



Preview - Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

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Google Slides Lessons Preview





BC Language Curriculum Composition (Writing) – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

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

Sentence Sense Check!

Read each sentence carefully. If it is a complete thought and makes sense on its own, drag a 🍌 (Thumbs up). If it is not, drag a 🍇 (Thumbs down).

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

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Writing Descriptive Sentences





BC Language Curriculum Composition (Writing) – Grade 1

Identifying Sentence Parts

Number each sentence as 1) Beginning, 2) Middle, and 3) Ending

1	2	3	<input type="checkbox"/> We cooked food over the fire.
3			<input type="checkbox"/> We had a fun time camping in the woods.
1	2		<input type="checkbox"/> Camping is a great family activity.
3			<input type="checkbox"/> My birthday party was exciting.
1	2		<input type="checkbox"/> It was the best birthday ever.
3			<input type="checkbox"/> I blew out the candles on my cake.
1	2		<input type="checkbox"/> I love playing in the snow.
3			<input type="checkbox"/> We built a snowman in the yard.
			<input type="checkbox"/> Snow days are the best days.

Matching Topic Sentences

Write the topic sentence with its correct original version

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

Transition Words - Supporting

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

Choose a good transition word for the supporting details by dragging the boxes in the space provided.

- _____ we packed our bags for the trip.
- My brother likes soccer. _____, I enjoy playing it too.
- I wanted to go swimming. _____, it started to rain.
- We had pizza for lunch. _____, we ate ice cream for dessert.
- We played games all afternoon. _____, it was time to go home.



BC Language Curriculum Composition (Writing) – Grade 1

Analyzing Paragraph

Read the paragraph and drag the letter of the supporting details to the photos shown below.

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

Detail 1 <input type="checkbox"/>	Detail 2 <input type="checkbox"/>	Detail 3 <input type="checkbox"/>
		

Picture

Create the word that rhymes with _____

			
Hat Pen Book	Tree Cup Run	Dog Coat Leaf	Fish Car Bag
			
Chair Mug Ring	Spoon Bed Free	Bag Wall Shoe	Lake Pot Pen

Non-Fiction: Acrostic Poem Edition

Write UP beside the statements that are true about acrostic poems and a THUMBS DOWN if not.

Each letter starts a line.	Topic word is written vertically.
Topic word is hidden.	Only about animals.
First letters spell a word.	Use words or full sentences.
Can be short or long.	Each line is about the topic.
Lines must have 8 words.	Lines must rhyme.
Can be about anything.	Only for expert poets.



Workbook Preview



Grade 1 – Language Writing



Big Idea 1	Language and story can be a source of creativity and joy.
Big Idea 2	Stories and other texts help us learn about ourselves and our families.
Big Idea 3	Stories and other texts can be shared through pictures and words.
Big Idea 4	Everyone has a unique story to share.
Big Idea 5	Through listening and speaking, we connect with others and share our world.
Big Idea 6	Playing with language helps us discover how language works.
Big Idea 7	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

	Preview of 150 pages from this product that contains 402 pages total.		
W1.1			
W1.2	symbols		0-256
W1.3	Vocabulary to talk about texts: book, page, chapter, author, title, illustrator, pictures, web page, website, and search box	119-120, 130-137, 147-150, 159-167, 173-175, 215-218, 258-261, 279-283, 290-291	
W1.4	Writing processes: may include revising, editing, considering audience	67-75, 112-117, 121-129, 138-146, 151-157, 168-171, 176-184, 210-213, 219-224, 262-278, 284-289, 292-297	
W1.5	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	63-64, 118, 158, 172, 185, 214, 240, 249, 257, 298	

Grade 1 – Language Writing



Big Idea 1	Language and story can be a source of creativity and joy.
Big Idea 2	Stories and other texts help us learn about ourselves and our families.
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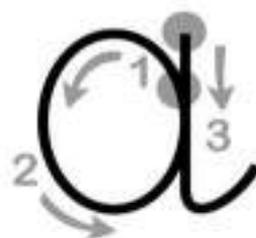
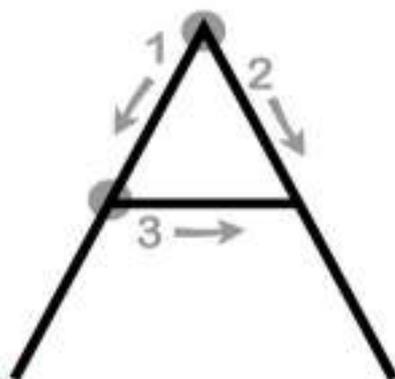
	Elaborations	Pages
W1.6	Concepts of print: left to right directionality, space to mark word boundaries, specific signs for punctuation, etc.	8-59
W1.7	Print awareness: understanding the nature and uses of print (letters and print symbols, difference between letters, words, and sentences) Letter formation: legible printing with spacing between letters and words	8-59, 65-66
W1.8	Sentence structure: the structure of simple sentences	60-62, 76-111

Name: _____

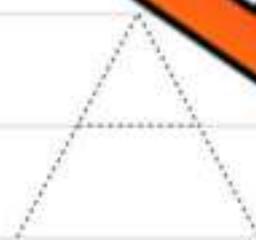
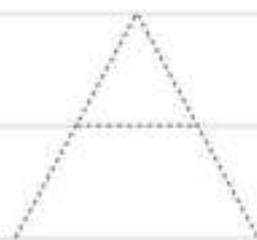
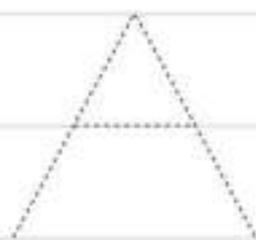
8

Curriculum Connection
W1.6, W1.7

Alphabet Tracing - A



PREVIEW



Tracing Writing Activities

Practice

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

I am a happy student.

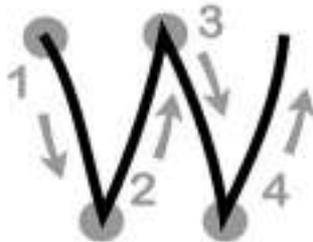
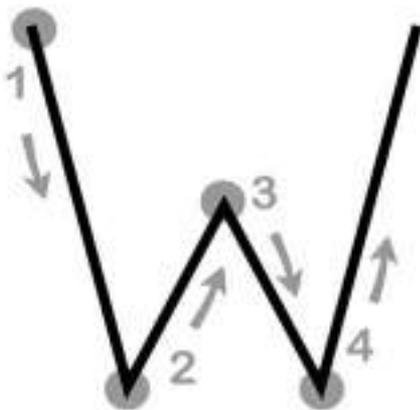
The cat is on the mat.

We love our big dog.

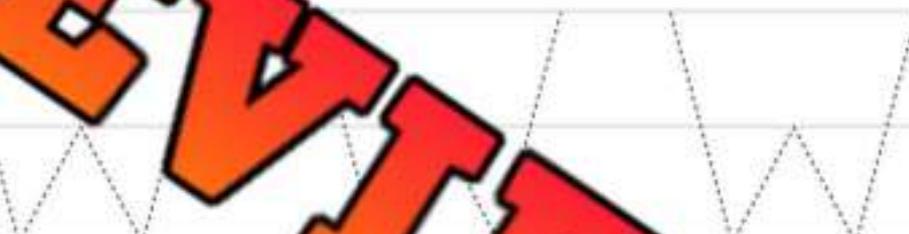
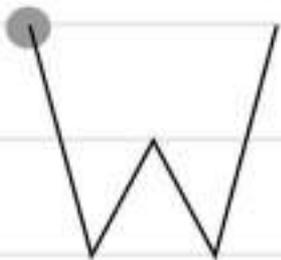
My mom cooks food.

PREVIEW

Alphabet Tracing - W



PREVIEW



Tracing Writing Activities

Practice

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

A white whale waved.

Watch me the time.

What is the weather?

Worms live in the dirt.

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



PREVIEW

Writing Simple Sentences

Directions

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



is a This giraffe.

Write the sentence below.



is that ice cream. an

Write the sentence below.



small. The car is

Write the sentence below.

My Writing Goals

1) My writing goal is :

2) Will you do each of these to finish my goal by :

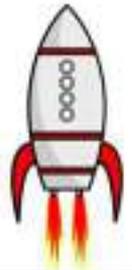
Circle Yes No

a) Practicing writing	Yes	No
b) Reading books to get ideas	Yes	No
c) Talking to my teacher for help.	Yes	No
d) Drawing pictures about my story.	Yes	No
e) Using a dictionary to find new words.	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

Finger Spaces

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



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

Write

Rewrite the following sentences using finger spaces.

I have a ball.

I have a red ball.

We see a big tree.

I like my book.

PREVIEW

Directions

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



1) Ilove to swing.

2) I love to swing.

3) I love toswing.



1) She runs so fast.

2) She runssofast.

3) She runssofast.



1) The dog barks loud.

2) The dogbarks loud.

3) The dog barks loud.



1) Momcookssoup.

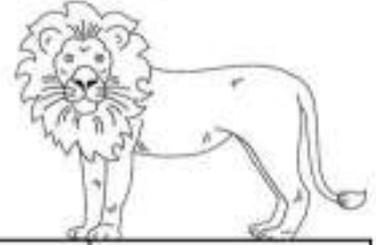
2) Mom cooks soup.

3) Momcooks soup.

Writing Descriptive Sentences

Directions

Use the options below about the lion to write a sentence. Draw it afterwards.



Adjectives (Describing words)	Noun	Verb (What could the lion be doing?)	Where	When
Yellow		Roared loudly at me	In the zoo	This afternoon
		Was growling at me	In the field	Last night
Loud		Started chasing me	In the water	All day

PREVIEW

Jumbled Sentences

Directions

Put the words in the correct order

1. dog catches stick the The

2. toys Please, away for

3. a student chair on The sat



Activity – Improving Sentences

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

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



Directions

Write a sentence that uses in the information in the table

Example: Jimmy Jumped.	
Who?	Jimmy
What?	Over the fence
Where?	In the garden
When?	Yesterday
Why?	To play with friends
How?	Quickly

Sentence

Jimmy jumped quickly over the fence in
the garden yesterday to play with friends.

Directions

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

Boring Sentence: I Swam

Who?

What?

Where?

When?

How?

PREVIEW

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

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



Instru... do we complete the activity?

- 1) Introduction: Explain to students that they will be creating sentences using specific prompts. Provide 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 descriptive sentences using the prompts from the table. They can't reuse words and must use all the words provided. They should write these sentences down on a separate page.

For example, they might come up with:

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

Name: _____

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

Sentences

Write 2 different sentences using the words above

PREVIEW

Writing Descriptive Sentences

Directions

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

Sentence 1

Sentence 2



Exploring the Structure of Paragraphs

What's Inside a Paragraph?

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



Beginning: Topic Sentence

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

Example: "I love going to the zoo."

Middle: Details

These are the middle sentences. They give more information.

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

End: Closing Sentence

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

Example: "The zoo is my favourite place!"



Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Exploring the Structure of Paragraphs

Hooks

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

Boring Version

The playground is where we play.

Your Version**Boring Version**

The stars are beautiful.

Your Version**Boring Version**

We went to the beach.

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 describe your main idea.

Example: "Apples are the best fruit ever!"

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

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

Writing Engaging Topic Sentences

Hooks

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

Original Version

g a du

Using an Exclamation

Making a Bold Statement

Adding an Interesting Fact

Topic Sentences

Kangaroos are the best jumpers in the world.

Did you know kangaroos cannot walk backward?

Why do kangaroos keep in the pouches?

Look at that kangaroo jump!



Quality Topic Sentences

**Think**

Circle the topic sentence you think is best.

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

Draw It

a) I have a car.

b) My dad likes cars.

c) My school has a car.

2) Max loves to wag his tail. Max is my dog's favorite food.

Draw It

a) Apples are red.

b) My dog is called Max.

c) I like to read.

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

Draw It

a) Spiders have eight legs.

b) Cookies are sweet.

c) My grandma bakes cookies.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

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



When we write a paragraph, we start with a main idea.

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

Check These Out:

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

How to Build Great Paragraphs:

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

Crafting Perfect Paragraphs



Supporting Details

Follow the instructions below.

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

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

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

PREVIEW

Crafting Perfect Paragraphs

Supporting Details

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



Topic Sentence

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

PREVIEW

1. You can build _____ in the park.

2. The _____ is great fun to climb on.

3. You can have a picnic and eat yummy _____ and _____

Supporting Details

Our supporting details talk about the main idea of our paragraph. Once we have a main idea, we write our topic sentence. Then we write the supporting details that explain our topic sentence.

Example

- Main Idea: School is fun.
- Supporting Detail: I like to learn.
- Supporting Detail: I see my friends.
- Supporting Detail: I play at recess.



Practice

Write supporting details about the main idea below.

Main Idea	
	_____ School is fun. _____
Supporting Detail # 1	_____ _____ _____ _____
Supporting Detail # 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

Think _____ a good transition word for the supporting details.

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

2. I'll turn off the light _____ I'll tuck _____ blanket.

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

4. My cat is so fluffy. _____ she purrs a lot.

5. She has a minty toothpaste, _____ mine is fruity.

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

Write a sentence and conclusion sentence has been written for the paragraph using **ONE** supporting detail. Use a transition word from above.

Topic: What you do when you get home

I have lots to do when I get home from school. **First**, I take off my shoes.

Then I go to the kitchen **and** have a snack.

Lastly, I sit down to do some colouring. **In the end**, I put away my toys

and wait for dinner. I love my after school routine!

Ending With A Bang: Conclusion Sentences

What's a Conclusion Sentence?

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



Why Do We Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

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

How to Write a Good Conclusion Sentence

To write a fantastic conclusion sentence, remember these tips:

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

Conclusion Sentence Examples

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

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

True or False

Is the statement true or false?

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

Think _____ with which conclusion sentence you think is best.

1) Winter is an awesome time. Kids can build snowmen, have snow days, and go sledding.

DRAW IT

a. I play hockey in the winter.

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

c. Summer is a great season too.

2) My neighbour Lilly has a lovely garden. There are roses, daisies, and even some vegetables like tomatoes. Lilly's garden is like a small paradise.

DRAW IT

a. The garden always smells so nice.

b. Lilly's garden is too small.

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

Writing Quality Conclusion Sentences

Write

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



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

PREVIEW

Analyzing Paragraphs

Analyze

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



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

Main Idea

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

Main Idea

Analyzing Paragraphs

Analyze

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

Penguins are amazing birds that live in cold places.

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



Detail 1

Detail 2

Detail 3

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.



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



1) What is your topic?

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

PREVIEW

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

3) Write a good topic sentence below.

Handwriting practice lines for the topic sentence. The lines consist of a solid top line, a dashed middle line, and a solid bottom line. There are five sets of these lines available for writing.

4) Write a good conclusion sentence below.

Handwriting practice lines for the conclusion sentence. The lines consist of a solid top line, a dashed middle line, and a solid bottom line. There are five sets of these lines available for writing.

PREVIEW

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

1

Handwriting practice lines for the first section, consisting of four sets of three horizontal lines (top, dashed middle, bottom).

2

Handwriting practice lines for the second section, consisting of four sets of three horizontal lines (top, dashed middle, bottom).

PREVIEW

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

PREVIEW

Edit

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

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

Edit

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

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

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

Understanding Text Forms

Discovering Different Text Forms

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



Types of Text Forms

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

Why So Many Forms?

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

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

Which Form?

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

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

Question

Answer the question below.

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

Draw

Draw a book cover for a book you have read.

--	--

Idea Development Strategies

Practice

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

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

PREVIEW

Favourite
Toys

Personal Voice in Writing

Your Writing Voice

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

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

- *Example: "That was so cool! Yay!"*

- 2) **Use Different Sentences**

- Use short or long sentences.
- *Example: "I ran. I ran so fast to get to school!"*

- 3) **Feelings**

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

- 4) **Punctuation**

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



Creative Writing - Using Different Voices

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

Write

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



Pirate

PREVIEW

Draw A Picture Below of Your Character

Character	Plot	Words They Might Use
Witch	Making a a magic potion.	"Spell", "Broom", "Cauldron", "Magic", "Potion"

Write

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

**Witch**

PREVIEW

Draw A Picture Below of Your Character

Procedural Writing: A Quick Guide

What is Procedural Writing?

Procedural writing tells us how to do something.

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

Why is it important?

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

What Does it Look Like?

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

Example:

Title: How to Build a Snowman

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

Steps:

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



True or False

Is the statement true or false?

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

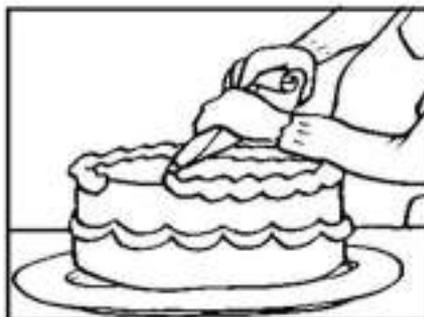
Questions Practice writing the steps **FIRST, NEXT, and LAST.**













Procedural Writing : Topics Zooming In!

Instructions

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

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

Procedural Writing : Transition/Signal Words

What are Transition Words?

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

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

Beginning

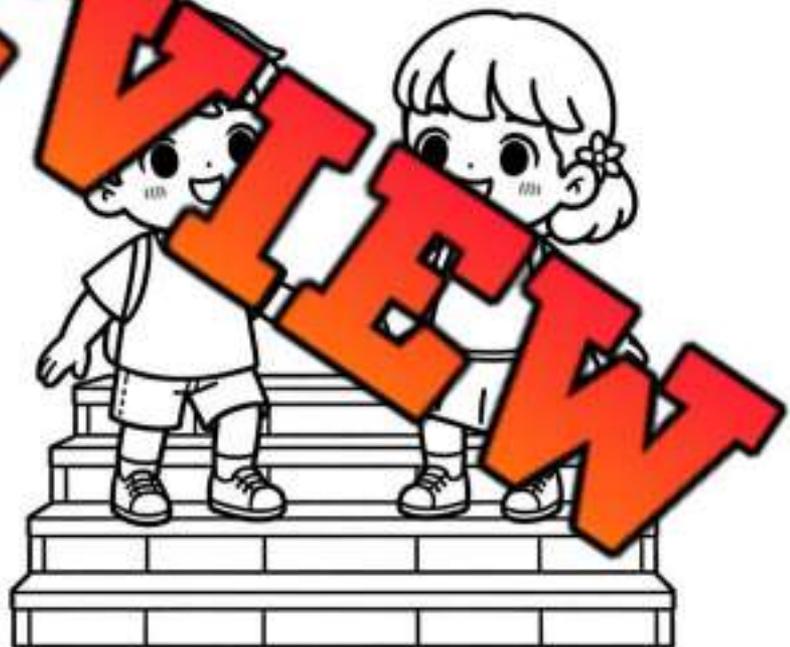
- First
- To Begin
- Step One
- To Start

Middle

- Next
- Then
- Step Two
- After

End

- Last
- Finally
- When we are finished



Transition/Signal Words – Practice

Instructions

Cut out the transition words and paste them under the right step



--	--	--



--	--	--

First

Next

Then

Finally

First

Next

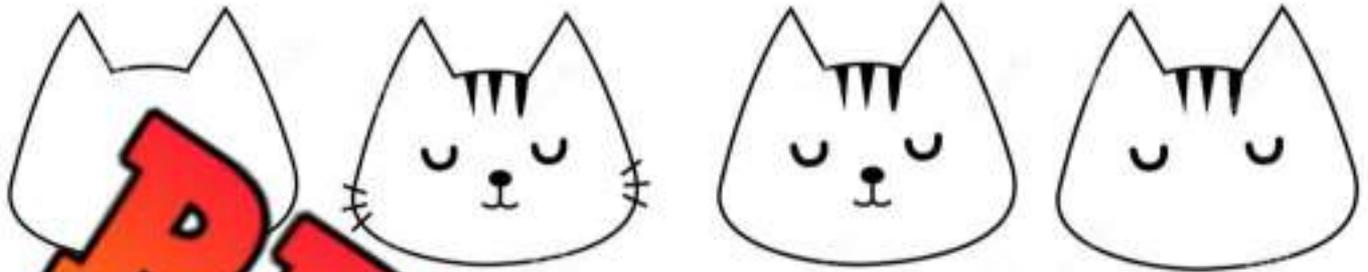
Then

Finally

Transition/Signal Words – Practice

Instructions

Cut out the transition words and paste them under the right step



--	--	--



--	--	--

First

Next

Then

Finally

First

Next

Then

Finally

Procedural Writing : Transition/Signal Words

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

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

How to Make a Paper Hat

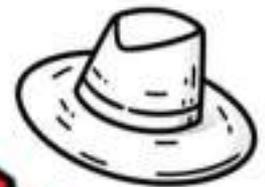
- First**, find a large sheet of paper.

- _____ 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 hat.



Procedural Writing : Transition/Signal Words

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

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

How to Fish

1. _____ ask an adult to help with fishing gear.

2. _____ go to a lake or river with your fishing gear.

3. _____ set up your fishing rod with an adult.

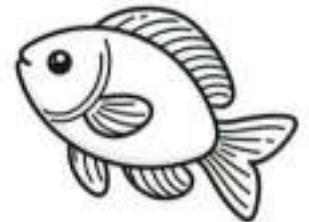
4. _____ cast your line into the water and wait patiently.

5. _____ when you feel a tug, reel in your line.



Writing Procedural Steps – Practice

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



Instructions

Write the steps for each procedural task.

To start, wash your hands.

First, open the fish food container.

After that, watch your fish eat to make sure you didn't give too much.

Writing Procedural Steps – Practice

Instructions

Write the steps for the how-to-guides below

How To Make A Pizza

PREVIEW

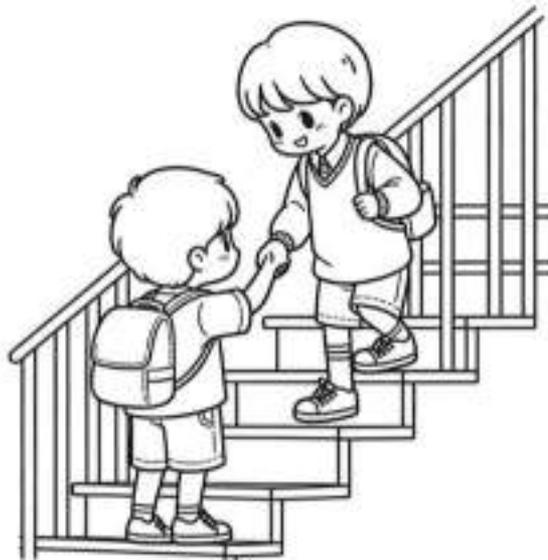
Writing Procedural Steps – A Quick Guide

What are Steps?

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

In procedural writing, each step helps you

get to your goal.



How to Write Steps

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

Example

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

True or False

Is the statement true or false?

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

Instructions: Follow the instructions below

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

Organizing Procedural Steps



Steps

Organize the steps below into correct order

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

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

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

Assignment Procedural Writing – Planning

List of Procedural Ideas

How to Make Food	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

Remember

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

Plan to answer the questions below to plan your writing

1) Topic - What 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 1 or 2 sentences about what your how-to-guide is about and why they should follow it.

Assignment Procedural Writing – Planning

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

Blank writing area for materials.

Step	Instructions
------	--------------

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

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

PREVIEW

Assignment Procedural Writing – Planning

Step	Instructions
------	--------------

3	<hr/>
---	---

4	<hr/>
---	---

5	<hr/>
---	---

PREVIEW

Edit

Edit your first draft by looking at the success criteria.

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Has a title		
Has a material list (if needed)		
Has an introduction		
Explains 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		
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	Non-Introduction	Basic introduction	Clear introduction	Engaging and clear introduction
Clear Steps	Steps are confusing or missing	Some steps are clear	Steps are mostly clear	All steps are clear and easy to follow
Pictures	No pictures	Some pictures but unclear	Pictures support the steps	Pictures clearly support and enhance steps
Capital Letters and Punctuation	Frequent mistakes	Some mistakes	Almost all correct	All correct

Teacher Comments

Mark

Formal vs. Informal Letters

Formal Letters: For Serious Talks

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



How to Write

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

Informal Letters

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

How to Write

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

Four Parts of an Email

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

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



True or False

Is the statement true or false?

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

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

Hi Mrs. Smith,

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

Thanks,
Alyssa

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

Hi Grandma,

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

Love,
Caleb

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

Subject: Fun at the Park! !

Hi Ali,

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

See ya tomorrow,
Aisha

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

Subject: Reading My New Book

Dear Principal Sara,

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

Regards,
Liam

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

Purpose and Audience of Letters

Think

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

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

Think

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

Audience	Purpose	Formal/Informal	
	_____	Formal	Informal

	_____	Formal	Informal

Analyzing Informal Emails

Analyze

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

Subject: Where's My Blue Ball?

Dear Principal Lisa,

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

Thanks,
Tommy

Subject: My Cool Party!

Hi Sam,

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

Cheers,
Jenny

Subject: The Big Bell Sound

Dear Mrs. Harper,

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

Talk soon,
Liam

Informal Email Writing

Write

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

Aud

Purposes

What should we play at recess?

Subject: _____

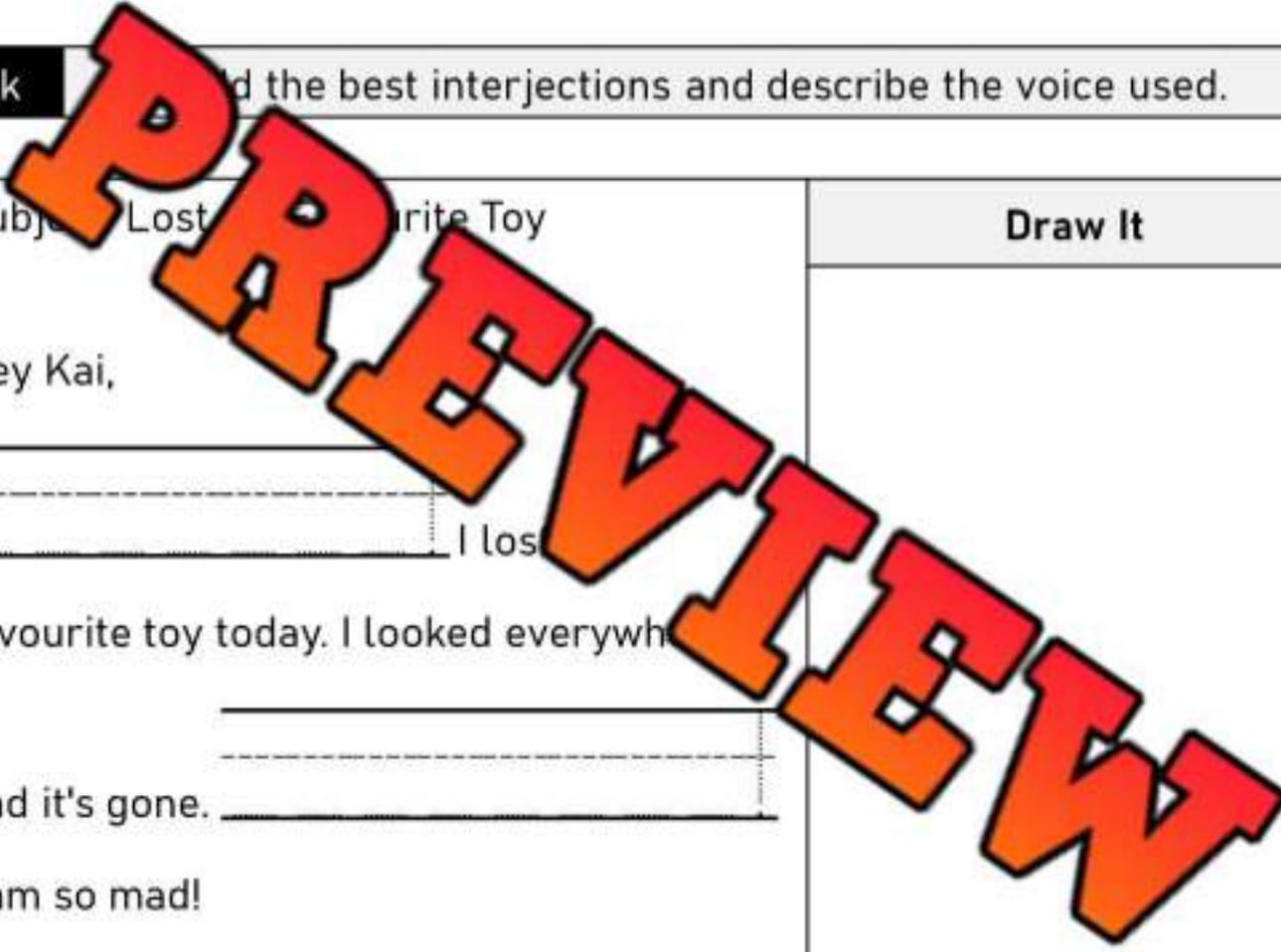
PREVIEW



Informal Email Writing - Interjections

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

Think Choose the best interjections and describe the voice used.

Subject: Lost Write Toy	Draw It
<p>Hey Kai,</p> <p>_____</p> <p>_____ I lost</p> <p>favourite toy today. I looked everywh</p> <p>_____</p> <p>and it's gone. _____</p> <p>I am so mad!</p> <p>Until next time,</p> <p>Lena</p>	
<p>Voice (Angry, Sad, Mad, Frustrated, etc.)</p>	

Success Criteria – Informal Emails

Analyze

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

Subject: My First Time Baking Cookies

Hi Lily!

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

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

Catch you later,
Peter

EMAIL ELEMENTS

EMAIL ELEMENTS		
Subject Line	Body	Signature
Greeting	Closing	Interjection

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic.

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

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

2) What will be the purpose of the email?

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.



4) Write the subject line below.

Handwriting practice lines for the subject line, consisting of a solid top line, a dashed middle line, and a solid bottom line.

5) Write the greeting you will use.

6) Write the closing you will use.

PREVIEW

Edit

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

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

Edit

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

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

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

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

Teacher Comments

<hr/> <hr/> <hr/> <hr/>	Mark
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Analyzing Formal Letters

Analyze

Read the emails below. Underline the **address**, **greeting**, and **closing** (or use highlighters). **CIRCLE** which voice is used.

Cheerful Town Academy

1010 Highway Blvd.

Town, CA 915

Dear Mr. Ose,

I can't wait for the holidays! First, we'll bake cookies at home. Then, we'll decorate our tree. It's going to be so fun! Is it okay if I bring some cookies to share with the class?

Your student,

Sophia

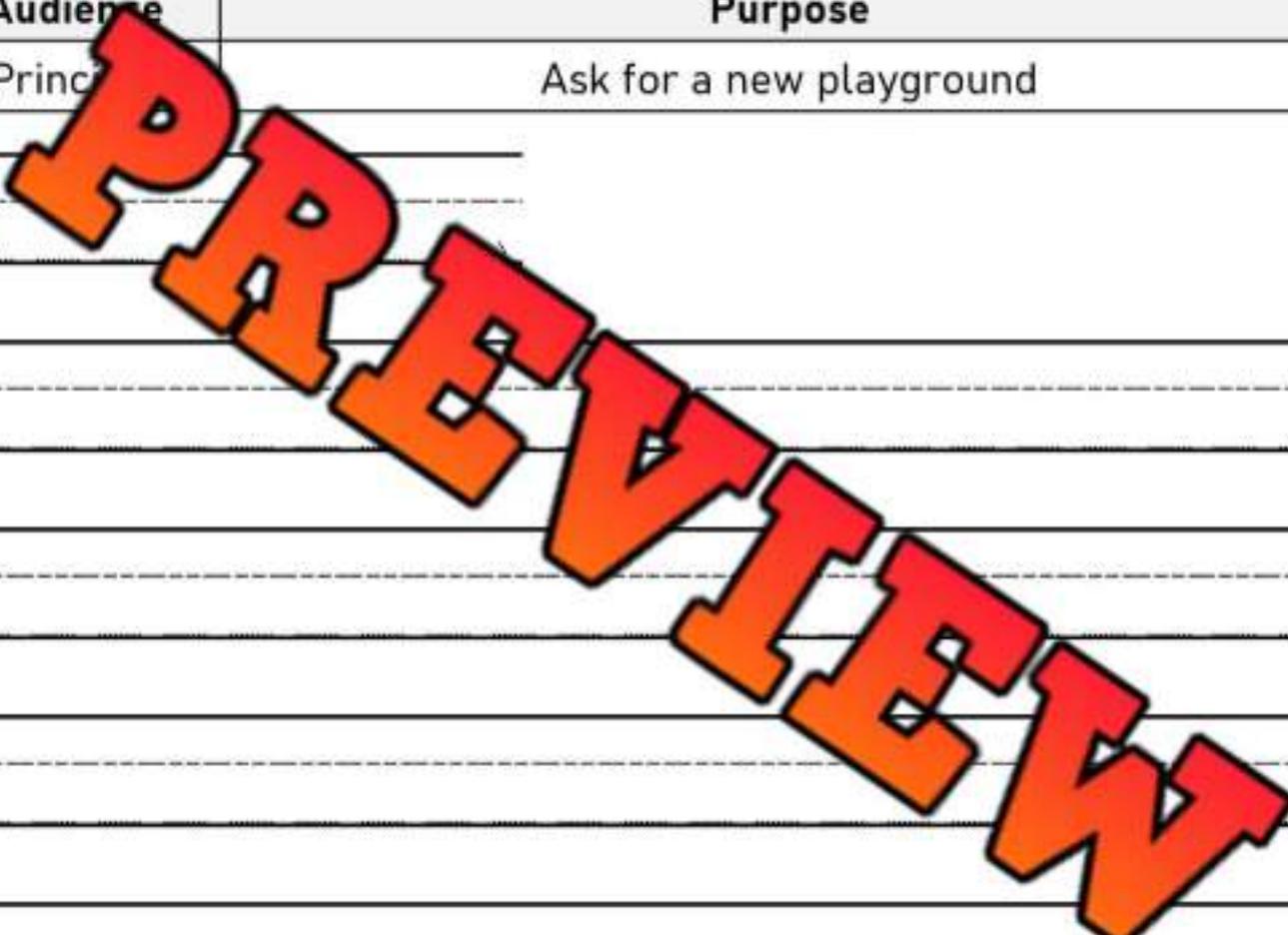
Author's Voice



Formal Letter Writing

Write

Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you. Draw picture to go with it.

Audience	Purpose
Principal	Ask for a new playground
	
<hr/>	

Intro to Narrative Writing

What is Narrative Writing?

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

Who are the characters?

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

Story Parts

Beginning: The Story's Start

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

Middle: The Big Adventure

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

End: Wrapping It Up

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



True or False

Is the statement true or false?

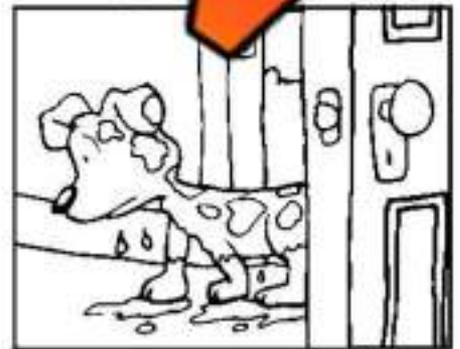
1) Narrative writing tells a story.	True	False
2) Stories don't need characters.	True	False
3) Stories have three parts	True	False
4) The beginning of the story solves the problem.	True	False
5) The beginning of the story shares the setting and characters.	True	False

Question: What are the three parts in narrative writing?

--	--

Think

Write beginning, middle, and end for the story



Narrative Writing

Write

Write narrative story using the pictures below.

Beginning



Middle



End



PREVIEW

Narrative Writing - Setting

Analyze

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

In a magic forest, Sarah feels the soft moss under her feet and hears the gentle voice of talking trees. As she takes a bite of a glowing fruit, she tastes a sweet taste while the scent of wildflowers fills the air around her.

Describe

Imagine the setting in the forest below. Describe the setting. Use your 5 senses. Write extra details you can't see using your 5 senses.



See	<hr style="border: none; border-top: 1px dashed black;"/>
Feel	<hr style="border: none; border-top: 1px dashed black;"/>
Hear	<hr style="border: none; border-top: 1px dashed black;"/>
Taste	<hr style="border: none; border-top: 1px dashed black;"/>
Smell	<hr style="border: none; border-top: 1px dashed black;"/>

Narrative Writing - Setting

Describe

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



PREVIEW

Narrative Writing - Characters

Characters in Narratives

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

1) Give Them Names and Looks:

Think of a name and tell us how they look.

Do they have short hair? Sparkly eyes?

Maybe they have colorful shoes?

2) Add Personality:

Tell us if they love pizza or are like the bro.

Are they always giggling, shy, brave, or sometimes

grumpy?



3) Add a Special Trait or Talent:

Think about something cool they can do.

Can they dance really well?

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



Practice

Describe a character for a story you could write.

1) What is your character's name?

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

EYES

BODY

CLOTHES

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

Friendly

Funny

Organized

Scary

Sensitive

Adventurous

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

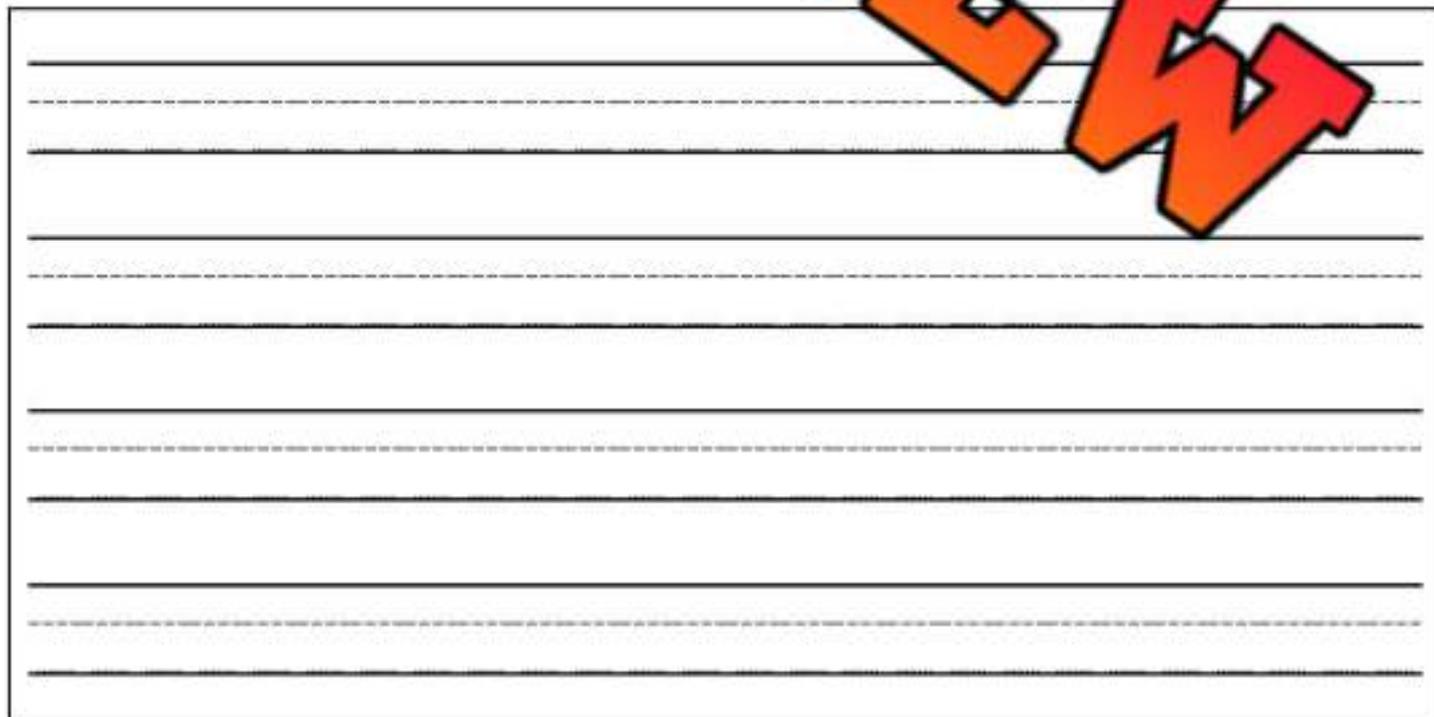
5) Draw your character.



PREVIEW

Practice

Write a paragraph that introduces your character.



Narrative Writing - Characters

Draw

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

Draw The Character Below

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

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

Draw The Character Below

Narrative Writing - Characters

Analyze

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

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



Name

Look

Personality

Special Trait or Talent

Narrative Writing - Plot

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



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

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

Draw a scene from the story above

Narrative Writing – Finish the Story

Analyze

Write the ending to the story below



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

Oliver lives in the forest.

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

They look near the pond. They search the meadow. No feather. Then, they go to see Clara the crow. Clara is in a tree. She points to a big pine tree.

PREVIEW

Narrative Writing – Start the Story

Analyze

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

PREVIEW

Sophie takes the star rock to Mrs. Thompson, her next neighbour. Mrs. Thompson knows about rocks and gems. Mrs. Thompson says it's a very special kind of rock that glows in the dark.

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

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

Write the Beginning and Ending**Analyze**

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

Ethan takes the map to Grandpa Joe, who used to be a sailor.

Grandpa Joe looks at the map and says it could lead to a hidden time capsule in the yard.

Using shovels and pails, Ethan and Grandpa Joe follow the map. They dig near the rose bushes, under the swing set, and finally near the big maple tree. There, they find a small metal box.

Personal Narrative Writing – Family Trip

First Person

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

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

Plan

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

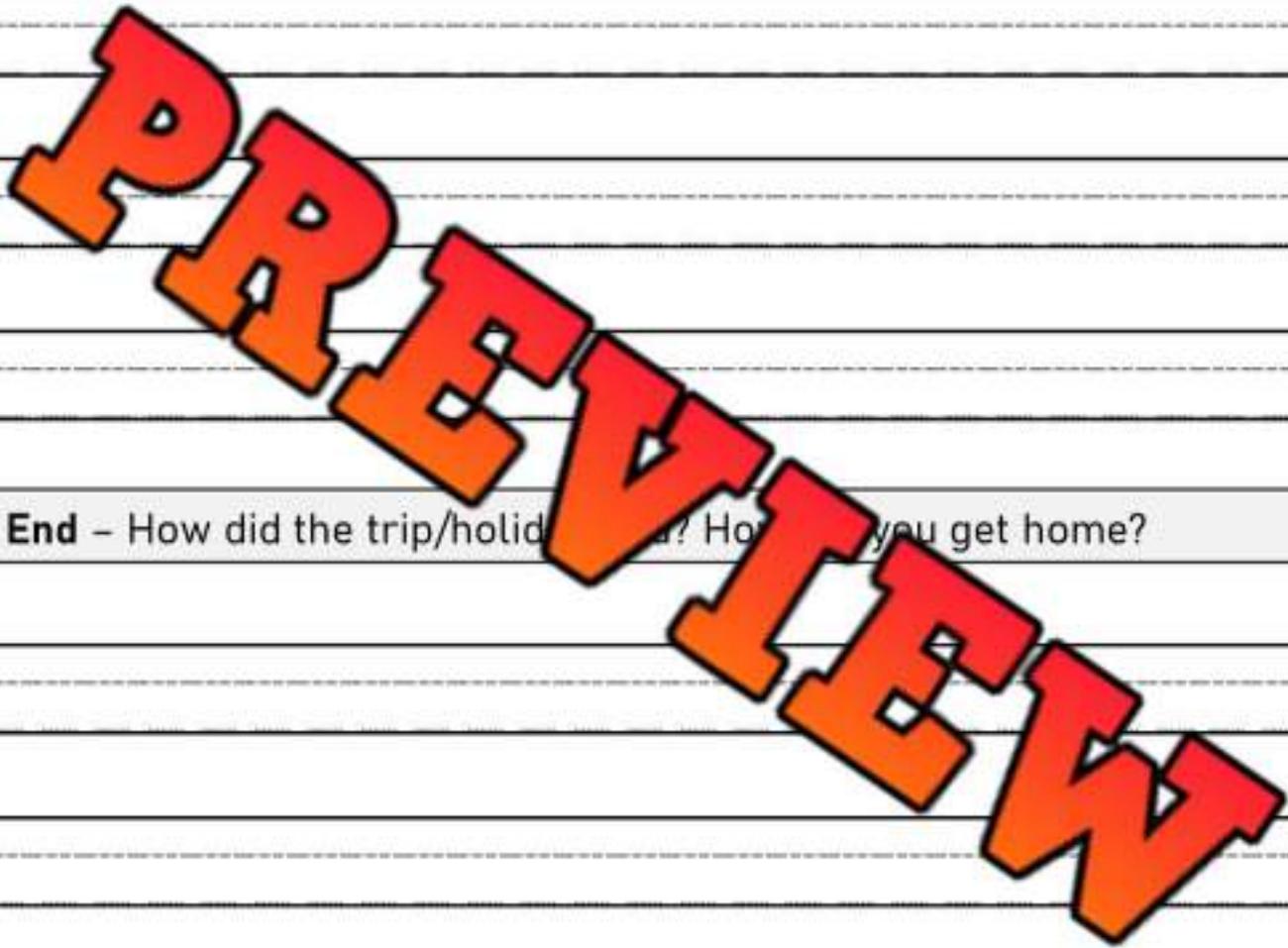
1) **Beginning** – What characters are involved in this plot?

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

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

4) **End** – How did the trip/holiday end? How did you get home?

5) What is a good title for your story?



Success Criteria – Personal Narrative**Analyze**

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

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

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

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

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

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

I was so happy and smiled a lot.

The End

Edit

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

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

Edit

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

Criteria		
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.

Materials

What is needed to complete the activity?

- Drafts of student-written narrative stories
- Pencils and erasers
- Highlighters (one color per student)
- Revision checklist (one per student)



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is important and helpful.
- 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 **favourite part** of the story?

4) **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. Write two things you will change about your story.

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	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.	Confusing parts.	Doesn't make sense.
Capitals and Periods	All correct.	Mostly correct.	Some correct.	None correct.

Teacher Comments

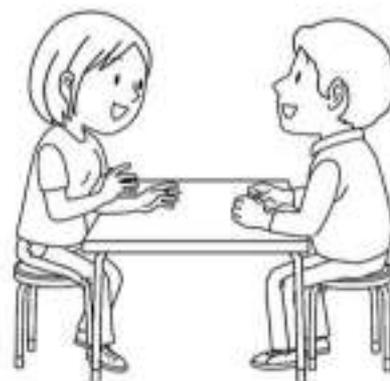
Mark

Activity: Being Persuasive

Objective

What are we learning more about?

Students will practice persuasive speaking by debating different prompts, developing their ability to form arguments and listen to others' arguments.



Instructions

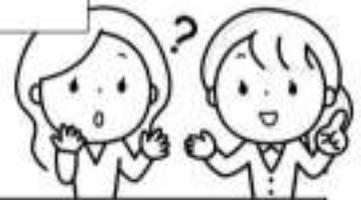
How do we complete the activity?

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

Prompts

Debate the prompts below.

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



Think

Answer the questions below

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

2) What helped you persuade them?

YES

NO

Fun and Boring

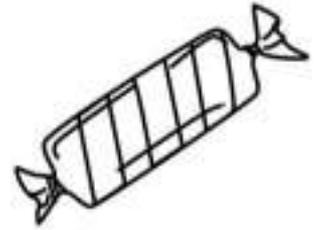
Draw two sports: one you think is fun and one you think is boring. Explain your opinions below.

PREVIEW

Persuasive Writing - Opinions

Opinion

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



1)

Fruit or candy is the better snack? Why?

Candy

Fruit

Reason
1

Reason
2

PREVIEW

Persuasive Writing - Opinions

Opinion

What is your opinion of the topic below?
CICRLE yes or no.
Explain why with 2 reasons each.



3)

Should everyone learn how to swim?

Yes or No?

Reason
1

Reason
2

PREVIEW

Is It Persuasive?

Instructions

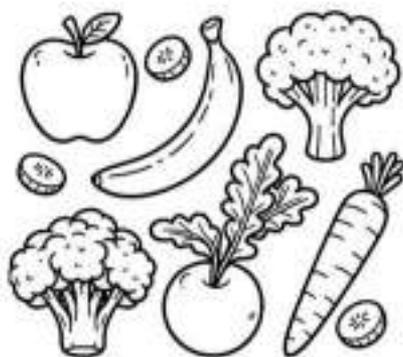
If you had to use one of the details to persuade someone of the topic, which would you use? **Circle** it.

Topic: We should have longer recess time.

Teacher _____ a break too.

Recess _____ the best _____ of the day.

Recess helps kids _____ exercise _____ be healthy.



Topic: We should eat more fruits and vegetables.

I like how fruits _____.

Both have vitamins that _____ is healthy.

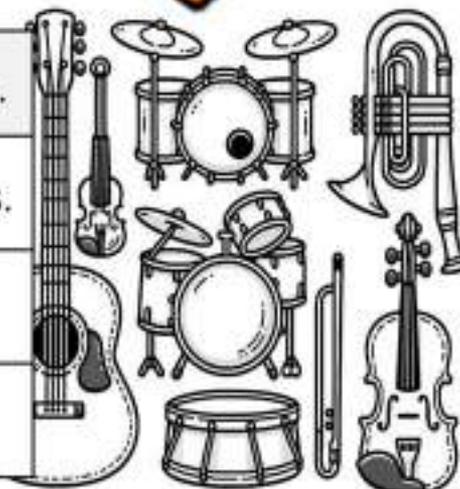
Vegetables have pretty colours.

Topic: Everyone should learn to play an instrument.

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.



What is Poetry?

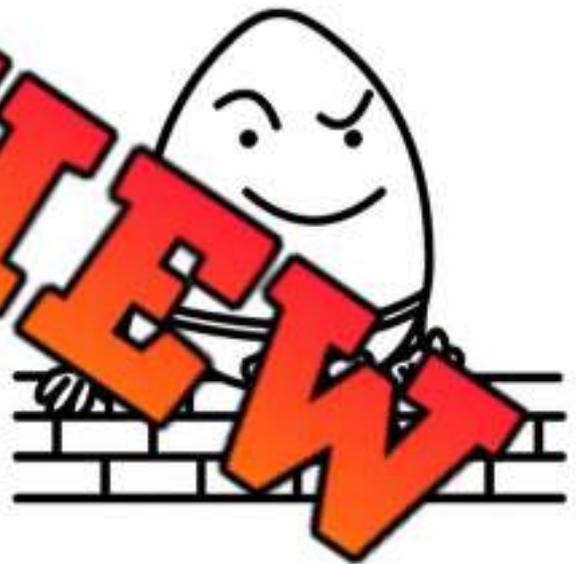
Getting to Know Poetry

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



Different Types of Poetry

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



True or False

Is the statement true or false?

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

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

Happy	
Sad	
Scared	
Excited	

Draw

Draw what you picture when you read the poem.

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

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

What is a Haiku?

What is a Haiku?

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

PREVIEW



Snowflakes in the air,
Landing softly on my hair,
Winter's quiet hug.

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

Write

Finish the Haiku poems below.

Topic: Sun

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

What is a Haiku?

Write

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

Topic: Playing With Friends

Line 1

Simon says, "Jump high!"

Line 2

Line 3

Fun until the end

Topic: School

Line 1

Line 2

Math and reading, we have done

Line 3

PREVIEW

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

What is a Rhyme?

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

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

Steps to Writing a Rhyming Poem

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

Example of AABB Rhyme Scheme:

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



Think

Write rhyming words for the original words below

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

WritePut in the rhyming word to complete the poem and
rhyme with the word.**Draw It****AABB Poems**I look at the sky so **high**,Birds and planes fly **high**.I wave with my **hand**.As I play in the **sand**.**AABB Poem**I let my kite **fly**,

Up in the blue _____.

At the beach, on the _____,

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

How to Write a Rhyming Poem

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

Write Fill in the missing words to complete the poem and rhyming scheme.

AABB Poem

In a garden where the flowers _____,

Petals shine with morning's **glow**.

Bees buzz in a dance so **fine**,

Under the bright _____.

Draw It

Draw It

AABB Poem

In the sky so high and blue,

Clouds float gently, a lovely _____.

Birds they sing and spread their wings,

Joy to all, the playground _____.

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun poems that are usually silly and funny.

These poems have a certain beat and rhyme, which makes them catchy.

Hickory Dickory Dock,

The mouse ran up the clock,

The clock struck one,

The mouse ran down,

Hickory Dickory Dock.

There Once Was A Man From Nantucket

There once was a man from Nantucket

Who kept all his cash in a bucket

He had a daughter named Nan

Who ran away with a man

And as for that bucket, I'll bet it

How a Limerick Goes

Limericks follow a particular pattern. They have five lines, and the rhyme scheme is usually AABBA.

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



What is a Limerick Poem?

Ran	Jack	Plan	Fan	Snack
Back	Slack	Pack	Mack	Track
Zack	Can	Black	Man	Tan

Write

Use the word bank words to fill in the limericks with missing words that rhyme. Draw a picture to go with it.



Line 1

The dog was my named

Jack,

Line 2

Who found a big _____

Line 3

He tugged and he

ran

Line 4

Sipped on a soda

can,

Line 5

Then went for a run around the

What is a Limerick Poem?

Write

Finish the poem and colour the picture.

Topic: Silly Bees

Line 1 There once were some bees in a hive,

Line 2 They buzzed and felt so alive.

Line 3 They wore funny hats,

Line 4 And danced with the

Line 5

Colour In



Topic: The Jolly Man

Line 1 There once was an old man named Ray,

Line 2 Who laughed in a jolly old way.

Line 3 With a chuckle and grin,

Line 4

Line 5 Brightening everyone's day!

Colour In



Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that you are interested in. You may draw ideas down.

Example: friends, hobbies, sports teams, seasons, weather, etc.

2) Which topic will you choose to write your poem about?

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

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 3

Line 4

Line 5

PREVIEW

5) Illustrate your poem below.

Rubric – Creating a Limerick Poem

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

Teacher Comments

Mark

What is an Acrostic Poem?

What is an Acrostic Poem?

Acrostic poetry is a poem where the first letter of each line comes together to spell a word. This word is usually the topic of the poem.

How to Write an Acrostic Poem:

- 1) Choose a Word: Pick a word you want to write about.
- 2) Write the Word: Write the word vertically (up and down) on the left side of your paper.
- 3) Think of Lines: For each letter, think of a line that starts with that letter. The line should be about your topic.
- 4) Write the Poem: Write each line next to its letter.

Example: If you choose the word "CAT," your poem might look like this:

Cat Acrostic

- C - Curled up in a ball
- A - Always chasing after yarn
- T - Tails flicking, eyes so keen



Writing an Acrostic Poem

Write

Write an acrostic poem about school. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

School Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Book	Hook	Look	Brook	Rook
Class	Grass	Mass	Pass	Brass
Grade	Made	Shade	Parade	Braid
		Rest	Nest	Jest

S

C

H

O

O

L

Writing an Acrostic Poem

Write

Write an acrostic poem about sports. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

Sport Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Ball	Wall	Call	Tall	Small
Net	Pet	Bet	Get	Set
Fun	Fun	Sun	Bun	Won
Name	Name	Name	Same	Tame

S

P

O

R

T

S

Writing an Acrostic Poem

Plan and Write

Write an acrostic poem about you

1) Write words that come to mind when you think of yourself. Are you into sports, books, food, scary movies, funny books, computers, video games, pizza, ice cream? Think of as many things as you can to help plan your poem.

2) Choose the words you want to use in your poem and write them below on the left side of the table. Then write 3 words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

Name: _____

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Rough Copy

Write your rough copy below

PREVIEW

Rubric – Creating an Acrostic Poem

Category	4 Points	3 Points	2 Points	1 Point
Letter Alignment	Each line begins with the given letter of the acrostic.	One line doesn't align with the given letter.	Two lines don't align with the given letters.	Three or more lines don't align with the given letters.
Word Choice	Uses words that rhyme well.	Uses words that mostly rhyme well.	Uses some words that don't rhyme well.	Uses words that don't rhyme well.
Clarity	Poem is easy to understand and enjoy.	Poem is mostly understandable.	Poem has parts that are confusing.	Poem is mostly confusing.
Creativity	Poem is imaginative and original.	Poem has some original ideas.	Poem has a few original ideas.	Poem lacks originality.

Teacher Comments

Mark

Informational Reports: A Quick Guide

What's In a Report?

Reports help us learn new things. They have lots of facts and information about different subjects.

Parts of a Report

A report has many parts. Each piece has its special spot. Let's learn about the parts of a report!



- **Title:** This is the first part of the report. It tells readers what they're about to learn. *Example:* "All About Dinosaurs"
- **Introduction:** A short paragraph that says the topic. *Example:* "We're going to talk about Dinosaurs."
- **Headings:** These are big, bold words that show different parts of the report. *Example:* "When did Dinosaurs Live?"
- **Body:** This is the main part of the report. It has all the facts and details.
- **Pictures:** These are fun visuals that show what you're talking about.
- **Conclusion:** The end of your report. It's like saying, "So, now you know dinosaurs were real and are awesome!"

True or False

Is the statement true or false?

1) The body is the part where you say "hello" to the reader.	True	False
2) Headings have bold text.	True	False
3) The title tells us what the report is going to teach us.	True	False
4) An index is found at the start of a report.	True	False
5) Pictures in the report are only for making it look good.	True	False

Questions Answer the questions below.

1) Why would you use a report?

2) What do you want to learn more about? Think of different topics, like video games, animals, sports, how toys are made, dinosaurs, how TVs work, etc.

Matching

Draw a line from the term to the description

Title	Main facts and details.
Headings	The end of your report.
Pictures	Tells the report's topic.
Introduction	Adds fun visuals.
Body	Names your report.
Conclusion	Shows report sections.

Informational Reports: Non-Fiction

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

Non-fiction is when you learn real facts. If you pick up a book about real lions living in Africa, that's non-fiction. But, if the lion chases you and wears a backpack for a day, that's fiction!

Fiction is made-up, hard-to-believe, and non-fiction is real. Informational reports are non-fiction texts.



Think

Is the text with a topic of fiction or non-fiction? **Colour in** the correct box below.

1)	Lucy's Grand Pirate Adventure for a Hidden Treasure	Fiction	Non-Fiction
2)	All About the Colourful World of Butterflies	Fiction	Non-Fiction
3)	How Do Plants Grow From Seed to Flower?	Fiction	Non-Fiction
4)	What Do Firefighters Do to Keep Us Safe?	Fiction	Non-Fiction
5)	Alice's Magical Carpet Ride to Distant Lands	Fiction	Non-Fiction
6)	Chris's Crazy Day Exploring Candyland	Fiction	Non-Fiction

Writing a Report – Sea Turtles

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 3 main headings:
 - 1) About Sea Turtles (start with a **B**)
 - 2) About Laying Eggs (start with a **B**)
- 3) On the next page, write the introduction of the report. Then you'll need 2 headings for the body. Lastly, you'll need a conclusion.

Facts

Organize the facts below.

They lay their eggs on sandy beaches.

Sea turtles have a hard shell for protection.

Mom turtles lay about 100 eggs at a time.

They have flippers to help them swim fast.

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

Sea turtles can't hide in their shells.

The shell is part of their backbone.

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What will the 2 headings be? What 2 facts will you include about each heading?

Heading #1

Fact 1

Fact 2

Heading #2

Fact 1

Fact 2

Conclusion – Summarize the report in just a couple sentences.

PREVIEW

Name: _____

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Writing a Report – Sea Turtles

PREVIEW

Writing a Report – Sea Turtles

PREVIEW

How To Research Well

Finding Information: Let's Begin!

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

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

In libraries, you can find books with lots of information. On the internet, there are search engines and search engines (like Google) to help you.

When using a search engine, type short and clear questions.

Good Searches	Bad Searches
What giraffes eat	What do giraffes eat
How clouds form	show me about clouds
Canada's oldest tree	which tree in Canada is super old

The Importance of Trustworthy Sources

Always make sure what you're reading is real. A trustworthy source is a place we find trusted information.

Here are some good places to look:

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

Be careful! Some places might give you wrong answers.

Stay away from:

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



Think

Is the search good or bad?

1) What happens to a caterpillar as it gets older?	Good	Bad
2) Tell me something about dinosaurs please	Good	Bad
3) Canada map	Good	Bad
4) Why is it that the moon changes the way it looks?	Good	Bad
5) I want to know how a plant gets bigger and bigger	Good	Bad
6) Animals that live in the desert	Good	Bad
7) Who scored the most goals this season NHL	Good	Bad
8) What is the best food to eat?	Good	Bad

Questions

Answer the questions below.

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

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Material

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

- 1) Introduction: Explain to students that they are going on an online treasure hunt to find answers to exciting questions. They will need to include the source of the website they found the answer on. Students should go over how to determine the name of the website.
- 2) Divide Students: Split the class into pairs or small groups and assign each group with access to a computer or tablet.
- 3) Distribute Questions: Hand out a list of pre-written questions to each group (on back page)
- 4) Research Time: Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.
- 5) Record Answers: Students should write down their answers on paper, along with the websites where they found the information.
- 6) Review and Discuss: Once the activity is complete, review the answers with the class and discuss the sources they used.

How To Research: Online Treasure Hunt

**Research**

Find answers to the questions below.

Question	Answer
1) What is the largest mammal?	
2) What country has the kangaroos?	
3) Which gas do plants use to make food?	
4) Who is the Prime Minister of Canada?	
5) Is the Sun a star or a planet?	
6) Which bird cannot fly?	
7) What is the fastest animal?	
8) How many people live on Earth?	

PREVIEW

Research - Planets

Research

Name each planet starting from the one closest to the sun.

Challenge: Add one fact about each planet.

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

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 weight, making the bridge sturdier.



Materials Matter

Strong bridges are often made of materials like steel or concrete. These materials can carry a lot of weight without breaking. That's why big trucks and cars can safely drive over.

Conclusion

So, the next time you cross a bridge, remember that they are made of like tough materials, smart shapes, and deep foundations that make them strong and 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's a lot of traffic.

Ordering

Order the headings in the report

How would you arrange the report? Put in order from 1 - 5.

Shapes and Designs

Materials Matter

Conclusion

Introduction

Solid Materials

PREVIEW

Facts

DRAW 3 facts from this report

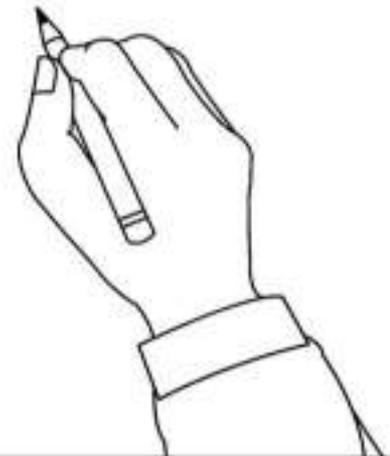
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Report Writing – Introductions

A great beginning makes people want to read your story.

Here's how to start:

- Begin with a cool fact or a question.
- Say what your story is about.
- Give a hint about the ideas in the report, but don't tell all the information.
- Make it short and interesting!



Analyze

Read the introduction and use a checkmark if it meets the criteria. You can use a checkmark more than once.

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



Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Analyze

Read the introductions below and use a checkmark if it meets the criteria. You can check more than one.

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



Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

This is a report about caterpillars. Caterpillars are the baby form of butterflies. They have many legs. Caterpillars eat leaves. Some caterpillars can be fuzzy. Caterpillars turn into butterflies.



Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Report Writing – Introductions

Write

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

Topic: Why kids need to go to the dentist.

Starts with fun fact or question

Gives a name and all the information

Says the main idea

Keep it short and simple

Draw A Picture Of Your Introduction

Report Writing – Conclusions

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

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



Analyze

Read the conclusions and use a checkmark if it meets the criteria.

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

Summarize the main points		Call to action	
Connect to the introduction		End with something interesting	

Report Writing – Conclusions

Analyze

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

So now you know all about penguins! They can't fly but are amazing swimmers and they love eating fish. We talked about this at the beginning, remember? And here's something fun to think about: some penguins hold their breath for up to 20 minutes!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Whoops – the conclusion didn't meet the criteria. Can you think of something kids would like to do about penguins?

Draw A Picture Of The Conclusion



Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

Ideas		
Exploring Outer Space	Life on a Farm	The Science of Weather
How Airplanes Fly	Castles	Ancient Egypt

1) Write down which one you choose?

2) Write as many main headings as you can think of about this topic. These will be your headings. Example: If you choose lions, you might write: what they eat, where they live, how big they are, etc.

3) Choose **two** main headings and write them below.

Research

Find information for your report.

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

1

2

PREVIEW

Planning

Finish the planning process.

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

6) Write the conclusion below. Re-write the main idea and some of the things they learned. Use a call to action - write what you can do to learn more.

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.
2 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 fully 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 main points, relates to introduction, interesting ending.	Summarizes main points but lacks connection to introduction or interest.	Vague conclusion.	Missing or irrelevant conclusion.
Punctuation/Capitalization	All sentences are correctly punctuated and capitalized.	A few minor errors in punctuation and capitalization.	Many errors that make the report hard to read.	Frequent errors that severely impact readability.

Teacher Comments

Mark



Google Slides Lessons Preview





BC Language Curriculum Conventions and Vocabulary – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Word List - Week 1

Drag each word to its matching picture.

mad
mat
map
man
nab
nap
pad
pal
pit
piat

Consonant Review: m

Drag each picture to the basket if it starts with 'm' or to the bin if it does not.

Consonant Review: m

Drag each picture to the basket if it starts with 'm' or to the bin if it does not.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

Look at each picture. Read both sentences. Put a checkmark beside the sentence that best tells what is happening in the picture.

	<input type="checkbox"/> The man takes a nap.		<input type="checkbox"/> She is read.
	<input type="checkbox"/> The man reads a map.		<input type="checkbox"/> She is glad.
	<input type="checkbox"/> The gal sits on a mat.		<input type="checkbox"/> The cat reads a map.
	<input type="checkbox"/> The gal sits on a table.		<input type="checkbox"/> The cat takes a nap.
	<input type="checkbox"/> The girl put a cat.		<input type="checkbox"/> The mat has a gift.
	<input type="checkbox"/> The girl rubs the bag.		<input type="checkbox"/> The man has a gift.



BC Language Curriculum Conventions and Vocabulary – Grade 1

Consonant Review: b

Unscramble the letters and drag them into the boxes to spell each word that starts with the letter 'b'.

 [] [] [] b b u	 [] [] [] t b a	 [] [] [] a b e	 [] [] [] d b e	 [] [] [] x o b	 [] [] [] b s u
 [] [] [] u n b	 [] [] [] l o l e	 [] [] [] o b t e	 [] [] [] a b k r		

Short Vowel: i

Say each word out loud. Then drag it under the picture that matches the word.

- kid
- fish
- pin
- bin
- dish
- brick
- ship
- ring
- lip
- milk

Suffix: -ed

Drag the letters into the open boxes to finish each word. The words have suffix -ed in them.

 i [] p [] []	 p i [] [] []
 k [] c [] []	 h [] [] []

a	e
i	g
e	n
d	k
e	h
t	u

BC Language Curriculum Conventions and Vocabulary – Grade 1

Compound Words

Drag the pictures that form a compound word name into the box labelled *Compound Words*.

Compound words



Beginning

Add the missing sound to

t	a	p	
b	e		d
b	u	g	
w	i	n	
	r	a	p
c		a	p

d	u
i	v
m	a
e	g
h	t

Consonant Digraphs: kn

Say the name of each picture out loud. If the name has the consonant digraph 'kn' in it, put a check mark in the circle below it.



























Workbook Preview



Grade 1 – 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 help us learn about ourselves and our families.
Big Idea 3	Stories and other texts can be shared through pictures and words.
Big Idea 4	Everyone has a unique story to share.
Big Idea 5	Through listening and speaking, we connect with others and share our world.
Big Idea 6	Playing with language helps us discover how language works.

Preview of 86 pages from this product that contains 462 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

CR1.2

Concepts of print: the conventional features of written English

121, 124-127, 128-130, 133-135, 139, 142-145, 147, 150-152, 155, 158-160, 164, 167-169, 172, 175-178, 184-187, 192-195, 197, 200-203, 205, 208-211, 213, 217-220, 225-228, 230, 233-235, 238, 241-243, 247, 250-252, 255

CR1.3	<p>Print awareness: understanding the nature and uses of print, including letters and print symbols; children's print awareness is closely associated with their word awareness and is an important precursor to literacy development and early reading achievement; includes awareness of the differences between letters, words, and sentences</p>	<p>59, 61, 64- 67, 69, 73-.76, 81-84, 90-93, 95, 98-100, 103, 106-108, 112, 115- 117, 121, 124-127, 129-130, 133-135, 139, 142-144, 147, 150-152, 155, 158-160, 164, 167-169, 172, 175-178, 184-187, 192-195, 197, 200-203, 205, 208-211, 213, 217-220, 225-228, 230, 232-235, 238, , 241-243, 247, , 250-252, 255</p>
CR1.4	<p>Phonemic and phonological awareness: Phonological refers to the sounds of words</p>	<p>10-11, 14, 19, 20, 22, 26-29, 32-34, 36, 39, 41-43, 46, 49-51, 57-59, 64-67, 69, 74, 76, 81-84, 90, 98-100, 111, 119-120, 137, 146, 154, 159-160, 162, 168-169, 175-178, 185-187, 192-195, 197, 201- 203, 205, 209-211, 213, 217-220, 226, 228, 230, 234-235, 242-243, 251-252</p>
CR1.5	<p>Letter formation: legible printing with spacing between letters and words</p>	<p>25, 32, 46, 90-93, 98-100, 106-108, 116-117, 125, 127, 133-135, 143-144, 150, 167, 171, 184, 200, 208, 225, 227, 233, 241</p>
CR1.6	<p>Sentence structure: the structure of simple sentences</p>	<p>60, 136, 145, 153, 161, 170, 222</p>
CR1.7	<p>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)</p>	<p>68, 77, 86-87, 94-95, 101, 110, 118, 128, 145, 153, 171, 179-180, 188-189, 196, 204, 212, 221, 229, 236</p>

Reading Program - Overview

Week	Grapheme 1 - Consonant Focus	Grapheme 1 - Vowel Focus
1	Consonants Review: m, n, p	Short vowels: a
2	Consonants Review: b, t, d	Short vowels: e
3	Consonants Review: f, v, s	Short vowels: i
4	Consonants Review: z, l, h	Short vowels: o
5	Consonants Review: r, j, y	Short vowels: u
6	Consonants Review: x, qu, w, k	Long vowels: a (as in 'ate')
7	Hard c (as in "cat"), Soft c (as in "cent")	Long vowels: a (as in 'cake')
8	Hard g (as in "go"), Soft g (as in "giant")	Long vowels: e (as in 'be')
9	ll, ss	Long vowels: e (as in 'be')
10	ff, tt	Long vowels: i (as in hi')
11	dd, gg	Long vowels: i (as in 'ride')
12	Consonant Digraphs: sh	Long vowels: o (as in 'go')
13	Consonant Digraphs: ch	Long vowels: o (as in hope')
14	Consonant Digraphs: th	Long vowels: u (as in 'use')
15	Consonant Digraphs: wh	Long vowels: u (as in 'tube')
16	Consonant Digraphs: ck	Long A - Vowel Team: ai
17	Consonant Digraphs: ph	Long A - Vowel Team: ay
18	Consonant Digraphs: gh	Long E - Vowel Team: ee
19	Consonant Digraphs: kn	Long E - Vowel Team: ea
20	Consonant Digraphs: wr	Long E - Vowel Team: ey
21	L-Blends: bl, cl	Long E - Vowel Team: ie
22	L-Blends: fl, gl	Long I - Vowel Team: ie
23	R-Blends: br, cr	Long I - Vowel Team: igh
24	R-Blends: dr, fr	Long I - Vowel Team: y
25	S-Blends: sc, ck	Long O - Vowel Team: oa
26	S-Blends: sl, sm	Long O - Vowel Team: oe
27	T-Blends: tr, tw	Long O - Vowel Team: ow
28	Three-Letter Blends: str	Long U - Vowel Team: ue
29	Three-Letter Blends: spr	Long U - Vowel Team: ui
30	Three-Letter Blends: thr	Long U - Vowel Team: ew

Reading Program - Overview

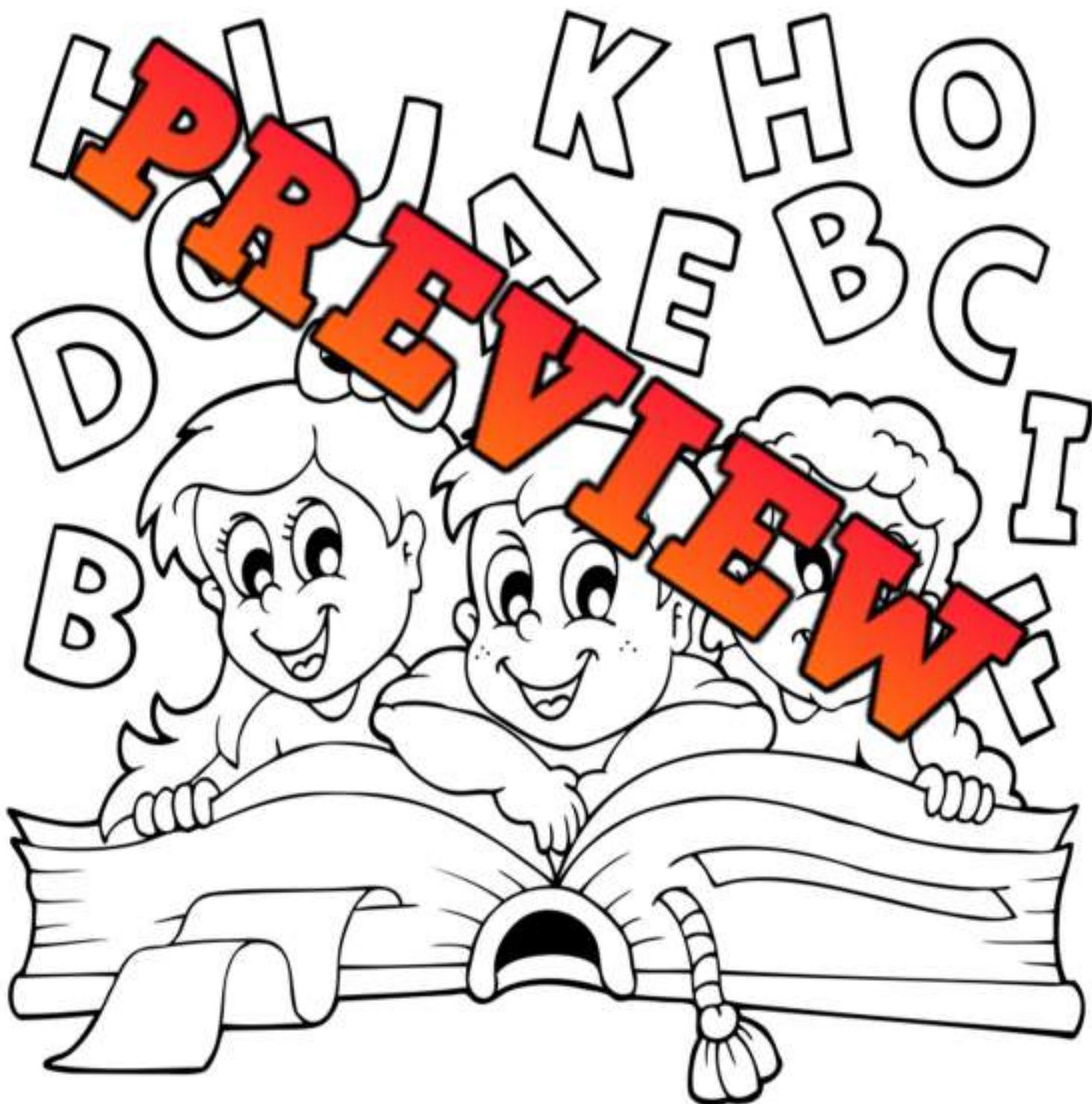
Week	Lesson 1	Lesson 2	
1	Within these 6 weeks, you will teach the following:		
2			<input checked="" type="checkbox"/> Letter Recognition
3			<input checked="" type="checkbox"/> Alphabetical order
4			<input checked="" type="checkbox"/> Is the letter uppercase or lowercase?
5			<input checked="" type="checkbox"/> Position-based tendencies: In week 6, the silent E (Bossy E), makes the vowel long.
6			<input checked="" type="checkbox"/> Reading words with accuracy
7	<input checked="" type="checkbox"/> Spelling words with accuracy		
8	<input checked="" type="checkbox"/> Beginning sounds and ending sounds		
7	Base Words	Vowel or Consonant?	
8	Suffix - s	Vowel in Every Word	
9	Suffix -s, -es, ies	Compound words	
10	Suffix -ing	Compound words	
11	Suffix -ed	Compound Words - Describe Changes (7)	
12	Prefix -un	Alliteration	
13	Prefix -re	Generating Rhyming words that have up to 3 syllables	
14	Prefix -dis	Simple Songs/Poems with Rhymes	
15	Prefix -non	Syllables in Words	

Reading Program - Overview

Week	Lesson 1	Lesson 2
16	Sentence Fragment Or Complete Sentence	Segmenting Sounds of Words up to 5 Phenomes
17	Types Of Sentences: Interrogative Include Punctuation	Add sounds to the beginning, middle, or ending of words
18	Types Of Sentences: Exclamatory Include Punctuation	Delete sounds from the beginning, middle, or ending of words
19	Types Of Sentences: Imperative Include Punctuation	Substitute one sound for another in one-syllable words
20	Types Of Sentences: Declarative Include Punctuation	Capital Letters - First and Last Names
21	Capitalization - Beginning of a Sentence	Capital Letters - Name of Places
22	Nouns	Capital Letters - Days of Week and Months
23	Singular and Plural Nouns	R controlled vowels - might need multiple sheets on this (-er)
24	Common Adjectives	R controlled vowels - might need multiple sheets on this (-or)
25	Verbs	R controlled vowels - might need multiple sheets on this (-ar)
26	Verb Tenses	Sentence - Complete or Incomplete
27	Common Adverbs	Spelling Patters - VC, CVC, VCe
28	Common Conjunctions	Synonyms
29	Fluency Sentences	Antonyms
30	Fluency Sentences	Visualization to Spell Words

NAME: _____

FOUNDATIONS



Week 1 - Word List

mad	mat	map	man	nab
nap	pad	pal	pat	pass

Spell

Spell the words once by looking at them. Then spell them again without looking at the word. You can cover them up with another page or book.



	Copy and Spell	Cover and Spell
1)	mad	
2)	mat	
3)	map	
4)	man	
5)	nab	
6)	nap	
7)	pad	
8)	pal	
9)	pat	
10)	pass	

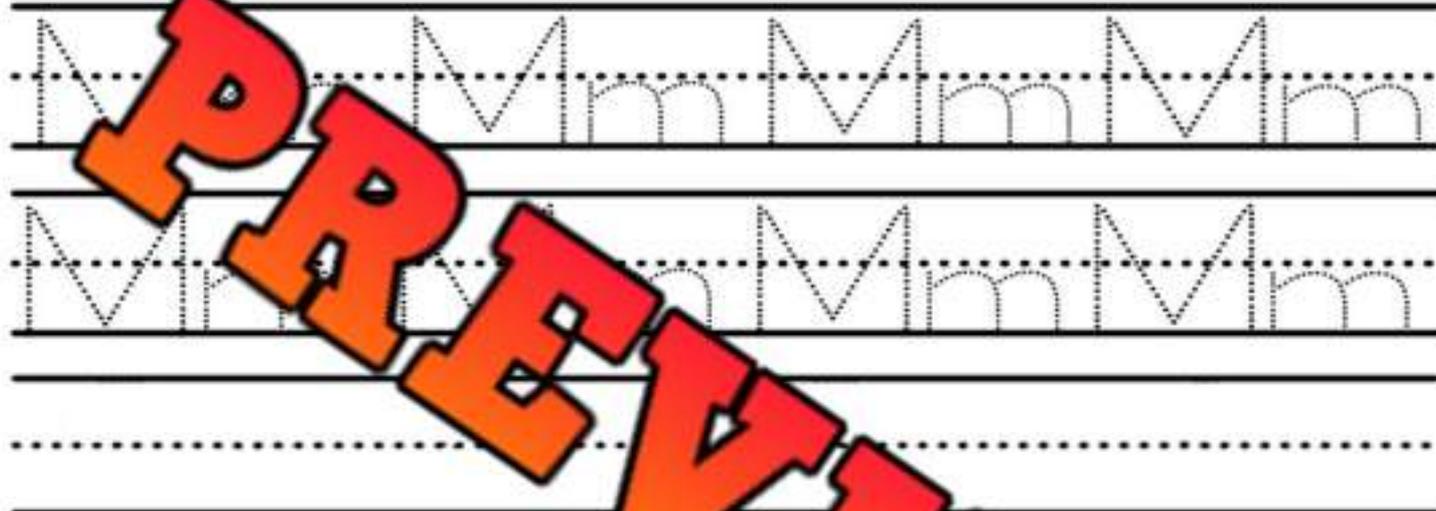
PREVIEW

Consonant Review: m

Tracing

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

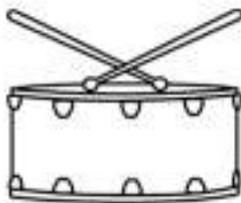
M m

**Focus**

Say the picture name. Fill in the circle with the beginning consonant "m" sound.

**Focus**

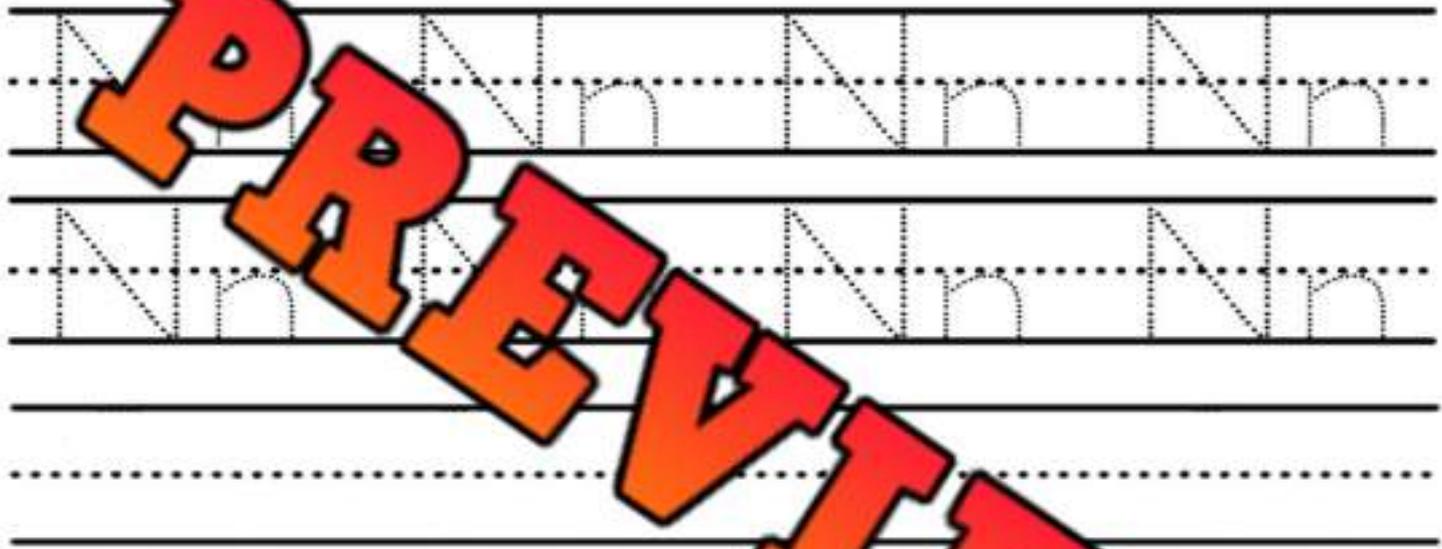
Say the picture name. Fill in the circle with the final consonant "m" sound.



Consonant Review: n**Tracing**

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

Nn

**Letter Order**

Circle the letters that come before or after "N".

Before Nn

Oo

Ss

Vv

After Nn

Pp

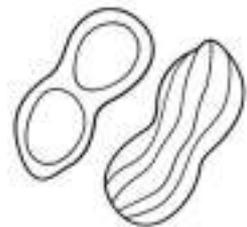
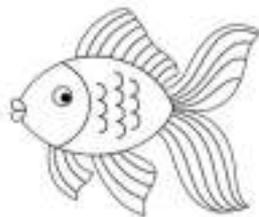
Hh

Mm

Jj

Identify

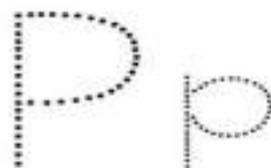
Circle the pictures that begin with the letter "n".



Consonant Review: p

Tracing

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



Tracing practice lines with dotted uppercase 'P' and lowercase 'p' for tracing. Below the tracing lines are blank lines for independent writing.

Colour By Letters

Colour the cells with the letter 'p' to reveal the picture.

A 10x10 grid of letters where coloring the letter 'p' reveals a picture. The letters in the grid are:

B	F	T	R	T	R	T	R	T	R
T	B	B	B	F	T	P	P	F	T
B	F	T	R	B	P	P	T	R	R
R	B	F	P	T	P	B	F	F	F
T	P	P	P	F	R	P	R	B	B
R	P	P	B	T	P	F	T	T	T

Short Vowel: a

Completion

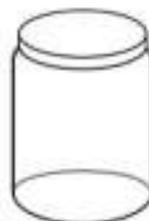
Write the correct letter to complete each word with a short "a" sound.



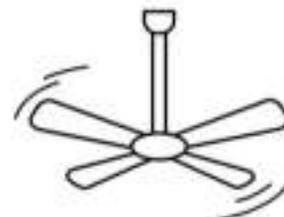
c a t



a p



j a



f n

Matching

Connect each picture to its matching short "a" word.

1.



•

bat

2.



•

3.



•

•

rat

4.



•

•

mat

5.



•

•

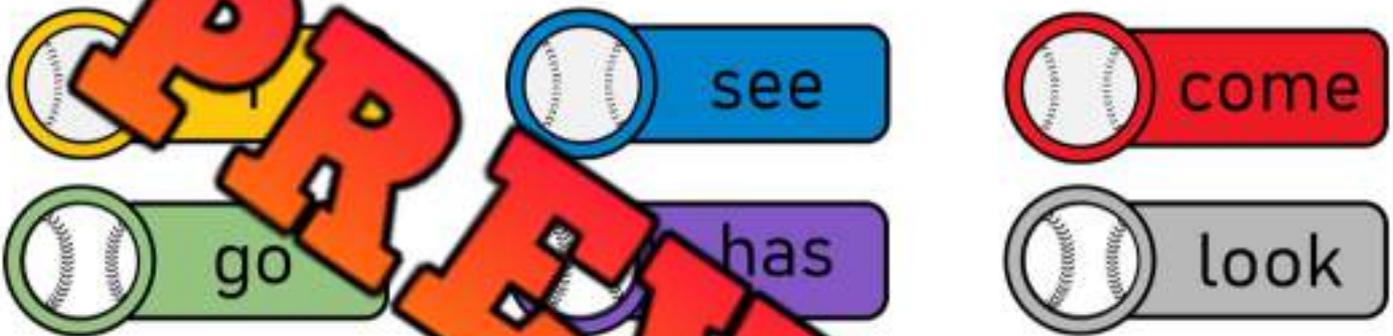
nap

Sight Words

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

Identify

Use the given colour codes to colour the sight words.



PREVIEW

come	I	n	go
go	has	n	look
I	go	has	come
see	has	see	I
has	look	I	come
go	has	see	look

Week 1 – Fluency Readings**Read**

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

1) Man has a map.



2) Pat saw a mat.



3) Pal had a nap.



4) Pam will nab a pad.



5) Pat is mad at Pal.



6) Pass the map to Pam.



7) Nap on a mat, man.



Week 1 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

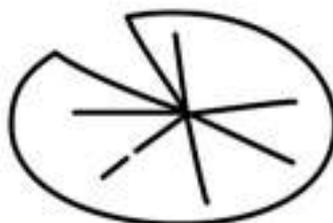
Focus

Fill in the circle to the beginning letter and the pictures.

	<input type="radio"/> m <input type="radio"/> n <input type="radio"/> p		<input type="radio"/> m <input type="radio"/> n <input type="radio"/> p
---	---	---	---

Circle

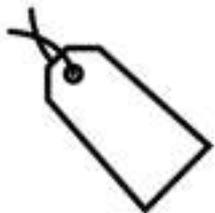
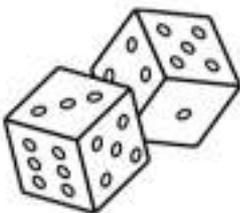
Circle the picture with short "a" sound.



Week 2 - Word List

bed	bet	bad	bat	ten
tag	tap	dad	dog	den

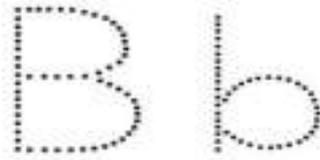
Match _____ Use from the words above that correspond to the given picture.

Consonant Review: b

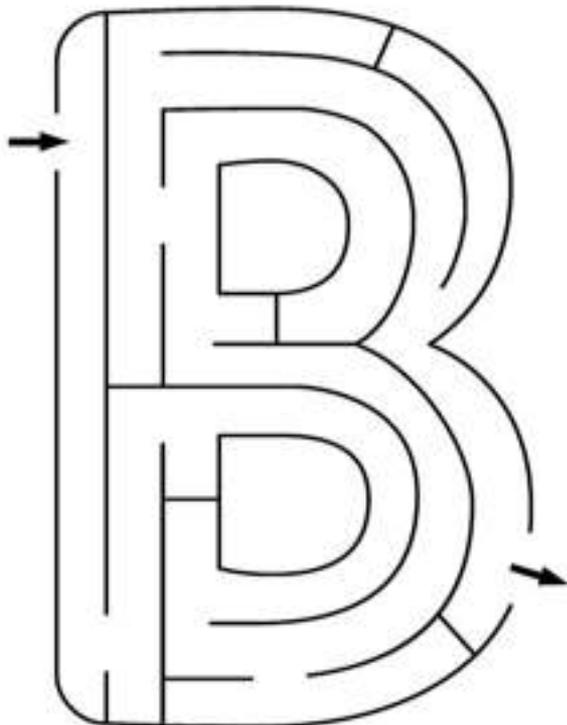
Tracing

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



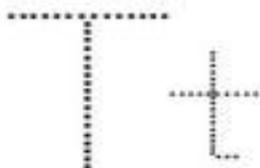
Maze and Colour

Finish the letter maze. Match and colour the Bb.



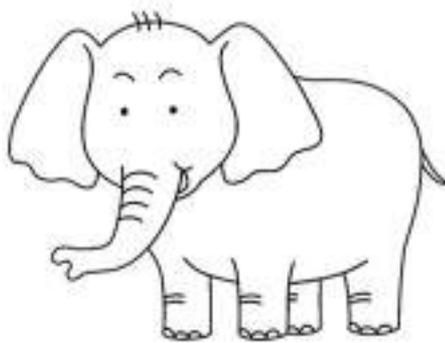
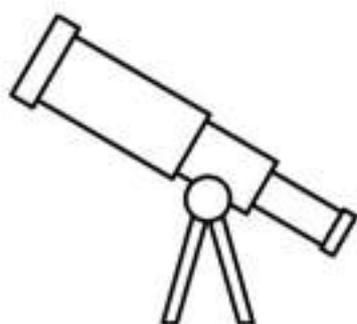
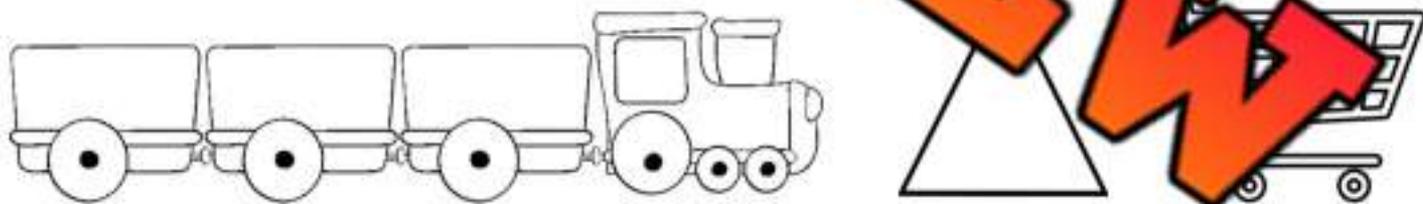
Consonant Review: t

Tracing Trace the letters below and then write them on your own.



Handwriting practice lines with dotted uppercase 'T' and lowercase 't' for tracing. A large red 'PREVIEW' watermark is overlaid diagonally across the page.

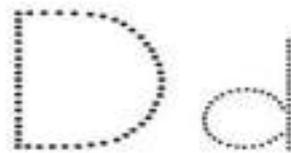
Colour Colour the picture RED if it starts with 't' and ends with 't'.



Consonant Review: d

Tracing

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



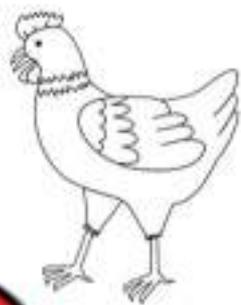
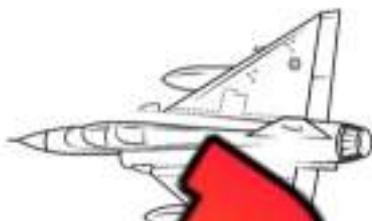
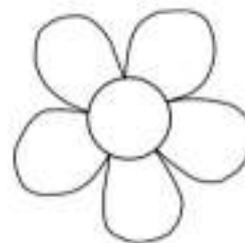
Colour

Colour the boxes with the letter

D	B	d	
P			D
q			d
b	d	D	p

Short Vowel: e**Colour By Sound**

Say the picture names. Colour it if it has a short "e" sound.

**PREVIEW****Tracing**

Trace the words that have the short vowel "e" sound.



net



web



bed

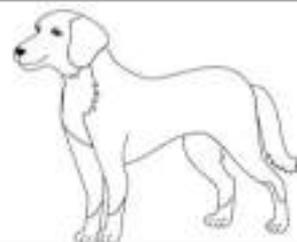


pet

Week 2 – Fluency Readings**Read**

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

1) Ted bet on a dog.



2) Dad's jacket is on the bed.



3) Ben hit the bat.



4) Tap the red tag.



5) Ten bats in the den.



6) Dad pets the dog.



Week 2 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

Match

Circle the matching letters.

b	b d d b d d b d d
d	d d b b d d b b d
t	t l t l l f l t f f i t t f t

Identify

Say the picture name. Circle the picture if it has a short "e" sound.



10



Week 3 - Word List

fit	fan	fat	fog	van
vet	sip	sit	sun	sad

Writing

Trace the words then write them on your own.

		Trace	Write
1)	fit	fit	
2)	fan	fan	
3)	fat	fat	
4)	fog	fog	
5)	van	van	
6)	vet	vet	
7)	sip	sip	
8)	sit	sit	
9)	sun	sun	
10)	sad	sad	

Consonant Review: f**Tracing**

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

F f



Tracing practice lines for the letter 'f'. The first two rows show dotted 'F' and 'f' characters on a three-line grid (top, middle, bottom) for tracing. The third row shows blank three-line grids for independent writing.

Arrange

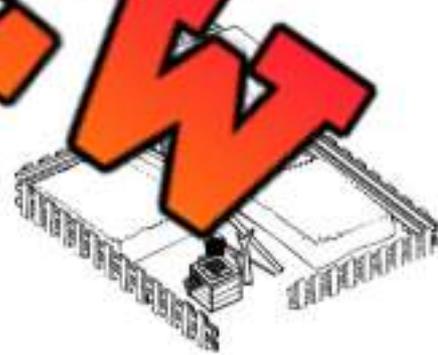
Unscramble the letters below to form words starting with "f".



o f x



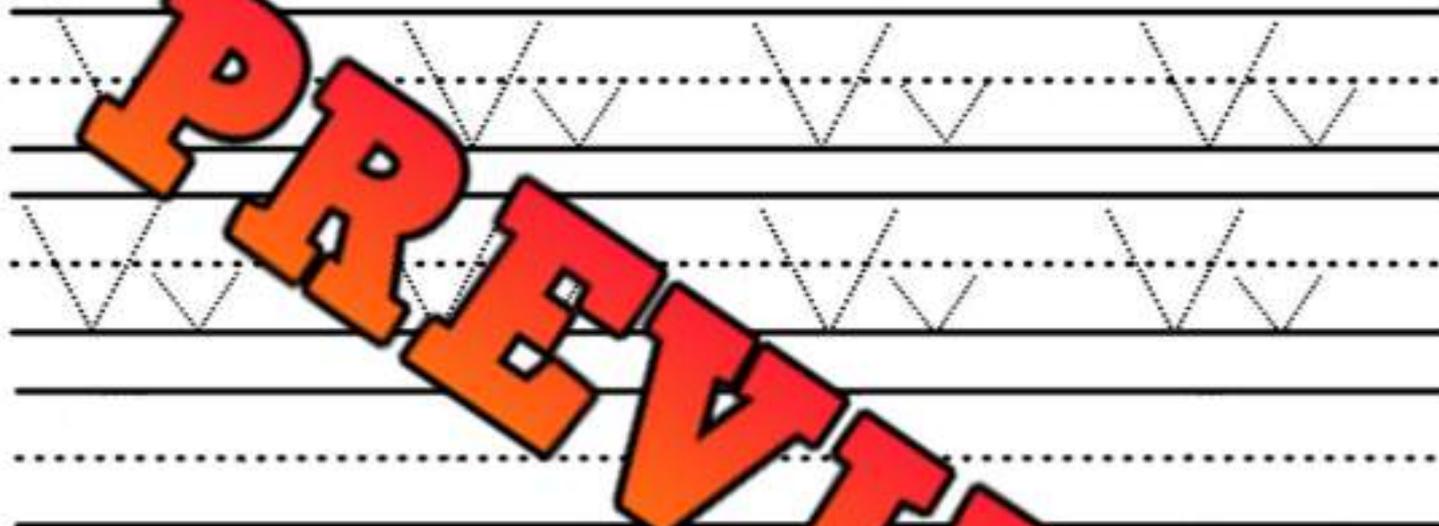
a n f



a m f r

Consonant Review: v**Tracing**

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

**Letter Order**

Circle the letters that come before or after the letter "v".

After Vv

Ww

Xx

Zz

Before Vv

Pp

Oo

Aa

Yy

Identify

Circle the pictures that begins with letter "v".



Consonant Review: s

Tracing

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

S s



Tracing practice lines with dotted uppercase 'S' and lowercase 's' for tracing. The first row contains three pairs of 'S s'. The second row contains three pairs of 'S s'. Below these are two more sets of empty handwriting lines for independent practice.

Draw

Draw the given s-words, then trace.

sun

star

sad

sun

star

sad

PREVIEW

Short Vowel: i

Identify

Colour the correct word for each picture.



bi

hid

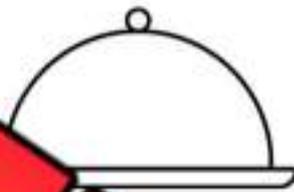
bid

win

wig

kid

hid



fig

pig

pin

rig

lid

zig

dig

Draw

Try to read the sentence and draw.

The kid has a big pig.

Week 3 – Fluency Readings

Read

Read each line and then write the last sentence.

Viv sat and

Viv sat and sipped

Viv sat and with

Viv sat and with the

Viv sat and sipped the



PREVIEW

The fan

The fan in

The fan in the

The fan in the van

The fan in the van is

The fan in the van is fit.

Week 3 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

1) <input style="width: 90%; height: 25px;" type="text"/> 2) <input style="width: 90%; height: 25px;" type="text"/> 3) <input style="width: 90%; height: 25px;" type="text"/> 4) <input style="width: 90%; height: 25px;" type="text"/> 5) <input style="width: 90%; height: 25px;" type="text"/>	6) <input style="width: 90%; height: 25px;" type="text"/> 7) <input style="width: 90%; height: 25px;" type="text"/> 8) <input style="width: 90%; height: 25px;" type="text"/> 9) <input style="width: 90%; height: 25px;" type="text"/> 10) <input style="width: 90%; height: 25px;" type="text"/>
---	--

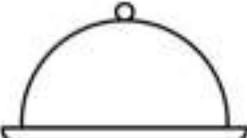
Focus

Colour the box with the beginning letter of the pictures.

	f		f
	v		v
	s		s

Focus

Colour the correct picture that corresponds to the given word.

lip		
hit		

Week 4 - Word List

zoo	zap	hop	hot	hat
has	lot	log	leg	loss

Spell

Spell the words once by looking at them. Then spell them again without looking at the word. You can cover them up with another page or book.



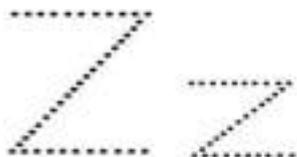
	Word	Copy and Spell	Cover and Spell
1)	zoo		
2)	zap		
3)	hop		
4)	hot		
5)	hat		
6)	has		
7)	lot		
8)	log		
9)	leg		
10)	loss		

PREVIEW

Consonant Review: z

Tracing

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



Identify

Circle the pictures that begin with the letter z.



Colour Pattern

Colour all Zz to show a zigzag pattern.

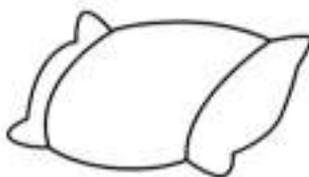
Z	i	S	l	r	l	Z	y	r	Y
s	Z	L	Q	S	Z	l	Z	L	S
w	h	Z	A	Z	H	o	X	Z	n
t	J	r	Z	S	c	p	d	V	z

Consonant Review: l**Tracing**

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



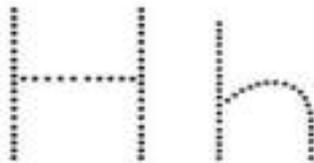
Handwriting practice lines consisting of four rows of solid top and bottom lines with a dashed middle line. A large, diagonal watermark reading "PREVIEW" is overlaid across the lines.

Focus Say the picture name. Fill in the circle if it has a beginning consonant "l" sound.**Focus** Say the picture name. Fill in the circle if it has a final consonant "l" sound.

Consonant Review: h

Tracing

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



Tracing practice lines for the letter 'h'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The first two lines contain dotted uppercase 'H's and lowercase 'h's for tracing. The third and fourth lines are blank for independent writing.

PREVIEW

Colour By Letters

Colour the cells with the letter 'h' to reveal the picture.

Short Vowel: o

Identify

Name each picture and listen to the vowel. Circle the correct word.

	mop		top
	mom		pot
			rod
			rot

Identify

Colour the words with a short "o" sound.



dot

hop

coin

frog

hope

Week 4 – Fluency Readings**Read**

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	She has				
2)	Hal lost his				
3)	The hog is hot.				
4)	She got a dot.				
5)	The dog hops on logs.				
6)	Tom zaps a lot.				

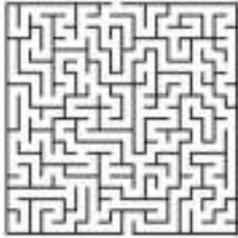
Week 4 - Spelling Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Completion

Complete the words by adding a letter.

			
__ o c k	m a __ e	__ o t	b e l __

Think

Give three words with short o sound.

--	--	--

Name: _____

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Curriculum Connection
CR1.2, CR1.4

Week 5 - Word List

run	rug	red	rip	jug
jet	job	yes	yet	yell

Pictionary

Choose 4 spelling words from the list above and draw a picture representing that word. Have your partner guess the word without using verbal hints or writing letters. Then write the word below the drawing.

PREVIEW

Spelling Word

Spelling Word

Spelling Word

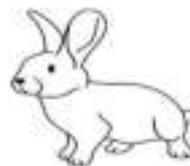
Spelling Word

Consonant Review: r

Tracing

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

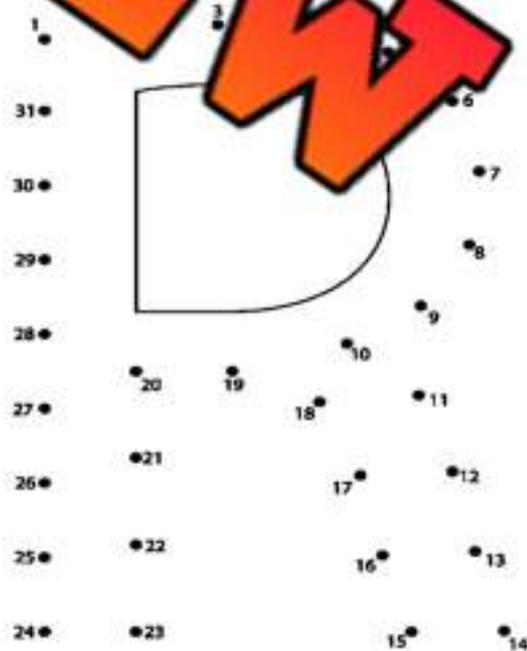
R r



Colour and Connect

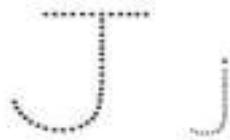
Colour the letter R and then connect the dots to show the letter.

B	E	P	E	P	P	F
B	E	R	R	R	E	B
P	R	F	P	F	R	B
F	R	E	F	P	R	P
F	R	R	R	R	F	F
B	R	E	R	E	B	B
E	R	F	B	R	B	B
F	R	B	P	F	R	F
P	E	F	E	E	B	E



Consonant Review: j**Tracing**

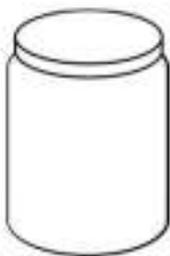
Trace the letters below and then write them on your own.



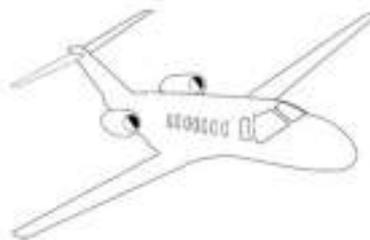
PREVIEW

Think

Unscramble the letters below to form words starting with j.



r j a



j t e



g u j

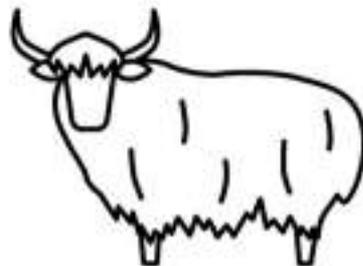
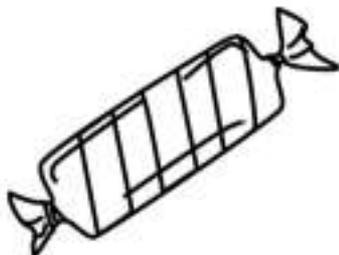
Consonant Review: y

Tracing Trace the letters below and then write them on your own.



PREVIEW

Colour Colour the picture GREEN if it starts with "y" and RED if it ends with "y".



Name: _____

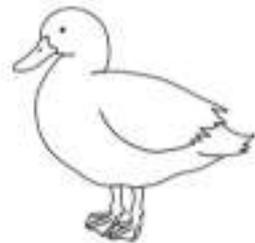
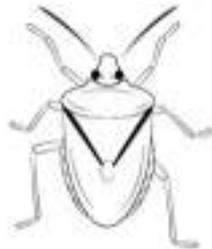
43

Curriculum Connection
CR1.2, CR1.4

Short Vowel: u

Cut and Paste

Cut out the words to the space below each pictures.



sun

bug

duck

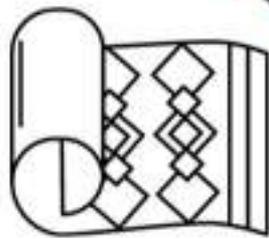
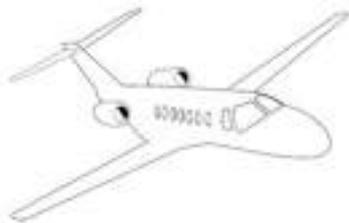
hug

nut

cup

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

Read each sentence and then highlight the sentence that matches the picture.

 Ray runs fast. Ray swims fast. Red rugs are nice. Red rugs are nice. Jay has a red jet. Jay has a red net. Ray yells at his job. Ray yawns at his job.

Week 5 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

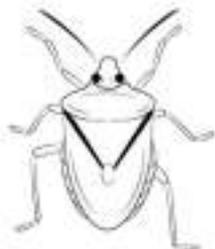
Match

Circle the matching letters.

r	r l l c f r t s j e r s x
j	l i j i j i f t j i l f i
y	x c y z x y z y t s t s y

Identify

Say the picture name. Circle the picture if it has a short "u" sound.



Week 6 - Word List

mix	box	quit	quiz	win
wax	kid	kit	ate	wake

Writing

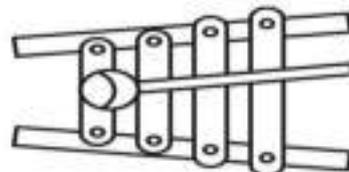
Trace the words then write them on your own.

		Trace	Write
1)	mix	mix	
2)	box		
3)	quit	quit	
4)	quiz	quiz	
5)	win	win	
6)	wax	wax	
7)	kid	kid	
8)	kit	kit	
9)	ate	ate	
10)	wake	wake	

Consonant Review: x

Tracing

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



Tracing practice lines for uppercase X and lowercase x. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The letters X and x are repeated across the lines for tracing.

PREVIEW

Colour and Write

Colour all uppercase and lowercase letters X. Then think of three words that have an X in them.

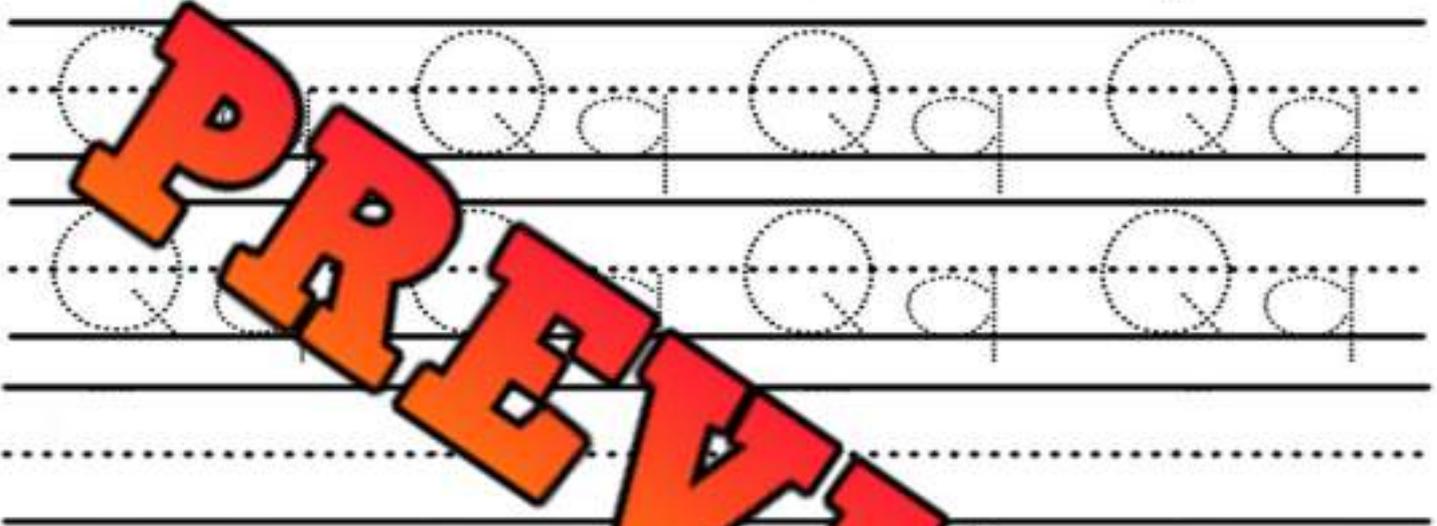
A word search grid containing various letters. The letters X and x are circled. The grid includes letters like O, z, w, X, s, s, z, X, h, z, a, x, R, i, X, x, h, x, v, s, a, z, x, g, s, t, r, R, J, h, u, E, n, X, R, o, x, x, o, X, w, y, X, o, h, x, E, b, i, M, R, w, X, b, x.

Three sets of handwriting lines (solid top, dashed middle, solid bottom) for writing words that contain the letter X.

Consonant Review: qu

Tracing

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



PREVIEW

Instructions

Follow the instruction for each activity

Trace it



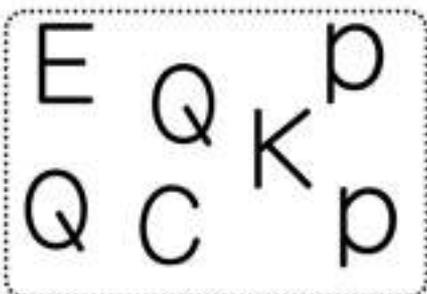
Colour it



Write it



Find it



Write it

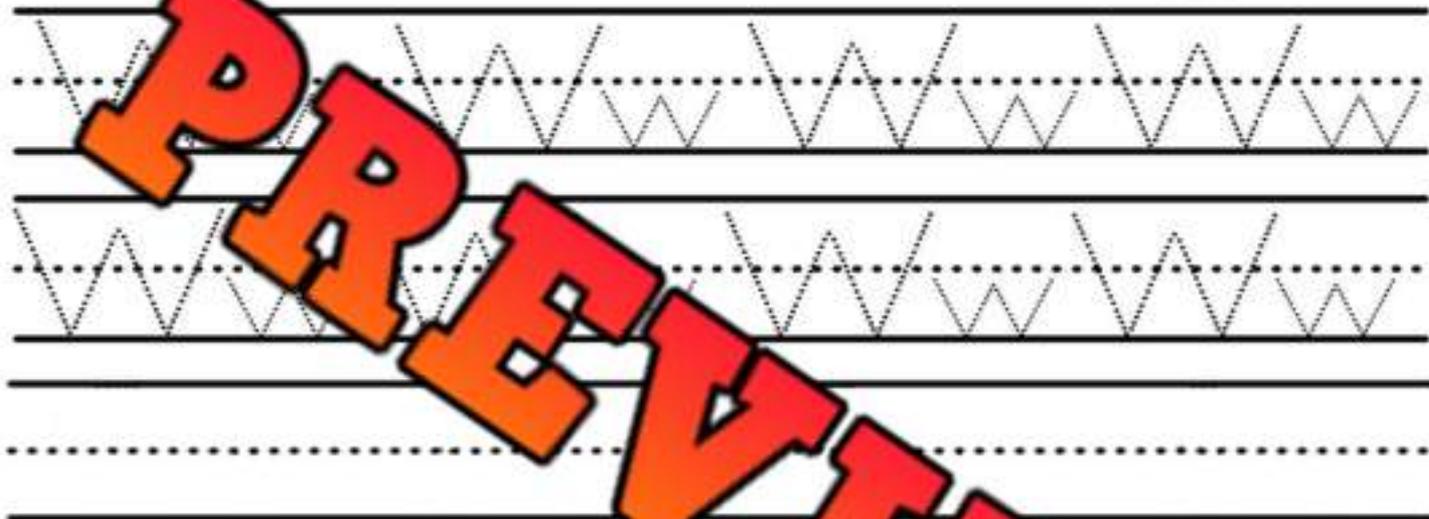
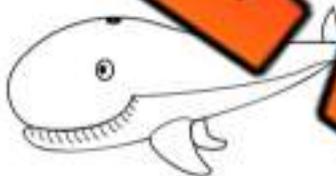
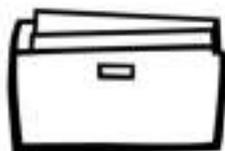


Solve it



Consonant Review: w**Tracing**

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

**Focus** Say the picture name. Fill in the circle if the beginning consonant has a "w" sound.**Focus** Say the picture name. Fill in the circle if the final consonant has a "w" sound.

Consonant Review: k

Tracing

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



Two rows of handwriting practice lines. Each row contains a series of dotted uppercase 'K' and lowercase 'k' letters for tracing. Below the second row are two more empty handwriting lines for independent practice.

Draw

Draw the given k-words, then trace.

Blank drawing box for the word 'key'.

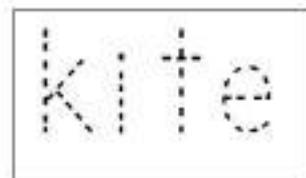
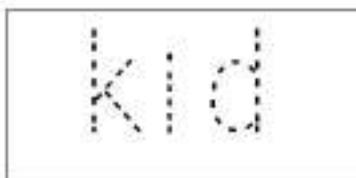
key

Blank drawing box for the word 'kid'.

kid

Blank drawing box for the word 'kite'.

kite

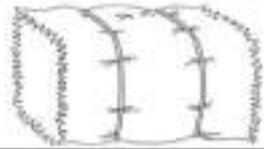


PREVIEW

Long Vowel: a (ate)

Instructions

Read the long "a" sound words, then write it in the next column.
Match the word with its picture on the last column.

READ	WRITE	MATCH
ake	cake	
ake	ake	
plane		
gate		
hay		

Draw

Draw a picture of the words below.

rat	rate

pan	pane

Picture Predictions

Instructions

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

Sophie finds a small, shiny rock by the school playground.

It's round and smooth right in her hand. She thinks it looks special

and decides to keep it in her pocket. During recess, she

shows it to her friends and they all guess what it could be.



What will Sophie do with the rock, and what do her friends think it is? Draw and write your guess! How did the picture help you predict the story?

Week 6 – Fluency Readings**Read**

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

1) Kim ate wax.



2) Wake up!



3) Pat won the game.



4) Kate quit her job.



5) Kit will mix the box.



6) We want to win now.



7) Pick a box, then wax it.

**PREVIEW**

Week 6 - Spelling Quiz

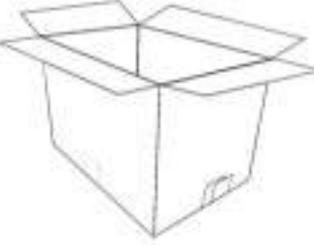
Spelling

When your teacher reads the word, spell it below.

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

Completion

Complete the word by adding the missing letters.

			
__ a g o n	b o __	__ e e n	__ i t e

Think

Give three words with a long "a" sound.

--	--	--

Uppercase or Lowercase

Uppercase letters:

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

Lowercase Letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Colour

Colour the box green if the letter is in uppercase and yellow if it is in lowercase form.

D	r	g	A	r	h	l
L	o	B	u	e	Q	f

Identify

Circle the matching lowercase letter for the uppercase letter.

P	d	b	p	g	q	r		
L	i	t	v	p	l	s	x	r
C	x	q	h	l	v	c	r	w
R	n	m	s	p	q	r	y	z
J	k	b	s	g	j	r	g	e

Name: _____

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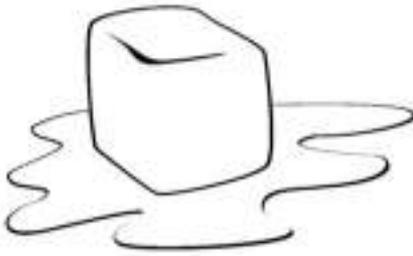
Curriculum Connection
CR1.2, CR1.4

Hard C

Focus

Write the correct word under each picture, then colour it if it has a hard c sound (as in cat).

car	circle	coat
ice	cake	cereal

Identify

Circle the hard c sound words in the sentence below.

The car is the colour blue.

Soft C

Completion

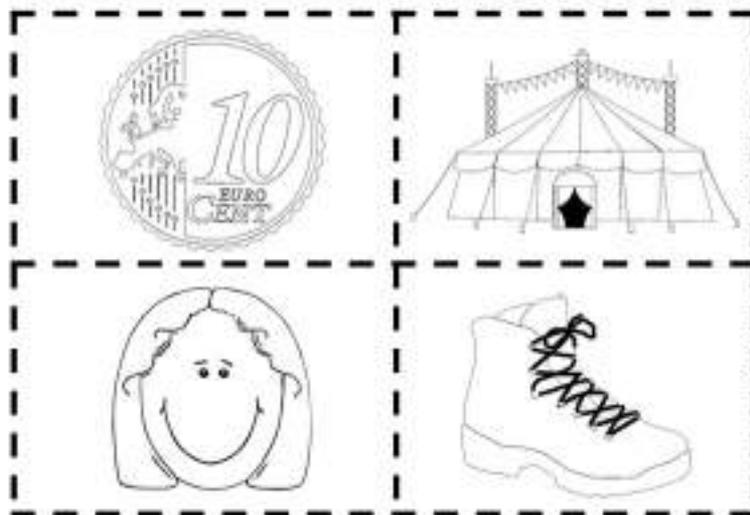
Read and complete each word by adding the letter c.

i _ e	_ _ ity	fa _ _ e
	_ _ entre	pen _ _ il

Cut and Paste

Cut out the pictures and paste it to match the words in the table.

cent		
face		circle



Long Vowel: a (cake)

Colour

Colour the bubble if the word has a long "a" sound.

snake

late

bake

mate

pack

mat

game


Draw

Add one letter to transform the words into a long "a" sound.

%



rat_

tap_

cap_

plan_

Base Words



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

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

Draw

Draw pictures of the base words. Then draw the new word with the prefix or suffix added.

Unlock

Play

PL

Vowel or Consonant

Vowels are the letters A, E, I, O, U. They are like the heart of every word. When we say them, our mouth is open.

Consonants are the other letters in the alphabet. They help make different sounds in words. When we say them, our mouth might close a bit or our tongue might move.



S U N - S (U) Consonants (S, N)

Color the letters green if the letter is a vowel and yellow if it is a consonant.

M	<u>C</u>	a	A	r	h	l
L	O	B	<u>V</u>	Y	Q	D

Identify

Is the underlined letter a vowel or consonant?

word	vowel	Consonant
dog		
hat		
pen		
cup		
ink		

Word	Vowel	Consonant
fish		
ball		
nice		
help		
meat		

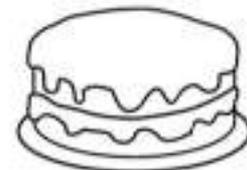
Week 7 – Fluency Readings**Read**

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

1) She is late.



2) I eat a cake.



3) I have one cent.



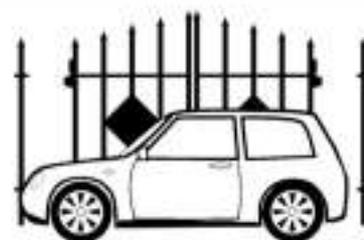
4) The cat ran fast.



5) His cap is the colour red.



6) The car is by the gate.



Week 8 - Word List

go	got	gas	gap	gel
gym	germ	he	me	be

Spell

Unscramble the letters to make the spelling words.

	Scrambled Word	Unscrambled Word
1)	g	
2)	g	
3)	em	
4)	og	
5)	eh	
6)	ags	
7)	egl	
8)	pag	
9)	eb	
10)	myg	

Hard G

Writing

Practice writing the letters.



Writing

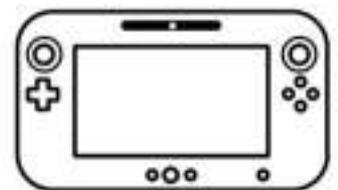
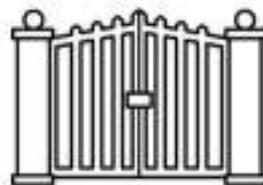
the _____ have a hard "g" sound.



gum

get

game



gym

gate

game

PREVIEW

Name: _____

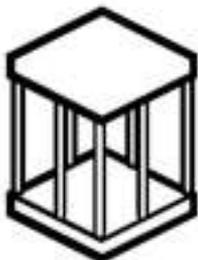
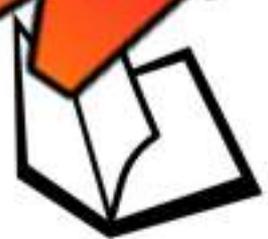
Soft G

Cut and Paste

Cut out the pictures and paste them below the matching words.

gem	rage	page	cage

magic	rent	giraffe	bridge



Long Vowel: E (be)

Tracing

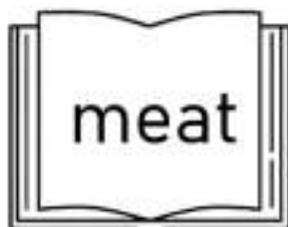
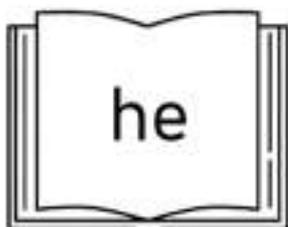
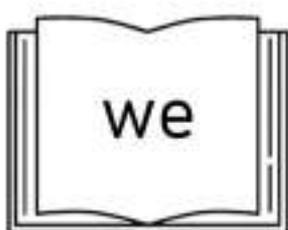
Trace the letters below and then write them on your own.



PREVIEW

Long E Sound

Colour the book if the word has a long e sound (as in be).



Suffix -s

The suffix "s" usually means more than one. So, if you have one toy, you say "toy." But if you have many toys, you add an "s" and say "toys."

Identify

Circle the correct noun to describe the picture.



- A. cat
B. cats



- A. cat
B. cats



- A. kid
B. kids



- A. kid
B. kids



- A. book
B. books



- A. book
B. books



- A. flower
B. flowers



- A. flower
B. flowers

Draw

Draw the given number of nouns.

Five apples

Three stars

Vowel in Every Word

Vowels are special letters: **A, E, I, O, U**. In every word we say or write, we always use at least one of these vowels. They help us make the sounds of words. For example, in the word "cat," the letter A is the vowel. It helps us say the word.

Vowels

List all the vowels in each given word.

Word	Vowels
1) cat	
2) gel	
3) bee	
4) oar	
5) elf	

Word	Vowels
6) rose	
7) gold	
8) coat	
9) bed	
10) red	

Completion

Complete the words by adding an appropriate vowel.

c ___ t	b ___ g	j ___ g
___ gg	___ ___ k	b ___ ___
b ___ rd	st ___ r	j ___ mp
sh ___ p	fr ___ g	g ___ ___ l
g ___ m ___	b ___ ___ r	m ___ ___ n



Sight Words

Identify

Use the given colour codes to colour the sight words.



PREVIEW

as	m	by	them
stop	give	from	from
give	them	st	give
from	by	them	them
them	from	them	give
by	stop	as	from
from	as	stop	by
give	from	give	as

Week 8 – Fluency Readings

Read

Read each line and then write the last sentence.

He got

He got gas

He got gas

He got gas

He got gas at the



PREVIEW

Go

Go fill

Go fill the

Go fill the gap

Go fill the gap with

Go fill the gap with gel.

Week 8 - Spelling Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Identify

Check all words with "hard g" and circle all words with "soft g".

go	giant	gum
gel	gem	got

Write

Pluralize the words below by adding "s" to it.

dog

tray

paper

_____	_____	_____
_____	_____	_____
_____	_____	_____

Week 29 - Word List

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

Alphabeti

Write the words in alphabetical order

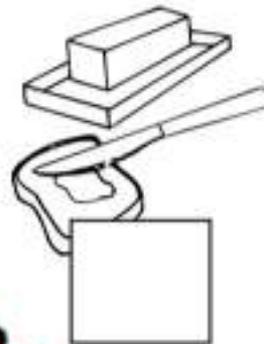
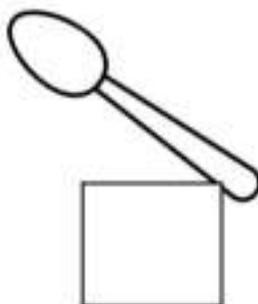
1)		6)	
2)		7)	
3)		8)	
4)		9)	
5)			

Draw

Choose three words from above then draw them.

Three - Letter Blends: spr

Sound Check Say the picture name. Check the box if there is an "spr-" letter sound.



Think Think of two words with "spr-" letter blend. Write them in the sentences.

Long U – Vowel Team: ui

Cut and Paste

Cut out the letters below and paste them in the correct order to spell the pictures with the long "u" sound.



--	--	--	--



--	--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

e

t

u

n

q

u

i

u

s

r

u

s

i

t

c

g

u

e

m

e

l

j

i

c

p

i

i

d

Fluency Sentences

Fluency sentences are special sentences we read to help us become better readers. They help us read smoothly, quickly, and with understanding. When we practice these sentences, we become more fluent and reading feels easy and fun!

Fluency

Read the text. Copy the complete sentence and then answer the questions.



I
I like
I like playin
I like playing basketball with
I like playing basketball with
I like playing basketball with
I like playing basketball with my friend
I like playing basketball with my friend

Who do I like playing with?

What do I like playing with my friend?

Antonyms

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



Cut and Paste

Look for the antonyms of the words and paste them beside the words.

big	up	near
hot	out	tall
happy	wet	strong
fast	old	young

down	short	sad	weak	fast	
dry	small	new	in	cold	slow

Think

Think of more pairs of antonyms.

Sight Words

Search

Circle all the sight words from the grid.

am	yes	me	lit	dot
we	so	eat	rain	date
you	my	kit	meet	to
nice	my	go	all	mice
no	jet	been	gray	first
red	bet	been	like	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 dress up ___ a superhero.

 give

2) We get milk ___ a cow.

 as

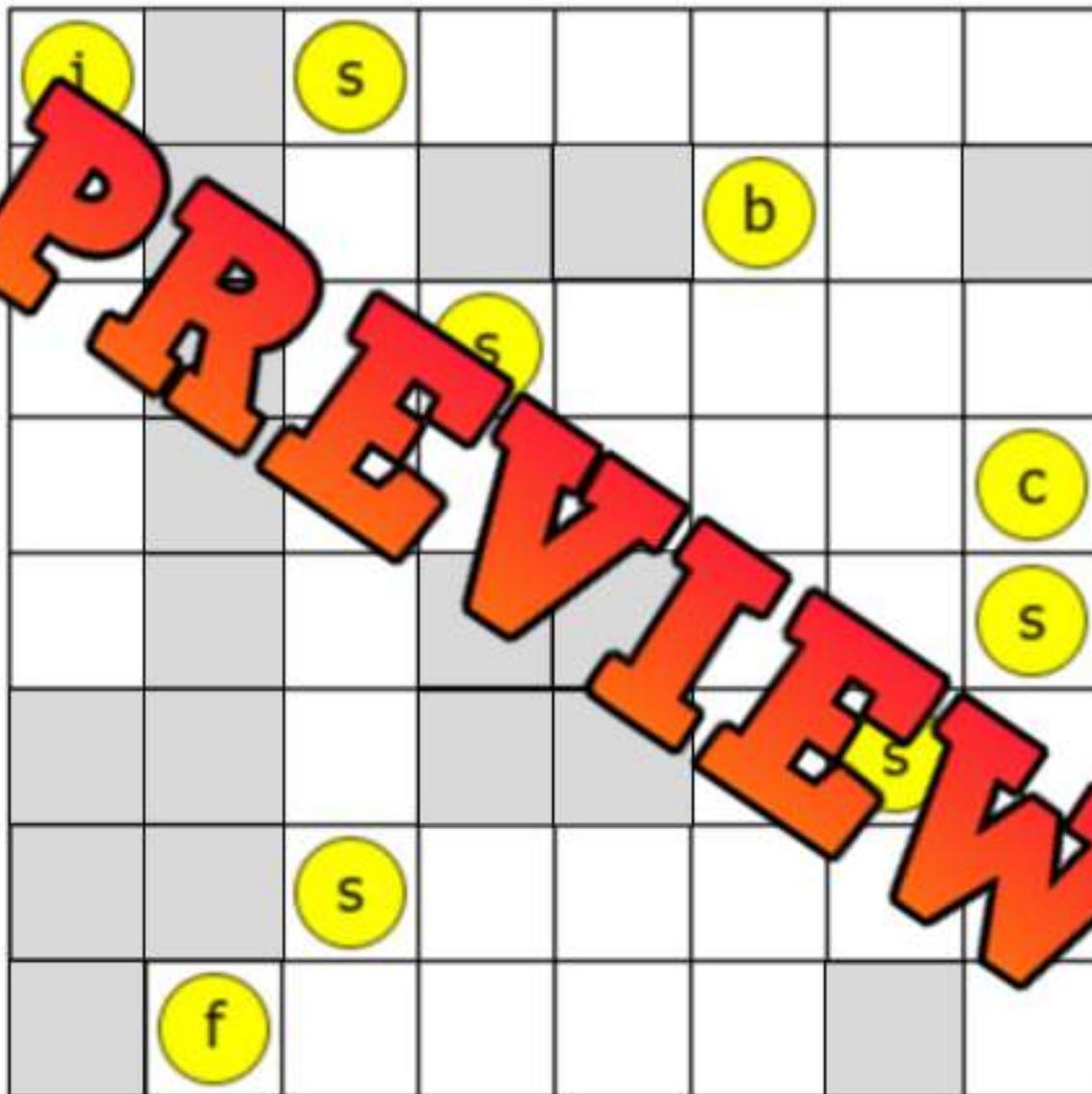
5) Please ___ me a red crayon.

 from

Reverse Word Search

Word Search

Instead of looking for words in a grid, place the words in an empty word search puzzle.



Place these words in the grid.

spring

spray

spread

spree

sprain

fruit

suit

juice

cruise

bruise

Week 29 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	Ray the ant.				
2)	We go on a s				
3)	I like fruit juice.				
4)	Jay sprained his toe.				
5)	The suit hides his bruise.				
6)	We cruise in the spring.				

PREVIEW

Week 29 - Spelling Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Completion

Complete the sentences with the words.

1)	I use a _____ to _____ the pl _____.
2)	Be careful so you do not _____.
3)	Mom likes to _____ butter on toast.

Reading

Read the sentence three times, make a question out of the given sentence.

The sun shines brightly as we play in the park.

Name: _____

250

Curriculum Connection
CR1.2, CR1.3

Week 30 - Word List

three	throw	threw	thread	thrive
new	few	chew	grew	crew

Pictionary

Choose 4 words from the list above and draw a picture of each in the boxes below. Have your partner guess the word without using any verbal hints or letters. Then write the word below the drawing.

PREVIEW

Three - Letter Blends: thr

Identify

Colour the ice cream scoop that has the "thr-" letter blends



Sentence

Rearrange the words to create a meaningful sentence.

three

She

threads

has

colourful

He

outside

threw

balls

three

Long U: Vowel Team: ew

Sound check

Colour the words with the long vowel "U" sound.

new	grow	review	brew
stew	crow	few	
screw	renew	throw	
show	jewel		

Matching

Match the word that best suits each sentence.

1) Dogs _____ their toys.	<input type="checkbox"/> chew
2) The _____ worked very hard.	<input type="checkbox"/> stew
3) I have a _____ books to read.	<input type="checkbox"/> crew
4) Let's _____ the lesson tomorrow.	<input type="checkbox"/> review
5) Mom made yummy _____ today.	

Fluency Sentences

Fluency

Read the sentences. Rate your reading fluency based on the criteria.

READING PRACTICE

The c
I see a big r _____ y ball.
We play at the _____ k _____ day.
Every morning, Mom _____ s _____
My friend and I like to read history b _____ s.

HOW DID I DO?



1 2 3 4 5

Draw

Draw any two scenes from the sentences above.

PREVIEW

Visualization to Spell Words

Visualization is a helpful technique to remember how to spell words. It is like using your imagination to see the word in your mind.



Colourful Letters

Colour each spelling word with different colours for each sound to enhance visual memory and aid in spelling recall.

Did	Rot
Bed	Hard
New	Iron
Chew	Grew
Thorn	Throw

PREVIEW

Word Searches

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> three	<input type="checkbox"/> throw	<input type="checkbox"/> threw	<input type="checkbox"/> thread	<input type="checkbox"/> thrive
<input type="checkbox"/> new	<input type="checkbox"/> few	<input type="checkbox"/> chew	<input type="checkbox"/> grew	<input type="checkbox"/> crew

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

Word Search

Make your own word search using 5 words from the word bank.

Word Bank

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

Read each sentence then highlight the sentence that matches the picture.



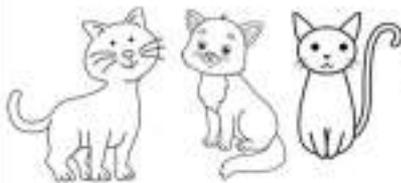
I caught the ball.

I threw the ball.



A few birds flew.

A few ducks flew.



We have three new cats.

We have three new dogs.



Trees thrived and grew.

Plants thrived and grew.

Week 30 - Spelling Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Sentence

Rearrange the words to create a meaningful sentence.

played	with	Three	cats

Fluency

Read the sentences. Rate your reading fluency based on the criteria.

READING PRACTICE

Apples are sweet and crunchy.

Butterflies flutter around the colourful flowers.

HOW DID I DO?

☹️				😊
1	2	3	4	5



Google Slides Lessons Preview





BC Language Curriculum Reading Comprehension – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

Understanding Reading Comprehension

We are learning to understand different reading comprehension strategies so we can explain how they help us make sense of stories and messages we read.

Label The Parts

Label the parts of this book.

Illustration	Author
Back Cover	Front Cover
Pages	Title

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

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

Consolidation – The Rainy Day Surprise

Questions

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



BC Language Curriculum

Reading Comprehension – Grade 1

Making An Inference

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

1) Lily probably couldn't play outside with friends that day.

2) Her mom cares for her and helps her feel better.

3) She wore sunglasses while sitting by the window.

4) Lily would have rather had ice cream than hot chocolate.

5) The rain may have lasted most of the day.

6) She asked Uncle Tom to come over for a swim.

Match the Part to the Principle!

Match the part from Mia's story to the principle.

Part from Mia's Story	Principle
Mia said thank you to the water for being clean.	
They picked up trash to keep the land safe.	
Mia gave her snack to a friend who was hungry.	
Everyone worked together to build a small bridge.	
They noticed how the river, trees, and animals all needed each other.	
The children listened kindly and felt happy in their community.	
The story showed how nature and people are part of a whole.	

Principle Bank

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

Sequence an Easy Story

Number the story events from one to four.

<p>Mark played with his friends at recess.</p>	<p>His dog was waiting for him to come home after school.</p>	<p>Mark went to the bus stop.</p>	<p>Mark took the bus to school.</p>
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BC Language Curriculum Reading Comprehension – Grade 1

Q Reports – Text Features

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

- 1) A tells us what the report is about.
- 2) help us see and understand the topic better.
- 3) A explains hard words in the report.
- 4) Words under the pictures are called .

glossary story title facts pictures captions

Q Matching

Draw a line from the poem type on the left to its correct meaning. One type may be matched to more than one answer.

Poem Type	Match With the Meaning
Haiku	A poem that spells a word
Acrostic	A silly poem with 5 lines
Limerick	A short poem about nature
	A poem with 3 short lines
	A funny poem with rhymes

of Kid Voice

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

Adult Kid

Super Dino Squad – "I love when the dinosaurs jump on trampolines! It was funny and loud. Best show ever!"	
The Midnight Library – "A quiet drama with beautiful music. The story about second chances was thoughtful and moving."	
Monster Truck Island – "The trucks talk and eat coconuts. That was so cool! I want more monster truck races."	
Chasing the River – "The film mixed adventure and history well. The scenery was stunning, though the ending was predictable."	
Robot Dance Party – "The robots danced like people. One robot fell down and it was silly. I clapped a lot."	
Rainbow Cat Adventures – "The cat can fly with rainbow wings. I wish my cat could do that. I laughed a lot."	
Hidden in the Stars – "This sci-fi show had strong characters and creative worlds. A little slow at times but worth watching."	



Workbook Preview



Grade 1 – 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 help us learn about ourselves and our families.
Big Idea 3	Stories and other texts can be shared through pictures and words.
Big Idea 4	Everyone has a unique story to share.
Big Idea 5	Through listening and speaking, we connect with others and share our world.
Big Idea 6	Playing with language helps us discover how language works.
Big Idea 7	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

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

		es
CST1.1		12-116
CST1.2		157- 3-195
CST1.3	Vocabulary to talk about texts: book, page, chapter, author, title, illustrator, pictures, web page, website, and search box	9-10
CST1.4	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	11-32, 37-91, 104-235
CST1.5	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	33-36, 45-48

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 something you can read. It has a cover and lots of pages.

Page: A page is one side of a paper in a book.

Chapter: A chapter is a part of a book. It is like a small part of a big one.



Author: An author is a person who writes books or stories.

Title: The title is the name of a book or story.

Illustrator: An illustrator is a person who makes pictures for books.

Pictures: Pictures are drawings or photos.

Web Page: A web page is a page on the internet that you can read or look at.

Website: A website is a place on the internet where you can find information.

Search Box: A search box is where you type words to find things on the internet.

List of Things in a Book:

- 1) Pages
- 2) Pictures
- 3) Chapters

True or False

Is the statement true or false?

1) A book has one page.	True	False
2) An author draws the pictures in a book.	True	False
3) A title is a book's name.	True	False
4) A webpage is a page in a book.	True	False
5) Chapters are not part of a book.	True	False

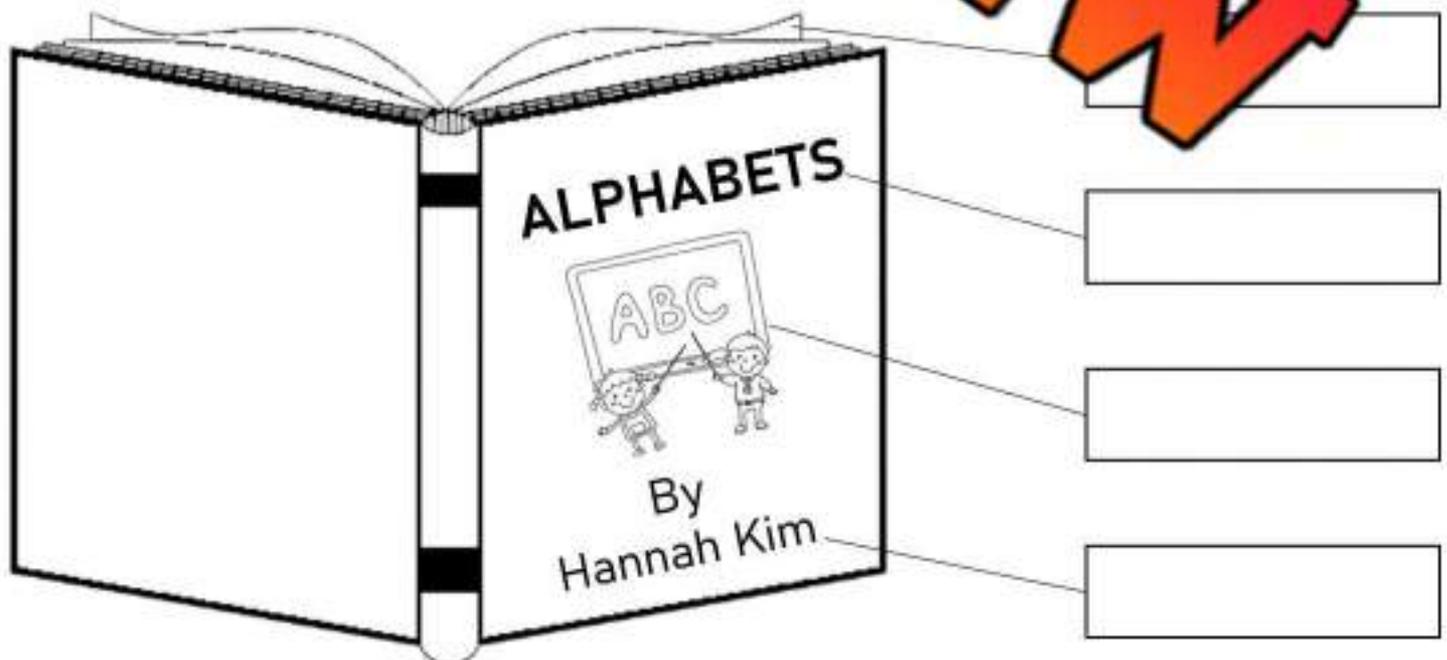
Match

Is the statement true or false?

Column A	Column B
Chapter	Page on the internet
Illustrator	Person who writes the words in a book
Web Page	Person who makes pictures for books
Author	Part of a book

Label

Label the parts of the book.



Understanding Reading Comprehension

What is Reading Comprehension?

Reading comprehension means really understanding the story you read. It is not just saying the words, it is knowing what they mean.

Strategies for Reading Comprehension

1. Before Reading: Make Predictions

Before you start reading:

- Look at the title.
- See the pictures.



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

2. During Reading: Make Connections

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

remind you of something? This is called making connections.

3. After Reading: Make Inferences

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

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

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

1) What is comprehension?

- Counting pages
- Understanding
- Drawing

2) What is making predictions?

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

3) What makes understanding better after reading?

- Skipping
- Jumping
- Making connections

4) What makes understanding better after reading?

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

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

Making Connections

What is Making Connections?

Making connections helps us understand stories better.



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

Making Connections

Draw an example to the type of connection.

1) Anna's mom made a pie.

Text-to-Self

Many families look for a pie.

Text-to-Text

My mom bakes cookies.

Text-to-World

Like the pie in my fairy tale book.

2) The girl found a rainbow.

Text-to-Self

It is like the rainbow in my picture book.

Text-to-Text

Rainbows appear after rain everywhere.

Text-to-World

I love looking at rainbows.

Making Text-To-Self Connections

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

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

Text-To-Self

Draw

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



PREVIEW

Making Text-To-World Connections

Making Connections

Make text-to-world connections to the passage below.

The trees lost their leaves in the fall. Animals like squirrels started to gather nuts. Everyone knew winter was coming. Soon, it would be time for snow and hot cocoa.

Text-To-World

Draw

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



PREVIEW

Comprehension Practice – Energy

Understanding Energy: Types and Sources

What is Energy?

Energy makes things happen! It helps us see, feel warm, and hear sounds. It moves cars and powers lights. Energy is all around us, doing different jobs.

Types of Energy

There are many kinds of energy. We will talk about four:

- Heat Energy: Makes us warm. It cooks food.
- Light Energy: Helps us see and makes plants grow.
- Sound Energy: Lets us hear things.
- Motion Energy: Moves cars and swings.



Where Does Energy Come From?

Energy can come from the sun, which gives us light and heat. Batteries in toys and flashlights have stored energy. When we speak, sing, or clap our hands, we make sound energy. Wind and water can also make energy to turn lights on.

Pre-Reading

Why are you reading this text? Circle your answer.

For Fun

To Learn

I am interested in science

Match The Column

Draw a line to match each type of energy with its job.

Heat Energy

 Makes cars move

Light Energy

 Cooks food

Sound Energy

 Helps us see

Motion Energy

 Lets us hear**Answer**

Which types of energy can come from the sun?

Visualizing

Draw what you were picturing while you read.



What is an Inference?

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

Examples:

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



Infer _____ the correct inference for these sentences.

1) The trees have no leaves.

Which season is it?

Winter

2) The sun is going down.

What time of the day is it?

Morning

Evening

3) Mom is making Turkey for dinner.

Which holiday is it?

Thanksgiving

Canada Day

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

What is the weather like?

Cold

Hot

5) Henry is carrying a backpack and lunchbox.

Where do you think Henry is going?

Zoo

School

What is an Inference?

Infer

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



The dog is wagging.

How is the dog feeling?

Happy

Sad



The snowman is melting.

What season is starting now?

Winter

Spring



Santa has brought gifts for kids.

What holiday is it?

Halloween

Christmas



The kids are playing together.

What are the kids playing?

Soccer

Basketball

Picture Predictions

Instructions

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

1)



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

2)



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

3)



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

4)



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

Picture Predictions

Instructions

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



PREVIEW



Activity: Reading Goals

Objective

What are we learning more about?

To help students set a reading goal, plan how to achieve it, and understand why it's important.



Instructions

How do we complete the activity?

▪ **Step 1: Set a Reading Goal**

Look at your Reading Chart. Think about what you want to get better at in reading. Choose a goal that you want to focus on.

▪ **Step 2: Plan How to Reach Your Goal**

Look at the list of ideas on how to reach your goal. Choose two or three ideas that will help you and are the best suitable for you.

▪ **Step 3: Why Is Your Goal Important?**

Think about why you want to reach your reading goal. Circle the list of reasons given in your Goal Planner Sheet.

▪ **Step 4: Track Your Reading**

Every time you read, color one star on your Reading Chart. Try to add something every day so that you can complete one chart every month.

▪ **Step 5: Self-Evaluation and Reflection**

At the end of the week, look at your Reading Chart. See how many times you read. Think about what you did to work towards your goal. What observations did you notice while working on your goal?

MY GOAL PLANNER**Goal**

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

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

**Strategies**

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

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

Reason

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

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

READING CHART

Instructions

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

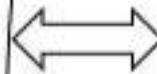


Monitoring – Does It Look Right?

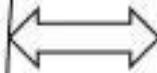
Instructions

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

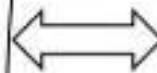
1) The cat is very soft to touch.



2) I have a blue and yellow backpack.



3) We go to school to learn by the teacher.

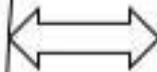


4) I love to eat apples every day.

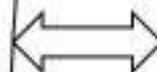
5) My best friend lives next door.



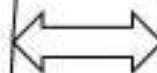
6) I like to draw with my crayons.



7) The book is on the table.



8) The flower is pretty.



PREVIEW

Monitoring – Does It Sound Right?

Instructions

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

Mom is bakes a
chocolate cake.

Yes No

The cat is sleeping
on the couch.

Yes No

My Give I pencil to
Harry.

Yes No

She speaks
softly.

Yes No

The rainbow are so
pretty.

Yes No

Sally eating a apple
pie.

Yes No

Instructions

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

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

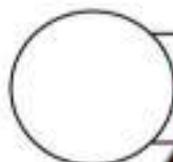
After great days, he woke up feeling different. Toby stretched and found he had beautiful wings! He was now a butterfly. Toby drove happily among the flowers, having new friends somewhere he went.



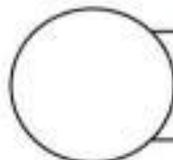
Monitoring – Does It Make Sense?

Instructions

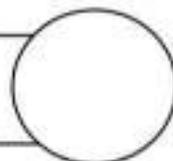
Some of these sentences don't make sense. In the circle make a smiley face 😊 for the sentences that makes sense and a sad face ☹️ for the sentences that do not make sense.



Harry smile was happy.



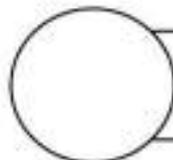
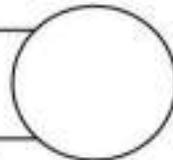
Chair are colour brown.



Penelope and ... school together.



... tree nest.



Mom picked up the crying baby.



Instructions

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

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

Sight Words

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

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

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



Instructions

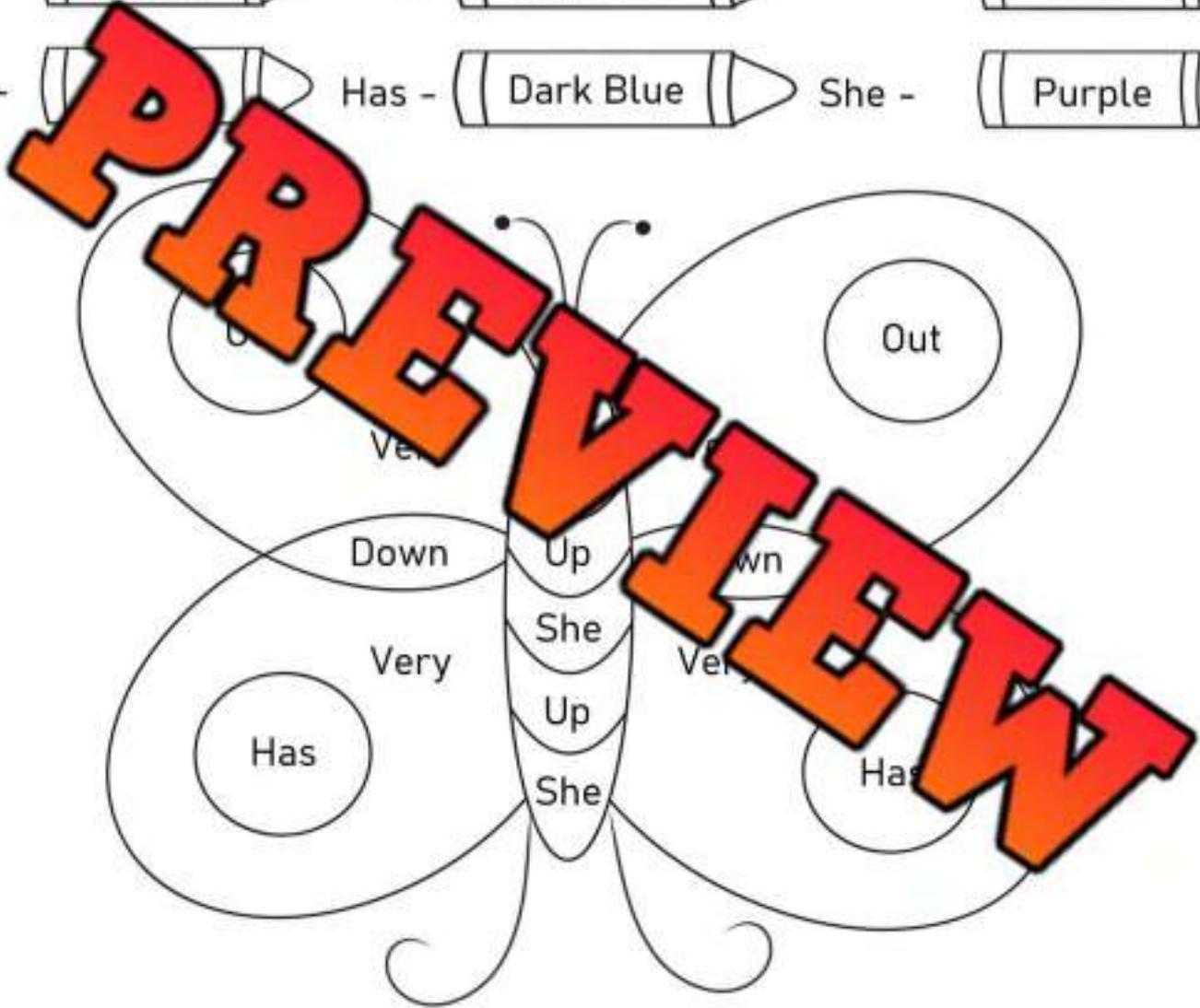
Read the sight words below and circle the words that you had to sound out.

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

Sight Words

Color

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



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

Sight Words**Trace the sight words below**

the

the

and

and

was

was

or

or

his

his

Complete each sentence with the correct sight word.

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

Write the words in ABC order

1

2

3

4

5

Color the words in these words.

And

me

Was

Or

His

**INDEPENDENT
READING
ACTIVITIES**

Independent Reading - Responses

Day 1

Fill in the organizer below.

Name of Book	
Author	
Visual	picture of something you visualized.

Day 2

Fill in the organizer below.

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

Independent Reading BINGO

BINGO

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

B	I	N	G	O
Draw a map of the story.	Where did the story take place?	Rate the book out of 5 stars	Who was your favourite character?	Find a new word you learned. Explain what it means.
Tell the beginning of the story	Draw a picture of the main character.	What made you like the book?	What made you sad in the book?	What was the problem in the story?
Write a funny line from the book.	Draw something you liked in the book	Free Space	Make a drawing of a scene from the book.	How did the story end?
Tell a friend about the book in 1 sentence.	Find and write down a word from the book that rhymes with 'cat'	Was it a happy or sad story? Explain.	Would you read it again? Why or why not?	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

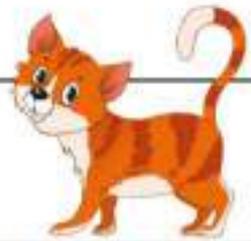
Block 2: Independent Reading Texts

Focus

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

Independent Text – Tom the Cat

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



Questions Answer the questions below.

1) Draw where Tom sleeps.

2) What does Tom's fur feel like?

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

--	--	--

The Forest's Animals

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



Question: How would you describe a part of the story. Write it down.

PREVIEW

Butterfly Garden

In the beautiful garden, Harper chased butterflies, her feet bare on the soft grass. She found a beautiful one with wings like a rainbow. She followed it around, giggling, as it danced from flower to flower.



Questions _____ answer _____ questions below.

1) Draw the scene of Harper chasing butterflies in the garden?

2) Which butterfly did Harper follow?

3) Write 3 words you chunked using syllables.

--	--	--

Block 3: Reading Letters

Focus

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

Email Writing – New Vocabulary

Subject: Exciting School Event Coming Soon!

Dear Students,

I hope you are all doing well. I have great news! Next week, we will have "Science" and it is going to be so much fun. We will learn about fantastic science experiments and even see some in action!

Please remember to wear your school uniforms and bring a small notebook to write what you see.

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

Best wishes,

Mrs. Jules



Vocabulary

Connect the vocabulary from the story to its meaning.

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

Linking Words – Sequencing

Instructions

Circle the transition words in the sequences below.



First, take
some soap



Second, rub it
between your palms.



Next, rub it on the
back of your hands.



Then, rub it between
your fingers



Next, rub the base
of your thumbs.



After that, wash
your wrists.



After that, wash
your wrists.



Last, rinse your
hands with water



Finally, dry your hands
with a clean towel.

PREVIEW

Letter Writing – Inferences

Dear Class,

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

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

See you at Storytime!

Warmly,

Ms. Harper



Inferences

Answer the questions by making inferences.

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

Letter Writing – Inferences

Dear Auntie Claire,

Hello from Toronto! I wanted to tell you about the

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

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

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

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

love feeling the warm sun on my skin.



Fall is special because the leaves turn orange and

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

is like a new adventure, and I always find

something exciting to do.

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

Lots of love,

Sammy

Inferences

Circle the correct inference for each sentence.

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

Sammy enjoys playing in the snow during winter.

Sammy likes to swim in winter.

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

Sammy takes part in beach activities during summer.

Sammy builds new forts in the summer.

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

The leaves turn orange and red for Sammy in autumn.

Sammy sees the falling of leaves in the fall.

Visualizing

Draw what you are visualizing while you were reading the letter.



Email Writing – Questioning

Subject: Let's Talk About Recycling!

Dear Community Leader Sara,

Hi! I am _____ from Mrs. Williams' class. I

hope you had a wonderful day! I

learned about _____ at school and

thought of ways _____ to _____ more.

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

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

posters so we can learn and make a difference.

Dad says when you care about something, share it with _____

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

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

environment!

Thanks for reading,

Jake



PREVIEW

Pre-Reading

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

Answer the questions

Circle the correct answer for each question.

1) What did Jake talk about in school?

A) Parks

B) Recycling

C) Camping

D) Horse riding

2) Why is Jake writing an email?

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

B) He has questions about his homework.

C) He wants to play in the park.

D) He is looking for his lost toy.

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

A) Slides

B) Trees

C) Recycling bins

D) A pond

Visualizing

Draw what you were picturing while you were reading.

Block 4: Narratives

Focus

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

What is Indigenous Storywork?

What is Indigenous Storywork?

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

Important Lessons in Stories

The stories teach us important lessons like

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

How Stories Are Shared

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



True or False

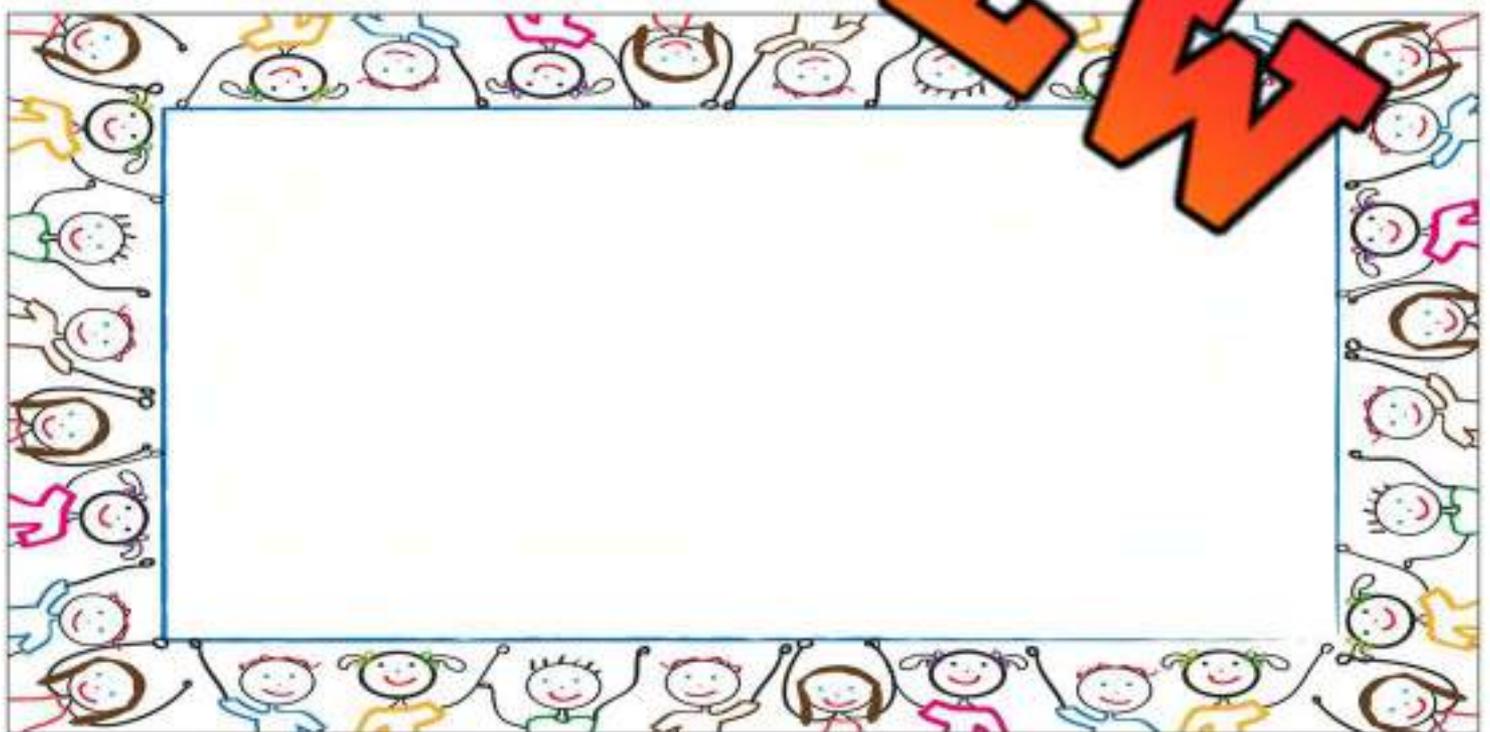
Is the statement true or false?

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

Answer: Write one thing Indigenous Storywork teaches us?

Visualize

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



The Story of Little Feather and Wise Owl

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

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



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

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



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

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

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

The End

The Tale of Sky Elk and Gentle River

In a lush Canadian forest lived Sky Elk and his friend, Gentle River. Sky Elk loved to run and play, but sometimes he was not careful and knocked over plants and scared away the animals.



Gentle River said, "See, the land and animals are sad because you are not taking care of them."

Sky Elk listened and thought about what Gentle River said. The next day, he stepped carefully so he would not hurt anything. He also gave some of his food to the birds.

Gentle River smiled and said, "See, Sky Elk? When you take care of the land and animals, they are happy, and so are we!"

From then on, Sky Elk was careful to be a good friend to the land and animals. The forest felt more joyful, and everyone lived in harmony.



The End

Helping Hands in Our Village

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

Moondrop noticed that her grandma, Elder

Willow, seemed tired. She wanted to help.

"Grandma Willow," Moondrop said, "you look

tired. Can I make you a cup of tea?" Elder

Willow smiled warmly. "Oh, Moondrop,

you're so kind!"



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

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

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

Answer

Write one way you help your family at home.

Question

Circle the correct answer for each question.

1) What did Sam help his dad with?

A) Cooking

B) Car

C) Making tea

D) Singing

2) What did helping family make Sam feel like?

A) Heavy

B) Dark

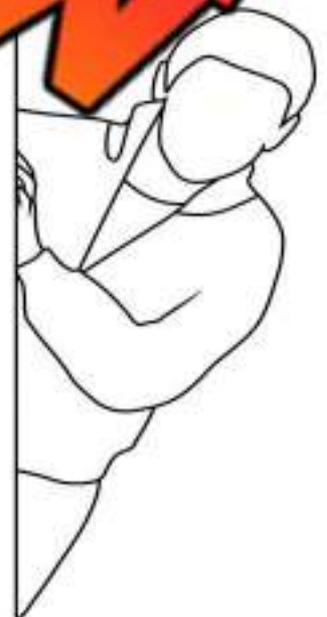
C) Bright as star

D) Tired

Visualizing

Draw what you were picturing as you read.





Fairy Tale

Elara's Kind Adventure

Once upon a time, in a magical forest, there lived a kind fairy name Elara. She had shimmering wings, a bright smile and a heart full of kindness. One day, Elara met a princess named Annabelle, who had lost her way.

Annabelle was kind but she missed her home. Elara, with a twinkle in her eye, decided they embarked on a joyful adventure, filled with giggles and fun. Along the way, they met friendly animals who joined their quest.

Finally, after a journey of laughter and kindness, Elara and Annabelle found the princess's castle. The queen and king were so grateful. They thanked Elara, who smiled brightly.

From that day, Elara and Princess Annabelle became the best of friends, proving that kindness and courage bring the greatest adventures. And they all lived happily ever after.



Setting

Where did the story take place?

Questions

Circle the correct answer for each question.

1) Who was the main character in the story?

A) Annabelle

B) Elaine

C) Bella

D) Hannah

2) What happened to Annabelle in the story?

A) She was hurt

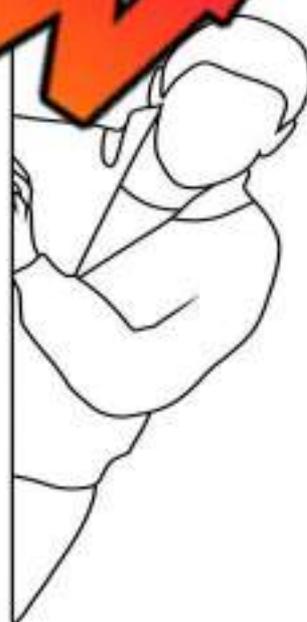
B) She fell in the river

C) She lost her way

Visualizing

Draw what you were picturing as you read.





Fable – Felix The Squirrel

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

Ruby had a broken wing and could not fly to find food. Felix collected acorns and shared his acorns with Ruby and his friends. Ruby was never hungry. Day by day, Ruby's wing healed, and soon she could fly again.

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

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



True or False

Is the statement true or false?

1) The story takes place in a city.	True	False
2) Ruby needed help because she was hungry.	True	False
3) Felix shared acorns with Ruby.	True	False
4) Ruby did not help Felix when she found him lost.	True	False

Question

What was the moral of the story?

PREVIEW

Sequencing

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

Number	Event
	Ruby flies away but comes back to help Felix.
	Felix shares acorns with Ruby.
	Felix gets lost in the forest.
	Ruby thanks Felix for his kindness.

Realistic Story – Max’s Big Day

In a sunny, small town, a boy named Max was getting ready for a very special day. Today was his first day at school. Max had bright red hair and a big happy smile.

Max woke up out of bed, excited and a little nervous. He had a new blue shirt and his favourite backpack.



Walking to school with his mother, Charlotte, Max looked around with wide eyes. The school was big with a colorful playground. He felt a bit shy, but his mom said, "You will make lots of friends here."

In class, Max sat next to a girl named Zoey. She had brown hair and shared her crayons with him. They drew pictures of the sun and laughed together. Max felt happy and not so shy anymore.

At recess, Max played on the swings and made more friends. After school, Max said, "I love school, Mom! I made friends and had fun!" Charlotte smiled. "I knew you would, Max." Max fell asleep that night, dreaming about all the fun he would have at school tomorrow.

Questions

Circle the correct answer for each question.

1) What colour is Max's hair?

A) Blonde

B) Red

C) Brown

D) Black

2) Who did Max sit next to in class?

A) Bert

B) Mary

C) Zoey

D) Zara

3) Where does the story take place?

A) Playground

B) Park

C) Zoo

D) School

4) What event happens first in the story?

A) Max jumps out of bed

B) Max talks with his mom

C) Max plays at school

Draw

Draw what your first day at school will be like.



Narrator's Point of View

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



There are two main types:

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

Instructions

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

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

Narrator's Point of View – Who Said This?

Instructions

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

A) The cat sleeps on the couch.

B) I jump high on the trampoline.

C) The bird sings in the morning.

D) I listen to stories at bedtime.

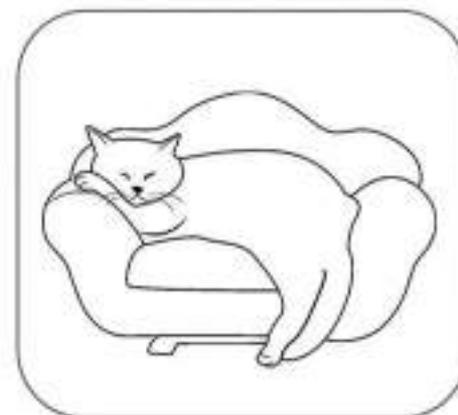
E) Emily loves to dance.

F) I catch butterflies in the garden.



First	Third

First	Third



First	Third

First	Third

First	Third

Narrator's Point of View – Who Said This?

Instructions

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



I climb trees in the park.

Henry plays with toy trucks.

Jack is a man in

She swings high on the swing set.

I pick flowers in the field.

He paints a picture for his mom.

We ride bikes on the trail.

PREVIEW

Being Good Friends – Different Points of View

First-Person

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

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

Luna tripped and fell. I helped her up and

asked if she was okay. We then played catch.

Being a good friend made me feel happy.



Third-Person

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

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

Later, Luna tripped and fell. Benny

helped her up and made sure she was okay.

Then, they played catch and laughed together.

Being good friends made them both very happy.



Questions

Answer the questions below.

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

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

I

Benny

They

We

She

He

Their

Me

Luna

Sequencing

Write the number beside each sentence to show what happened first, next, and last.

Benny and Luna played a game.

Benny shared his toy with Luna.

Benny helped Luna stand up when she fell.

Visualizing

Draw a scene where you helped your friend do something.



Rhyme

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

Examples:

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



Think

Read the poem and underline examples of rhymes.

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

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

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

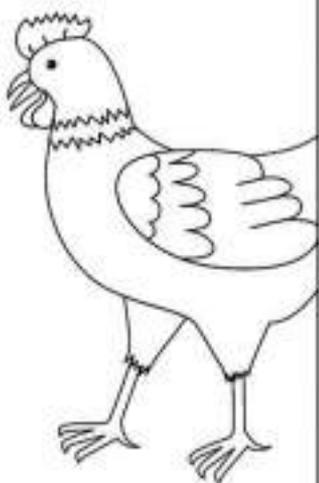
Scavenger Hunt

Find books that have examples of rhymes.

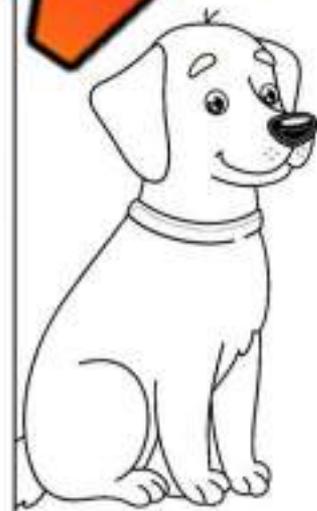
Book Name	Example - Describe or quote the example.
"Goodnight Moon"	"Goodnight room, goodnight moon."
"Brown Bear, Brown Bear, What Do You See?"	"Brown Bear, Brown Bear, what do you see? I see a red bird looking at me."

Matching

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



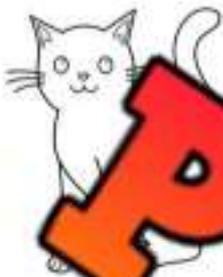
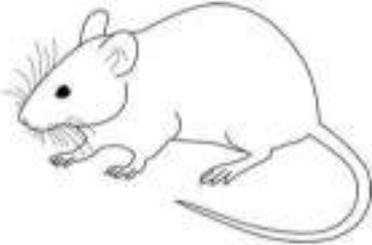
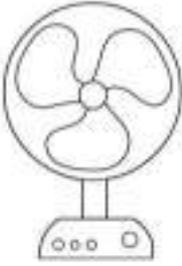
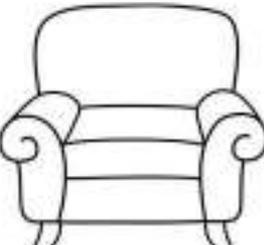
Column A	Column B
Ball	Log
Dog	Hen
Car	Hook
Book	Fall
Pen	Star



Rhyme

Instructions

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

Alliteration

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

Examples:

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



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

Think

Read the story and find examples of alliteration.

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

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

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

Alliteration

Scavenger Hunt

Find books that have examples of alliteration.

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

Instructions

Circle the correct word to complete alliteration in each sentence.

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

Alliteration

Match

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



The _____

bananas

The leaping _____

goblin

The big bunch of _____

nake

Sally's seven _____

The hungry _____

cat

The green _____

lizard

Carla's cute _____

shells

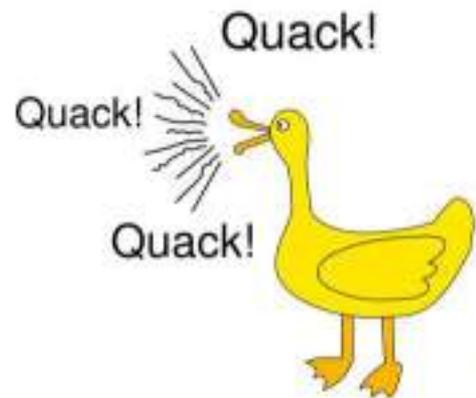
PREVIEW

Onomatopoeia

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

Examples:

- Buzz - like a bee
- Quack - like a duck
- Coo - like a dove
- Meow - like a cat



Think

Read the story and underline five examples of onomatopoeia.

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

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

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

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

Bobby smiled all the way home.

Onomatopoeia

Scavenger Hunt

Find books that have examples of onomatopoeia.

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

Instructions

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

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

Sequencing the Plot of a Story

Sequencing of stories means putting the parts of a story in the right order. It helps us understand what happens first, next, and last.



Here's how it works:

- **Begin:** The start of the story where we meet the characters.
- **Middle:** Things happen to the characters.
- **End:** This is how the story finishes.

So, when you read a story, you can figure out what comes first, then what comes next, and finally how it ends. It is so interesting!

Read Read the story below, trying to put the events in order.

- A) Sarah finds a shiny, red apple on the ground.
- B) Sarah feels happy and proud for doing something good.
- C) Sarah gives the apple to her teacher, Mrs. Brown.
- D) Mrs. Brown smiles and says, "Thank you, Sarah!"
- E) She picks it up and thinks, "This would be a nice gift for my teacher."

Sequence Write the order of the story using the letters for each sentence.

Personal Story – First Person Perspective

My Adventure With Daisy

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

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

Daisy was hungry and drank it all up!

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

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

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



True or False

Is the statement true or false?

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

Questions Write the correct answer for each question.

1) Who is the main character in the story?

A) Mrs. Robinson

B) Daisy

D) Daisy

2) Where did Ava find the kitten?

A) Playground

B) School

C) Road

D) Backyard

Sequencing

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

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

Narrative Writing - Cause and Effect

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

Example 1:

Cause: You drop a ball.

Effect: The ball bounces on the floor.

Example 2:

Cause: It rains.

Effect: You see a rainbow.



Think

Is the underlined part the cause or the effect?

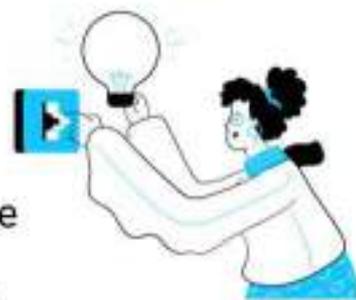
1) It rained, so the <u>grass grew tall</u> .	Cause	Effect
2) I <u>ate too much</u> , now my tummy hurts.	Cause	Effect
3) The sun set, so <u>it got dark</u> .	Effect	Cause
4) I <u>watered the plant</u> , and it grew.	Cause	Effect
5) She was kind, so <u>she had many friends</u> .	Cause	Effect
6) <u>The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

How Energy is Used at Home

Sally and Danny Learn About Home Energy

Sally and Danny were curious kids. One day, Sally turned on the light, so the room was bright. Danny opened the fridge, and it was cold inside.

Sally asked, "How does all this work?"



Their mom, Mrs. Baxter, helped them. "That's because

of energy," she said. Sally turned the light switch down,

so the room got dark. Danny turned on the TV, and they could watch

cartoons. "When you turn on the TV, it uses energy," Mrs. Baxter



Sally boiled water for tea. She saw the steam rise

the water bubbled. Danny opened the window, and the

room got chilly. He closed it, so the room got warm again.

Mrs. Baxter turned on the fan. The air moved, so they all felt cool. Sally

and Danny learned that energy makes things work at home. It made them

both very happy and a bit smarter too!

Cause/Effect

Fill in the table below.

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

Sally turned on the light

so, the room got bright.

so, the room got dark.

When you turn on the TV,

it uses energy.

it does not use energy.

The stove got hot

so, the water became ice.

so, the water bubbled.

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

Danny opened the window,

Mr. Baxter turned on the light.

the room got chilly.

Mr. Baxter closed the window

Mr. Baxter turned on the light.

they all felt cold.

Sally switched on all the lights

Sally flipped the light switch on.

so, the room got dark.

Visualizing

Draw what you were picturing while reading.



Cause and Effect

Match

Match each cause to its effect.



It was _____ and snowy



So, the tomatoes grew.



I forgot my umbrella



So, I put on a jacket.



The baby cried



So, I got _____ in.



She watered the plant



So, mom picked it up.



PREVIEW

Fairy Tale – Read Aloud

Visualizing

Listen to the story when your teacher reads it aloud. Draw what you picture while listening.

Once upon a time, in the magical kingdom of Sunbeam, there lived a kind-hearted fairy named Alara. She had shiny wings and a smile that could light up the darkest forest. Alara loved helping everyone, especially Princess Ella, who was known for her courage and kindness.

One sunny morning, a mischievous witch named Zelinda cast a spell over the kingdom, turning everything dark and gloomy. The colourful flowers, the bright blue sky, and even the faces of the people turned dull. Princess Ella was very sad to see her beautiful kingdom lose its colours.

Determined to bring back the joy, Alara and Princess Ella set out on a quest to find the witch and reverse the spell. They traveled through the whispering woods and across the shimmering river, showing bravery and kindness to all they met.

Finally, they found Zelinda. Instead of being angry, Alara and Princess Ella showed her kindness and asked why she had cast the spell. Zelinda, full of worry and sadness, revealed that she just wanted to be noticed and make friends. Alara and Ella accepted her friendship, and together, they reversed the spell, returning the kingdom to its former glory and the Sunbeam.

PREVIEW

Story Retell

Instructions

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

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



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



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



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



Story Retell - Ruby And The Tiny Bird

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

One day, while working in her garden, Ruby found a tiny bird with a hurt wing lying on the ground. The bird looked scared and alone. Ruby picked up the little bird and wanted to help.



With gentle hands, Ruby made a cozy nest out of a shoebox and put the bird inside. She gave it some water and food every day. Ruby took care of the bird, talking to it softly and making it feel comfortable.

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

Instructions

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

What was the title of the story?

Who were the main characters in the story?

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

Visualize and draw the characters

Setting

Where did the story take place?

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

Visualize and draw the setting

Problem

What was the problem?

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

Visualize and draw the problem

PREVIEW

Events: Beginning

What happened in the beginning of the story?

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

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

What happens in the middle of the story?

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

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

What happens in the end of the story?

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

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

What happens in the end of the story?

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

Visualize and draw the ending

PREVIEW

Block 5: Persuasive Texts

Focus

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

What is Persuasive Writing?

What is Persuasive Writing?

Persuasive text is writing that tries to make you think a certain way. It wants you to agree with the writer. Like when a book says, "Fruits are good for you," it wants you to eat more fruits.

Why Persuasive Writing?

Persuasive text helps you make choices. It can show you why something is good or bad. If you read, "Brushing teeth keeps them healthy," you'll want to brush your teeth.

Examples of Persuasive Texts

There are different kinds you can find:

- **Advertisements:** Like when a poster says, "Buy this toy!"
- **Letters:** You can write a letter to ask for something.
- **Signs or Posters:** Signs can say things like, "Keep our park clean."

Persuasive text is all around us. It helps us think and make choices.



True or False

Is the statement true or false?

1) Posters and signs try to be persuasive.	True	False
2) Letters can be persuasive text.	True	False
3) Persuasive text wants you to agree.	True	False
4) Advertisements never use persuasive text.	True	False
5) Persuasive text is only in books.	True	False

Q

Answer the question below.

What is persuasive writing?

Match

Match the persuasive words with their meanings.

Column A	Column B
Good	<input type="checkbox"/> Not hard to do.
Easy	<input type="checkbox"/> Better than all the rest.
Best	<input type="checkbox"/> Keeps you away from danger.
Safe	<input type="checkbox"/> Makes you happy and excited.
Fun	<input type="checkbox"/> Something nice or helpful.

Persuasive Writing – Can You Convince Us?

Let's pretend you want to become an astronaut. To convince us, write two reasons why being an astronaut would be good. Draw what you visualized while writing each reason.

Reason 1:

Reason 2:

PREVIEW

Persuasive Writing – Different Opinions

Why Students Should Have Sleep Time in Class 🛏️

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

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



Why Students Should NOT Have Sleep Time in Class 🚫

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

Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

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

First One

Second One

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

Inferences - Persuasive Writing

🌟 Be a Hero with Community Cleanup! 🌟

😞 Why Is Cleanup Important? 😞

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

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

📊 Facts and Stats for Cleanup

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

🧑🏠 Let's Be Cleanup Heroes! 🧑🏠

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

Inferences

Circle the correct inference from the sentences below.

80% of people feel happier in a clean park.

Most people feel better in a cleaner park.

People like the park to be more dirty than clean.

More than 100 animals can get hurt if we don't pick up litter.

Animals don't like living in a place with litter.

Litter doesn't hurt animals.

Cleaning for just 10 minutes can make a big change!

Spending just a little on cleaning can make a difference.

Cleaning is not at all good for us.

Draw

Visualize yourself cleaning your local park with your friends.



Block 6: Procedural Writing

Focus

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

What is Procedural Writing?

What Is Procedural Writing?

Procedural writing helps us learn how to do something. It gives steps in the right order. This helps us know what to do first, next, and last.

Features of Procedural Writing

Procedural writing has important parts:

- **Title:** Tells us what we will learn.
- **Materials:** List of things we need.
- **Steps:** These are the things we do in order.



Example: How to Tie Your Shoes

How to Tie Your Shoes

Materials: One pair of shoes with laces

Steps:

- 1) Cross the laces to make an "X"
- 2) Wrap the top lace under the bottom lace and pull it through.
- 3) Make a loop with one end of the shoelace.
- 4) Wrap the other lace around the loop once.
- 5) Make another small loop with the wrapped lace and pull it through the "hole" in the middle. " Pull tight.
- 6) Yay! Your shoes are now tied and you're good to go.



Pre-Reading

When have you use instructions?

Follow Recipe	Play Video Games	Put Something Together	Playing a Game in Gym
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Making Connections

When did you use instructions last?

PREVIEW

Order

Order the steps below from the first step to the last step in brushing your teeth (1 - 6).

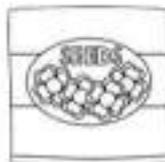
Order	Steps
	Rinse your mouth and toothbrush with water.
	Hold the toothbrush against your teeth.
	Spit out the toothpaste into the sink.
	Move the toothbrush in small circles to clean your teeth.
	Gather your materials (toothbrush, toothpaste, cup of water).
	Squeeze a pea-sized amount of toothpaste onto the toothbrush.

Procedural Writing – How To Grow a Plant

Instructions

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

Things you need:



First, fill the pot with _____



Then, add _____ to the _____ with soil.



_____ the seeds with more _____.



Finally, _____ your plant.

Soil

Seeds

Water

Cover

Ordering Steps – How To Make Popcorn

Order

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

Eat and enjoy
the popcorn!



Put the popcorn
into a bowl.



Add some salt
and butter.



Wait until the kernels have
finished popping



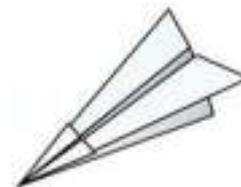
Get an adult to help you put a package of
microwave popcorn into the microwave
and turn it on for the length of time it
says on the package.



How To – Ordering Steps

Sequence

Number the steps for making a paper airplane.

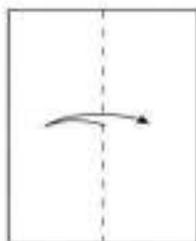


Order	Information
	Open the paper. Fold the top corners so they meet in the middle.
	Materials: A sheet of paper
	Your paper airplane is ready for takeoff!
	Make a Paper Airplane
	Take the top corners and fold them down.
	Take your paper and fold it in half. Make a crease.
	Fold your paper back in half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

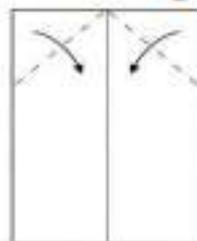
1



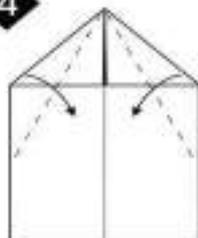
2



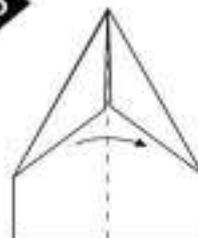
3



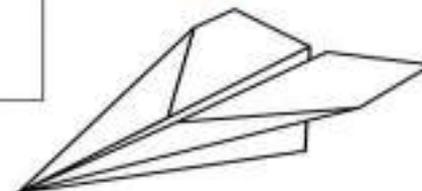
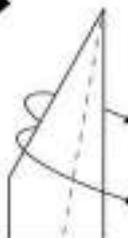
4



5



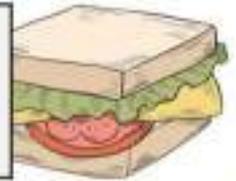
6



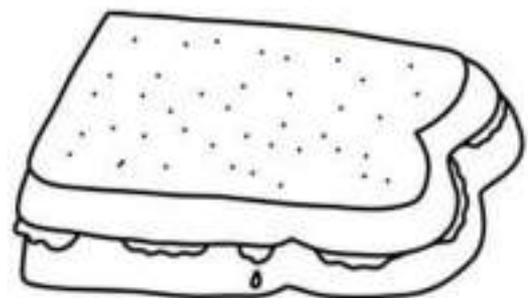
Recipes – Ordering Steps

Order

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



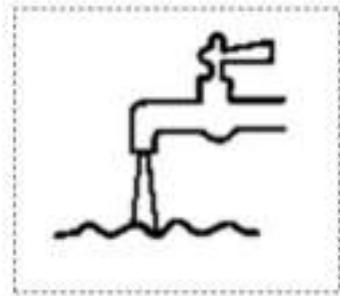
Order	Information
	Put one slice of bread on top of the other to make a sandwich.
	Sandwich: Peanut Butter and Jelly!
	Put two slices of bread on your plate.
	You are done! You can eat it now or save it for later.
	Ingredients
	<ul style="list-style-type: none"> ➤ Two slices of bread ➤ Peanut butter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



Graphics in Procedural Writing – Brushing Teeth

Label

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



1

2

4

5

6

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 carving made by Indigenous peoples on the West Coast of Canada. It tells stories and represents family symbols.</p>	
Step 1	<p>Make a tall rectangle in the middle of your paper for the totem pole.</p>	
Step 2	<p>Draw circles or ovals inside the rectangle to represent faces or animals.</p>	
Step 3	<p>Inside each circle or oval, add eyes, noses, and mouths to create faces or animals.</p>	
Step 4	<p>Draw small lines or shapes around the faces for extra details like feathers or paws.</p>	
Step 5	<p>At the bottom of the rectangle, draw a small horizontal line to show where the totem pole stands on the ground.</p>	
Step 6	<p>Use crayons or markers to fill in your drawing with bright colours.</p>	
Finish	<p>Proudly display your totem pole drawing! Talk to your friends about the special meaning behind totem poles in many Indigenous cultures. Enjoy your art!</p>	

Name: _____

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Curriculum Connection
CST1.4

Following Instructions – Drawing a Totem Pole

Draw

Draw the totem pole below.

PREVIEW

Comparing Instructions – Making Rice

Compare

Read both instructions. Which is easier to understand?

Step 1	Gather your materials (rice, cooking pot, water, salt, oil/butter).
Step 2	Add water and rice in the pot.
Step 3	Add salt and oil or butter.
Step 4	Cook on high heat until water starts to boil.
Step 5	Turn the heat down and let it cook for 10 minutes.
Step 6	Turn the heat off.
Step 7	Leave the rice for 10 minutes. The rice is ready to serve and enjoy!

HOW TO COOK RICE



RINSE THE RICE

ADD WATER AND RICE
IN THE POTADD SALT AND OIL
OR BUTTERCOOK ON HIGH HEAT UNTIL
WATER STARTS TO BOILTURN THE HEAT DOWN
TO LOWTURN THE HEAT OFF AND
LEFT FOR 10 MIN

Answer

Which set of instructions was easier to understand? Why?

Answer

Circle the items you need to cook rice.



Order

Put these steps of cooking rice in order. Write the correct numbers (1-6) beside each step.

	Turn the heat down to low and let it cook for 10 minutes.
	Add water and rice in the pot.
	Leave the rice for 10 minutes. Then serve and enjoy!
	Cook on high heat until water starts to boil.
	Gather the materials.
	Turn the heat off.
	Add salt and oil or butter.

Comparing Instructions – Playing Tug-of-War

Compare Read both instructions. Which is easier to understand?

Option 1:

How To Play Tug-of-War

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



Option 2

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

Make A Connection

Have you ever played tug-of-war before?

PREVIEW

Answer

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

Option 1

Option 2

Visualize

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



Block 7: Informational Reports

Focus

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

Comprehension – Text Features in Reports

Table of Contents

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



3 Common Traffic Signs

Understanding Traffic Signs

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

Three Common Traffic Signs

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

How to Use Traffic Signs

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

Text Forms

Answer the questions below.

Write the caption used in the report.

Reflection

How do pictures, icons and table of contents help you?
Circle the ones you agree with.

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

Match The Column

Match the signs to the descriptions.

Column A

Column B



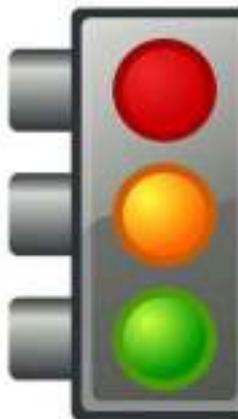
One way sign

Road

Stop sign

School zone sign

Traffic lights



Environmental Signs

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

Identify _____ at each sign below. Circle what you think the sign means.

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

Environmental Symbols – Canada's Heritage

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

Identify _____ at each symbol below. Circle what you think the symbol

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

Environmental Words and Symbols

Match

Match the given environmental words to their correct symbol.



Land
Water
Mountains
Forest
Road
River
Hospital



PREVIEW

Animal Research Reports - Lions

What Kind of Animal is a Lion?

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

Body Parts of a Lion

Lions have many body parts like:

- Mane: The thick hair around a male lion's neck
- Tail: The long tail with a tuft at the end
- Paws: They use them to walk and run
- Whiskers: The small hairs on their face
- Teeth: They have sharp teeth to eat



Where Do Lions Live?

Lions live in many parts of the world but mostly in the continent of Africa. They like to live in grasslands and savannas. These are places with lots of space and less trees.

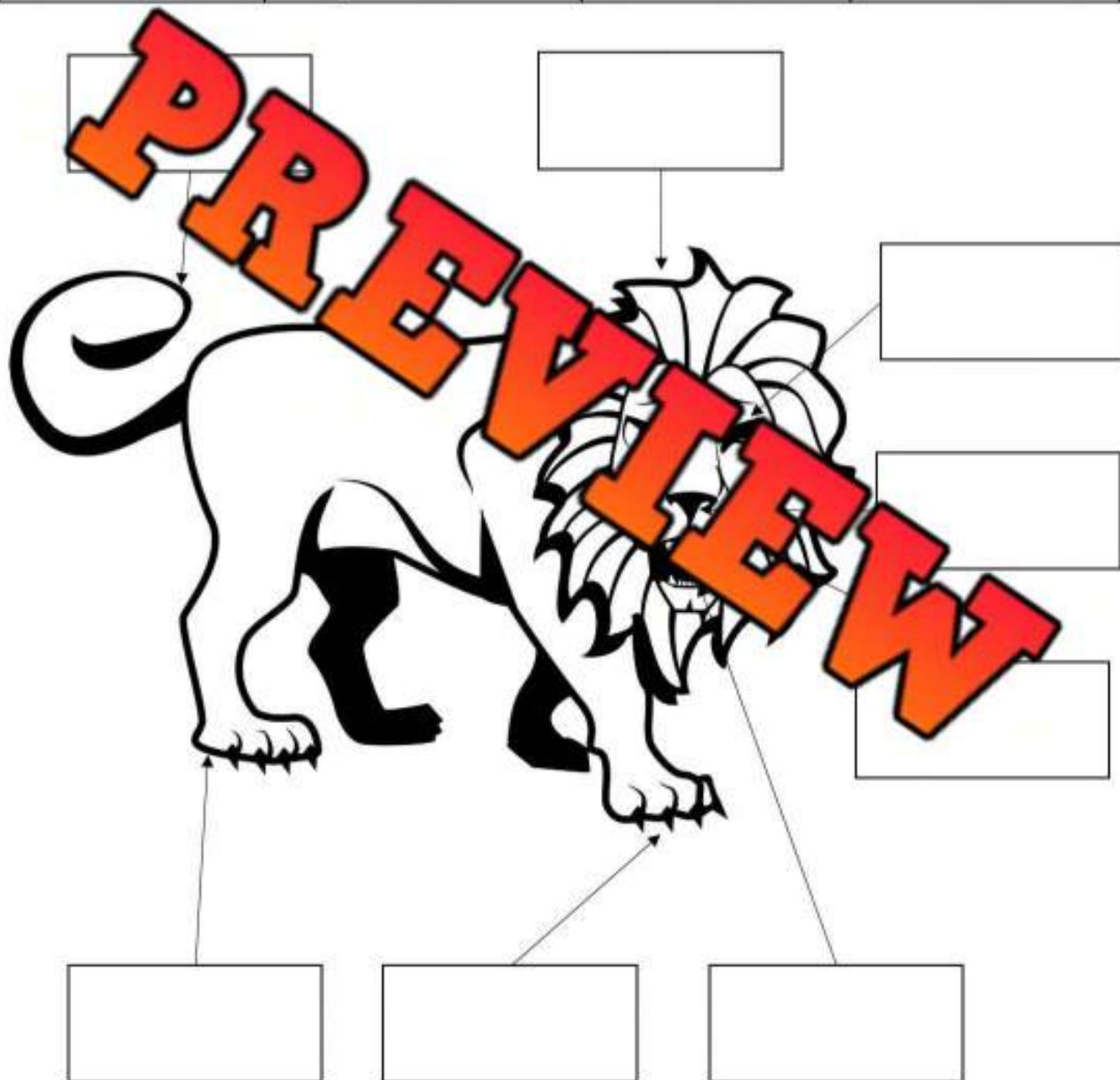
What Do Lions Eat?

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

Animal Research Report – Lions – Body Parts

Label

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

 Mane Tail Teeth Jaw Nose Eyes Paws Nails

Think

What 3 things did you learn about lions?

1)

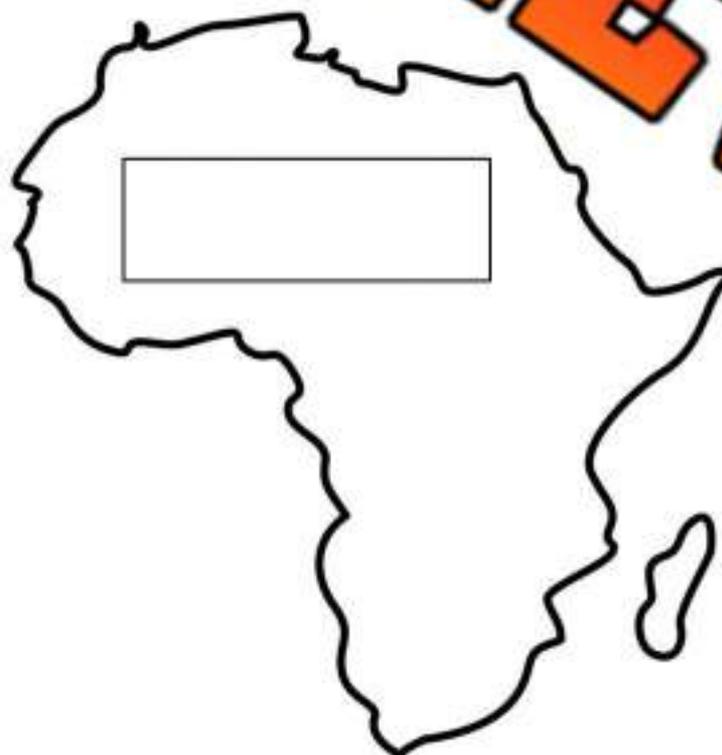
2)

3)

PREVIEW

Label

Label the map of this continent where lions live.



Animal Research Report - Lions - Diet

Answer

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

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

PREVIEW

Draw

Draw two things that lions eat. Label.

Blank drawing box for the first item.

Blank drawing box for the second item.

Animal Research Reports - Rabbits

What Kind of Animal is a Rabbit?

Rabbits are mammals. They belong to the family called Leporidae. Rabbits live for about 9 to 12 years.



Where They Live and Who Are Their Predators?

Rabbits like to live in burrows, which are holes in the ground. They are found in many parts of the world, including North America, Europe, and Asia. They have predators, which are animals that might try to eat them. Some predators are foxes, eagles, snakes, hawks, coyotes, and owls.

What Do Rabbits Eat?

Rabbits are herbivores. This means they eat plants.

- Grass
- Hay
- Carrots
- Leafy greens

Rabbits are mostly known for their long ears and for hopping quickly. They use their ears to listen for danger and their strong legs to hop away fast.

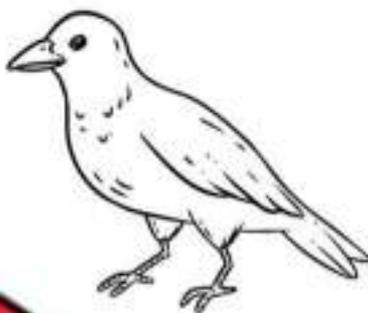
Animal Research Report - Rabbits - Predators

Identify

Colour only the animals which are predators of rabbits.



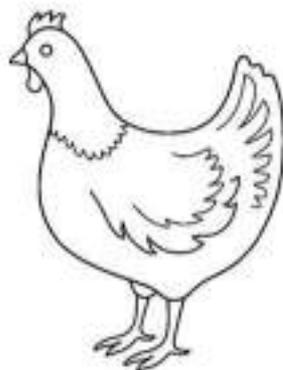
Fox



Crow



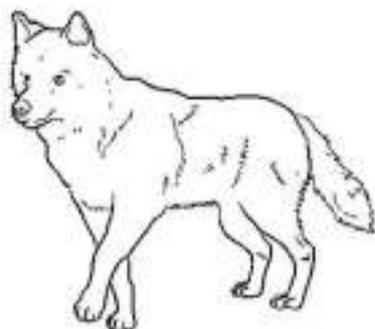
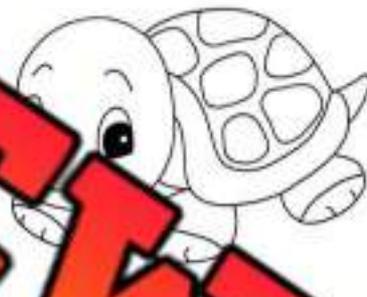
Owl



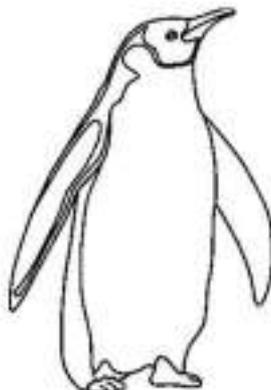
Hen



Snake



Coyote



Penguin



Raccoon

PREVIEW

Comprehension – Text Features in Reports

Table of Contents

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



What is the Sun?

The Sun is a bright fire in the sky. It is very, very hot and bright. The Sun gives us light during the day.

How Does the Sun Help Us?

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

What Should We Be Careful To Avoid?

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

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

Text Forms

Answer the questions below.

What main headings are used in the report?

1. _____

2. _____

3. _____

Match The Column Match the items to their descriptions.

Column A

Column B



Hat

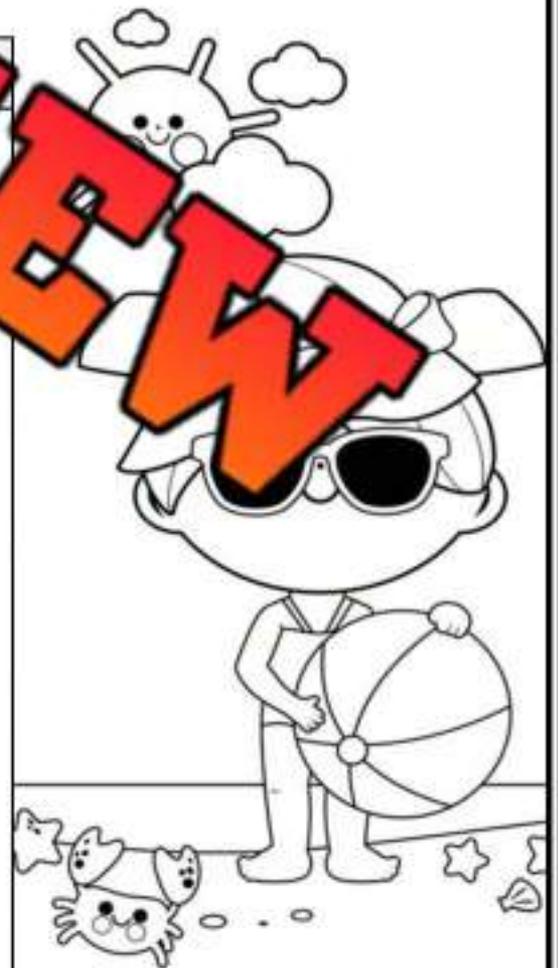
Sun

Tree

Sunglasses

Sunscreen

Plant



Block 8: Poetry

Focus

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

Types of Poems

Haiku: The Nature Poem

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

Big bright moon so high,

Stars sing songs in the night sky,

Sleep will come soon, bye.



Acrostic: The Secret Word

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

Here is an example with the word "CUTE".

Cute and fluffy,

Always likes to play,

Tail wagging all day.



Limerick: The Silly Poem

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

There once was a duck with a bill,

Who sat very still on a hill.

He quacked once or twice,

Thought the pond was so nice,

And splashed in the water for a thrill.



Match The Column

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

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

Visualizing

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

Haiku

Limerick

Acrostic

PREVIEW

Haiku Poetry – Inuit Reflection

Haiku Poetry – Inuit Reflection

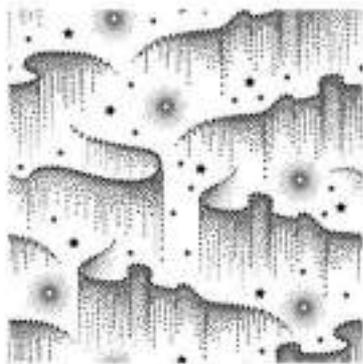
The Inuit people live up north where it is very cold. They know a lot about snow, ice, and animals like seals and polar bears. Haikus are short poems that help us learn about the Inuit in a fun way.

Here are three haikus to think about Inuit life:

Cold snow on feet,
Inuit wear boots,

Seals swim nearby.

Inuit are happy.



Northern lights dance high,

Inuit families watch,

Sky tells its own tale.

Igloo stands so strong,

Built from snow blocks, snug and warm,

Inuit night home.



Inferences

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

1) "Inuit are home."

The Inuit like living in the cold weather.

The Inuit would rather live where it is warmer.

2) "S... .."

The sky has through northern lights.

The sky can speak

3) "Inuit night home."

Inuit people stay in igloos at night.

The Inuit sleep outside without any shelter.

Visualizing

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

Haiku 1	Haiku 2	Haiku 3

Acrostic Poems – Simple Machines

Acrostic Poems – Simple Machines

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

Acrostic Poems

Pulley

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



Lever

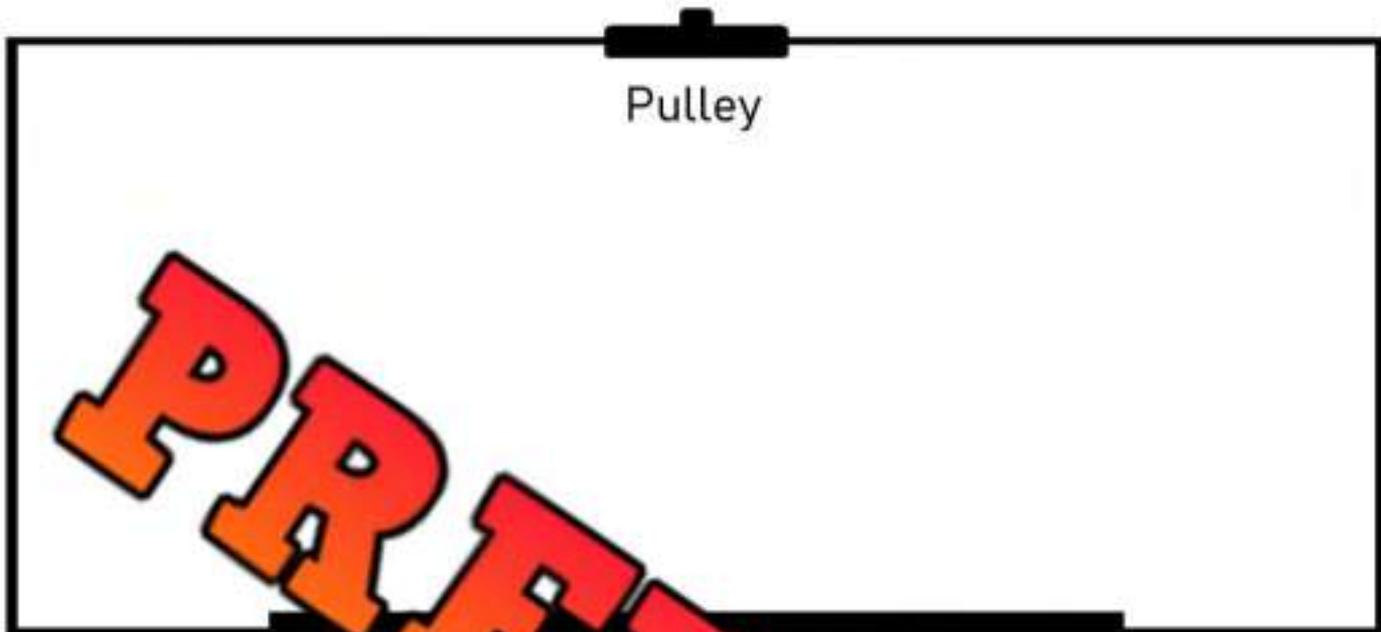
L - Lets you lift with ease,
E - Even really big trees,
V - Very handy tool,
E - Easy as a school rule,
R - Raises and lowers, please!



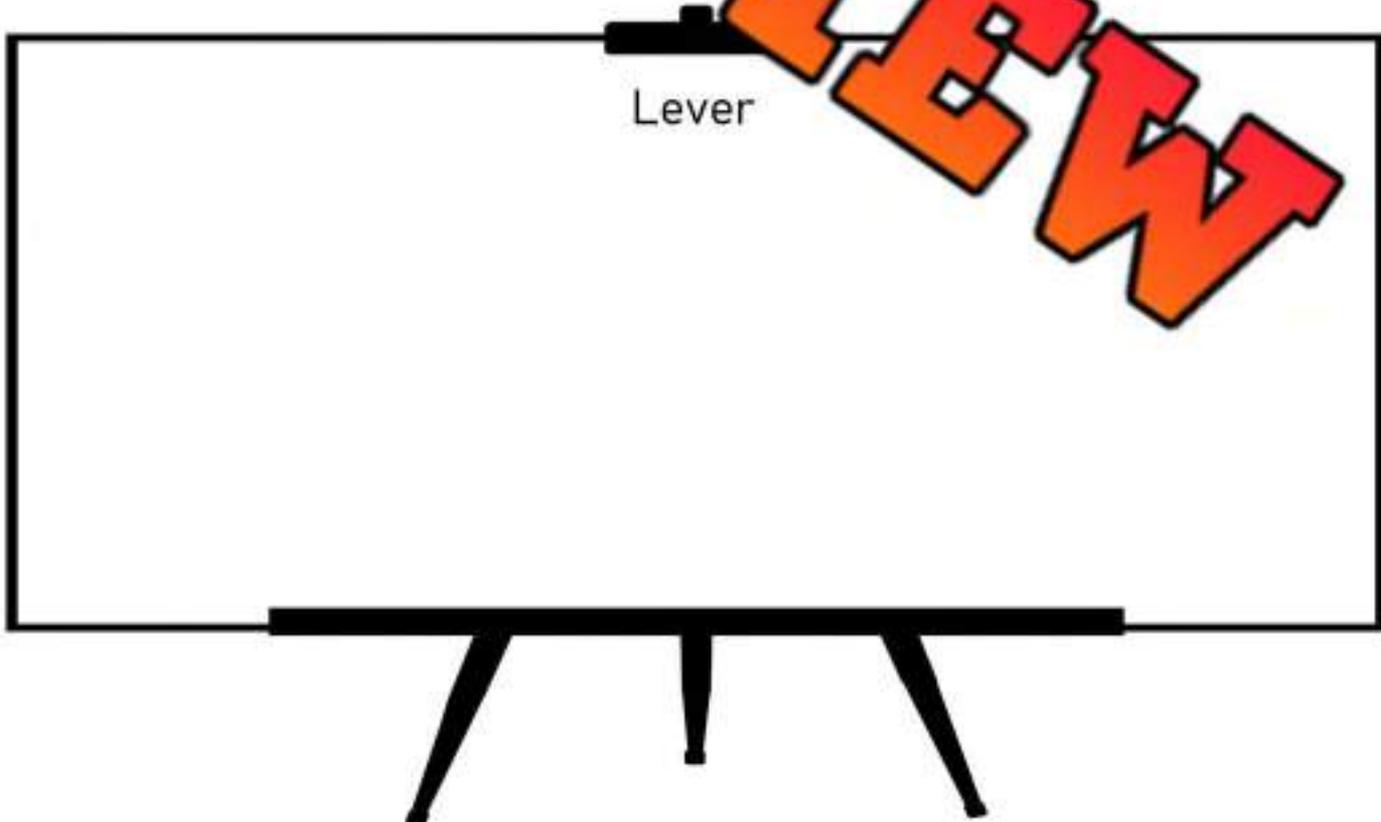
Visualizing

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

Pulley



Lever



Limerick Poem – Rhyme and Alliteration

Limerick Poetry – Learning About Seasons

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

Spring

There once was a spring rolling,

With flowers that made a sound,

The bees buzzed about,

No room for a doubt,

That Spring was surely the king!



Summer

In Summer the sun was so bright,

We played from the morning to night.

With ice cream so cool,

We splashed in the pool,

Oh, Summer was pure delight!



Think

Find examples of alliteration and rhyming words

Rhyming Words		Alliteration
Fling		
About		
Bright		
Co		

Visualizing

Read each poem and draw what you are picturing.

Summer

PREVIEW

Rhyming Poems – Critical Thinking

Rhyming Poetry

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

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

Firefighters

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

Teachers

Teachers help us learn and grow,
Teach us ABCs that we should know.
They teach us through a daily test,
Making sure we do our best.

Doctors

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

Policemen

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

Questions

Which poem did you like the best? Why?

Visualizing

Read the poems and draw what you pictured.



Firefighters

cars



Inclusion in School - Poetry

Visualizing

Read each of the poems.

Haiku: Together at School

Friends of all kinds here,
Playing, hand in hand side by side,
School is a place for everyone.



1) Does this poem rhyme?

Yes

No

2) Which line was your favourite

Limerick: Diversity

There's a school where everyone belongs,
Where diversity makes us strong.
With laughter and cheers,
No one is strange or fears,
And every voice joins the song.

1) Does this poem rhyme?

Yes

No

2) Draw what you are picturing.

Acrostic: FRIENDS

Friendly faces everywhere,
Respecting each is how we care.
In every line, we take our turn,
Everyone gets a chance to learn.
No one is left to stand alone,
Differences in our school are known.
Sharing and caring is our school's trend.

1) Does this poem rhyme?

Yes

No

2) Draw what you are picturing.

Block 9: Book Reviews

Focus

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

Finding Bias in Reviews

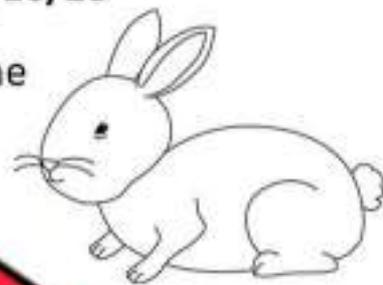
What is Bias in Reviews?

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

Read the reviews below and answer the questions.

3 "Buzz About Bunnies" - Rating 10/10

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



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

5) Draw what you visualized after reading the review.

Our Voice in Review Writing

What is Voice in Writing?

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

Voice

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

Mom

Teenager

Youngest

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

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

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

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

Our Voice in Review Writing

Voice

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

Carrier 2:00PM 100%

Group Chat

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

EG

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

LG

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

TG

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

SG

Literary Devices in Reviews

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

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

Examine

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

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



Draw what you visualized while reading the review.

Review Writing - Inferences

Title: "The Magic Paintbrush"

Introduction

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



Summary

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

Thoughts

The book is bright, bouncy, and full of buzz. Words with the letter 'z' when reading it you will not want to stop. It is a quick read, take no time.

Rating

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



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

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

Rhyme

Alliteration

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

Column A

Column B

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

The book is bright, bouncy,
and full of buzz

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

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

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

The book is cheerful and
happy.

Visualize

Draw something you would like to create with a paintbrush.

Block 10: Graphic Texts

Focus

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

Understanding Comics

Analyze

Read the comic and answer the questions.

POURING OUT IS THE BEST PART!!



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

1) Summarize the comic above. What happened?

2) Did you find this comic funny? Circle your answer.

Yes

No

I don't know

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

1) Summarize the comic strip. What happened?

2) Did you find this comic funny? Circle your answer.

Yes

No

I don't know

Understanding Graphic Texts

Analyze

Colour the graphic and answer the questions.



EQUALITY

1) Match the word with its meaning.

Equality

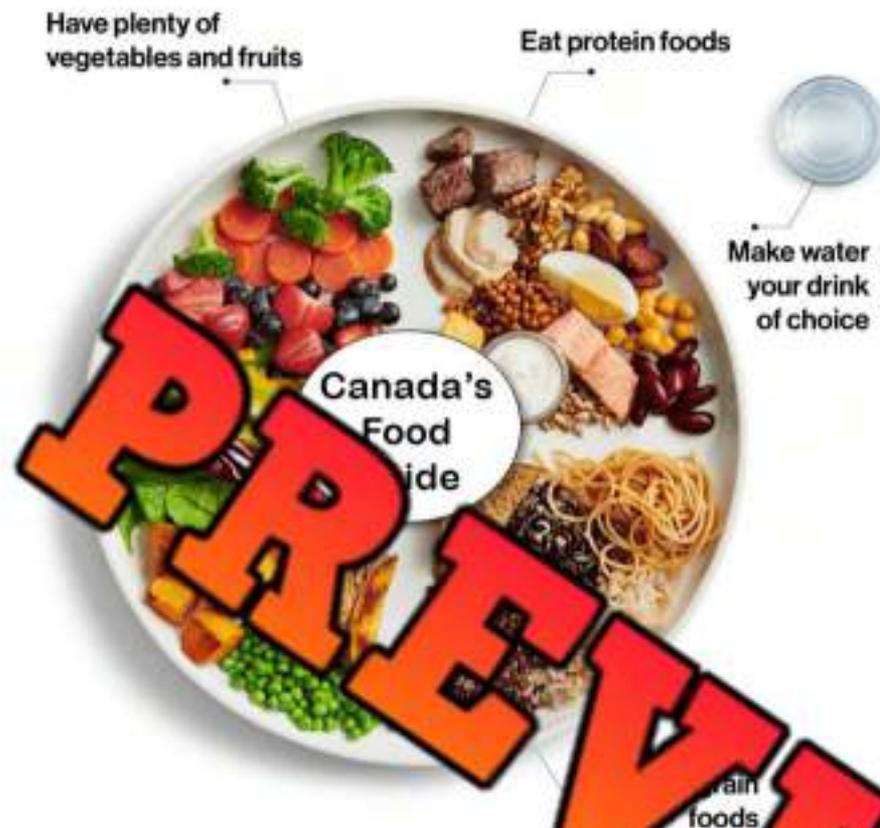
 You get what you need

Equity

 You get the same as everyone else

2) Does everyone need the same thing? Explain.

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

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

Fruits and vegetables

Whole grain foods

Burgers

Pizza

Chocolate

Protein foods

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

Text

Pictures

Reading Maps – Text Features

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

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



Questions

Circle the correct answer for each question.

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

City names

Country name

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

Smaller, capitalized words

Very large words

3) How can you find cities on a map?

All letters capitalized

Only first letter capitalized

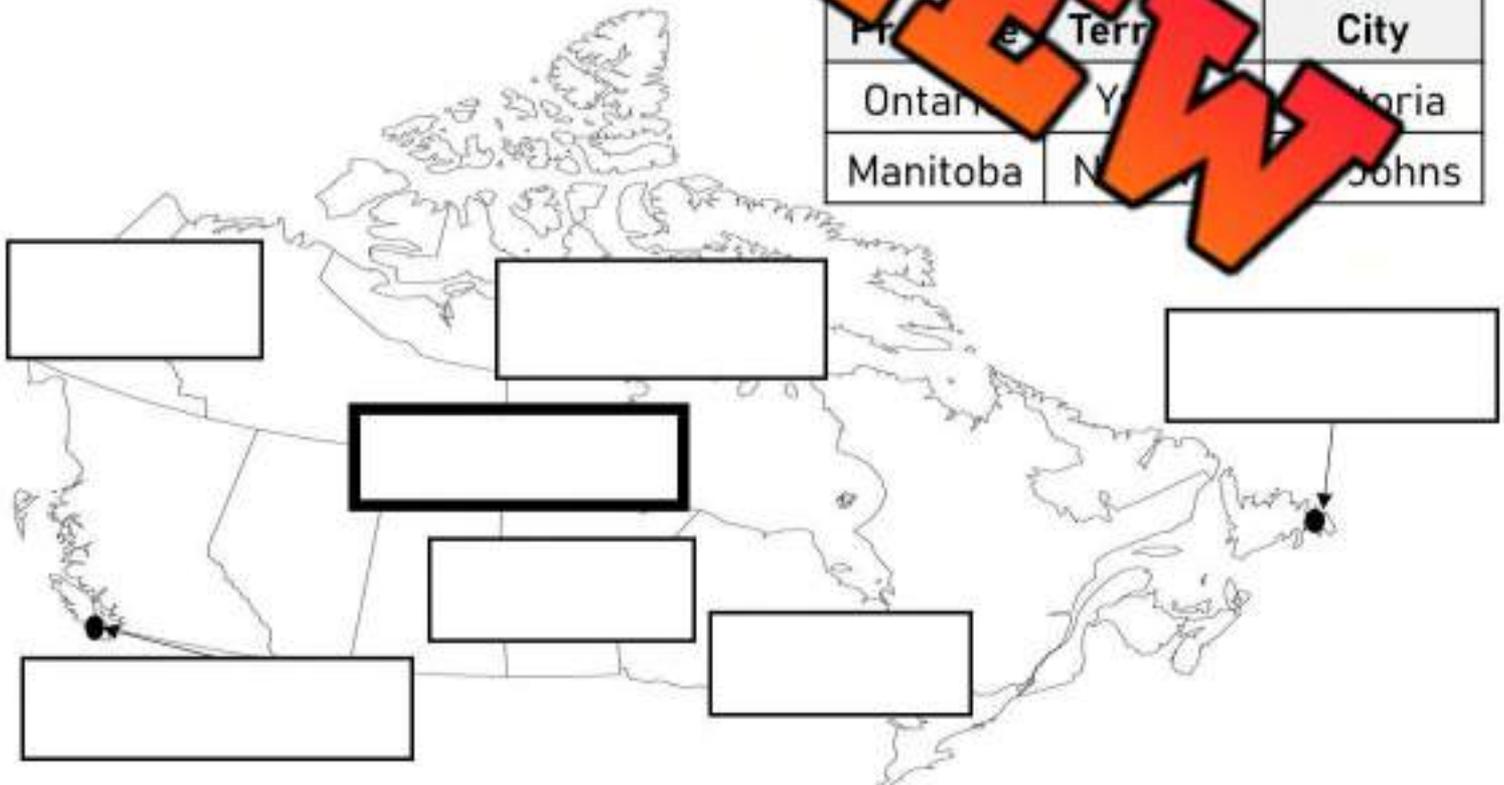
4) What do the small words on a map show?

Capital

Think

Label the provinces, territories and cities using the word bank. Use the correct capitalization to label each. Circle the rectangle with the thick border.

Province	Territory	City
Ontario	Yukon	Victoria
Manitoba	Nunavut	Johns



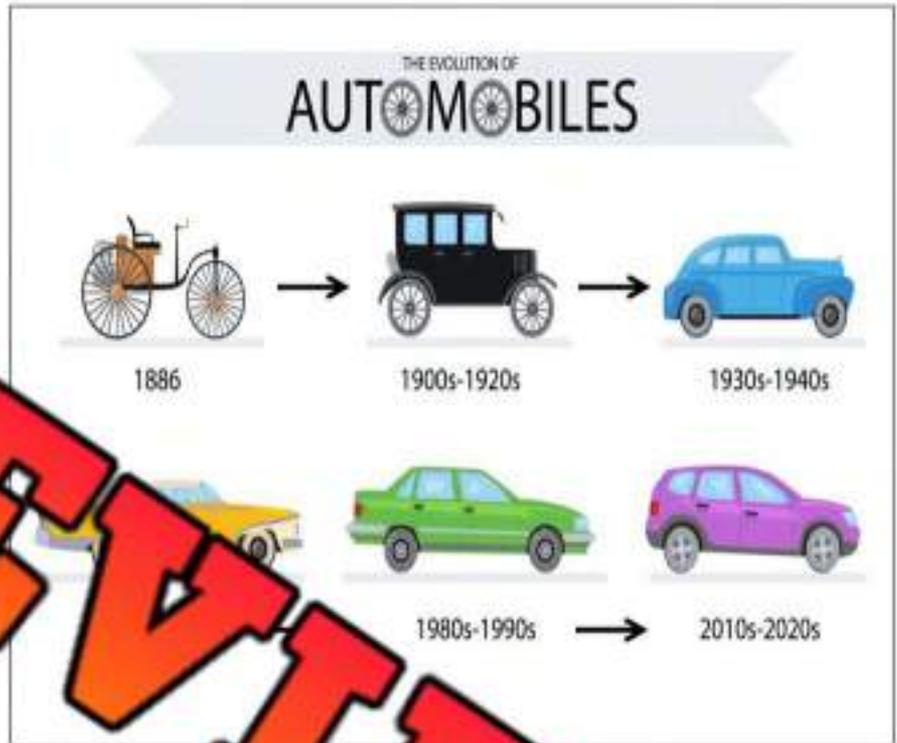
Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

Circle the text features used:

- Picture
- Label
- Dates
- Arrows/Lines



Draw the cars in the time periods below.

1886	1930
1950	2020

Block 11: Biographies

Focus

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

Biography – Chris Hadfield

Chris Hadfield: A Star Among Stars

Table of Contents

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



Chris Hadfield

Early Life

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

Flying High and Beyond

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

Making Space Fun for Everyone

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

Timeline

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

Prereading

Before reading, answer the questions below.

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

1. _____

2. _____

Answer

Circle the correct answer for each question.

1) Where was Chris Hadfield born?

A) Winnipeg

B) Toronto

C) Seattle

D) Vancouver

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

A) Once

B) Twice

C) Three times

D) Four times

Timeline

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

Biography – Tooth Fairy

Early Life

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



Magical

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

Gifts and Giggles

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

A Fairy's Kindness

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

Timeline

Long ago: The Tooth Fairy's first flight.

Every new moon: She crafts new gifts.

Summer and winter: She visits all smiling children.

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

Visualize

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



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

Timeline

Draw pictures that go with the events on the timeline.

Long Ago

Summer and winter

Every New Moon

Always

Biography Activity

Objective

Create a biography of a classmate. Fill in the information for them.

Name

Birth

Family

Favorite Activities

is

Them

