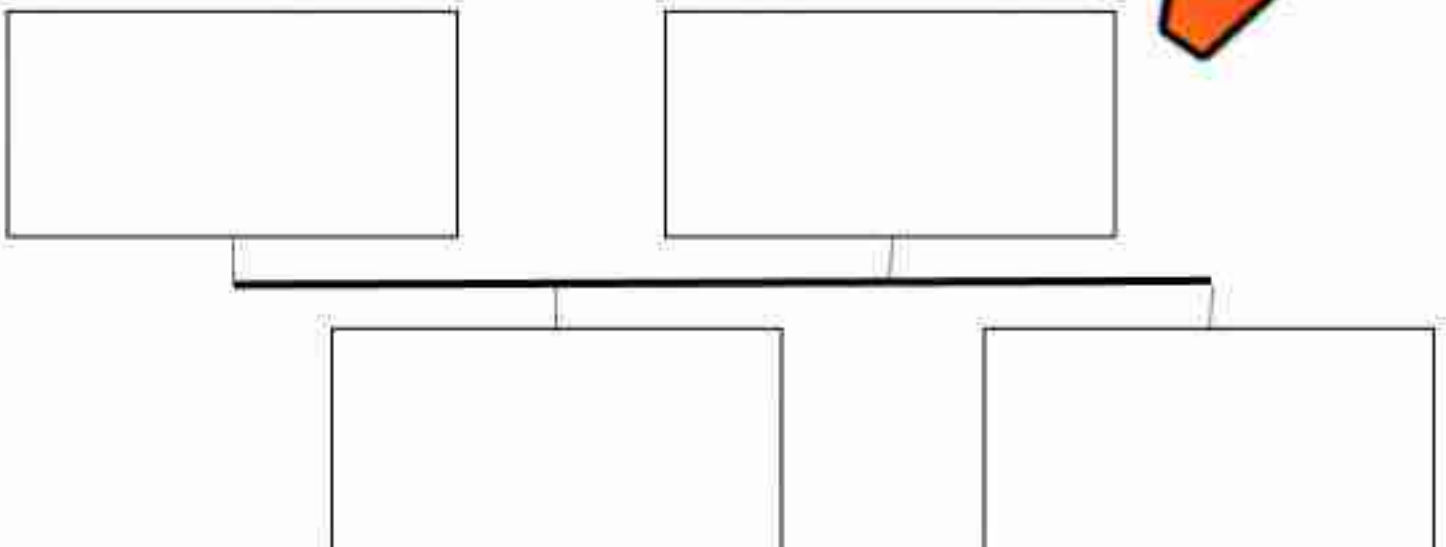
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**Timeline**

Draw a timeline with pictures of Terry's life



## Biography – Stephen Hawking

### Stephen Hawking: A Star in Science

#### Table of Contents

Early Life
Amazing Finds in Science
Helping People Understand Space
Timeline



Stephen Hawking

#### Early Life

Stephen Hawking was born on January 8, 1942, in Oxford, England. Even though he got a serious disease called ALS, he still worked hard to learn about science.

#### Amazing Finds in Science

Stephen became a very smart **scientist** who studied the **universe**. He told us new things about **black holes** and how time works.

#### Helping People Understand Space

Stephen wrote books that made hard science easy to get. Many people read his book "A Brief History of Time." He won big awards for his work.

#### Glossary

- **ALS**: A disease that damages the nervous system in your body.
- **Black Holes**: High gravity places in space.
- **Scientist**: A person who studies to learn how things work.
- **Universe**: Everything that exists, including all space and time.

## Understanding

Is the statement true or false?

1) Stephen Hawking was born on January 8, 1942.	True	False
2) Stephen Hawking got a disease called ALS.	True	False
3) Stephen Hawking didn't work after he got ALS.	True	False
4) Hawking knows a lot about Black Holes.	True	False
5) Black Holes are dug in the ground.	True	False

## Critical Thinking

Answer the questions below

1) **Inferencing:** Is Stephen Hawking someone who gives up easy? Explain.

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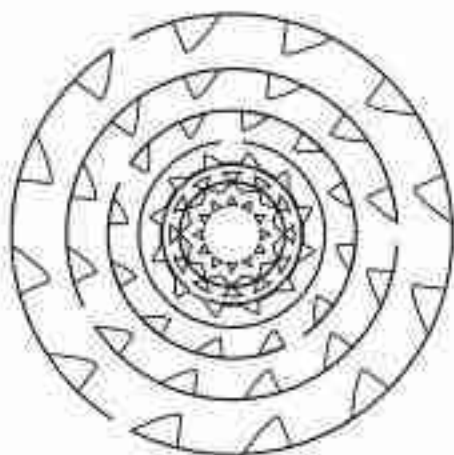
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2) **Questioning:** Write 2 questions you have about Stephen Hawking.

1)	
2)	

## Colour

Colour the Black Hole and picture of Stephen Hawking



## Biography – Elsie Marie Knott

### Elsie Marie Knott: A Leader for Her People

#### Table of Contents

Early Life
Leading the Way
Making Changes
Timeline



Elsie Marie Knott

#### Early Life

Elsie Marie Knott was born in Ontario, Canada 🇨🇦. She grew up in a First Nations community and worked hard to help her people.

#### Leading the Way

In 1954, Elsie became the first woman Chief of the Curve Lake First Nation. She was active in making her community better. She helped build new schools 🏫, improved housing, and brought clean water 💧 and electricity ⚡ to her community.

#### Making Changes

Elsie worked hard to make life better for her community. She helped build schools and brought clean water to homes. 🏠

#### Timeline

- 1922: Born in Ontario, Canada
- 1954: Became first woman Chief
- 1950s-1960s: Built schools and got clean water

## Understanding

Is the statement true or false?

1) Elsie Marie Knott was born in the United States.	True	False
2) Elsie helped to build new schools in her community.	True	False
3) She improved housing in the Curve Lake community.	True	False
4) Elsie stepped down as Chief in 1944.	True	False
5) Elsie was from the Curve Lake First Nation in Ontario.	True	False

## Timeline

Draw a timeline with pictures of Elsie's life

## Critical Thinking

Answer the question

1) **Inference**: If Elsie had to work hard to get her people access to clean drinking water, how do you think indigenous people were treated in the 1900s?

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2) Make a glossary for the bold words in the biography.

<b>Community</b>	
<b>Chief</b>	