



Preview - Information



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Google Slides Lessons Preview





BC Language Curriculum

Conventions and Vocabulary – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Word List - Week 1

Unscramble the letters and drag them into the boxes to spell the 10 words at the top.

blue blur blow bled blend sad crab scab flat stand

t s d n a u r l b d s a l o b w n l b e d

e b l d r c b a c b s a u l e b a l f t

Vocabulary

Look at the pictures. Read the sentences. Drag the sentence that matches each picture.

- The sun set behind the tall mountains.
- A red balloon floated into the sky.
- The dog ran through the deep snow.
- A girl read a book under a big tree.
- A bird built a nest in the tree.
- The cat slept on a warm pillow.
- A turtle crossed the quiet road.
- A fish swam in the clear blue water.
- A frog jumped into the pond.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Picture Predictions

Look at each picture. Drag the check mark (✓) to the sentence that says what you think will happen next.

	<ul style="list-style-type: none"> ○ The baby will laugh. ○ The baby will get out of the crib. ○ Mother will come get the baby. 	<input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> ○ The boy will drop the flowers. ○ The girl will take the flowers. ○ A bird will take the flowers. 	
	<ul style="list-style-type: none"> ○ The man will try to shoot a basket. ○ The ball will roll away. ○ The man will fall down. 	
	<ul style="list-style-type: none"> ○ The boy will trip and fall. ○ Someone will catch the boy. ○ The boy will catch the school bus. 	

BC Language Curriculum Conventions and Vocabulary – Grade 2

Vocabulary

Drag the letters into the boxes to spell the words. Use the word list to guide you.

clip claw club clown close bed fed shed press slept

c	l	h	h	b	m	d	l		
s	o	d	e	s	l	o	e		
a	f	s	l	d	e	o	t		
r	s	i	p	c	p	l	c		
e	a	b	u	e	w	w	p		
c	w	d	c	s	w	e	n		

Suffixes -er

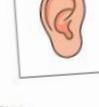
Read the words. Drag each picture to the matching word with the -er suffix.

Swimmer	Reader	Climber	Farmer
Cleaner	Winner	Singer	Teacher
Hiker	Driver	Fisher	Skater



Sight Words

Circle the correct sight word that matches each picture.

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



BC Language Curriculum

Conventions and Vocabulary – Grade 2

Word List - Week 9

Find 10 words in the word search and circle each one. Look at the word list to help you!

score	scope
broke	scoop
go	scab
scan	slow
pony	home

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

Does the word make sense when we add -ful?

Word	Makes Sense?
Playful	
Tableful	
Hopeful	
Rockful	
Graceful	
Bookful	
Thoughtful	
Roadful	
Joyful	
Fearful	
Delightful	

Word	Makes Sense?
Sandful	
Powerful	
Bottleful	
Peaceful	
Streetful	
Colourful	
Treeful	
Respectful	
Houseful	
Faithful	
Shoeful	

Subject-Verb Agreement

Colour the correct verb that agrees with the subject in each row.

Rabbits	like	likes	carrots.	
The baby	cry	cries	before bed.	
The owl	sleep	sleeps	all day.	
The dogs	chew	chews	the food.	
My friend	play	plays	soccer.	

He	hit	hits	the ball.
The cat	sit	sits	on the mat.
My parents	cook	cooks	dinner.
The birds	sing	sings	in the tree.
Tom	run	runs	fast.



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BC 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 we 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 looked outside. Everything was white! Snow covered the trees, the road, and their front yard. "Let's build the biggest snow fort ever!" Sophie said excitedly. They put on their boots, hats, and mittens and ran outside. 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 did 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?



Consolidation



BC Language Curriculum Reading Comprehension – Grade 2

Match the Story to the Principle!

Drag the principle to the matching part of the story.

Part from The River's Gift	Principle
Lena and her friends cared for the dry river and treated the land kindly.	
The children promised to take care of the river and planted new trees.	
They shared their time and energy to give back to nature.	
Everyone worked together to clear rocks and clean the river.	
They understood how plants, animals, and water all depended on each other.	
The friends felt the river was very special and worth protecting.	
When the rain came, they saw how their actions helped the whole environment.	

Principle Bank

- Reciprocity
- Interrelatedness
- Respect
- Reverence
- Synergy
- Holism
- Responsibility

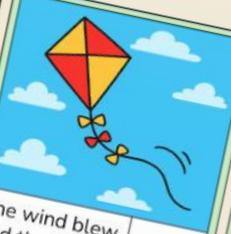
Order the story events from one to four

1

2

3

4



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



She climbed a little ladder to reach the kite.



Mia and her friends laughed and chased the kite.



Mia found a shiny red kite stuck in a tree.

Matching Activity – Order

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

Order	
1	
2	
3	
4	
5	
6	
7	

- Spread peanut butter on one slice of bread.
- Cut the sandwich in half if you want.
- Get out the peanut butter, jelly, a knife, and a plate.
- Spread jelly on the other slice of bread.
- Enjoy your delicious sandwich!
- Take out two slices of bread.
- Put the two slices together to make a sandwich.



BC Language Curriculum

Reading Comprehension – Grade 2

Reports – Text Features

Read each sentence. Fill in the blank with the right word from the word bank.

- 1) A shows us where to find each section in a report.
- 2) show information in a simple way, using pictures or graphs.
- 3) A is a list of new or important words with their meanings.
- 4) are small symbols that give us quick meaning or ideas.
- 5) A is placed under a picture to describe it in more detail.

glossary

table of contents

icons

caption

charts

Know Your Poems

After learning about different types of poems, complete the multiple-choice questions below.

Question	A	B	C	Answer
1) Which poem counts syllables in each line?	Haiku	Limerick	Acrostic	
2) Which poem spells a word using the first letter of each line?	Limerick	Acrostic	Haiku	
3) Which poem is usually funny and uses a rhyme pattern?	Limerick	Haiku	Acrostic	
4) Which poem has 5 lines and often ends with a joke?	Haiku	Limerick	Acrostic	

Thumbs Up or Thumbs Down?

Read each review. Show  if the reviewer liked it. Show  if the reviewer did not like it.

- 1) "This book was full of adventure! I couldn't stop reading it."
- 2) "I loved the colourful illustrations. They made the story fun!"
- 3) "The ending didn't make sense. Whoever wrote that should be fired."

- 4) "The book was very slow, and it felt like nothing happened."
- 5) "The characters were hard to follow, and it seemed to take forever to finish it."
- 6) "This was the best mystery ever! I didn't want it to end."



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BC Language Curriculum Composition (Writing) – Grade 2

Building a Compound Sentence

Choose a word from the box and write it on the line to make one correct sentence.

1	I wanted to go swimming. _____ it started to rain.	and	or	but	so
2	Mia loves to read books. _____ she visits the library often.	and	or	but	so
3	The dog barked loudly. _____ the cat hid under the bed.	and	or	but	so
4	You can draw a picture _____ you can write a poem.	and	or	but	so
5	I spilled my juice. _____ I cleaned the table.	and	or	but	so
6	Liam likes soccer. _____ Mira likes basketball.	and	or	but	so
7	We could watch a movie _____ read a book.	and	or	but	so

Quality Topic Sentences

Which topic sentence you think is best.

1) **Riding 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 cake 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.

Arrange the Jumbled Sentences

Drag the words to put them in the correct order and make complete sentences. Make sure each sentence is a complete sentence.

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



BC Language Curriculum Composition (Writing) – Grade 2

Narrative Writing - Plot

Draw a ✓ checkmark in the box to show if the sentence tells about the Plot, Character, Setting, or Ending.

1) Mia is a kind girl who loves painting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) She lives in a cottage near the forest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) One day, Mia finds a little bird with a broken wing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) The bird is tiny and sings softly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) The forest is full of tall trees and colourful flowers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Mia helps the bird by building a small nest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Mr. Brown, the friendly old man, gives Mia some seeds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Mia and Mr. Brown feed the bird together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) The bird grows strong and flies around happily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Mia waves goodbye as the bird soars into the sky.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

asked	muttered	exclaimed
complained	stated	murmured
giggled	whispered	

Read each quotation carefully. Then, choose a fitting speaker tag from the box to complete each sentence.

- "Please line up quietly," the teacher _____
- "Can we share the crayons?" Max _____
- "I finished my homework!" Zoe _____
- "This soup is too hot," Grandpa _____
- "Turn the page to ten," Ms. Cruz _____
- "Where did my hat go?" Ben _____
- "That puppy looks so cute," Mia _____
- "We will start recess now," the principal _____

How to Make an Omelette

Put the steps in the correct order by dragging and dropping the pictures and sentences into the boxes.

					
Add a little salt and mix with a fork.	Pour the eggs into the pan.	Fold the omelette and put it on a plate.	Cook until the eggs are firm.	Heat a pan and add oil or butter.	Crack the eggs into a bowl.