



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.
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Google Slides Lessons Preview





BC Language Curriculum Composition (Writing) – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to recognize and understand different text forms so we can choose the best way to share our thoughts, ideas, and information with others. This helps us communicate more clearly and makes our writing easier to enjoy and understand.

Sorting: Text Form Examples

Drag each example into the correct text form box.

Stories	Poems	Letters
Lists	Instructions	Reports
Steps to make a sandwich	Information about the moon	A fairy tale about a princess
A haiku about flowers	A birthday card to a friend	Things I need to pack for a trip
A message to Grandma	A superhero adventure	How to brush your teeth
A bunch of things I need to do	A rhyme about a cat	Facts about dogs

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Idea Development Strategies: Talk To Others

Prompt: Talk to a friend about how you get ready for school. Then write the steps below.





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.

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.

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.

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 correct.

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.	Plot	Character	Setting	Ending
2) She lives in a cottage near the forest.	Plot	Character	Setting	Ending
3) One day, Mia finds a little bird with a broken wing.	Plot	Character	Setting	Ending
4) The bird is tiny and sings softly.	Plot	Character	Setting	Ending
5) The forest is full of tall trees and colourful flowers.	Plot	Character	Setting	Ending
6) Mia helps the bird by building a small nest.	Plot	Character	Setting	Ending
7) Mr. Brown, the friendly old man, gives Mia some seeds.	Plot	Character	Setting	Ending
8) Mia and Mr. Brown feed the bird together.	Plot	Character	Setting	Ending
9) The bird grows strong and flies around happily.	Plot	Character	Setting	Ending
10) Mia waves goodbye as the bird soars into the sky.	Plot	Character	Setting	Ending

Read each sentence carefully. Then choose a fitting speaker. Tag from the box to complete each sentence.

asked	whispered	exclaimed
complained	stated	murmured
giggled	whispered	

- "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.



Workbook Preview



Grade 2 – Language Writing



Big Idea 1	Language and story can be a source of creativity and joy.
Big Idea 2	Stories and other texts connect us to ourselves, our families, and our communities.
Big Idea 3	Everyone has a unique story to share.
Big Idea 4	Through listening and speaking, we connect with others and share our world.
Big Idea 5	Playing with language helps us discover how language works.
Big Idea 6	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

	Elaborations	Pages
W2.1		
W2.2		
W2.3	Text features: how text and visuals are displayed (e.g., colour, arrangement, and formatting features such as bold, underline)	8-9, 44-61, 70-71, 136-139, 167-169, 187-199
W2.4	Vocabulary associated with texts: book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams	144-145, 236-239
W2.5	Writing processes: may include revising, editing, considering audience	10-14, 21-22, 35-42, 62-64, 72-81, 83-91, 128-131, 140-143, 146-165, 170-186, 200-205, 240-248

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

Grade 2 – Language Writing



Big Idea 1	Language and story can be a source of creativity and joy.
Big Idea 2	Stories and other texts connect us to ourselves, our families, and our communities.
Big Idea 3	Everyone has a unique story to share.
Big Idea 4	Through listening and speaking, we connect with others and share our world.
Big Idea 5	Playing with language helps us discover how language works.
Big Idea 6	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

	Elaborations	Pages
W2.6	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	19-20, 43, 65-69, 82, 92-93, 132-135, 166, 206-207, 221, 249-252
W2.7	Letter formation: legible printing with spacing between words	254-269
W2.8	Sentence structure: the structure of compound sentences	15-18, 23-34, 94-98

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 making a list of 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.

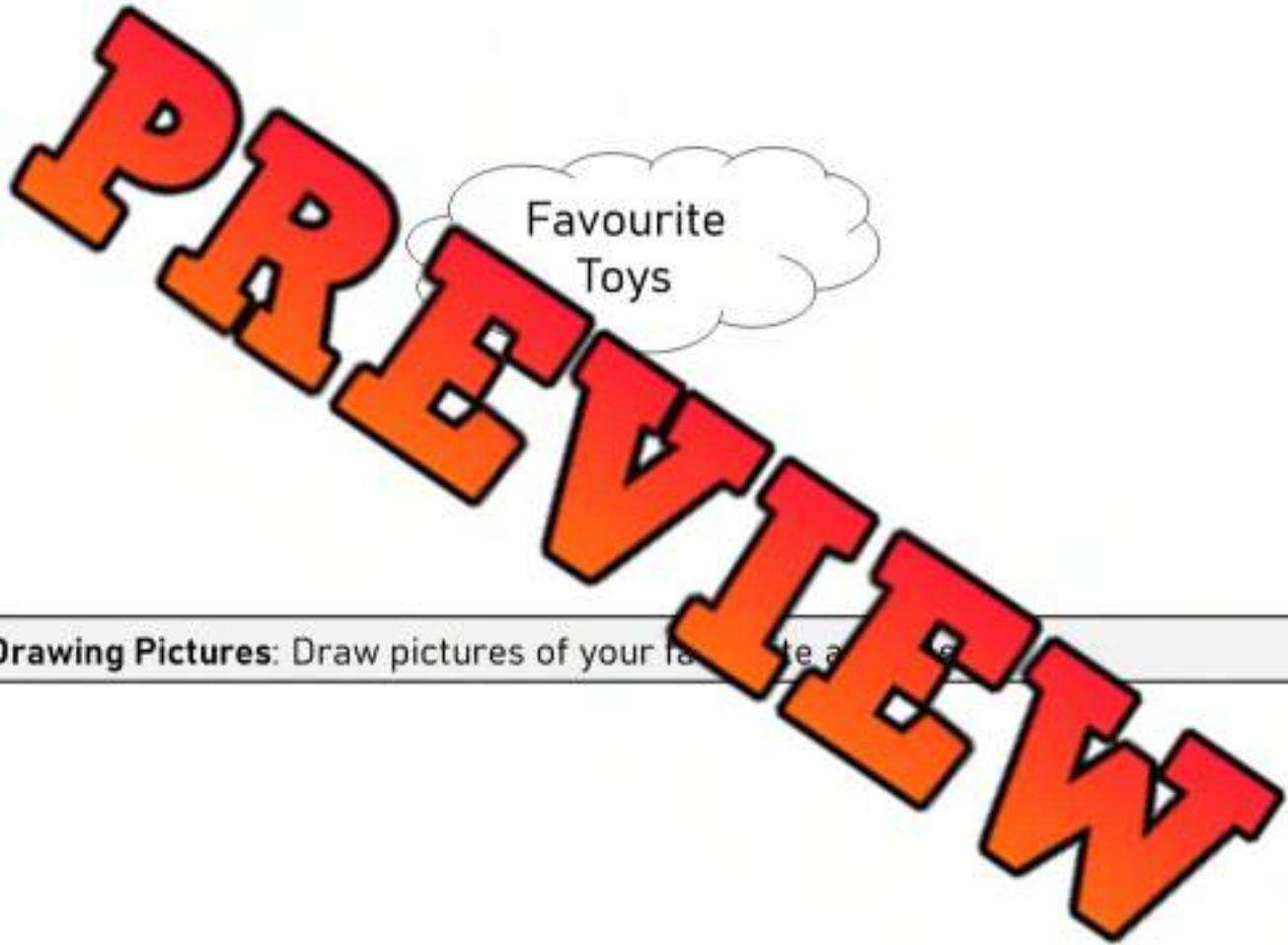


Idea Development Strategies

Practice

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

1) **Brainstorm:** What are your favourite toys?



2) **Drawing Pictures:** Draw pictures of your favourite toys.

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite birthday party games. What questions could you answer in your writing. For example, how many kids are coming? How old are the kids?

1

2

3

4

4) **Talk To Others:** Pretend you are writing about how to make your favourite food. Talk to a friend about the steps you take to make it. Write them below.

1

2

3

4

5

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.



PREVIEW

Writing Simple Sentences

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

For example: The dog barks
The sun shines.

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



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



Write Simple Sentence



Write Simple Sentence



Write Simple Sentence



Write Simple Sentence

Writing Simple Sentences

Directions

Colour the pictures and rearrange the words in the correct order.



the sits cat on mat. the

Write the correct order below.



to school goes bus

Write the correct order below.



building She a is sandcastle

Write the correct order below.

Writing Compound Sentences

A **compound sentence** is like a train with two cars. Each car is a complete idea, and they are linked together with words like "and," "but," or "so."

For example, "I like apples, and my sister likes oranges." This sentence combines two complete ideas into one bigger sentence!



Directions: Read the pairs of sentences below. Then, combine them into one sentence using one of these words: and, but, or, so.

1) I have a cloudy sky. It might rain tomorrow.

2) She can jump high. She can run fast.

3) He was hungry. He made a sandwich.

4) We could go to the park. We could go to the museum.

5) My dog likes to sleep. My cat likes to play.

6) It is late. I should go to bed.

PREVIEW

Directions

Is each sentence simple or compound?

1)	The sun is shining brightly.	Simple	Compound
2)	I wanted to go to the park, but it started raining.	Simple	Compound
3)	I like to swim, and my sister likes to dive.	Simple	Compound
4)	She likes to read books and he enjoys playing chess.	Simple	Compound
5)	Can you help me with my homework?	Simple	Compound
6)	We can eat spaghetti for dinner or we can order pizza.	Simple	Compound
7)	He ran to catch the bus so he wouldn't be late for school.	Simple	Compound
8)	My cat sleeps all day.	Simple	Compound

Directions

Finish the compound sentence.

1)	The cat chased the mouse, and _____.
2)	We wanted to go hiking, but _____.
3)	She can play the piano, so _____.
4)	It was raining outside, so _____.
5)	He loves to read books, and _____.
6)	They were late to the movie, but _____.

My Writing Goals

1) My writing goal is :

2) Will you accomplish my goal by :

Circle (Yes) (No)

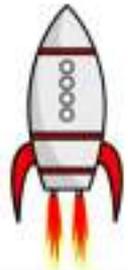
a) Practicing writing	Yes	No
b) Reading books to get ideas	Yes	No
c) Talking to my teacher for help.	Yes	No
d) Drawing pictures about my story.	Yes	No
e) Using a dictionary to find new words.	Yes	No
f) Not worrying about spelling.	Yes	No
g) Write for longer even when I'm tired.	Yes	No
h) Spell sight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

Name: _____

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Writing Tracking Sheet

Your Name: _____



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

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 and phrases provided to write 2 sentences about a teacher. Mix up which parts you use.

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

Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

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



Adjectives	Noun	Verb	Where	When

Sentence 1

Sentence 2

Sentence 3

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

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



Instructions: How do we complete the activity?

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

Writing Descriptive Sentences

Directions

Write a sentence about each of the pictures below. Be as descriptive as you can!



Sentence 1



Sentence 2



Sentence 3

PREVIEW

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

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

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 with big 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 in two different voices – silly and serious.

Favourite subject

Favourite sport

Favourite game

Favourite place

Serious

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	Trying to get lost cattle back home from a wild desert storm.	"Yeehaw!", "Lasso", "Saddle", "Steed", "Outlaw"
Robot	Using a power source in the city using different 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

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--

Name: _____

Write

Write as if you are the characters below.



Cowboy/Cowgirl

Draw a Picture

Robot

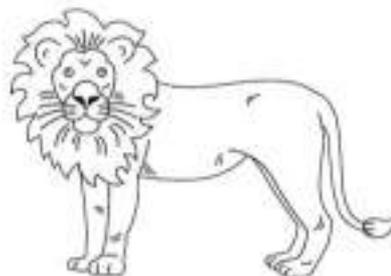
Draw a Picture

PREVIEW

Exploring the Structure of Paragraphs

What's Inside a Paragraph?

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



Beginning: Topic Sentence

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

Example: "I love going to the zoo."

Middle: Details

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

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

End: Closing Sentence

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

Example: "The zoo is my favourite place!"

Tips:

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



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

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

He has soft, white 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: "A dog 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 exciting, 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 a garden is magic.
- 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 Goes In a Paragraph?

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 travel.



Making Your Paragraphs Strong:

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

How to Build Great Paragraphs:

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

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

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

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

Supporting Details

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

Think about why we love summer:

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

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

Brainstorm 3 ideas, 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: Use a good transition word for the sentences.

1) _____ + _____ socks. 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. _____ we eat 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.

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 writing 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 3 C's:

- **Summarize the Main Idea:** Say the main idea again, but use different words.
- **Make it Short and Sweet:** Do not make it too long. Be concise.
- **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 sleepest 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 flowers and even some vegetables like tomatoes. Lily's garden is like a small paradise.

a. The garden always smells so nice.

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

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

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

a. Rainbows are seen after it rains.

b. I love rainy weather.

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

Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

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

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

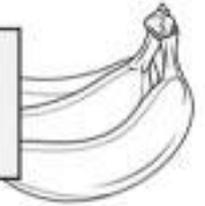


3) Swimming in the pool feels so good, especially on a hot day. The water is cool and the colour is a pretty blue, like the sky. I like to splash and make big waves with my friends.

Analyzing Paragraphs

Analyze

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



1) I really like painting pictures with my art set. My colours are so bright, like sky blue and 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. Then, they take turns keeping their eggs warm. In the end, penguins are birds that are perfect for life in chilly areas.

1)	
2)	
3)	
4)	
5)	

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

2) Brainstorm words 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 sentences.

PREVIEW

Edit

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

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

Edit

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

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

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.

PREVIEW

What
Learned

My Writing Goals

1) My writing goal is :

2) Will you accomplish my goal by :

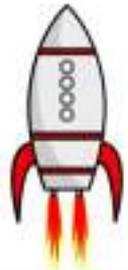
Circle (Yes/No)

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

Name: _____

Writing Tracking Sheet

Your Name: _____



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

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Formal Versus Informal Letters

Formal Letters: For Serious Talks

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

How to Write

- ✓ Opening/Greeting: Start with "Dear" like "Dear Principal."
- ✓ Body: Here, tell your big idea or question. Always be polite.
- ✓ Closing/Signature: 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 lot of emojis.

How to Write

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

Four Parts of an Email

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

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



True or False

Is the statement true or false?

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

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

Dear Mrs. Smith,

I hope you are doing well. I would like to see you and 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,
Carmen

- | | |
|--------------------|-------------------|
| 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 for Show 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, purpose, and if it is 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 have to come! There will be cake, games, and even a magician. I can't wait to see you!

Love,
Tara

Author's Voice

Subject: Nervous About the Upcoming Fire Drill

Dear Mrs. Thompson,

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

Sincerely,
Zara

Author's Voice

Informal Email Writing

Write

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

Audience	Purposes
Fr	What should we play at recess?
Sub	

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: Sorry For My Toy

Hey Kai,

_____! I can't find it, I lost 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..)

Analyzing Formal Letters

Analyze

Read the letters below. Underline the address, greeting, and closing (or use highlighters). Circle the transition words being used. Then describe the voice used in each letter. Is the person happy, sad, scared, etc.?

Cheerful Town Academy
1010 Hollis Rd.
Toronto, ON M2K 1K4

Dear Mrs. Jones,
I can't wait for Christmas! First, we will make cookies at home. Then, we will decorate our tree for that singing carols! It is going to be so much fun. Is it okay if I bring some to share with the class?

Your student,
Sophia

Author's Voice

Pine River School
123 Tree St.
Toronto, ON M5P 3R4

Dear Mrs. Jones,
Guess what? I went to the amusement park yesterday. First, I rode the Ferris wheel. Then, I went on the roller coaster three times! Finally, I ate some yummy fluffy, cotton candy. It was the best day ever! I wish you could have seen how brave I was on the rides. Can we talk about it in class?

Your student,
Leo

Author's Voice

Formal Letter Writing

Write

Using what you have learned about formal letters, write a letter below.
Use the audience and purpose provided for you.

Audience	Purpose
Classmates	To invite them all to your birthday party
	

Success Criteria – Formal Letter

Analyze

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 6-8 criteria that make a good formal letter.

Maple Leaf Academy
96 Willow
Toronto, ON M1C9

Dear _____

Firstly, I have something to tell you! Over the weekend, my family and I went apple picking. Then, we had a bunch of apple pies. Yum! They were so good. In addition, we made some delicious apple sauce. Would it be okay if I brought some to share with the class? Thank you! I love it!

Sincerely,

Arvid

1)

2)

3)

4)

5)

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below

Audience	Purposes
Neighbour	To invite to a backyard barbecue, share news about a lost pet
Cafeteria	To thank for yummy meals, suggest a new menu item
Art Teacher	To share artwork created at home, ask about next art project
Park Ranger	To ask about nature walks and animal sightseeing
Local Bakery	To ask about classes

1) Who will be the audience for your letter?

2) What will be the purpose of the letter?

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

4) What will be the main idea of your letter?

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your letter by brainstorming about your topic below.

7) Write 3 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What transitions will you use to allow your supporting details to flow.

9) Write your rough draft of your letter below.

PREVIEW

Edit

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

Criteria	✓	✗
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

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	✓	✗
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

Rubric – Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
Greeting	Greeting is appropriate and creative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
Topic Sentence	Clear and specific topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Supporting Details	Details clearly support the topic	Most details support the topic	Some details support the topic	Details are missing or don't support the topic
Transition Words	Uses varied, fitting transition words	Uses appropriate transition words	Uses few transition words or they don't fit	No transition words are used
Closing	Closing is well chosen and creative	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included

Teacher Comments

Mark

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

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.

Boxing Day started on Monday.

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

Sentence

Directions

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

Boring Sentence: I fell.

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 favourite game or toy and a small problem you could have with it.Ex: *Lucy loses her favorite teddy bear.***Think**

Write the beginning, middle, and end of a story in three boxes.

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

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

Narrative Writing - Setting

Analyze

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

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

See	
Feel	
Hear	
Taste	
Smell	

Describe

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



See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing – Character Adjectives

Analyze

Colour the picture. Then describe the character using 8 adjectives.



Writing

Write at least 3 sentences that introduce the character.

Narrative Writing - Characters

Analyze

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

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

Draw The Character Below

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

Draw The Character Below

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

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

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



Instructions

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

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

Draw a scene from the story above

Narrative Writing – Finish the Story

Analyze

Write the ending to the story below



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

One day Oliver hears a loud quack. It is his friend Daisy the duck. Daisy is sad 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 in a tree. She points to a big pine tree.

PREVIEW

Narrative Writing – Start the Story

Analyze

Write the beginning (setting and characters) and the middle (plot) to the story below.

PREVIEW

Sophie takes the star rock to Mrs. Thompson, her next-door 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.

Writing Speaker Tags

asked	muttered	cried	announced
replied	stated	exclaimed	wondered
chuckled	whispered	murmured	yelled

Fill in the blanks with a different speaker tag for the quotations below.

1)	"Be quiet in the library," the librarian _____.
2)	"I found a treasure under the tree!" Tim _____.
3)	"This is the best ice cream ever!" Lulu _____.
4)	"I'm not feeling well," Alex _____.
5)	"Look at the stars in the sky," Dad _____.
6)	"I cannot find my shoes," Mia _____ worriedly.
7)	"That was a funny joke," Sam _____.
8)	"Why is the sky blue?" Lily _____ with curiosity.

Writing Dialogue

Directions

Look at the picture. What do you think the parents are saying to their daughter and what do you think is the daughter's response? Write the dialogue below using speaker tags.



Dad	
Daughter	
Mom	
Dad	
Mom	
Daughter	

PREVIEW

Writing Using Quotations

Practice

Write dialogue between King and Queen. **Don't forget the speaker tags!**



Speech bubble containing three horizontal lines for writing.



Speech bubble containing three horizontal lines for writing.



Speech bubble containing three horizontal lines for writing.



Speech bubble containing three horizontal lines for writing.

PREVIEW

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.

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 running. My skates were racing.

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

After, my family took me to my favourite pizza place. It had red booths and a jukebox that played fun songs. I had a slice of 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? List all 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		
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 materials are needed to complete the activity?

- Drafts of student personal narrative stories
 - Pencils and erasers
 - Highlighters
 - Revision checklist
- us co
by
e 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 their partner's story 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

Rubric – Story Writing

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

Teacher Comments

Mark

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

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 see a product look cool.
3. In letters, like asking for a new school or park.



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

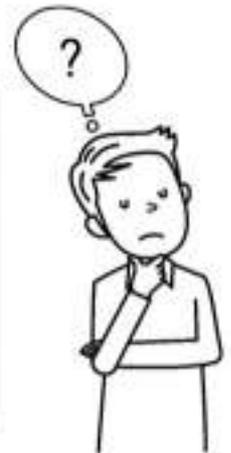
How do we complete the activity?

- 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 persevere?

Fun and Boring

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

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 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

Is It Persuasive?

Instructions

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



Topic: Rides at an amusement park are good for you.

Rides can help you face and overcome your fears.

Rides are fun because they go really, really fast.

Why is it more persuasive than the others?

Topic: Winter is the best season.

Winter activities like skiing and sledding are good exercise.

Snowflakes look pretty.

Why is it more persuasive than the others?

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 and jelly sandwich, we can read the steps and do it right. Recipes like this can help you cook your own 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 materials 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?

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

Title	<hr/> <hr/>
Material List	<hr/> <hr/>
Steps	<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>
	2	<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 : Brainstorm Topics

Instructions

What are you good at doing? Write 3 different tasks that you have done before in each place.



At School	Outside
Ex. Write your name	Ex. Build a Snowman
At Home	At Home
Ex. How to Clean your Room	Ex. How to Make a Sandwich

PREVIEW

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

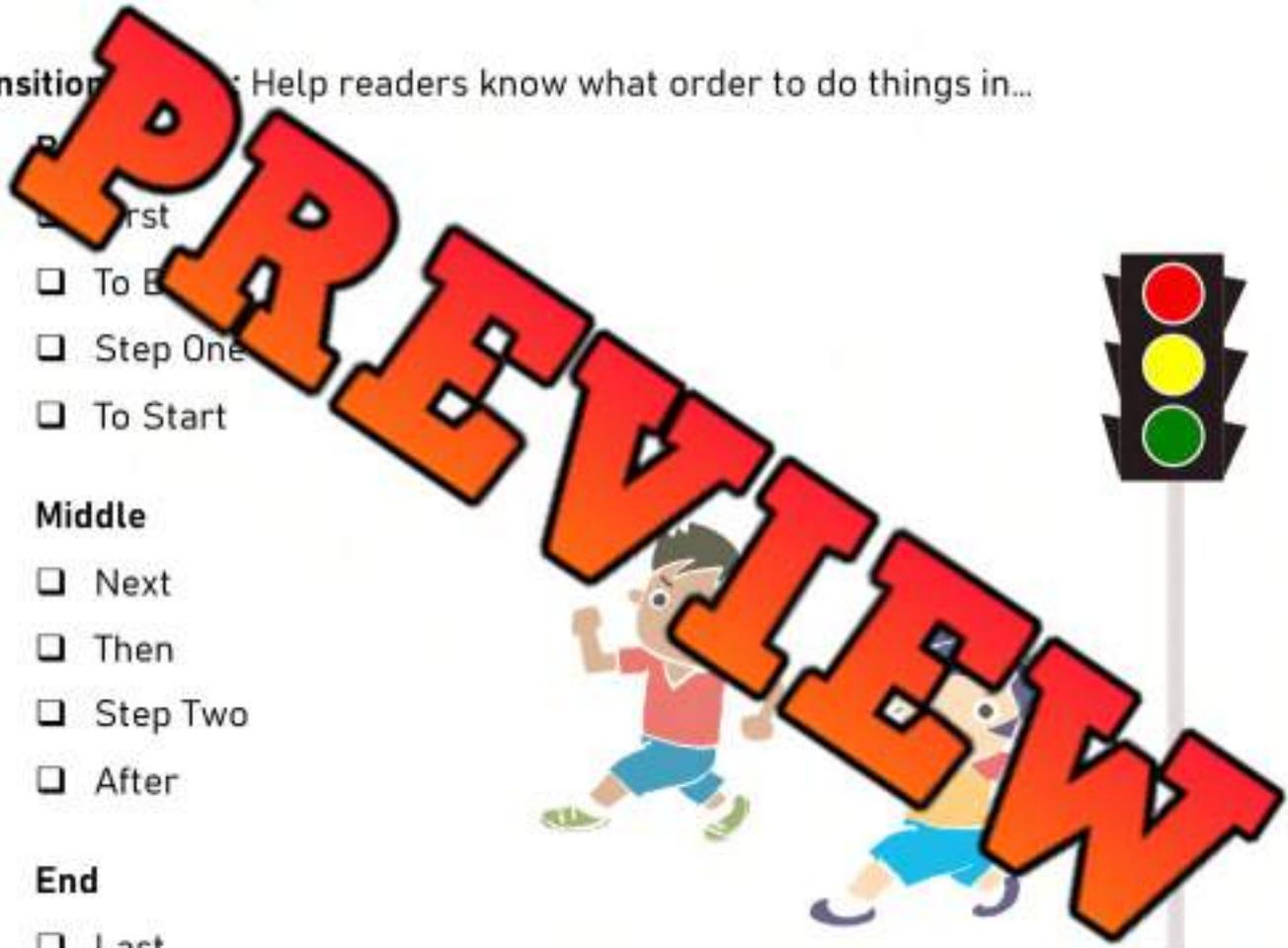
- Next
- Then
- Step Two
- After

End

- Last
- Finally
- When we are finished

Why are They Important?

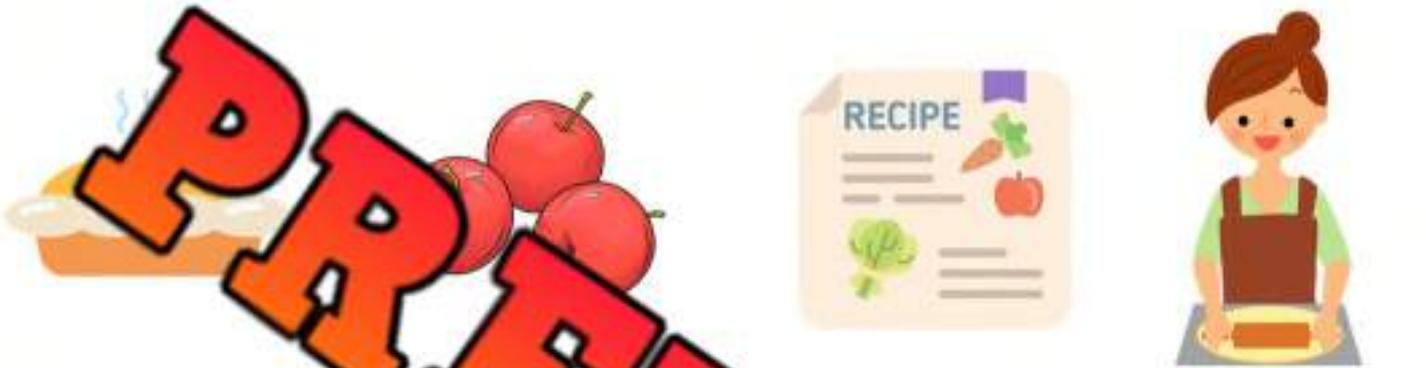
Transition words make our writing clearer. They help us know when one step ends and a new one begins. Without them, our instructions can be confusing. Imagine trying to follow a treasure map without any clues!



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	Last Step
----------	------	------	-----------



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PREVIEW

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 words in 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 horizontally.
- _____, fold the top two corners inward to meet in 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 in the missing steps for each procedural task.



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

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

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 small circles on each side for ears.
Step 3	Draw a large oval on the side of the circle for the body.
Step 4	Draw four lines up from the bottom of the body for the legs.
Step 5	Add small ovals at the end of each leg for paws.
Step 6	Add a curvy line at the end of the body for 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 Sheet	How to Clean Your Room

Remember

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



Planning: Answer the questions below to plan your writing.

1) Topic - Which 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: _____

Intro

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.

St	<hr/> <hr/> <hr/>	
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Step 6	<hr/> <hr/> <hr/>	
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Conclusion

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

PREVIEW

Edit

Edit your first draft by looking at the success criteria.

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

Edit

Edit your first draft by looking at the success criteria.

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

Rubric – Procedural Writing

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

Teacher Comments

Mark

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

Informational Reports: Non-Fiction

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

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



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

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

Writing a Report – 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 the 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 will 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?

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**Fact 3***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.

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 using search engines, 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 and 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 in the sky.		
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 be required 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

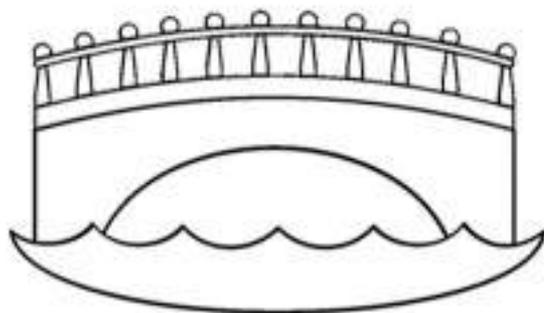
Find answers to the questions below.

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?	

Reordering a Report – Strong Bridges

Shapes and Designs

The shape of a bridge can also add to its strength. Have you noticed some bridges have triangles in their design? These are called trusses, and they spread out the weight, making the bridge sturdier.



Materials Matter

Strong bridges are often made of materials like steel or concrete. These materials can carry heavy weights without breaking. That is why big trucks and cars can safely drive over them.

Conclusion

So, the next time you cross a bridge, remember the strong materials, smart shapes, and deep foundations that keep it safe.

Introduction

Bridges are amazing structures that help us cross over water, valleys, and roads. But have you ever wondered what makes some bridges super strong?

Solid Foundations

Every strong bridge starts with a solid foundation, usually deep in the ground. This foundation holds the bridge in place. This is important during storms or when there is a lot of traffic.

True or False

Is the statement true or false?

1) Bridges help us cross over water and mountains.	True	False
2) All bridges are made of steel.	True	False
3) Concrete makes bridges stronger.	True	False
4) Triangles in bridges make them weaker.	True	False
5) A solid foundation is not important for bridges.	True	False

Ordering Order the headings in the report.

How would you order the report? List the headings in order from 1) - 5).

Headings: Skinning a Design, Materials Matter, Conclusion, Introduction, Solid Foundations

1)	
2)	
3)	
4)	
5)	

Facts

Write 3 facts from this report.

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.

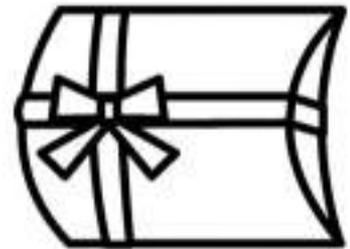
Starts with fun fact or question		Gives a hint, not all the information	
Says the main idea		Keep it short and interesting!	

Topic: Why kids should eat fruit.

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 each conclusion 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 you are growing. Next time it rains, maybe you can catch some raindrops and see what water does in action. Did you know that the same water you drink today could have been snow long ago? Isn't the water cycle incredible?

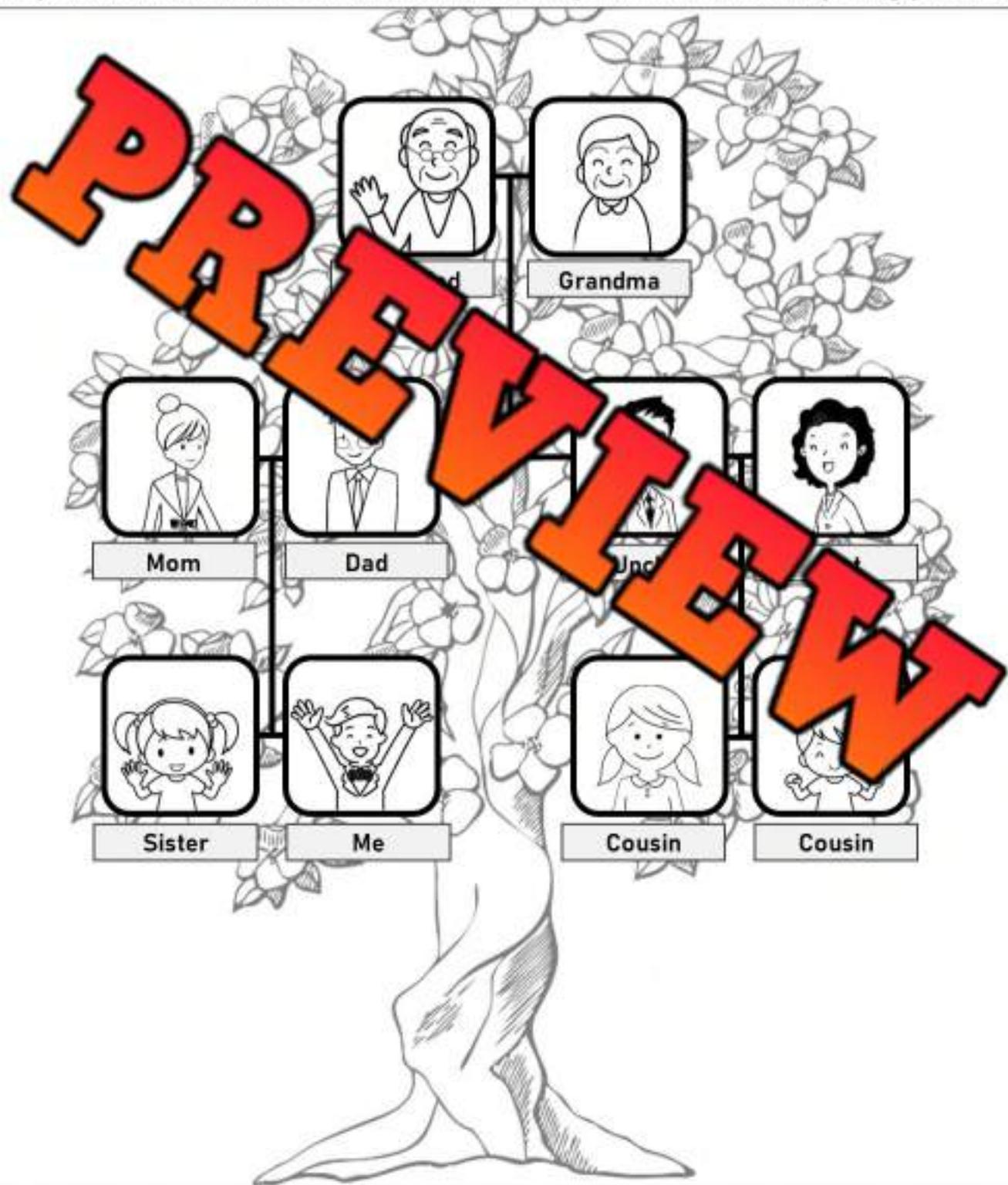
Summarizes the main points		Call to action	
Connects to the introduction		Ends with something interesting	

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

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

My Family Tree

A **family tree** is a way to show all the different people in your family and how they are related to each other. It is like drawing an actual tree where each branch has a family member's name, starting with you and your parents and then adding your grandparents, aunts, uncles, and cousins. It helps us see our family's big picture!



Research Process – Asking Questions

Directions

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



Community Helper	
1	
2	
3	

Community Helper	
1	
2	
3	

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

Ideas		
Exploring Outer Space	Life on a Farm	The Science of Weather
How Planes Fly	Magical World of Castles	Mysteries of Ancient Egypt

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

2) What topic did you choose?

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

4) Choose three main headings and write them below.

Research

Find information for your report.

5) Now you will need to find facts for your report. For each heading, write 3 facts that you can include in your report.

1

2

3

PREVIEW

Planning

Finish the planning process.

6) Start with a sentence about your topic. Then, write about what your report will be about. Use your headings for help. Example: If you read this report, you'll learn about what lions eat, where they live, and how big they are.

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

PREVIEW

Name: _____

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Assignment – Report Writing

PREVIEW

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction	Clear topic and grabs attention.	Clear topic but lacks interest.	Topic is vague.	Missing or off-topic.
3 Headings	All headings are clear and related to the topic.	Most headings are clear and related.	Some headings are unclear or off-topic.	Missing headings or not related to topic.
Facts	Accurate, interesting facts that clearly explain the topic.	Mostly accurate facts that somewhat explain the topic.	Some facts are inaccurate or unclear.	Missing or incorrect facts.
Pictures	Relevant pictures that add to understanding.	Relevant pictures.	Irrelevant or unclear pictures.	Missing pictures.
Conclusion	Summarizes all main points, relates back to introduction, interesting ending.	Summarizes main points but lacks interest.	Vague or off-topic conclusion.	Missing or irrelevant conclusion.
Punctuation/Capitalization	All sentences are correctly punctuated and capitalized.	A few minor errors in punctuation and capitalization.	More errors in punctuation and capitalization.	Frequent errors that severely impact readability.

Teacher Comments

Mark

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

What is a Haiku?

What is a Haiku?

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

Snowflakes falling
Landing softly on noses
Winter's gentle hug.



Rain

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

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

Write

Finish the Haiku poems below.

Topic: Sun

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

Topic: Brown Bear

Line 1

Oscar the brown bear

Line 2

Sleeps all winter in his den

Line 3

What is a Haiku?

Write

Finish the Haiku poems below.

**Topic: Soccer**

Line 1

Lucy kicks the ball

Across the field it will go

Line 3

Topic: Friends

Line 1

Simon says "Jump!"

Line 2

Line 3

Fun until the end

Topic: School

Line 1

Line 2

Math and reading, we have done

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 or love?
- 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 **a float**.
Sky has been **torn**,

AABB Poems

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

AABB Poem

Line _____
Birds _____
Children _____

AABB Poem

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

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

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

2) Which topic will you write your poem about?

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

4) Illustrate your poem by drawing a picture.

PREVIEW

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
Who dreamt he was wearing a shoe.
He awoke in the night
With a terrible fright,
And found it was perfectly true.

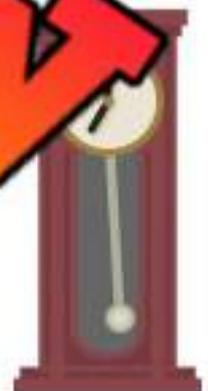
There Was An Old Man With A Beard

There was an old man with a beard,
Who said it is just as I feared.
Two owls and a hen,
Four larks and a wren,
All heard him whine 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	The honey they brought	
Line 4	And chat with their friends,	
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!

What is a Limerick Poem?



Write

Finish the poem and draw what you're picturing

Topic: The Clever Crow

Topic: The Clever Crow		Draw
Line 1	There once was a crow black as night,	
Line 2	He'd go to take food and take flight.	
Line 3	He'd hop and he'd swoop,	
Line 4	In a new way he'd swoop,	
Line 5		

Topic: The Sneaky Fox

Line 1	There once was a fox quick and sly,	
Line 2	With a twinkle in his little eye.	
Line 3	He'd sneak and he'd dash,	
Line 4		
Line 5		

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	Side	Shade	Parade	Braid
Rest	Rest	Rest	Nest	Jest

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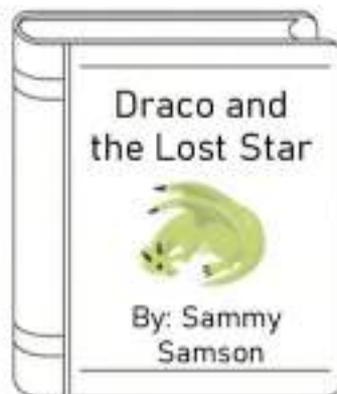
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Analyzing a Book Review

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" and it's full of magic, mystery, and fun!

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

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

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

Rating: ★★★★★

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



Analyzing a Book Review

Describe

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

1) Does it have a catchy start?	Yes	No
2) Include the title of the book	Yes	No
3) Include the author's name	Yes	No
4) Do you give a summary without spoiling surprises?	Yes	No
5) Did they share their thoughts about the book? Give an example.		
6) Does it talk about what was liked and disliked?		
7) Does it use interesting words that are fun to read? Give some 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

Practicing Reviews – Lucy's Magic Bracelet

Reviews

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

Short Story – Tom's Magical Boots

Tom found special boots in a magic forest. He was so excited that he put them on right away. They 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.

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, giving away any surprises.

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

Favourite Part	<hr/> <hr/> <hr/>
Least Favourite Part	<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 read this book? Who would you recommend it to? Who might not like this book?

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



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	✓	✗
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		

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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		

Printing Activities

Printing Activities**Practice**

Trace the printing letters below.

A A A A A A A A A A A

a a a a a a a a a a a

B B B B B B B B B B B

b b b b b b b b b b

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.
Lucy saw them splash.

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

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



Google Slides Lessons Preview





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.



Q 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?

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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

Q 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

Q 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."



Workbook Preview



Grade 2 – Language

Comprehension, Story, Text Forms



Big Idea 1	Language and story can be a source of creativity and joy.
Big Idea 2	Stories and other texts connect us to ourselves, our families, and our communities.
Big Idea 3	Everyone has a unique story to share.
Big Idea 4	Through listening and speaking, we connect with others and share our world.
Big Idea 5	Playing with language helps us discover how language works.
Big Idea 6	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

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

CST2.1		95-104
CST2.2		166
CST2.3	colour, arrangement, and formatting features such as bold, underline)	138-148, 148-149, 178-205
CST2.4	Vocabulary to talk about texts: book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams	9-10
CST2.5	Reading strategies: using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual	11-36, 42-45, 80-205
CST2.6	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	37-72

Block 1: Reading Comprehension Strategies - Basics

Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.

Vocabulary To Talk About Texts

Book

A book is a collection of pages you can read.



Parts of a Book

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

Important Words When You are Reading on Computers

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

True or False

Is the statement true or false?

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

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

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

Choose

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

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

Understanding Reading Comprehension

Understanding Reading

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

Why Reading is Important

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



How to Be Good at Reading

A) Before Reading

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

B) While Reading

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

C) After Reading

- Retell: 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/>
--	-------------------------

Matching

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

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

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 Draw a line from the example to the type of connection

1) Bella finds a dog on a street.

Text-to-Self

Animal shelters help lost pets.

Text-to-Text

She saw a dog on the news.

Text-to-World

I read a newspaper story about lost pets.

2) Grandma comes to visit for the weekend.

Text-to-Self

This is like the book "Little Red Riding Hood".

Text-to-Text

People travel to see family.

Text-to-World

My grandma also comes to visit sometimes.

3) Jake and his friends build a snowman.

Text-to-Self

Building snowmen is very common during winter.

Text-to-Text

I built a snowman last year.

Text-to-World

I read that it will be snowing a lot this winter.

Making Connections

Making Connections

Make connections to the passage below.

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

Text-to-text

Text-to-self



Text-to-world



PREVIEW

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 smaller.

“Why is the pond getting smaller?” Lily asked her mom.

Her mom said, “We need to save 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!



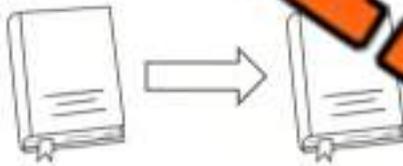
Pre-Reading

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

While Reading

As you read, stop and make connections to your life

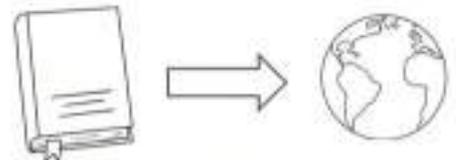
Text-to-text



Text-to-self



Text-to-world



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 Reading

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 different way to follow by answering the questions.

1) Rachel is collecting old bird 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?

What is an Inference?

Infer

Make 1 inference about each of the sentences below.

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

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

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

Infer

Make inferences about what is going on in the images below



The dog is wagging its tail.



The snowman is melting.

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 sack race and a tug-of-
war! For dinner we ate nyama choma which is made from grilled 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



PREVIEW

Pre-Reading

Why are you reading this letter? Is it for fun, or to learn?

While Reading

Draw 2 different pictures of what you are visualizing while reading

--	--

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 eat the family apples

3)



- The children will have fun 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 puppy 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 her best friend. She 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?

3) How can pictures help us understand the meaning?

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

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

1) Come over hier and sit with me.



2) The b _____ across the brite green grass.



3) Aisha wear _____ ss to _____ ol every day.



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



5) My favourite animal is the elefant.



6) I read a book about the magical farrest.



7) He does not like cheeze on his burger.



8) The dog is chasing its own tayl.



9) Look at the preti rainbow in the sky.



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



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 <input type="checkbox"/> No <input type="checkbox"/>			
Birds fly in the sky.	There are a very happy water.	Sam sings beautiful songs.	Jim and I runs in the pond.
Yes <input type="checkbox"/> No <input type="checkbox"/>			

Instructions

Read the story below. Circle 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 day. 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.

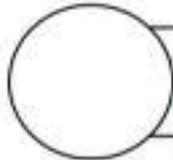
After their meal, they played hide and seek until they felt tired. They laughed and danced until it was time to say, "Goodnight, see you yesterday!"



Monitoring – Does It Make Sense?

Instructions

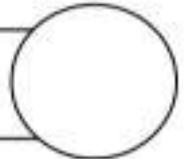
Some of these sentences do not make sense. In the circle make a smiley face 😊 for the sentence that makes sense and a sad face ☹️ for the sentence that does not make sense.



George is a like boy.



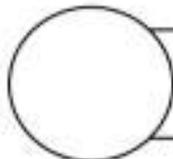
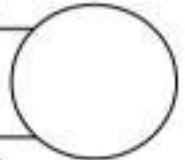
Old tom behind chair stand was.



Anna and Sarah are best friends.



Silly is a paint tree bird.



The baby girl was crying for.



Cold weather was a 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 small bird outside. The bird was lost and needed help. Bella wanted to help her new 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 British Columbia

Understanding Weather

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

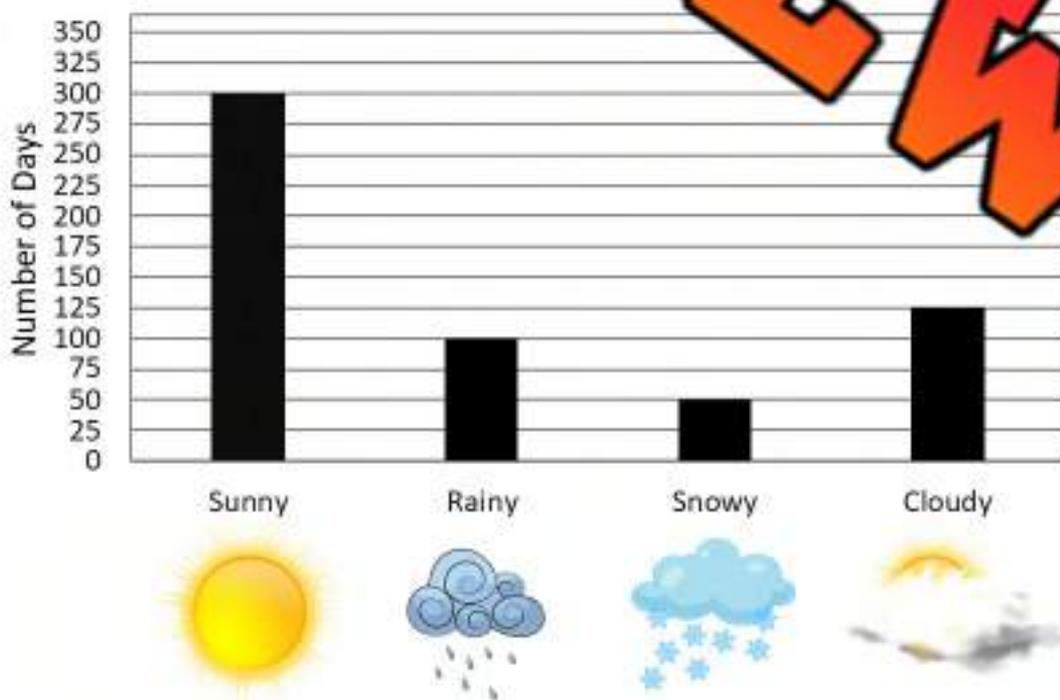
British Columbia's Yearly Weather

- Sunny Days: British Columbia enjoys about 300 days with sunshine.
- Rainy Days: It rains on around 100 days each year.
- Snowy Days: Snow covers the land for about 50 days.
- Cloudy Days: The sky is cloudy nearly 125 days.

Why Use a Chart?

A chart is like a picture that shows information. It helps us understand how many days have sun, rain, or snow. Charts make learning fun to see and compare different weathers in British Columbia.

British Columbia Weather



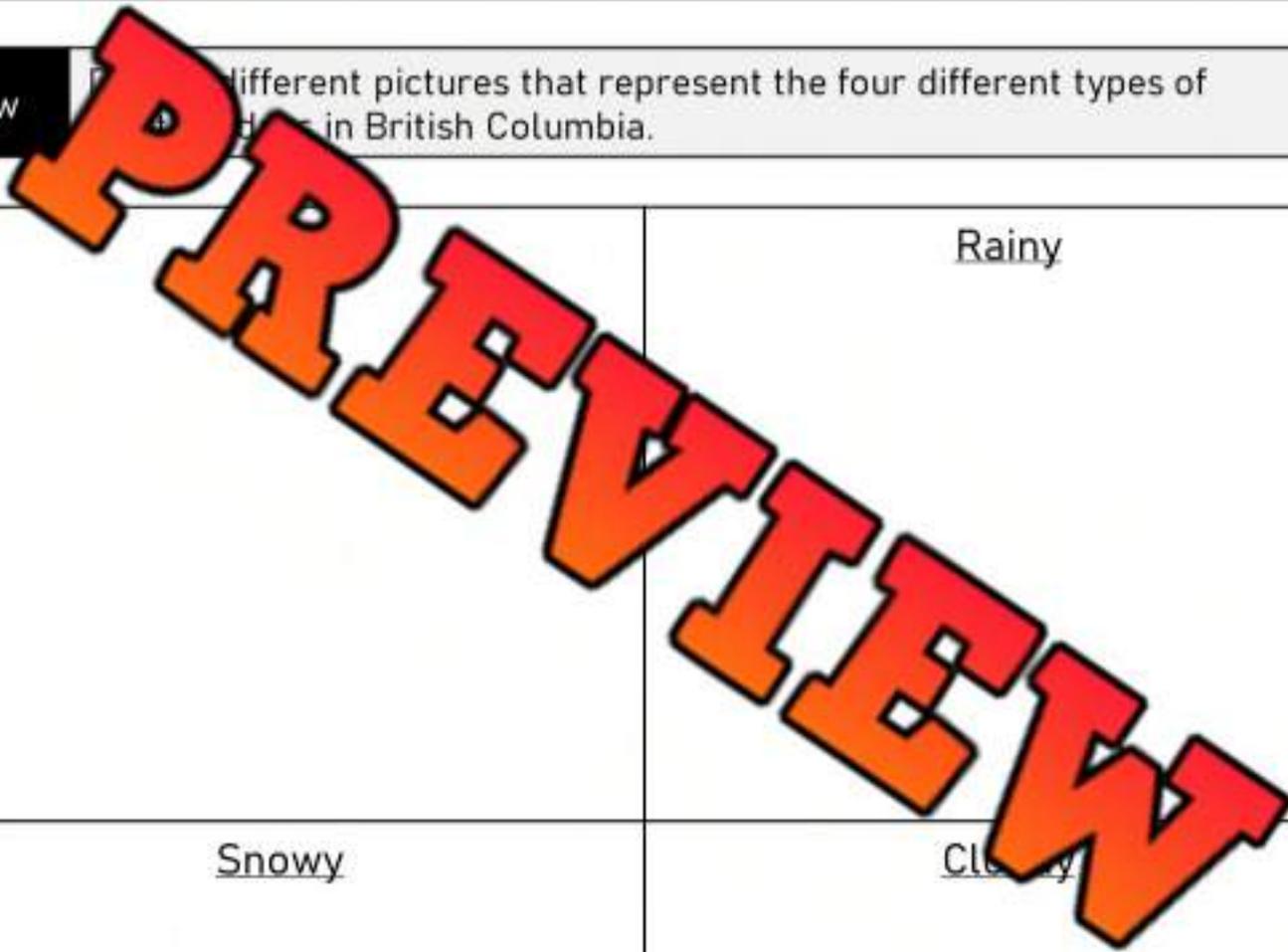
Reflection

Did the chart help you in understanding the weather of British Columbia?

Draw

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

	Rainy
Snowy	Cloudy



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 at the top of your Goal Planner. Think about ways you can work towards your goal and why it is 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 and then the total for each week in the reading log. Fill the reading log each month 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.

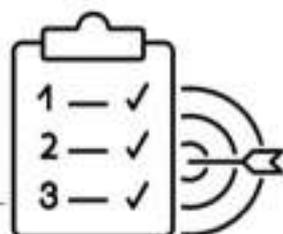
- **Step 4: End-of-Month Reflection**

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.

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

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



Why this goal is important: _____

PREVIEW

New things I will try:

I am going to work harder at: _____

I will read:

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	
Questioning – Write 3 questions about the text. One before reading, one during, one after.	
Before	
During	
After	

Independent Reading - Responses

Day 3

Fill in the organizer below.

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

Day 4

Fill in the organizer below.

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

Independent Reading BINGO

BINGO

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

B	I	N	G	O
Draw the character	Where did the story happen?	Rate the book out of 5 stars	Who was your favourite character?	Find a new word you learned. Explain what it means.
Tell the beginning of the story	Draw a picture from the story	What made you happy in the story?	What made you sad in the book?	What was the problem in the story?
Write a funny line from the book.	Draw something you liked in the book	Free Space	Make a drawing of the main character	How did the story end?
Tell a friend about the book in 3 sentences	Find and write down a word from the book that rhymes with 'cat'	Was it a happy or sad story? Explain.	Would you read it again? Why or why not?	Who helped solve the problem?
Guess what happens next after the book ends.	Write a sentence about your favourite scene	What was your favourite part?	Tell the middle of the story	Write how the main character might have felt at the end

Block 2: Reading Letters

Focus

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

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



PREVIEW

Vocabulary

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

Word	Meaning – Use Context Clues or Look Up Word Meanings

Email Writing – Linking Words

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

E-mail!

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

Conjunctions		Pronouns		Transition Words	
And	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 Favorite 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 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

Email Writing – Questioning

Subject: Making the Zoo More Fun!

Dear Zookeeper Sam,

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



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

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

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

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

Thanks for listening,

Chelsea

Before Reading

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

While Reading

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

After Reading

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

Visualizing

Draw what you were picturing while you were reading.



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.



PREVIEW

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 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.

They agreed. "And we will understand how we are all linked in making the sky beautiful for everyone," said Sun. Sun shone brightly in the day.

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

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

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

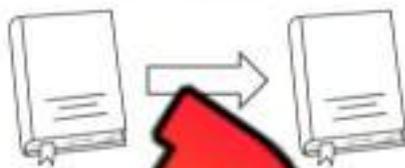
Sun, Moon, and Star now knew the power of synergy, holism, and interrelatedness. And they all shone happier than ever.



Make Connections

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

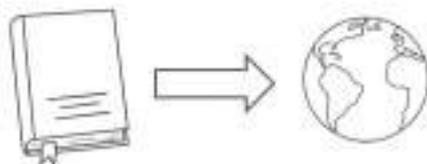
Text-to-text



Text-to-



Text-to-world

**Storywork Traits**

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

Synergy

 Everything in the sky is linked

Holism

 Looking at all the parts of the sky

Interrelatedness

 Shining together to make the sky beautiful

Narrator's Point of View

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

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

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



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

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

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

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

Book Hunt

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

Name of Book	Point of View

Narrator's Point of View – Who Said This?

Instructions

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

A) They are playing soccer.

B) We went to the park today.

C) Alia is doing her homework.

D) I want all 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	Second	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.

2) Summarize the sequence 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 wheels like a train on a hot pan. One day, a bird, quick as a wink, zoomed into his room. Tom was happy and glad watching it.

Soon, clouds as black as coal gathered in the sky. In no time, thunder that sounded like a drum. "Oh no, my window is open!" he thought. He ran to close it, as fast as lightning.

Raindrops fell like soft pillows. Indoors, Tom felt as cozy as a kitten sitting on a chair.

After the rain, the sky turned clear, like a glass window. Tom's new friend—the bird decided to stay!

Scavenger Hunt

Find books that have examples of similes.

Book Name	Example - Describe or quote the example.
"Crazy Like a Fox"	Crazy like a fox.
"My Dog is As Smelly as Dirty Socks"	Smelly as dirty socks.

Matching

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

Column A	Column B
As fast as	a clown
As loud as	fire
As bright as	a drum
As hot as	a cheetah
As funny as	a star



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 _____



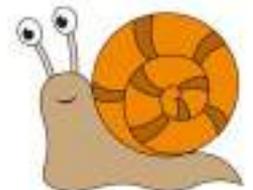
7. As light as _____



8. As cold as _____



9. As big as _____



10. As soft as _____

Selfie Similes

Instructions

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

I am as happy as a _____

I am as brave as a _____

I am as funny as a _____

I am as sweet as a _____

I am as bright as a _____

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 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 while eating 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 seashells.	

Simile	Consonance
The cake tasted as sweet as sugar.	



Simile	Consonance
The black cat sat on a mat.	

Simile	Consonance
The snowflakes were as soft as feathers.	

Simile	Consonance
Pink pigs danced a jig.	

Story Elements

What are Elements of a Story?

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

Character

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



Plot

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

Setting

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

Structure

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

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 what characters are thinking and feeling, and it makes the story more fun to read because it's like listening to a real conversation.

Instructions

Color the picture by 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: "_____"

Henry: "_____"



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

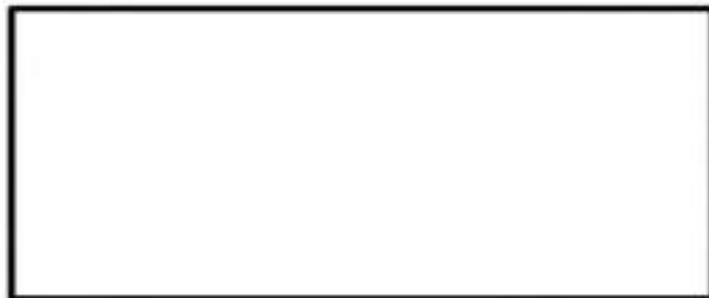
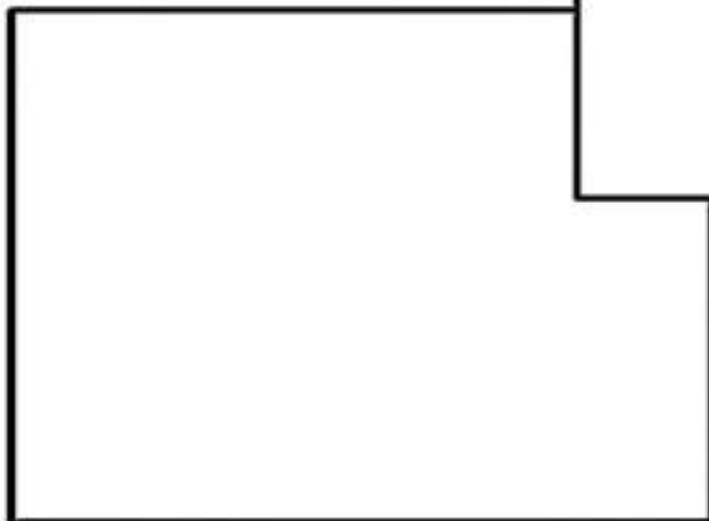
Emma: "Really? _____"

Harry: "_____"

Dialogue

Instructions

Create a comic by completing this dialogue between two kids.



PREVIEW

Milo's Magical Discovery

Once upon a time, in a small, cozy village between gentle hills and a shiny river, lived a curious cat named Milo. One sunny morning, Milo noticed something shiny near the village square. It was a key, old and rusted, half-buried under a bush.

Filled with curiosity, Milo picked up the key and started wandering through the village, wondering what it could unlock. The villagers noticed Milo with the key and began to follow, intrigued by the little cat's adventure.



After a while, Milo discovered an old, forgotten shed at the edge of the village. The key looked like it might fit the lock on the shed door. With a little push from Milo and some help from the villagers, the key turned, and the door creaked open.

Inside, they found a treasure chest of old toys and books that had been hidden away for the children of the village. The villagers cheered, and from that day on, the shed became a magical place for all the children to play and imagine, all thanks to Milo and a mysterious key.

As the days passed, the shed became the heart of the village, buzzing with laughter and stories. Inspired by Milo's bravery, the children decided to create a special club, "Milo's Adventurers," dedicated to exploring and caring for their village. Each weekend, they gathered in the shed, plotting new adventures and crafting little gifts to spread joy among the villagers.

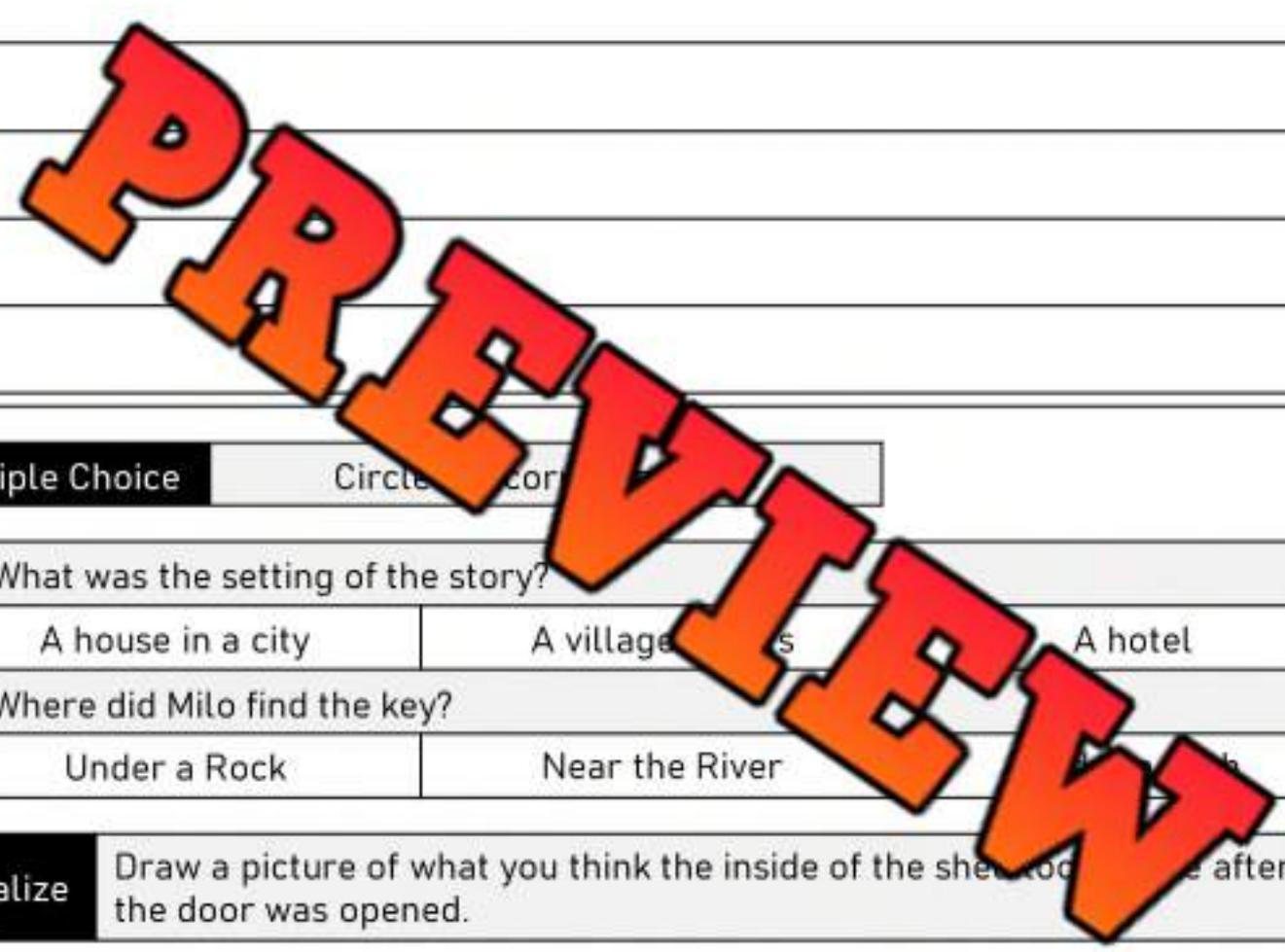
Story Elements

Answer the questions below.

1) Describe Milo's character in three words. (Such as funny, wise, energetic, etc.)

--	--	--

2) What was the ending of the story?



Multiple Choice

Circle the correct answer.

1) What was the setting of the story?

A house in a city	A village	A hotel
-------------------	-----------	---------

2) Where did Milo find the key?

Under a Rock	Near the River	At the bottom of a tree
--------------	----------------	-------------------------

Visualize

Draw a picture of what you think the inside of the shed would look like after the door was opened.

--

Green Treasures in the City

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

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



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

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

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

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

Retell

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

Beginning

Middle

End

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, "Ben is waking up. 'Oh, so bears do sleep all winter and wake up in spring!'"

Tim said, "Ben is waking up."

B) The snow covered the ground outside. But Ben was warm

in his cave.

C) "Wow, Ben is sleeping so long!" said Tim. "Do bears really sleep all winter?"

D) Ben the Bear felt sleepy when winter came. "It has been 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 _____ but _____ Today 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 _____ butterfly _____ friends were amazed, and Tommy felt like a real butterfly expert.



Sequence

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

Plot Sequence	

Folk Tale

The Crystal Quest of Oliver in the Rockies

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

One sunny day, Oliver discovered a hidden cave. Inside, he found a dusty book 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 wise owl who showed him the way through the thick trees. Finally, after a long journey, Oliver found the crystal shining brightly in a hidden valley.

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

The End



Story Structure

Answer the questions below.

1) What was the setting of the story?

2) What was the plot of the story?

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

1)	
2)	
3)	
4)	

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

Narrative Writing - Cause and Effect

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

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



Think

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

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

Write

Write either the cause or effect that completes each 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 Timmy very happy.



"Mom, why does a rainbow have so many colours?" Timmy asked. His mom said, "Sunlight goes through raindrops and creates a rainbow. The raindrops break the light into different colours." Timmy felt very happy to learn this.



Next day, Timmy showed his friends how to draw a rainbow. He showed it to his friend and said, "When the sun shines and it is raining, a rainbow appears." His friends were

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 in a panic, but Rowan had a plan. With his tools and wood, he worked day and night, crafting a new, stronger bridge. He didn't stop even when the sun set or his hands grew tired.

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

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

The End



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 area with horizontal lines for writing.

Visualize

Draw what you were picturing while reading.



PREVIEW

Legend

Eliza And The Dragon

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

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

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



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

Chunking

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

Stretching

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

Question

Did you enjoy this story? Explain.



Non-Fiction Story – Read Aloud

Instructions

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

The Girl Who Saved The Kitten

Once in the small town of Happyville, there lived a brave young girl named Ava. Ava was known for her kindness and courage. One sunny day, while walking near the river, she heard a tiny 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. After what seemed like hours, the fire started to weaken.

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

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



Questioning

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

How	_____ _____
When	_____ _____
Where	_____ _____
Why	_____ _____
Who	_____ _____
What	_____ _____

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 _____ it by _____ her hands steady and her mind focused. She remembered _____ training and knew exactly what to do.

Zoe gently put an oxygen mask over Oliver's _____, helping him 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	

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 a certain way, people are more likely to get it.

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

Examples of Persuasive Texts

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is persuasive writing?

2) Be persuasive – why should recess be longer?

Match

Match the persuasive words with their meanings.

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

Persuasive Writing – 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 no fun!

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

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

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

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



Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text has just emotional, personal opinion?

First One

Second One

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

Persuasive Writing – Thinking Critically

Dear 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 fly by every day!

Your friend,
Jen



Think Critically

Answer the questions below.

a) Who wrote this? Are they biased?

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

What Students Say

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

Think of the Lessons!

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

Smart Choice

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

awesome! 🌱🌻



Inferences

Circle the inference from the sentences below

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

Most kids find planting more fun than reading.

Kids like reading more than planting

Everyone who 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 are proud of their gardens.

9 out of 10 kids love 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?



PREVIEW

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. You start at step one and go in order. Steps have numbers like 1, 2, 3, etc.
- **Ending:** Sometimes, there are extra tips at the end to help you.

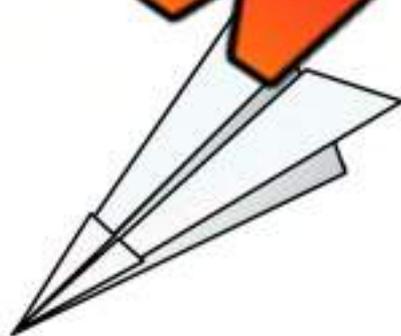
Example: Making a Paper Airplane

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?

Make Connections How often have you read instructions before? When do you get instructions? How do you read them?

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 spoonful of the mixture onto

the _____



Finally, put them into the _____



Enjoy the _____

Oven

Cookies

Recipe

Pan

Ingredients

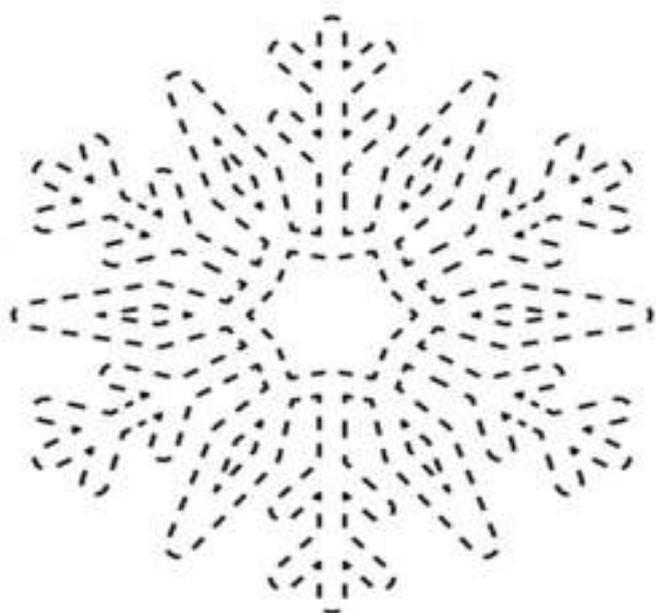
How To – Ordering Steps

Examine

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



Order	Information
	<p>Materials:</p> <p>White paper</p> <p>Scissors</p> <p>Pen</p>
	Use a pen to draw lines and shapes on the folded paper.
	You'll have your snowflake shape!
	<p>How to Make a Paper Snowflake</p>
	Cut along the lines you drew with scissors.
	Fold your triangle in half again to make a smaller triangle.
	Carefully unfold the paper.
	Fold the paper in half to make a triangle.



Recipes – Ordering Steps

Examine

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



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

Graphics in Procedural Writing – Teeth Brushing

Label

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



Brush your teeth from top to bottom



Rinse your teeth with water



PREVIEW

Graphics in Procedural Writing – Drawing

Label

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

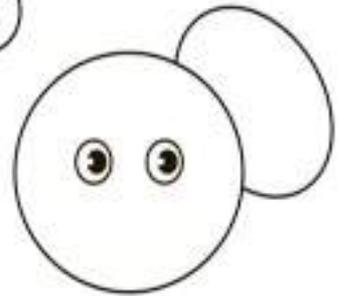
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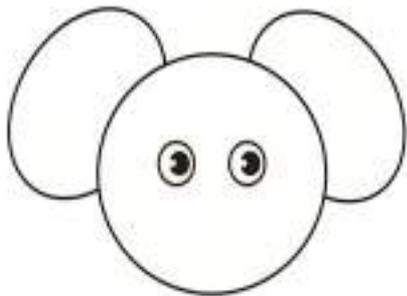
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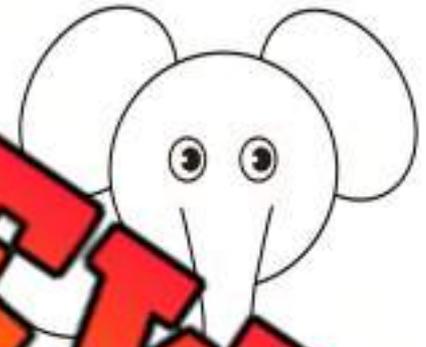
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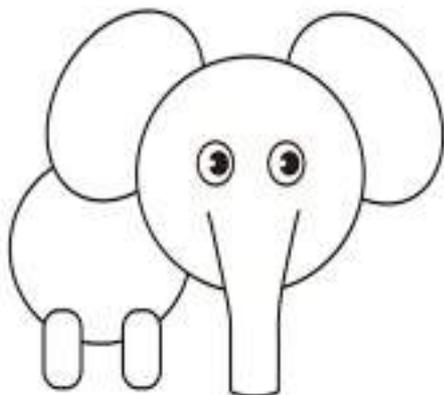
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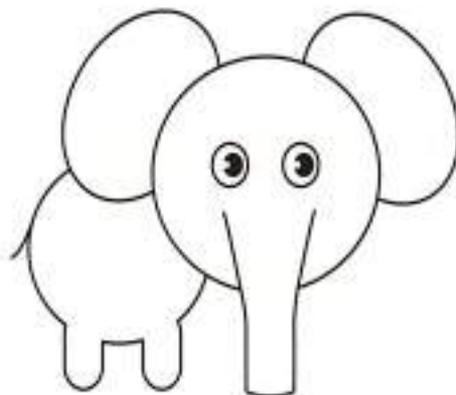
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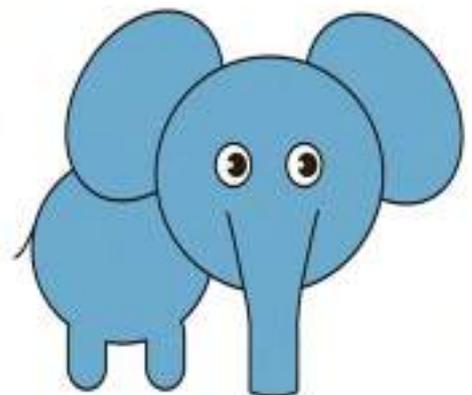
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⑧



⑨



PREVIEW

Label

Describe what to do at each step.

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

PREVIEW

Following Instructions – Drawing a Totem Pole

Draw

Follow the procedural text below to draw a totem pole.

Title	Drawing a Totem Pole	
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional) 	
Introduction	<p>A totem pole is a tall, wooden post with special carvings. People in Canada, like the First Nations, make totem poles to tell stories and remember important things. They are important in showing the history and beliefs of these communities.</p>	
Step 1	<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>	

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
SPLASH 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

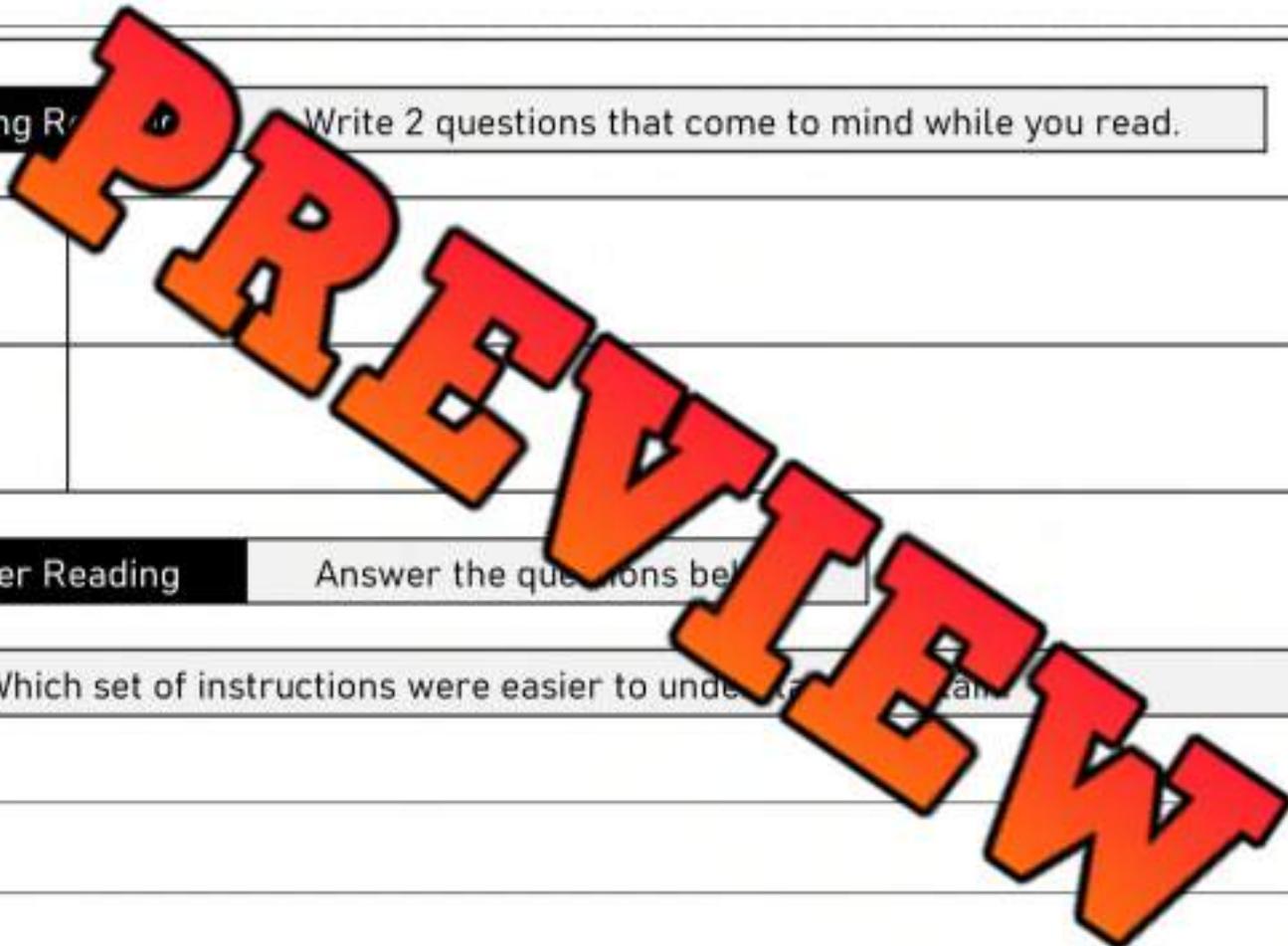
Write 2 questions that come to mind while you read.

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?



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 and covers their eyes. The other players hide somewhere. When it 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 place 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

Comprehension – Text Features in Reports

Table of Contents

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



12 Chinese New Year Animals

🟡 What is Lunar New Year?

The Lunar New Year is a big holiday in

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

🎉 How It Is Celebrated

People in China do many fun things.

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

🍜 Special Foods

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

- Dumplings
- Rice cakes
- Sweet treats

🐉 Dragon Dance

The dragon dance is very exciting! People dress up like a big, long dragon and

dance in the streets. It is good luck to see the dragon dance. People in China look

forward to it all year! 🎉🟡

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption used in the report.

Reflection

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

<input type="checkbox"/> Find topics fast.	<input type="checkbox"/> Make learning fun.	<input type="checkbox"/> Quick picture clues.
<input type="checkbox"/> Learn step by step.	<input type="checkbox"/> Sports and hobbies.	<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.



Column A

Column B

Chinese food

Dragon

Moon

Celebration

House

Dance



Summarizing Practice

A summary is a short way to tell a big story. It tells you what the story is mostly about and some small things that help you get it. When you make a summary, you think about what really matters in the story and say it in a way that you understand!



Summarize the main idea of the text. Then number the details in order from (1 to 3)

Diversity in schools is like a rainbow. Each colour is different but all are special. Kids come from different backgrounds. When everyone joins in, we learn to like what makes us special. This helps us make friends and helps us learn!



Main Idea	
	Kids in schools come from different backgrounds.
	When everyone plays together, we learn to like what makes us special.
	Diversity in schools is compared to a rainbow.

Some people worry about being different. But we are all different in our own way. You might speak a different language or have two moms or dads. When we celebrate diversity, we know that being different is cool. In this school, everyone is liked just the way they are.

Main Idea	
	Some people speak different languages.
	Some people are worried about being different.
	Being different is cool.

Summarizing Practice

Summarize

Write a summary of the passage. Start with the main idea, then add the supporting details. Then draw what you pictured.



1) The sunflower is a tall plant with a big, yellow flower on top. It likes to face the sun and needs lots of light to grow. Sunflowers can give us seeds to eat.

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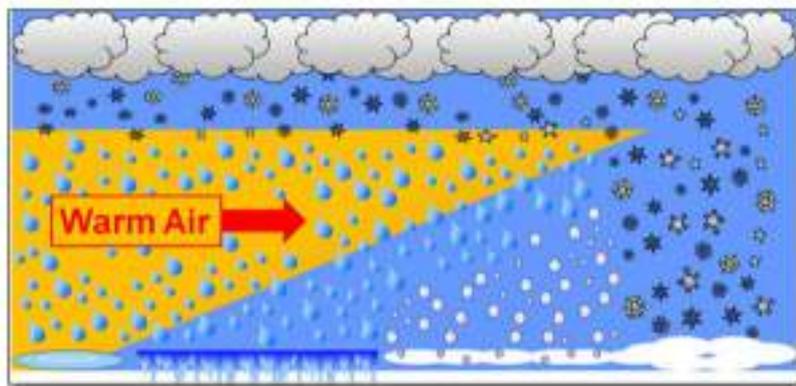
2) The library is a quiet place full of books. You can borrow books to take home or read them there. Libraries also have computers and places to study.

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Comprehension – Text Features in Reports

Table of Contents

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



How warm air affects water.

Introduction 🌧️

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

Rain: Nature's Shower 🌧️

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

What Rain Does:

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

Snow: Winter's Blanket ❄️

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

Sleet: A Mix of Both! 🌧️❄️

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

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption of the diagram.

--

Summarize

Write the main idea and supporting details of the report.

1) What is the main idea of the report?

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

Draw

Draw a scene of rain, sleet and snow.

Rain	Sleet	Snow

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 Tom! Totem poles are tall wooden carvings. They tell stories about important people and events.

Why We Make Them

Totem poles are made to honor our culture and family. They are sometimes made with 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 stories, share 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.



Block 7: Poetry

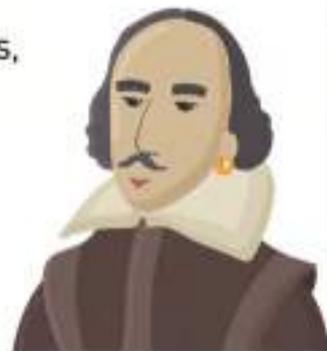
Focus

- ✓ 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 way, 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 of these sentences with consonance. What are you picturing?

The dog dug dig holes.

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 7, and the third line has 5 again.



A yellow sun smiles,
A dog barks in the park all day,
An ant comes when it 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.

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 to as the "Three Sisters." They had special traditions. Then, people came and things started to change.

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



Corn grows in the fields.

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 old friend arrive"

3) "Traded for some shiny things"

Visualizing

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

Haiku 1	Haiku 2	Haiku 3

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

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



Liquid

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



Visualizing

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

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,
Of what he was told,
Abenaki with his creed.

Dene: People of the Dawn



Danny, like a bright northern star,
Fished in rivers, near a bar.
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,
Like a tire on a car which it depends.
Rolling along, it never stay,
Wheels help us move things away.



The Ramp

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



The Pulley

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



Critical Thinking

Answer the questions below.

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

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

Visualizing

Re-read the poem and draw someone using a pulley and a wheel.



A pulley

Wheel

--	--



Block 8: Book Reviews

Focus

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

Finding Bias in Reviews

What is Bias in Reviews?

Bias means when you like or dislike something so much that it changes what you say. Like, if you only like dogs, you might say cats are no good. That's why it's a good idea to listen to what lots of people say.

Bias can be found in reviews below and answer the questions.

Movie Title: "Space Heroes" – Rating 10/10

Wow! "Space Heroes" is a great movie because I only love space! Tim is a super astronaut and he has a cool alien. There are cool spaceships and stars! If you love space like me, you have to see it! It's the only movie you should watch!



1) Is the author biased?		No
2) What is the author's bias?	They only like sports	
3) Would this author like a sports movie?	Yes	No
4) Should you believe this author?	Yes	No
5) Draw what you visualized after reading the review.		

Our Voice in Review Writing

What is Voice in Writing?

A writing voice is how you sound when you write. It is like your speaking voice but in words on a page. Everyone's writing voice is special. You can tell who wrote something just by how it sounds!

Voice

All 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 cat 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 kind of boring. 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 a thrilling 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 anyone who loves a jungle adventure!



Simile	
Consonance	

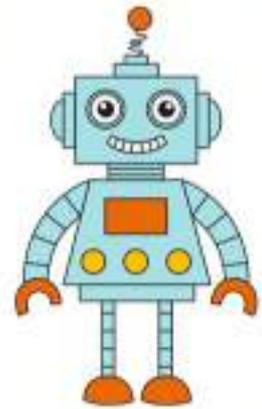
Draw what you visualized while reading the review.

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 Sparky 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 was so fast that it
like a race.**Visualize**

Draw a robot. Use your imagination to make it creative.

Block 9: Graphic Texts

Focus

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

Types of Graphic Texts

What Are Graphic Texts?

Graphic texts are fun! They use words and pictures to tell a story or give facts. You can find them in comics, maps, and easy charts!



Type _____ graphic _____

Here are some _____ type _____

- Comic Books: They use pictures and speech bubbles.
- Infographics: They use pictures and words to explain things.
- Timelines: They show events in order of when they happened.
- Maps: Show you places and how to get to them.

Cool Parts of Graphic Texts

Graphic texts have special tools to make them different:

- Titles: These are big words or headings.
- Pictures: They are found a lot in graphic texts and go with the words.
- Captions: These are words below pictures to explain more.
- Speech Bubbles: They show what characters say.
- Word Tags/Labels: These are words that name parts of a picture.



Prereading

Before reading, answer the questions below.

Re-read the title and headings and write what you already know about this subject.

Matching

Draw a line from the Term in Column A to its matching definition in Column B.

Column A	Column B
Timelines	<input type="checkbox"/> Pictures and text that tell a story or joke.
Comic Books	<input type="checkbox"/> Pictures and a few words to explain things.
Maps	<input type="checkbox"/> Show the location of places.
Infographics	<input type="checkbox"/> Show places and things to

Questions

Answer the questions below.

1) When do you or your family use maps in your life?

2) Where do you see posters/infographics? How are they used?

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

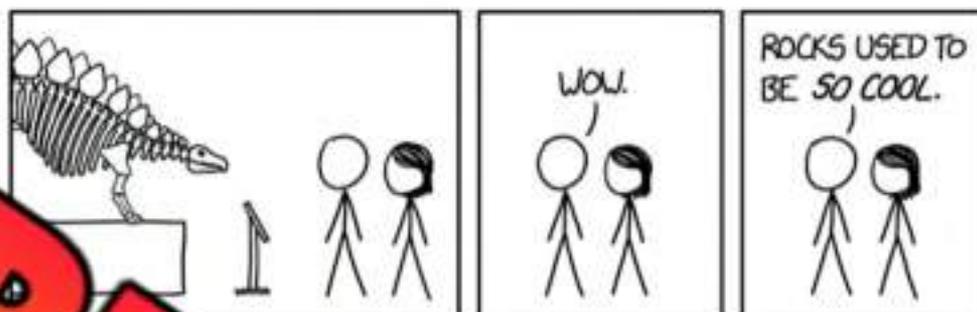
1) Summarize the comic above. What happened?

2) Why is this a joke?

Understanding Graphic Texts

Analyze

Read the comic and answer the questions



1) What is the comic about? Describe the joke.

2) What do you think of the comic? Explain.

RESTAURANTS

FILTERS

HOURS

ANY OPEN NOW OPEN AT...

RATING

ANY ☆3+ ☆3.5+ ☆4+ ☆4.5+

CURRENT NOISE LEVEL

60dB 70dB 80dB 90dB 100dB ANY

PRICE

\$ \$\$ \$\$\$ \$\$\$\$

THIS FEATURE SHOULD AUTOMATICALLY
APPEAR WHEN YOU REACH AGE 30.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of?

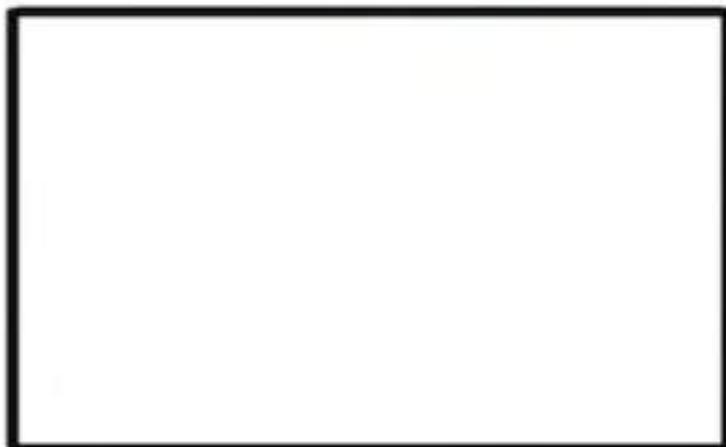
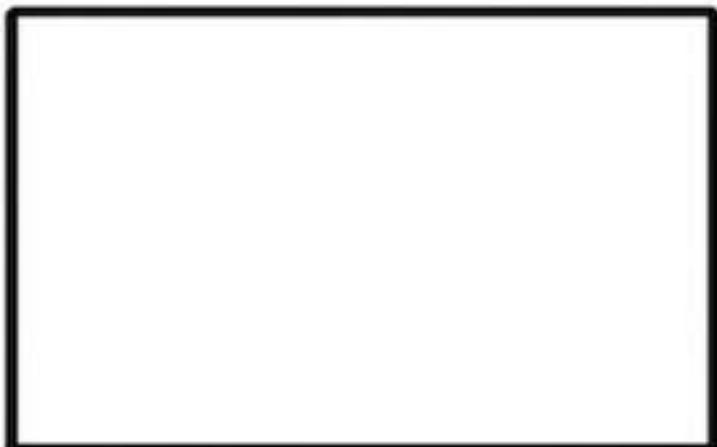
Create Your Own Comic

Instructions

Create your own comic by finishing this conversation between a robot and a human.



PREVIEW



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 Vancouver.
- Red Dots: These small 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?

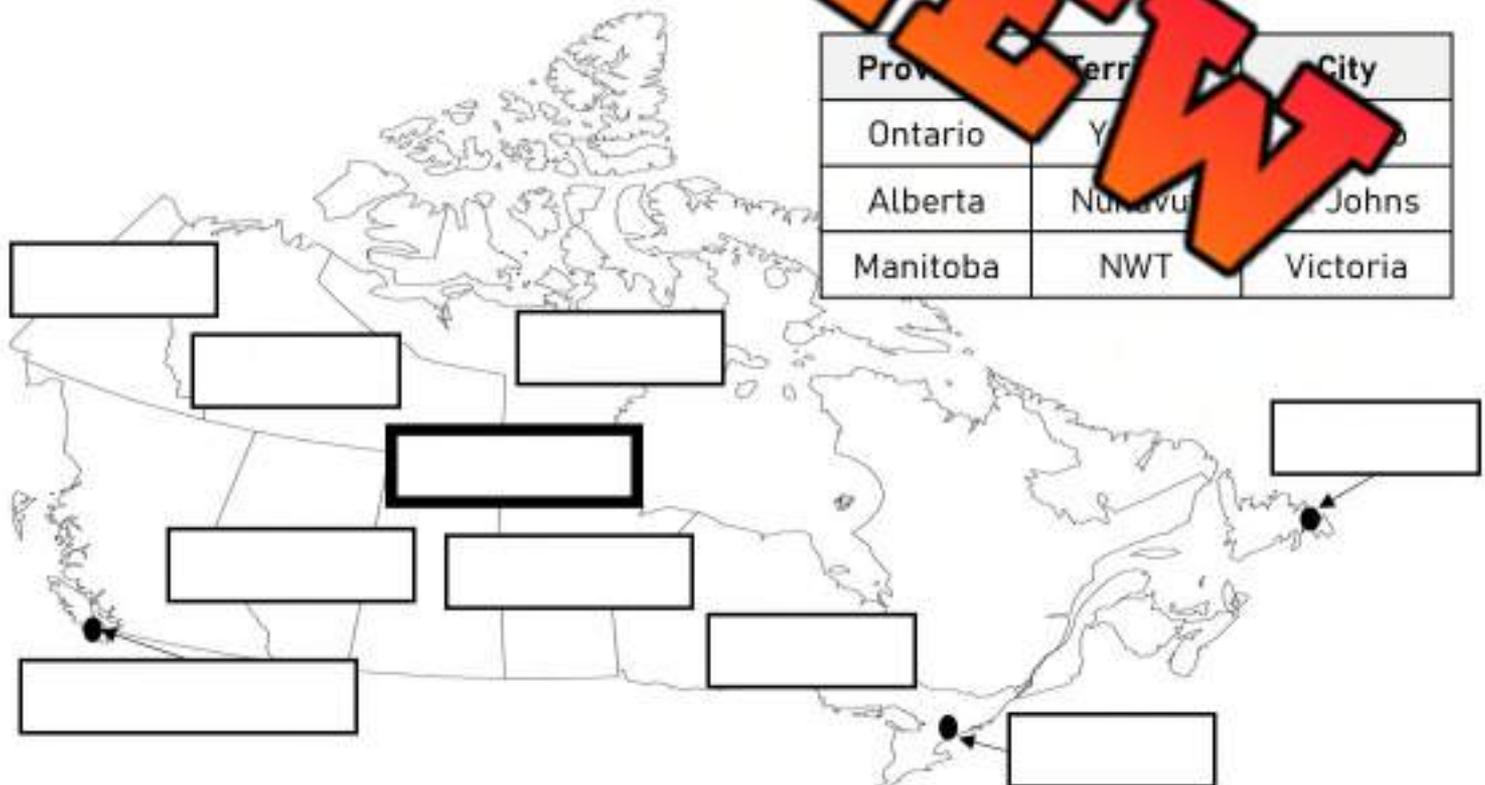
3) How do you identify cities on a map?

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 box with a single word and a thick black 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



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.

What Are Biographies?

What is a Biography?

A **biography** is a book that tells about someone's life. It is like going on a time trip to learn about a person. You can read about heroes, famous people, or folks who did interesting or helpful things!



What's Inside?

A **biography** has parts that you will see more:

- **Intro:** A few pages at the start that tell you who the person is.
- **Chapters:** Parts that break up the story into chapters about a different time in the person's life.
- **Pictures:** Shows what the person looked like or things they did.
- **Timeline:** A line with dates for important events.
- **Glossary:** A list that explains hard words.
- **Table of Contents:** Shows where each chapter starts.
- **Icons:** Little pictures that might give you extra information.
- **Charts:** Pictures that help you understand numbers or facts.



Albert Einstein

Prereading

Before reading, answer the questions below.

Re-read the title and headings and write what you already know about this subject.

Making Connections: How does this remind you of? Have you read a biography before?
Connections: What do you want to learn more about?

Matching

Draw a line from the sentence in Column A to its matching definition in Column B.

Column A	Column B
Intro	<input type="checkbox"/> A list that explains hard words
Chapters	<input type="checkbox"/> A few pages at the start that tell who the person is
Table Of Contents	<input type="checkbox"/> Parts that break up the story
Pictures	<input type="checkbox"/> These show you what the person looked like
Glossary	<input type="checkbox"/> Shows where each chapter starts

Biography – Terry Fox

Terry Fox: A Hero on the Run

Table of Contents

Early Life
A Big Run For A Big Cause
Making a Lasting Mark
Timeline

Early Life

Terry Fox was born on July 2, 1958, in Winnipeg, Canada. He liked sports and dreamed of being a professional athlete. But at age 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. Many people joined him.

Making a Lasting Mark

Terry could not finish his run, but he became a hero. Even today, people do Terry Fox Runs to help fight cancer.

Timeline

- 1958: Born in Winnipeg, Canada
- 1976: Lost one leg to cancer
- 1980: Started the Marathon of Hope
- 1981: Passed away, but became a hero



Terry Fox

Prereading

Before reading, answer the questions below.

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

Question

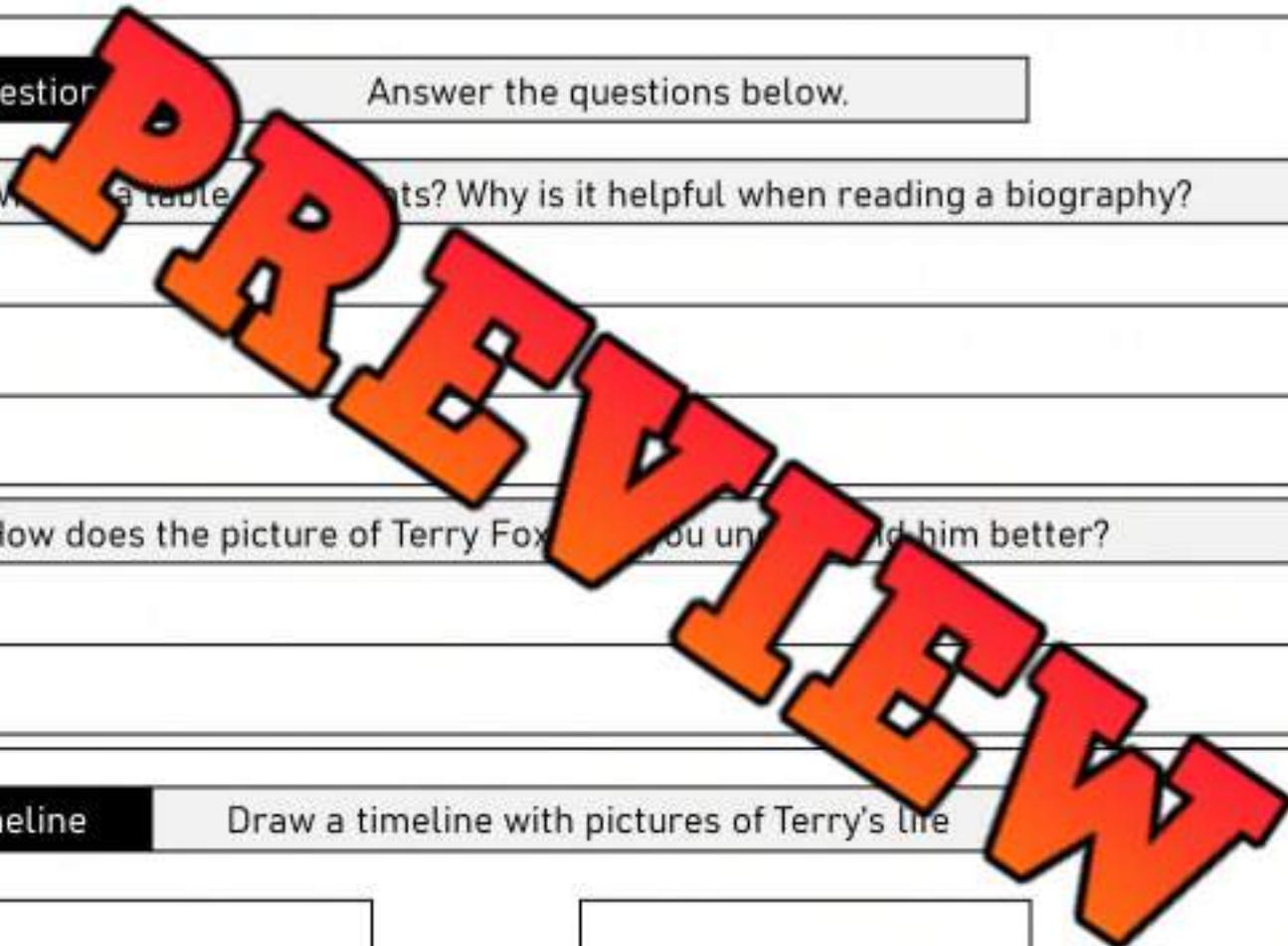
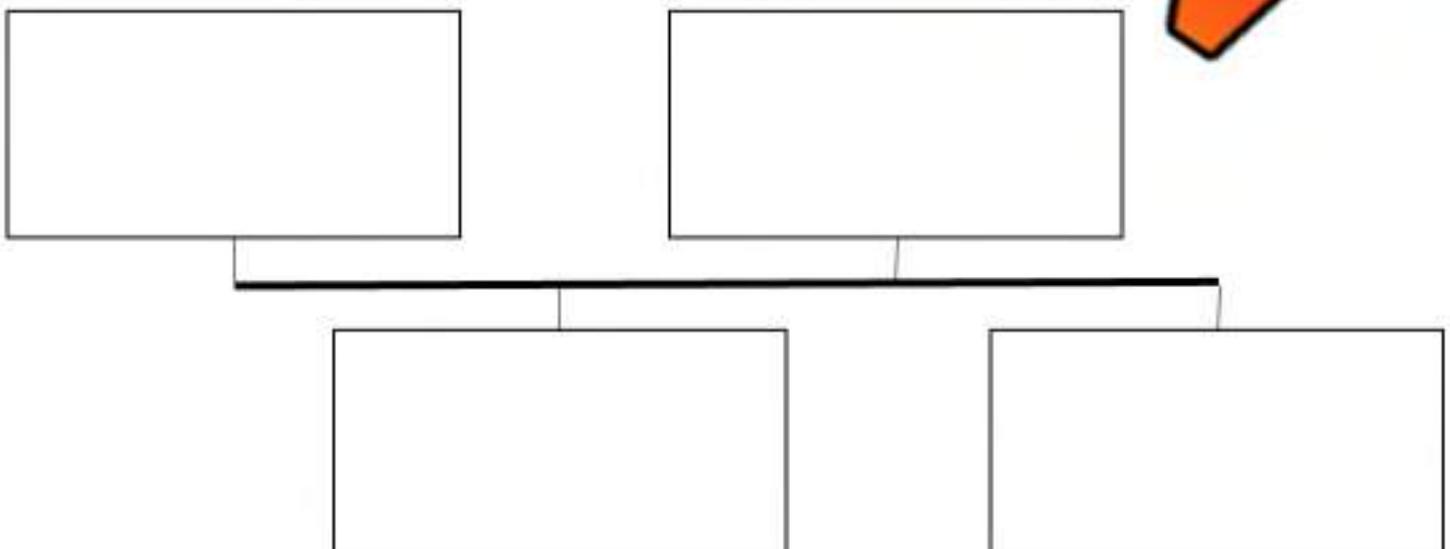
Answer the questions below.

1) Why is a table of contents helpful when reading a biography?

2) How does the picture of Terry Fox help you understand him better?

Timeline

Draw a timeline with pictures of Terry's life



Biography – Stephen Hawking

Stephen Hawking: A Star in Science

Table of Contents

Early Life
Amazing Finds in Science
Helping People Understand Space
Timeline



Stephen Hawking

Early Life

Stephen Hawking was born on January 8, 1942, in Oxford, England. Even though he got a serious disease called ALS, he still worked hard to learn about science.

Amazing Finds in Science

Stephen became a very smart **scientist** who studied the **universe**. He told us new things about **black holes** and how time works.

Helping People Understand Space

Stephen wrote books that made hard science easy to get. Many people read his book "A Brief History of Time." He won big awards for his work.

Glossary

- **ALS**: A disease that damages the nervous system in your body.
- **Black Holes**: High gravity places in space
- **Scientist**: A person who studies to learn how things work.
- **Universe**: Everything that exists, including all space and time.

Understanding

Is the statement true or false?

1) Stephen Hawking was born on January 8, 1942.	True	False
2) Stephen Hawking got a disease called ALS.	True	False
3) Stephen Hawking didn't work after he got ALS.	True	False
4) Hawking knows a lot about Black Holes.	True	False
5) Black Holes are dug in the ground.	True	False

Critical Thinking

Answer the questions below

1) **Inferencing:** Does Stephen Hawking is someone who gives up easy? Explain.

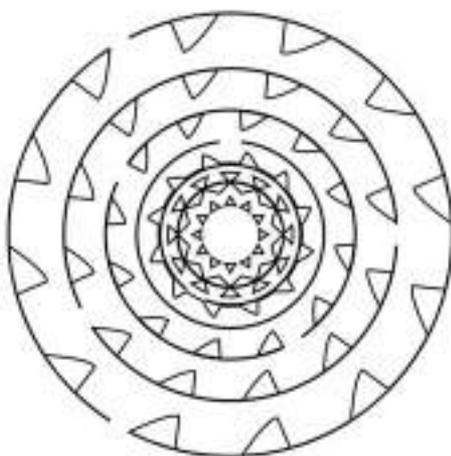
2) **Questioning:** Write 2 questions you have about Stephen Hawking.

1)

2)

Colour

Colour the Black Hole and picture of Stephen Hawking





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

hair fish cast club wheel slit

Part 2 – Action!

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

Vocabulary

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

1. The dog will bark at the cat.

2. The mountains are very tall.

3. The road is very long.

4. The bird will fly away.

5. The man will try to shoot a basket.

6. The ball will roll away.

7. The man will fall down.

8. The boy will drop the flowers.

9. The girl will take the flowers.

10. A bird will take the flowers.

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.

1. The baby will laugh.

2. The baby will get out of the crib.

3. Mother will come get the baby.

4. The man will try to shoot a basket.

5. The ball will roll away.

6. The man will fall down.

7. The boy will drop the flowers.

8. The girl will take the flowers.

9. A bird will take the flowers.

10. The boy will trip and fall.

11. Someone will catch the boy.

12. 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				
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	e	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	Driver	Singer	Teacher
Maker	Dancer	Fisher	Scatter

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	Leaf



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!

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

score	scope
broke	scoop
go	scab
scan	slow
pony	home

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.	He	hit	hits	the ball.
The baby	cry	cries	before bed.	The cat	sit	sits	on the mat.
The owl	sleep	sleeps	all day.	My parents	cook	cooks	dinner.
The dogs	chew	chews	the food.	The birds	sing	sings	in the tree.
My friend	play	plays	soccer.	Tom	run	runs	fast.



Workbook Preview



Grade 2 – Language Conventions and Reading Strategies



Big Idea 1	Language and story can be a source of creativity and joy.
Big Idea 2	Stories and other texts connect us to ourselves, our families, and our communities.
Big Idea 3	Everyone has a unique story to share.

Preview of 98 pages from this product that contains 486 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

Sound right? Make sense?); self-correcting errors consistently using three cueing systems; meaning, structure, and visual

200-201, 208-209, 214, 216-217, 220, 223-224, 232-233, 236, 239-240, 243, 245, 247-248, 251, 254-255, 258, 261-262, 265, 267, 269-270,

CR2.2	Word patterns, word families	16-17, 19, 22-25, 27-28, 30, 33-36, 38-39, 42-45, 47-48, 51-54, 56-57, 60-63, 66-67, 70-73, 76, 79-82, 84-85, 88-91, 93, 95, 98-101, 103-104, 107-110, 112, 114, 117-120, 122-123, 126-128, 130, 132, 135-138, 141, 144-148, 150-151, 154-157, 159, 162-165, 167, 170-172, 175, 178-180, 184, 187-189, 191, 194-196, 199, 202-205, 207, 210-212, 215, 218-219, 222, 225-228, 231, 234-235, 238, 241-242, 246, 249-250, 253, 256-257, 260, 263-264, 268
CR2.3	Sentence structure: the structure of compound sentences	15, 26, 37, 46, 55, 64, 74, 206, 213
CR2.4	Conventions: common practices in punctuation (e.g., the use of a period or question mark at end of sentence) and in capitalization (e.g., capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun I)	83, 92, 102, 111, 121, 129, 131, 139-140, 149, 158, 166, 173, 181-182, 190, 197, 206, 213, 221, 229-230, 237, 244, 252, 259, 266

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)	blue	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	To cry
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 saw 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

Bicy	Tricycle

Match	Mismatch

Tie	Untie

Sentence Fragments or Complete Sentence

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

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

Complete or Fragment?

Is the sentence complete or is it a fragment?

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



Completion

Complete the sentence fragment

1) I was

2) I like to

3) Stacey is

4) Running in the park

Compound Words

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

Match

Connect the two words to make a compound word.



sun	<input type="checkbox"/> coat
rain	<input type="checkbox"/> man
cup	<input type="checkbox"/> fish
snow	<input type="checkbox"/> flower
board	<input type="checkbox"/> room
blue	<input type="checkbox"/> board
beach	<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*.

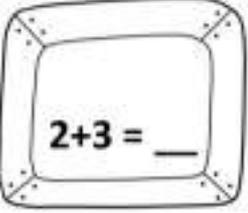
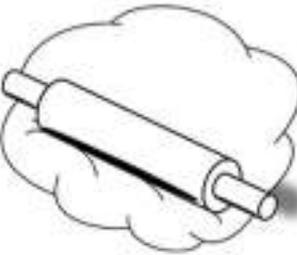
Examples of VCC words

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



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

oll	bank	ant	old
owl		jump	add

Think

Write your own VCC words below

Picture Predictions

Drawing

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

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



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

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

PREVIEW

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

Word Search

Make your own word search using 6 of the words.

Word Bank

Week 1 – Fluency Readings**Read**

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

1) The sky is blue.



2) The picture is a blur.



3) I blow out the candles.



4) He bled when he got a stab.



5) I blend the colors together.



6) I am sad when it rains.



7) The crab has a flat shell.

**PREVIEW**

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

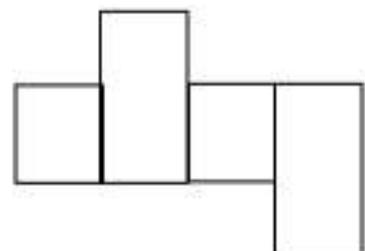
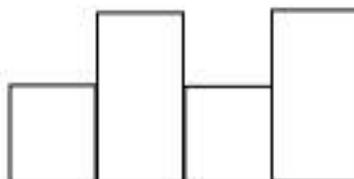
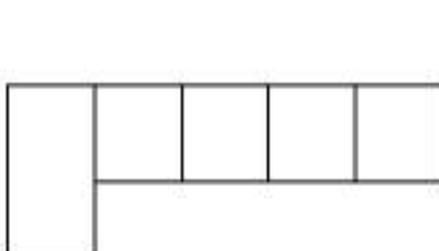
Unscramble the letters to make spelling words.



	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 Box

Fill the box with the vocabulary words from above.



Name: _____

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Suffixes -s

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



Identify

Write the correct noun for each sentence.

doll, dolls	1) Three _____ have pretty dresses.
2) My friend gave me a new _____ 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 my 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.

Blank drawing area for the first scene.

2) Two trees with five oranges on each.

Blank drawing area for the second scene.

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

Blank drawing area for the third scene.

PREVIEW

Name: _____

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Simple Sentences

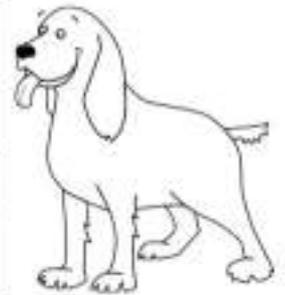
A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

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 <u>dog</u> barks loudly.	Subject	Predicate
2) Sara <u>reads</u> a book.	Subject	Predicate
3) <u>Birds</u> fly 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 |
| kind | <input type="checkbox"/> small |
| you | <input type="checkbox"/> dirty |
| hard | <input type="checkbox"/> loud |
| strong | <input type="checkbox"/> thin |
| thick | <input type="checkbox"/> wet |
| quiet | <input type="checkbox"/> it |
| clean | <input type="checkbox"/> far |



PREVIEW

Think

Write 4 words and their antonyms beside them

	Words	Antonyms
1)		
2)		
3)		
4)		

Spelling Patterns - VVC Words

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

Examples of VVC words

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

Read and

Read each word and match them to the pictures.

oat	soap	pail	ear
coat		aim	head

Think

Write your own VVC words below

Sight Words

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

Search

Circle all the sight words from the grid.

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



How many sight words did you find?

Matching

Match the appropriate sight words to complete the sentences.

- 1) The cat ___ on the mat. so
- 2) I wake ___ early in the morning. is
- 5) I was ___ happy to see you. up

Crack the Code

Directions

Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m

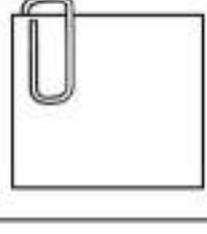
												
n	o	p	q	r	s	t	u	v	w	x	y	z

Code	Answer	Answer
		
		
		
		
		

PREVIEW

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.		

PREVIEW

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Write the correct number for each sentence.

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

Subject or Predicate?

Is the underlined word/phrases the subject or predicate?

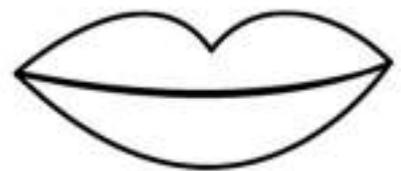
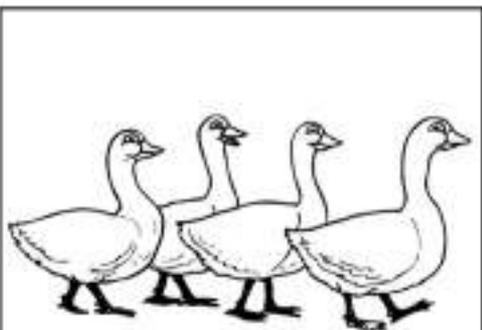
1) <u>The teacher</u> writes on the board.	Subject	Predicate
2) The fish <u>swims in the pond</u> .	Subject	Predicate
3) <u>The moon</u> shines at night.	Subject	Predicate

Week 3 - Vocabulary List

fly	flip	flag	fluff	flock
lip	kit	trim	drill	shift

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

1)	
2)	
3)	
4)	
5)	

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

Instructions 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 the buses picking up kids from school. Near the park, children found a field with colorful foxes. Jenny had two parties this month, where she served candy and 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?

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) big	A) courageous
2) afraid	B) slender
3) tidy	C) frightened
4) scared	D) seat
5) angry	E) gift
6) gift	F) snore
7) nap	G) thin
8) thin	H) present
9) brave	I) furious
10) begin	J) seat

Write

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

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

Word Search

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> fly	<input type="checkbox"/> flip	<input type="checkbox"/> flag	<input type="checkbox"/> fluff	<input type="checkbox"/> flock
<input type="checkbox"/> lip	<input type="checkbox"/> kit	<input type="checkbox"/> trim	<input type="checkbox"/> drill	<input type="checkbox"/> shift



Word Scramble

Unscramble the word.

lpi		lifp	
ikt		aglf	
lyf		lufff	
rimt		flcko	
rilld		histf	

Week 3 – Fluency Readings

Read

Read each line and then write the last sentence.

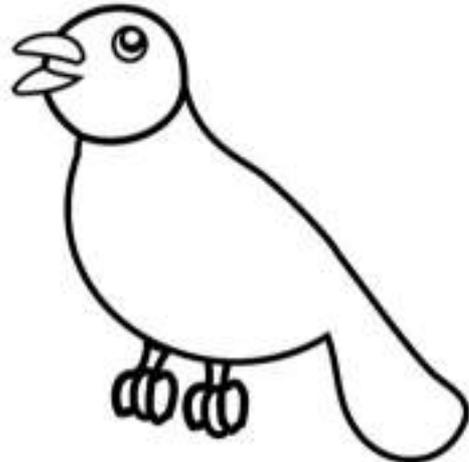
Birds

Birds fly

Birds fly together

Birds fly together in

Birds fly together in a flock



PREVIEW

I

I flip

I flip the

I flip the flag

I flip the flag up

I flip the flag up high.

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Root Word	Suffix			Word
paper	s	es	ies	
beach	s	es	ies	
baby	s	es	ies	

Completion

Complete the interrogative sentence below.

1. _____ did you put your school bag?

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

Name: _____

Week 4 - Vocabulary List

glow	glob	glee	glad	glare
hop	top	drop	shop	stomp

Write

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

PREVIEW

Vocabulary

glow	glob	glee	glad	glare
hop	top	drop	shop	stomp

Write

Choose your answer from the word list above.



	Question	Answer
1	What is the top part of a ball?	
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: _____

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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
walk		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!

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.

Pear

Mail

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	glad	glee	glare	
glee	hop	glad	glare	glow	glob
glare		hop	glow	glee	glad
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 st Try	2 nd Try	1 st Try	2 nd 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)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

Convert

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

Base Words	"-ing" form
pick	
drive	

Base Words	"-ing" form
hop	
lift	

Write

Write an exclamatory sentence using the given scenario.

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

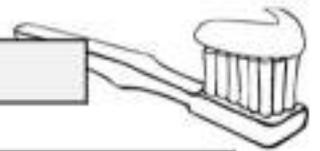
<hr/> <hr/> <hr/>

Week 5 - Vocabulary List

brim	brow	brush	brand	browse
sun	fun	jump	dunk	blush

Write

Circle the misspelled words and write them correctly.



1) I tried to brush my teeth to make it shiny.	
2) I tried to brush my teeth on the books.	
3) Playing in the sun is so much fun!	
4) The hat's brim is green.	
5) Watch me jump really high.	
6) Mom uses a different brand of soap.	
7) My browe was sweaty from running.	
8) My friend began to blush at the joke.	
9) The sun is shining brightly today.	
10) He tried to dunk 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) dle	<input type="checkbox"/> g	
5) pud	<input type="checkbox"/> g	
6) un	<input type="checkbox"/> g	
7) rug	<input type="checkbox"/> g	

**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/>

Name: _____

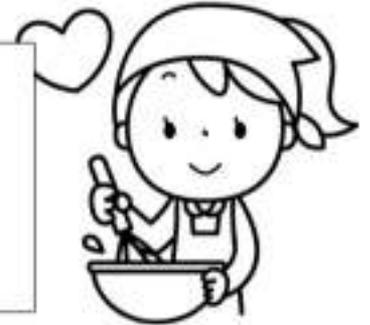
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Suffixes -er

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

umber	teacher	writer	dancer
run		farmer	painter

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

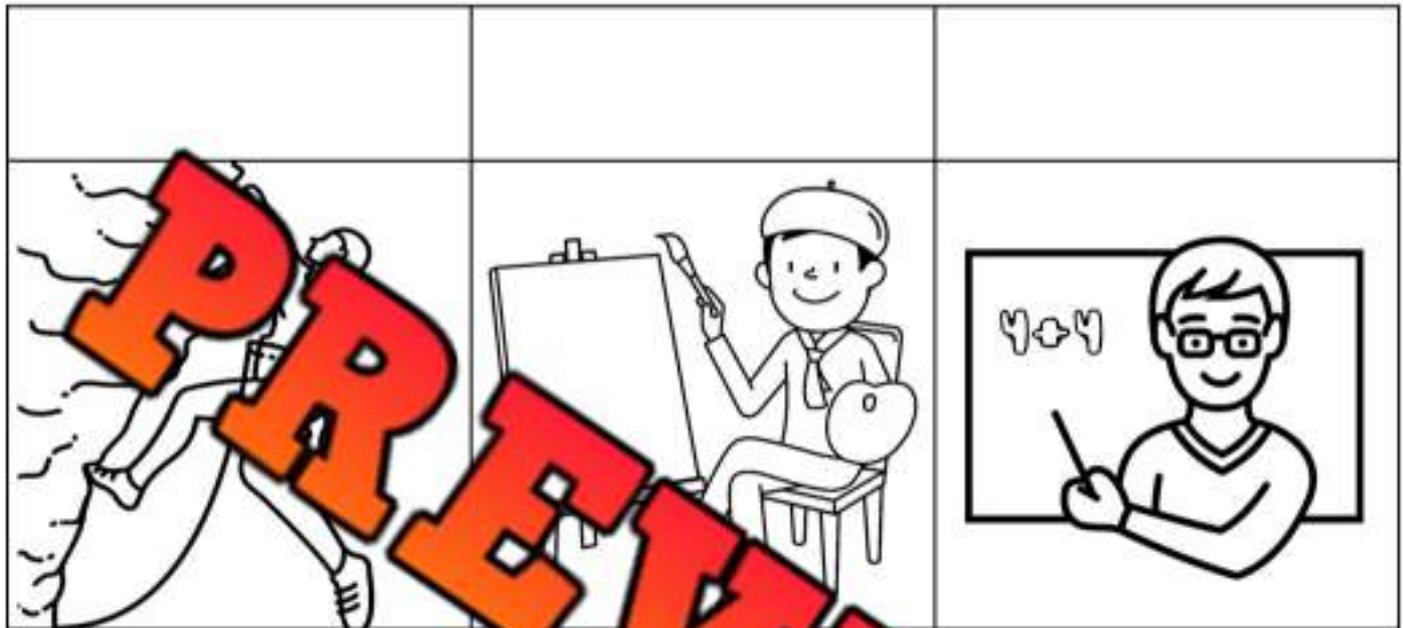
Close by, a _____ painted colourful
pictures. He had a friend, Miss Rose, a graceful _____ who
danced like the wind. They often performed at the village square. _____ a kind
_____, Mrs. White, taught little kids. She liked to share stories about a
brave _____, Jack, who hiked tall mountains.

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

Suffixes -er

Label

Label each picture with its corresponding -er word.


Identify

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

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

Types of Sentences: Imperative

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

Examples:

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



Identify Identify whether the imperative sentences show command or request.

Imperative sentence	Answer	
	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?

Name: _____

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Homographs

1) Homophones

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

2) Homonyms

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

3) Homographs

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

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

1) We saw a sea on the beach.	Animal	Stamp closure
2) He likes to wave to his friends.	Hand movement	Greeting with hand
3) She used a bow to tie her hair.	Front of hair	Ribbon knot
4) Can you fly your kite today?	Moving through air	Insect
5) The bark of the tree is rough.	Tree's outer layer	Animal's skin
6) They saw a movie last night.	Cutting tool	Seen
7) Please water the plants.	Give liquid to	Clear liquid
8) The little duck likes to swim.	Lower head quickly	Bird
9) It's fun to spring on a trampoline.	Jump	Season after winter
10) Can you bear the cold weather?	Animal	Survive

Word Searches

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> brim	<input type="checkbox"/> brow	<input type="checkbox"/> brush	<input type="checkbox"/> brand	<input type="checkbox"/> browse
<input type="checkbox"/> sun	<input type="checkbox"/> fun	<input type="checkbox"/> jump	<input type="checkbox"/> dunk	<input type="checkbox"/> blush

PREVIEW

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

Identify

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

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

Identify

Identify whether the imperative sentences show command or request.

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

Week 6 - Vocabulary List

Alphabetize

Write the words in alphabetical order

cry	crib	crisp	crawl	crumb
ate	gate	late	skate	create

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

Completion

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

c _ _ k e	g r a _ _ e s	s c a _ _ _
p l a _ _ _	_ _ _ c e	b _ _ _ k e
s _ _ _ k e	w _ _ v e	_ a b _ _
r a _ _ n	c r _ _ _ e	s _ _ a k _ _
t _ _ a i n	_ _ l a _ _ e	_ _ _ a c e

Vocabulary



Search

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

cake	bat	rain	cat
plate	map	glaze	mat
	snake	crane	rat
	trap	scale	jam
face		wave	van
jack		train	bag
stake		space	nap
clam	plan		can
frame	blaze	laze	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 _____ by adding "-ed" to transform all the base verbs into their past tense.

	Past		Present	Past
1. ask		6. walk		
2. play		7. look		
3. hop		8. study		
4. dance		9. work		
5. paint		10. _____		

Write

Suffix "-ed" indicates the past tense of a verb. 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"/> talk	<input type="checkbox"/> see	<input type="checkbox"/> paint	<input type="checkbox"/> sing
<input type="checkbox"/> jump	<input type="checkbox"/> do	<input type="checkbox"/> open	<input type="checkbox"/> run

Draw

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

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

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

Paint

Painted

Paint

Painted

Types of Sentences: Declarative

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



Examples:

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

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

Sentence Scramble

Rearrange the words to form declarative sentences.

1) sister, my, has, brother

2) The, shining, sun

3) pet, We, cat, a, have

4) favourite, are, my, fruit, Apples

5) The, nice, is, teacher

Write

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

Look	_____ _____
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 netballs	6)
2)	7)
3)	8)
4)	9)
5)	

Write Create your own alliterative sentence by finishing these prompts.

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

Sight Words

Search

Circle all the sight words in the grid.

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



How many sight words did you find?

Matching

Match the appropriate sight words to complete the sentences.

1) ____, I like it too.

first

2) ____ my blocks are blue.

all

5) I was ____ in line.

yes

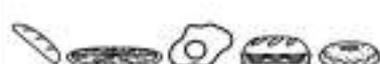
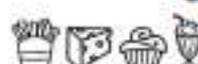
Crack the Code

Directions

Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n	o	p	q	r	s	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!	

PREVIEW

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"/> drive
<input type="checkbox"/> say	<input type="checkbox"/> buy	<input type="checkbox"/> act	<input type="checkbox"/> drink

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 Blanks

Choose the best word for each sentence.



- 1) I like _____ pictures of flowers and trees.
- 2) The _____ toward 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 _____ of people.
- 6) Mom _____ us to the park in her car.
- 7) If you get a cut, it might _____, so tell an adult.
- 8) Be careful not to _____ your ice cream cone!
- 9) I found a shiny _____ crawling in the grass.
- 10) The _____ buzzed around the flowers in the garden.

Vocabulary

Rhyme

Write the spelling words below that rhyme with the given word

1) dry		11) dragon	
2) draw		12) drum	
3) drop		13) dress	
4) draw		14) drip	
5) dream		15) drape	
6) bee		16) green	
7) tree		17) theme	
8) bleed		18) deep	
9) beetle		19) mean	
10) scene		20) there	

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. attract	_____ 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.

Name: _____

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Sentence Types



Declarative Sentence - The sun is shining brightly.

Interrogative Sentence - What is your favourite colour?

Imperative Sentence - Please close the door.

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

Sentence T

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

	Sentences
1)	That puppy is so cute!
2)	My family goes to the park on Sundays.
3)	Do you have a new book?
4)	Close the book and read.
5)	Yay, it is snowing!

Transform

Transform the declarative sentence into different types of sentences.

Declarative: You have a new book.

Interrogative: Do you have a new book?

Imperative: Show me your new book.

Exclamatory: You have a new book!

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

Onomatopoeia

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

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

Matching

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

boom	hiss	tick-tock	boom
crash	meow	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



Word Scramble

Unscramble the word.

ward		yrd	
verod		maerd	
ebe		reet	
leedb		pord	
cenes		teeleb	

Week 7 – Fluency Readings**Read**

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

1) I drop my toy.



2) The _____ y.



3) A bee is near the tree.



4) I like to draw a scene.



5) I had a dream last night.



6) He drove my mother's car.

**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 verbs 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, 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	dirty	croak
5) fruit	sports	berry	vegetable
6) lie	fib	intrude	far
7) wide	broad	small	big
8) hide	mask	cover	hide
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
frigate	frigid	pineapple	rectangle
frigate	apple	frivolous	fringe
pine	banana	orange	franchise
freedom	fridge	friday	frail
fruity	frizzle	fringe	friction
river	frightful	fridge	dolphin
frontiers	tricycle	fridge	fritter
frilly	slide	fries	fridge
prize	frown	raspberry	fridge

Write

Use the given words in simple sentences.



1) wide	_____
2) fresh	_____

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

jealous



Suffix -ous

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

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

1)	_____ party was full of laughter.
2)	The knight _____ and brave.
3)	The _____ was a big hit.
4)	The old, _____ 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.

top	rug	cube	sit
red	coat	pin	lake
kite	map	pet	hop
lip	boat	hat	bus
map	seed	pot	tape

Odd One Out

Identify the word with the irregular sound which doesn't follow the same phonetic pattern as the other words.

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 hi

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.

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 29 - Vocabulary List

and	sand	bend	brand	sound
sort	fort	torn	sport	short

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

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

Vocabulary

Opposite

Identify the opposite of the given words below

1) bend

tall

2) sound

whole

3) sort

straight

4) short

5) torn



Write

Use the given words to create a meaningful sentence

1) sort

2) brand

3) torn

4) short

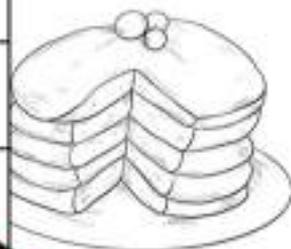
Strategies for Expressive Reading Aloud

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

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

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

1	On my way to school I saw a 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 a big tree
4	Lisa has a basket of fruits she has apples bananas and oranges
5	It was raining but I had my umbrella so I stayed dry



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

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

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

Apostrophes for Plural Possession

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

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

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

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

Name	Object	Possessive Form
1. teachers	desks	Teachers' desks
2. elephants	trunks	
3. bakers	aprons	
4. rabbits	ears	
5. cows	bells	

Draw Illustrate the plural ownership sentences below.

The bees' hives are hanging from the trees.

The birds' nests are perched on the branches.

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



Word Search

Make your own word search using 7 of the words.

Word Bank

Week 29 – Fluency Readings**Read**

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	I sang a song in the gym.				
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 water every one
2	My favourite fruits are apples bananas and grapes
3	Today, I played with my friends John Mia and Lily at the park

Write

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

Name	Object	Possessive Form
1. boys	toys	
2. students	pens	
3. birds	nests	

Week 30 - Vocabulary List

ask	desk	risk	dusk	brisk
fur	hurt	blur	burst	curly



Write

Cross-out the word that is not a synonym.

1) ask	talk	query	inquire
2) desk	workstation	chair	
3) risk	danger	adventure	
4) dusk	moon	evening	
5) brisk	quick	wind	
6) fur	pelt	float	coat
7) hurt	cry	wound	injure
8) blur	haze	cloud	
9) burst	explode	popcorn	break
10) curly	twisted	spiral	straight

Word Scramble

Unscramble the words.

lurcy		urf	
thur		sduk	

Vocabulary

Draw

Draw a picture to show what each sentence means.

The bunny's fur was soft and fluffy.

Lisa has many colourful pencils on her desk.

Sam has curly hair that bounces when he walks.

The ball hit and made a loud pop!

PREVIEW

Reading Sentences with Different Expressions

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



For example:

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

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.

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

Quotation Marks for Direct Speech

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

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



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

1. Mom said, "Get up in your room before bed."
2. The teacher asked, "Did you finish your homework?"
3. My sister exclaimed, "I found a coin under my bed!"
4. The dog barked, "Woof, woof," when it saw the mailman.
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		work	both	to
nice	my	go	all	buy
no	water		shall	first
cold	fast	been		gave
best	call	show	does	had

PREVIEW



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

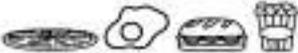
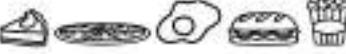
Crack the Code

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	le	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)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	
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."

PREVIEW

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.