



Preview – Information



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

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

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

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Google Slides Lessons Preview



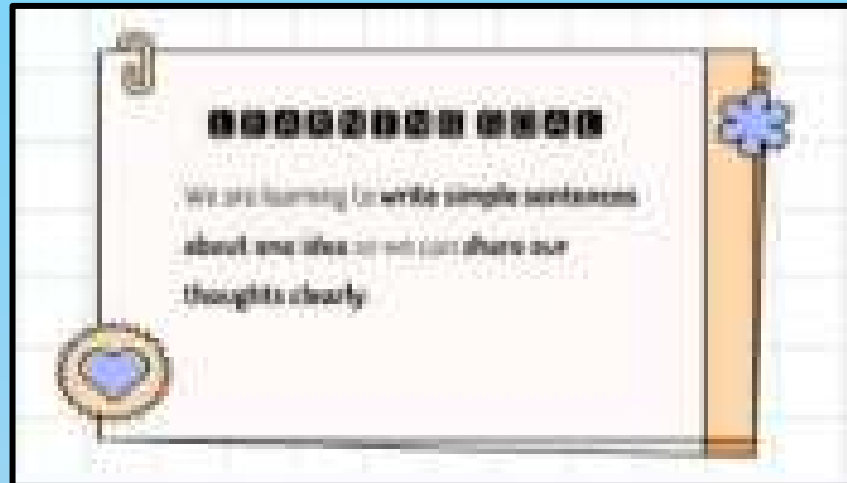


BC Language Curriculum Composition (Writing) – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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



Sentence Sense Check!

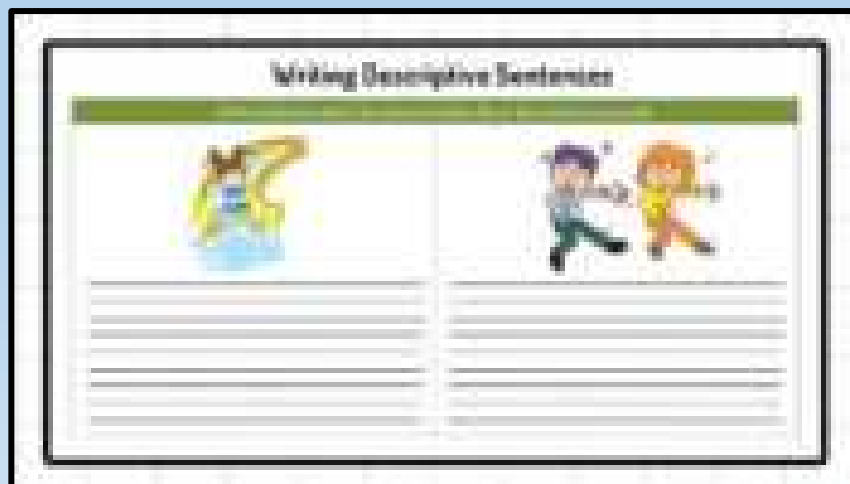
1. The cat meows.	2. The cat meows.
3. The cat meows.	4. The cat meows.
5. The cat meows.	6. The cat meows.
7. The cat meows.	8. The cat meows.
9. The cat meows.	10. The cat meows.
11. The cat meows.	12. The cat meows.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

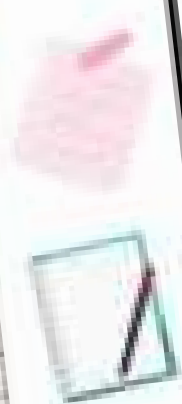




BC Language Curriculum Composition (Writing) – Grade 1

Identifying Sentence Parts

Subject		Verb		Object		Adverb		Adjective	
1	2	3	4	5	6	7	8	9	10



Writing Topic Sentences

Topic Sentence
1
2
3
4
5



Transition Words - Support

Transition Word	Transition Word	Transition Word	Transition Word	Transition Word
First	Next	Then	After	Finally
Second	After that	When	Before	Until
Third	Finally	Because	So	Therefore
Fourth	However	Although	Even though	Despite

Choose a good transition word to use in each sentence. Write the word in the space provided.

1. _____ (use a good transition word for the first sentence)

2. _____ (use a good transition word for the second sentence)

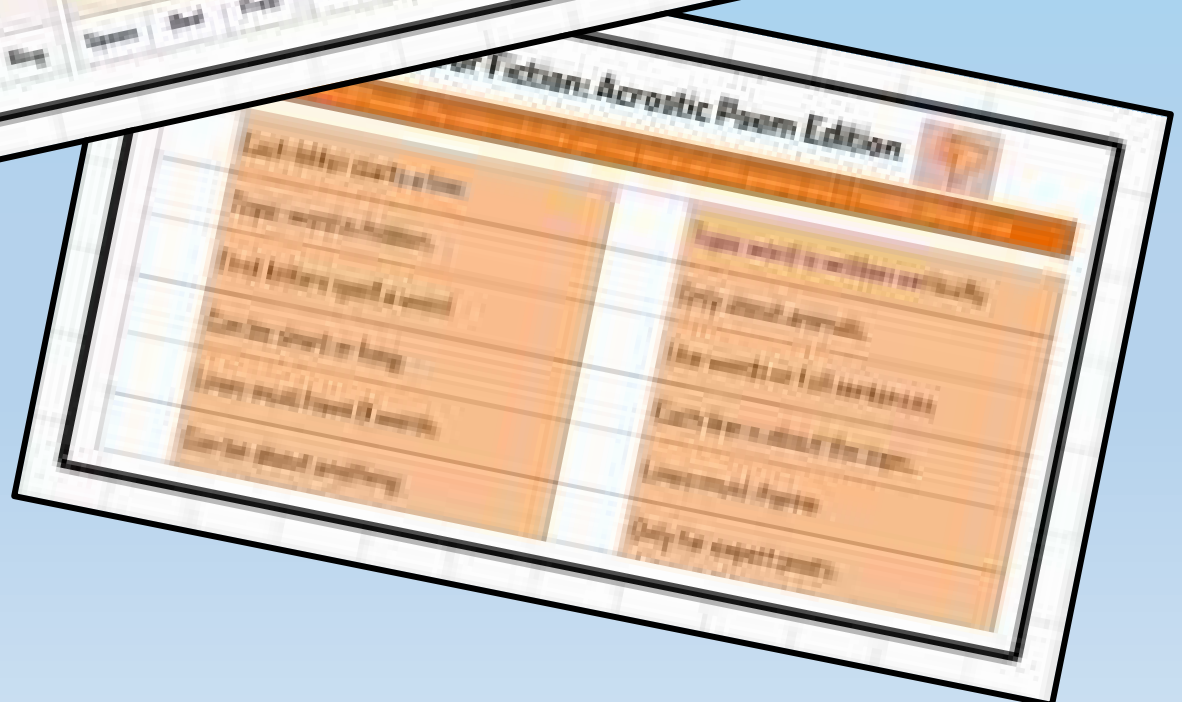
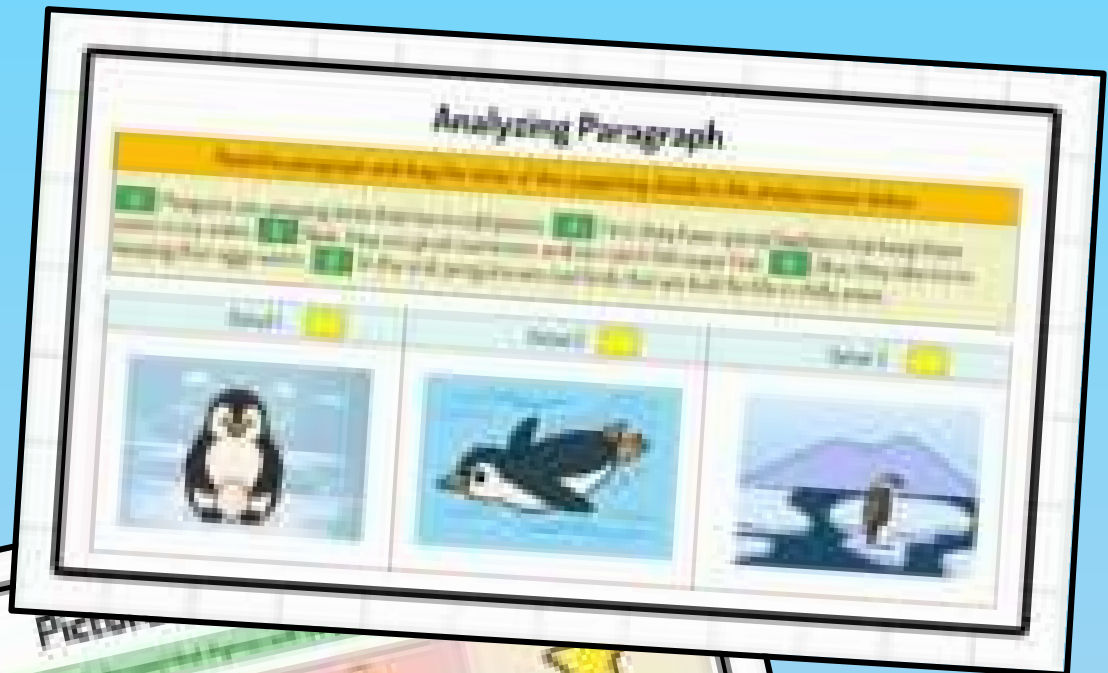
3. _____ (use a good transition word for the third sentence)

4. _____ (use a good transition word for the fourth sentence)

5. _____ (use a good transition word for the fifth sentence)



BC Language Curriculum Composition (Writing) – Grade 1





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	8-754
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	67-78, 113-117, 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	43-44, 118, 158, 172, 185, 214, 241, 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.
Big Idea 3	Stories and other texts can be shared through pictures and words.
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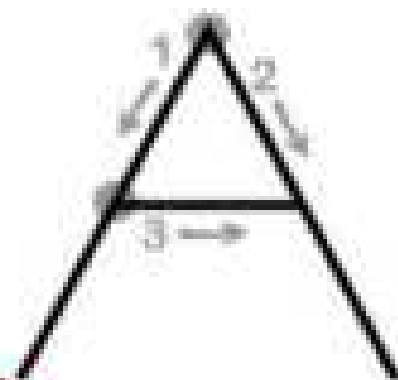
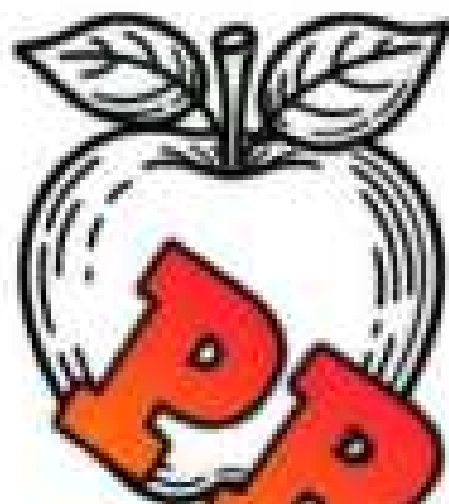
	Elaborations	Pages
W1.6	Concepts of print: left to right directionality, space to mark word boundaries, specific signs for punctuation, etc.	8-59
W1.7	Print awareness: understanding the nature and uses of print (letters and print symbols, difference between letters, words, and sentences) Letter formation: 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 _____

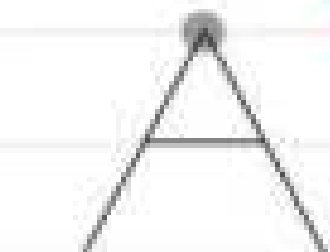
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Alphabet Tracing - A



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.

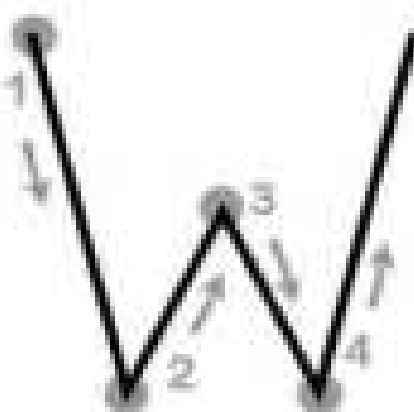
PREVIEW

Name: _____

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Handwriting Worksheets
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Alphabet Tracing - W



Tracing Writing Activities

Practice

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

A white whale waved.

Watch the time.

What is the weather?

Worms live in the dirt.

PREVIEW

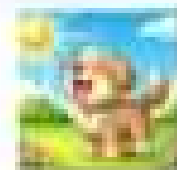
Writing Simple Sentences

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



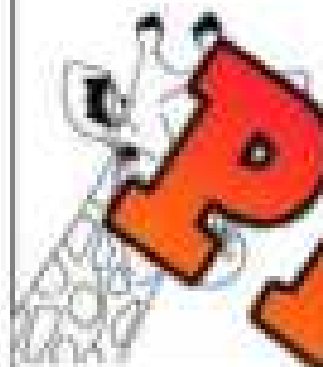
Write Simple Sentence



Writing Simple Sentences

Directions

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



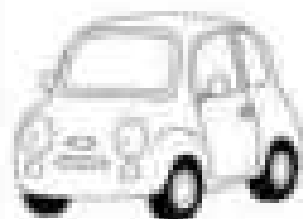
is a This giraffe

Write the sentence below.



is This ice cream

Write the sentence below.



small The car is

Write the sentence below.

My Writing Goals



1) My writing goal is :

2) I will achieve my goal by :

Circle (Yes/No)

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

Name _____

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Goal Setting Worksheet
W.1.1

Writing Tracking Sheet

Your Name: _____



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

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.

We are going to the park.

We are going to the store.

I like my book.

Name: _____

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Handwriting Connection
Book 1

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 sofast.



1) The dog bark.

2) The dogbarks

3) The dog barks loud.



1) Momcookssoup.

2) Mom cooks soup.

3) Momcooks soup.

Writing Descriptive Sentences

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

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

So, if you use these words, your sentence can be: "The fluffy cat jumped in the morning." This helps your reader see and hear the picture.



Directions

Use the words provided to write a sentence about each word. Mix up which parts you use.

Adjectives	Noun	Where	When
Tall	Teacher	Starts reading a story	Yesterday
Calm		Claps their hands	On the last day of school
Old		Was singing	In the morning

	Draw a picture
---	-----------------------

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
Long		Started chasing me	In the water	All day

PREVIEW

Name: _____

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Jumbled Sentences

Directions

Put the words in the correct order

1. dog catches stick the The

2. toys Please, aw

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?	Jumped
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.



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to students that they will be creating sentences using specific prompts, focusing on 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 of four. Ask each group to refer to the table of prompts and choose words to use in their sentences.
- 4) **Sentence Creation:** Challenge each group to create a sentence using the prompts from the table. They can't reuse words from the words provided. They should write these sentences down on this 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 _____

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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

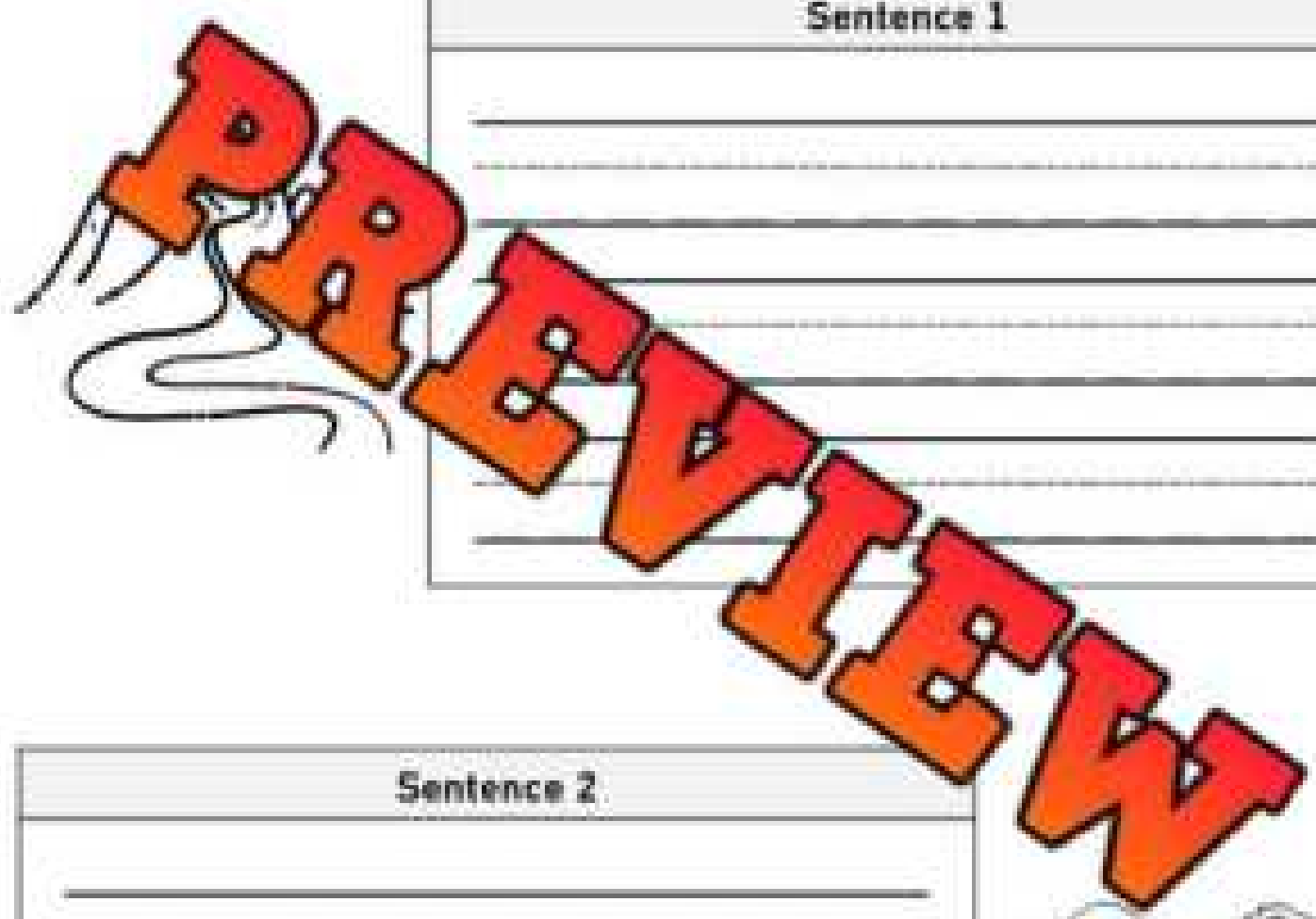
Write 2 different sentences using the words above

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,



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. Whiskers is a happy cat.

Topic
Sentence

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

Topic
Sentence

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

PREVIEW

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 we see

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 beautiful!"

Making a Bold Statement: Use big words to show your idea.

Example: "Apples are the best fruit ever!"

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

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

PREVIEW

Writing Engaging Topic Sentences

Hooks

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

Original Version**Topic Sentences**

Kangaroos are the best jumpers in the world.

Using an Exclamation

Did you know kangaroos cannot walk backward?

Making a Bold Statement

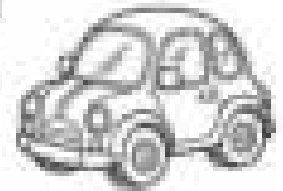
Why do kangaroos keep in the pouches?

Adding an Interesting Fact

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 friend likes cars.

c) My school has a car.

2) Max loves to wag his tail. Max is a dog.

Draw It

a) Apples are red.

b) My dog is called Max.

c) I like to read.

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

Draw It

a) Spiders have eight legs.

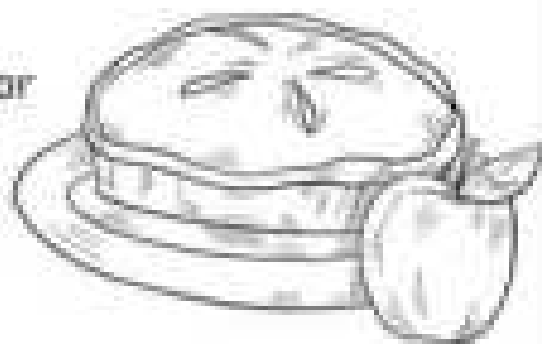
b) Cookies are sweet.

c) My grandma bakes cookies.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

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



When you write, you put 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, what it's like about riding it.

Check These Out:

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

How to Build Great Paragraphs:

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

Crafting Perfect Paragraphs

**Supporting Details**

Follow the instructions below.

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

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

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

Crafting Perfect Paragraphs

Supporting Details

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



Topic
Sentence

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

1. You can build _____ in the park.

2. The _____
is great fun to climb on.

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

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 play with my friends.
- Supporting Detail: I have recess.



Practice

Write your 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 _____ is a good transition word for the supporting details.

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

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

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

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

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

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 paragraph. The topic sentence and conclusion sentence has been written for you. You begin the paragraph using **ONE** supporting detail. Use a transition word from the list 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 Write Conclusion Sentences?

We use **conclusion sentences** for a few important reasons:

1. To make our writing **neat and tidy**.
2. To remind our readers of the **main thing** we wanted to say.
3. To leave our readers with a **strong 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 **different 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 sleepiest 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 _____ in conclusion sentence you think is best.

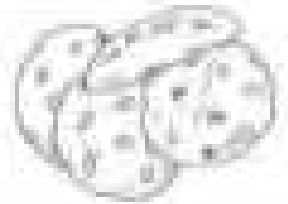
1) Winter is an amazing time. You can build snowmen, have snow boots, and go sledding.	DRAW IT
a. I play hockey in the winter.	
b. I can't wait for winter to come again!	
c. Summer is a great season too.	

2) My neighbour 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.



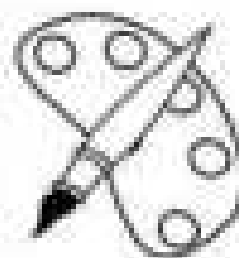
1) Baking cookies is so much fun and smells awesome. You mix smooth flour, sweet sugar, and gooey eggs. You can even add chocolate chips or raisins.

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 and vibrant. I have a red that is so bright and cherry red. I paint beautiful flowers with lots of petals, and sky with soft, 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. And 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.

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

3) Write a good topic sentence below.

PREVIEW

4) Write a good conclusion sentence below.

PREVIEW

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

1

PREVIEW

2

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	☐	☐
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains 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		
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 clear, relevant supporting details.	One clear, relevant supporting detail; may be vague.	One detail; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some good transitions.	Transitions included.	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 about adventures.
- **Instructions:** Like a recipe in a cookbook, guide us step-by-step.
- **Letters:** Friendly notes to say "Hello" to someone.
- **Lists:** Helpful reminders, like a grocery shopping list.
- **Poems:** Beautiful words that might rhyme and make you feel.
- **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 sharing what he learned about the planets.

Question

Draw a question below.

Which text form have you used in the last week? 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.



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 when you talk! If you say "cool," write it down.

- Example: "Are you coming? Yay!"

2)

Use Different Sentences

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

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

Name _____

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Character Connection
WCA

Character	Plot	Words They Might Use
Witch	Making 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 pear sandwich, after reading the steps, we can read the steps and do it right.

What Does it Look Like?

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

Example:

Title: How to Build a Snowman

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

Steps:

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



True or False

Is the statement true or false?

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

Questions that ask about 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 breakfast	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

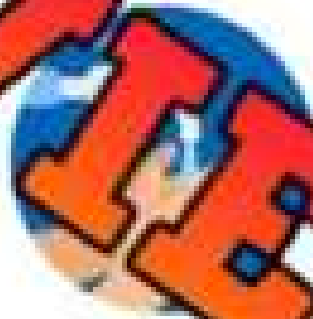


Transition/Signal Words – Practice**Instructions**

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



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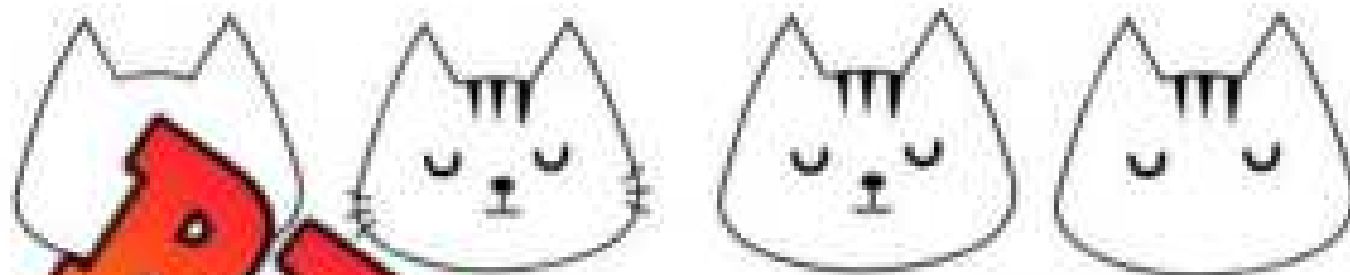


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First**Next****Then****Finally****First****Next****Then****Finally**

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
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

1. First, find a large sheet of paper.

2. _____ fold the paper in half horizontally.

3. _____, fold the top two corners inward to meet in the middle.

4. Meanwhile, make sure the edges are even.

5. _____ 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

Instr. 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 which is allowed.

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

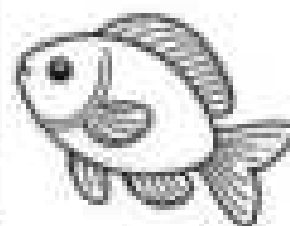
4. _____ cast your line into the water and wait patiently.

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 down 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 _____



How to Write Steps

- ✓ First, think of what _____ it is.
- ✓ Then, break it down into little _____s.
- ✓ At the end, check it over, following _____ 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: Read the instructions below

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

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 drawer with the spoons and forks.	

How to Play Soccer	Order
Kick the ball to the other team.	
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 over the questions below to plan your writing

1) Topic - What will you write about? 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?

--

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

1	
---	---

2	
---	---

Assignment Procedural Writing – Planning

Step	Instructions
3	 _____ _____ _____ _____ _____
4	_____ _____ _____ _____ _____
5	_____ _____ _____ _____ _____

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 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	Basic 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 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:** Write 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 friends. 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 Circle Which type of letter is given in the example.

Hi Mrs. Smith,

I hope you are well. Can we talk 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 together when I visit?

Love,
Caitlin

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

Subject: Fun at the Park! I

Hi All,

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	Ask for a Classroom Pet	Formal	Informal
E. Club Member	Plan Costume Day	Formal	Informal
F. Library Club	Put Up a Swap	Formal	Informal

Think

Think of 2 emails you might send. Why 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 Paula 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 party. You should come! We'll have cupcakes and play tag. Hope to play with you soon!

Cheers,
Jenny

Subject: The Big Bell Sound

Dear Mrs. Harper,

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

Talk soon,
Liam

Informal Email Writing

Write

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

Audience**Purpose**

What should we play at recess?

Subject

PREVIEW

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Ohi!	Ouch!	Yippe!	No!	Yikes!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!

Think

Choose the best interjections and describe the voice used.

Subject: Lost Favorite Toy		Draw It
Hey Kai, _____ _____ I lost my favourite toy today. I looked everywhere _____ and it's gone. _____ I am so mad! _____ Until next time, Lana		
Voice (Angry, Sad, Mad, Frustrated, etc.) _____		

Success Criteria – Informal Emails**Analyze**

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

Subject: My First Time Baking Cookies

Hi Lisa!

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, they were warm and smelled amazing. Wahoo! I even added chocolate sprinkles for extra fun!

Did you do anything exciting this week? We're planning a cookie swap soon.

Catch you later,

Peter

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
Friends	Asking about fire safety
Teachers	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.

PREVIEW

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.



4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

PREVIEW

Edit

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

Criteria	☒	☒
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	☒	☒
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	Uses a friendly and appropriate voice throughout.	Mostly maintains a friendly tone with minor lapses.	Mixes formal and informal tones.	Uses a mostly formal tone or is inconsistent.
Closing	Uses a friendly and appropriate closing.	Uses a friendly 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 state the purpose or topic.	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 have a clear main idea or topic.

Teacher Comments

	Mark
-------------------------	---------------------

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.

To: Mr. Osen

Dear Mr. Osen,

I can't wait for the holidays! I'll be making the 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

PREVIEW



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 a story, you need characters – like people, animals, or even robots! You also need a place for the story to happen. 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. This is where the story is set.

Middle: The Big Adventure

The middle is where the action heats up! This is where the main events of the story 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.







Name: _____

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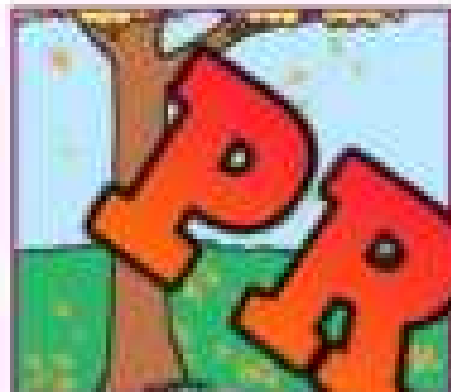
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Narrative Writing

Write:

Write narrative story using the pictures below

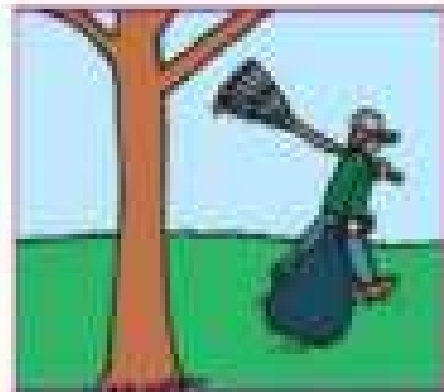
Beginning



Middle



End



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 voices of talking trees. As she takes a bite of a glowing fruit, she tastes a sweet flavor while the scent of wildflowers fills the air around her.

Describe

Imagine you are in the place in the forest below. Describe the setting using your 5 senses. Write what you can't see using your 5 senses.



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

Narrative Writing - Setting

Describe

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



PREVIEW

Narrative Writing - Characters

Characters in Narratives

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

1) Give Them Names and Looks:

Give them a name and tell us how they look.

Do they have short hair? Sparkly eyes?

Are they wearing colorful shoes?

2) Add Personality:

Tell us if they love pizza or are a broccoli lover.

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

Organized

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 things come to life with her paintbrush. She is 5 years old!

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.

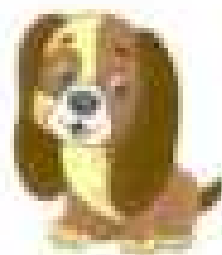
Lea has long black hair and often wears simple yet beautiful dresses. She has big brown eyes and a calm personality. Magic happens when she sings. Her voice can make anyone stop and listen.



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 can draw a big smile.	Plot	Character	Setting	Ending
2) The town is full of people.	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. It has tall trees and sparkling water. Oliver lives there.

One day, he 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. Then they go to the meadow. No feather. Then, they go to see Clara the cat. Clara points to a big pine tree.

Narrative Writing – Start the Story

Analyze

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

PREVIEW

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

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

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

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 _____ who used to be a sailor.

Grandpa Joe looks at the map _____ lead to a hidden time capsule in the yard.

Using shovels and pails, Ethan and _____ the map. They dig near the rose bushes, under the swing _____ 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

Write a plan for your story. Tell the story 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 new 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 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. 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		
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		
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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

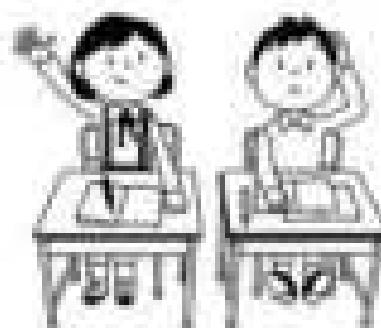
What are we learning more about?

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 narrative stories
- ☐ Pencils and paper
- ☐ Highlighters for marking
- ☐ Revision checklist for success criteria



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is key to success.
- 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 show you 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	Very interesting plot.	Somewhat interesting plot.	Lacks interest.	No clear plot.
Explains Ending	Clear ending.	Somewhat clear ending.	Unclear ending.	No ending.
Appropriate Title	Relevant title.	Somewhat relevant title.	Irrelevant title.	No title.
Story Makes Sense	Easy to follow.	Mostly makes sense.	Confusing.	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.

**Instructions:**

How to complete the activity?

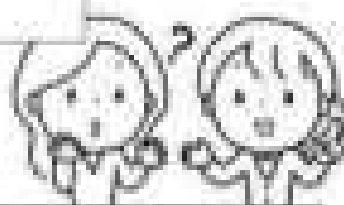
- 1) **Find a Partner:** If there's an extra person, make one group of three.
- 2) **What We're Doing Today:** We'll be talking about different topics from the list. One friend will pick a side for one topic and the other friend will pick for the next one. Take turns doing this.
- 3) **Look at the First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

Prompts

Debate the prompts below.

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

Think _____ Answer the questions below



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

2) What helped you persuade them?

YES

NO

Fun and Boring

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

Persuasive Writing - Opinions

Opinion

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



3)

Should everyone learn how to swim?

Yes or No?

Reason
1Reason
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 has a break too.

Recess is the best part of the day.

Recess helps kids exercise and be healthy.



Topic: We should eat more fruits and vegetables.

I like how fruits

Both have vitamins that are healthy

Vegetables have pretty 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 we 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.

Sunshine beams from up high, Making everything warm and dry! Summer's here, let's swim and play!	
Silly laughs we like to spread, Happy times are just ahead. Apple slices, cut to pair, Reading books, we both declare. Everyone gets a piece, it's fair!	

What is a Haiku?

What is a Haiku?

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

PREVIEW

Snowflakes

Landing softly on my

Winter's quiet hug.

Rain

Raindrops on the leaves,

Cells bloom like flowers,

Time's gentle kiss.

Write

Finish the Haiku poems below.

Topic: Sun

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

What is a Haiku?

Write

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

Topic: 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

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 and log both have an "-og" sound.

Steps to Writing a Rhyming Poem

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

Write

Put in the rhyming word to complete the poem and

Draw It**AABB Poems**

I let my kite fly so high,

Up in the blue _____

At the beach, on the _____

With a shovel in my hand.

AABB Poem

I let my kite fly,

Up in the blue _____

At the beach, on the _____

With a shovel in my hand.

Draw It

How to Write a Rhyming Poem

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

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

AABB

Draw It

In a garden where the flowers _____
 Petals shine with morning's glow.
 Bees buzz in a dance so fine,

Under the bright _____

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
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

His daughter named Nan

Ran with a man

And so he lost his bucket, and so he lost 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)



Name: _____

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Second Grade Comprehension
Unit 1

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

There was a boy named

Jack

Line 2

Who found a bag of

Line 3

He tugged and he

Line 4

Sipped on a soda

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 they danced on 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!



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 write your poem about?

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

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 3

Line 4

Line 5

5) Illustrate your poem below.

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 has parts that are unclear.	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:** Choose 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
Game	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
Field	Pet	Get	Set	
Fun	Sun	Bun	Won	
Game	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, 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 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 mostly 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

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



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

True or False

Is the statement true or false?

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

Questions 1-5 Answer the questions below.

1) Why would you write a report?

2) What do you want to learn more about? Give 3 different topics, like video games, animals, sports, how toys are made, how cars work, how TVs work, etc.

Matching

Draw a line from the term to the description.

Title
Headings
Pictures
Introduction
Body
Conclusion

Main facts and details.
The end of your report.
Tells the report's topic.
Adds fun visuals.
Names your report.
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

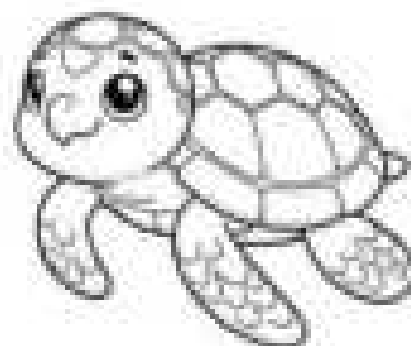
Is the text written to inform or entertain? Is it fiction or non-fiction? Colour in the correct box below.

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

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) Find the facts below.
- 2) Organize the facts into 3 main headings:
 - 1) About the Turtle's Life
 - 2) About Laying Eggs
- 3) On the next page, write the report. Then you'll need 2 headings for the body. Lastly, write 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

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 many good search engines (like Google) to help you.

When you use a search engine, type short and clear questions.

Good Searches	Bad Searches
What giraffes eat	What do giraffes eat
How clouds form	How do clouds 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.
- Websites that are trying to sell you something.

Think

Is the search good or bad?

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

Questions

Answer the questions below.

1) You want to learn more about dinosaurs. 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 (list on page 274)
- ☐ Paper and pen for notes

**Instructions**

How do we complete the activity?

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

How To Research: Online Treasure Hunt

**Research**

Find answers to the questions below.

Question	Answer
1) What is the largest mammal?	
2) What country has the most volcanoes?	
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?	

Research - Planets

Research

Name each planet starting from the one closest to the sun.
Challenge: Add one fact about each planet.



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 the 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 them.

Conclusion

So, the next time you cross a bridge, remember the tough materials, smart shapes, and deep foundations that make it so 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 Solutions

Facts

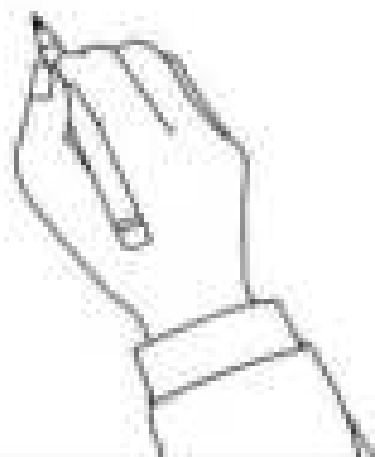
DRAW 3 facts from this

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 make a checkmark if it meets the criteria. You can mark more than one box.

Did you know some dinosaurs were as tall as

a house? Wow! Today, we're going to learn

about these amazing creatures that lived long

long ago. Get ready to roar like a T-Rex!



Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Analyze

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

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



Starts with fun 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 hint about the introduction

Says the main idea

Keep it short and

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 the Start:** It should be like the introduction.
- **Challenge:** Encourage readers to try a related activity.
- **Interesting End:** End 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 at the beginning. Next time it rains, maybe you can catch some raindrops. Watch 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 must **call to action**. Can you think of something kids **can 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 Planes Fly	Castles	Ancient Egypt

1) What topic will you choose?

2) Write as many main ideas 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.*

PREVIEW

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

PREVIEW

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction	Clear topic and grabs attention.	Clear topic but lacks interest.	Topic is vague.	Missing or off-topic.
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, fully explained in the topic.	Mostly accurate facts that somewhat explain the topic.	Some facts are inaccurate or unclear.	Missing or incorrect facts.
Pictures	pictures add to understanding.		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.		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!



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





BC Language Curriculum

Conventions and Vocabulary – Grade 1





BC Language Curriculum

Conventions and Vocabulary – Grade 1





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	Classroom with laminated cards on literacy skills and literacy strategies.

**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	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	59, 61, 64-67, 69, 73-74, 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
CR1.4	Phonemic and phonological awareness: Phonological refers to the sounds of words	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, 127, 146, 154, 159-160, 162, 168-169, 175-178, 180-187, 192-195, 197, 201-203, 205, 209-211, 213, 217-220, 226, 228, 230, 234-235, 242-243, 251-252
CR1.5	Letter formation: legible printing with spacing between letters and words	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
CR1.6	Sentence structure: the structure of simple sentences	60, 136, 145, 153, 163, 170, 222
CR1.7	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)	68, 77, 86-87, 94-95, 101, 110, 118, 126, 145, 153, 171, 179-180, 188-189, 196, 204, 212, 221, 229, 236

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, c, 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: - Letter Recognition - Alphabetical order - Is the letter uppercase or lowercase? - Position-based tendencies: In week 6, the silent E (Bossy E) makes the vowel long. - Reading words with accuracy - Spelling words with accuracy - Beginning sounds and ending sounds	
2		
3		
4		
5		
6		
7	Base Words	Vowel or Consonant?
8	Suffix -s	Vowel in Every Word
9	Suffix -a, -es, -ies	Compound words
10	Suffix -ing	Compound words
11	Suffix -ed	Compound Words - Describe Changes (?)
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 Phonemes
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 Patterns - VC, CVC, VCe
28	Common Conjunctions	Synonyms
29	Fluency Sentences	Antonyms
30	Fluency Sentences	Visualization to Spell Words

NAME: _____

FOUNDATIONS



Name: _____

10

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2013-2014**Week 1 - Word List**

mad	mat	map	man	nab
nap	pad	pal	pat	pass

Spell

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

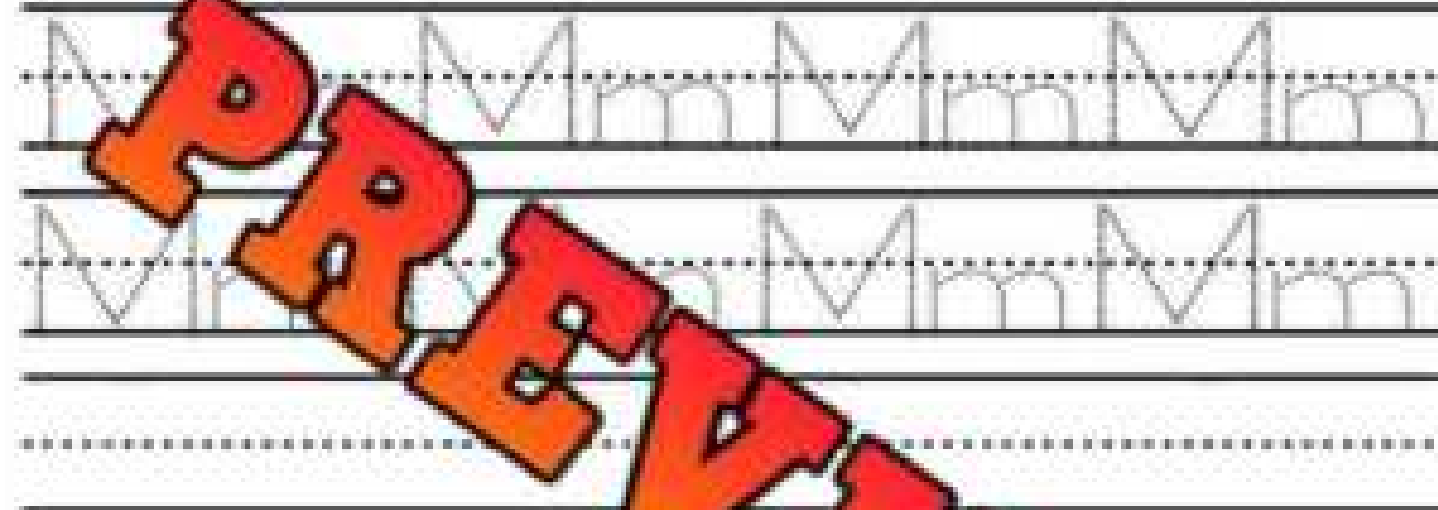


	Copy and Spell	Cover and Spell
1)	mad	
2)	mat	
3)	map	
4)	man	
5)	nab	
6)	nap	
7)	pad	
8)	pal	
9)	pat	
10)	pass	

Consonant Review: m**Tracing**

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

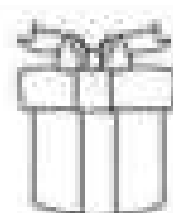
Mm

**Focus**

Say the picture name. Fill in the circle with the final 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



Tracing practice lines for uppercase N and lowercase n. The first row shows the letters with numbered arrows indicating stroke order. The second row shows the letters for tracing. The third row shows the letters for independent writing. A large red 'PREVIEW' watermark is overlaid diagonally across the page.

Letter Order

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

Before Nn

Oo

Ss

After Nn

Pp

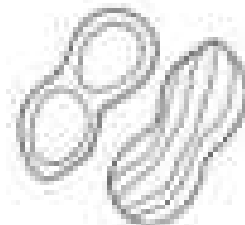
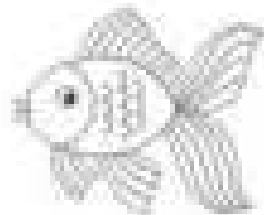
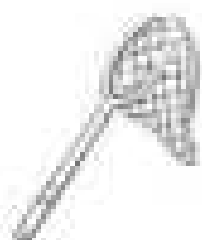
Hh

Mm

Jj

Identify

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

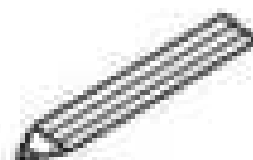


Consonant Review: p

Tracing

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

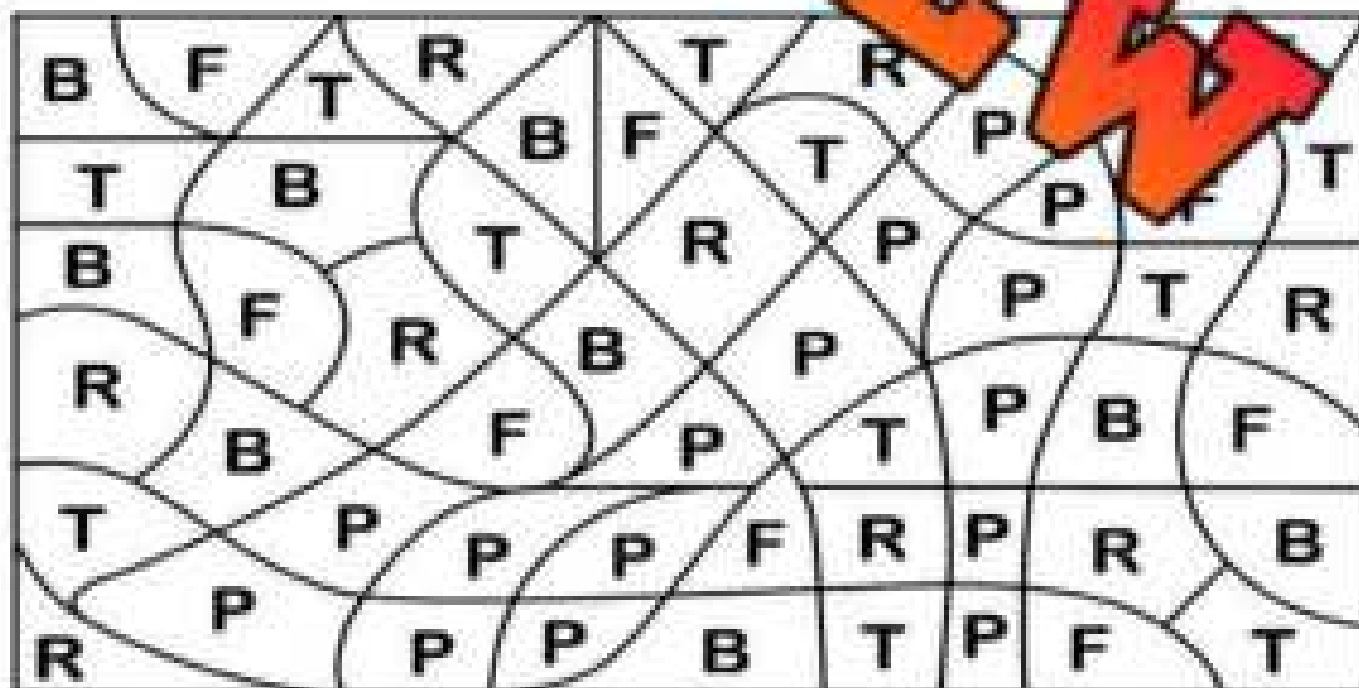
P p



Tracing practice lines for the letter 'p'. The first row shows uppercase 'P' and lowercase 'p' on a three-line grid. The second row shows more uppercase 'P' and lowercase 'p' for tracing. The third row is empty for independent practice.

Colour By Letters

Colour the cells with the letter of the picture.



Short Vowel: a**Completion**

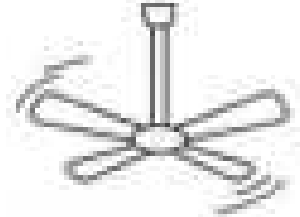
Write the correct letter to complete each word with a short "a" sound.



c _ _ 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.



see

come



go



has



look



come



I



go



go



has



look



I



go



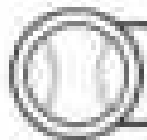
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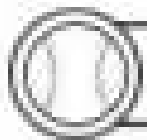
come



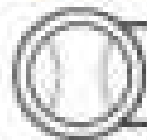
see



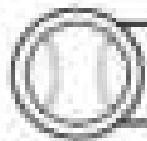
has



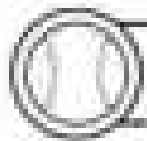
see



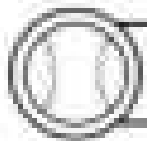
I



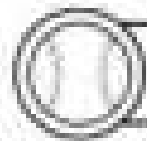
has



look



I



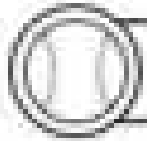
come



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 map.



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)			

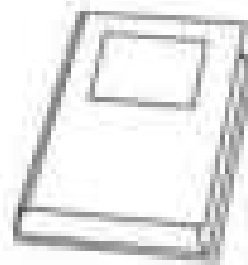
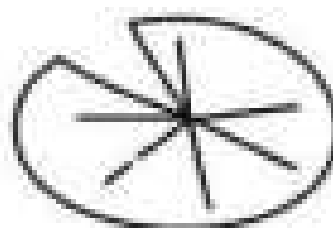
Focus

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

	☐ m ☐ n ☐ p		☐ m ☐ n ☐ p
---	---	---	---

Circle

Circle the picture with short "a" sound.



Name: _____

11

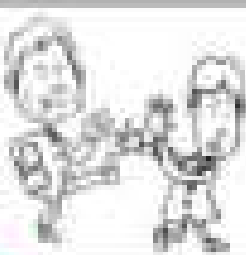
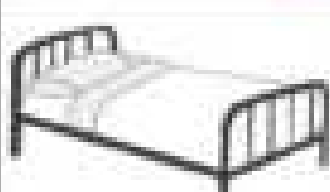
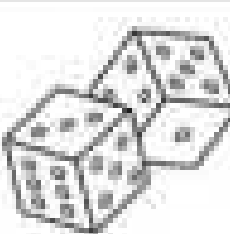
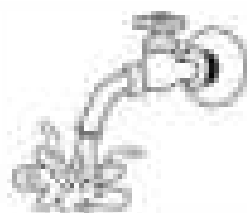
Exercises - Chapter
C1 & C2

Week 2 - Word List

bed	bet	bad	bat	ten
tag	tap	dad	dog	den

Match

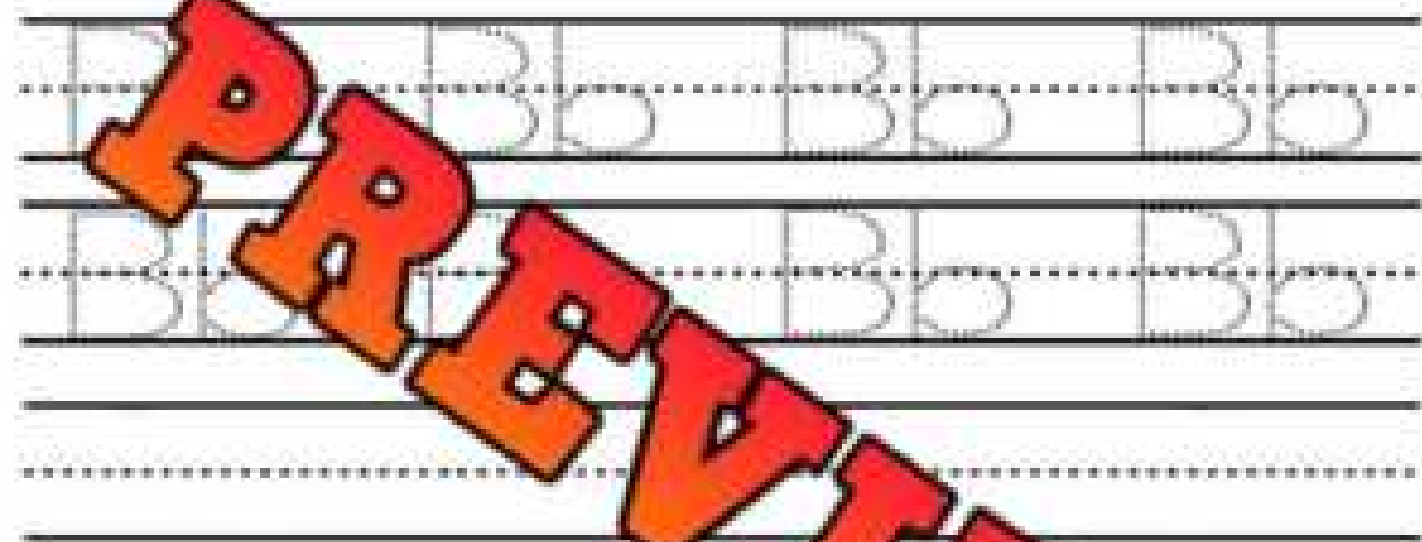
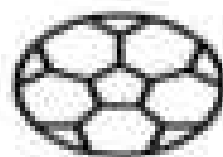
Choose from the words above that correspond to the given picture.

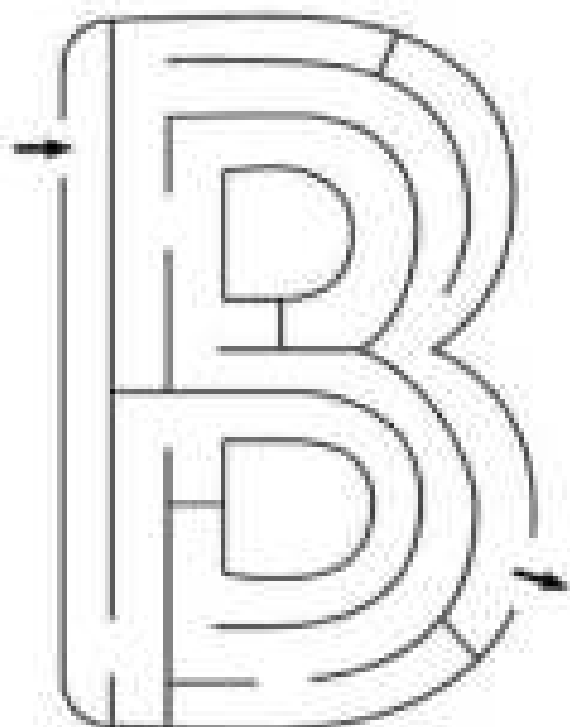
Consonant Review: b**Tracing**

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

B b

**Maze and Colour**

Finish the letter maze with a Bb.



Consonant Review: t**Tracing**

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

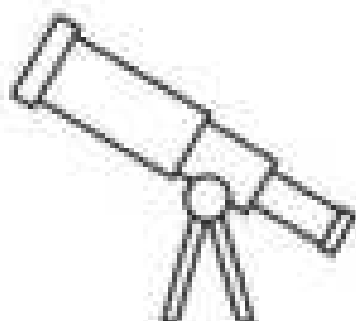
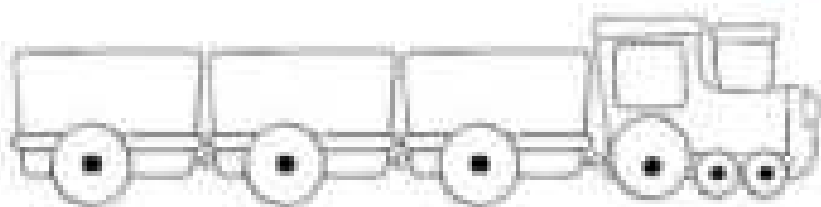
t t



Handwriting practice lines for the letter 't'. The first row shows the letter 't' being traced on a set of three lines (top, middle dashed, bottom). The second row shows the letter 't' being traced on a set of three lines. The third row shows the letter 't' being traced on a set of three lines. The fourth row shows the letter 't' being traced on a set of three lines. The fifth row shows the letter 't' being traced on a set of three lines. The sixth row shows the letter 't' being traced on a set of three lines. The seventh row shows the letter 't' being traced on a set of three lines. The eighth row shows the letter 't' being traced on a set of three lines. The ninth row shows the letter 't' being traced on a set of three lines. The tenth row shows the letter 't' being traced on a set of three lines.

Colour

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



Consonant Review: d**Tracing**

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

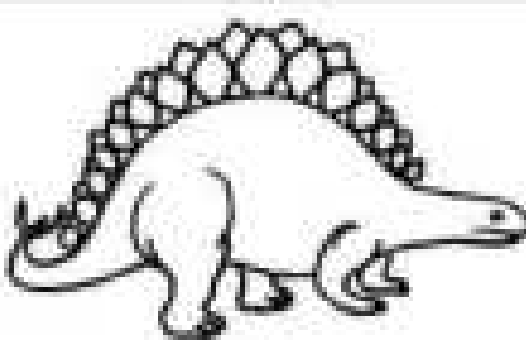
D d



Tracing practice lines for the letter 'd'. The first two rows show the letter 'd' repeated in a dashed format for tracing. The third row shows the letter 'd' repeated in a solid format for writing practice.

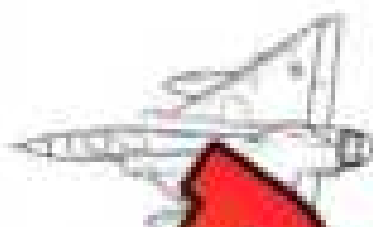
Colour

Colour the boxes with the letter

D	B	d	
P		D	
q		d	
b	d	D	p

Short Vowel: e**Colour By Sound**

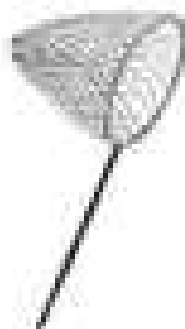
Say the picture names. Colour it if it has a short "e" sound.



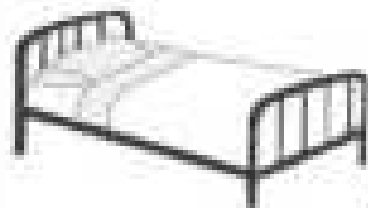
PREVIEW

Tracing

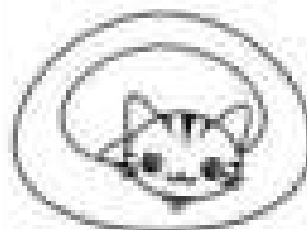
Trace the words that have the short vowel "e" sound.



net



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 packed.



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)			

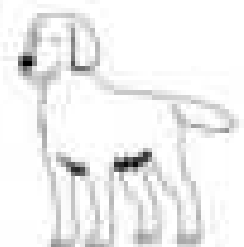
Match

Circle the matching letters.

b	b d d b d d b d
d	d d 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.



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.



Tracing practice lines for the letter 'f'. The first row shows three uppercase 'F's and three lowercase 'f's for tracing. The second row shows three lowercase 'f's for tracing. Below are two empty rows of handwriting lines for independent practice.

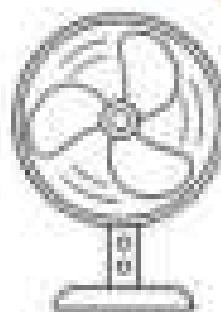
Arrange

Unscramble the letters below to form a word that begins with 'f'.



o f x

.....



a n f

.....

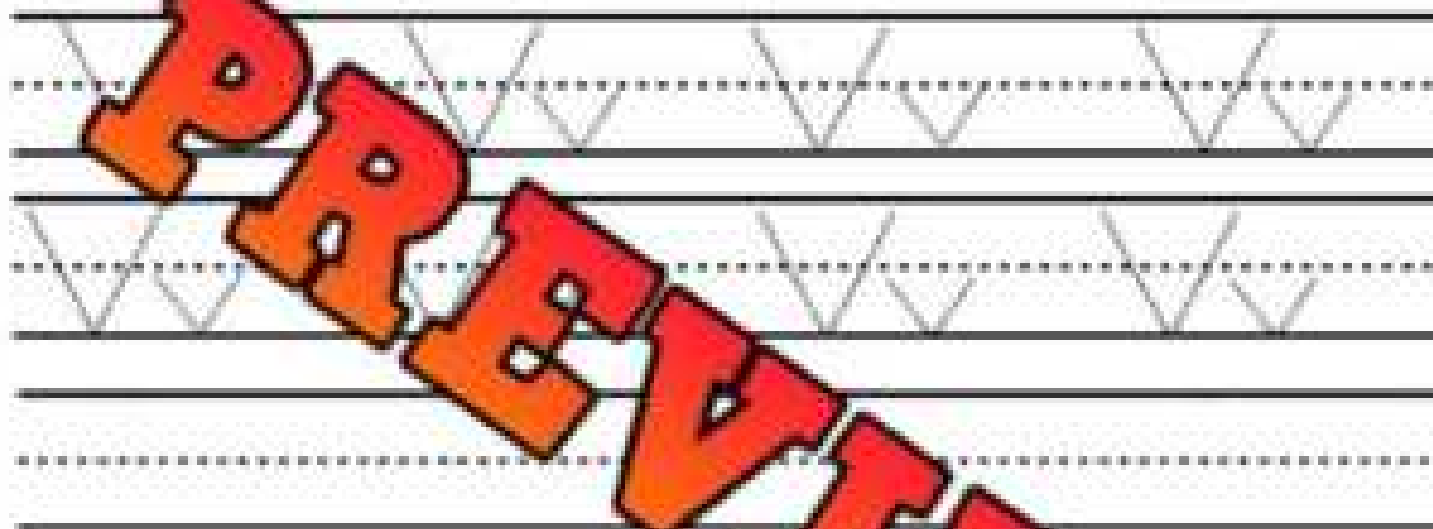


a m f r

.....

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 "v".

After Vv

Ww

Xx

Before Vv

Pp

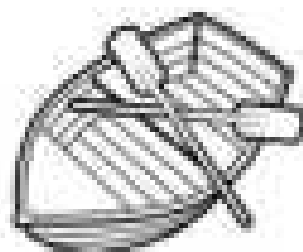
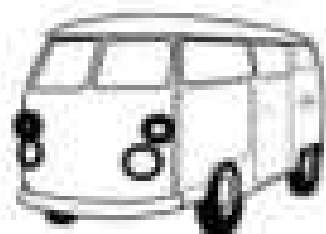
Oo

Aa

Yy

Identify

Circle the pictures that begin with letter "v".



Consonant Review: s**Tracing**

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

S s



Tracing practice lines for the letter 's'. The first two rows show the letter 's' being traced on ruled lines. The third row shows the letter 's' being written on ruled lines. The fourth row shows the letter 's' being written on ruled lines. The fifth row shows the letter 's' being written on ruled lines.

Draw

Draw the given s-words, then write them.

sun

star

sad

sun

star

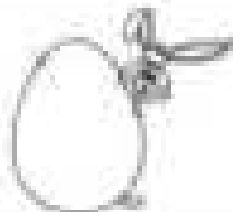
sad

Short Vowel: i**Identify**

Colour the correct word for each picture.



bi



hid

bid



win

wig



kid

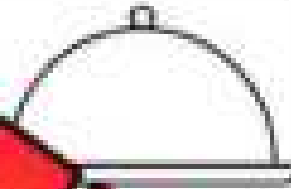
hid



fig

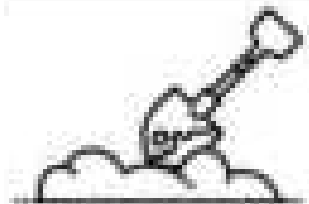
pig

pin



rig

hid



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 the

Viv sat and sipped the



The fan

The fan in

The fan in the

The fan in the van

The fan in the van is

The fan in the van is fit.

Week 3 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below.

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

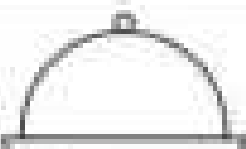
Focus

Colour the box with the beginning letter of the pictures.

	f		f
	v		v
	s		s

Focus

Colour the correct picture that corresponds to the given word.

lip		
hit		

Week 4 - Word List

zoo	zap	hop	hot	hat
has	lot	log	leg	loss

Spell

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



	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	

Consonant Review: z

Tracing

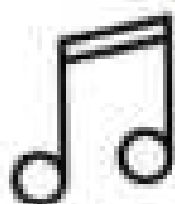
Trace the letters below and then write them on your own.



Handwriting practice lines for the letter 'z'. The page is divided into four rows, each with a solid top line, a dashed middle line, and a solid bottom line. The first row contains a large, stylized 'Z' for tracing. The remaining three rows are blank for independent practice.

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: I**Tracing**

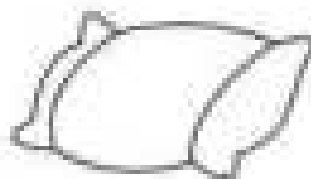
Trace the letters below and then write them on your own.

L I

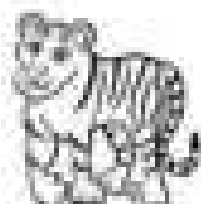
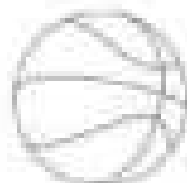


Focus

Say the picture name. Fill in the circle if it has a final consonant "I" sound.

☐☐☐☐**Focus**

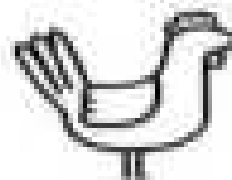
Say the picture name. Fill in the circle if it has a final consonant "I" sound.

☐☐☐☐

Consonant Review: h**Tracing**

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

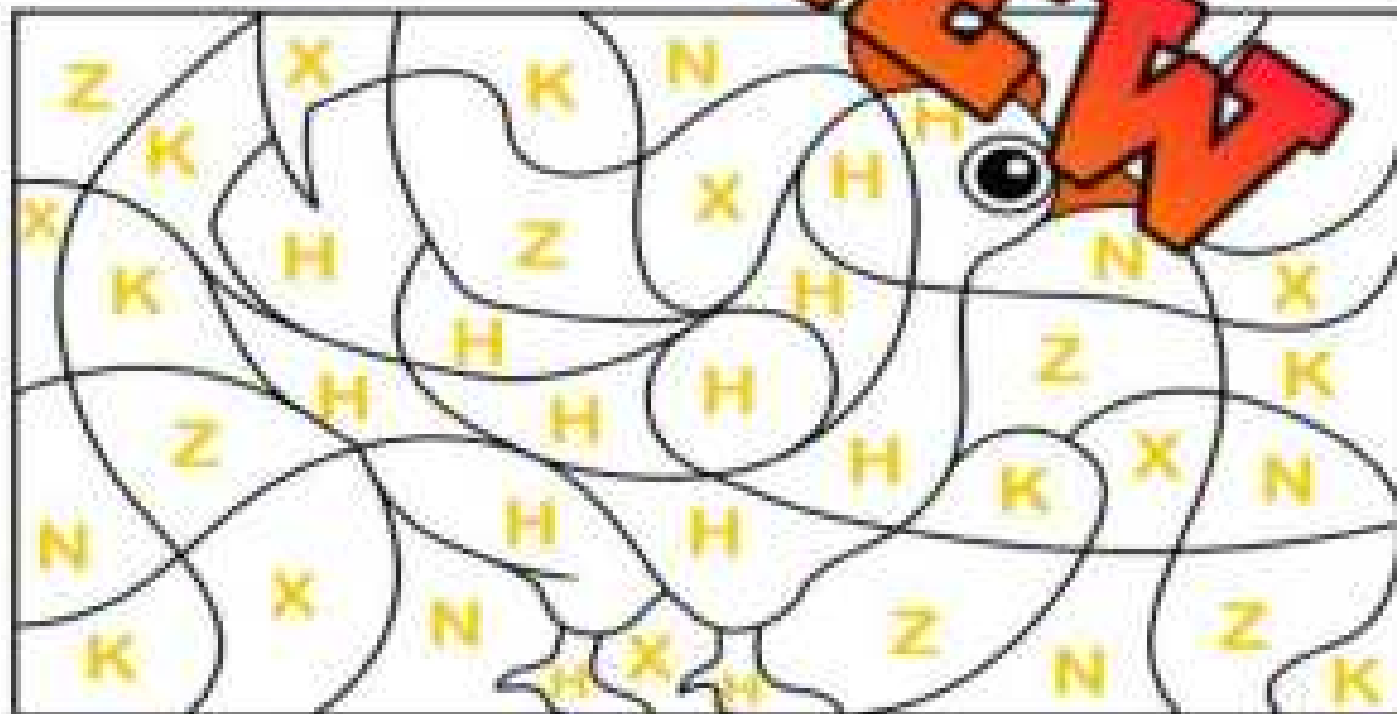
Hh



PREVIEW

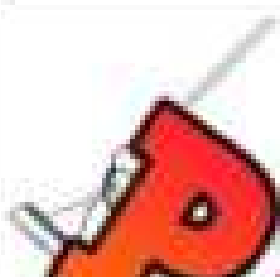
Colour By Letters

Colour the cells with the letter h to match 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)	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

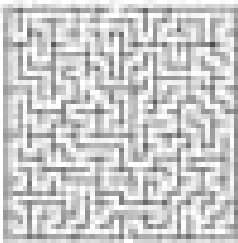
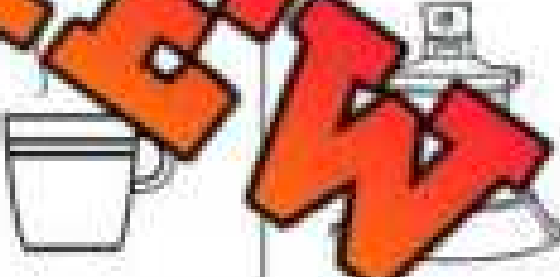
Spelling

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

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

Think

Give three words with short o sound

--	--	--

Name: _____

39

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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 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.

Rr



Handwriting practice lines for the cursive letter 'r'. The first two rows show the letter 'r' written in cursive on ruled lines (top solid, middle dashed, bottom solid). The third row shows the letter 'r' written in cursive on ruled lines. The fourth row shows the letter 'r' written in cursive on ruled lines. The fifth row shows the letter 'r' written in cursive on ruled lines. The sixth row shows the letter 'r' written in cursive on ruled lines. The seventh row shows the letter 'r' written in cursive on ruled lines. The eighth row shows the letter 'r' written in cursive on ruled lines. The ninth row shows the letter 'r' written in cursive on ruled lines. The tenth row shows the letter 'r' written in cursive on ruled lines.

Colour and Connect

Colour the letter R and

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.

J j



PREVIEW

Think

Unscramble the letters below to form a word.



r j a

j t e

g u j

Consonant Review: y**Tracing**

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

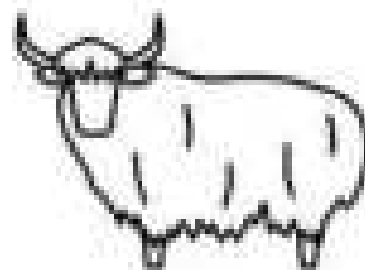
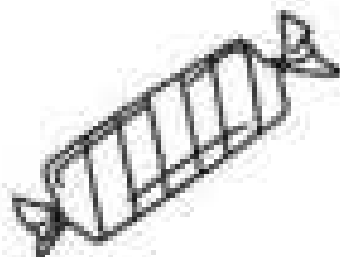
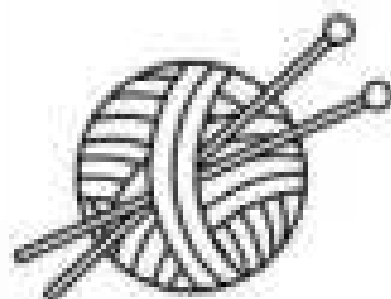
Y y



Handwriting practice lines for the letter 'y'. The first two rows show the letter 'y' being traced on ruled lines. The third row shows the letter 'y' being traced on ruled lines. The fourth row shows the letter 'y' being traced on ruled lines. The fifth row shows the letter 'y' being traced on ruled lines. The sixth row shows the letter 'y' being traced on ruled lines. The seventh row shows the letter 'y' being traced on ruled lines. The eighth row shows the letter 'y' being traced on ruled lines. The ninth row shows the letter 'y' being traced on ruled lines. The tenth row shows the letter 'y' being traced on ruled lines. The eleventh row shows the letter 'y' being traced on ruled lines. The twelfth row shows the letter 'y' being traced on ruled lines. The thirteenth row shows the letter 'y' being traced on ruled lines. The fourteenth row shows the letter 'y' being traced on ruled lines. The fifteenth row shows the letter 'y' being traced on ruled lines. The sixteenth row shows the letter 'y' being traced on ruled lines. The seventeenth row shows the letter 'y' being traced on ruled lines. The eighteenth row shows the letter 'y' being traced on ruled lines. The nineteenth row shows the letter 'y' being traced on ruled lines. The twentieth row shows the letter 'y' being traced on ruled lines.

Colour

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



Name: _____

43

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Short Vowel: u

Cut and Paste

Cut out the words to the space below each pictures.



sun

bug

duck

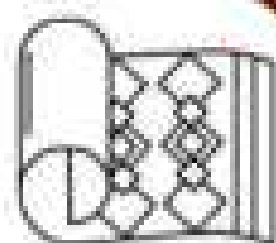
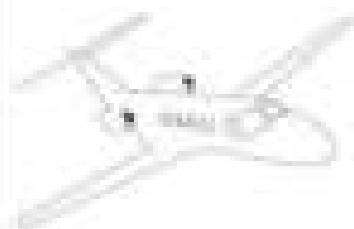
hug

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 pills 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)			

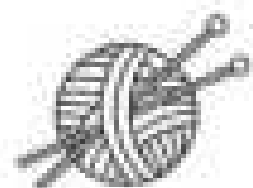
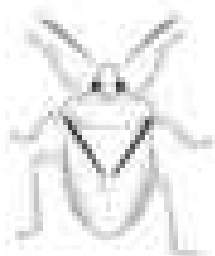
Match

Circle the matching letters.

r	r l l c f r t s j o 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

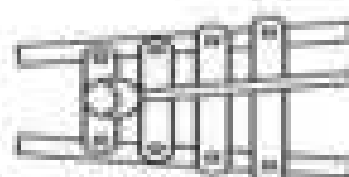
Trace the words then write them on your own.

		Trace	Write
1)	mix	mix	
2)	box	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. The lines are provided on a three-line grid (top, middle dashed, bottom) for handwriting practice.

Colour and Write

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



Three sets of blank lines for writing words that contain the letter X. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Consonant Review: qu**Tracing**

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

Q q



Two rows of handwriting practice lines (top solid, middle dashed, bottom solid). Each row contains four sets of the letters 'Q' and 'q' for tracing, followed by blank space for independent writing.

Instructions

Follow the instruction for each activity.

Trace it



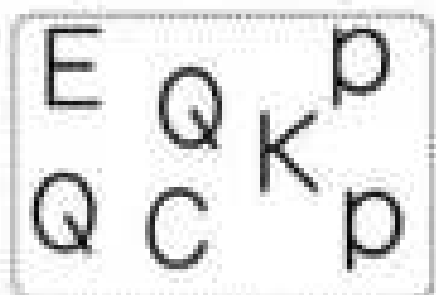
Colour it



Join it



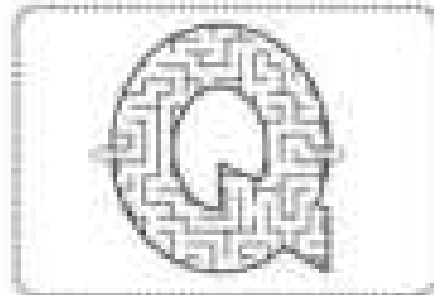
Find it



Write it

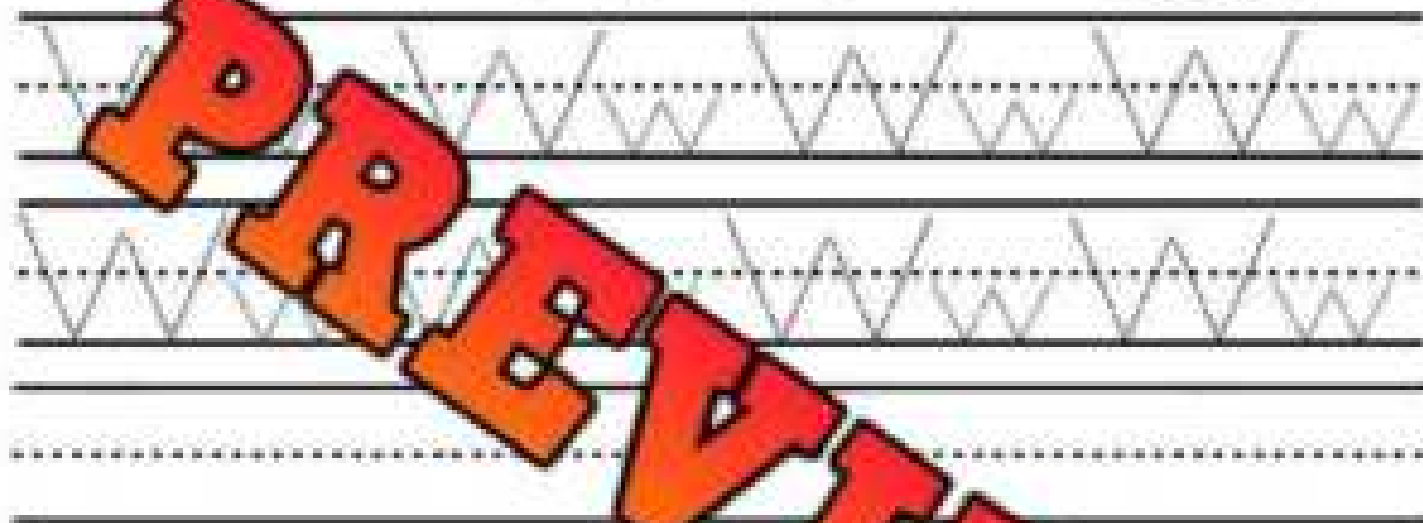


Solve it



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.

K k



PREVIEW

Draw

Draw the given k-words, then

key

kid

kite

key

kid

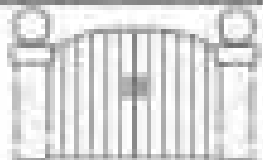
kite

Long Vowel: a (ate)**Instructions**

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

READ	WRITE
	cake
ake	ake
plane	
gate	
hay	

MATCH



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. 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 guess the story?

Week 6 – Fluency Readings**Read**

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

1) Kim ate wax.



2) Mike!



3) Pat won the.



4) Kate quit her job.



5) Kit will mix the box.



6) We want to win now.



7) Pick a box, then wax it.



Week 6 - Spelling Quiz

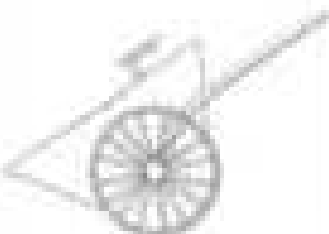
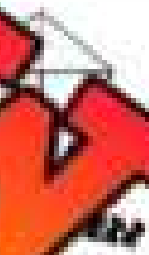
Spelling

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 a letter.

			
_ 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.

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

Identify

Circle the matching lowercase 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: _____

57

Curriculum Connections
CAL1 CAL2

Hard C

Focus

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

car

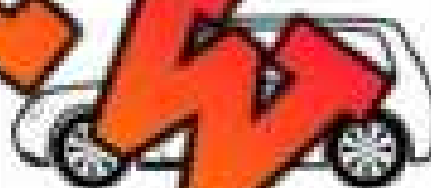
circle

coat

ice

cake

cereal



Identify

Circle the hard c sound words in the sentence below.

The car is the colour blue.

Soft C

Completion

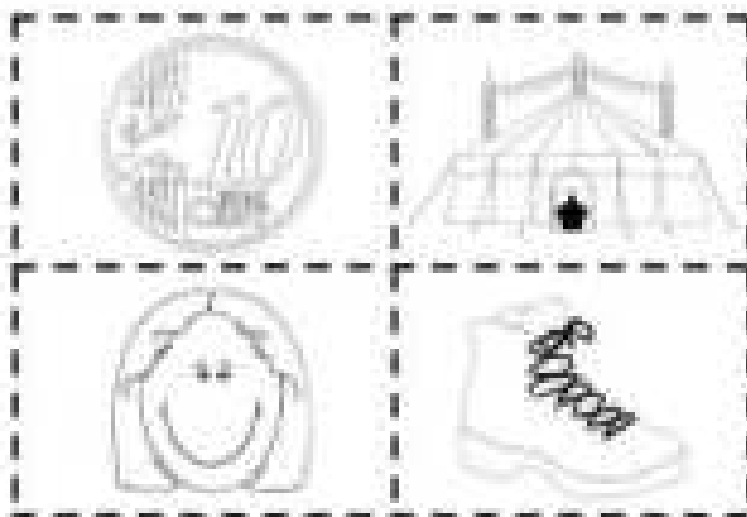
Read and complete each word by adding the letter c.

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

Cut and Paste

The pictures are cut out. Paste them 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

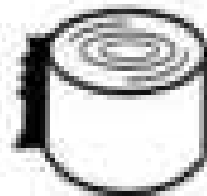
mat

game

**Draw**

Add one letter to transform the words into a long _____

%



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 (U) Consonants (S, N)

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

M	C	A	r	h	I
L	O	B	Y	Q	D

Identify

Is the underlined letter a vowel or consonant?

word	vowel	Consonant
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 _____.



3) I have one cent.



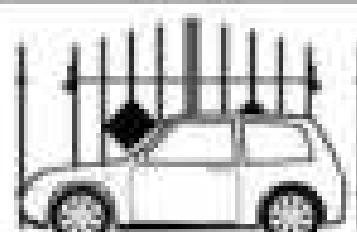
4) The cat ran fast.



5) His cap is the colour red.



6) The car is by the gate.



Week 7 - Spelling Quiz

Spelling

When your teacher reads the word, spell it below

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

Identify

Colour the box red if the word has a soft c sound. Colour the box blue if it has a hard c sound.

car	cold	city
care	race	cup
camp	cute	cow

Identify

Underline the base word from the given words.

1. undo	2. reader	3. preview
4. misspell	5. dancer	6. repainting

Name: _____

64

Primary Spelling
Unit 101-104**Week 8 - Word List**

go	got	gas	gap	gel
gym	germ	he	me	be

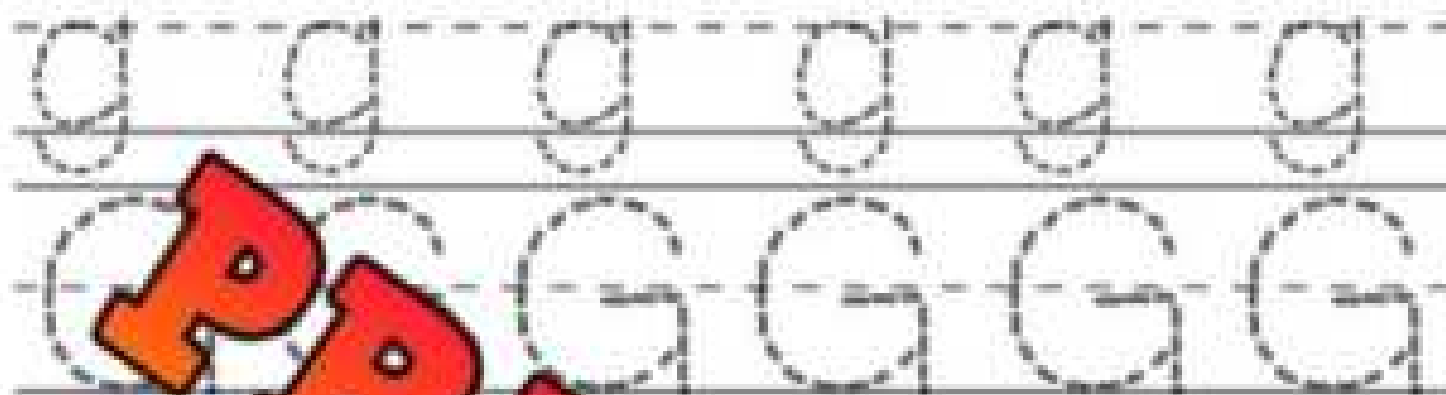
Spell

Unscramble the letters to make the spelling words

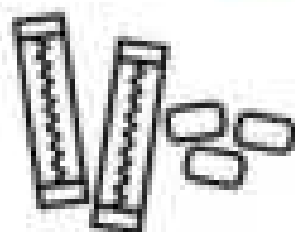
	Scrambled Word	Unscrambled Word
1)	g	
2)		
3)	em	
4)	og	
5)	eh	
6)	ags	
7)	egl	
8)	pag	
9)	eb	
10)	myg	

Hard G**Writing**

Practice writing the letters.

**Writing**

Write the words that have a hard "g" sound.



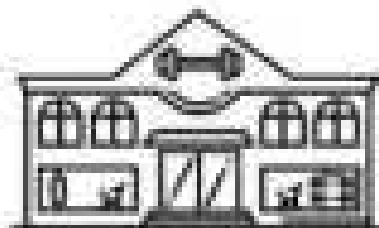
gum



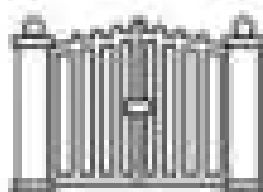
get



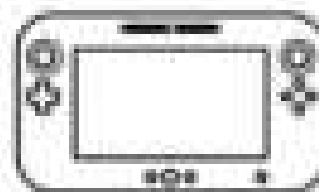
game



gym



gate



game

Name: _____

66

Pre-writing Activities
Cut & Paste

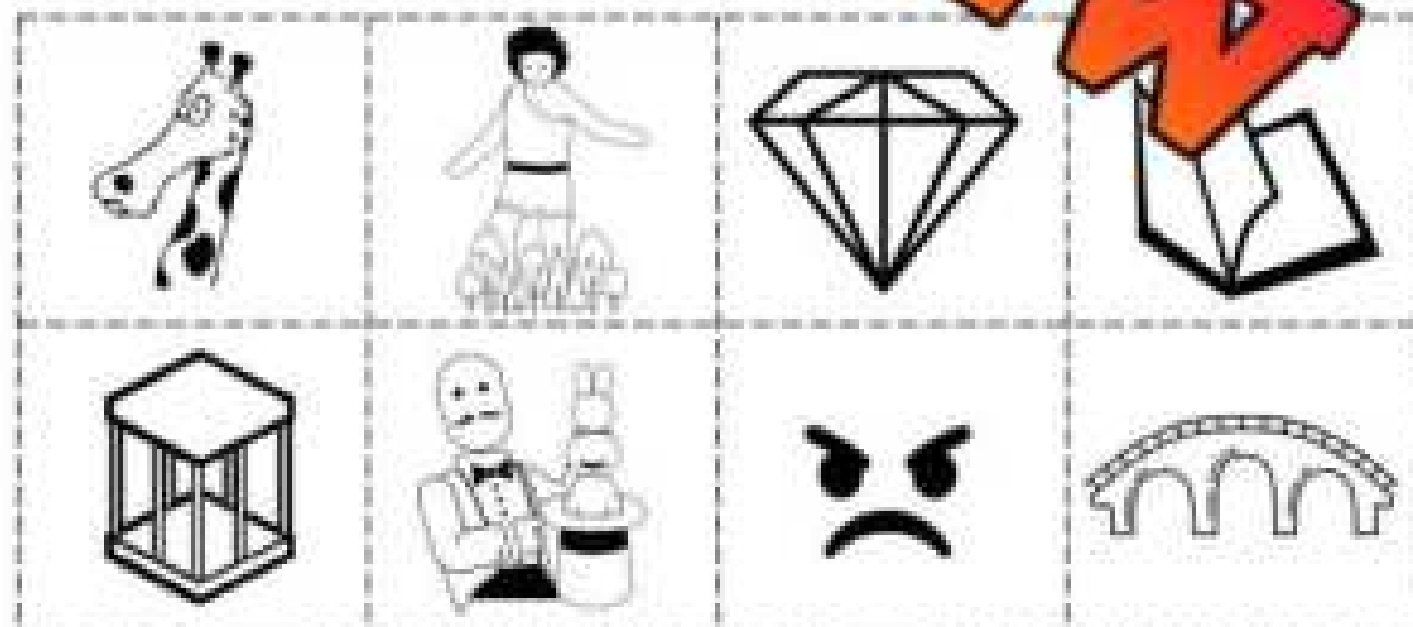
Soft G

Cut and Paste

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

gem	rage	page	cage

magic	giraffe	bridge



Long Vowel: E (be)**Tracing**

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

--	--	--	--	--	--	--	--

e	e	e	e	e	e	e	e
---	---	---	---	---	---	---	---

Long E Sound

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

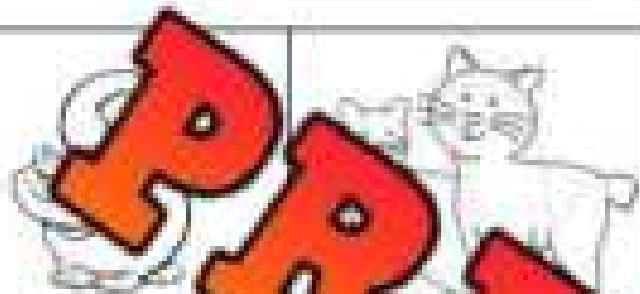


Suffix -s

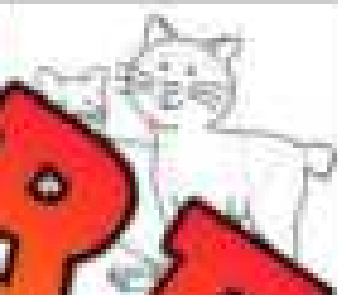
The suffix "s" usually means more than one. So, if you have one toy, you say "toy." But if you have many toys, you add an "s" and say "toys."

Identify

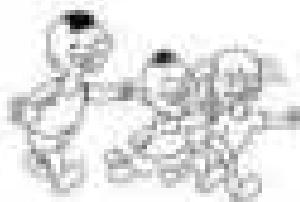
Circle the correct noun to describe the picture.



- A. cat
B. cats



- A. cat
B. cats



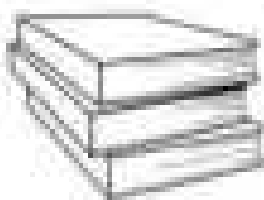
- A. kid
B. kids



- 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) sea	
10) tree	

Completion

Complete the words by adding an appropriate vowel.

c _ _ t	b _ _ g	j _ _ g
_ _ g g	_ _ _ k	b _ _ _
b _ _ r d	s t _ _ r	j _ _ m p
s h _ _ p	f r _ _ 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	give
give	them	stop	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

He

He got gas

He got gas at



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 "h" and "g". Circle words with "soft g".

go	giant	gum
gel	gem	got

Write

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

dog

tray

paper

Name: _____

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Page 29 of 30

Week 29 - Word List

spring	spray	spread	spree	sprain
fruit	suit	juice	cruise	bruise

Alphabetical

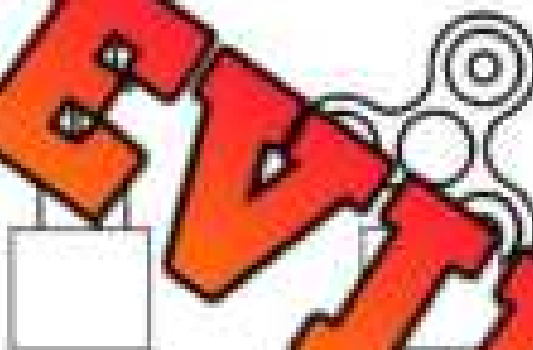
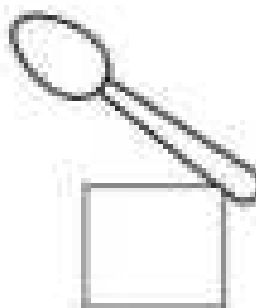
Write the words in alphabetical order

1)	
2)	
3)	
4)	
5)	

6)	
7)	
8)	
9)	

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 blends. Write them in the boxes.

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.



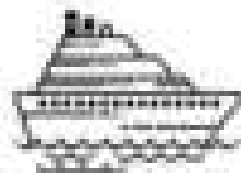
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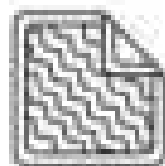
--	--	--	--	--



--	--	--	--	--



--	--	--	--	--



--	--	--	--	--

PREVIEW

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 play

I like playing ba

I like playing basket

I like playing basketball with

I like playing basketball with my frie

I like playing basketball with my frie

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
nice	my	kit	meet	to
no	jet	all	gray	mice
red	bet	bees	first	jar
best	dog	lend	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)	Jay hurt his toe.				
2)	We go on a cruise.				
3)	I like fruit juice.				
4)	Jay sprained his toe.				
5)	The suit hides his bruise.				
6)	We cruise in the spring.				

Week 29 - Spelling Quiz**Spelling**

When your teacher reads the word, spell it below

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

Completion

Complete the sentence with the words.

1)	I use a _____ to _____ the plate.
2)	Be careful so you do not _____ the _____.
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

Exercises - Activities
ONLY PAGE

Week 30 - Word List

three	throw	threw	thread	thrive
new	few	chew	grew	crew

Pictionary

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

PREVIEW

Spelling Word

Spelling Word

Spelling Word

Spelling Word

Three - Letter Blends: thr

Identify

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



Sentence

Rearrange the words to create a meaningful sentence.

three

She

threads

has

colourful

He

outside

threw

balls

three

Long U: Vowel Team: ew**Sound check**

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

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

Matching

Match the word that best suits each.

1) Dogs _____ their toys.

2) The _____ worked very hard.

3) I have a _____ books to read.

4) Let's _____ the lesson tomorrow.

5) Mom made yummy _____ today.

☐ chew☐ stew☐ crew☐ review

Fluency Sentences**Fluency**

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

READING PRACTICE

The cat is sitting on the rug.

I see a big red fire truck.

We play at the park every day.

Every morning, Mom makes me breakfast.

My friend and I like to read history books.

HOW DID I DO?

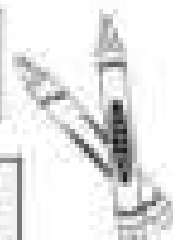
1 2 3 4 5

Draw

Draw any two scenes from the sentences above.

Visualization to Spell Words

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



Colourful
Letters

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

Did	Rot
Bed	Hard
New	Then
Chew	Grew
Thorn	Throw

Word Searches

Word Search

Find the word bank words in the puzzle.

☐ three	☐ throw	☐ threw	☐ thread	☐ thrive
☐ new	☐ few	☐ chew	☐ grew	☐ 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	V	N	N	S	W	C	T	Q				
L	T	H	E	C	F	W	Z	H	Z				
T	H	R	I	F	K	R	L	R	S	T			
T	H	J	U	H	F	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 the word bank.

Word Bank

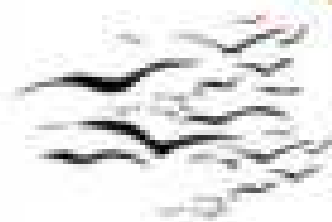
Week 30 – Fluency Readings**Read and
Match**

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



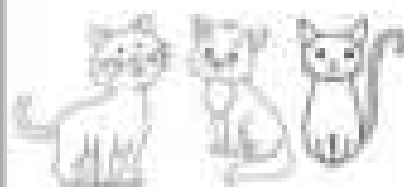
I caught the ball.

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





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

It was a rainy afternoon, walking out to the kitchen, nothing major, just some thoughts. The fogged air around the window had a small hint of rain, but it didn't rain. I was walking and the fog was a little thicker than it had been a moment before. The window looking down the street was a little more of a view. The house was a little more of a view. The house was a little more of a view. The house was a little more of a view.

Consolidation - The Rainy Day Surprise

Questions

- Setting/Characters** - What was the setting? What were the characters?
- Plotting** - What was the plot? What was the surprise?
- Problem** - What was the problem? What was the surprise?
- Resolution** - How did the problem get solved? What was the surprise?



BC Language Curriculum

Reading Comprehension – Grade 1

Making An Inference

Thanks Up or Down Decide if the statements below belong based on the letter.

1) Lily probably couldn't play outside with friends that day.	☐	4) Lily would have rather had ice cream than hot chocolate.	☐
2) Max must have lost his pet before he had lunch.	☐	5) The cat may have killed most of the day.	☐
3) She wore sunglasses while sitting by the window.	☐	6) She asked Uncle Tim to come over for a drink.	☐

Put them in order to the Principle!

Put them in order to the Principle!

Put them in order to the Principle!	Principle
1) The first thing you do is to the order of the story.	
2) The first thing you do is to the order of the story.	
3) The first thing you do is to the order of the story.	
4) The first thing you do is to the order of the story.	
5) The first thing you do is to the order of the story.	
6) The first thing you do is to the order of the story.	
7) The first thing you do is to the order of the story.	
8) The first thing you do is to the order of the story.	
9) The first thing you do is to the order of the story.	
10) The first thing you do is to the order of the story.	

Principle Word

- Character
- Setting
- Plot
- Theme
- Point of View
- Style
- Structure
- Language
- Form
- Genre
- Style
- Structure
- Language
- Form
- Genre

Sequence an Easy Story

Number the story events from one to four.

Three children were playing with blocks.	A girl was riding the skateboard.	A boy was in the first class.	A yellow school bus was in the first class.
---	--	--------------------------------------	--



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.**

		88
CST1.3		12-116
CST1.3		157-1-195
CST1.3	Explanatory text: about text: 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 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 with many web pages.

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

List of Things in a Book:

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



PREVIEW

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

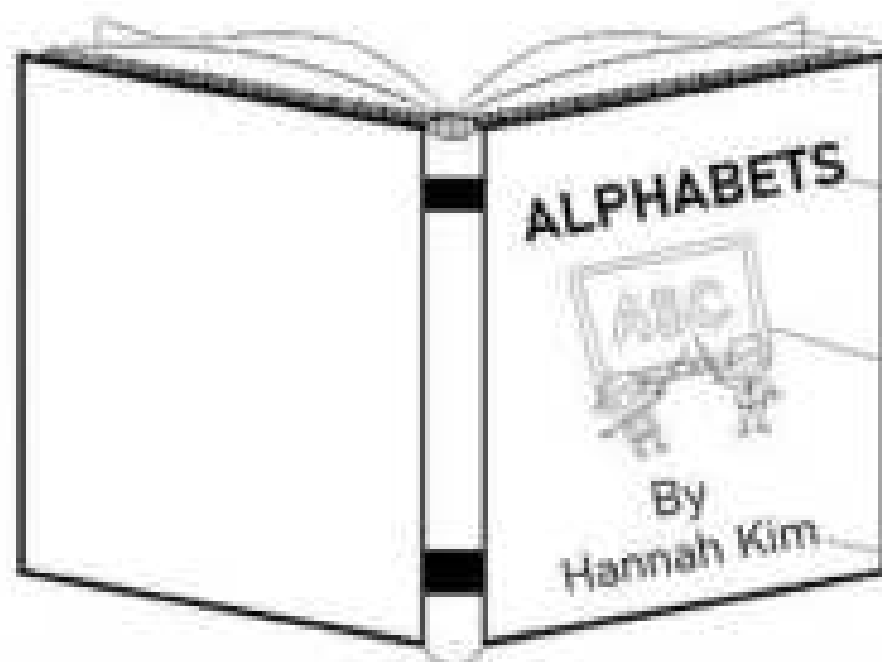
Match

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 draws 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 things in the story 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?

- ☐ Skipping
- ☐ Jumping
- ☐ Making connections

4) What makes understanding better after reading?

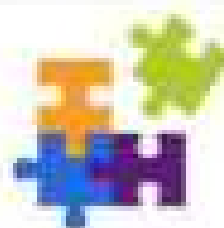
Draw

Draw a picture of something you 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 a line from the example to the type of connection.

1) Anna's mom made a pie.

Text-to-Self

Many families cook.

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 play.

Text-To-Self

Draw

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



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 reading and a connection to the passage.



Comprehension Practice – Energy

Understanding Energy: Types and Sources

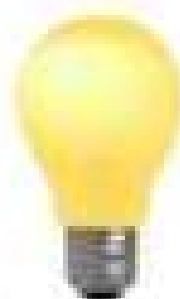
What is Energy?

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. Cooks food.
- **Light Energy:** Helps us see and makes things bright.
- **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 you see someone yawning, you can infer they are tired.



Infer

Write a 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

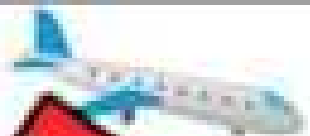
Basketball

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 catch 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

Name: _____

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Guided Reading
COP 1A

Picture Predictions

Instructions:

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





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 Your Reading Goal**

Look at your Reading Chart. Think about what you want to get better at in reading. Choose one 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 most suitable for you.

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

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

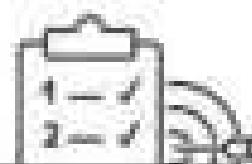
- **Step 4: Track Your Reading**

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.



Retell stories in my own words.



Read at a faster speed.



Share stories.



Strategies

Put a checkmark in the box next to 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 backpack.



3) We go to school to learn things.



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.



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
choco 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.

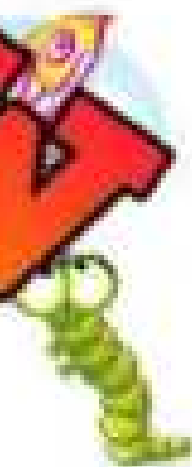
Yes No

Instructions

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

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

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



Monitoring – Does It Make Sense?

Instructions

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



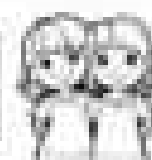
Harry smile was happy.



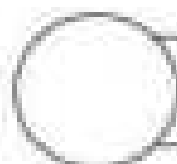
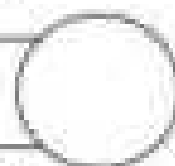
Chair are colour brown.



Pen and school together.



_____ tree _____ nest



Mom picked up the crying _____



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 carefully so that you had to sound out.

the	and	you	that	
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.

Out -

Yellow

Very -

Light Blue

Down -

Red

Up -

Has -

Dark Blue

She -

Purple



Sight Words

Trace the sight words below

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

Block 2:

Independent Reading Texts

Focus

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

Independent Text – Tom the Cat

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



Questions 1) Draw where Tom lives. 2) Answer questions below.

1) Draw where Tom lives.

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.



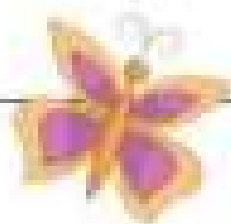
Question

Draw your favorite 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 1-3 are questions below.

1) Draw the scene and the 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 Day" and it is going to be so much fun. We will learn about

fantastic science experiments and even see some in action!

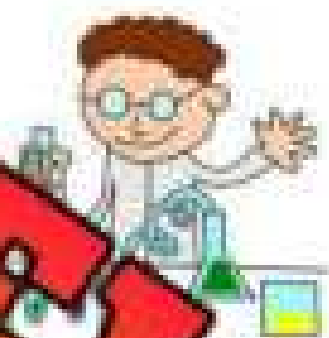
Please remember to wear your school uniforms and bring a small

notebook to write with.

I can't wait to see your beaming faces!

Best wishes,

Mrs. Jules

**Vocabulary**

Connect the vocabulary from the story to the correct meaning.

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

Linking Words – Sequencing

Instructions

Circle the transition words in the sequences below.



First, take
some soap.



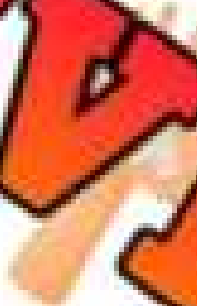
Second, rub it
between your palms.



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.



Last, rinse your
hands with water.



Finally, dry your hands
with a clean towel.

Letter Writing – Inferences

Dear Class,

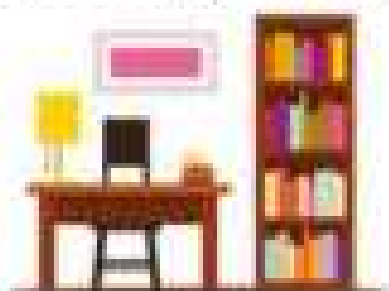
I hope you're feeling great. I want to share something with you. In our library, we read many books! We also help people find their favourite stories. We use special bookmarks, and we sit in cozy reading corners.

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

See you at Storytime!

Warmly,

Ms. Harper



Inferences

Answer the questions below using inferences.

1)	Where does Ms. Harper work?	In a store	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 we do during different seasons. In winter, I make snow globes and go sledding. The snow feels cold and fluffy!



When spring arrives, I see flowers bloom and hear birds sing. It's so colourful! Summer means going to the beach and making sandcastles. I love feeling the warm sun on my face.



Fall is special because the leaves turn orange and red. We jump into big piles of leaves. Going to school is like a new adventure, and I always find something exciting to do.

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

Lots of love,

Sammy

Inferences

Circle the correct inference for each sentence.

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

Sammy enjoys playing in the snow during winter.

Sammy likes to swim in winter.

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

Sammy takes part in beach activities during summer.

Sammy builds snow forts in the summer.

"Fall is when the leaves turn orange and red."

The leaves turn orange and red for Sammy in autumn.

Sammy sees falling leaves in the fall.

Visualizing

Draw what you saw while you were reading the letter.



Email Writing – Questioning

Subject: Let's Talk About Recycling!

Dear Community Leader Sara,

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

hope you are having a wonderful day! I

learned about _____ at school and

thought of ways _____ to _____ more.

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

Everyone could help keep our town clean and there can be recycling posters so we can learn and make a difference.

Dad says when you care about something, share it with others.

My class and I 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

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 from Stories

The stories teach us important lessons like:

- Being respectful to everyone and everything
- 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.



Name: _____

74

South Island Curriculum
LEVEL: 1-2

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

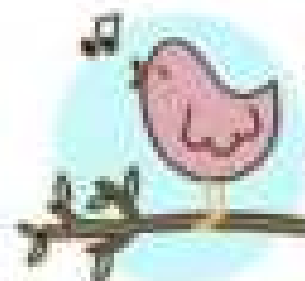
Draw your favourite animal and how you take care of it.



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 old owl were happy.



"Thank you, Little Feather, for being 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

Name: _____

7A

East Sussex Curriculum
CSE1.1-CSE1.4

Questions

Answer the questions below.

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

Questions

Circle the correct answer to each question.

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

A) The deer

B) The rabbits

C) Wise Owl

D) The fox

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

A) They left the forest

B) They seemed to smile

C) They sang along

D) They told her to stop

3) What lesson did Little Feather learn?

A) To sing louder

B) To leave the forest

C) To be respectful

D) To never sing again

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 so careful and knocked over plants and scared away the animals.



Gentle River said, "The land and animals are my friends. I will take care of them."

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

Gentle River smiled and said, "See, Sky Elk? When I 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

True or False

Is the statement true or false?

1) Sky Elk was always careful around plants.	True	False
2) Sky Elk did not listen to Gentle River.	True	False
3) Gentle River cared about the land and animals.	True	False
4) The forest felt more joyful.	True	False

Questi

Answer the question below

Draw a **Six a River**. Describe their characters.

REVIEW

Fill In The Blank

Complete the sentences using the words from the word bank below.

Happy	Birds	Food
-------	-------	------

1) Sky Elk gave some of his _____ to the _____

2) When we take care of the land and animals, they are _____

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.

Moondrop said to Elder Willow, "you look

tired. Can I make a tea for you?" Elder

Willow smiled and said, "Oh, Moondrop, you're so kind!"



Nearby, Starlight saw his dad crying. "Dad, let me help you," Starlight offered. His dad grinned, "Thank you, 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

D) Tired

Visualizing

Draw what you were picturing while reading.



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 sad, but she missed her home. Elara, with a twinkle in her eye, decided to help her. They embarked on a joyful adventure, filled with giggles and fun. Along the way, they met several 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.



Name: _____

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Guided Reading Comprehension
Story 1: Story 1

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

Ela

C) Bella

D) Hannah

2) What happened to Annabelle?

A) She was hurt

B) She fell off the cliff

C) She lost her way

Visualizing

Draw what you were picturing while reading.



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 noticed and shared his acorns with Ruby and his friends. Ruby was never hungry. Day by day, Ruby's wing healed, and 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 got out of bed, excited and a little nervous. He wore his new blue shirt and his favourite sneakers.

Walking to school with his mom, 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."

In class, Max sat next to a girl named Zoey. They shared their crayons 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?

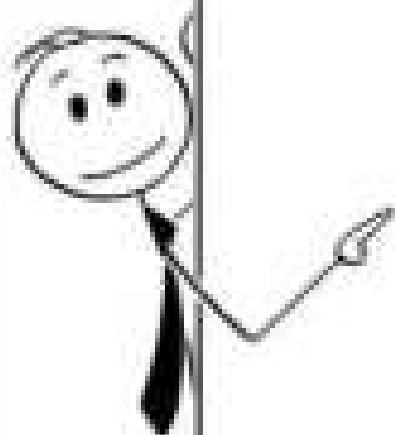
A) Max jumps out of bed

B) Max talks with mom

C) Max plays at school

Draw

Draw what your first day at school was 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:

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

PREVIEW

1st

3rd

I climb trees in the park.

Henry plays with toy trucks.

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.

Being Good Friends – Different Points of View

First-Person

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

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

She tripped and fell. I helped her up and

asked if she was okay. We then played catch.

Being a good friend makes both of us happy.



Third-Person

Benny saw his friend Luna looking sad. She told him she lost her toy. 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	His	Their	Me	Luna

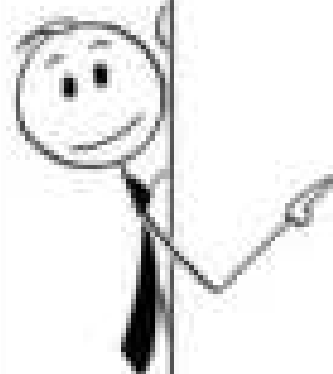
Sequencing

Order the sentences to show what happened.

	Benny and Luna were playing.
	Benny shared his toy with Luna.
	Benny helped Luna stand up when she fell.

Visualizing

Draw a scene where you helped someone and 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
- Fun - Sun
- Bee - Tree



Think

Read and find line 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 and sang, "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



Name: _____

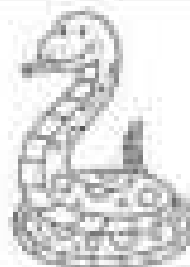
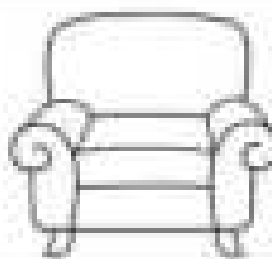
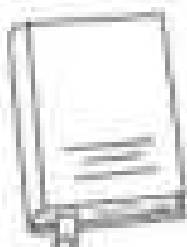
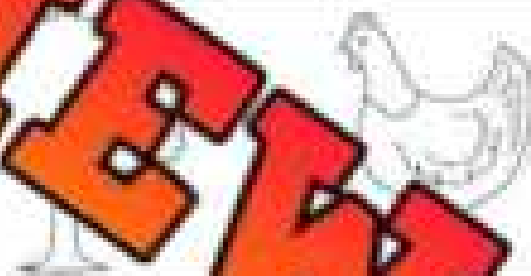
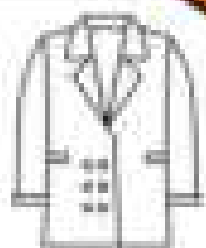
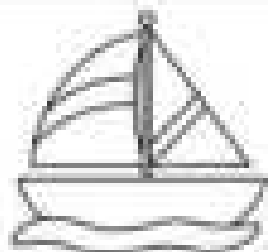
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Education Department
CPS 13

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
- Frothy 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 prancing pony named Penny. She loved leaping around the sunny park. One day, Penny's friend 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 _____.	bear	people
2) Silly Sally _____ songs.	big	legs
3) _____ grapes grow greatly.	green	pink
4) Jolly jellyfish _____ joyfully.	swim	jump
5) Lazy _____ lay low.	lions	pandas
6) Tommy the tiger _____ too.	speaks	talks
7) Cool cats _____ curtains.	climb	pull
8) _____ horses hop high.	sad	happy

Name: _____

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Guided Reading
COP 1.8

Alliteration

Match

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



The _____

The leaping _____

The big bunch of _____

Sally's seven _____

The hungry _____

The green _____

Carla's cute _____



bananas

goblin

snake

cat

lizard

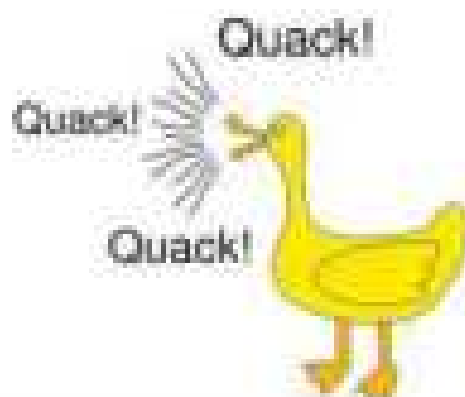
shells

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
- Cluck - like a chicken
- Meow - like a cat

**Think**

Read the story and find the examples of onomatopoeia.

Bobby went to the farm. "Moo," said the cow near the barn. Bobby giggled. He walked over to the pond. "Quack, quack," said 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 Can"	"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:** The story finishes.

So, when you read a story, think about what comes first, then what comes next, and finally how it ends. It's all about sequencing!



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.
- 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 milk.

Daisy was hungry and drank it. I asked Mom if we could keep her. She said, "First check if she belonged to someone else. We made posters and put them around the neighbourhood."

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

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



True or False

Is the statement true or false?

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

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 word the cause or the effect?

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

Danny opened the window.	Sally 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.	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 cold and snowy

I forgot my umbrella

The baby cried

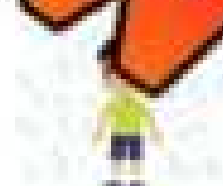
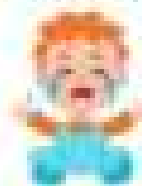
She watered the plant

So, the tomatoes grew

So, I put on a jacket

So, I got

So, mom picked it up



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, 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, sorry and sad, revealed that she just wanted to be noticed and make friends. Alara and Ella forgave her and their friendship, and together, they reversed the spell, returning joy to Sunbeam.

The kingdom celebrated with a grand festival, and Zelinda was invited too. Everyone learned that kindness and understanding can turn foes into friends, and that is the greatest magic of all.

And so, Alara, Ella, and Zelinda lived happily ever after, spreading joy and friendship throughout the kingdom.

PREVIEW

Question

What was the moral of the story?

Story Retell

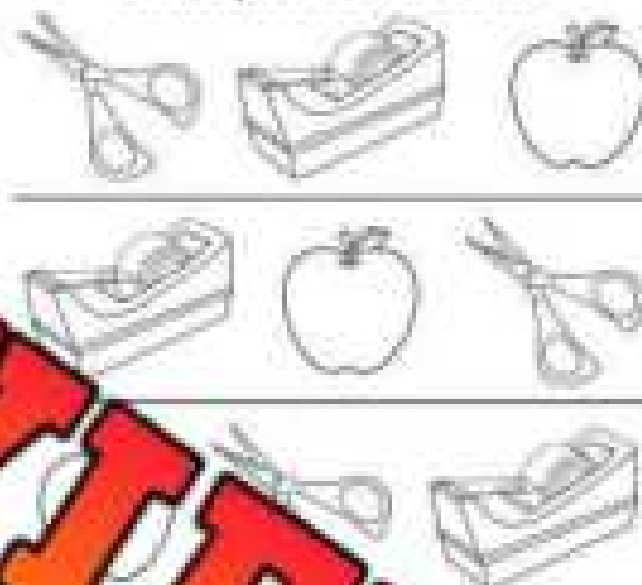
Instructions

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

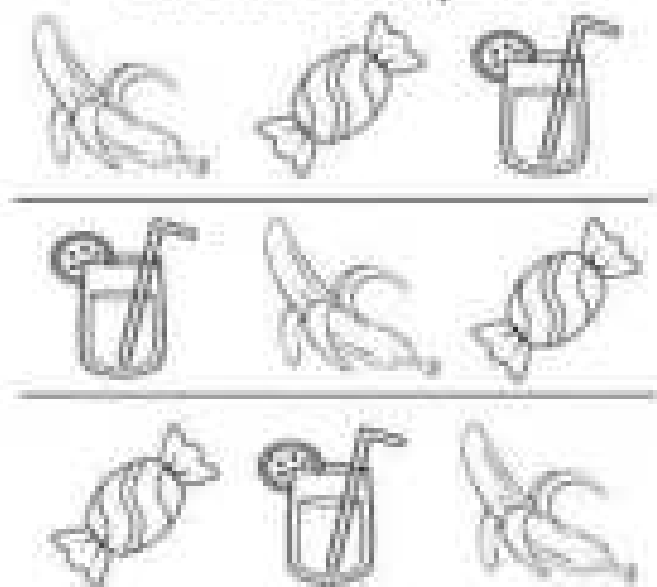
1) The dog ran after the frog, then a car and then a rabbit.



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 park and then the 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 playing in her garden, Ruby found a tiny bird with a hurt wing. The bird looked scared and alone. Ruby felt sorry for the little bird and wanted to help.



With gentle hands, Ruby made a cozy nest for the bird 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 sure it was 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 characters?

- ☐ Ruby and the bird
- ☐ Bella and the puppy
- ☐ 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

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 plans to help the bird
- ☐ Ruby makes apple cider
- ☐ 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." It wants you to eat more fruits.

Why Persuasive Texts?

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

Q1

Answer the question below.

What is persuasive writing?

Match

Match the persuasive words with their meanings.

Column A	Column B
Good	☐ Not hard to do.
Easy	☐ Better than all the rest.
Best	☐ Keeps you away from danger.
Safe	☐ Makes you happy and excited.
Fun	☐ 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.

PREVIEW

Reason 2:

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 enough for me. 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 , we make our parks and streets better for everyone. It's a win-win!

Facts and Stats for Cleanup

- 1 80% of people feel happier in clean parks! 🌳
- 2 More than 100 animals  can get hurt by litter. 🐾
- 3 Cleaning for just 30 minutes  can make a big difference! 🗑️

Let's Be Cleanup Heroes!

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

Inferences

Circle the correct inference from the sentences below.

80% of people feel happier in a clean park.

Most people feel better in a cleaner park.

People like the park to be more dirty than clean.

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

Animals don't like a place with litter.

Litter can hurt animals.

Cleaning for just a minute can make a big change!

Spending just a little time cleaning can make a difference.

Cleaning is not at all good for us.

Draw

Visualize yourself cleaning a 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:** Lists what we will need.
- **Steps:** These are the steps we follow in order.



Example: How to Tie Your Shoe

How to Tie Your Shoe

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

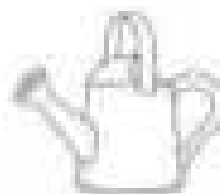
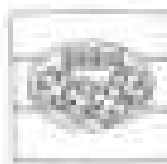
Order the steps below from the first step to the last step in brushing your teeth (1 - 6).

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:



1. First, fill the pot with _____.



2. Then, add _____ to the _____ with soil.



3. _____ the seeds with more _____.



4. 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.



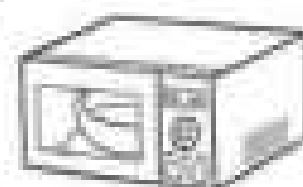
Add some salt
and butter.



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.



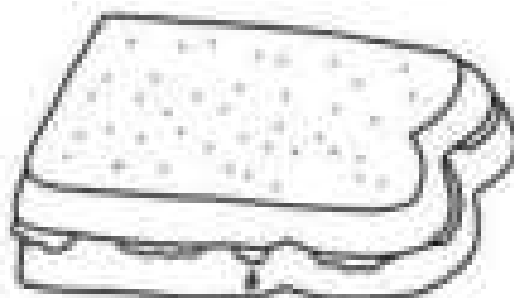
Recipes – Ordering Steps

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.



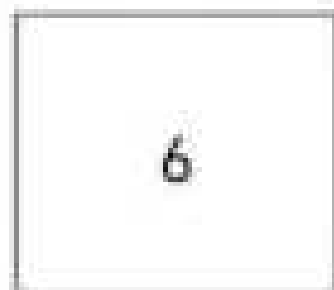
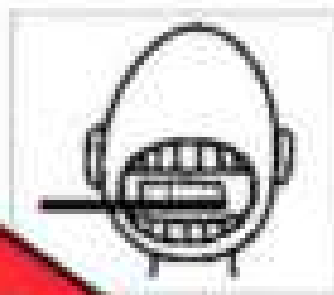
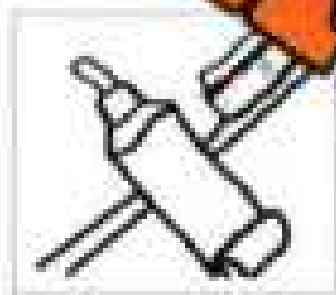
Order	Information
	Put one slice of bread on top of the other to make a sandwich.
	Sandwich: Peanut Butter and Jelly!
	Put two slices of bread on your plate.
	You can eat it now or save it for later.
	Ingredients
	➤ Two slices of bread
	➤ Peanut butter
	➤ Jelly
	➤ A knife
	➤ A plate
	Spread the peanut 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.



Following Instructions – Drawing a Totem Pole

Draw

Follow the procedural text below to draw a totem pole.

Title	Drawing a Totem Pole	
Materials	- A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional)	
Introduction	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.	
Step 1	Make a tall rectangle in the middle of your paper for the totem pole.	
Step 2	Draw circles or ovals inside the rectangle to represent faces or animals.	
Step 3	Inside each circle or oval, add small lines or shapes to create faces or animals.	
Step 4	Draw small lines or shapes around the faces to add extra details like feathers or paws.	
Step 5	At the bottom of the rectangle, draw a small horizontal line to show where the totem pole stands on the ground.	
Step 6	Use crayons or markers to fill in your drawing with bright colours.	
Finish	Proudly display your totem pole drawing! Talk to your friends about the special meaning behind totem poles in many Indigenous cultures. Enjoy your art!	

Following Instructions – Drawing a Totem Pole**Draw**

Draw the totem pole below.

PREVIEW

Comparing Instructions – Making Rice

Compare

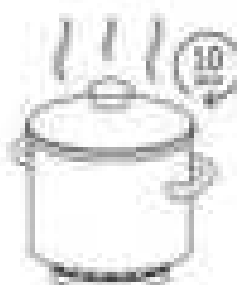
Read both instructions. Which is easier to understand?

Step 1	Gather your materials (rice, cooking pot, water, salt, oil/butter).
Step 2	Add water and rice in the pot.
Step 3	Add 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. Serve and enjoy!

HOW TO COOK RICE



WASH 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 to pull the other team past a line on the ground. If you do, you win!



Option 2

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

Make A Connection

Have you ever played tug-of-war before?

Answer

Which of the questions 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 with a white border. It tells you to stop.
- **School Zone Sign** : This sign is yellow with a black border. It tells you to be careful because there are people walking. It means you are near a school, so you should be careful.
- **One-Way Sign** : This sign is black with a white arrow. It tells you which way to go.

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?
Which page do you agree with.

- | | | |
|--|--|---|
| ☐ Find topics fast. | ☐ Makes learning fun. | ☐ Quick picture clues. |
| ☐ Learn step by step. | ☐ Not too much text. | ☐ Learn in chunks. |
| ☐ See main ideas. | ☐ Know what comes next. | ☐ Guide to good stuff. |

Match The Column

Match the signs to the descriptions.

Column A	Column B
	One way sign
	Road
	Stop sign
	School zone sign
	Traffic lights



Environmental Signs

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

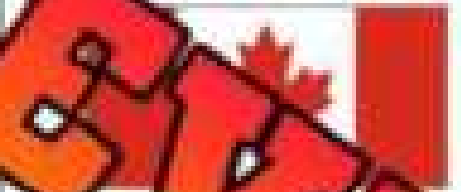
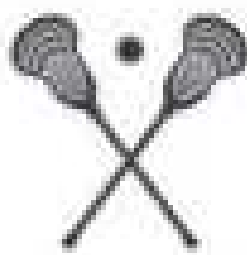
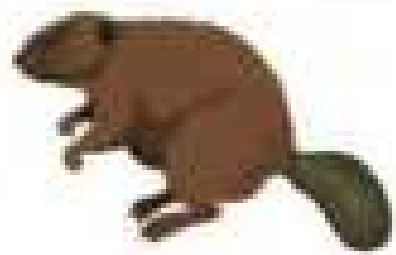
Identify _____ at each sign below. Circle what you think the sign means.

					
Run	Crosswalk	School Zone	Play Area	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 Canada	of berta	Canada ge	Canada Duck
					
Baseball	Lacrosse	Inuksuk	Totem Pole	Igloo	Wigwam
					
Loon	Duck	Beaver	Mouse	Totem pole	Tiki

Environmental Words and Symbols

Match

Match the given environmental words to their correct symbol.



Land
Water
Mountains
Forest
Road
River
Hospital



Animal Research Reports - Lions

What Kind of Animal is a Lion?

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

Body Parts of a Lion

Lions have many parts like:

- **Mane:** The hair around a male lion's neck
- **Tail:** The long tail
- **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.

Name: _____

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Guided Reading
COP 1.4

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?

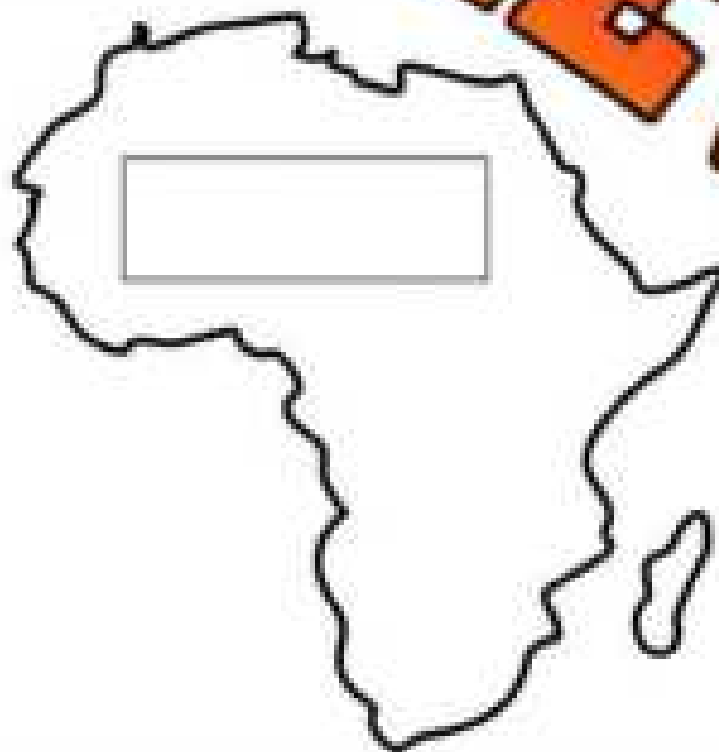
1)

2)

3)

Label

Label the map of this continent where lions live.



Name: _____

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Worksheet Generator
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Animal Research Report - Lions - Diet

Answer:

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

PREVIEW

Draw

Draw two things that lions eat.

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 Do Rabbits Live and Who Are Their Predators?

Rabbits like to dig burrows, which are holes in the ground. They are found in many parts of North America, Europe, and Asia. They have predators, which are animals that might try to eat them. Some predators are foxes, eagles, snakes, coyotes, and owls.

What Do Rabbits Eat?

Rabbits are herbivores. This means they eat plants and vegetables.

- 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.

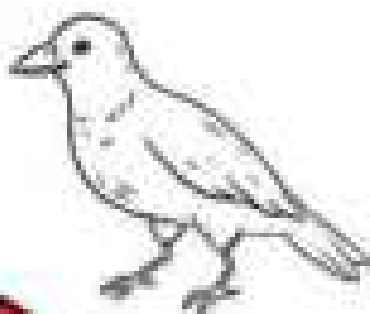
Animal Research Report - Rabbits - Predators

Identify

Colour only the animals which are predators of rabbits.



Fox



Crow



Owl



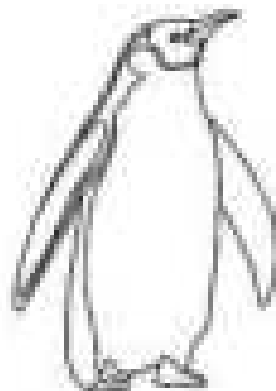
Hen



Snake



Coyote



Penguin



Raccoon

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

How Does the Sun Help Us?

The Sun gives us energy. Plants need sunlight 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 Silly 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

Sketch the poems from the reading and draw what you are picturing.

Haiku

Limerick

Acrostic

Haiku Poetry – Inuit Reflection

Haiku Poetry – Inuit Reflection

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

Here are some haikus to think about Inuit life:

Wearing snow boots,

Seals swim nearby

Inuit are happy.



Northern lights dance high,

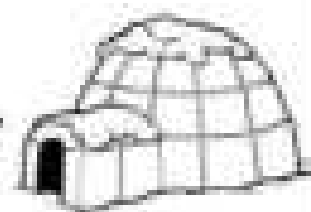
Inuit families watch,

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) "The sky has a face."

The sky has a face that shows rough northern lights.

The sky can speak to the Inuit.

3) "Inuit night home."

Inuit people stay in igloos at night.

The Inuit sleep outside without any shelter.

Visualizing

Re-read each of the poems and draw a picture illustrating.

Haiku 1

Haiku 2

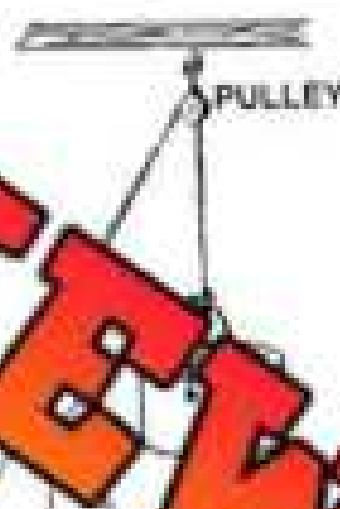
Acrostic Poems – Simple Machines

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.

Pulley

P - Pulls things
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!



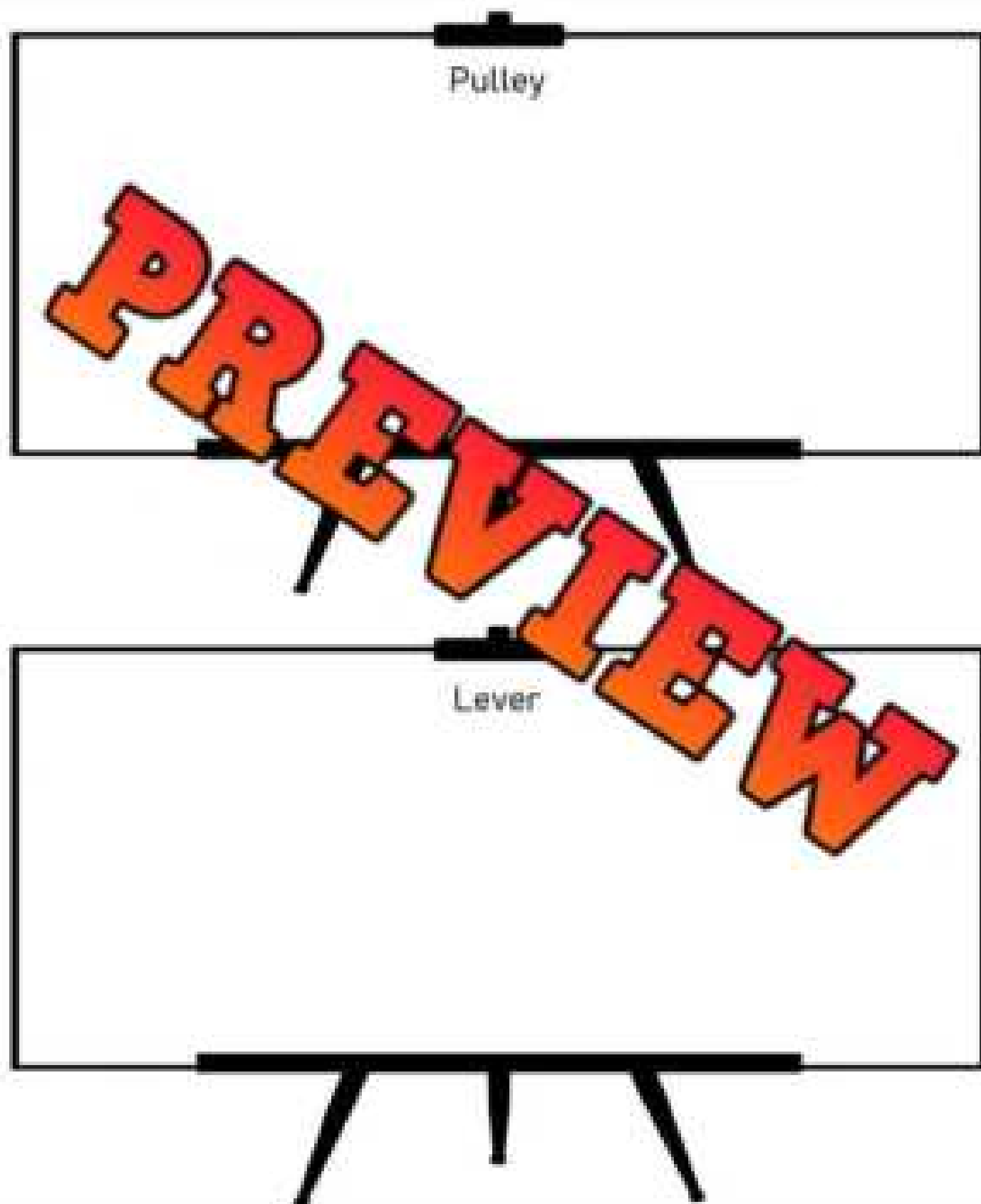
Lever

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.



Limerick Poem – Rhyme and Alliteration

Limerick Poetry – Learning About Seasons

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

Spring

There once was a Spring King,

With flowers that made him sing.

The bees buzzed about,

No room for a doubt,

That Spring was surely the king!



Summer

In Summer the sun was so bright,

We played from the morning to night.

With ice cream so cool,

We splashed in the pool,

Oh, Summer was pure delight!



Think

Find examples of alliteration and rhyming words

Rhyming Words			Alliteration
Fling			
About			
Bright			
C			

Visualizing

Read each poem and draw what you are picturing.

Summer

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 help us 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,
Teaching ABCs that we should know.
They give us a fun and 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

Poets



Inclusion in School - Poetry

Visualizing

Read each of the poems.

Haiku: Together at School

Friends of all kinds here,
Playing side by side,
School is a place to be.



1) Does this poem rhyme?

Yes

No

2) Which line was your favourite

Limerick: Diversity

There's a school where everyone's
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.

Answer the questions about the reviews below and answer the questions.

1) "Buzz About Funny Bunnies" - Rating 10/10

Yay! "Funny Bunnies" is the best book. Bunnies are the best animals by far. Since I love 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.

3) Would this author like a book about dogs?

Yes

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 person who you thought wrote the review.

Mom

Teenager

Youngest

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

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

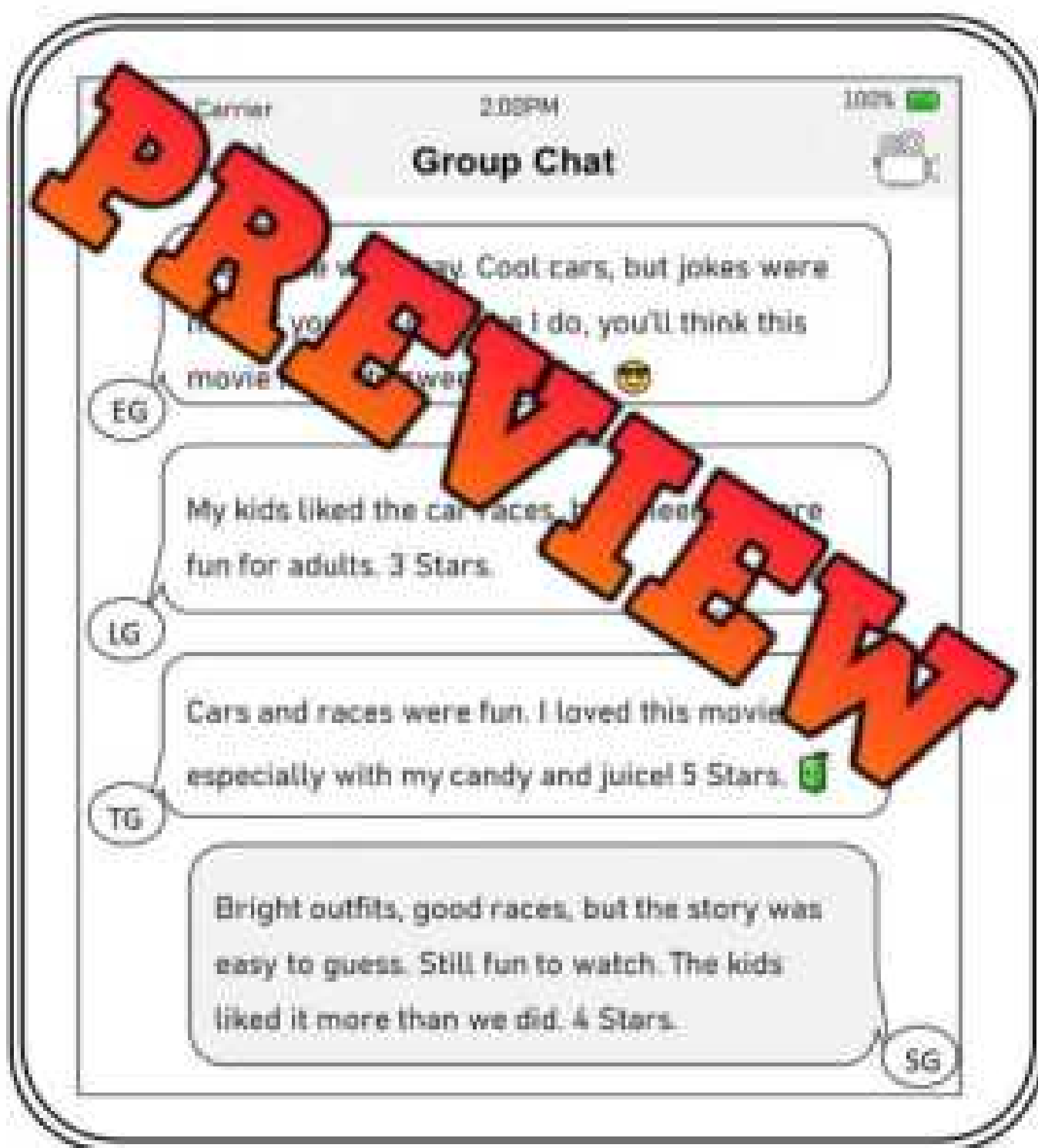
The film had good parts,
like the big snowball
fights. There was a lot of
action, which I prefer.

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!



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 amaze."
- **Alliteration** Words starting with the same sound. Example: "Billy's blue ball."

Examine

Read the review and underline examples of rhyme and alliteration.

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



Draw what you visualized while reading the review.

Review Writing - Inferences

Title: "The Magic Paintbrush"

Introduction

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



Summary

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

Thoughts

The book is bright, bouncy, and full of buzz. Words that rhyme when reading it you will not want to stop. It is a quick read, take a read.

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
Column A corresponding inference in Column B.**Column B**

Words in the story
When reading it you
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
big.

It leads to your interest
make you want to finish.

☐ It is a
happy and

VisualizeDraw 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 happens?

2) Did you find this comic funny? Circle your answer.

Yes

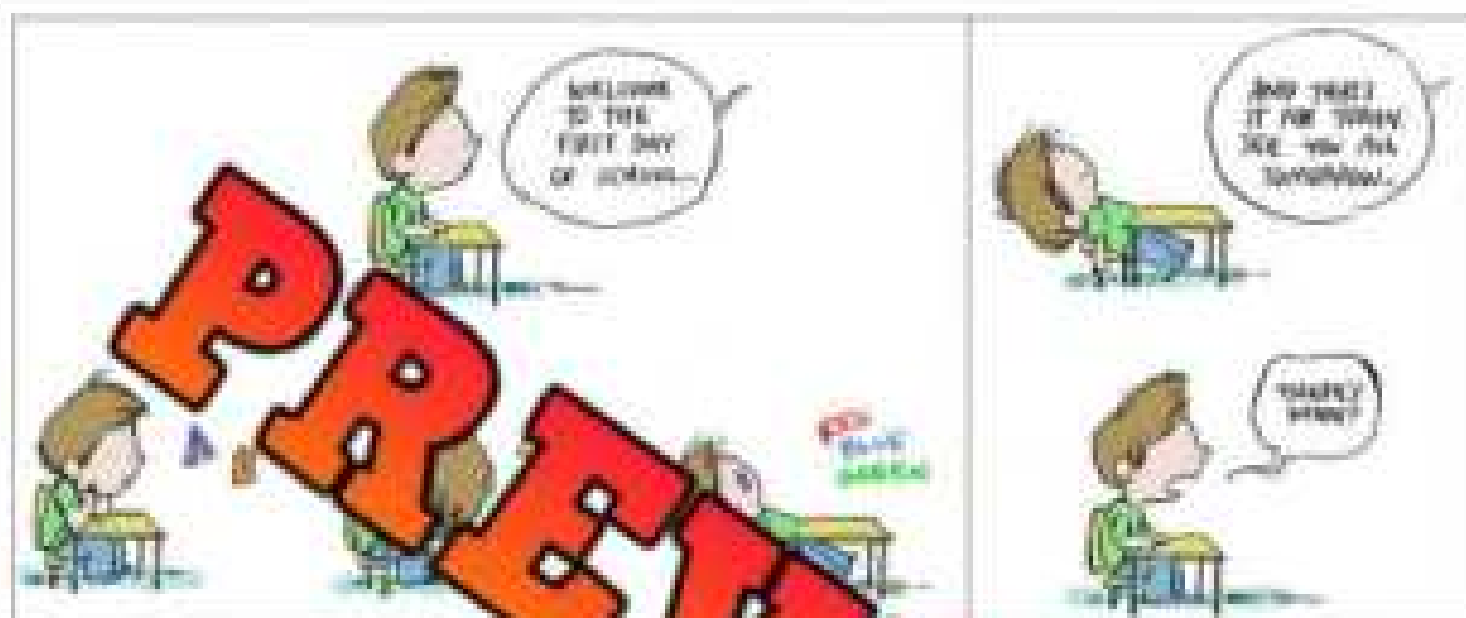
No

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.



1) Match the word with its meaning.

Equality

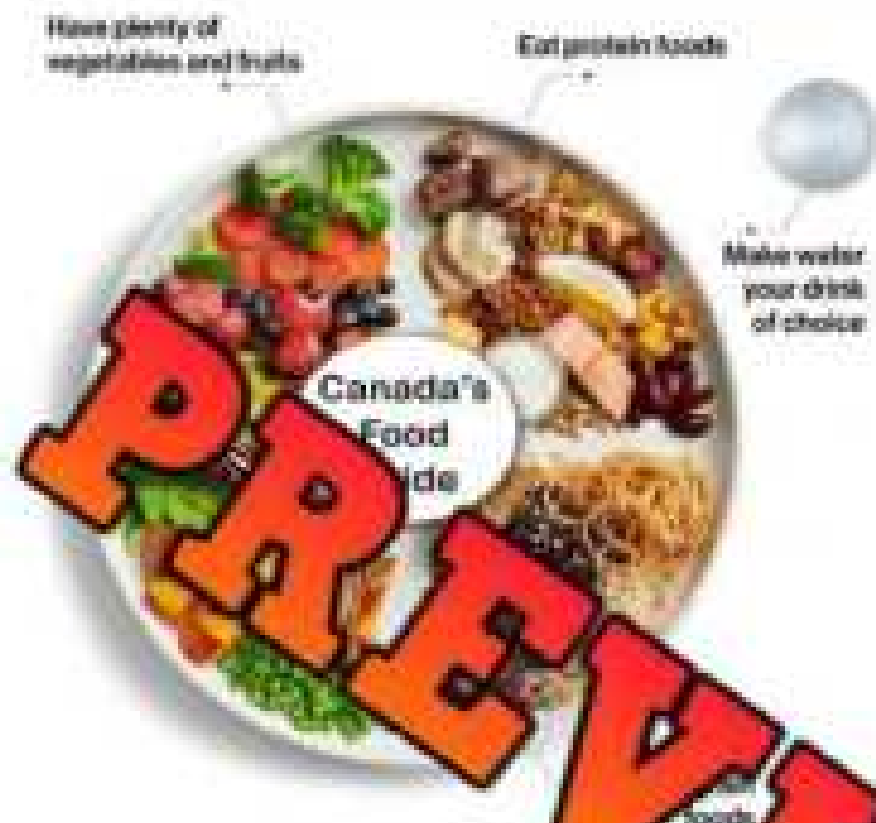
☐ You get what you need

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 like ONTARIO.
- **City Names:** Names with only the first letter capitalized are cities or towns such as Toronto.
- **Black Dots:** mark a bigger city.
- **Red Dot:** is for the capital. The larger red dot is the capital of Canada.



Questions

Circle the correct answer for each question.

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

City names

Country name

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

Smaller, capitalized words

Very large words

3) How can you find cities on a map?

Smaller, capitalized words

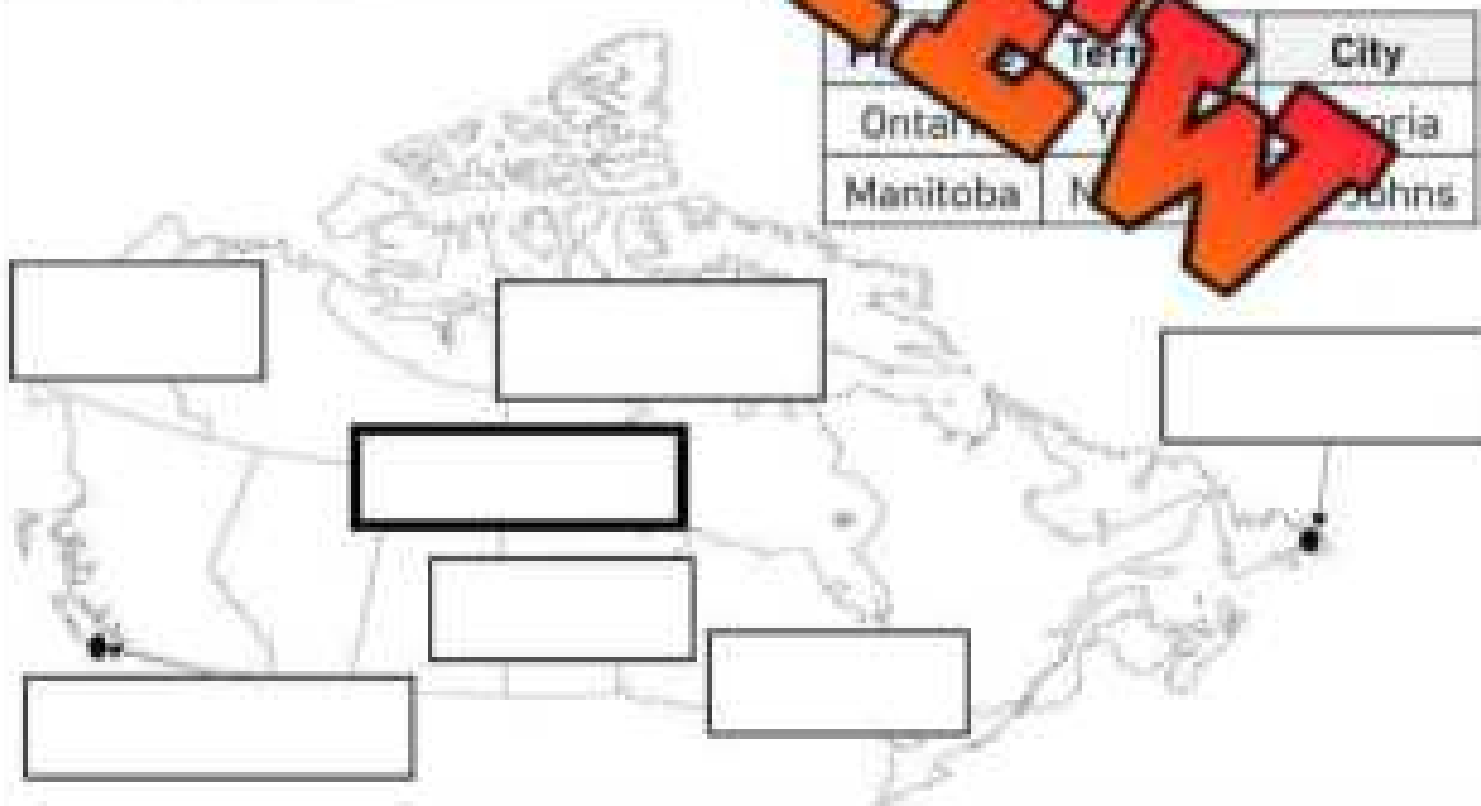
Only first letter capitalized

4) What do the small, capitalized words on a map show?

Capital

Think

Label the provinces and territories on the map using the word bank. Use the correct capitalization. Label each province with the rectangle with the thick border.



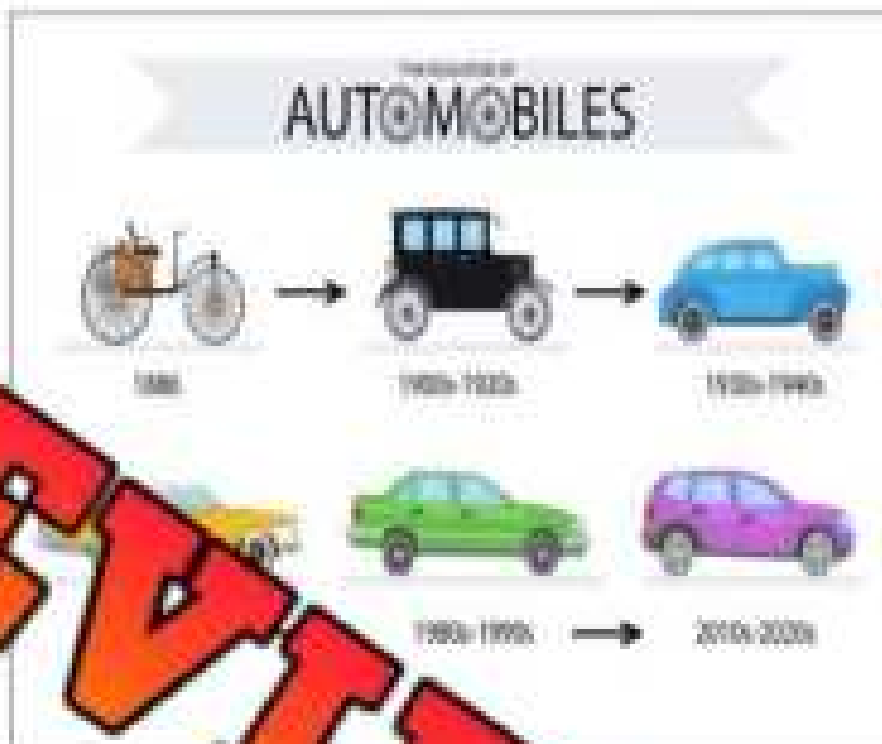
Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

Circle the text features used:

PREVIEW



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



Chris Hadfield

Early Life

Flying High and Beyond

Making Space Fun for Everyone

Timeline

Early Life

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

Flying High and Beyond

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

Making Space Fun for Everyone

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

Timeline

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

Prereading

Before reading, answer the questions below.

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

1. _____

2. _____

Answer

Circle the correct answer for each question.

1) Where was Chris Hadfield born?

A) Winnipeg

B) Toronto

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 and making their beds sparkle with stardust, and her wings 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's 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.

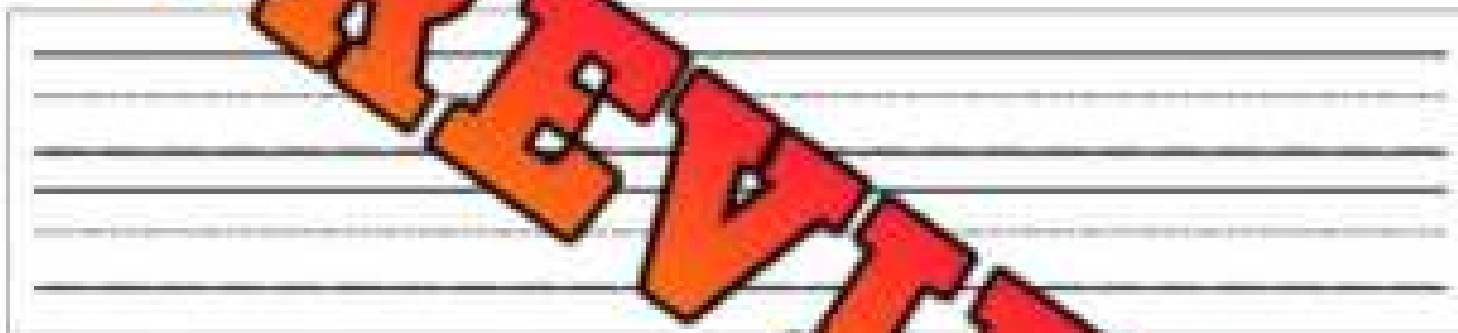
Visualize

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 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.

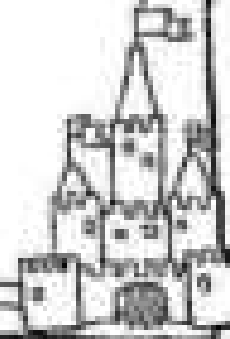
Name

Family

Birthday

Favorite Activities

PREVIEW





Workbook Preview



Grade 1 – British Columbia ELA Oral Language



	Elaborations – Oral Language Strategies	Pages
OL1.1	Adjusting Volume, Pace, Tone, And Articulation	5 – 31
OL1.2	Using Context To Understand Meaning	32 – 48
OL1.3	Using Context To Understand Meaning	49 – 65
OL1.4	Asking Questions Related To The Topic	66 – 77
OL1.5	Making Personal Connections	78 – 94
OL1.6	Making Relevant Contributions To Discussion	95 – 110

**Preview of 15 activities
from this unit that
contains 37 activities in
total.**

Activity: Voice Experimentation

Learning Outcomes

What are we learning more about?

To help students understand how different volumes, tones, and paces in our voices can change the meaning of what we say. This activity will enhance their communication skills and self-awareness.

Materials

What do we need for our activity?

- ✓ Pre-written sentences on paper (simple, familiar)
- ✓ A "voice meter" poster showing different volume levels (Whisper, Talking, Loud)
- ✓ A bell or noise maker (to signal tones/paces)
- ✓ A stopwatch or timer (for paces)



Instructions

How do we complete this activity?

- 1) **Introduction:** Discuss with students how the way we speak can change its meaning. Explain volume (loud/soft), tone (happy/sad/angry), and pace (fast/slow).
- 2) **Voice Experimentation:** Each student picks a sentence and says their sentence in different ways:
 - **Volume:** Say the sentence in a whisper, then in a normal voice, then loudly.
 - **Tone:** Say the sentence as if they are excited, then sad, then angry.
 - **Pace:** Say the sentence quickly, then at a normal speed, then slowly.
- 3) **Group Participation:** The rest of the class listens and guesses the volume, tone, and pace after each variation.
- 4) **Discussion:** After each student's turn, discuss how the sentence's meaning seemed to change with each variation.

Simple Sentences

Students can choose one of the sentences below.

"I love to play in the park."

"The sun was hot."

"My cat is sleeping on the chair."

"I found a shiny stone."

"We had pancakes for breakfast."

"My favourite sport is baseball."

"The sun is a big ball of fire."

"I helped with the garbage."

"I found a beautiful shell on the beach."

"There are birds sit on our feeder."

"My favourite colour is blue. I can run really fast!"

"I helped my friend with a puzzle."

"The moon was silver."

"There are birds singing outside my window."

"It was my birthday!"

"I can jump really high!"

"I can swim in my class."

"The moon was big and round last night."

"I saw a rainbow in the rain."

"I love to play in the park."

"My grandmother is the best cook."

"My cat is sleeping on the chair."

"I can count to one hundred!"

"We had pancakes for breakfast."

"The flowers in our garden are blooming."

Name: _____

7

Guided Reading
9.1.1

Reflection

Answer the questions below:

1) Which way of saying your sentence did you like best? Why?

2) Draw a face that you felt when you spoke with anger.

3) Create a picture of someone speaking in a sad

TO PREVIEW

Activity: Volume Control Game

Learning Outcomes

What are we learning more about?

To be able to adjust their speaking volume to suit different listening distances, helping them understand the importance of volume modulation in various situations.

Materials

What do we need for our activity?

- ✓ "Volume Level" cards (Soft, Normal, and Loud)
- ✓ Measuring tape or pre-measured distances in the classroom
- ✓ A simple story or set of sentences to read out loud



Instructions

How do we complete this?

- 1) **Setup:** Mark different distances in the classroom (e.g., 2 meters, 5 meters) using the measuring tape.
- 2) **Volume Level Cards:** Explain the different volume levels – soft, normal, and loud – and how they are used in different situations.
- 3) **Game Play:** Students take turns picking a "Volume Level" card and standing at one of the marked distances.
- 4) **Speaking Practice:** The student then reads the story or sentences at the volume indicated on their card, trying to be heard clearly by classmates at that distance.
- 5) **Observation and Feedback:** The rest of the class listens and provides feedback on whether the volume was appropriate for the distance.
- 6) **Role Reversal:** Students in the audience can also guess the volume level if the card is not shown to them, enhancing their listening skills.

Sentences

Give students one of the sentences below to say.

I see a red ball.

We ate an apple.

She runs fast.

Duck like to quack.

Look at the dog.

My book is new.

I can draw a picture.

I hear a loud bell.

A fish swims by.

You are my friend.

I found a blue pen.

The cat is small.

We like to jump.

The sun is hot.

I love my mom.

It is snack time.

The car goes beep.

The flower is pink.

Rain falls down.

I ate a peach.

The man is big.

The grass is green.

Volume Cards

Cut out the volume cards below.

Whisper

Normal

Loud

Whisper

Normal

Loud

Reflection

Answer the questions below.

1) Why is it important to change our volume in different places?

2) Draw a picture of talking loudly in a big field.

3) Create a comic strip showing two people talking and the other shouting.

PREPARED

Activity: Feelings in Phrases

Objective What are we learning more about?

To help students understand how the same sentence can convey different emotions based on tone and body language.



Materials What do we need for our activity?

- ✓ Cards with different emotions on them (e.g., happy, sad, angry, excited, etc.).
- ✓ A hat or bowl.
- ✓ A mirror (optional).
- ✓ A common sentence written on a piece of chart paper (e.g., "I went to the park today.")

Instructions How do we complete the activity?

- 1) Begin by discussing with students how voice and body language can show feelings, even when we say the same words.
- 2) Show the sentence you've chosen and read it aloud with a neutral tone.
- 3) Have a student draw an emotion card from the hat or bowl.
- 4) Ask the student to say the sentence out loud, expressing the emotion on the card with their voice and body. For instance, if they draw a happy card, they should say the sentence with wide eyes and an enthusiastic tone.
- 5) If using a mirror, after expressing the emotion, the student can look in the mirror to see their own facial expression.
- 6) Continue until all students have had a turn or as time permits, reshuffling the emotion cards as needed.

Emotions

Cut out the emotion cards

Happy

Sad

Angry

Excited

Scared

Curious

Frustrated

Proud

Shy

Surprised

Calm

Confused

Sentences

Below are optional sentences

The cat sat on the mat.

I had cereal for breakfast.

My shoes are blue and white.

The library has many books.

It rained all day yesterday.

I found a shiny penny on the ground.

The park is closed for repairs.

I'll be visiting my grandparents this weekend.

We're having a surprise test tomorrow.

The school bus is running late today.

Speak with Expression Activity

Objective

What are we learning more about?

To understand the power of tone, pitch, and volume in oral communication and how they can change the meaning or feeling of a sentence.

Materials

What do we need for our activity?

- ✓ A hat or container for the sentence strips.
- ✓ Strips of paper with sentences.
- ✓ A board or chart for student expressions.
- ✓ Optional: Voice recording device (to let students hear back their own voice on video).



Instructions

How do we do this activity?

- 1) Cut out the sentences on the backside of the worksheet.
- 2) Place all the sentence strips into the hat or container.
- 3) Explain to the students that the same sentence can be said in various ways to express different emotions or intentions.
- 4) Ask each student to draw a sentence strip from the hat.
- 5) Once they have their sentence, ask them to say it in three different ways, using variations in tone, pitch, and volume. For example, they can say it as if they are surprised, sad, or curious.
- 6) After each rendition, ask the class to guess the emotion or intention the speaker was trying to convey.
- 7) If available, record a few variations and play them back. Discuss how tone, pitch, and volume made the sentence sound different each time.

Speak with Expression Activity

Sentences

Cut out the cards below

Emotions

Use the Emotions



I read my book last night.

The game truck is outside.

We have a quiz tomorrow.

He will turn 5 present.

The dog is going to work.

I have plans to go to the beach.

There's broccoli for lunch.

It started raining during the game.

My cousins are coming over tonight.

The movie starts in 10 minutes.

There giving away raisin cookies.

I missed the school bus this morning.

We're going shopping this weekend.

The field trip is to the museum.

The carnival is in town.

I forgot to bring my lunch today.

The power went out during my video game.

Lunch today is tuna sandwiches.

Emotions

Happy

Sad

Excited

Bored

Angry

Surprised

Scared

Nervous

Embarrassed

Relieved

Frustrated

Activity: Emoji Faces!

Objective

What are we learning more about?

To be able to recognize and understand various emotions through facial expressions.

Materials

What do we need for our activity?

- ✓ Printouts of drawings of different facial expressions (happy, sad, surprised, angry, etc.)
- ✓ A hat or bowl.
- ✓ A mirror (optional).



Instructions

How do we complete this activity?

- 1) Begin by discussing with the students that we can understand how someone feels by looking at their face.
- 2) Show the students the different facial expressions we have prepared and discuss each emotion.
- 3) Fold and place each facial expression into a hat or bowl.
- 4) Have a student pick a facial expression from the hat or bowl and show it to anyone else.
- 5) The student then makes that facial expression to the class.
- 6) The rest of the class tries to guess the emotion based on the expression.
- 7) If using a mirror, after making the expression, the student can look in the mirror to see their own face.
- 8) Continue the game until every student has had a chance or as time permits.

Cut Out

Cut out the emojis below



Activity: Mime It Right!

Objective

What are we learning more about?

To help students understand and recognize the meaning behind common gestures.



Materials

What do we need for our activity?

- ✓ Cards with pictures of different gestures (e.g., waving, thumbs up, clapping, pointing).
- ✓ A hat or bowl.



Instructions

How do we complete the activity?

- 1) Begin by explaining to the students that they will communicate without words, just by using our hands or body.
- 2) Show the students the cards and discuss the meaning of each gesture.
- 3) Shuffle the cards and place them in the hat or bowl.
- 4) Have a student pick a card without showing it to anyone else.
- 5) The student then performs the gesture to the class.
- 6) The rest of the class tries to guess the meaning based on the gesture.
- 7) Continue the game until every student has had a chance or as time permits.

Gestures

Cut out the gestures below

Waving hand

Fist pump

Pointing up

Finger wagging side to side

Number

Pinky promise

Clapping hands

Mimicking talking hand

Nodding head

Hands together in prayer

Shaking head

Patting head

Pointing forward

Stomping foot

Shrugging shoulders

Two fingers peace sign

Hand on heart

Cupping ear

Tapping wrist

Hands crossed

Finger to lips

Shining

Arms crossed

Tapping

Hands on hips

Hands

Rubbing chin

High five

Palm facing out

Blowing a kiss

Activity: Listening Ears Drawing Adventure

Objective

What are we learning more about?

To reinforce listening skills by having students follow oral instructions to create a drawing.

Materials

What do we need for our activity?

- ✓ White drawing paper
- ✓ Crayons or colour pencils
- ✓ Steps for how to draw an ear



Instructions

How do we complete?

- 1) Begin by explaining to the students that they will be drawing a picture, but they need to listen carefully to your instructions.
- 2) Have all students start with a blank piece of paper and their drawing tools ready.
- 3) Read the steps on the back of this page so students can draw a picture. Read them slowly and carefully.
- 4) Once finished, have students compare their drawings with their peers. Discuss how everyone's drawing might look a little different even though they all listened to the same instructions.

Option 1

Read these steps that explain how to draw a picture

Step Number	Drawing Instructions
1	Start by drawing a big circle in the middle of your paper. This will be the sun's face.
2	Inside the circle, draw two small circles for the eyes.
3	Between the eyes, draw a curved line that looks like a smile. This will be the sun's happy mouth.
4	Outside of the big circle, draw at least 8 straight lines. These will be the sun's rays.
5	Colour the sun with a bright yellow.
6	Add any details you'd like, such as cheeks or eyebrows.

Option 2

Read these steps that explain how to draw a picture

Step Number	Drawing Instructions
1	Draw a wide rectangle at the bottom of your paper. This will be the tree's trunk.
2	Above the trunk, draw a cloud-like shape. This will be the tree's foliage.
3	Inside the cloud shape, draw several small circles. These are the tree's apples.
4	On the trunk, draw a small arched door near the bottom. Imagine this is where a tiny squirrel lives.
5	Draw two small windows above the door on the trunk.
6	Colour the trunk brown.
7	Colour the cloud shape green for the tree's leaves.
8	Colour the small circles red for the apples.
9	Colour the door and windows any shade you like – maybe the squirrel painted them!

Activity: Listening Leader

Learning Outcome

What are we learning more about?

To understand the importance of listening and following instructions. In this activity, one child is the "Listening Leader" and gives a set of instructions for a simple activity or game. The rest of the class must listen to and follow.

Materials

What do we need for our activity?

- ✓ A set of easy-to-follow or simple instructions (e.g., "Simon Says", "Follow the Leader", simple craft instructions).
- ✓ Any necessary materials for the activity (e.g., paper, crayons for drawing, etc.). Nothing needed for games like "Simon Says".
- ✓ A designated area for the activity or game.



Instructions

How do we complete this activity?

- 1) **Leader Selection:** Choose one student to be the Listening Leader. Rotate this role so each child gets a turn.
- 2) **Activity/Game Explanation:** The Listening Leader explains the simple activity or game with clear instructions.
- 3) **Instructions by Leader:** The Listening Leader explains the activity to the class, giving clear, step-by-step instructions.
- 4) **Class Participation:** The rest of the class listens carefully and follows the instructions.
- 5) **Observation and Guidance:** Monitor the activity to ensure everyone understands and follows the instructions. Offer guidance as needed.
- 6) **Feedback and Discussion:** After the activity, discuss how well the class listened and followed instructions, and the importance of being a good listener.

Activities/Games

Students listen to the instructions and play.

Activity/Game	Instructions
Simon Says	"Simon says touch your nose. Simon says jump up and down. Now clap your hands."
Red Light-Green Light	"When I say 'green light,' walk forward. When I say 'red light,' stop immediately."
Animal Charades	"Act like a cat: crawl and meow. Now act like a frog: jump and ribbit."
Building a Tower	"Take blocks and build a tower. Now count how many blocks you used."
Drawing a Happy Face	"Draw a big circle on your paper. Inside the circle, draw two dots for eyes and a smiling mouth."
Cleaning Up Toys	"Pick up all the toys and put them in the box. Now pick up the blocks and put them in the box."
Making Paper Airplanes	"Fold your paper in half. Then fold the top corners to the middle crease. Now cut the wings and launch the airplane."
Freeze Dance	"Dance when the music plays. When the music stops, freeze in your pose. Now dance again."
Balancing Book	"Place the book on your head. Now walk in a straight line without dropping the book."
Sorting Colours	"Find all the yellow crayons and put them in a cup. Now find all the green crayons and put them in another cup."
Hopscotch	"Hop on one foot to number two. Then hop on two feet to number four."
Creating a Collage	"Glue the blue paper on the left side. Now glue the red paper on the right side."
Passing the Ball	"Roll the ball to your friend. Now catch the ball when it comes back to you."

Reflection

Answer the questions below.

1) Which activity did you choose when you were the leader?

2) Did you enjoy doing the activity or playing the game that was instructed.

3) Draw a picture of your classmates doing the activity or playing the game you were leading.

PERVALENT

Activity: Classroom Charades

Objective

What are we learning more about?

To enhance students' reading comprehension by having students mime out actions they hear, and then have the class guess those actions.

Materials

What do we need for our activity?

- ✓ List of simple actions (e.g., "Brushing your teeth", "Opening a door", "Typing on a keyboard")
- ✓ A hat or bowl to place the action sentences in
- ✓ Space in the classroom for students to perform their mimes



Instructions

How do we complete this activity?

- 1) Begin by explaining the game of charades to the class. They will be acting out an action without using words.
- 2) Fold and place each action sentence into the hat or bowl.
- 3) Have a student pick a sentence from the hat without showing it to the class.
- 4) The student then acts out the action in front of the class.
- 5) The rest of the class tries to guess the action based on the mime.
- 6) Once the action is correctly guessed or after a set time limit, another student gets a turn.
- 7) Continue until everyone has had a chance or as time allows.

Action Sentences

Cut out the scenarios below

Jumping like a frog

Spinning a top

Clapping hands

Stomping

Pretending to sleep

Waving hello

Crawling like a baby

Flying like a bird

Hopping on one foot

Blowing a big balloon

Rowing a boat

Picking an apple

Swinging on a swing

Rolling like a log

Shaking a tambourine

Sneezing into an elbow

Climbing a ladder

Laughing out loud

Pouring a glass of water

Sliding down a slide

Holding an umbrella

Digging a hole

Riding a bicycle

Tying a shoelace

Catching a ball

Petting a dog

Blowing out a candle

Reading a book

Putting on a hat

Dancing to music

Activity: Mystery Sounds

Learning Outcome

What are we learning more about?

To develop listening skills by identifying and discussing various sounds. This activity encourages students to listen closely and clarify information.

Materials

What do we need for our activity?

- ✓ A collection of sound clips (e.g., animal sounds, nature sounds, household sounds like a doorbell, or a car horn)
- ✓ A device to play the sound clips (e.g., computer, tablet, speakers)
- ✓ A comfortable sitting area for the students



Instructions

How do we complete the activity?

- 1) **Setup:** Gather the students in a comfortable sitting area and explain the activity.
- 2) **Playing Sounds:** Play a sound clip for the students and ask them what it is. You can find mystery sound quizzes on YouTube.
- 3) **Guessing Time:** After listening to each sound, have the students guess what the sound might be.
- 4) **Discussion:** After the guesses, reveal what the sound actually is and have a brief discussion about it. Ask questions like, "Have you heard this before?" or "Where do you think this sound comes from?"
- 5) **Continue the Game:** Continue playing different sound clips and repeating the guessing and discussion process.
- 6) **Concluding the Activity:** End the session by talking about the importance of listening and how sounds can tell us about our environment.

Sound Clips

Students listen to these clips and guess.

Sound Clip Description	Source of Sound
	Dog barking, cat meowing, bird chirping, cow mooing, horse neighing
Nature Sounds	Leaves falling, wind blowing, leaves rustling, water flowing, thunder rumbling
Musical Instruments	Piano playing, drum beating, guitar strumming, flute playing, bell ringing
Everyday Noises	Doorbell ringing, car horn honking, clock ticking, phone ringing, foot shuffling
Household Sounds	Vacuum cleaning, washing machine spinning, door opening, kettle whistling, toaster popping
Outdoor Sounds	Bicycle bell ringing, lawnmower, firecracker, train passing, siren wailing, airplane flying overhead
Wildlife Sounds	Frog croaking, insects chirping, duck quacking, owl hooting, squirrel chattering
People Sounds	Clapping hands, sneezing, yawning, laughing, crying
Water Sounds	Waves crashing, stream bubbling, raindrops on a window, splashing in a pool, dripping faucet
Transport Noises	Car starting, bus engine running, bicycle gears shifting, boat horn blowing, subway arriving

Reflection

Answer the questions below.

1) Which sound was the most surprising, and why?

2) Draw a picture of what you might hear your favourite sound from the activity.

3) Draw a picture of a musician playing your favourite instrument.

PREPARED

Activity: Silent Stories

Objective What are we learning more about?

To learn how to observe and interpret body language in order to understand feelings and interactions between people.

Materials What do we need for our activity?

- ✓ A device to play video clips (computer, tablet, or projector).
- ✓ Short video clips with the sound turned off. (You can pre-select these clips from movies or family movies, ensuring they're age-appropriate.)
- ✓ A notebook or chart to jot down students' observations.
- ✓ Markers or pencils.



Instructions How do we complete the activity?

- 1) Explain to students that often we can tell how people feel or what they might be saying just by watching their body language.
- 2) Set up the video device and ensure all students can see the screen.
- 3) Play a short video clip with the sound turned off.
- 4) After watching, ask students to discuss what they think is happening in the clip based solely on the characters' body language.
- 5) Jot down the students' observations and interpretations on a piece of paper or notebook.
- 6) Play the next clip and repeat the process.
- 7) After viewing all the clips, have a discussion about the importance of body language in communication.

Name: _____

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Activity: Silent Stories

Instructions: Watch the video and circle the emotions you saw in the clips below

Clip 1

Draw The Character's Emotion

Circle The Emotion

Happy

Sad

Angry

Excited

Tired

Scared

Curious

Proud

Shy

Surprised

Frustrated

Calm

Confused

Grumpy

Joyful

Clip 2

Draw The Character's Emotion

Circle The Emotion

Happy

Sad

Angry

Excited

Tired

Scared

Curious

Proud

Shy

Surprised

Frustrated

Calm

Confused

Grumpy

Joyful

Name: _____

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Activity: Silent Stories

Instructions: Watch the video and circle the emotions you saw in the clips below

Clip 3

Draw The Character's Emotion

Circle The Emotion

Happy

Sad

Angry

Excited

Tired

Scared

Curious

Proud

Shy

Surprised

Frustrated

Calm

Confused

Grumpy

Joyful

Clip 4

Draw The Character's Emotion

Circle The Emotion

Happy

Sad

Angry

Excited

Tired

Scared

Curious

Proud

Shy

Surprised

Frustrated

Calm

Confused

Grumpy

Joyful

Activity: Role-Play Relay

Learning Outcomes

What are we learning more about?

To enhance understanding of appropriate verbal and non-verbal communication in everyday scenarios. This activity fosters social skills, empathy, and the ability to interpret and respond to different social cues.

Materials

What do we need for our activity?

- ✓ Scenario cards with everyday situations (e.g., greeting a friend, requesting a need)
- ✓ Props for role-play (e.g., toy phone, play food items, dolls)
- ✓ A designated area for role-play



Instructions

How do we complete the activity?

- 1) **Group Formation:** Divide the class into small groups of students.
- 2) **Scenario Distribution:** Give each group a scenario card. These cards should depict simple everyday interactions.
- 3) **Role-Play Preparation:** Allow each group time to discuss and plan how they will act out each scenario, focusing on appropriate verbal and non-verbal communication.
- 4) **Role-Play Performance:** One at a time, each group acts out their scenario in front of the class. Encourage them to use expressive body language and speech.
- 5) **Observation and Feedback:** The rest of the class observes and, after each performance, provides feedback on what they saw and heard, discussing the effectiveness of the communication.
- 6) **Rotation and Continuation:** Rotate through the groups until all scenarios have been performed.

Everyday Scenarios

Students act out the following scenarios in groups.

Scenario	Everyday Situation
Greeting	Two students meet in the morning.
Asking for Help	One student can't reach a book on a high shelf.
Expressing a Need	A student is thirsty during class.
Sharing Toys	Students want to play together. One asks another if they have a toy.
Apologizing	One student accidentally bumps into another.
Offering Help	A student sees another struggling with a task.
Making a Choice	Choosing a game to play at recess.
Inviting Someone	Inviting a classmate to join an activity.
Expressing Gratitude	Thanking a friend for sharing their markers.

Everyday Scenarios

Students act out the following scenarios in groups.

Scenario Card	Everyday Situation
Solving a Problem	Two students disagree on which book to read.
Complimenting	Complimenting a classmate's artwork.
Asking to Play	Asking a peer to play during free time.
Declining Politely	Politely declining an offer in a kind way.
Helping Clean Up	Helping a peer tidy up after an activity.
Finding a Lost Item	A student finding their lost item.
Asking for Permission	Wanting to borrow something from a classmate.
Feeling Unwell	A student feels sick during class.
Showing Sympathy	A classmate is upset after losing a game.
Expressing Happiness	Sharing exciting news with a friend.

Reflection

Answer the questions below.

1) Which scene did you act out with a friend?

2) What was your scenario?

3) Draw a scene from one of the roles you liked to watch.

NO PREVIEW

Activity: Question Ball Toss

Learning Outcome

What are we learning more about?

To enhance listening and question-asking skills in students by having them ask questions related to a story read in class. This activity encourages engagement, comprehension, and critical thinking.

Materials

What do we need for our activity?

- ✓ A soft, lightweight ball (e.g., foam or beach ball)
- ✓ A list of short, simple questions for Grade 1 students
- ✓ A sitting arrangement in a circle



Instructions

How do we complete the activity?

- 1) **Story Time:** Begin by reading one of the stories to the class. Ensure all students are listening attentively.
- 2) **Explaining the Game:** Explain to the students that they will be passing the ball around the circle. Whoever catches the ball will ask a question about the story you just read.
- 3) **Starting the Game:** Sit with the students in a circle and start by passing the ball to a student.
- 4) **Question Time:** When a student catches the ball, they ask a question about the story. It could be about the characters, the setting, or the plot.
- 5) **Answering:** You or the class can answer the question. Encourage students to think about the story and contribute their thoughts.
- 6) **Continuing the Game:** After the question is answered, that student tosses the ball to another student who then asks a new question.
- 7) **Conclusion:** End the game once each student has had at least one turn or time runs out. Summarize the main points of the story to reinforce comprehension.

Sentence Starters

Show students the question sentence starters below

Who was the main character?

Why do you think the character did that?

Where did the story take place?

When did the story take place?

How old do you think the main character is?

What would happen if we changed the ending?

Who helped the main character?

What did the main character learn?

What do you think will happen next?

What would you do in the story?

Story

Read the following story to the students.

The Lost Puppy

Once upon a time, in a small, cozy village, there was a little puppy named Max. Max was fluffy, with white and brown fur, and he had big, bright eyes. He loved to play in the fields and chase butterflies.

One sunny day, while chasing a butterfly, Max wandered too far from home. When he stopped and, he realized he didn't recognize where he was. Max was lost.

He started to feel scared, but then he remembered what his mom had told him, "If you ever get lost, sit down, where you are and bark loudly." So, Max sat down and started to bark.

Back in the village, Max's family was worried. They searched everywhere for him. Then, they heard a distant barking. They followed the sound and found Max. Max's best friend, Lily, was with him.

They followed the sound of Max's barks until they found him. Max was so happy to see them, he wagged his tail and jumped with joy.

Max's family hugged him and said, "We're so glad we found you! Let's go home." From that day on, Max made sure to always stay close to home, and he never got lost again.

Story

Read the following story to the students.

The Magic Garden

In a quiet, light, colourful houses, there was a hidden garden known as the Magic Garden. It was filled with the most beautiful flowers and the tallest trees anyone had ever seen.

In the center of the garden stood a wise old tree named Mr. Willow. Mr. Willow was not an ordinary tree. He could tell the children from the town would come to listen to his stories about secrets and magical creatures.

One day, a little girl named Emma found a hidden path leading to the Magic Garden. She had never seen anything like this place! The roses were red like rubies, and the daisies shone like gold.

As she walked through the garden, she heard a gentle voice. It was Mr. Willow! He said, "Welcome, Emma, I have been waiting for you to share my newest story with."

Emma sat down to listen, and Mr. Willow told her about a brave little bird that saved the garden from a cold, long winter. Emma listened with wide eyes, hanging on every word.

When the story ended, Emma realized it was getting late. But Mr. Willow said she would come back the next day to hear more stories.

From that day on, Emma visited the Magic Garden every afternoon. She would listen to Mr. Willow's stories and watch the sun set behind the trees.

And in her heart, Emma knew that the Magic Garden was a special place, a place where stories came to life and where imagination had no limits.

Story

Read the following story to the students.

Benny the Brave Little Boat

In a small bay with sparkling blue waters, there lived a little boat named Benny. Benny was not a flashy speedboat; he was a simple wooden boat with bright red paint and a cheerful face.

Benny had a big dream to explore the vast ocean and see the wonders it held. But the other boats laughed at him. "You're too small, Benny. The ocean is too big for a boat like you."

One sunny morning, Benny was ready for an adventure. He set off from the harbour, waving goodbye to the friendly lighthouse. The ocean was calm, and the sky was clear. It was a perfect day for a journey.

As Benny sailed further, he saw dolphins leaping from the waves and colourful fish swimming below. He even saw a whale breaching the surface. Benny was amazed by the beauty of the ocean.

Suddenly, dark clouds appeared, and a storm began to brew. The waves grew bigger, and the wind howled. Benny was scared but remembered what his captain had taught him about braving storms.

He took a deep breath and said to himself, "I can do this. I am brave." With determination, Benny navigated through the waves, keeping his course steady.

After what felt like hours, the storm passed, and the ocean was calm again. Benny had done it! He had braved the storm all by himself.

When he returned to the harbour, the other boats cheered. "Benny, you're so brave! You showed us that even a little boat can have big courage."

From that day on, Benny was known as Benny the Brave. He continued to have many more adventures, always remembering that size doesn't matter when you have courage in your heart.

Name: _____

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Guided Reading
9.1.1

Reflection

Answer the questions below:

1) What question did you ask?

2) Draw a picture of a part of the story we read.

3) Create a picture of your favourite character from the story.

PREVIEW

Activity: Emotion Gallery Walk

Objective

What are we learning more about?

To help students understand and express emotions through the exploration of different scenarios and their experience, depicted in images, fostering empathy and emotional articulation.

Materials

What do we need for our activity?

- ✓ Images depicting various emotions (e.g., happiness, surprise, anger)
- ✓ Tape or sticky tack to secure images on the wall
- ✓ A quiet space for discussion after the walk



Instructions

How do we complete the activity?

- 1) Before the activity, securely place the images around the room at eye level for the students.
- 2) Explain to the students that they will walk around the room and look at each image.
- 3) Instruct the students to stand next to the image that they feel has the strongest connection with or that evokes a strong emotion in them.
- 4) Once everyone has chosen an image, allow each student to explain their choice, describe that image and what emotion it makes them feel, focusing on body language and facial expression to convey the emotion.
- 5) Encourage the other students to listen attentively while their classmates are sharing.
- 6) After each student has shared, have a group discussion about the different emotions and why certain images made them feel a certain way.

Name: _____

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Guided Reading
9.1.1

Reflection

Answer the questions below:

1) Which image did you choose and what emotion did it make you feel?

2) Redraw the

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Activity: Family Tree Tales

Learning Outcomes

What are we learning more about?

To help students understand the concept of family relationships and appreciate the value of personal history by sharing tales about their family members or ancestors.

Materials

What do we need for our activity?

- ✓ Plain white paper (one per student)
- ✓ Crayons or coloured pencils
- ✓ Family tree outline template
- ✓ Glue sticks
- ✓ Pre-cut shapes or stickers for family members



Instructions

How do we complete the activity?

- 1) **Introduction:** Introduce the concept of a family tree and explain that it represents our family history. Explain that today, we will create our own family trees and share stories about our family members.
- 2) **Creating the Tree:** Give each student a family tree outline and ask them to write their name at the base of the tree.
- 3) **Adding Family Members:** Have students draw or use pre-cut shapes to represent different family members on the branches, with help from the teacher if necessary.
- 4) **Decorating:** Allow students to decorate their family tree with crayons, coloured pencils, and stickers.
- 5) **Story Sharing:** Invite students to share a short story about their family members on the tree. Use the prompts and scenarios provided to guide their storytelling.
- 6) **Displaying:** Create a family tree wall in the classroom where students can proudly display their trees and the stories they've shared.

Name: _____

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Guided Reading
9.1.1

My Family Tree



Family Story Prompts

Students can choose one of the prompts to tell a story about their families.

The Oldest Family Member: "Think about the oldest person in your family. What is a story you remember about them?"

Family Traditions: "Do your family have any special traditions? Maybe a game you play together or a special meal you make? Share a story about one of these traditions."

A Proud Moment: "Tell us about a time when someone in your family did something that made you proud. Was it a sibling, or another relative?"

A Funny Happening: "Share a funny story about something that happened with your family. Maybe it was a funny mistake or a playful joke."

Ancestor's Adventure: "Choose an ancestor, grandparent or great-grandparent. Imagine an adventure they might have had when they were your age."

Family Pet's Perspective: "If your family had a pet, what would they tell about your family if they could talk?"

Helpful Family Members: "Tell us about a time a family member helped you with something. What did they help you with, and how did you feel?"

Learning Something New: "Describe a time when you learned something new from a family member. What was it, and who taught you?"

Holiday Memories: "Think about a favourite holiday or celebration your family has. Can you share a story about what you do for this special day?"

A Family Journey: "Has your family ever moved or travelled somewhere new? Tell us about this journey and what you remember."

Reflection

Answer the questions below.

1) What is something new you learned about a friend's family today?

2) If you could have a family pet or animal, what would it be?

3) Draw a funny moment from _____ that you heard.

NO PREP AVAILABLE