



# Preview – Information



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

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

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

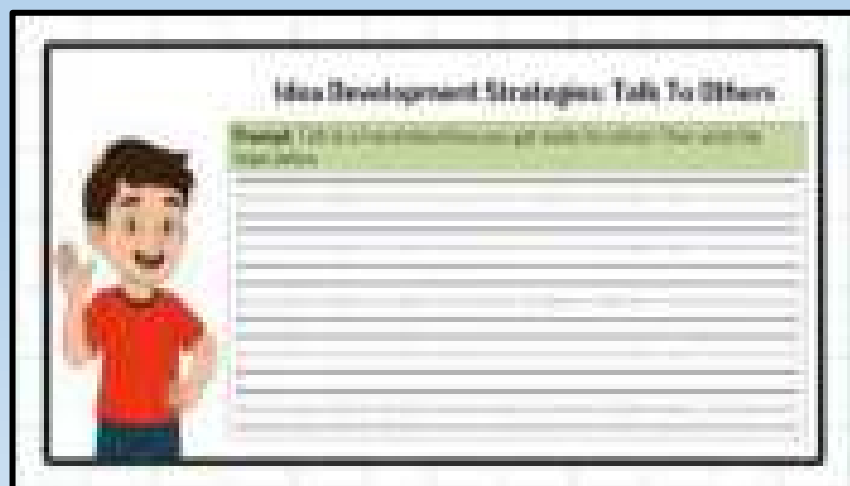
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# Google Slides Lessons Preview







# BC Language Curriculum Composition (Writing) – Grade 2

## Building a Compound Sentence

| Compound Sentence      | Compound Words | Compound Sentences             | Compound Words | Compound Sentences             |
|------------------------|----------------|--------------------------------|----------------|--------------------------------|
| I went to the library. | library        | I went to the library often.   | library        | I went to the library often.   |
| The dog barked loudly. | barked         | The dog barked at the mailman. | barked         | The dog barked at the mailman. |
| The cat was a cat.     | cat            | The cat was a cat.             | cat            | The cat was a cat.             |
| I walked my dog.       | walked         | I walked my dog.               | walked         | I walked my dog.               |
| The dog was a dog.     | dog            | The dog was a dog.             | dog            | The dog was a dog.             |
| The dog was a dog.     | dog            | The dog was a dog.             | dog            | The dog was a dog.             |

## Quality Topic Sentences

| Topic Sentence             | Supporting Sentences                                                             |
|----------------------------|----------------------------------------------------------------------------------|
| I like to ride my bicycle. | I like to ride my bicycle. I like to ride my bicycle. I like to ride my bicycle. |
| I like to ride my bicycle. | I like to ride my bicycle. I like to ride my bicycle. I like to ride my bicycle. |
| I like to ride my bicycle. | I like to ride my bicycle. I like to ride my bicycle. I like to ride my bicycle. |
| I like to ride my bicycle. | I like to ride my bicycle. I like to ride my bicycle. I like to ride my bicycle. |

## Arrange the Jumbled Sentences

| Jumbled Sentences          | Arranged Sentences         |
|----------------------------|----------------------------|
| I like to ride my bicycle. | I like to ride my bicycle. |
| I like to ride my bicycle. | I like to ride my bicycle. |
| I like to ride my bicycle. | I like to ride my bicycle. |
| I like to ride my bicycle. | I like to ride my bicycle. |



# BC Language Curriculum Composition (Writing) – Grade 2

**Narrative Writing - Plot**

| Plot Element | Beginning | Middle | End |
|--------------|-----------|--------|-----|
| Character    |           |        |     |
| Setting      |           |        |     |
| Problem      |           |        |     |
| Events       |           |        |     |
| Resolution   |           |        |     |
| Conclusion   |           |        |     |

**How to Write a Story**

| Step | Description         |
|------|---------------------|
| 1    | Choose a topic.     |
| 2    | Think of a problem. |
| 3    | Write a beginning.  |
| 4    | Write a middle.     |
| 5    | Write an end.       |



**How to Make an Omelette**

| Step | Ingredients     | Instructions                    |
|------|-----------------|---------------------------------|
| 1    | Eggs            | Crack eggs into a bowl.         |
| 2    | Butter          | Melt butter in a pan.           |
| 3    | Onions          | Chop onions and add to the pan. |
| 4    | Peppers         | Add peppers to the pan.         |
| 5    | Garlic          | Add garlic to the pan.          |
| 6    | Salt and Pepper | Season with salt and pepper.    |



# Workbook Preview



# Grade 2 – Language Writing



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

|             | <b>Descriptions</b>                                                                                                                                                          | <b>Pages</b>                                                                                   |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>W2.1</b> | <p><b>Preview of 150 pages from this product that contains 357 pages total.</b></p>                                                                                          |                                                                                                |
| <b>W2.2</b> |                                                                                                                                                                              |                                                                                                |
| <b>W2.3</b> | <b>Text features:</b> how text and visuals are displayed (e.g., colour, arrangement, and formatting features such as bold, underline)                                        | 8-9, 44-45, 70-71, 136-139, 167-169, 187-199                                                   |
| <b>W2.4</b> | <b>Vocabulary associated with texts:</b> book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams | 144-145, 235-239                                                                               |
| <b>W2.5</b> | <b>Writing processes:</b> may include revising, editing, considering audience                                                                                                | 10-14, 21-22, 35-42, 62-64, 72-81, 83-91, 128-131, 140-143, 146-149, 170-186, 200-205, 240-248 |

# Grade 2 – Language Writing



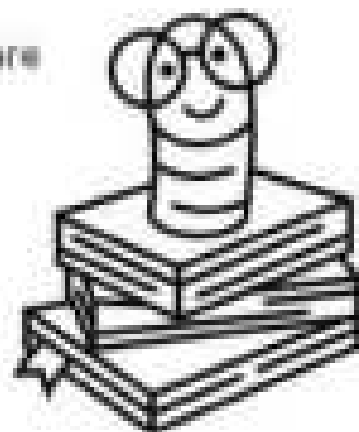
|                   |                                                                                          |
|-------------------|------------------------------------------------------------------------------------------|
| <b>Big Idea 1</b> | Language and story can be a source of creativity and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

|             | <b>Elaborations</b>                                                                                                                                                                                  | <b>Pages</b>                                                     |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>W2.6</b> | <b>Metacognitive strategies:</b> talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer | 19-20, 43, 65-69, 82, 92-93, 132-135, 146, 206-207, 221, 249-252 |
| <b>W2.7</b> | <b>Letter formation:</b> legible printing with spacing between words                                                                                                                                 | 254-269                                                          |
| <b>W2.8</b> | <b>Sentence structure:</b> the structure of compound sentences                                                                                                                                       | 15-18, 23-34, 94-98                                              |

## Understanding Text Forms

### Discovering Different Text Forms

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



#### Types of Text Forms

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

### Why So Many Forms?

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

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

**Which Form?**

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

|                                                            |  |
|------------------------------------------------------------|--|
| 1) Wants to tell about her weekend trip to the mountains.  |  |
| 2) Is saying how to take care of a pet fish to the class.  |  |
| 3) Wants to say thank you to her aunt for the new dress.   |  |
| 4) Wants to describe the moon using rhymes.                |  |
| 5) Is sharing what she learned about the planets.          |  |
| 6) Is making a list of needs for a party.                  |  |
| 7) Wants to tell class about a cool book he just finished. |  |

**Question**

Answer the question below.

Which text form have you already used to write about?

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**Draw**

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



## Idea Development Strategies

**Practice**

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

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



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

## Idea Development Strategies

**Practice**

Practice the different strategies below.

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

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

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

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

## Activity: Power of Planning

**Objective**

What are we learning more about?

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

**Instructions**

How do we complete the activity?

**Part 1: Writing Without Planning****Subject:** My Favourite Holiday

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

**Part 2: Writing With Brainstorming****Subject:** My Favourite Season**Instructions:**

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



## Activity: Power of Planning

**Part 1**

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

**PREVIEW**

**Part 2**

Brainstorm for 2 minutes and then write for 6 minutes

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



Season  
\_\_\_\_\_

**PREVIEW**

## Writing 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.

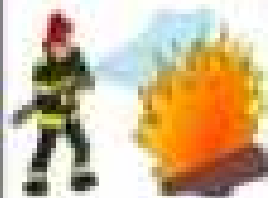
These sentences tell us just one thing – that the dog is barking and the sun is shining.



**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

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

LA

Guided Reading  
Level 1

## Writing Simple Sentences

### Directions

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



The cat sat on mat the

Write the correct order below.



to school bus

Write the correct order below.



building She a is sandcastle

Write the correct order below.

## Writing Compound Sentences

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

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



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

- 1) I have school tomorrow. It might rain tomorrow.

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

- 3) He was hungry. He made a sandwich.

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

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

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

## Directions

Is each sentence simple or compound?

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

## Directions

Finish the compound sentences.

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

# My Writing Goals



1) My writing goal is :

2) 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 |

# Writing Tracking Sheet

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



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

**PREVIEW**

## Writing Descriptive Sentences

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

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

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



### Directions

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

| Adjectives<br>(Describing words) | Noun    | Where                                 | When                      |
|----------------------------------|---------|---------------------------------------|---------------------------|
| Tall                             | Teacher | Starts reading a story in the library | Yesterday afternoon       |
| Calm                             |         | Claps their hands on the desk         | On the last day of school |
| Old                              |         | Was singing on the hallway            | During                    |

### Sentence 1

### Sentence 2

## Writing Descriptive Sentences

**Directions**

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

| Adjectives | Noun | Verb | Where | When |
|------------|------|------|-------|------|
|            |      |      |       |      |
|            |      |      |       |      |
|            |      |      |       |      |
|            |      |      |       |      |

Sentence 1

Sentence 2

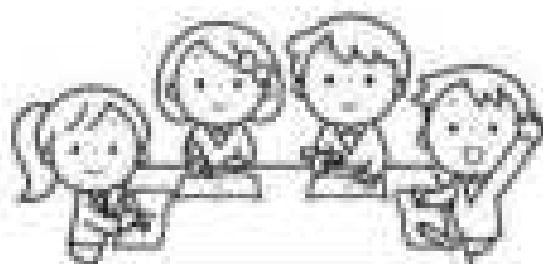
Sentence 3

## Activity: Sentence Construction Challenge

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

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

For example, they might write:

- "The tiny girl sang under the tree on Tuesday."
- "In the morning, the colourful ball rolled on the beach."

- 5) **Share & Discuss:** Have each group present their sentences to the class.
- 6) **Reflection:** After all groups have presented, discuss as a class. Which sentences stood out and why? How did the order of words affect the meaning of the sentence? What was challenging about not reusing words?

| 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        |
| Red        | Tree   | Falls  | On the ground  | In the spring   |
| Cold       | Sun    | Grows  | From the tree  | In the sunshine |

Sent \_\_\_\_\_ using all 6 sentences using the different prompts above.

## Writing Descriptive Sentences

**Directions**

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

Sentence 1



Sentence 2



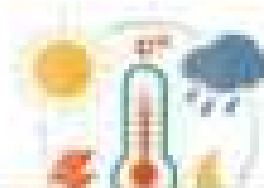
Sentence 3

Name \_\_\_\_\_

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Weathering Concepts  
K-2

## Describing Weather



### Directions

Complete this weather report worksheet.

Look outside and observe the current weather:

☐ Sunny ☐ Cloudy ☐ Partly Cloudy ☐ Rainy ☐ Stormy

Temperature

☐ Hot ☐ Warm ☐ Cool ☐ Cold ☐ Freezing

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

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

## My Dream Playground - Descriptions

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

**Directions**

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

**PREVIEW**

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## Personal Voice in Writing

### Your Writing Voice

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

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

- Example: "I had a cool day!"

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



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

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

### Your Voice Can Wear Costumes!

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



## Personal Voice in Writing

True or False

Is the statement true or false?

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

Practice

Choose the writing prompts below. Write about this writing prompt in two different voices – silly and serious.

Favourite subject

Favourite sport

Favourite game

Favourite place

Serious

# Creative Writing - Using Different Voices

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

Write

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



Pirate

Draw a Picture

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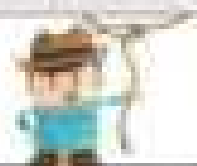


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Name \_\_\_\_\_

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Guided Writing Worksheet  
W-2



Write:

Write as if you are the characters below.

Cowboy/Cowgirl

Draw a Picture

**PREVIEW**

Robot

Draw a Picture

## Exploring the Structure of Paragraphs

### What's Inside a Paragraph?

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



#### Beginning: Topic Sentence

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

Example: "I love the zoo."

#### Middle: Details

These are the next sentences. They give more information.

Example: "I like seeing the lions. They look so cool. I also saw zebras and giraffes!"

#### End: Closing Sentence

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

Example: "The zoo is my favourite place!"

#### Tips:

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

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



## Exploring the Structure of Paragraphs

### Topic Sentence

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

Topic Sentence

He has a long neck and big floppy ears. I feed him carrots and lettuce every day. Fluffy is my dog.

Topic Sentence

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

Topic Sentence

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

### Hooks

Rewrite the topic sentences below but make them hooks. They should hook the reader.

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

Your Version

## Writing Engaging Topic Sentences

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

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

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

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



### Hooks

Write a sentence below using the different strategies.

| Original Version           | _____ are a cool animal. |
|----------------------------|--------------------------|
| Asking a Question          |                          |
| Using an Exclamation       |                          |
| Making a Bold Statement    |                          |
| Adding an Interesting Fact |                          |

## Quality Topic Sentences

**Think**

Circle which topic sentence you think is best.

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

a) I can ride a bike.

b) My favourite book is full of adventure.

c) My favourite food is pizza, and I hate broccoli.

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

a) I am good at soccer.

b) Planting a garden is fun and healthy.

c) Planting a garden is like making your own food.

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

a) Learning to paint is a creative journey.

b) I love eating cake.

c) Painting is creative, and I am good at math.

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

a) I am scared of spiders.

b) Swimming is a fun thing to do in the summer.

c) Swimming is not very fun.

## Crafting Perfect Paragraphs

### Let's Talk About Paragraphs!

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

### What Goes in a Paragraph?

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

### Check These Out:

- **Main Idea:** "Apples are tasty."
- **Details:** They are crunchy, sweet, and make a great snack.
- **Main Idea:** "Books are fun."
- **Details:** You can learn new things, go on adventures, and read about amazing places.



### Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

If we stack them right, they will not fall over.

### How to Build Great Paragraphs:

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

## Crafting Perfect Paragraphs

### Supporting Details

Write 3 supporting details about the topic sentences below.

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

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

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

## Supporting Details

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

**Think about why we love summer:**

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

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

**Brainstorm** about your topic and then select 2 big ideas to write about.

1) What is your favourite

Favourite  
Sport

Write the 2 ideas you can pull from your brainstorming.

1)

2)

## Transition Words - Supporting Details

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

Choose a good transition word for the sentences.

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

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

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

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

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

## Ending With A Bang: Conclusion Sentences

### What Is a Conclusion Sentence?

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



### Why Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

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

### How to Write a Good Conclusion Sentence

To write a fantastic conclusion sentence, remember the 3 C's:

- **Summarize the Main Idea:** Say the main idea in a few words.
- **Make it Short and Sweet:** Do not make it too long.
- **End with a Bang:** Something exciting or that makes the reader think.

### Conclusion Sentence Examples

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

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

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

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

## True or False

Is the statement true or false?

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

Think about which conclusion sentence you think is best.

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

a. I play hockey in the winter.

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

c. Summer is a great season too.

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

a. The garden always smells so nice.

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

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

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

a. Rainbows are seen after it rains.

b. I love rainy weather.

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

## Writing Quality Conclusion Sentences

**Write:**

Write your own conclusion sentences for the paragraphs below.



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

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

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

## Analyzing Paragraphs

**Analyze**

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



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

Main Idea

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

Main Idea

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

Main Idea

## Success Criteria - Analyzing Paragraphs

**Analyze**

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

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

1)

2)

3)

4)

5)

**Assignment - Paragraph Writing****Write**

Plan your paragraph by brainstorming about your topic below.

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

1) Write your topic.

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

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

1

2

3

6) Write your conclusion for your paragraph below. Include transition words between your sentences.

**PREVIEW**

Edit

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

| Criteria                                          | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|---------------------------------------------------|-------------------------------------|-------------------------------------|
| Has a clear topic sentence                        |                                     |                                     |
| Includes at least two supporting ideas            |                                     |                                     |
| Maintains a focus on the main idea                |                                     |                                     |
| Uses transition words appropriately               |                                     |                                     |
| Uses interesting word choices so it is not boring |                                     |                                     |
| Has a well-crafted conclusion sentence            |                                     |                                     |
| Grammar, spelling, and punctuation are correct    |                                     |                                     |
| The paragraph flows and makes sense               |                                     |                                     |

Edit

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

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

## Assignment - Paragraph Writing

**Write**

Write your paragraph below.

**PREVIEW**

## Reflection - What Did I Learn?

**Think**

Write four things you learned from completing this writing assignment.

**PREVIEW**

What  
Learned

# My Writing Goals



1) My writing goal is :

2) 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.   |     | 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  
WLS-2

## Writing Tracking Sheet

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



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

**PREVIEW**

## Rubric - Paragraph Writing

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

### Teacher Comments

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**Mark**


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

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## Formal Versus Informal Letters

### Formal Letters: For Serious Talks

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

#### How to Write

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



### Informal Letters

An informal letter is like chatting with a friend. We write them to family and friends. We can use fun words and tell about new and interesting things.

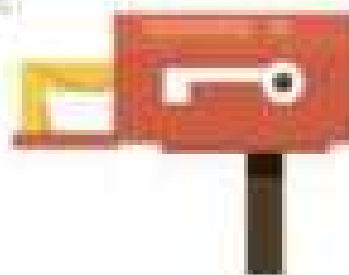
#### How to Write

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

### Four Parts of an Email

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

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



## True or False

Is the statement true or false?

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

Think! Which type of letter is given in the example.

Dear Mrs. Smith,

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

Thank you,  
Alyssa

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

Hi Grandma,

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

Love,  
Carmen

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

Subject: My Birthday Party!

Hi Omar,

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

Love,  
Sophia

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

Subject: Bring a Pet to School and Tell

Dear Principal Leo,

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

Sincerely,  
Peter

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

## Purpose and Audience of Letters

**Think**

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

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

**Think**

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

| Audience | Purpose | Formal or Informal |          |
|----------|---------|--------------------|----------|
|          |         | Formal             | Informal |
|          |         | Formal             | Informal |
|          |         | Formal             | Informal |

## Analyzing Informal Emails

**Analyze**

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

Subject: I Lost My Favourite Pencil

Dear Priya Davis,

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

Sincerely,  
Miguel

Author's Voice \_\_\_\_\_

Subject: Yay! My Birthday Party

Hi Anika,

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

Love,  
Tara

Author's Voice \_\_\_\_\_

Subject: Nervous About the Upcoming Fire Drill

Dear Mrs. Thompson,

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

Sincerely,  
Zara

Author's Voice \_\_\_\_\_

## Informal Email Writing

**Write**

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

| Audience      | Purposes                       |
|---------------|--------------------------------|
| Friend        | What should we play at recess? |
| Subject _____ |                                |
| _____         |                                |
| _____         |                                |
| _____         |                                |
| _____         |                                |
| _____         |                                |
| _____         |                                |
| _____         |                                |
| _____         |                                |

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

## Informal Email Writing - Interjections

|         |       |          |       |        |
|---------|-------|----------|-------|--------|
| Yay!    | Ugh!  | Wow!     | Grrr! | Eek!   |
| Oh!     | Ouch! | Yippeee! | No!   | Yikes! |
| Hooray! | Sob!  | Wahhoo!  | Argh! | Gulp!  |

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

Subject: My Favourite Toy

Hey Kai,

I lost my favourite toy today. \_\_\_\_\_

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

Until next time,

Lena

Voice (Angry, Sad, Mad, Frustrated, etc.): \_\_\_\_\_

Subject: You Won't Believe What Happened

Hello Aiden,

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

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

Catch you later,

Zane

Voice (Angry, Sad, Mad, Frustrated, etc.): \_\_\_\_\_

## Analyzing Formal Letters

**Analyze**

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

Cheerful Tunes Academy  
1010 Harbour Road  
Toronto, ON M5S 1A4

Dear \_\_\_\_\_,

I can't wait for Christmas! First, we will make cookies at home. Then, we will decorate our house. After that, we will sing carols! It is going to be so much fun. Is it okay if I bring some cookies to class?

Your student,  
Sophia

Author's Voice

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

Dear Mrs. Jones,

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

Your student,  
Leo

Author's Voice

## Formal Letter Writing

**Write**

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

| Audience                                                                            | Purpose                                   |
|-------------------------------------------------------------------------------------|-------------------------------------------|
| Classmates                                                                          | To invite them all to your birthday party |
|  |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |
|                                                                                     |                                           |

## Success Criteria – Formal Letter

**Analyze**

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

Maple Leaf Academy  
96 Willow  
Toronto, ON M9C 1C9

Dear \_\_\_\_\_,

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

Sincerely,

Arvid

1)

2)

3)

4)

5)

## Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below

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

|                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------|--|
| 1) Who will be the audience for your letter?                                                                                  |  |
| 2) What will be the purpose of the letter?                                                                                    |  |
| 3) Brainstorm anything that comes to mind when you think of this purpose. What things could you write about to this audience? |  |
|                                                                                                                               |  |
| 4) What will be the main idea of your letter?                                                                                 |  |
|                                                                                                                               |  |
| 5) Write the greeting you will use.                                                                                           |  |
| 6) Write the closing you will use.                                                                                            |  |

**Write**

Plan your letter by brainstorming about your topic below.

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

1

2

3

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

9) Write your rough draft of the letter below.

**PREVIEW**

Edit

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

| Criteria                                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|--------------------------------------------|-------------------------------------|-------------------------------------|
| The date                                   |                                     |                                     |
| Address of the person receiving the letter |                                     |                                     |
| A greeting                                 |                                     |                                     |
| Topic sentence                             |                                     |                                     |
| Body with main points                      |                                     |                                     |
| Transition words                           |                                     |                                     |
| A closing, like "Sincerely"                |                                     |                                     |
| Your signature (your name)                 |                                     |                                     |

Edit

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

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

## Rubric – Formal Letter Writing

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

### Teacher Comments

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**Mark**

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

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## Activity – Improving Sentences

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

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



Example

Before

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

### Directions

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

Before: My dog barked.

| Improving Sentences |  |
|---------------------|--|
| Who?                |  |
| What?               |  |
| Where?              |  |
| When?               |  |
| Why?                |  |
| How?                |  |

Sentence

---

---

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**Directions**

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

Boring Sentence: I fell.

Who?

What?

Where?

Why?

How?

**PREVIEW**

Sentence

## Intro to Narrative Writing

### Telling Stories with Writing!

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

### Who and Where?

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

### Story Parts

#### Beginning: The Story's Start

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

#### Middle: The Big Adventure

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

#### End: Wrapping It Up

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



**True or False**

Is the statement true or false?

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

**Questions**

Answer the questions below.

1) What is the first step in narrative writing?

2) Story Idea: Think of a character, a problem, and a small problem you can solve.

Ex: Lucy loses her favorite teddy bear.

**Think**

Write the beginning, middle, and end of your story.

Story Idea: Shane forget his lunch for school.

|                                           |  |
|-------------------------------------------|--|
| <b>Beginning</b><br>Character/<br>Setting |  |
| <b>Middle</b><br>Problem                  |  |
| <b>End</b><br>Solution                    |  |

## Narrative Writing - Setting

**Analyze**

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

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

See

Feel

Hear

Taste

Smell

**Describe**

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



See

Feel

Hear

Taste

Smell

## Narrative Writing – Character Adjectives

**Analyze**

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



|  |  |
|--|--|
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|  |  |
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**Writing**

Write at least 3 sentences that introduce your character.

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## Narrative Writing - Characters

**Analyze**

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

Lily stands out with her curly brown hair and colourful dresses. She always wears light clothes and has a lot of energy. Her talent is making rainbow in just a few minutes with her paintbrush!

**Draw The Character Below**

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

**Character Below**

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

| Name                    |  |
|-------------------------|--|
| Look                    |  |
| Personality             |  |
| Special Trait or Talent |  |

## Narrative Writing - Plot

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



### Instructions

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

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

Draw a scene from the story above

## Narrative Writing – Finish the Story

**Analyze**

Write the ending to the story below



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

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

They look in the pond. No feather. They look in the meadow. No feather. Then, they go to see Clara the cat. Clara points to a big pine tree.

**PREVIEW**

## Narrative Writing – Start the Story

**Analyze**

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

**PREVIEW**

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

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

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

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

## Writing Speaker Tags

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

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

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

## Writing Dialogue

**Directions**

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



**PREVIEW**

Dad

Daughter

Mom

Dad

Mom

Daughter

## Writing Using Quotations

**Practice**

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



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Personal Narrative Writing – Family Trip

**Write**

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

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

**Plan**

Plan your narrative about a family trip in more detail.

1) Beginning - What characters are in your plot?

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

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

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

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5) What is a good title for your story?

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## Success Criteria – Personal Narrative

**Analyze**

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

### My Hockey Game

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

I played on a hockey team with my friends. It was the last period, the score was tied, and the clock was ticking. My team was racing.

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

After, my family took me to my favorite ice cream parlor. It had red booths and a jukebox that played fun songs. I had a chocolate ice cream cone and a pizza. It was the perfect way to end the day.

I felt really happy and could not stop smiling.

The End

1)

2)

3)

4)

5)

## Personal Narrative Writing - Plot

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

**Think**

Answer the questions below to help you think of plot ideas.

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

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

3) Have you ever helped someone?

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

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

**PREVIEW**

## Personal Narrative Writing

**Planning**

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

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

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**2) Beginning** – Where does the story take place? Describe the setting.

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

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**PREVIEW**



Edit

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

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

Edit

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

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

## Activity: Story Swap Revision Party

**Objective**

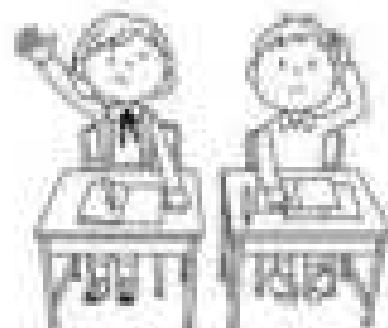
What are we learning more about?

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

**Material**

What do we need to complete the activity?

- ☐ Drafts of student narrative stories
  - ☐ Pencils
  - ☐ Highlighters
  - ☐ Revision checklist
- us co... success  
criteria

**Instructions**

How do we complete the activity?

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

## Activity: Story Swap Revision Party

**Feedback**

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

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

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

3) What is your **question** about your partner's story?

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

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

## Rubric – Story Writing

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

**Teacher Comments**

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**Mark**

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

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## Understanding Persuasive Writing

### What is Persuasive Writing?

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

### When Do We Use It?

We see persuasive writing in many places:

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



### What Makes Persuasive Writing Good?

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

## True or False

Is the statement true or false?

|                                                                  |      |       |
|------------------------------------------------------------------|------|-------|
| 1) Persuasive writing is only used in school.                    | True | False |
| 2) TV ads use persuasive writing.                                | True | False |
| 3) You should not think about who is going to read your writing. | True | False |
| 4) Use facts in persuasive writing.                              | True | False |
| 5) Use boring words like good or okay.                           | True | False |

Ad Post \_\_\_\_\_ poster of your favourite toy or snack. Then write 3 reasons  
why you should buy it.

**PREVIEW**

## Activity: Being Persuasive

**Objective:**

What are we learning more about?

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

**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 will use 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 be your partner? Yes, or no?

- 2) What helped you perform better?

**Fun and Boring**Draw two animals: one you think is fun and one you think is boring.  
Explain your opinions below.A large, empty rectangular box intended for drawing a fun animal.A large, empty rectangular box intended for drawing a boring animal.A large, empty rectangular box intended for drawing a fun animal.A large, empty rectangular box intended for drawing a boring animal.

## Persuasive Writing - Opinions

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

|    | Topic                                             | Opinion |
|----|---------------------------------------------------|---------|
| 1) | Is it better to give gifts or receive gifts? Why? |         |

|          |  |
|----------|--|
| Reason 1 |  |
| Reason 2 |  |

|    |                                              |  |
|----|----------------------------------------------|--|
| 2) | Should school be year-round or have a break? |  |
|----|----------------------------------------------|--|

|          |  |
|----------|--|
| Reason 1 |  |
| Reason 2 |  |

|    |                                          |  |
|----|------------------------------------------|--|
| 3) | Are video games better than board games? |  |
|----|------------------------------------------|--|

|          |  |
|----------|--|
| Reason 1 |  |
| Reason 2 |  |

## Is It Persuasive?

**Instructions:**

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



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

Teachers need a break too.

Recess is the best part of the day.

More time helps kids to exercise and be healthy.

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

I like how fruit tastes.

Both have vitamins that help you feel better.

Vegetables have pretty cool colors.

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

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.

**Topic:** Swimming the best sport.

The water feels good.

My cousin is a great swimmer.

Swimming exercises all parts of the body.

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

Plastic is yucky.

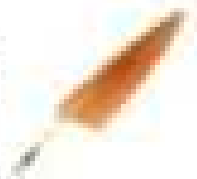
Less plastic helps save sea animals.

My mom uses cloth bags.

## Is It Persuasive?

**Instructions:**

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



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

Rides can help you face and overcome your fears.

Rides are fun because they go really, really fast.

**Why is it more persuasive than the others?**

**Topic:** Winter is the best season.

Winter activities like skiing and sledding are good exercise.

Snowflakes look pretty.

**Why is it more persuasive than the others?**

## Procedural Writing: A Quick Guide

### What is Procedural Writing?

**Procedural writing** tells us how to do something. It is like a recipe or a treasure map. It shows us steps to finish a task from start to end.



### Why is it important?

Procedural writing helps us learn how to do new things. If we want to make a peanut butter sandwich, we can read the steps and do it right. Recipes like this can help you try new food.

### What Does it Look Like?

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

### Example:

**Title:** How to Build a Snowman

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

### Steps:

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



## Procedural Writing : A Quick Guide

**True or False**

Is the statement true or false?

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

**Questions**

Answer the questions below.

1) What is the purpose of procedural writing?

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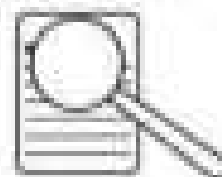
2) What is the purpose of these three key features of procedural writing?

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

# Procedural Writing : Topics Zooming In!

## Instructions

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

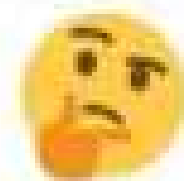


| Topic                     | Zoom In! |                         |
|---------------------------|----------|-------------------------|
| Ex. How to cook           | 1        | How to make cereal      |
|                           | 2        | How to cook eggs        |
| Ex. How to pack           | 1        | 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 protect the Earth  | 1        |                         |
|                           | 2        |                         |
| How to take care of a pet | 1        |                         |
|                           | 2        |                         |

## Procedural Writing : Brainstorm Topics

**Instructions**

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

**At School**

Write your name:

**Outside**

Ex. Build a Snowman

**At Home**

Ex. How to Clean your Room

**PREVIEW**

## Procedural Writing : Transition/Signal Words

### What are Transition Words?

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

Transition words help readers know what order to do things in...

#### First

- ☐ To Begin
- ☐ Step One
- ☐ To Start

#### Middle

- ☐ Next
- ☐ Then
- ☐ Step Two
- ☐ After

#### End

- ☐ Last
- ☐ Finally
- ☐ When we are finished

### Why are They Important?

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



**Transition/Signal Words – Practice****Instructions**

Write the transition words under the correct step

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

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**Step One****Then****Next****Finally**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

## Procedural Writing : Transition/Signal Words

| Beginning the Task | During the Task | Ending the Task |
|--------------------|-----------------|-----------------|
| First              | Next            | Then            |
| To start           | After that      | Afterward       |
| Initially          | Meanwhile       | Lastly          |
| Finally            | Following this  | Finally         |
| By the way         | Also            | In the end      |

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

### How to Make a Paper Hat

1. Before anything, find a large sheet of paper.
2. \_\_\_\_\_, fold the paper in half lengthwise.
3. \_\_\_\_\_, fold the top two corners inward to the center line.
4. Meanwhile, make sure the edges are even.
5. \_\_\_\_\_, fold the bottom edges up to finish your paper hat.



### How to Water a Plant

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



## Writing Procedural Steps – Practice

| Beginning the Task | During the Task | Ending the Task |
|--------------------|-----------------|-----------------|
| First              | Next            | Then            |
| To start           | After that      | Afterward       |
| Initially          | Meanwhile       | Lastly          |
| First, by          | Following this  | Finally         |
| By the end         | Also            | In the end      |

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



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

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

## Writing Procedural Steps – A Quick Guide

### What are Steps?

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

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



### Why Steps in Writing?

Steps are important because they guide us.

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

### How to Write Steps:

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

### Example

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



## True or False

Is the statement true or false?

|                                                                    |      |       |
|--------------------------------------------------------------------|------|-------|
| 1) Procedural writing shows you how to do something step-by-step.  | True | False |
| 2) Steps in procedural writing are not needed.                     | True | False |
| 3) You begin writing steps with an opening sentence.               | True | False |
| 4) You should write down what is needed before starting the steps. | True | False |
| 5) You do not need a closing sentence.                             | True | False |

Instructions Follow the instructions below.

| Step Number | Instructions                                                         |
|-------------|----------------------------------------------------------------------|
| Step 1      | Draw a circle for the dog's head.                                    |
| Step 2      | Draw two small circles on each side for ears.                        |
| Step 3      | Draw a horizontal line across the middle of the circle for the body. |
| Step 4      | Draw four lines extending from 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 back of the body for a tail.                 |
| Step 7      | Draw dots for eyes and a small line for a nose on the head.          |

# Organizing Procedural Steps



## Steps

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

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

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

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

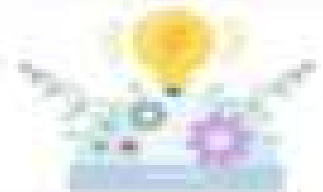
# Assignment Procedural Writing – Planning

## List of Procedural Ideas

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

## Remember

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



Planning: Answer the questions below to plan your writing.

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

2) Title - Example: How To Ride A Bike

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

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

**Assignment Procedural Writing – Planning**

| Step   | Instructions |
|--------|--------------|
| Step 1 | <hr/> <hr/>  |
| Step 2 | <hr/> <hr/>  |
| Step 3 | <hr/> <hr/>  |
| Step 4 | <hr/> <hr/>  |
| Step 5 | <hr/> <hr/>  |
| Step 6 | <hr/> <hr/>  |

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

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## Assignment – Procedural Writing

**Final Draft**

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

**Title:** \_\_\_\_\_**Intro:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**Materials** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

## Assignment – Procedural Writing

**Final Draft**

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

Step 1

Step 2

Step 3

Step 4

**PREVIEW**

## Assignment – Procedural Writing

**Final Draft**

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

|        |                         |  |
|--------|-------------------------|--|
| Step 5 | <hr/> <hr/> <hr/> <hr/> |  |
|--------|-------------------------|--|

|        |                         |  |
|--------|-------------------------|--|
| Step 6 | <hr/> <hr/> <hr/> <hr/> |  |
|--------|-------------------------|--|

**Conclusion**

|                                     |
|-------------------------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------------|

Edit

Edit your first draft by looking at the success criteria.

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

Edit

Edit your first draft by looking at the success criteria.

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

## Rubric – Procedural Writing

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

### Teacher Comments

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Mark

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

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## Informational Reports: Non-Fiction

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

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



Think! Which of the topics below is fiction or non-fiction?

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

## Writing a Report – Bears

### Objective

What are we learning more about?

We will be practicing writing a report using the proper formatting.



### Instructions

How do we complete the activity?

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

### Facts

Organize the facts below.

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

**Planning**

Fill in the parts of the report below.

**Introduction** - What will the report be about?**Body** - What will the 3 headings be? What 3 facts will you include about each heading?**Heading #1** What Do Bears Eat?

Fact 1

Fact 2

**Heading #2** A Bear's Body

Fact 1

Fact 2

Fact 3

**Heading #3** Bear Hibernation

Fact 1

Fact 2

Fact 3

**Conclusion** - Summarize the report in just a couple sentences.

## Writing a Report – Bears

**PREVIEW**

## How To Research Well

### Finding Information: Let's Begin!

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

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

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

When using search engines, type short and clear questions.

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

### The Importance of Trustworthy Sources

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

Here are some good places to look:

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



Be careful! Some places might give you wrong answers.

Stay away from:

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

Think

Is the search good or bad?

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

Questions

Answer

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

# How To Research: Online Treasure Hunt

**Objective**

What are we learning more about?

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

**Material**

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (list below)
- ☐ Paper and pen for notes

**Instructions**

How do we complete the activity?

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

## How To Research: Online Treasure Hunt

**Research**

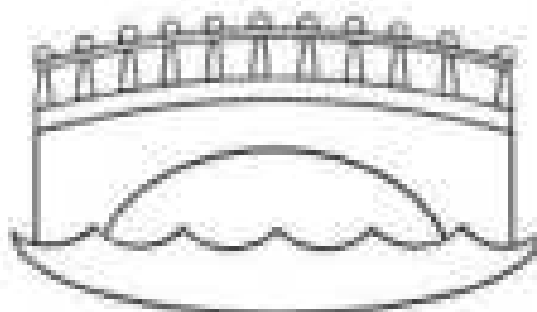
Find answers to the questions below.

| Question                                 | Answer |
|------------------------------------------|--------|
| 1) What is the largest mammal?           |        |
| 2) In what country wear Kimonos?         |        |
| 3) Which gas do we need for food?        |        |
| 4) Who is the Prime Minister of the UK?  |        |
| 5) Is the Sun a star or a planet?        |        |
| 6) Which bird cannot fly?                |        |
| 7) Can elephants jump?                   |        |
| 8) How tall is the CN Tower?             |        |
| 9) How many hearts does an Octopus have? |        |
| 10) How long can snails sleep?           |        |

## Reordering a Report – Strong Bridges

### Shapes and Designs

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



### Materials Matter

Strong bridges are made of materials like steel or concrete. These materials can carry heavy weight, which is why big trucks and cars can safely drive over them.

### Conclusion

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

### Introduction

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

### Solid Foundations

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

**True or False**

Is the statement true or false?

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

**Ordering**

Order the headings in the report.

How would you order the report? List the headings in order from 1) - 5).  
**Headings:** Solid Foundations, Design Materials, Matter, Conclusion, Introduction.

|    |  |
|----|--|
| 1) |  |
| 2) |  |
| 3) |  |
| 4) |  |
| 5) |  |

**Facts**

Write 3 facts from this report.

|  |
|--|
|  |
|  |
|  |

## Report Writing – Introductions

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

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

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

Did you know that 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!

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

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

## Report Writing – Introductions

**Write**

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

Topic: Why kids need to go to the dentist.

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Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Topic: Why kids should eat fruit.

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Starts with fun fact or question

Gives a hint, not all the information

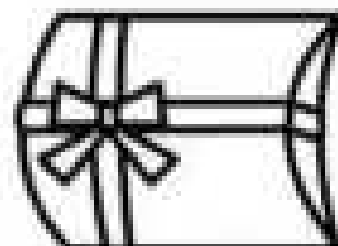
Says the main idea

Keep it short and interesting!

## Report Writing – Conclusions

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

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



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

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

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

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

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

## My Family Tree

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



## Research Process – Asking Questions

**Directions**

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



| Community Helper |  |
|------------------|--|
| 1                |  |
| 2                |  |
| 3                |  |

| Community Helper |  |
|------------------|--|
| 1                |  |
| 2                |  |
| 3                |  |

## Assignment - Writing a Report

**Write**

Plan your report by filling in the graphic organizer below.

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

1) Fill in the report topics that you will choose from. You can use some of the ideas above.

2) What topic did you choose?

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

4) Choose three main headings and write them below.

**Research**

Find information for your report.

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

1

2

3

**PREVIEW**

**Planning**

Finish the planning process.

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

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

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

204

Guided Reading  
Book 1

## Assignment – Report Writing

**PREVIEW**

## Rubric – Report Assignment

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

### Teacher Comments

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Mark

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

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## What is a Haiku?

### What is a Haiku?

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

Whispering  
Landing on the snow  
Winter's gentle hug



### Rain

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

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

Write

Finish the Haiku poems below.

Topic: Sun

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

Topic: Brown Bear

Line 1

Oscar the brown bear

Line 2

Sleeps all winter in his den

Line 3

# What is a Haiku?

Write

Finish the Haiku poems below



Topic: Soccer

Line 1

Lucy kicks the ball.

Across the field it will go

Line 3

Line 1

Line 2

Line 3

Topic: Friends

Fun until the end

Topic: School

Line 1

Line 2

Math and reading, we have done

Line 3

## How to Write a Rhyming Poem

### Getting Started with Rhyming Poetry

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

What is

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

### Steps to Write a Rhyme Poem

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

### Example of AABB Rhyme Scheme:

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



### Tools for Finding Rhymes

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

# How to Write a Rhyming Poem

## Warm-Up

Write 3 rhyming words for each word below.

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

## Write

Finish the poem below using the rhyming scheme.

### AABB Poems

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

### AABB Poems

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

### AABB Poem

Line  
Birds singing with a high,  
Children laughing and

### AABB Poem

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

## Writing Rhyming Poems

**Plan and Write**

Plan and write your poems below.

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

2) Which topic will you write a poem about?

3) Write a 4-line poem below with 1st and 3rd lines rhyming and 2nd and 4th lines rhyming.

4) Illustrate your poem by drawing a picture.

**PREVIEW**

## What is a Limerick Poem?

### What is a Limerick Poem?

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

There Once Was A Man From Peru

There once was a man from Peru

Who dreamt he was in a shoe

He awoke in the night

With a terrible fright,

And found it was perfectly true.

There Was An Old Man With A Beard

There was an old man with a beard,

Who said it is just as I feared.

Two owls and a hen,

Four cats and a wren,

Will live in my beard!

### How a Limerick Goes

Limericks follow a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They have a rhythm as well – think Hickory Dickory Dock.

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

## What is a Limerick Poem?


**Write**

Finish the poem and draw what you are picturing.

### Topic: Silly Bees

|        |                                      |      |
|--------|--------------------------------------|------|
| Line 1 | There once were some bees in a hive, | Draw |
| Line 2 | And felt so alive.                   |      |
| Line 3 | They flew and buzzed                 |      |
| Line 4 | And chattered                        |      |
| Line 5 |                                      |      |

### Topic: The Jolly Old

|        |                                      |  |
|--------|--------------------------------------|--|
| Line 1 | There once was an old man named Ray, |  |
| Line 2 | Who laughed in a jolly old way.      |  |
| Line 3 | With a chuckle and grin,             |  |
| Line 4 |                                      |  |
| Line 5 | Brightening everyone's day!          |  |

# What is a Limerick Poem?



**Write**

Finish the poem and draw what you're picturing

## Topic: The Clever Crow

Draw

Line 1 There once was a crow black as night,

Line 2 He'd go to take food and take flight.

Line 3 He'd hop and he'd creep,

Line 4 In a new place,

Line 5

## Topic: The Sneaky

Line 1 There once was a fox quick and sly,

Line 2 With a twinkle in his little eye.

Line 3 He'd sneak and he'd dash,

Line 4

Line 5

# Writing an Acrostic Poem

**Write**

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

| School Words | Rhyme 1 | Rhyme 2 | Rhyme 3 | Rhyme 4 |
|--------------|---------|---------|---------|---------|
| Book         | Hook    | Look    | Brook   | Rook    |
| Class        | Grass   | Mass    | Pass    | Brass   |
| Page         | Age     | Cage    | Wage    | Sage    |
| Table        | Shade   | Parade  | Braid   |         |
| Rest         |         | Nest    | Jest    |         |

S

C

H

O

O

L

## Analyzing a Book Review

**Title and Author:** "Draco and the Lost Star" by Sammy Samson

**Introduction:** Hey there, everyone! I want to tell you about this cool book I read. It's called "Draco and the Lost Star." It's full of magic, mystery, and fun!



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

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

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

**Rating:** ☆☆☆☆☆

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



## Analyzing a Book Review

### Describe

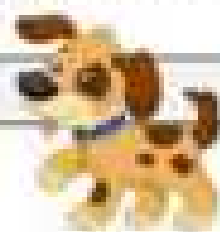
After reading the book review, explain if it met the criteria below.  
Write an example of how the book review meets the criteria below.

|                                                                   |     |    |
|-------------------------------------------------------------------|-----|----|
| 1) Does it have a catchy start?                                   | Yes | No |
| 2) Include the title of the book                                  | Yes | No |
| 3) Include author's name                                          | Yes | No |
| 4) Does it give a summary without spoiling surprises?             | Yes | No |
| 5) Did they state their thoughts about the book? Give an example. |     |    |
|                                                                   |     |    |
| 6) Does it talk about what was liked and disliked?                |     |    |
|                                                                   |     |    |
| 7) Does it use interesting words that are fun to read? Give some. |     |    |
|                                                                   |     |    |
| 8) Does it end with a rating? Write it down.                      |     |    |
|                                                                   |     |    |
| 9) Who does it say would enjoy the book?                          |     |    |
|                                                                   |     |    |

## Practicing Summarizing

**Summarize**

Read the short story below and then summarize it without giving away surprises. Pretend a friend has asked for a television or movie recommendation, so they don't want to know exactly what happens.

**Short Story**

### The Lost Puppy

In a city park, Jake found a little lost puppy with fluffy, brown fur. It cried softly, looking very sad. Jake wondered how he could help it. Then he remembered seeing a "Lost Puppy" sign. Holding the puppy gently, Jake ran over and called the number on the poster. After a few minutes, a happy owner showed up, hugging the puppy with tears of joy. "Thank you so much!" she said, filled with thanks. Jake smiled, happy to have helped a new friend.

**Your Summary**

## Practicing Reviews – Lucy's Magic Bracelet

### Reviews

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

### Short Story – Tom's Magical Boots

Tom found magical boots in a magic forest. He was so excited that he put them on right away. The boots made him jump his feet one, two, three times. All of a sudden, he could understand the trees. They were saying! Big oak trees told him really old stories. Willow trees answered his questions. Even the maple trees gave him funny riddles to solve. When he went home, he took off his magic boots and ran to his friends. "I have amazing stories to tell you," he said. He was so happy and could not wait to visit the forest again.

1) What are your thoughts about the story? Write using a certain voice – happy, mad, etc.

---



---



---

2) What was your favourite part? Least favourite part?

Favourite:

Least  
Favourite:

3) What rating do you give the story? Why do you give it this rating?

---



---



---

## Assignment – Writing a Book Review

**Planning**

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book, leaving away any surprises.

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

Favourite  
PartLeast  
Favourite  
Part

**PREVIEW**

**Planning**

Fill in the graphic organizer to write a book review.

5) **Rating:** How many stars out of 5 do you want to give the book? Explain why – is there a different similar book that might be better?

6) Who would like this book? Who would you recommend it to? Who might not like this book?

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

**PREVIEW**

Name \_\_\_\_\_

247

Guided Reading  
Book 1

## MY BOOK REVIEW

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

Author: \_\_\_\_\_

Summary

My Thoughts

**PREVIEW**

My Rating



Edit

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

| Criteria                                               | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------------------------------------|--------------------------|--------------------------|
| Says the book's title and author's name                |                          |                          |
| Has an exciting start that grabs the reader's interest |                          |                          |
| Shares a brief summary without giving away the ending  |                          |                          |
| Includes a rating                                      |                          |                          |
| Makes it clear who would enjoy the book                |                          |                          |
| Author's voice comes through in the writing            |                          |                          |
| Is interesting and informative                         |                          |                          |

Edit

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

| Criteria                                               |  |
|--------------------------------------------------------|--|
| Says the book's title and author's name                |  |
| Has an exciting start that grabs the reader's interest |  |
| Shares a brief summary without giving away the ending  |  |
| Includes a rating                                      |  |
| Makes it clear who would enjoy the book                |  |
| Author's voice comes through in the writing            |  |
| Is interesting and informative                         |  |

# Printing Activities

## Printing Activities

**Practice**

Trace the printing letters below.

A A A A A A A A A A A

a a a a a a a a a a a

B B B B B B B B B B B

b b b b b b b b b b

C C C C C C C C C C C

c c c c c c c c c c c

D D D D D D D D D D D

d d d d d d d d d d d

**PREVIEW**

# Printing Activities

**Practice**

Print the letters in each of the boxes.

|   |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| U |  |  |  |  |  |  |  |  |
| u |  |  |  |  |  |  |  |  |
| V |  |  |  |  |  |  |  |  |
| v |  |  |  |  |  |  |  |  |
| W |  |  |  |  |  |  |  |  |
| w |  |  |  |  |  |  |  |  |
| X |  |  |  |  |  |  |  |  |
| x |  |  |  |  |  |  |  |  |
| Y |  |  |  |  |  |  |  |  |
| y |  |  |  |  |  |  |  |  |
| Z |  |  |  |  |  |  |  |  |
| z |  |  |  |  |  |  |  |  |

**PREVIEW**

## Printing Activities

**Practice**

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

The cat slept.

I love to read.

Birds fly high.

He reads a big book.

My dog barks loudly.

**PREVIEW**

## Printing Activities

**Practice**

Trace the printing stories below.

Lucy went to the park. She saw ducks in  
the pond. They quacked and swam happily.  
Lucy was so happy.

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

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



# Google Slides Lessons Preview





# BC Language Curriculum Reading Comprehension – Grade 2

## 3-Part Lesson Format

### Part 1 – Minds On!

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



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





# BC Language Curriculum

## Reading Comprehension – Grade 2

**Q Match the Story to the Principle**

Draw the principle to the matching part of the story.

**Part from The River's Song**

Some of the friends spent the day by the river and found the land lovely.

The children promised to take care of the river and everything along it.

They started their home and things to get back to nature.

Everyone worked together to clean up the river and clean the trees.

They understood their plants, animals, and water are dependent on each other.

The insects that the river was very special and were protecting.

When the river sang, they were glad that nature helped the world.

**Principles**

- Responsibility
- Environmental
- Respect
- Respect
- Learning
- Respect
- Responsible

**1 2 3 4**

**The Wind Made**  
The wind made the leaves fly away from the tree.

**The children**  
The children were playing in the park.

**The children**  
The children were playing in the park.

**The children**  
The children were playing in the park.

**Q Matching Activity**

Draw the words into the correct group. Help to make a matching letter and join the words.

**Words**

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

**Words**

- 1. The children were playing in the park.
- 2. The children were playing in the park.
- 3. The children were playing in the park.
- 4. The children were playing in the park.
- 5. The children were playing in the park.
- 6. The children were playing in the park.
- 7. The children were playing in the park.
- 8. The children were playing in the park.



# BC Language Curriculum

## Reading Comprehension – Grade 2

**Q Reports – Text Features**

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

13 A  shows us where to find each section in a report.

14  show information in a simple way, using pictures or graphs.

15 A  is a list of new or important words with their meanings.

16  are small symbols that give us extra meaning or ideas.

17 A  is placed under a picture to describe it in more detail.

glossary      table of contents      icon      caption      photo

**Q Know Your Words**

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

| Question                                                              | A      | B      | C     | Answer |
|-----------------------------------------------------------------------|--------|--------|-------|--------|
| 1) Which poem usually begins with a title?                            | True   | Unsure | False |        |
| 2) Which poem usually has a word during the first verse of each line? | Unsure | False  | True  |        |
| 3) Which poem is usually four lines long and has a rhyme pattern?     | Unsure | True   | False |        |
| 4) Which poem has 8 lines and often ends with a poem?                 | True   | Unsure | False |        |

**Q Likes Up or Thumbs Down?**

Read each review. Show if the reviewer **likes** it or the reviewer **dislikes** it.

1) "This book was full of adventure! I couldn't stop reading it." ☐

2) "I loved the colorful illustrations. This made the story fun!" ☐

3) "The ending didn't make sense. I haven't been that should be fixed." ☐

4) "The book was very clear and it felt like nothing happened." ☐

5) "The characters were hard to follow, and I wanted to take notes to finish it." ☐

6) "This was the best mystery ever! I didn't expect it to end." ☐



# Workbook Preview



# Grade 2 – Language

## Comprehension, Story, Text Forms



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

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

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                           |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| CST2.1 |                                                                                                                                                                                                                                                                                                                                                                                                                                            | 95-104                    |
| CST2.2 |                                                                                                                                                                                                                                                                                                                                                                                                                                            | 166                       |
| CST2.3 | colour, arrangement, and formatting features such as bold, underline)                                                                                                                                                                                                                                                                                                                                                                      | 130-148, 149-149, 178-205 |
| CST2.4 | <b>Vocabulary to talk about texts:</b> book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams.                                                                                                                                                                                                                                                                | 9-10                      |
| CST2.5 | <b>Reading strategies:</b> using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual. | 11-36, 42-45, 80-205      |
| CST2.6 | <b>Metacognitive strategies:</b> 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.                                                                                                                                                                                                                                      | 17-72                     |

# Block 1: Reading Comprehension Strategies - Basics

## Focus

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

## Vocabulary To Talk About Texts

### Book

A book is a collection of pages you can read.



### Parts of a Book

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

### Important Words When You are Reading on Computers

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

**True or False**

Is the statement true or false?

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

**Match**

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

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

**Choose**

Put a check mark beside the correct answer to the question.

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

# Understanding Reading Comprehension

## Understanding Reading

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

## Why Reading is Important

- 1) Reading helps you learn new things.
- 2) Reading helps you think.
- 3) Reading helps you understand the world.



## How to Be Good at Reading

### A) Before Reading

- **What You Know:** Think of what you know about the story by the title.
- **Why Read:** Are you reading to learn something or for fun?

### B) While Reading

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

### C) After Reading

- **Retell:** Review the main parts of the story.
- **Inference:** Look for small clues to understand things that are not said out loud.

## True or False

Is the statement true or false?

|                                                   |      |       |
|---------------------------------------------------|------|-------|
| 1) Reading is just saying words.                  | True | False |
| 2) Reading does not help you talk better.         | True | False |
| 3) Asking questions while reading is a good idea. | True | False |
| 4) Reading can help you learn new things.         | True | False |
| 5) Reading is an important skill.                 | True | False |

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

|                                                                                     |                               |
|-------------------------------------------------------------------------------------|-------------------------------|
|  | <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------------------------------------------------------------|-------------------------------|

## Matching

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

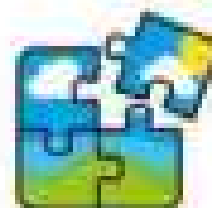
|                                                                                                                                                                      |                                                                                                                                    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

## Making Connections

### Making Connections

Making connections makes reading easier to understand.

- **Text-to-Text Connection:** Like another book you have read.
- **Text-to-World Connection:** About things that happen in the world.
- **Text-to-Self Connection:** About your own life and what you know.



Making Connections Draw a line from the example to the type of connection.

1) Bella finds a lost dog on the street.

Text-to-Self

Animal shelters help lost pets.

Text-to-Text

There are many lost dogs.

Text-to-World

I read a newspaper story about lost pets.

2) Grandma comes to visit for the weekend.

Text-to-Self

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

Text-to-Text

People travel to see family.

Text-to-World

My grandma also comes to visit sometimes.

3) Jake and his friends build a snowman.

Text-to-Self

Building snowmen is very common during winter.

Text-to-Text

I built a snowman last year.

Text-to-World

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

## Making Connections

**Making Connections**

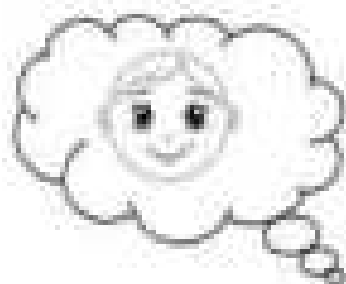
Make connections to the passage below.

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

Text-to-text

Text-to-self

Text-to-world



## Comprehension Practice – Making Connections

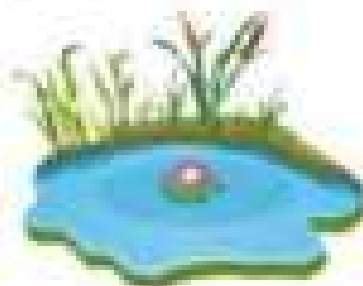
### “Every Drop Counts: The Importance of Saving Water”

Once upon a time, in a small town, lived a young girl named Lily. Lily loved water.

She liked swimming, watering plants, and playing with water balloons.

One day, she noticed something. The pond near her

house was getting



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

Her mom said, “We are using too much water. The pond is getting smaller because we are using too much water.”

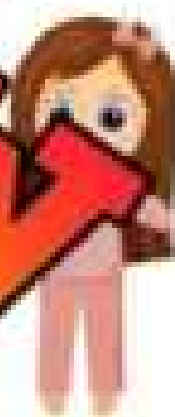
Lily thought hard. “I want to help save water,” she decided. Here is what Lily did:

- She turned off the tap while brushing her teeth.
- She took shorter showers.
- She used a broom instead of a hose to clean the sidewalk.

When her friends knew what Lily was doing, they started to save water too. And guess what? The pond started to get bigger again!

Lily was so happy. She learned that saving water helps the whole town, and even the animals that lived in the pond.

Remember, like Lily, you can help too. Every drop counts, and small changes can make a big difference. Let us all save water and take care of our planet!



## Pre-Reading

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

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## While Reading

As you read, stop and make connections to your life

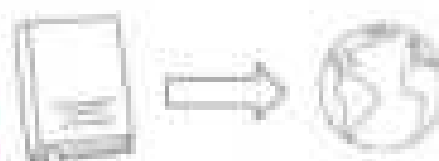
Text-to-text



Text-to-self



Text-to-world



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## Comprehension Practice – Questioning

### The Magic of Pulleys: How Elevators Work

#### What is a Pulley?

A pulley is like a special wheel that helps lift things up and down. It uses a rope or a cable to make it easy to move heavy stuff!

#### How do Pulleys Work?

Elevators have a pulley at the top. A strong motor turns this pulley. When the pulley turns, the cable goes up and down.

#### Parts of an Elevator

Here is what you find in an elevator:

- **Pulley:** The special wheel at the top
- **Motor:** Makes the pulley turn
- **Cable:** The strong rope
- **Elevator Car:** Where people stand



When you press the button, the motor starts turning the pulley. The pulley then moves the cable, and the elevator car goes to the floor you picked.

#### Why Are Pulleys Important?

Pulleys are like magic because they can lift heavy things easily. You can find pulleys in other places too, like in cranes that lift big boxes.

### Pre-Reading

Are you reading for fun or for information?



W. H. R. 1991

While you read, stop and write down questions you have.

1)

2)

REVIEW

## Visualizing

Draw what you were picturing while you were



## What is an Inference?

When you read or listen, your brain takes in new facts. It mixes them with things you already know. This way, you get fresh ideas or make smart guesses.

### Example

New Information: Frogs jump really high to catch flies.

Inference: 1) Frogs are eating flies. 2) Jumping high is good for frogs.



### Infer

Interpret what you read now by answering the questions.

1) Rachel is collecting colorful eggs that are left all over her house.

What holiday is it?

2) Dad is filling the car with suitcases and suitcases.

What is the family doing?

3) The teacher is passing out test papers and sharpened pencils.

What is happening in the class?

4) The puddles are turning to ice outside.

What is the weather like?

5) Jenny is brushing her teeth and wearing pajamas.

What time of the day is it?

## What is an Inference?

**Infer**

Make 1 inference about each of the sentences below.

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

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

3) Lisa is wearing a scarf, and mittens.

**Infer**

Make inferences about what you see in the images below.



The dog is wagging its tail.

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The snowman is melting.

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**Comprehension Practice – Visualizing**

Nairobi, Kenya

September 12, 2023

Dear Sam,



Hi from Nairobi in Kenya, a country in

Africa. I went to a park for a fun picnic I had here.

We went to a picnic in a large park. We saw lions, zebras, and even elephants!

For lunch, we ate something called ugali. It's a yummy food made from mashed corn. We also had some fruit like mangoes and papayas.

After eating, we played some games. We did a game called a tug-of-war! For dinner we ate nyama choma which is made of meat.

Nairobi is a big city with tall buildings, but there are also beautiful parks and gardens.

I hope you can come to Kenya one day. I would love to show you all the fun things we can do here!

Best wishes,

Hazel

## Pre-Reading

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

|  |
|--|
|  |
|  |
|  |

## While Reading

Draw 2 different pictures of what you are visualizing while reading

|  |  |
|--|--|
|  |  |
|--|--|

## After Reading

Put a check mark beside the picture that is correct.

What do you think the  
Kenyan food Ugali looks like?☐☐What do you think the  
Kenyan food nyama choma  
looks like?☐☐

## Picture Predictions

### Instructions

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

1)



- ☐ The boy will kick the ball.
- ☐ The boy will throw the ball.
- ☐ The boy will hit the ball.

2)



- ☐ The family will eat the ice cream they buy from the vendor.
- ☐ The family will not buy ice cream.
- ☐ The family will eat family apples.

3)



- ☐ The children will stop playing in the park.
- ☐ The children will swim in the water.
- ☐ The children will sleep in the park.

4)



- ☐ The friends will go out for a walk.
- ☐ The friends will cut the birthday cake.
- ☐ The friends will eat pizza.

## Picture Predictions

### Instructions

Look carefully at the pictures and think about the story. Predict what will happen next in the story. Write it down.



**PREVIEW**

## Instructions

Now read the story below and see if your prediction was correct.

Rhea was feeling upset and dreamed of a beautiful golden pet dog. Later that day Rhea's parents saw that she was upset. They smiled and had a surprise for her. They all got into their red car and drove to a special place.

The car stopped in front of the animal shelter. Rhea's eyes sparkled with joy. She understood the surprise! Inside the shelter, Rhea saw many dogs, but one golden retriever was just for her. It was just like in her dream!

Rhea hugged the puppy and they both felt so much love. She knew this puppy would be her best friend. She adopted the puppy and took him home. Rhea and her new friend played and ran, jumping and laughing together.

## Questions

Answer the questions.

|                                                     |          |
|-----------------------------------------------------|----------|
| 1) Was your prediction correct? Circle your answer. | Somewhat |
|-----------------------------------------------------|----------|

|                                                                 |  |
|-----------------------------------------------------------------|--|
| 2) Were the illustrations enough to help you predict the story? |  |
|-----------------------------------------------------------------|--|

|       |
|-------|
| _____ |
| _____ |
| _____ |

|                                                     |
|-----------------------------------------------------|
| 3) How can pictures help us understand the meaning? |
|-----------------------------------------------------|

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |

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

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

1) Come over hier and sit with me.



2) The b cross the brite green grass.



3) Aisha wear a dress and eat every day.



4) I got a red balun and a toy for my brother.



5) My favourite animal is the elefant.



6) I read a book about the magical farrest.



7) He does not like cheeze on his burger.



8) The dog is chasing its own tayl.



9) Look at the preti rainbow in the sky.



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



## Monitoring – Does It Sound Right?

### Instructions

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

|                                 |    |
|---------------------------------|----|
| We hikes up the mountain trail. |    |
| Yes                             | No |

|                       |    |
|-----------------------|----|
| The dog barks loudly. |    |
| Yes                   | No |

|                              |    |
|------------------------------|----|
| My favourite flower is rose. |    |
| Yes                          | No |

|                             |    |
|-----------------------------|----|
| Fish climb deep in the sea. |    |
| Yes                         | No |

|                       |    |
|-----------------------|----|
| Birds fly in the sky. |    |
| Yes                   | No |

|                                            |    |
|--------------------------------------------|----|
| There are a very big apples in the basket. |    |
| Yes                                        | No |

|                            |    |
|----------------------------|----|
| Sam sings beautiful songs. |    |
| Yes                        | No |

|                             |    |
|-----------------------------|----|
| Jim and I runs in the pond. |    |
| Yes                         | No |

### Instructions

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

Once a time, in a colourful forest, there lives a rabbit named Timothy.

Timothy loved to hopping around the trees every day.

One day, he met a friendly turtle named Gerard. Gerard was slow.

Gerard was slow and steady, but he could flies faster than any bird in the sky.

"Good morning, Gerard!" Timothy said with a smile. Gerard smiled back and replied, "The sun is shining dull, but it's raining snow today!" They decided to have a picnic under a big oak tree. Timothy brought carrots that tasted like chocolate, and Gerard brought lettuce that could sing.

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



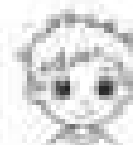
## Monitoring – Does It Make Sense?

### Instructions

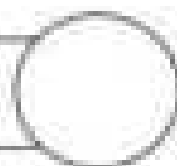
Some of these sentences do not make sense. In the circle make a smiley face 😊 for the sentence that makes sense and a sad face ☹️ for the sentence that does not make sense.



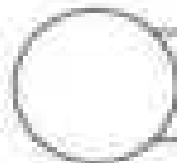
George is a like boy.



Old tom behind chair stand was.



and Sam are best friends.



The baby girl was crying for.



Cold weather was snow.



### Instructions

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

|                                      |        |        |
|--------------------------------------|--------|--------|
| 1) We eat lunch at _____             | night  | noon   |
| 2) The flowers grow in the _____     | soil   | garden |
| 3) The dog wags its _____            | ears   | tail   |
| 4) We ride the bus to the _____      | school | park   |
| 5) I wear my hat on my _____         | hair   | head   |
| 6) She goes to school with her _____ | mother | friend |

## Sight Words

Familiar or sight words are words we see a lot and know by heart. These are special words like "the", "and", "I", or "you" that we can spot and say quickly without having to sound them out. They help us read faster and understand stories better!

**Instruction** Read the story below. List all the sight words you can find.

Once upon a time, there was a kind cat named Bella. She lived in a big, cozy house. One day, she saw a bird outside. The bird was lost and needed help. Bella wanted to help her friend. She said, "Do not worry, I will help you find your home."

Together, they looked around. They went up and down, here and there. Bella and the bird saw many things: a tall tree, a red car, and a blue sky.

At last, they found the bird's home. The bird was so happy. It said, "Thank you, Bella!" They hugged and said goodbye. Bella felt good because she made a new friend and did a kind thing.



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## Comprehension – Weather of British Columbia

### Understanding Weather

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

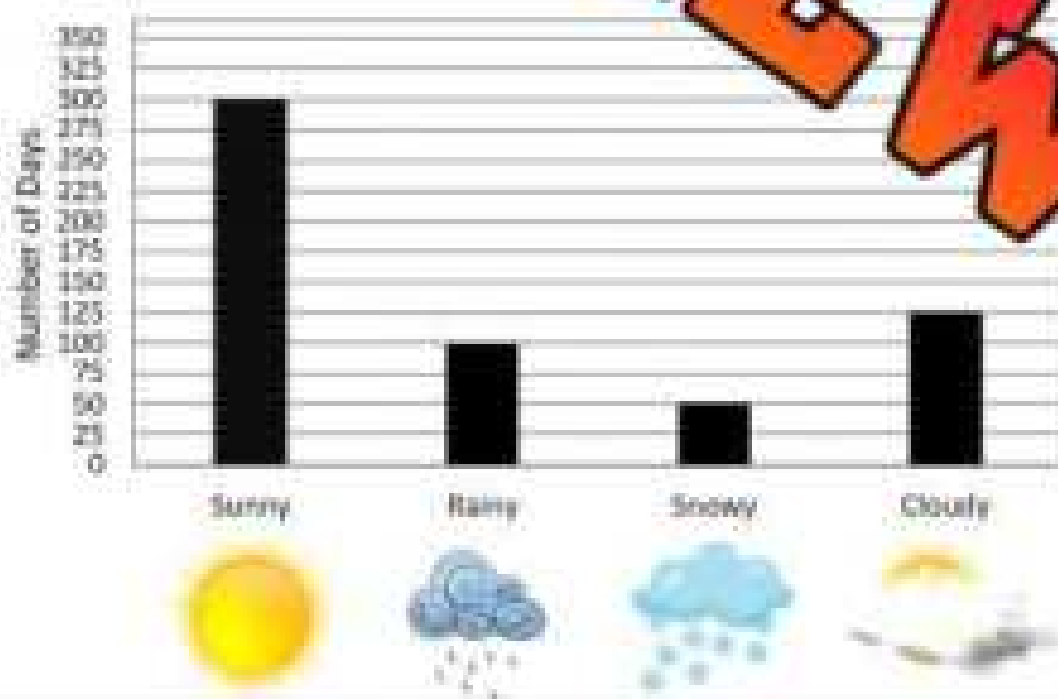
### British Columbia's Yearly Weather

- Sunny British Columbia enjoys about 300 days with sunshine.
- Rain falls on around 100 days each year.
- Snow covers the land for about 50 days.
- Cloudy days are nearly 125 days.

### Why Use a Chart?

A chart is like a picture that tells a story. It helps us understand how many days have sun, rain, or snow. We like to see and compare different weathers in British Columbia.

British Columbia Weather



Name \_\_\_\_\_

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Gettysburg Connections  
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Reflection

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

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Draw

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

|       |        |
|-------|--------|
|       | Rainy  |
| Snowy | Cloudy |

## Activity: Reading Goals



### Objective

What are we learning more about?

To help students set personal reading goals, track their reading, and reflect on their progress to develop a love for reading and improve their reading skills.

### Instructions

How do we complete the activity?

- **Step 1: Setting Your Goal Planner**

Write your goal in your Goal Planner. Think about ways you can work towards your goal which are important to you. Write it down. Fill the other parts of the goal planner to reflect your interest and liking.

- **Step 2: Monthly Reading Log**

Write the number of minutes you read each day in the total for each week in the reading log. Fill the reading log with your reading goals.

- **Step 3: Weekly Check-In**

Every week, look at your Reading Log. Count how many minutes you read. Write the number in your Reading log.

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

At the end of the month, look at your Goal Planner and Reading Log. On your Reflection Sheet, fill in the details of your reading progress.

- **Step 5: Setting New Goals**

With your teacher or a grown-up, talk about your Reflection Sheet. Decide on a new goal for next month. Write or draw your new goal in a new Goal Planner.

# MY GOAL PLANNER



My goal is to \_\_\_\_\_  
\_\_\_\_\_

Ways I can work toward my goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



Why this goal is important \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New things I will try:

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I am going to work \_\_\_\_\_ harder at: \_\_\_\_\_

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I will read:

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Name \_\_\_\_\_

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Guided Reading  
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# READING LOG

My goal for \_\_\_\_\_ is \_\_\_\_\_ minutes.  
(month) (number)

**Instructions:**

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

|     |     |      |     |       |     |     |                                 |
|-----|-----|------|-----|-------|-----|-----|---------------------------------|
| SUN | MON | TUES | WED | THURS | FRI | SAT | I read _____ minutes this week. |
| SUN | MON | TUES | WED | THURS | FRI | SAT | I read _____ minutes this week. |
| SUN | MON | TUES | WED | THURS | FRI | SAT | I read _____ minutes this week. |
| SUN | MON | TUES | WED | THURS | FRI | SAT | I read _____ minutes this week. |
| SUN | MON | TUES | WED | THURS | FRI | SAT | I read _____ minutes this week. |

Total minutes read for the month: \_\_\_\_\_

## REFLECTION / SELF-EVALUATION

### Instructions

Follow the given instructions to fill your weekly reflection table.

- 1) **Month Ending:** Write the last day of the month you are reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Did I Meet My Goal?:** Simply state yes or no.
- 4) **Actions Taken:** List the actions you took to reach your goal.
- 5) **Books/Texts Read:** Write down the titles of the books or texts you read.
- 6) **Random Thoughts:** Write down what you noticed about your reading. Do you enjoy reading? Did you learn something?

|                     |  |
|---------------------|--|
| Month Ending        |  |
| Reading goal        |  |
| Did I meet my goal? |  |

| Actions Taken | Books/Texts Read | Random Thoughts |
|---------------|------------------|-----------------|
|               |                  |                 |
|               |                  |                 |
|               |                  |                 |
|               |                  |                 |
|               |                  |                 |
|               |                  |                 |
|               |                  |                 |
|               |                  |                 |
|               |                  |                 |
|               |                  |                 |

# **INDEPENDENT READING ACTIVITIES**

## Independent Reading - Responses

**Day 1**

Fill in the organizer below.

|                     |                                                   |
|---------------------|---------------------------------------------------|
| Name of Book        |                                                   |
| Author              |                                                   |
| Genre               |                                                   |
| Fiction/Non-Fiction |                                                   |
| Visual              | of something you visualized: Explain the picture. |
|                     |                                                   |
|                     |                                                   |
|                     |                                                   |
|                     |                                                   |
|                     |                                                   |

**Day 2**

Fill in the organizer below.

|                                                                                                   |  |
|---------------------------------------------------------------------------------------------------|--|
| Name of Book                                                                                      |  |
| Author                                                                                            |  |
| Genre                                                                                             |  |
| Fiction/Non-Fiction                                                                               |  |
| <b>Questioning</b> - Write 3 questions about the text. One before reading, one during, one after. |  |
| Before                                                                                            |  |
| During                                                                                            |  |
| After                                                                                             |  |

Name \_\_\_\_\_

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Guided Reading Connection  
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## Independent Reading - Responses

Day 3

Fill in the organizer below.

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

Day 4

Fill in the organizer below.

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

# Independent Reading BINGO

## BINGO

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

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

# Block 2:

# Reading Letters

## Focus

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

## Email Writing – New Vocabulary

Subject: Let Us Have a Garden Adventure!

Hi Friends,

We are going to have a fun time in the garden! Soon, we will start our own garden. We will use what we learned from books



and teach ourselves to cultivate an organic garden without using pesticide or chemicals.

First, we will learn how to grow flowers and veggies like so they can grow big and strong.

A botanist will come to visit us. They will teach us how to take care of our garden. We will learn how to dig in the soil.

Last, we will show our family and friends. It will be fun to show what we made.

See you soon,

Mrs. Davis

### Vocabulary

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

| Word | Meaning – Use Context Clues or Look Up Word Meanings |
|------|------------------------------------------------------|
|      |                                                      |
|      |                                                      |
|      |                                                      |
|      |                                                      |

## Email Writing – Linking Words

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

**E-mail!**

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

| Conjunctions | Pronouns | Transition Words |
|--------------|----------|------------------|
| And          | They     | First Also       |
| But          | We       | Then Finally     |
| So           | You      | However Next     |

### Instructions

Circle the linking words in the emails below.

Subject: Meeting Tomorrow

Hi Class,

I hope you are well. We meet tomorrow at 10 am. Please bring your art. After that, we will chat about going to the park next week.

See you soon,

Mrs. Howard

What voice was used in this email?

Formal

Informal

Subject: New Recipe!

Hi Friend,

I tried a new cooking recipe. First, you mix stuff. Second, you cook them. Last, you eat them with friends and family. They taste so good! Want some?

Bye!

Sara

What voice was used in this email?

Formal

Informal

## Linking Words – Sequencing

**Instructions**

Circle the transition words in the sequences below. Then write all the transition words below.



First, get a pot.



Decorate  
layers of gravel.



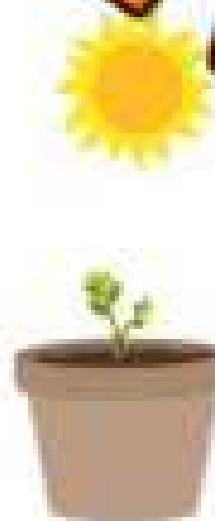
After that, fill the  
pot with soil and  
plant the seed.



Then, cover the  
seed with a thin  
layer of soil.



Next, water the  
seedling.



After that, put  
the pot in the  
sun.



Last, care for the  
plant and wait  
for it to grow.



Finally, the plant  
is grown.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

## Letter Writing – Inferences

Dear Class,

I hope you're all having a good day. I wanted to write you this letter to tell you something important. In our office, we use computers a lot! We also talk to people on the phone to help them. We wear special clothes called suits, and we even have a big meeting room.

Some of us have treats in the kitchen. But guess what? We have to be really quiet there because Mr. Smith is always thinking really hard in that kitchen.

I can't wait to see you!

Best wishes,

Mrs. Johnson



### Inferences

Answer the questions below

Write your answers

|    |                                                 |                       |                       |
|----|-------------------------------------------------|-----------------------|-----------------------|
| 1) | Why does Mrs. Johnson wear a suit?              | It's cold             | It's her work clothes |
| 2) | What does Mr. Smith do in his office?           | Cooks                 |                       |
| 3) | Why do they have to be quiet near the kitchen?  | Mr. Smith is thinking | There's a baby        |
| 4) | What is likely happening in the meeting room?   | Eating                | Meetings              |
| 5) | Why does Mrs. Johnson use a computer?           | To play games         | For work              |
| 6) | What does Mr. Smith probably do?                | Make decisions        | He is a cook          |
| 7) | Do you think Mrs. Johnson is having a good day? | Yes                   | No                    |

## Email Writing – Questioning

Subject: Making the Zoo More Fun!

Dear Zookeeper Sam,

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



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

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

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

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

Thanks for listening.

Chelsea

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

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Guided Reading  
COPS

### Before Reading

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

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### While Reading

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

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### After Reading

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

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### Visualizing

Draw what you were picturing while you were reading.

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# Block 3:

# Narratives

## Focus

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

## What is Indigenous Storywork?

### What Is Indigenous Storywork?

Indigenous Storywork is a special way to share stories. It comes from First Nations, Metis, and Inuit people. It is more than a story. It teaches good lessons and keeps traditions alive.

### The Purpose of Indigenous Storywork

There are several purposes for these stories:

- **Respect:** Being good to others.
- **Responsibility:** Doing what is right.
- **Reciprocity:** Share and take turns.
- **Reverence:** Treat things as special.
- **Holism:** Understand the whole story.
- **Interrelatedness:** Know how things connect.
- **Synergy:** Work together to make it better.

### Why Is This Good?

These stories help us be good to the earth, animals, and people.

### How Do We Learn It?

We can listen to these stories at events, family times, or read them in books at school.



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

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Indigenous Connections  
LEVEL: GRADE 5

### True or False

Is the statement true or false?

|                                                        |      |       |
|--------------------------------------------------------|------|-------|
| 1) Indigenous Storywork comes only from First Nations. | True | False |
| 2) The stories teach bad lessons.                      | True | False |
| 3) There are seven big ideas in Indigenous Storywork.  | True | False |
| 4) Reciprocity means to be rude.                       | True | False |
| 5) You can only learn Indigenous Storywork in school.  | True | False |

### Questions

Answer the questions below.

1) Read the paragraph and write what Indigenous Storytelling is.

2) What 7 principles are taught in Indigenous Storywork?

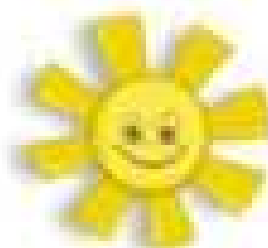
### Visualize

Draw a scene where an Indigenous elder is telling a story to a family gathering and kids are listening.

## The Dance of the Sun, Moon, and Stars

In a sky village, Sun, Moon, and Star were friends. They always shone alone and never together. People in the world below were sad. "It is either too dark or too bright," they said.

One day, Elder Cloud told them, "Your lights are all special. They can be even better. Work together!"



Sun, Moon, and Star talked. "Let us shine together and make the sky perfect!" said Sun. Moon said, "Agree. We can understand how we are all linked in making the sky beautiful." They decided. Sun shone brightly in the day.

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

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

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

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



**Make Connections**

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

Text-to-text



Text-to-



Text-to-world



**PREVIEW**

**Storywork Traits**

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

Synergy

☐ Everything in the sky is linked

Holism

☐ Looking at all the parts of the sky

Interrelatedness

☐ Shining together to make the sky beautiful

## Narrator's Point of View

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

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

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

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

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



**Instructions:** Read each sentence and decide which point of view is being used.

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

**Book Hunt:** Look in your classroom for books written in different points of view.

| Name of Book | Point of View |
|--------------|---------------|
|              |               |
|              |               |
|              |               |

# Narrator's Point of View – Who Said This?

## Instructions

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

A) They are playing soccer.

B) We went to the park today.

C) Alia is doing her homework.

D) I want the kids to get back to class now!

E) I love chewing a bone.

F) I am baking a cake for the kids.



First

Third

First

Third

First

Third



First

Third

First

Third

First

Third

## The Bike Ride – Different Points of View

### First-Person

Hi, I'm Tim! Today was a sunny day, so I decided to ride my bike. I felt so happy as I pedaled down the street. The wind felt amazing as it blew through my hair. "This is the best day ever!" I thought.

While riding, I heard a dog barking. I looked over and saw a big, fluffy dog running around. "Woof, woof!" the dog barked as I rode by. I giggled and waved at the dog.

Finally, I turned my bike around and rode back home. I couldn't wait to tell my mom and dad all about my fun ride and the fluffy dog I saw.

### Third-Person

Tim was feeling great because it was a sunny day. He decided to go for a bike ride. As he pedaled down the street, the wind blew through his hair, making him very happy. "What a wonderful day," he thought to himself.

During his ride, Tim heard some barking. He looked to the side and saw a big, fluffy dog in a yard. The dog seemed to be saying, "Woof, woof!" as he rode past.

Tim couldn't help but laugh and wave at the playful dog.

After his adventure, Tim rode back home, eager to share his fun experience and the story of the fluffy dog with his parents.

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

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### Questions:

Answer the questions below.

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

2) Summarize the events that happened in the story. Write 4 events in one sentence.

1)

2)

3)

4)

### Inferences

Circle all the personality traits which you think Alex has.

Playful

Creative

Adventurous

Energetic

Funny

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Organized

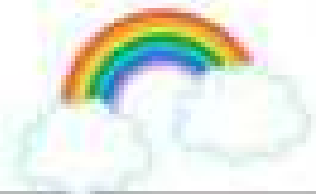
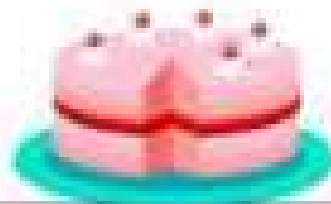
Dedicated

Helpful

## Simile

A **simile** is when we say something is like something else. We use the words "like" or "as." It makes our talking and writing fun. Here are some examples:

- The dog is as fast as a race car.
- The cake tastes like a rainbow.
- Her teddy bear is as soft as a teddy bear.

**Think**

Read the story and find five examples of similes. Then write 4 of them below.

Once upon a time, there was a boy named Tom who was as busy as a beehive. He loved his trains, which glided on wheels as smooth as a hot pan. One day, a bird, quick as a wink, zoomed into his room. Tom was so happy he was watching it. Soon, clouds as black as coal gathered in the sky, and the thunder that sounded like a drum. "Oh no, my window is open!" he cried. He ran to close it, as fast as lightning. Raindrops fell like soft pillows. Indoors, Tom felt as cozy as a kitten. After the rain, the sky turned clear, like a glass window. Tom's new friend—the bird decided to stay!

**Scavenger Hunt**

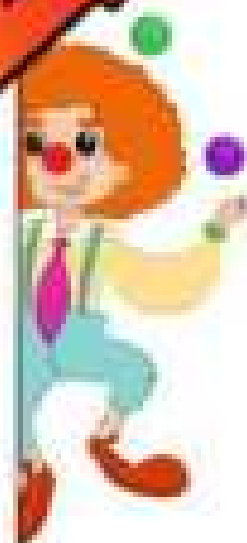
Find books that have examples of similes.

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

**Matching**

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

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



# Simile

**Instructions:**

Complete these similes with the help of hints from the pictures.

1. As busy as \_\_\_\_\_

2. As slow as \_\_\_\_\_

3. As tall as \_\_\_\_\_

4. As \_\_\_\_\_

5. As brave as \_\_\_\_\_

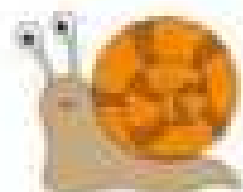
6. As sweet as \_\_\_\_\_

7. As light as \_\_\_\_\_

8. As cold as \_\_\_\_\_

9. As big as \_\_\_\_\_

10. As soft as \_\_\_\_\_



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

7h

Selfie Similes  
COP 2

## Selfie Similes

### Instructions

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

I am as \_\_\_\_\_ as a \_\_\_\_\_

I am as brave as a \_\_\_\_\_

I am as funny as a \_\_\_\_\_

I am as sweet as a \_\_\_\_\_

I am as bright as a \_\_\_\_\_

**PREVIEW**

## Consonance

**Consonance** is when the same ending sound repeats in words that are close in a sentence. This makes the words sound catchy. Writers like to use it.

- A big, pink pig.
- A fall from a tall wall.
- She likes to hop on top.
- A tick-tock clock.



Think

Read the examples of consonance. Write 4 of them below.

Cole had a big, red ball. He kicked it against the tall, stall wall. "Kick, kick, tick-tock," the ball went back and forth.

One day, Cole saw a duck near a small pond. "Quack, quack, snack time," said the duck. Cole had a pack of crackers in his sack. "Kick, kick, crack the crackers."

"Thanks, Cole," quacked the duck. "You make snack time really fun time!"

And so, Cole felt glad. His day had been filled with kicks, quacks, and fun. It was a day of fun sounds and happy friends.

## Consonance

**Scavenger Hunt**

Find books that have examples of consonance.

| Book Name                                   | Example - Describe or quote the example. |
|---------------------------------------------|------------------------------------------|
| "Goodnight Moon"                            | Goodnight light and the red balloon.     |
| Brown Bear, Brown Bear,<br>What Do You See? | Brown bear brown bear                    |
|                                             |                                          |
|                                             |                                          |
|                                             |                                          |
|                                             |                                          |

**Instructions**

Underline the words that show consonance in the given examples.

- 1) The black cat sat on the mat.
- 2) The big, brown dog dug deep in the ground.
- 3) In his neat, red bed, Ted read.
- 4) She will still fill the pail.
- 5) The pig is big, round, and found in the mud.
- 6) He sat on his flat hat.
- 7) Dad will grill the fish and fill our dish.
- 8) The duck is stuck in the muck.



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

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Guided Reading  
COPS

## Simile & Consonance

### Instructions

Draw what you visualize while reading each sentence and circle whether it is a simile or consonance

Simile

Consonance

The dog barked as loud  
as a siren.

Simile

She as marshmallows.

Simile

Consonance

The cake tasted as  
sweet as sugar.

Simile

Consonance

The black cat sat on a  
mat.

Simile

Consonance

The snowflakes were as  
soft as feathers.

Simile

Consonance

Pink pigs danced a jig.

## Story Elements

### What are Elements of a Story?

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

### Character

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

### Plot

The plot is the story path that leads us through the events. It is like a path that the characters walk on. It shows the problems the characters need to solve.

### Setting

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

### Structure

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



**Questions**

Circle the correct answer.

1) What is the plot of a story?

Where the story happens

The problem in the story

The end of the story

2) What is the setting of a story?

The character's names

The middle of the story

When and where the story occurs

**Match the column**

Match these story ideas to the setting that fits best.

| Story Ideas                     | Settings               |
|---------------------------------|------------------------|
| A pirate searching for treasure | In a snowy garden      |
| A family building a sandcastle  | In the park            |
| A student searching for a book  | On a ship in the ocean |
| Best friends rescuing a cat     | In the school library  |

**Draw**

Draw your favourite part of a story you've recently read. Write the characters' names and setting of the story.

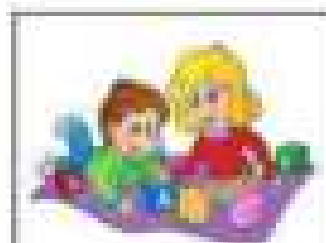
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## Dialogue

**Dialogue** in a story is when characters talk to each other, like how you might chat with your friends. It is like the words inside the speech bubbles in a comic book.

For example, if Lucy and Max are in a story, and Lucy says, "Hi, Max! How are you?" and Max replies, "I'm great, Lucy! Thanks for asking." That is dialogue! It helps us know how characters are thinking and feeling, and it makes the story more fun to read because it's like listening to a real conversation.

**Instructions** Look at the picture and observe what is happening in the picture.



Mom: "What do you think of this?"

Ray: "It is \_\_\_\_\_."

Mom: "Yes! \_\_\_\_\_"



Bob: "Do you want my help? I can help you with your books."

Henry: "Look, \_\_\_\_\_"

Henry: "No, I am fine."

Bob: "\_\_\_\_\_"



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

Emma: "Really? \_\_\_\_\_"

Harry: "\_\_\_\_\_"

## Dialogue

**Instructions**

Create a comic by completing this dialogue between two kids.



**PREVIEW**

## Milo's Magical Discovery

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

Filled with curiosity, Milo picked up the key and started wandering through the village, wondering what it could unlock. He tried the key on many doors, but nothing happened. Then, he found a small, forgotten shed at the edge of the village. The key looked like it might fit the lock. With a little push from Milo and some help from the villagers, the key turned, and the door creaked open.



Inside, they found a treasure chest of old toys and books, long forgotten. From that day on, the shed became a magical place for all the children to play and imagine, all thanks to Milo and a mysterious key.

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

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

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### Story Elements

Answer the questions below.

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

2) What was the ending of the story?

### Multiple Choice

Circle the correct answer.

1) What was the setting of the story?

A house in a city

A village

A hotel

2) Where did Milo find the key?

Under a Rock

Near the River

### Visualize

Draw a picture of what you think the inside of the shoe box looked like after the door was opened.

## Green Treasures in the City

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

Initially, the patch was just dull dirt and a few weeds. Penny and Aiden worked hard. They cleared the land. After they planted seeds they had picked out together, they sat back and



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

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

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

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

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

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Storybook Comprehension  
COPY 1, 2013

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

Beginning

**PREVIEW**

Middle

End

## Sequencing the Plot of a Story

**Sequencing** is putting story events in order. It helps you know what happens first, what comes next, and what is last. It makes the story easy to understand.

**Read**

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

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

Tim said to Ben,

B) The snow came all winter long. Ben was warm in his cave.

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

D) Ben the Bear felt sleepy when winter came. "It is so long!" he thought.

E) In spring, Ben woke up. "I feel refreshed," he said and went outside.

F) Ben closed his eyes in his cozy cave. He began his winter sleep.

**Sequence**

Write the order of the story using the letters for each paragraph.

|  |
|--|
|  |
|--|

## Sequencing the Plot of a Story

- A) Tommy spotted a tiny caterpillar on a milkweed plant. It had stripes of yellow, black, and white! His eyes widened with wonder as he watched it nibble on a leaf.
- B) Tommy loved butterflies. He had butterfly books, and even raised some as pets.
- C) "That is Tommy!" said Mrs. Green, his teacher. "Take a note." Tommy jotted down \_\_\_\_\_ in his butterfly journal.
- D) Tommy had a \_\_\_\_\_ kit with a magnifying glass and a journal. He was in the after-\_\_\_\_\_ but \_\_\_\_\_ day they visited a butterfly garden.
- E) Tommy saw the caterpillar \_\_\_\_\_ a \_\_\_\_\_ He knew it would soon become a butterfly. He could not wait to share \_\_\_\_\_ his \_\_\_\_\_
- F) The next week, Tommy and Mrs. Green observed \_\_\_\_\_ the \_\_\_\_\_ "This will become a Monarch butterfly," said Mrs. \_\_\_\_\_
- G) Tommy eagerly shared his Monarch journey with the \_\_\_\_\_ As \_\_\_\_\_ were amazed, and Tommy felt like a real butterfly expert.



### Sequence

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

#### Plot Sequence

|  |  |
|--|--|
|  |  |
|--|--|

## Folk Tale

### The Crystal Quest of Oliver in the Rockies

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

One sunny day, Oliver discovered a hidden cave. Inside, he found a dusty chest with tales of a magic crystal that could bring happiness to the village.

Eager to find it, Oliver set off on a journey.



His first challenge was crossing a wide river. He cleverly built a raft using logs and vines, and safely made it across. Next, he climbed a steep, rocky hill. With determination, he reached the top and admired the view.

Then, Oliver entered a dense forest. He made friends with a fox who showed him the way through the thick trees. Finally, after a long journey, Oliver found the crystal shining brightly in a hidden valley.

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

The End

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

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Story Structure Worksheet  
(2011-2012)

### Story Structure

Answer the questions below.

1) What was the setting of the story?

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---

2) What was the plot of the story?

---

---

---

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

|    |  |
|----|--|
| 1) |  |
| 2) |  |
| 3) |  |
| 4) |  |

### Draw

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

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## Narrative Writing - Cause and Effect

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

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



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

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

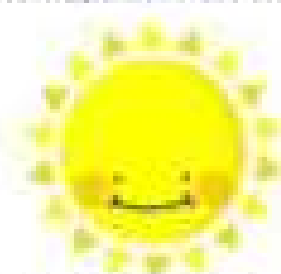
**Write** Write either the cause or effect that completes each sentence below.

| Cause                 | Effect |
|-----------------------|--------|
| The sun is out.       |        |
| I watered the plants. |        |
| I ran a race today.   |        |
| He fell off his bike. |        |

## The Rainbow Connection

### The Rainbow: Timmy's Colourful Discovery

Dark clouds covered the sky and rain started to fall. The grass and flowers got a nice drink, and they perked up. Timmy felt a bit down and went inside, but then the sun came out. The sky lit up, and a bright rainbow appeared, making Timmy smile.



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



Next day, Timmy was on his way to school. He showed it to his friends. They said, "When the sun shines and it is raining, a rainbow appears."

The raindrops change the sun's light into a bunch of colours." His friends felt very interested and thanked Timmy for telling them.

Now, Timmy always feels excited when it rains, and the sun is out. He knows sunlight plus rain equals a rainbow. This makes him feel joy and curiosity, and he loves to share what he knows about rainbows.

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

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Guided Reading  
COPS

Cause/Effect

Fill in the table below.

1) Finish the effects of the causes below.

Dark clouds  
covered the sky.

Sunlight goes  
through raindrops.

The sky is

2) Think of causes that go with the effects below.

and they parked  
up.

making Timmy grin  
widely.

a rainbow appears.

Visualizing

Draw what you were picturing while you were reading.



## Folk Tale

### Rowan The Carpenter

Once upon a time, in the vast lands of Canada, there lived a man named Rowan.

Rowan was a skilled carpenter, known far and wide for his extraordinary work. One day, a great storm came to his village. A fierce storm had damaged the bridge that connected the village to the rest of the world.

Without the bridge, the village couldn't get food or medicine. Everyone was worried. But Rowan had a plan. With his tools and wood, he worked all night, crafting a new, stronger bridge. He didn't stop even when the sun set or his hands grew tired.



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

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

The End

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

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Character Analysis  
Worksheet

### Character Analysis

Circle all the character traits which you think Rowan has.

Shy

Creative

Skilled

Careless

Intelligent

Wise

Friendly

Rude

Loving

Hardworking

Brave

Caring

Weak

Dedicated

Helpful

Question

What makes you think Rowan has these traits?

Visualize

Draw what you were picturing when you read the story.



## Legend

### Eliza And The Dragon

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

Eliza decided to help. She packed her backpack, filled with honeycakes and a bright flashlight, and set out into the forest. The journey was long, and the paths twisted and turned. Eliza didn't give up. She felt a bit frightened,

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



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

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

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### Chunking

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

|  |  |
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### Stretching

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

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|  |  |
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### Question

Did you enjoy this story? Explain.

|  |
|--|
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## Non-Fiction Story – Read Aloud

### Instructions

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

### The Girl Who Saved The Kitten

Once in the small town of Happyville, there lived a brave young girl named Ava. Ava was known for her kindness and courage. One sunny day, while walking near the river, Ava heard a tiny cry for help. She quickly looked around and saw a small kitten, named Paws, perched on a thin branch over the rushing river.

Without hesitation, Ava knew she had to act fast. She carefully climbed the tree, reaching out to the scared little feline. "Don't worry, Paws, I'll save you," she whispered gently. The branch was shaky, and Ava felt scared, but she remembered her courage. With a steady hand, she grabbed the kitten and held it safely in her jacket.

As Ava climbed down, the people of Happyville gathered below, watching anxiously. With one final step, Ava reached the ground, holding Mittens close. The crowd cheered, and Mittens meowed happily, grateful to be safe.

**PREVIEW**

Ava became a hero that day. Not only did she save Mittens, but she also showed everyone the importance of bravery and kindness. From that day on, Mittens and Mittens were the best of friends, and the people of Happyville were forever grateful. The day Ava saved a life with her courage.

## Non-Fiction Story – Read Aloud

**Instructions:**

Listen to the story when your teacher reads it aloud and answer the questions on the next page.

### The Brave Firefighter, Lucas

In the small town of Willow Creek, there was a brave firefighter named Lucas. One sunny day, a fire alarm came in. A bakery downtown had caught fire! Lucas quickly put on his bright red helmet and rushed to the fire truck.

As they arrived, the bakery was filled with thick black smoke billowing into the sky. Lucas took a deep breath and remembered his training. He knew he had to be brave to save the building and possibly lives.

Lucas and his team worked hard, spraying water from their hoses. The fire was strong, but Lucas was determined. He moved closer, fighting the flames bravely. What seemed like hours, the fire started to weaken.

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

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



**Questioning**

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

How

When

Where

Why

Who

What

**PREVIEW****Visualize**

Draw what you were picturing while reading the story.



## Non- Fiction Story – Zoe's Brave Rescue

Once upon a time, in the small town of Pineville, there was a brave paramedic named Zoe. Zoe had curly brown hair and a smile that could light up the darkest room. Every day, she rode in an ambulance, ready to help people in need.

One afternoon, Zoe and her team received an urgent call. A man named Oliver had fallen and could not breathe properly. With lights flashing and sirens blaring, they rushed to his house.

When they arrived, they found Oliver lying on the ground, struggling for air. She quickly knelt down, her hands steady and her mind focused. She remembered her training and knew exactly what to do.

Zoe gently put an oxygen mask over Oliver's face, making him breathe easier. She then carefully checked his heartbeat and gave him CPR to make him feel better. Within minutes, Oliver's breathing became steady and his eyes opened wide with gratitude.

Zoe smiled and patted his hand, saying, "You are going to be alright, Oliver." Thanks to Zoe's quick thinking and kind heart, Oliver's life was saved. She was not just a paramedic; she was a heroine to all in Pineville. And that night, as Zoe went to bed, she felt happy knowing she had made a difference.



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

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Character Analysis  
Circled, Cared

### Character Analysis

Circle all the character traits which you think Zoe has.

Patient

Kind

Skilled

Careless

Intelligent

Brave

Caring

Weak

Dedicated

Helpful

### Question

What makes you think Zoe has these traits?

### Questioning

Ask a question using the given question words.

How

When

Where

Why

Who

What

**PREVIEW**

# Block 4:

# Persuasive Texts

## Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading
- ✓ Reading Comprehension Strategy: Inferencing

## What is Persuasive Writing?

### What is Persuasive Writing?

Persuasive writing is when you write to make people agree with you. It is like asking your parents in a note if you can have a pet.



### Why Persuasive Writing Works

Persuasive writing is good because it helps you say what you think in a way people can understand. If you say it in the right way, people are more likely to get it.

For example, Lisa wrote to her parents asking for a dog because it would teach her to be responsible. Her parents now know what she wants.

### Examples of Persuasive Texts

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

**True or False**

Is the statement true or false?

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

**Quizz**

Answer the questions below.

1) What is persuasive writing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Be persuasive – why should recess be longer?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Match**

Match the persuasive words with their meanings.

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

## Persuasive Writing – Can You Convince Us?

Let's pretend you have decided to live on the moon. To convince us, write three reasons why you have decided to do this. Draw what you visualized while writing each reason.

Reason 1: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Reason 3: \_\_\_\_\_

**PREVIEW**

## Persuasive Writing – Different Opinions

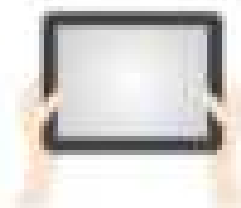
### Tablets in class improve learning! 📱

Studies show that when students use tablets, they learn more.

They let you look at books and lessons right away. Every kid can

learn in the same way using a tablet. Students in schools where there is a tablet

for each student do better on tests.



### Tablets in class are a problem!

Tablets in class are a problem. They make it hard to talk and

laugh with friends and take time away from when everyone is

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

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



### Think Critically

Answer the questions below.

1) Which text has more facts?

First One

Second One

2) Which text has just emotional, personal opinion?

First One

Second One

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

---



---



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## Persuasive Writing – Thinking Critically

Dear Class,

Hi! It's me, Jen, the unicorn lover! Guess what? I think we should all have unicorns in our classroom! Yup, real, live unicorns!

First of all, unicorns are great at math. If we had one, we would all get better grades! Also, unicorns can make rainbows, and rainbows make everyone happy. So we won't be sad in class!

And, you know, unicorns can fly? That means we could go on super cool field trips without leaving the room!

Let's tell our teacher we want a classroom unicorn!

It will make school fun for everyone!

Your friend,

Jen



Think Critically

Answer the questions.

a) Who wrote this? Are they biased?

b) Below are Jen's arguments. Circle the arguments that are true and cross out the ones that are made up.

1) Jen is a unicorn lover.

2) Unicorns are great at math.

3) Having a unicorn would make everyone get better grades.

4) Unicorns can fly.

5) With a unicorn, the class could go on field trips without leaving the room.

6) Rainbows make everyone happy.

## Inferences - Persuasive Writing Advertisement

Hey Kids, I am Lucy! Let us Talk About Making Your Own Garden! 🌱🌻

Looking for something fun? How about creating a mini garden in the classroom!

### Why Gardens Are Fantastic

- Learn! Gardens teach us about plants, soil, and bugs! 🐛
- Eat! Enjoy your own fruits and veggies to eat. 🥕🍅
- Save the Planet! Gardens are good for the Earth. 🌍

### What Students Say

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

### Think of the Lessons!

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

### Smart Choice

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



**Inferences**

Circle the inference from the sentences below

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

Most kids find planting more fun than reading.

Kids like reading more than planting.

**Everyone who had wants to show their garden to family and friends!**

Every kid who wanted to share their garden with loved ones.

All the kids want to show their gardens.

**9 out of 10 kids like to plant seeds.**

Kids like doing hands on work.

9 out of 10 kids like to plant seeds.

**Draw**

Design a layout for your classroom garden. What fruits and vegetables would you like to grow?



# Block 5: Procedural Writing

## Focus

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?

## What is Procedural Writing?

### What is Procedural Writing?

Procedural writing helps us learn how to do something. It is like a recipe that tells us the steps to make a cake or a craft.



### Features of Procedural Writing:

- **Title:** Tells what we will learn to do.
- **Materials:** Tells of things you need to complete the task.
- **Steps:** These are directions that start at step one and go in order. Steps have numbers like 1, 2, 3, etc.
- **Ending:** Sometimes, there are extra things that help you.

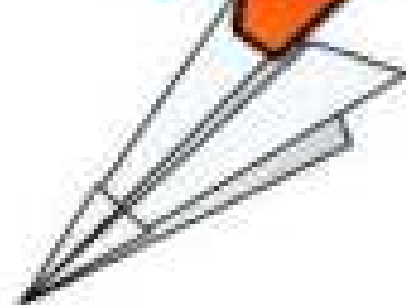
### Example: Making a Paper Airplane

#### How to Make a Paper

**Materials:** One sheet of paper

#### Steps:

- 1) Pick a piece of paper.
- 2) Fold it in half.
- 3) Make two more folds to shape the wings.
- 4) Make sure the wings are even.



Yay! Your paper airplane is done! Share it with a friend so they can make it too.

**Prereading**

Before reading, answer the questions below.

Before reading, decide why you are reading this. Are you reading for fun or information?

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Make a connection. Have you seen instructions before? When do you get instructions? How do you read them?

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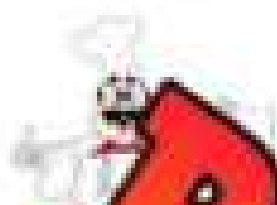
**Order**

Order the steps below from the first step to the last step to make a paper plane (1 – 5).

| Order | Steps                                   |
|-------|-----------------------------------------|
|       | Make two more folds to shape the wings. |
|       | Pick a piece of paper.                  |
|       | Make sure the wings are even.           |
|       | Fold it in half.                        |
|       | Gather your materials.                  |

**Procedural Writing – How To Make Cookies****Instructions**

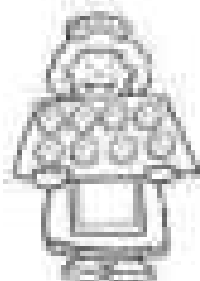
Fill in the steps below to complete the cookie recipe. Choose from the given words.



To start, we need a \_\_\_\_\_

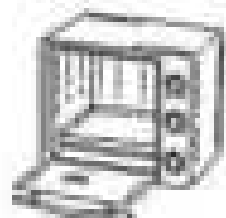


\_\_\_\_\_



After that, \_\_\_\_\_ the mixture onto

the \_\_\_\_\_



Finally, put them into the \_\_\_\_\_



Enjoy the \_\_\_\_\_

Oven

Cookies

Recipe

Pan

Ingredients

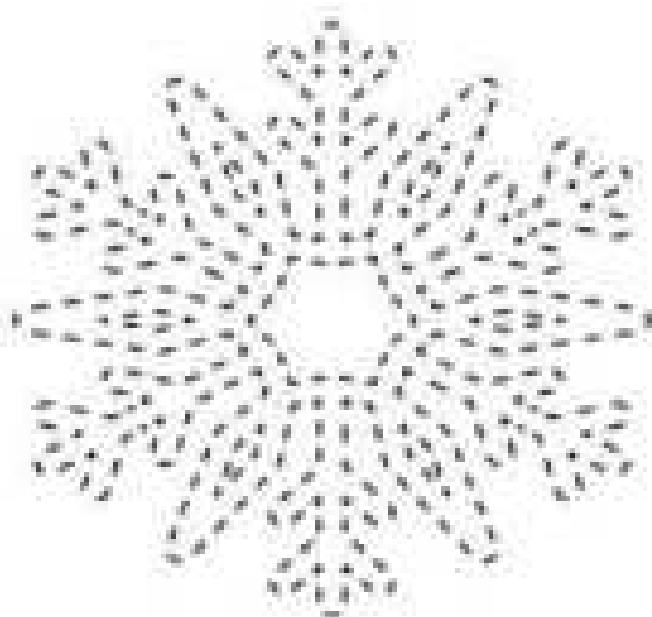
## How To – Ordering Steps

### Examine

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



| Order | Information                                                  |
|-------|--------------------------------------------------------------|
|       | Materials:<br>White paper                                    |
|       | Use a pencil to draw lines and shapes on the folded paper.   |
|       | You need four small triangles.                               |
|       | Use a pencil to draw lines and shapes on the folded paper.   |
|       | Cut along the lines you have drawn.                          |
|       | Fold your triangle in half again to make a smaller triangle. |
|       | Carefully unfold the paper.                                  |
|       | Fold the paper in half to make a triangle.                   |



## Recipes – Ordering Steps

### Examine

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



| Order | Information                                                           |
|-------|-----------------------------------------------------------------------|
|       | Put paper liners in a cupcake pan.                                    |
|       | <b>Cupcakes: Yum!</b>                                                 |
|       | Preheat oven to 375°F (190°C).                                        |
|       | Let the eggs sit for 10 minutes.                                      |
|       | <b>Ingredients:</b>                                                   |
|       | ➤ 1 cup of sugar                                                      |
|       | ➤ 1/2 cup of butter                                                   |
|       | ➤ 2 eggs                                                              |
|       | ➤ 1 1/2 cups of all-purpose flour                                     |
|       | ➤ 1 3/4 teaspoons of baking powder                                    |
|       | ➤ 1/2 cup of milk                                                     |
|       | In a bowl, mix the sugar and butter together until smooth.            |
|       | Add the flour mix to the butter mix and stir well.                    |
|       | Put the pan in the oven and bake for 20 to 25 minutes.                |
|       | Add the milk and mix until smooth.                                    |
|       | Fill the cupcake liners with the batter.                              |
|       | In another bowl, mix the flour and baking powder.                     |
|       | Great job! You've made simple cupcakes. Let them cool and then enjoy! |

## Graphics in Procedural Writing – Teeth Brushing

**Label**

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



Brush your teeth  
from top to bottom



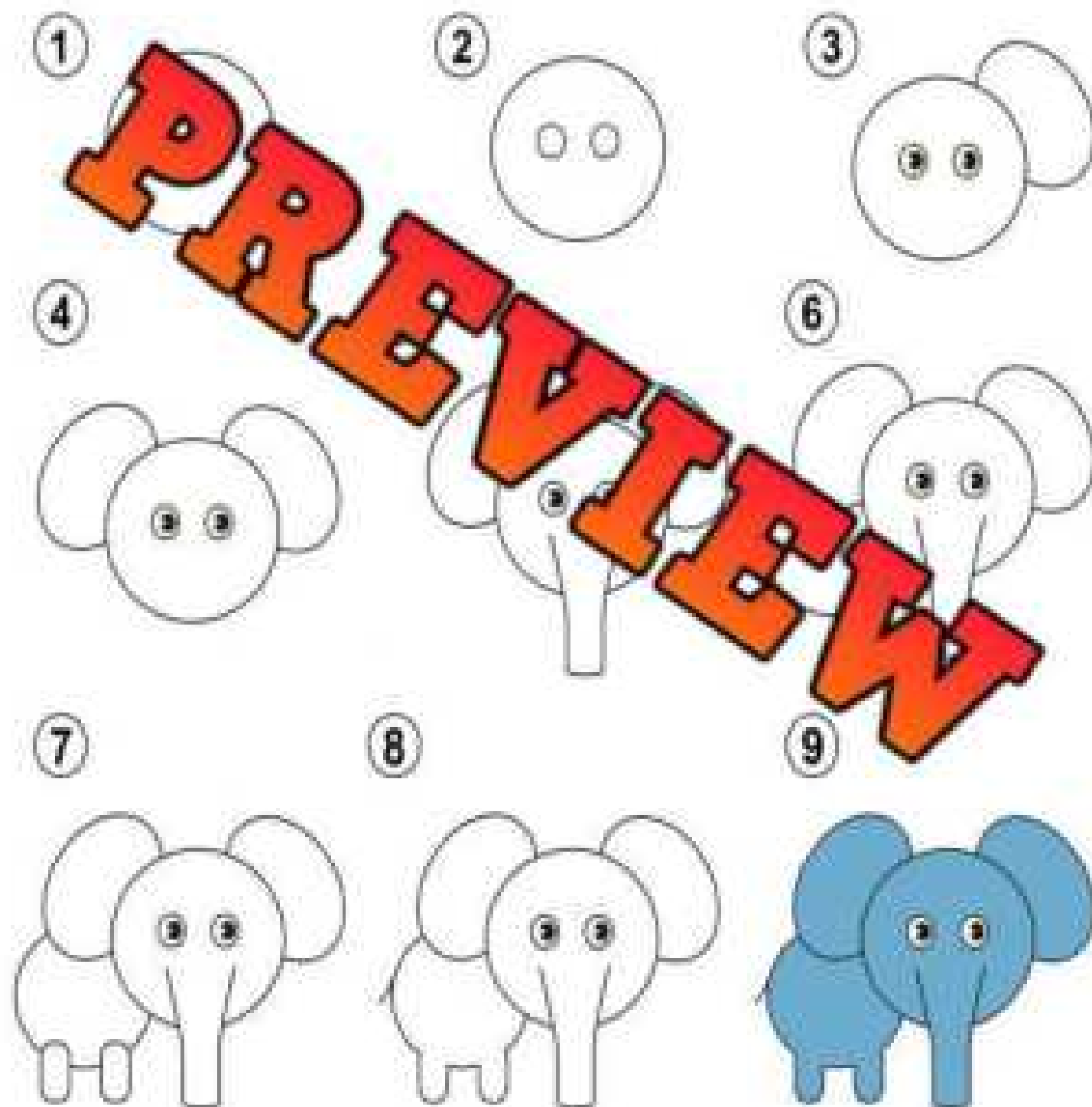
Rinse your teeth  
with water



## Graphics in Procedural Writing – Drawing

**Label**

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



Label

Describe what to do at each step.

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

**PREVIEW**

## Following Instructions – Drawing a Totem Pole

Draw

Follow the procedural text below to draw a totem pole.

| Title        | Drawing a Totem Pole                                                                                                                                                                                                                             |                                                                                     |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Materials    | <ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Coloured pencils (optional)</li> </ul>                                                                                          |  |
| Introduction | A totem pole is a tall, wooden post with special carvings. People in Canada, like the First Nations, make totem poles to tell stories and remember important things. They are important in showing the history and beliefs of these communities. |                                                                                     |
| Step 1       | Draw a tall rectangle in the middle of your paper. This is the wooden pole.                                                                                                                                                                      |                                                                                     |
| Step 2       | At the top of your rectangle, draw an animal face. It could be an eagle, bear, or any animal that is special to you.                                                                                                                             |                                                                                     |
| Step 3       | Under the animal face, draw a circle and add another face or design. This can be another animal or even a person!                                                                                                                                |                                                                                     |
| Step 4       | Below that circle, draw a square and add another design. You can choose another animal or a special shape like a star.                                                                                                                           |                                                                                     |
| Step 5       | Keep adding more circles and squares under each other until you reach the bottom of your rectangle.                                                                                                                                              |                                                                                     |
| Step 6       | Draw some patterns like zigzags or dots along the sides of your rectangle to make it look even more special.                                                                                                                                     |                                                                                     |
| Step 7       | Use your crayons or markers to colour your totem pole. Make it bright and colourful!                                                                                                                                                             |                                                                                     |
| 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 Hot Chocolate

Compare

Read both instructions. Which is easier to understand?

|        |                                  |
|--------|----------------------------------|
| Step 1 | Add sugar                        |
| Step 2 | Add cocoa                        |
| Step 3 | Add a little splash of milk      |
| Step 4 | Stir together                    |
| Step 5 | Add remaining milk               |
| Step 6 | Pop in microwave for 3-5 minutes |
| Step 7 | Add marshmallows                 |
| Step 8 | Enjoy!                           |

## HOW TO MAKE HOT CHOCOLATE



ADD SUGAR



ADD COCOA

ADD A LITTLE  
SPASH OF MILK

TOGETHER

STIR WITH  
REMAINING MILKPOP IN  
MICROWAVEADD  
MARSHMALLOWS

ENJOY!

**Before Reading****Make a connection.**

Have you ever made hot chocolate before?

---

---

---

**During Reading****Write 2 questions that come to mind while you read.**

|  |  |
|--|--|
|  |  |
|  |  |

**After Reading****Answer the questions below.**

1) Which set of instructions were easier to understand?

---

---

---

2) Do you make hot chocolate differently? What do you do different?

---

---

---

## Comparing Instructions – Playing Hide and Seek

### Compare

Read both instructions. Which is easier to understand?

#### Option 1:

##### How To Play Hide and Seek

To play hide and seek, one person counts, covering their eyes. The other player hides somewhere. When done, the one who counts looks everyone. If you get hidden. The last person hiding wins.



#### Option 2

| Step   | Instructions                                                                                                     |
|--------|------------------------------------------------------------------------------------------------------------------|
| Step 1 | Choose one person to be "it." This is the person who will be counting.                                           |
| Step 2 | "It" stands in a spot called "base" and closes their eyes.                                                       |
| Step 3 | "It" counts out loud to a certain number, usually 20 or 30. While the other players go and find places to hide.  |
| Step 4 | When "it" is done counting, they shout "Ready or not, here I come!" to let everyone know it is time to be found. |
| Step 5 | "It" opens their eyes and starts looking for the hidden players.                                                 |
| Step 6 | Hidden players try to get back to "base" without being seen. If "it" sees you, you are out!                      |
| Step 7 | The first person found by "it" becomes the new "it" for the next round.                                          |
| Step 8 | The last person to be found is the winner of that round.                                                         |

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

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Guided Reading  
COPS

Before Reading

Make a Connection

Background knowledge - Read the title and look at the picture. What do you know about this already?

Visualize - Where are you playing hide and seek with your friends?

After Reading

Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

# Block 6: Informational Reports

## Focus

- ✓ Text features like headings, table of contents, icons, and charts
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

# Comprehension – Text Features in Reports

## Table of Contents

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



## 12 Chinese New Year Animals

### 1) What is Lunar New Year?

The Lunar New Year is a very important holiday in

China. It starts with a new moon, a thin smile and lasts for 15 days!

### 2) How It Is Celebrated

People in China do many fun things.

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

### 3) Special Foods

Yummy foods are a big part of this holiday. Here is a list of some of the foods that:

- Dumplings
- Rice cakes
- Sweet treats

### 4) Dragon Dance

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

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

forward to it all year! 🐉 🌟

**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) Write the caption used in the report.

**Reflection**

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

☐ Find topics fast.☐ Make notes.☐ Quick picture clues.☐ Learn step by step.☐ Spot the tricks.☐ Learn in chunks.☐ See main ideas.☐ Know what is important. Guide to good stuff.**Match The Column**

Match the icons to the Chinese words.

**Column A****Column B**

Chinese food



Dragon



Moon



Celebration



House



Dance



## Summarizing Practice

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



Summarizing is a two-step process. First, you find the main idea of the text. Then number the details in order from 1 to 3.

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



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

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

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

## Summarizing Practice

**Summarize**

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



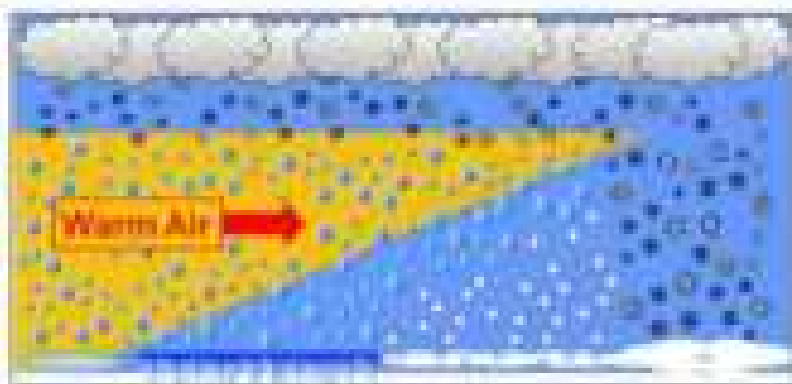
1) The sunflower is a tall plant with a big, yellow flower on top. It likes to face the sun and needs lots of light to grow. Sunflowers can give us seeds to eat.

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

# Comprehension – Text Features in Reports

## Table of Contents

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



How warm air affects water.

## Introduction ➡

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

## Rain: Nature's Shower ➡

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

## What Rain Does:

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

## Snow: Winter's Blanket ❄️

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

## Sleet: A Mix of Both ➡ ❄️

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

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

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### Text Forms

Answer the questions below.

1) What main headings are used in the report?

|  |  |
|--|--|
|  |  |
|  |  |

2) Write the location of the diagram.

|  |
|--|
|  |
|--|

Summarize the main idea and supporting details of the report.

1) What is the main idea of the report?

|  |
|--|
|  |
|  |

2) Write 3 supporting details that make the report a story.

|  |
|--|
|  |
|  |
|  |

### Draw

Draw a scene of rain, sleet and snow

| Rain | Sleet | Snow |
|------|-------|------|
|      |       |      |

## Inferencing Practice

### Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

#### What are Totem Poles?

Hi, I am T. Totem poles are tall wooden carvings. They tell stories about people and events.

#### Why We Make Them

Totem poles show our history and family. They are sometimes made for fun. They are pieces of art.



#### Indigenous Dances: Their Role

Hi, I am Luna! Our dances are more than moves. They tell tales and teach us.

#### Why We Dance

Dances keep our history alive. If we stop dancing, our dances will go away. They are like a short movie of our past. We learn them when we are young.



# Block 7: Poetry

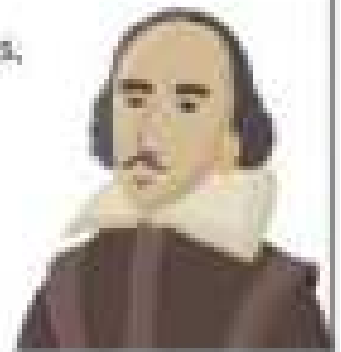
## Focus

- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Literary devices – Similes and Consonance
- ✓ Making inferences
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

## Literary Devices Used in Poetry

### What is Poetry?

Poetry is a way to write that is fun and different. It can tell stories, share feelings, or make you think. It's special because it can have words that rhyme and a beat like in music.



### Literary Devices

Poems use new words and ideas to read or listen to. Here are some tools you might find:

- **Rhyme:** Words that end the same, like "sing" and "king."
- **Alliteration:** Words that start with the same sound, like "Blue Ball."
- **Metaphor:** Saying something is something else, like "This cookie is a world."
- **Simile:** Saying something is like something else, like "The sky is like a blue blanket."
- **Rhythm:** The beat in the poem that makes it fun to read.
- **Consonance:** When words end with the same sound, like "Light" and "Sight."

### How Poetry Uses These Tools

When you read a poem, these tools make it more fun. Rhyme helps the poem sound nice. Consonance makes words easy to remember. Metaphors and similes make pictures in your mind, making the poem feel real.

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

ES2

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### Inferences

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "The moon is a cookie."

2) What do you think is meant by the simile, "Quick as a bunny?"

### Draw

Draw a picture of each sentence with consonance. What are you picturing?

The dog dug his dig.

The cat sat on the mat.

### Match The Column

Draw a line from the literary device in Column A to its matching example in Column B.

| Column A     | Column B                        |
|--------------|---------------------------------|
| Rhyme        | The sun is a golden ball.       |
| Alliteration | The car is as fast as a rocket. |
| Metaphor     | He took a quick lick.           |
| Simile       | "moon" and "soon"               |
| Consonance   | Larry loves lemons.             |

## Types of Poems

### Types of Poems

Poems can tell stories and make us feel happy or sad. Let us look at some types!

#### Haiku: The Nature Poem

Haiku is a poem about nature. It has 3 lines. The first line has 5 syllables, the second line has 5, and the third line has 5 again.

 The yellow sun smiles,  
The birds sing in the park all day,  
The rain comes.

#### Acrostic: The Secret Word Poem

Acrostic poems use letters to make a word. Here is one about a dog.

Digs holes in the yard.  
Only wants to play and run.  
Good at being a guard.

#### Limerick: The Silly Poem

Limericks are silly and have 5 lines. Lines 1, 2, and 5 rhyme. Lines 3 and 4 rhyme too.



There was a young frog on a log,  
Who found he was stuck in a bog,  
He leapt and he sighed,  
In the mud, he did slide.  
Then he hid in the fog like a dog.

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

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### Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

### Visualizing

Read the poem and draw what you are picturing.

Haiku

Limerick

Acrostic

## Haiku Poetry – Mohawk Reflection

### Haiku Poetry – Mohawk Reflection

Long ago, Mohawk people lived on this land. They were part of the Haudenosaunee Confederacy, a group of Indigenous nations in North America.

They were known as skilled farmers, cultivating crops like corn, beans, and squash. These crops were called the "Three Sisters." They had special traditions. Then, people came to the land and things started to change.

Here are some quick haiku poems about Mohawk life back then.



Corn grows in the field.

New faces from across the sea.

Life starts to shift fast.

Eagle soars up high.

Metal tools and beads arrive—

Wings still touch the sky.

Deer run in the woods.

Traded for some shiny things—

What did we let go?



**Inferences**

When reading poetry, you often need to make inferences as a lot of the evidence is not clearly stated. Read the parts of the poems and explain what you think the author means.

1) "New faces from across the sea"

2) "My heart arrive"

3) "Traded for some shiny tin"

**Visualizing**

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

Haiku 1

Haiku 2

## Acrostic Poems – States of Matter

### Acrostic Poems – States of Matter

Acrostic poems use the first letter in each line to spell a word or message. They're a fun way to explore and learn!

Today we are going to learn about two states of matter: solids and liquids.

Solids have a fixed shape and do not flow. Liquids can flow and take the shape of any container they are in.

#### Solid Poems

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



#### Liquid

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



**Visualizing**

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

Solid

**PREVIEW**

Liquid

## Limerick Poem – Simile and Consonance

### Limerick Poetry – Learning About Indigenous Groups

These poems are called limericks. These poems use similes and consonance to help us learn about different Indigenous groups in Canada.

#### Abenaki: People of the Dawn



Adam, as bright as a bead,  
ends tall and straight like a reed.  
With his tales of old,  
he was told,  
Abenaki with his creed.

#### Dene: People of the North

Danny, like a bright northern  
Fished in rivers, near  
With his songs so grand,  
Showing love of the land,  
Dene life is his avatar.

#### Métis: A Mix of Cultures



Molly, quick as a flash,  
Wears a sash, so posh and brash,  
With fiddles sweet,  
Like birds that tweet,  
Métis moments make a splash.

**Questions**

Answer the questions below.

1) What is consonance?

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

**Visualizing**

Read each poem and draw what you are picturing.

Limerick 1

Limerick 3

## Rhyming Poems – Critical Thinking

### Rhyming Poetry

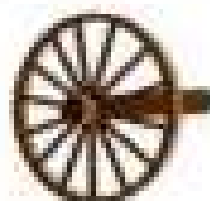
Rhyming poetry is when words at the end of lines sound the same. You can make different rhyme patterns in your poems. In AABB pattern, the first two lines rhyme with each other and the next two lines also rhyme. In ABAB pattern, the first line rhymes with the third and the second line rhymes with the fourth.

#### The Lever

A lever lifts things oh so high,  
Like a seesaw up to the sky.  
Push down here, lift up there,  
Making lifting seem so fair.

#### The Wheel

A wheel goes round and never ends,  
Like a tire on which it depends.  
It turns and turns every day,  
Wheels are everywhere to stay.



#### The Ramp

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



#### The Pulley

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



**Critical Thinking**

Answer the questions below.

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

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

**Visualizing**

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



A pulley



# **Block 8: Book Reviews**

## Focus

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

## Finding Bias in Reviews

### What is Bias in Reviews?

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

**Bias** Find the bias in the reviews below and answer the questions.

Tim's Review of "Space Heroes" – Rating 10/10

Wow! "Space Heroes" is the best movie I've ever seen because I only love space! Tim is a super astronaut and he's from outer space. There are cool spaceships and stars! If you love space, you have to see it! It's the only movie you should watch!



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

## Our Voice in Review Writing

### What is Voice in Writing?

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

Voice

A class of 4 watched a movie. Read the reviews and draw the character who wrote the review.

Mom

Teenager

Youngest

I liked the funny  
silly jumps! But I really  
wanted to see more tricks  
and flips from the cat.

The movie had sweet  
family moments, but it was  
too loud for me. The  
sounds could be quieter.

The film had its moments,  
like the fast-paced bike  
races. If you're a fan of  
racing, this movie is worth  
a watch.

Yo, the animation in this  
flick is legit! Those bike  
races were insane, man.  
You've gotta check this out.

## Our Voice in Review Writing

**Voice**

A family all texted their reviews of a show to each other. Check them out!

Carrier 2:00PM 100% 

(2) Group Chat 

EG: The show was a little good and a little bad. The magic tricks were awesome, but the songs were kind of boring. I think you'll like parts of it.

LG: The magic tricks in the show were really clever and my kids seemed to enjoy them. I wish there were more tricks.

TG: The clown and magic tricks were pretty good, but some of the jokes were kinda lame. Wish there was more magic and more stuff to laugh at!

SG: The costumes in the show were so bright and fun. I really liked the magic tricks, but the story was easy to guess. Still, if you enjoy fun stuff, it's worth watching. I recommend it.

## Our Voice in Review Writing

**Think**

Answer the questions below

1) Which person wrote the reviews? Look at the initials of the texts and label them either parent, child, or teenager.

|    |  |    |  |    |  |    |  |
|----|--|----|--|----|--|----|--|
| EG |  | LG |  | TG |  | SG |  |
|----|--|----|--|----|--|----|--|

2) How do you agree or disagree with your guesses. Explain for each person what gave it away.

|    |  |
|----|--|
| EG |  |
| LG |  |
| TG |  |
| SG |  |

3) Write a message that someone might send you in their voice. Write who it is and then the message.

|        |  |
|--------|--|
| Person |  |
|        |  |
|        |  |
|        |  |
|        |  |

## Literary Devices in Reviews

**Literary devices** are special tools that writers use to make their reviews more fun. Here are two types of literary devices:

- **Simile:** When we say something is like something else - "as fast as a cheetah."
- **Consonance:** When some letters sound the same in words - "Bill and Jill went up the hill."

Example: Read the review below and find examples of the literary devices used.

Reading "Jungle Journey" is like finding treasure! Lucy and Max explore a jungle full of colourful creatures. The story is fast-paced, and totally terrific. Reading feels like diving into a cool pool.

The storytelling is as smooth as silk, creating a beautiful and captivating tale. I give it a 5/5 stars. A must-read for young readers!



|            |  |
|------------|--|
| Simile     |  |
| Consonance |  |

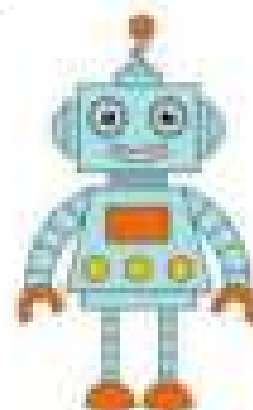
Draw what you visualized while reading the review.

## Review Writing - Inferences

### Title: "The Robot's Big Race"

#### Introduction

Hey there, young readers! Do you enjoy robots and races? Then  
You will love "The Robot's Big Race!"



#### Summary

In this book, a robot named Rusty has to win the Grand Robot Race. He has to  
build a faster car, dodge a bad robot, Rusty!

#### Thoughts

Reading this book is like speeding down a race track! It is full of  
zooming turns. The author uses cool words to make it exciting and fast.  
Trust me, it is like winning a gold medal in reading!

#### Rating

I give this book 5/5 stars. It is turbo-charged fun! I could not put it down. Good for  
kids who are fans of robots and racing.



**Examine**

Read the review and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Simile

Consonance

**Match**Draw a line from the quotes in Column A to their matching  
quote in Column B.

Column A

Column B

Do you enjoy robots and  
Then you will love this book.

The story is about a race.

A robot named Sparky wants to  
win the Grand Robo Race.

He brings good for people  
who love races.

Reading this book is like  
speeding down a racetrack!

☐ The book was  
like a race.

**Visualize**

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

# Block 9:

# Graphic Texts

## Focus

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

## Types of Graphic Texts

### What Are Graphic Texts?

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



Type: Graphic

Here are some types:

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

### Cool Parts of Graphic Texts

Graphic texts have special tools to make them different:

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



**Prereading**

Before reading, answer the questions below.

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

**Matching**

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

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

**Questions**

Answer the questions below.

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

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

## Understanding Comics

**Analyze**

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

---

---

---

---

---

2) Why is this a joke?

---

---

---

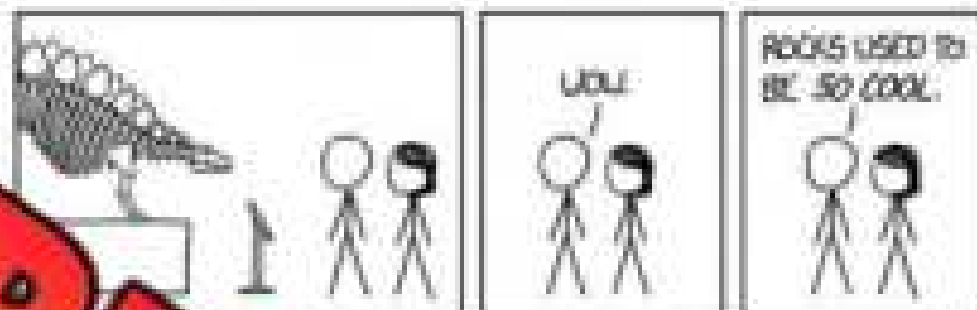
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# Understanding Graphic Texts

## Analyze

Read the comic and answer the questions



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

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

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

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

RESPLAINTS

FACTORS

HOURS

AGE

RATING

60 65 70 75 80 85 90 95 100

CURRENT NOISE LEVEL

60dB 70dB 80dB 90dB 100dB

PRICE

100 200 300 400

THIS FEATURE SHOULD AUTOMATICALLY  
APPEAR WHEN YOU REACH AGE 30.

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

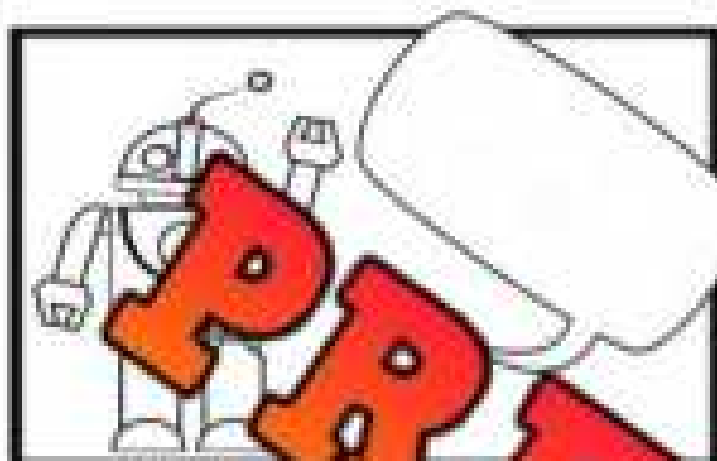
184

Guidelines: Complete  
Unit 3 by 10/12/22

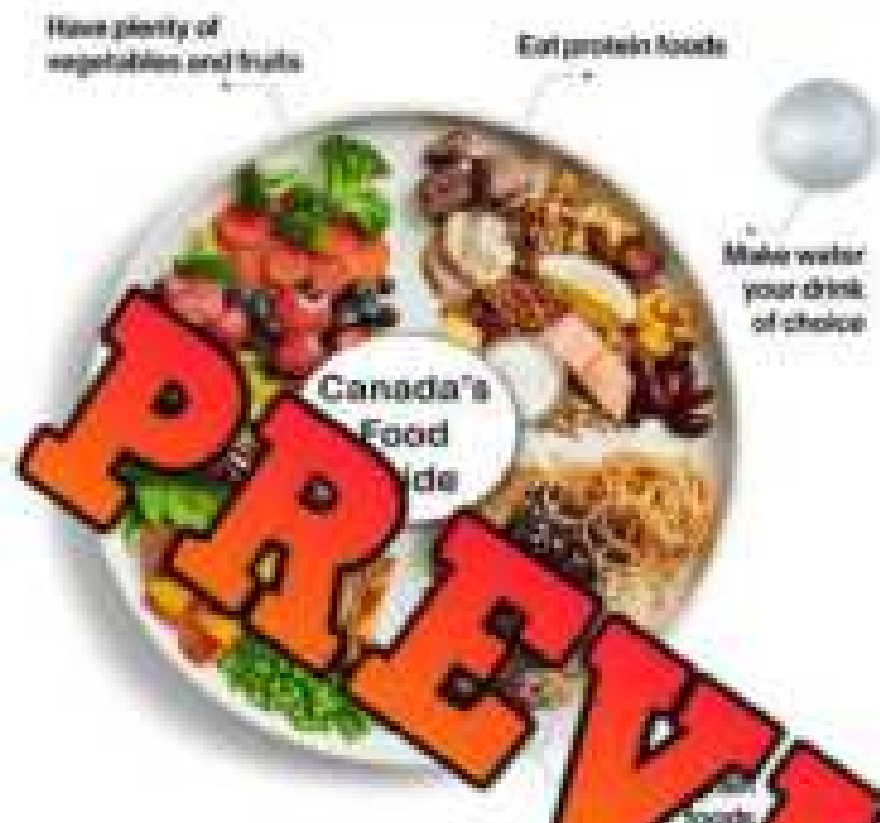
## Create Your Own Comic

### Instructions:

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



## Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

2) Summarize the food guide – What should you eat?

3) Does the infographic have more text or pictures?

## Reading Maps – Text Features

### Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Words with only the first letter capitalized are cities or towns, such as Toronto.
- **Red Dots:** These are used to mark the capital of a country. The red dot is for the capital of Canada.



## Reading Maps – Text Features

### Questions

Answer the questions below.

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

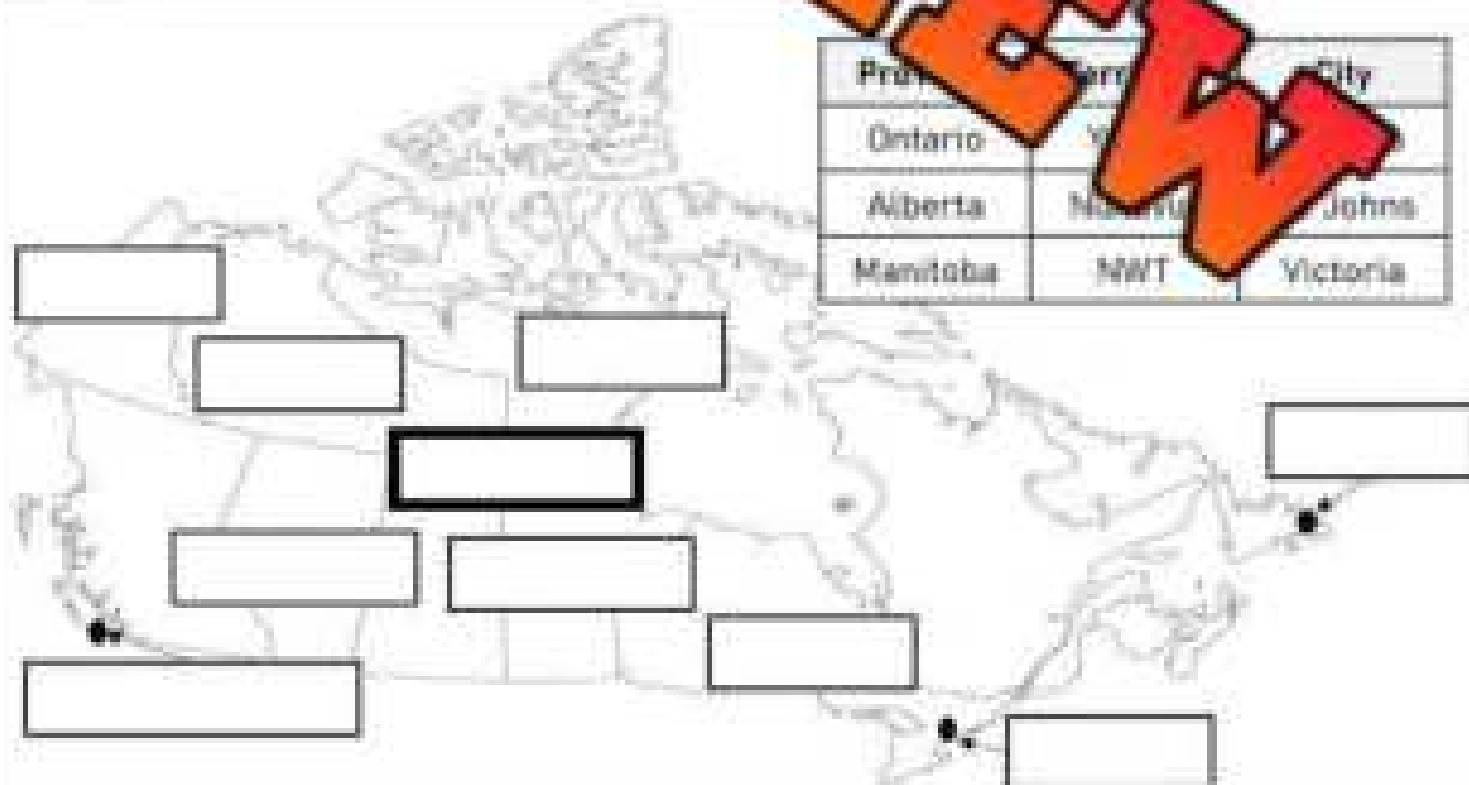
2) How can you identify provinces or territories on a map?

3) How can you identify cities on a map?

4) What do black dots on a map represent?

### Think

Label the provinces/territories/cities on the map. Use the correct capitalization. Label Canada in the blank box on the map border.



# Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

## EVOLUTION CARS



1800



1885



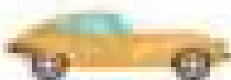
1915



1940



1960



1970



1980



1990



2000



2010



2015



2020

1) What is the title of the timeline?

2) What does this timeline show?

3) How have cars changed over the years? What specific details do you see on the timeline?

4) Make a connection to the timeline. What does this remind you of in your life?

# Block 10: Biographies

## Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Use of table of contents, charts, and/or icons.

## What Are Biographies?

### What is a Biography?

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

### What's Inside?

A biography has parts that you can find:

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



Albert Einstein

**Prereading**

Before reading, answer the questions below.

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

---

---

---

---

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

---

---

---

---

**Matching**

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

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

## Biography – Terry Fox

### Terry Fox: A Hero on the Run 🏃

#### Table of Contents

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

#### Early Life

Terry Fox was born on July 7, 1958, in Winnipeg, Canada. He liked sports and dreamed of being great. But in 1975, he got sick and lost one leg.

#### A Big Run For A Big Cause

Terry decided to run across Canada with one leg. He called it the Marathon of Hope. He wanted to raise money for cancer research. He ran with him.

#### Making a Lasting Mark

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

#### Timeline

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



Terry Fox

**Prereading**

Before reading, answer the questions below.

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

---

---

**Question**

Answer the questions below.

1) What do you think the author wants to tell you? Why is it helpful when reading a biography?

---

---

---

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

---

---

---

**Timeline**

Draw a timeline with pictures of Terry's life.

## Biography – Stephen Hawking

### Stephen Hawking: A Star in Science

#### Table of Contents

|                                 |
|---------------------------------|
| Early Life                      |
| Amazing Finds in Science        |
| Helping People Understand Space |
| Glossary                        |



Stephen Hawking

#### Early Life

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

#### Amazing Finds in Science

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

#### Helping People Understand Space

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

#### Glossary

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

**Understanding**

Is the statement true or false?

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

**Critical**

Answer the questions below

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

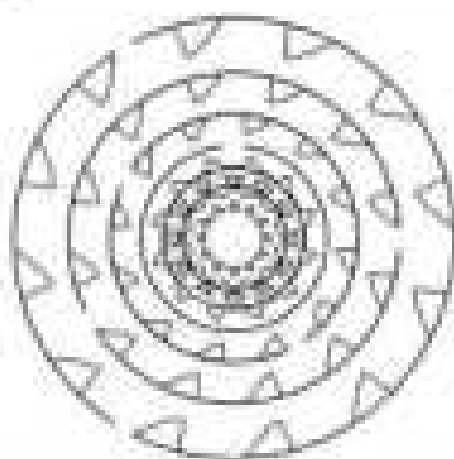
2) **Questioning:** Write 2 questions you have about black holes.

1) \_\_\_\_\_

2) \_\_\_\_\_

**Colour**

Colour the Black Hole and picture of Stephen Hawking





# Google Slides Lessons Preview





# BC Language Curriculum

## Conventions and Vocabulary – Grade 2

### 3-Part Lesson Format

#### Part 1 – Minds On!

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



#### 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 2

### Word List - Week 9

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

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



Draw the word made from each letter on the left.

| Word   | Match Letter |
|--------|--------------|
| Heard  |              |
| Tubed  |              |
| Repeat |              |
| Beck   |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |

| Word   | Match Letter |
|--------|--------------|
| Heard  |              |
| Tubed  |              |
| Repeat |              |
| Beck   |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |
| Grass  |              |

### Subject-Verb Agreement

Circle the correct verb that agrees with the subject of each row.

| Subject        | Verb | Verb | Verb |
|----------------|------|------|------|
| He             | is   | are  | was  |
| They           | is   | are  | was  |
| She            | is   | are  | was  |
| It             | is   | are  | was  |
| We             | is   | are  | was  |
| You            | is   | are  | was  |
| My friend      | is   | are  | was  |
| My dog         | is   | are  | was  |
| My cat         | is   | are  | was  |
| My brother     | is   | are  | was  |
| My sister      | is   | are  | was  |
| My mother      | is   | are  | was  |
| My father      | is   | are  | was  |
| My grandmother | is   | are  | was  |
| My grandfather | is   | are  | was  |
| My uncle       | is   | are  | was  |
| My aunt        | is   | are  | was  |
| My cousin      | is   | are  | was  |
| My friend      | is   | are  | was  |
| My dog         | is   | are  | was  |
| My cat         | is   | are  | was  |
| My brother     | is   | are  | was  |
| My sister      | is   | are  | was  |
| My mother      | is   | are  | was  |
| My father      | is   | are  | was  |
| My grandmother | is   | are  | was  |
| My grandfather | is   | are  | was  |
| My uncle       | is   | are  | was  |
| My aunt        | is   | are  | was  |
| My cousin      | is   | are  | was  |



# Workbook Preview



# Grade 2 – Language Conventions and Reading Strategies



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

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

**Included are weeks 1 - 8 and  
29 - 30.**

**There are 30 weeks total.**

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

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

|              |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CR2.2</b> | Word patterns, word families                                                                                                                                                                                                                             | 16-17, 19, 22-25, 27-28, 30, 33-36, 38-39, 42-43, 47-48, 51-54, 56-57, 60-63, 66-67, 70-73, 76, 79-82, 84-85, 88-91, 93, 95, 98-101, 103-104, 107-110, 112, 114, 117-120, 122-123, 126-128, 130, 132, 135-138, 141, 144-148, 150-151, 154-157, 159, 162-165, 167, 170-172, 175, 178-180, 184, 187-189, 191, 194-196, 199, 202-205, 207, 210-212, 215, 218-219, 222, 225-228, 231, 234-235, 238, 241-242, 246, 249-250, 253, 256-257, 260, 263-264, 268 |
| <b>CR2.3</b> | Sentence structure: the structure of compound sentences                                                                                                                                                                                                  | 15, 26, 37, 46, 55, 64, 74, 206, 213                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>CR2.4</b> | Conventions: common practices in punctuation (e.g., the use of a period or question mark at end of sentence) and in capitalization (e.g., capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun I) | 83, 92, 102, 111, 121, 129, 131, 139-140, 149, 158, 166, 173, 181-182, 190, 197, 206, 213, 221, 229-230, 237, 244, 252, 259, 266                                                                                                                                                                                                                                                                                                                       |

## Reading Program - Overview

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

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

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

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

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

# Reading Program - Overview

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

# Reading Program - Overview

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

# Reading Program - Overview

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

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

# LANGUAGE



## Week 1 - Vocabulary List

|      |      |      |      |       |
|------|------|------|------|-------|
| blue | blur | blow | bled | blend |
| sad  | crab | scab | flat | stand |

Meaning Circle the correct meaning of the words below.



|     |       |                |                |
|-----|-------|----------------|----------------|
| 1)  | blue  | A colour       | To mix         |
| 2)  | blur  | A small animal | Not clear      |
| 3)  | blow  | A cold         | Move with air  |
| 4)  | bled  | Was bleeding   | Stand firm     |
| 5)  | blend | Move with air  | To mix         |
| 6)  | sad   | Unhappy        | To be upright  |
| 7)  | crab  | A type of cat  | A sea creature |
| 8)  | scab  | Healing skin   | Not clear      |
| 9)  | flat  | Unhappy        | Smooth, level  |
| 10) | stand | To be upright  | To lay down    |

Name \_\_\_\_\_

13

Secondary Curriculum  
C4.3

## Vocabulary

Draw

Draw a picture to show what each sentence means.

The blue crab crawled across the flat sand.

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

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

He was a blur from tears.

## Base Words

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



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

Draw

1 Draw the base words.

2 Draw the new word that has a suffix added.

| Cats |  |
|------|--|
|      |  |

| Farm | Farmer |
|------|--------|
|      |        |

| Sail | Sailor |
|------|--------|
|      |        |

| Bicycle | Tricycle |
|---------|----------|
|         |          |

| Match | Mismatch |
|-------|----------|
|       |          |

| Tie | Uncle |
|-----|-------|
|     |       |

## Sentence Fragments or Complete Sentence

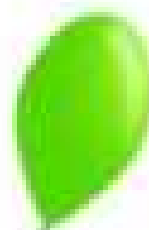
A **full sentence** is like a whole lunch box. It has two parts: the one telling us who or what and the other part telling us what they're doing. Like, "The dog runs."

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

Complete or Fragment?

Is the sentence complete or is it a fragment?

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



Completion

Complete the sentence fragment

1) I was :

2) I like to

3) Stacey is

4) Running in the park

# Compound Words

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

## Match

Connect the two words to make a compound word.



sun

rain

cup

bow

coat

man

fish

flower

room

board

cake

shell

sky

skate

☐ coat☐ man☐ fish☐ flower☐ room☐ board☐ cake☐ shell☐ sky

## Think

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

|    |                |                                      |                          |           |
|----|----------------|--------------------------------------|--------------------------|-----------|
| 1) | sun + screen   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | Sunscreen |
| 2) | fire + truck   | <input type="radio"/> Yes            | <input type="radio"/> No |           |
| 3) | house + light  | <input type="radio"/> Yes            | <input type="radio"/> No |           |
| 4) | grass + hopper | <input type="radio"/> Yes            | <input type="radio"/> No |           |
| 5) | rain + bow     | <input type="radio"/> Yes            | <input type="radio"/> No |           |
| 6) | butter + jelly | <input type="radio"/> Yes            | <input type="radio"/> No |           |

## Spelling Patterns - VCC Words

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

**Examples of VCC words**

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



Read and I

Read each word and match them to the pictures.

|     |      |      |     |
|-----|------|------|-----|
| oll | bank | ant  | old |
|     | ed   | jump | add |



Think

Write your own VCC words below

## Picture Predictions

**Drawing**

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

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



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

# Word Searches

## Word Search

Find the word bank words in the puzzle.

|                               |                               |                               |                               |                                |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> blue | <input type="checkbox"/> blur | <input type="checkbox"/> blow | <input type="checkbox"/> bled | <input type="checkbox"/> blend |
| <input type="checkbox"/> sad  | <input type="checkbox"/> crab | <input type="checkbox"/> scab | <input type="checkbox"/> flat | <input type="checkbox"/> stand |

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

## Word Search

Make your own word search using 5 of the words.

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### Word Bank

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|  |
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|  |

**Week 1 – Fluency Readings****Read**

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

1) The sky is blue.



2) The picture is a blur.



3) I blow out the candles.



4) He bled when he got a scratch.



5) I blend the colors together.



6) I am sad when it rains.



7) The crab has a flat shell.



## Week 1 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

Underline the base word in each of the words.

|             |            |
|-------------|------------|
| 1. unhappy  | 2. reader  |
| 4. misspell | 5. repaint |

### Complete or Fragment?

Is the sentence complete or is it a fragment?

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

## Week 2 - Vocabulary List

|      |      |      |       |       |
|------|------|------|-------|-------|
| clip | claw | club | clown | close |
| bed  | fed  | shed | press | slept |

### Spell

Spell 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)  | clip           |                 |
| 2)  | claw           |                 |
| 3)  | club           |                 |
| 4)  | clown          |                 |
| 5)  | close          |                 |
| 6)  | bed            |                 |
| 7)  | fed            |                 |
| 8)  | shed           |                 |
| 9)  | press          |                 |
| 10) | slept          |                 |

# Vocabulary

|      |      |      |       |       |
|------|------|------|-------|-------|
| clip | claw | club | clown | close |
| bed  | fed  | shed | press | slept |

Spell

Unscramble the letters to make spelling words.



|     | Scrambled Word | Unscrambled Word |
|-----|----------------|------------------|
| 1)  | ucl            |                  |
| 2)  |                |                  |
| 3)  | fic            |                  |
| 4)  | pe             |                  |
| 5)  | woncl          |                  |
| 6)  | sreps          |                  |
| 7)  | socle          |                  |
| 8)  | heds           |                  |
| 9)  | dab            |                  |
| 10) | efd            |                  |

Fill in The Box

Fill the box with the vocabulary words from above.

|  |  |  |  |  |
|--|--|--|--|--|
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## Suffixes -s

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



Identify

Write the correct noun for each sentence.

|                    |                                                     |
|--------------------|-----------------------------------------------------|
| doll,<br>dolls     | 3) Three _____ have pretty dresses.                 |
| bird,<br>birds     | 4) We saw _____ for her birthday.                   |
| pen,<br>pens       | 5) I need a _____ to write my name on the paper.    |
| flower,<br>flowers | 6) She has three colorful _____ in her pencil case. |
|                    | 7) There are beautiful _____ growing in the garden. |
|                    | 8) The _____ smells lovely.                         |

Search

Circle all nouns ending in -s in the story.

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

How many did you find?



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

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



1) Three plates with two eggs on each plate.

**PREVIEW**

2) Two trees with five oranges on each.

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

## Simple Sentences

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

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

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

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

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

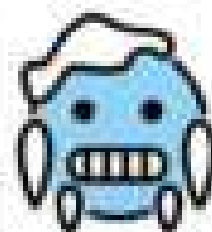


**Write** Write 4 simple sentences using the prepositions.

|          |  |
|----------|--|
| 1) clown |  |
| 2) bed   |  |
| 3) shed  |  |
| 4) slept |  |

# Antonyms

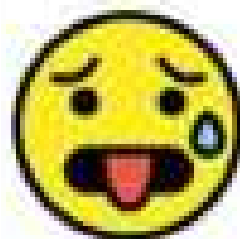
An **antonym** is a word that has the opposite meaning of another word. For example, "hot" is the antonym of "cold," and "up" is the antonym of "down."



## Matching

Draw a line matching the words to their antonyms.

- |        |                                |
|--------|--------------------------------|
| big    | <input type="checkbox"/> easy  |
| happy  | <input type="checkbox"/> cold  |
| fast   | <input type="checkbox"/> weak  |
| young  | <input type="checkbox"/> old   |
| hard   | <input type="checkbox"/> small |
| strong | <input type="checkbox"/> dirty |
| thick  | <input type="checkbox"/> loud  |
| quiet  | <input type="checkbox"/> thin  |
| clean  | <input type="checkbox"/> far   |



## Think

Write 4 words and their antonyms beside them.

|    | Words | Antonyms |
|----|-------|----------|
| 1) |       |          |
| 2) |       |          |
| 3) |       |          |
| 4) |       |          |

## Spelling Patterns - VVC Words

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

**Examples of VVC words**

Eat, Eel, Aim, Oat, Boat, Rain, Seed

Read and

Read each word and match them to the pictures.

|      |      |      |      |
|------|------|------|------|
| ear  | soap | pail | ear  |
| coat |      | aim  | head |



Think

Write your own VVC words below

## Sight Words

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

Search

Circle all the sight words from the grid.

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



How many sight words did you find?

Matching

Match the appropriate sight words to complete the sentences.

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

☐ so

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

☐ is

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

☐ up

# Crack the Code

## Directions

Use the code below to reveal each spelling word.

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

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

| Code                                                                                                                                                                                                                                                                                                                                            | Answer | Answer                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |        |                                                                                                                                                                                                                                                                                                                                                      |
|     |        |                                                                                                                                                                             |
|     |        |                                                                                          |
|     |        |       |
|     |        |     |

**Week 2 – Fluency Readings****Read**

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

1) The cat has sharp claws.



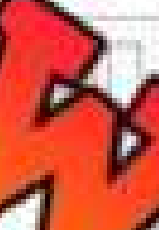
2) The dog barked today.



3) The clown pressed down.



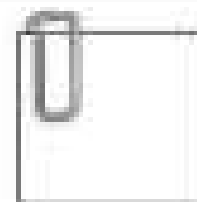
4) Please close the door.



5) He slept in her bed.



6) I clip my paper together.



## Week 2 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

|                                                          |                                              |
|----------------------------------------------------------|----------------------------------------------|
| 1) _____<br>2) _____<br>3) _____<br>4) _____<br>5) _____ | 6) _____<br>7) _____<br>8) _____<br>9) _____ |
|----------------------------------------------------------|----------------------------------------------|

### Identify

Write the correct noun for each sentence.

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

### Subject or Predicate?

Is the underlined word/phrases the subject or predicate?

|                                     |         |           |
|-------------------------------------|---------|-----------|
| 1) The teacher writes on the board. | Subject | Predicate |
| 2) The fish swims in the pond.      | Subject | Predicate |
| 3) The moon shines at night.        | Subject | Predicate |

**Week 3 - Vocabulary List**

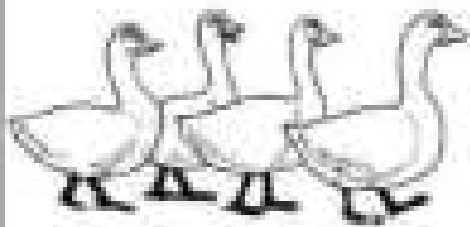
|     |      |      |       |       |
|-----|------|------|-------|-------|
| fly | flip | flag | fluff | flock |
| lip | kit  | trim | drill | shift |

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

|    |  |
|----|--|
| 1) |  |
| 2) |  |
| 3) |  |
| 4) |  |
| 5) |  |

**Identify**

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

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
|                                                                                     |                                                                                     |                                                                                       |

# Vocabulary

**Create**

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

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a | r | e | c | g | f | o | d | s | i | p | i |
|---|---|---|---|---|---|---|---|---|---|---|---|

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Search**

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

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



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

## Suffixes –s, -es, -ies

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

**When making a word plural:**

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

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

| Word   | Suffix |    |     | New Word |
|--------|--------|----|-----|----------|
| dog    | s      | es | ies |          |
| candy  | s      | es | ies |          |
| brush  | s      | es | ies |          |
| box    | s      | es | ies |          |
| toy    | s      | es | ies |          |
| peach  | s      | es | ies |          |
| baby   | s      | es | ies |          |
| pencil | s      | es | ies |          |



**Identify:** Circle the correct word.

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

## Suffixes -s, -es, -ies

| Singular | Plural "s" |
|----------|------------|
| dog      | dogs       |
| chair    | chairs     |
| key      | keys       |

| Singular | Plural "es" |
|----------|-------------|
| box      | boxes       |
| bush     | bushes      |
| glass    | glasses     |

| Singular | Plural "ies" |
|----------|--------------|
| party    | parties      |
| pony     | ponies       |
| city     | cities       |

Search

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



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

| -s | -es |
|----|-----|
|    |     |

Word Scramble

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

|         |  |        |  |
|---------|--|--------|--|
| yske    |  | pnyo   |  |
| itiesc  |  | hsebus |  |
| sselgas |  | xbeso  |  |

## Types of Sentences: Interrogative

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

**Draw**

Draw your answers to the given interrogative sentences.

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

**Write**

Use the given words to make an interrogative sentence.

|        |  |
|--------|--|
| 1) Who |  |
| 2) Why |  |

## Synonyms

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

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



### Match

Find a synonym match for the words in column A.

| Column A  | Column B      |
|-----------|---------------|
| 1) tall   | A) courageous |
| 2) big    | B) slender    |
| 3) tickle | C) frightened |
| 4) scared | D) eat        |
| 5) angry  | E) sleep      |
| 6) gift   | F) so         |
| 7) nap    | G) present    |
| 8) thin   | H) furiously  |
| 9) brave  | I) present    |
| 10) begin | J) furious    |

### Write

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

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

# Word Search

## Word Search

Find the word bank words in the puzzle.

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



## Word Scramble

Unscramble the word.

|      |  |        |  |
|------|--|--------|--|
| lip  |  | lip    |  |
| kit  |  | agif   |  |
| lyf  |  | luff   |  |
| rimt |  | flicko |  |
| rild |  | histf  |  |

**Week 3 – Fluency Readings****Read**

Read each line and then write the last sentence.

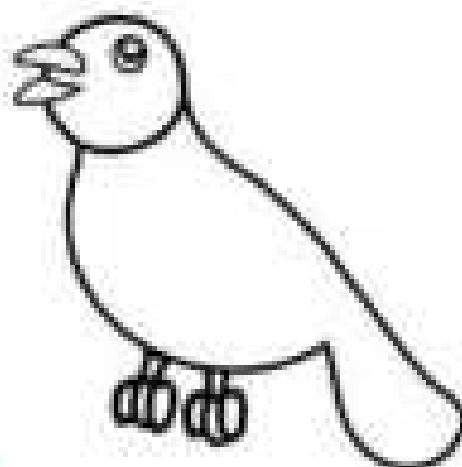
Birds

Birds fly

Birds

Birds fly together

Birds fly together



**PREVIEW**

I

I flip

I flip the

I flip the flag

I flip the flag up

I flip the flag up high.

## Week 3 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

|                                                          |                                              |
|----------------------------------------------------------|----------------------------------------------|
| 1) _____<br>2) _____<br>3) _____<br>4) _____<br>5) _____ | 6) _____<br>7) _____<br>8) _____<br>9) _____ |
|----------------------------------------------------------|----------------------------------------------|

### Instructions

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

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

### Completion

Complete the interrogative sentence below.

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

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

**Week 4 - Vocabulary List**

|      |      |      |      |       |
|------|------|------|------|-------|
| glow | glob | glee | glad | glare |
| hop  | top  | drop | shop | stomp |

**Write**

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

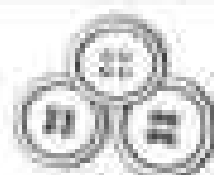
**PREVIEW**

## Vocabulary

|      |      |      |      |       |
|------|------|------|------|-------|
| glow | glob | glee | glad | glare |
| hop  | top  | drop | shop | stomp |

Write

Choose your answer from the word list above.



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

## Suffixes -ing

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

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

**Think**

Change the given base words to its -ing form.

| Base Words | "-ing" form |
|------------|-------------|
| wait       |             |
| swim       |             |
| play       |             |
| run        |             |

| Base Words | "-ing" form |
|------------|-------------|
| dance      |             |
| draw       |             |
| drink      |             |
|            |             |



**Write**

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

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

The children are **running** in the park.

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

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

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

## Suffixes -ing

**Verb**

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

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

**Write**

Use the words to complete the sentences.

1) glowing

2) glaring

3) shopping

4) stomping

## Types of Sentences: Exclamatory

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

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



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

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

**Write**

Write an exclamatory sentence using the given scenario.

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

---

---

## Homophones

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

**Draw**

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



| Pear |
|------|
|      |

| Mail |
|------|
|      |



| Night |
|-------|
|       |

| Knight |
|--------|
|        |

# Word Sudoku

**Sudoku**

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



|       |      |      |       |       |       |
|-------|------|------|-------|-------|-------|
|       |      |      | glee  | glare |       |
| glee  | hop  |      | glad  |       |       |
| glare |      | hop  | glow  | glee  |       |
| glow  | glad |      |       | glob  | glare |
| hop   |      | glob |       | glee  | glow  |
|       | glee | glow | glare |       | glob  |

**Week 4 – Fluency Readings****Read**

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

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

**Week 4 - Vocabulary Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Convert**

Change the given base word to the "-ing" form.

| Base Words | "-ing" form |
|------------|-------------|
| pick       |             |
| drive      |             |

| Base Words | "-ing" form |
|------------|-------------|
| hop        |             |
| lift       |             |

**Write**

Write an exclamatory sentence using the given scenario.

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

|              |
|--------------|
| <br><br><br> |
|--------------|

## Week 5 - Vocabulary List

|      |      |       |       |        |
|------|------|-------|-------|--------|
| brim | brow | brush | brand | browse |
| sun  | fun  | jump  | dunk  | blush  |

**Write**

Circle the misspelled words and write them correctly.



|                                          |  |
|------------------------------------------|--|
| 1) I tried to make it shiny.             |  |
| 2) I tried to browse books.              |  |
| 3) Playing basketball is so fun!         |  |
| 4) The hat's brim is so shiny.           |  |
| 5) Watch me jump really high.            |  |
| 6) Mom uses a different brand of soap.   |  |
| 7) My brow was sweaty from running.      |  |
| 8) My friend began to blush at the joke. |  |
| 9) The sun is shining brightly today.    |  |
| 10) He tried to dunk the basketball.     |  |

**Identify**

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

|                               |                                |                               |                               |
|-------------------------------|--------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> bump | <input type="checkbox"/> cube  | <input type="checkbox"/> duck | <input type="checkbox"/> mule |
| <input type="checkbox"/> sun  | <input type="checkbox"/> flute | <input type="checkbox"/> hug  | <input type="checkbox"/> tune |
| <input type="checkbox"/> jump | <input type="checkbox"/> rug   | <input type="checkbox"/> tube | <input type="checkbox"/> dune |
| <input type="checkbox"/> gum  | <input type="checkbox"/> use   | <input type="checkbox"/> plum | <input type="checkbox"/> cube |

# Vocabulary

## Syllables

Match syllables to make spelling words, then write the complete word.

|        |                               |  |
|--------|-------------------------------|--|
| 1) up  | <input type="checkbox"/> set  |  |
| 2) sun | <input type="checkbox"/> zip  |  |
| 3) fun | <input type="checkbox"/> lift |  |
| 4) die | <input type="checkbox"/> se   |  |
| 5) pod | <input type="checkbox"/> ge   |  |
| 6) un  | <input type="checkbox"/> se   |  |
| 7) rug |                               |  |



## Write

Use the given words to create meaningful sentences.

|           |  |
|-----------|--|
| 1) dunk   |  |
| 2) jump   |  |
| 3) blush  |  |
| 4) browse |  |

## Suffixes -er

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

### Example 1:

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



Analyse Choose the appropriate "-er" words to complete the story

|       |         |        |         |
|-------|---------|--------|---------|
| smell | teacher | writer | dancer  |
| run   |         | farmer | painter |

Once upon a time, in a small village, a happy \_\_\_\_\_  
 named Mr. Brown. Every morning, he \_\_\_\_\_ treats. Next door, a fast  
 \_\_\_\_\_, Lily, trained for \_\_\_\_\_ she \_\_\_\_\_ to run.  
 Close by, a \_\_\_\_\_ had colourful  
 pictures. He had a friend, Miss Rose, a graceful \_\_\_\_\_ who  
 danced like the wind. They often performed at the village \_\_\_\_\_ a kind  
 \_\_\_\_\_. Mrs. White, taught little kids. She liked to share stories about a  
 brave \_\_\_\_\_, Jack, who hiked tall mountains.

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

## Suffixes -er

Label

Label each picture with its corresponding -er word.



Identify

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

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

## Types of Sentences: Imperative

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

Examples:

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



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

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

**Illustrate**

Draw a picture representing each command.

Draw a big, colourful rainbow.

Can you please draw a smiling sun?

## Homographs

### 1) Homophones

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

### 2) Homonyms

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

### 3) Homographs

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

Homographs: Which homographs refer to in the sentences below?

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

# Word Searches

## Word Search

Find the word bank words in the puzzle.

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

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

## Word Search

Make your own word search using 5 of the words.

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
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## Word Bank

|  |
|--|
|  |
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|  |
|  |
|  |
|  |
|  |
|  |

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

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

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

## Week 5 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

|                                                          |                                              |
|----------------------------------------------------------|----------------------------------------------|
| 1) _____<br>2) _____<br>3) _____<br>4) _____<br>5) _____ | 6) _____<br>7) _____<br>8) _____<br>9) _____ |
|----------------------------------------------------------|----------------------------------------------|

### Identify

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

| Answer |                              |
|--------|------------------------------|
| 1)     | Someone who climbs rocks.    |
| 2)     | Someone who paints artworks. |
| 3)     | Someone who bakes pastries.  |

### Identify

Identify whether the imperative sentences show command or request.

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

## Week 6 - Vocabulary List

**Alphabetize**

Write the words in alphabetical order

|     |      |       |       |        |
|-----|------|-------|-------|--------|
| cry | crib | crisp | crawl | crumb  |
| ate | gate | late  | skate | create |

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

**Completion**

Complete the words below to make words with the sound.

|             |               |             |
|-------------|---------------|-------------|
| c _ _ ke    | gr a _ _ es   | s c a _ _ _ |
| pl a _ _ _  | _ _ _ ce      | b _ _ _ ke  |
| s _ _ _ ke  | w _ _ ve      | _ a b _     |
| r a _ _ n   | cr _ _ _ e    | s _ _ a k _ |
| t _ _ a i n | _ _ l a _ _ e | _ _ _ a c e |

# Vocabulary



Search

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

|       |       |       |     |
|-------|-------|-------|-----|
| cake  | bat   | rain  | cat |
| plate | map   | glaze | mat |
| face  | snake | crane | rat |
| jack  | trap  | scale | jam |
| stake | wave  | van   | bag |
| clam  | train | space | nap |
| frame | plan  | can   | man |
|       | blaze | blaze |     |

Draw

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

Used

## Suffixes -ed

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

Jump - Jumped

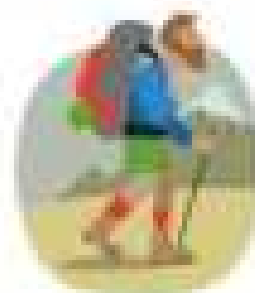
Hike - Hiked

Pick - Picked

Cry - Cried (drop y add -ied)

Stop - Stopped (double consonant)

Dance - Danced (just add -d)



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

|          | Past |
|----------|------|
| 1. ask   |      |
| 2. play  |      |
| 3. hop   |      |
| 4. dance |      |
| 5. paint |      |

| Present   | Past |
|-----------|------|
| 6. walk   |      |
| 7. look   |      |
| 8. study  |      |
| 9. pick   |      |
| 10. _____ |      |

Write

Suffix "-ed" indicates the past tense of the verb. \_\_\_\_\_  
the tense of the verb. \_\_\_\_\_

|               |                                 |
|---------------|---------------------------------|
| Present Tense | I open my book to read a story. |
| Past Tense    |                                 |

|               |                             |
|---------------|-----------------------------|
| Present Tense | He is snapping his fingers. |
| Past Tense    |                             |

|               |                           |
|---------------|---------------------------|
| Present Tense | I carry my bag to school. |
| Past Tense    |                           |

# Suffixes -ed

## Past Tense

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



|                                |                                |                                 |                                |
|--------------------------------|--------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> walk  | <input type="checkbox"/> go    | <input type="checkbox"/> listen | <input type="checkbox"/> eat   |
| <input type="checkbox"/> play  | <input type="checkbox"/> be    | <input type="checkbox"/> study  | <input type="checkbox"/> drink |
| <input type="checkbox"/> run   | <input type="checkbox"/> dance | <input type="checkbox"/> bake   | <input type="checkbox"/> write |
| <input type="checkbox"/> sleep | <input type="checkbox"/> paint | <input type="checkbox"/> sing   |                                |
| <input type="checkbox"/> jump  | <input type="checkbox"/> draw  | <input type="checkbox"/> open   | <input type="checkbox"/> run   |

## Draw

Draw two scenes in the boxes. Circle which verb makes the "before" and "after" scenarios for the given verbs. Circle which verb makes the "before" and "after" scenarios for the given verbs.

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

**After Scene:** Draw the same child with a brush and a canvas with a colourful picture.

Paint

Painted

Paint

Painted

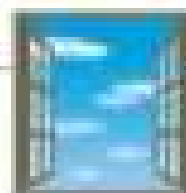
## Types of Sentences: Declarative

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

**Examples:**

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

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



**Sentence Scramble** - Rearrange the words to form declarative sentences.

|                                      |  |
|--------------------------------------|--|
| 1) sit, nice, I                      |  |
| 2) The, shining,                     |  |
| 3) pet, We, cat, a, have             |  |
| 4) favourite, are, my, fruit, Apples |  |
| 5) The, nice, is, teacher            |  |

**Write**

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

|              |       |
|--------------|-------|
| Look         | _____ |
| What It Does | _____ |
| Opinion      | _____ |

## Alliteration

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



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

|                 |    |
|-----------------|----|
| 1) Bouncy balls | 6) |
| 2)              | 7) |
| 3)              | 8) |
| 4)              | 9) |
| 5)              |    |

**Write**

Create your own alliterative sentence by following these prompts.

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

Name \_\_\_\_\_

66

Sight Words  
C2.3

## Sight Words

**Search**

Circle all the sight words in the grid.

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



How many sight words did you find?

**Matching**

Match the appropriate sight words to complete the sentences.

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

☐ first

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

☐ all

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

☐ yes

# Crack the Code

## Directions

Use the code below to reveal each spelling word.

|                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
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| a                                                                                 |                                                                                   |                                                                                   | d                                                                                 | e                                                                                 | f                                                                                 | g                                                                                 | h                                                                                 | i                                                                                  | j                                                                                   | k                                                                                   | l                                                                                   | m                                                                                   |

|                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| n                                                                                 | o                                                                                 | p                                                                                 |                                                                                   |                                                                                   |                                                                                   |                                                                                   | u                                                                                 | v                                                                                  | w                                                                                   | x                                                                                   | y                                                                                   | z                                                                                   |

| Code                                                                                | Answer | Code                                                                                | Answer |
|-------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------|--------|
|  |        |  |        |
|  |        |  |        |
|  |        |  |        |
|  |        |  |        |
|  |        |  |        |

**Bonus:**  
Draw your own  
secret word

**Week 6 – Fluency Readings****Read**

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

1) I like to skate in the park.



2) Toys lie on the floor.



3) I ate a crumb from the table.



4) The apple is crisp and yummy.



5) I saw a baby cry in the crib.



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



7) Let's create a fun game together!



## Week 6 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Past Tense

Shade the box if adding -ed to the verb changes the meaning. Change them into their past tense form.

|                               |                              |                                 |                               |
|-------------------------------|------------------------------|---------------------------------|-------------------------------|
| <input type="checkbox"/> talk | <input type="checkbox"/> go  | <input type="checkbox"/> listen | <input type="checkbox"/>      |
| <input type="checkbox"/> say  | <input type="checkbox"/> buy | <input type="checkbox"/> act    | <input type="checkbox"/> draw |

### Sentence Scramble

Rearrange the words to form declarative sentences.

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

**Week 7 - Vocabulary List**

|     |      |       |        |       |
|-----|------|-------|--------|-------|
| dry | draw | drop  | drove  | dream |
| bee | tree | bleed | beetle | scene |

Fill in The \_\_\_\_\_

Choose the best word for each sentence.



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

# Vocabulary

## Rhyme

Write the spelling words below that rhyme with the given word

|           |  |
|-----------|--|
| 1) dry    |  |
| 2) draw   |  |
| 3) drop   |  |
| 4) d      |  |
| 5) dress  |  |
| 6) bee    |  |
| 7) tree   |  |
| 8) bleed  |  |
| 9) beetle |  |
| 10) scene |  |

|            |  |
|------------|--|
| 11) dragon |  |
| 12) drum   |  |
| 13) dress  |  |
| 14) drip   |  |
| 15) drape  |  |
| 16) green  |  |
| 17) theme  |  |
| 18) man    |  |
| 19) train  |  |
| 20) cheer  |  |

|       |        |       |       |
|-------|--------|-------|-------|
| wagon | cream  | deep  |       |
| plum  | breeze | mess  | trip  |
| hop   | green  | sky   | free  |
| stove | dream  | grape | scene |
|       |        |       | mean  |
|       |        |       | straw |

## Boggle

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

## Suffixes -ion

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

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



### Word Transform

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

| Verb       | + ion      |
|------------|------------|
| 1. attract | attraction |
| 2. attract |            |
| 3. suggest |            |
| 4. project |            |

| Verb        | + ion |
|-------------|-------|
| 5. connect  |       |
| 6. reflect  |       |
| 7. subtract |       |
| 8. quest    |       |

### Challenge

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

| Verb       | + ion    |
|------------|----------|
| 1. create  | creation |
| 2. relate  |          |
| 3. operate |          |
| 4. invade  |          |

| Verb       | + ion |
|------------|-------|
| 5. decide  |       |
| 6. decide  |       |
| 7. combine |       |
| 8. inform  |       |

### Write

Write a sentence using each word.

|               |       |
|---------------|-------|
| 1) creation   | _____ |
| 2) reflection | _____ |

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

Choose the most appropriate word to complete each sentence.

A) information

B) addition

C) action

D) selection

E) attention

F) creation

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

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

3) I am \_\_\_\_\_ subject \_\_\_\_\_.

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

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

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

**Draw**

Illustrate the sentence below.

Mia used a colourful selection of crayons for her butterfly.

## Sentence Types

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

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

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

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



**Sentence Type**

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

|    | Sentences                              |
|----|----------------------------------------|
| 1) | My puppy is so cute!                   |
| 2) | My family goes to the park on Sundays. |
| 3) | What is your favourite colour?         |
| 4) | Close the door, please.                |
| 5) | Yay, it is snowing!                    |

**Transform**

Transform the declarative sentence into different types of sentences.

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

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

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

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

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

# Onomatopoeia

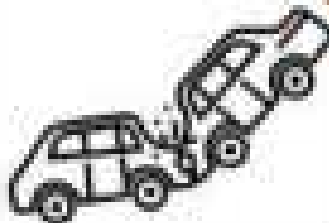
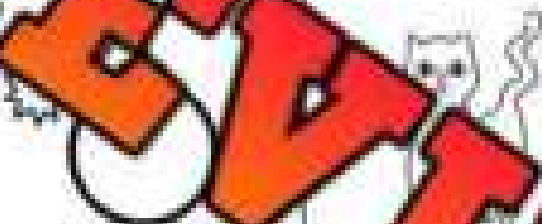
**Onomatopoeia** is a type of figurative language where words imitate the natural sounds they describe. It makes the writing more interesting by bringing sounds to life.

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

## Matching

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

|       |      |           |      |
|-------|------|-----------|------|
| crash | hiss | tick-tock | boom |
| crash | hiss | meow      | beep |

|                                                                                     |                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|   |  |  |
|  |  |  |
|                                                                                     |                                                                                     |                                                                                      |

## Search

Underline all the onomatopoeia in the given text.

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

# Word Search

## Word Search

Find the word bank words in the puzzle.

|                              |                               |                                |                                 |                                |
|------------------------------|-------------------------------|--------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> dry | <input type="checkbox"/> draw | <input type="checkbox"/> drop  | <input type="checkbox"/> drove  | <input type="checkbox"/> dream |
| <input type="checkbox"/> bee | <input type="checkbox"/> tree | <input type="checkbox"/> bleed | <input type="checkbox"/> beetle | <input type="checkbox"/> scene |



## Word Scramble

Unscramble the word.

|       |  |        |  |
|-------|--|--------|--|
| ward  |  | ynd    |  |
| verod |  | maerd  |  |
| ebe   |  | reet   |  |
| leedb |  | pord   |  |
| cenet |  | teelab |  |

**Week 7 – Fluency Readings****Read**

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

1) I drop my toy.



2) The



3) A bee is near the tree.



4) I like to draw a scene.



5) I had a dream last night.



6) He drove my mother's car.



## Week 7 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

|    |  |
|----|--|
| 1) |  |
| 2) |  |
| 3) |  |
| 4) |  |
| 5) |  |

|     |  |
|-----|--|
| 6)  |  |
| 7)  |  |
| 8)  |  |
| 9)  |  |
| 10) |  |

### Spell

Add -ion to the verb below.

| Verb       | + ion |
|------------|-------|
| 1. create  |       |
| 2. suggest |       |
| 3. operate |       |

| Verb        | + ion |
|-------------|-------|
| 4. act      |       |
| 5. subtract |       |
| 6. inform   |       |

### Identify

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

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

## Week 8 - Vocabulary List

|     |      |      |       |       |
|-----|------|------|-------|-------|
| fry | frog | from | fresh | fruit |
| lie | wide | hide | tie   | pride |

Write

Cross-out the word that is not a synonym

|           |        |         |
|-----------|--------|---------|
| 1) jump   | cook   | heat    |
| 2) frog   | toad   | apple   |
| 3) from   | since  | banana  |
| 4) fresh  | clean  | croak   |
| 5) fruit  | sports | berry   |
| 6) lie    | fib    | far     |
| 7) wide   | broad  | big     |
| 8) hide   | mask   | cover   |
| 9) tie    | tight  | knotted |
| 10) pride | happy  | delight |
|           |        | cook    |

Word Scramble

Unscramble the words.



|      |  |       |  |
|------|--|-------|--|
| morf |  | depir |  |
| gorf |  | dite  |  |

# Vocabulary

## Analyze

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

|            |           |           |           |
|------------|-----------|-----------|-----------|
| frisbee    | banana    | frighten  | mountain  |
| marionette | drive     | elephant  | frizzle   |
| frigid     | frigid    | pineapple | rectangle |
| fringe     | apple     | frivolous | fringe    |
| pine       | franchise | orange    | franchise |
| freedom    | frail     | friday    | frail     |
| fruity     | friction  | friction  | friction  |
| river      | frightful | dolphin   | dolphin   |
| frontiers  | tricycle  | fritter   | fritter   |
| frilly     | slide     | frisk     | frisk     |
| prize      | frown     | raspberry | raspberry |

## Write

Use the given words in simple sentences.

1) wide

2) fresh



## Suffix -ous and -ious

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

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

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

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

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

| Base Word    | -ous |
|--------------|------|
| 1) danger    |      |
| 2) adventure |      |
| 3) joy       |      |
| 4) courage   |      |
| 5) marvel    |      |

| Base Word  | -ious |
|------------|-------|
| 6) mystery |       |
| 7) glory   |       |
| 8) space   |       |
| 9) victory |       |

**Think**

Choose the -ous word that matches the picture.

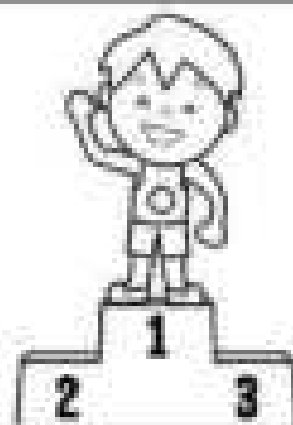
courageous

joyous

delicious

victorious

glorious



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

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

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

**Write**

Use the given words in sentences.

|             |                         |
|-------------|-------------------------|
| 1) fabulous | _____<br>_____<br>_____ |
| 2) envious  | _____<br>_____<br>_____ |

## Parts of Speech - Nouns

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

### Noun Sort

Check the category of the given nouns.

|           | Person | Place | Thing |
|-----------|--------|-------|-------|
| 1) ball   |        |       |       |
| 2) ball   |        |       |       |
| 3) Sam    |        |       |       |
| 4) frog   |        |       |       |
| 5) mother |        |       |       |
| 6) school |        |       |       |
| 7) Canada |        |       |       |



### Search

Circle all nouns in the story below.

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

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

## Manipulating Sounds

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

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

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

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

|     |      |     |      |     |     |     |      |
|-----|------|-----|------|-----|-----|-----|------|
| red | coat | pin | lake | pet | hat | bus | tape |
| map | seed | pot |      |     |     |     |      |

**Odd One Out**

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

| Word 1 | Word 2 | Word 3 | Word 4 | Odd One Out |
|--------|--------|--------|--------|-------------|
| go     | do     | no     | so     |             |
| sun    | fun    | run    | put    |             |
| bat    | cat    | pay    | hat    |             |
| give   | dive   | five   | hive   |             |
| made   | fade   | jade   | said   |             |
| bite   | light  | site   | kite   |             |
| ride   | hide   | side   | fried  |             |

## Hidden Word

### Hidden Word

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



### Clues

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

### The hidden word

**Week 8 – Fluency Readings****Read**

Read each line and then write the last sentence.

I ate

I ate for

I ate

I ate fresh fruit

I ate fresh fruit from the market



Jane

Jane began

Jane began to

Jane began to fry

Jane began to fry the

Jane began to fry the fish.

## Week 8 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|----|--|----|--|----|--|----|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|----|--|----|--|----|--|
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50px; text-align: center;">1)</td><td style="width: 350px; height: 40px;"></td></tr> <tr><td style="text-align: center;">2)</td><td style="height: 40px;"></td></tr> <tr><td style="text-align: center;">3)</td><td style="height: 40px;"></td></tr> <tr><td style="text-align: center;">4)</td><td style="height: 40px;"></td></tr> <tr><td style="text-align: center;">5)</td><td style="height: 40px;"></td></tr> </table> | 1) |  | 2) |  | 3) |  | 4) |  | 5) |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50px; text-align: center;">6)</td><td style="width: 350px; height: 40px;"></td></tr> <tr><td style="text-align: center;">7)</td><td style="height: 40px;"></td></tr> <tr><td style="text-align: center;">8)</td><td style="height: 40px;"></td></tr> <tr><td style="text-align: center;">9)</td><td style="height: 40px;"></td></tr> </table> | 6) |  | 7) |  | 8) |  | 9) |  |
| 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |
| 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |
| 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |
| 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |
| 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |
| 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |
| 7)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |
| 8)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |
| 9)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |    |  |    |  |    |  |    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |    |  |    |  |    |  |

### Word Build

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

| Base Word | -ous |
|-----------|------|
| 1) joy    |      |
| 2) danger |      |

| Base Word | -ious |
|-----------|-------|
| 3) space  |       |
| 4) glory  |       |

### Noun Sort

Check the category of the given nouns.

| Noun          | Person | Place | Thing |
|---------------|--------|-------|-------|
| 1) Mrs. Smith |        |       |       |
| 2) home       |        |       |       |
| 3) pencil     |        |       |       |

**Week 29 - Vocabulary List**

|      |      |      |       |       |
|------|------|------|-------|-------|
| and  | sand | bend | brand | sound |
| sort | fort | turn | sport | short |

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

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

## Vocabulary

**Opposite**

Identify the opposite of the given words below

1) bend

☐ tall

2) sound

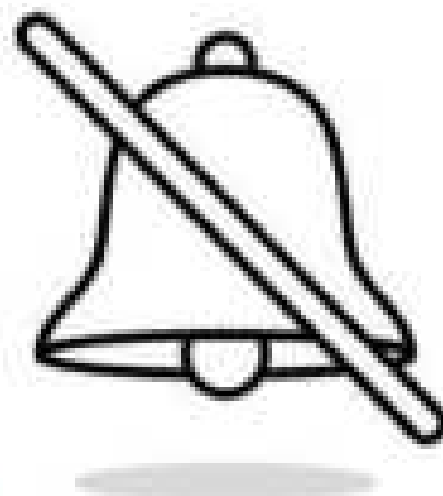
☐ whole

3) sort

☐ straight

4) short

5) torn

**Write**

Use the given words to create a sentence

1) sort

2) brand

3) torn

4) short

## Strategies for Expressive Reading Aloud

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

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

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

|   |                                                        |
|---|--------------------------------------------------------|
| 1 | On my way to school I saw a cat was climbing a tree    |
| 2 | My mom made pancakes for my birthday and I ate a lot   |
| 3 | In the park there are flowers but it was a bit cold    |
| 4 | Lisa has a basket of fruits she has apples and bananas |
| 5 | It was raining but I had my umbrella so I stayed dry   |



**Read Aloud** Read the story below applying the correct reading strategies.

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

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

## Apostrophes for Plural Possession

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

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

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

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

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

**Draw**

Illustrate the plural ownership sentences below.

The bees' hives are hanging from the trees.

The birds' nests are perched on the branches.

# Word Searches

## Word Search

Find the word bank words in the puzzle.

|                               |                               |                               |                                |                                |
|-------------------------------|-------------------------------|-------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> and  | <input type="checkbox"/> sand | <input type="checkbox"/> bend | <input type="checkbox"/> brand | <input type="checkbox"/> sound |
| <input type="checkbox"/> sort | <input type="checkbox"/> fort | <input type="checkbox"/> torn | <input type="checkbox"/> sport | <input type="checkbox"/> short |

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

## Word Search

Make your own word search using 7 of the

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
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## Word Bank

|  |
|--|
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|  |
|  |
|  |
|  |

## Week 29 – Fluency Readings

**Read**

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

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

## Week 29 - Vocabulary Quiz

### Spelling

When your Teacher reads the word, spell it below.

|                                                          |                                                           |
|----------------------------------------------------------|-----------------------------------------------------------|
| 1) _____<br>2) _____<br>3) _____<br>4) _____<br>5) _____ | 6) _____<br>7) _____<br>8) _____<br>9) _____<br>10) _____ |
|----------------------------------------------------------|-----------------------------------------------------------|

### Punctuated

Put punctuation for each sentence so it can be read properly.

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

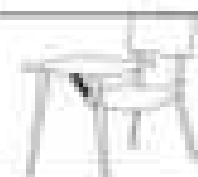
### Write

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

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

## Week 30 - Vocabulary List

|     |      |      |       |       |
|-----|------|------|-------|-------|
| ask | desk | risk | dusk  | brisk |
| fur | hurt | blur | burst | curly |



Write

Cross-out the word that is not a synonym.

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

Word Scramble

Unscramble the words.

|       |  |      |  |
|-------|--|------|--|
| lurey |  | urf  |  |
| thur  |  | sdak |  |

**Vocabulary****Draw**

Draw a picture to show what each sentence means.

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

**PREVIEW**

## Reading Sentences with Different Expressions

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

For example:

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



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

- |                                          |                                    |
|------------------------------------------|------------------------------------|
| 1. "Yay! I won the game!"                | <input type="checkbox"/> tired     |
| 2. "I'm so sleepy I can't go to school!" | <input type="checkbox"/> surprised |
| 3. "Oh wow, a new book!"                 | <input type="checkbox"/> scared    |
| 4. "We're going to the zoo tomorrow!"    | <input type="checkbox"/> happy     |
| 5. "There's a thunderstorm outside!"     | <input type="checkbox"/> excited   |

**Write**

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

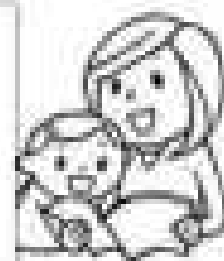
It is dusk and the sun is setting. The air is brisk and chilly. You go to the park and see a small animal with soft fur shivering beside a tree. It might be hurt.

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

## Quotation Marks for Direct Speech

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

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



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

1. Mom said, "I love you" before bed.
2. The teacher asked, "What is your homework?"
3. My sister exclaimed, "I found a lost dog!"
4. The dog barked, "Woof, woof, where is the owner?"
5. Dad announced, "We are going to the zoo tomorrow!"

**Identify**

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

In a small town, a cheerful girl named Lily lived. One sunny day, she met a talking bird. Hello! chirped the bird. Hi! replied Lily. They became friends and played hide-and-seek. The bird sang, You can't find me! Lily laughed, There you are! Together, they explored and had fun. As the sun set, Lily waved, See you tomorrow! The bird flew away, singing, Goodbye, friend! Lily smiled, excited for more adventures.

# Sight Words

**Search**

Circle all the sight words from the grid.

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



How many sight words did you find?

**Matching**

Match the appropriate sight words to complete the sentences.

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

☐ light

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

☐ show

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

☐ laugh

# Crack the Code

## Directions

Use the code below to reveal each spelling word.

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

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

| Code                                                                                                                                                                                                                                                                                                                                                                                                                                | Answer | Code                                                                                                                                                                                                                                                                                                                                                 | Answer |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                                                                                                                                                                            |        |                                                                                                                                                                                |        |
|                                                                                                                                                                            |        |                                                                                                                                                                                |        |
|                                                                                         |        |     |        |
|                                                                                         |        |       |        |
|      |        |       |        |

**Bonus:**  
Draw your own  
secret word

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

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

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

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

When your teacher reads the word, spell it below.

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

**Emotions**

Match the expression to the emotion in the sentence.

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

**Direct Speech**

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

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



# Workbook Preview



# Grade 2 – British Columbia ELA

## Oral Language



|              | Elaborations – Oral Language Strategies                                                     | Pages   |
|--------------|---------------------------------------------------------------------------------------------|---------|
| <b>OL2.1</b> | Asking Questions To Clarify                                                                 | 5 - 12  |
| <b>OL2.2</b> | <p><b>Preview of 15 activities from this unit that contains 31 activities in total.</b></p> |         |
| <b>OL2.3</b> |                                                                                             | 13 - 26 |
| <b>OL2.4</b> | Taking Turns                                                                                | 27 - 30 |
| <b>OL2.5</b> | Connecting With Audience                                                                    | 31 - 41 |
| <b>OL2.6</b> | Features Of Oral Language: including tone, volume, inflection, pace, gestures               | 42 - 53 |

## Activity: Grammar Police

**Objective** What are we learning more about?

To improve understanding and application of basic grammar rules by having them identify and correct additional grammatical errors in sentences.

**Materials** What do we need for our activity?

- ✓ List of sentences with grammatical mistakes
- ✓ Whiteboard and markers or chalk
- ✓ Badges (optional) to identify "Grammar Police"



**Instructions** How do we complete this activity?

- 1) Begin by discussing with students the importance of proper grammar in communication.
- 2) Introduce the concept of the "Grammar Police". Explain that their job for this activity will be to listen carefully and catch any grammatical mistakes they hear.
- 3) Hand out the "Grammar Police" badges to all students (optional).
- 4) Read, write, or project a sentence with a grammatical error on the board. Example: "She don't like apples."
- 5) Ask students to identify the mistake in the sentence.
- 6) Once a student identifies the mistake, have them come to the board and correct it. The corrected sentence should be: "She doesn't like apples."
- 7) Continue with additional sentences, varying the types of grammatical errors.
- 8) After several sentences, pause and discuss the types of errors that were identified. Ask students to explain the grammar rule associated with each error.

**Activity: Grammar Police****Incorrect Sentences**

Read the sentences to the class so they can correct them.

Me goes to the park.

She don't like chocolate.

Him is the teacher.

They was at the park yesterday.

My dog play with the ball.

She can sings really well.

He have two pencils.

The cats chases the mouse.

We likes to read books.

My sister and I goes to school together.

The ducks swims in the pond.

There is five apples on the table.

You is my best friend.

The kids plays outside.

I don't has a blue crayon.

She have a big kite.

He don't want to share his toy.

Them went to the zoo yesterday.

The girl play with her dolls.

There's three cookies in the jar.



## Activity: Before-During-After Chart

### Objective

What are we learning more about?

To develop listening strategies for comprehension by having Grade 2 students fill out a "Before-During-After" chart while listening to a brief educational talk or story.

### Materials

What is needed for our activity?

- ✓ Pre-printed "Before-During-After" charts for each student.
- ✓ Pencils for filling out the charts.
- ✓ A short educational talk or story on a familiar topic (e.g., "How Do Plants Grow?").



### Instructions

How do we complete the activity?

- 1) Arrange the students in a comfortable seating arrangement and distribute a "Before-During-After" chart and a pencil to each student.
- 2) Briefly introduce the topic of the educational talk or story, and write it on the whiteboard for reference.
- 3) Instruct students to fill out the "Before" section of their charts, jotting down what they already know about the topic.
- 4) Once everyone has filled out the "Before" section, have them put their pencils down and prepare to listen.
- 5) Deliver the educational talk or read the story, making sure to speak clearly and at a pace appropriate for Grade 2 students.
- 6) After the talk or story is done, instruct students to fill out the "During" section, noting what new information they learned.
- 7) Allow students to discuss briefly in pairs or small groups what they've written in the "During" section, encouraging them to think critically.
- 8) Have the students fill out the "After" section, jotting down any questions or further thoughts they have after listening.
- 9) Open the floor for a class discussion, allowing students to share their thoughts, questions, and what they've written on their charts.

**Activity: Before-During-After Chart****Before-During-After Chart**

Fill in the chart below

**Before Listening – What I Already Know**

|       |  |
|-------|--|
| _____ |  |
| _____ |  |
| _____ |  |
| _____ |  |
| _____ |  |

**During Listening – What I Learned**

|       |  |
|-------|--|
| _____ |  |
| _____ |  |
| _____ |  |
| _____ |  |
| _____ |  |

**After Listening – What I Still Wonder or What I Think**

|       |  |
|-------|--|
| _____ |  |
| _____ |  |
| _____ |  |
| _____ |  |
| _____ |  |

## Activity: Pause and Reflect

### Objective

What are we learning more about?

To improve comprehension and recall by pausing a story at predetermined points that test students' understanding.

### Materials

What is needed for our activity?

- ✓ A short, age-appropriate story (either a book or a printed transcript)
- ✓ A list of comprehension questions related to the story
- ✓ Whiteboard and markers for writing answers and key points

### Instructions

How do we complete the activity?

- 1) Arrange the students in a comfortable formation, making sure they can see and hear you well.
- 2) Introduce the story's title and provide a brief summary of what it's about, writing the title on the whiteboard.
- 3) Explain the activity rules: You will be reading the story aloud, pausing at different points to ask questions. Their job is to listen carefully and answer the questions based on what they've heard.
- 4) Begin reading the story, reading clearly and at a comfortable pace. Pause 2 students.
- 5) Pause the story at the first predetermined point. Ask a comprehension question related to what has been read so far.
- 6) Allow students to raise their hands to answer. Acknowledge correct answers and offer clarification for any misconceptions.
- 7) Summarize the correct answers on the whiteboard so that students can visually connect the narrative to the questions.
- 8) Continue reading the story and repeat steps 5-7 at the next predetermined pause point.
- 9) At the end of the story, ask a couple of summary questions to gauge overall comprehension.

**Activity: Pause and Reflect****Questions**

Below are some options for questions you can ask

|    |                                                         |
|----|---------------------------------------------------------|
| 1  | What is the main problem of the story?                  |
| 2  | What characters have been introduced so far?            |
| 3  | What problem is the character facing?                   |
| 4  | How do you think the character feels about the problem? |
| 5  | What did the character decide to do?                    |
| 6  | Why do you think the character made that decision?      |
| 7  | What do you predict will happen next?                   |
| 8  | Were you correct in your prediction? Why or why not?    |
| 9  | What is the turning point in the story?                 |
| 10 | How was the problem solved?                             |
| 11 | What was the most surprising part of the story?         |
| 12 | What is the main lesson or moral of the story?          |

## Activity: Persuasive Stand

### Learning Outcomes

What are we learning more about?

To develop persuasive speaking skills and ability to use clear reasoning and logical evidence, students will take a stand on a simple topic and practice persuading their peers of their viewpoint.

### Materials

What do we need for our activity?

- ✓ A list of simple, debatable topics (e.g., "Winter is the best time to visit" or "Dogs are better than cats")
- ✓ A timer (to limit speaking time)
- ✓ A space for students to speak to the class



### Instructions

How do we complete this?

- 1) **Topic Selection:** Allow one student to begin by choosing a topic from the next page on which to give their opinion.
- 2) **Persuasive Opinion:** Have them stand in front of the class and share their opinion on the topic. Give them 30 seconds to share.
- 3) **Other Opinions:** Ask other students to share their opinion on the topic using the sentence starters included.
- 4) **Respectful Listening:** Teach students to listen respectfully to each other's opinions, even if they disagree.
- 5) **Discussion:** Ask the class how it felt to have someone share their differing opinion. Did it help that they shared it respectfully? Is it okay for others to have a different opinion?

## Persuasion Topics

Choose one you strongly feel about.

|                                                        |                                                                        |
|--------------------------------------------------------|------------------------------------------------------------------------|
| Winter is the best season.                             | All kids should learn to swim.                                         |
| Dogs are better than cats.                             | Camping is better than staying in a hotel.                             |
| Homework should not be given on weekends.              | Children should be allowed to vote.                                    |
| Vegetables are better than fruits.                     | Dinosaurs are the most interesting animals.                            |
| Reading books is more fun than watching TV.            | Every student should plant a tree every year.                          |
| School uniforms should be mandatory.                   | Playing outside is better than playing video games.                    |
| Every child should learn to play a musical instrument. | We should have a longer recess.                                        |
| Bicycles are the best mode of transport.               | Weekends should be longer than weekdays.                               |
| Video games should be played daily.                    | Magicians are more interesting to watch than jugglers.                 |
| Summer holidays should be longer.                      | Everyone should learn to juggle.                                       |
| We should have a class pet.                            | There should be more sports in school.                                 |
| Superheroes are the best role models.                  | Board games are more fun than video games.                             |
| Cartoons are better than live-action shows.            | Learning about space and planets is the most exciting part of science. |

## Sentence Starters

Optional sentence starters for sharing an opposing opinion

"I understand your point, but I think..."

"That's an interesting idea, but I feel that..."

"I'm not sure because..."

"From what I see..."

"Maybe, but don't think this..."

"I see it differently. Let me explain..."

"I respect your opinion, but this is what I believe..."

"That could be true, but I have a different view..."

"I get where you're coming from, however..."

"It's possible, but my experience tells me..."

"I hear you, but consider this..."

"Let's look at it another way..."

## Sentence Starters

Optional sentence starters for sharing an agreeing opinion

"I agree with you because..."

"The same point, and I also think..."

"I was thinking the same thing about..."

"You're right, and another thing is..."

"Yes, and I believe that shows..."

"I have the same opinion, especially when..."

"Exactly! It makes sense to me to..."

"I feel the same way, particularly because..."

"That's true, and it reminds me of..."

"I couldn't agree more about..."

"We're on the same page about..."

"Indeed, and this also means that..."

## Activity: Thumbs Up, Thumbs Down Review

### Learning Outcomes

What are we learning more about?

To help students express their opinions and feelings about a story or activity in a concise manner, enhancing their critical thinking and self-expression skills.

### Materials

What do we need for our activity?

- ✓ A storybook or activity that has been recently completed.
- ✓ A 'Review Board' where students hold up their thumbs up/down to express their opinion.
- ✓ Paper and pencils/markers for students to write or draw their reasons.



### Instructions

How do we complete the activity?

- 1) Read a story to the class or conduct an activity.
- 2) After completing the story/activity, explain the Thumbs Up, Thumbs Down Review process to the students.
- 3) Each student decides whether they want to give a thumbs up (they liked it) or thumbs down (they didn't like it) based on their feelings about the story/activity.
- 4) Students then either write down or draw their reasons for their thumbs up/down on a piece of paper.
- 5) Allow each student to present their opinion and reasoning to the class, holding up their thumbs up or thumbs down.
- 6) Facilitate a short discussion on the varied opinions and feelings, encouraging respect and understanding for differing views.

## Story

Read the following story to the class.

**Adventure of Benny the Brave Little Bear**

Once, in the heart of a lush, green forest, there lived a small, yet courageous bear named Benny. Benny was not like the other bears; he was much smaller and had patches of fur in various shades of different colours. Despite this, Benny had a heart full of courage and a spirit of adventure.

One sunny morning, Benny decided he wanted to see what lay beyond the thick forest where he and his family lived. He had heard stories of a magical meadow filled with the most beautiful and sweetest fruits, but none of the bears ever dared to venture beyond the forest's edge.

With a determined heart, Benny said farewell to his worried family and set out on his adventure. He walked through dense woods, climbed over tall rocks, and crossed babbling brooks. Along the way, he met many creatures. He met Felix the Fox, who was sly and quick, and asked for advice on how to stay safe during the night. He met Olivia the Owl, wise and kind, who offered him a place to rest for the night.

After a long journey, Benny finally reached the magical meadow. It was more beautiful than he had ever imagined. Flowers of every colour bloomed as far as the eye could see, and fruits hung heavily from the branches of trees. Benny danced and played in the meadow, his heart full of joy.

But as the sun began to set, Benny realized it was time to return home. He had proven to himself that he was brave and strong, and he felt a sense of confidence. With a bag full of delicious fruits and a head full of memories, Benny made his way back.

Upon reaching home, Benny was greeted with cheers and hugs from his family. He shared the fruits and stories of his adventure, and his family listened in awe. From that day on, Benny was known not just as Benny the Bear, but as Benny the Brave, the little bear who showed that courage comes in all sizes.

And so, Benny's story became a legend in the forest, inspiring all the young animals to follow their dreams, no matter how big or small they might be.

**Reflection**

Answer the questions below.

1) Did you give the story a thumbs up or a thumbs down?

2) Why do you rate the story that way? Explain your opinion using 2 or 3 ideas.

1

2

3

3) Draw a character or part of the story that you liked best.

## Activity: Topic Jar

### Objective

What are we learning more about?

To help students practice speaking clearly and coherently about a topic.

### Materials

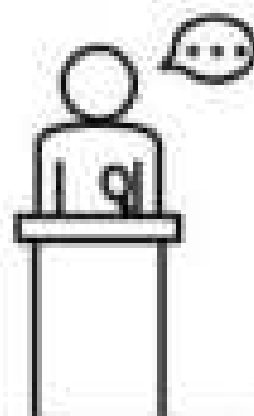
What is needed for our activity?

- ✓ A jar or container
- ✓ Small pieces of paper with topics written on them
- ✓ Optional: Speaking prompts or cue cards to guide students who may need help

### Instructions

How do we do the activity?

- 1) Cut out the small pieces of paper with topics written on them.
- 2) Place the small pieces of paper in the jar and shake it to mix them up.
- 3) Arrange the students in a semi-circle around the jar so everyone can see and participate.
- 4) Explain to the students that they will be picking a topic from the jar and then speaking about it for one minute. Emphasize the importance of speaking clearly and staying on topic.
- 5) Optionally, display some speaking prompts or cue cards for students who might need them.
- 6) Choose a student to be the first to pick a topic from the jar.
- 7) Once the student has picked a topic, start the timer or stop the music.
- 8) Ask the student to speak about the topic they picked, focusing on clarity and coherence. They can look at the speaking prompts if they need help organizing their thoughts.
- 9) After the one minute is up, stop the timer and thank the student for sharing.
- 10) Ask the class for some positive feedback and perhaps areas for improvement, concentrating on clarity and coherence.
- 11) Choose the next student to pick a topic from the jar and repeat steps 6-10.



## Activity: Topic Jar

**Topics**

Write out the topics below and put them in a jar.

My

An Interesting Animal

A Place I Visit

My Favourite Holiday

My Best Friend

My Favourite Toy

My Favourite Food

A Fun Day I Had

A Book I Love

My Favourite Subject in School

A Movie I Enjoy

Something I'm Good At

My Favourite Season

My Favourite Colour

My Family

A Special Tradition

What I Want to Be When I Grow Up

An Adventure I've Had

My Favourite Sport

A Hero of Mine

A Fun Memory

My Favourite Song

My Favourite Game

Something I'm Thankful For

**Activity: Topic Jar**

Speaking Prompts

Cut these out and place them where students can see them

Can you tell me about it?

Why do you like it?

How does it make you feel?

When did you first learn about it?

What's something interesting about it?

Can you share a story or memory related to it?

How would you explain it to someone who knows nothing about it?

What's your favourite thing about it?

Is there anything you don't like about it?

What words would you use to describe it to a friend?

## Activity: Visual Aid Show and Tell

### Learning Outcome

What are we learning more about?

To develop speaking and presentation skills by using a visual aid.  
Students bring an object from home and explain its significance or how it works, helping them develop communication and storytelling.

### Materials

What do we need for activity?

- ✓ An object from home (e.g., a toy, a book, a family tool)
- ✓ A space in the classroom for show and present



### Instructions

How do we complete the activity?

- 1) **Preparation:** Inform students a few days in advance to bring an object from home that is special to them or something they know how it works.
- 2) **Presenting the Object:** One by one, each student comes to the front of the class and shows their object.
- 3) **Explanation:** The student explains why the object is special and describes how it works.
- 4) **Question Time:** Allow the audience (the rest of the class) to ask one or two questions about the object after each presentation.
- 5) **Respectful Listening:** Teach the students to listen attentively and respectfully during each presentation.

**Objects**

Students can bring objects like the following or others.

|                   |                             |                          |
|-------------------|-----------------------------|--------------------------|
| A Favorite Toy    | A Cultural Artifact         | A Homemade Craft         |
| A Favorite Book   | A Special Clothing Item     | A Musical Instrument     |
| A Favorite Food   | A Cooking Utensil or Recipe | An Artwork They Made     |
| A Favorite Object | A Souvenir from a Trip      | A Puzzle or Game         |
| Sports Equipment  | A Plant They Care Grew      | A Science Experiment Kit |

**Planning**

Answer questions below.

1) What object are you bringing?

2) Does the object belong to you or another member?

3) How do you use the object?

4) What are the key features or parts of the objects?

## Activity: Descriptive Storytelling

### Objective

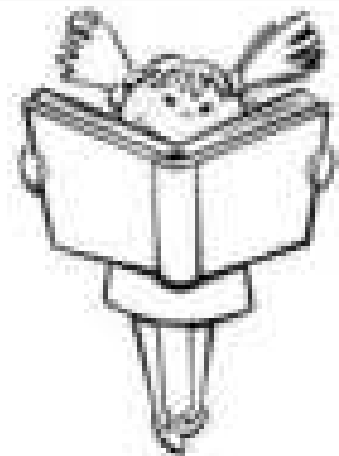
What are we learning more about?

To enhance vocabulary usage and foster creativity in storytelling. By the end of the activity, students should be able to craft a cohesive story using the provided vocabulary words.

### Materials

What do we need for this activity?

- ✓ List of vocabulary words
- ✓ Writing paper and pen



### Instructions

How do we complete this?

- 1) Look at the four vocabulary tables.
- 2) Choose one list that you would like to use for your story.
- 3) Think of a creative story that uses all the words from your chosen list.
- 4) Make sure you understand each word and its meaning. If you are unsure, ask the teacher!
- 5) Once you have your story ready in your mind, find a partner to share with.
- 6) Share your story with your partner, ensuring you use all the words from your list.
- 7) Listen carefully to your partner's story and see if they used all their words.
- 8) Once both of you have shared your stories, discuss which words were easiest and hardest to incorporate.

## Activity: Descriptive Storytelling

### Vocabulary

Use one of the lists for the vocabulary words for your story.

| Cat   |
|-------|
| Sun   |
| Ball  |
| Tree  |
| House |
| Fish  |
| Book  |
| Car   |

| List 2    |
|-----------|
| Mountain  |
| Butterfly |
| Bicycle   |
| Whisper   |
| Rainbow   |
| Elephant  |
| Round     |
| River     |

| List 3     |
|------------|
| Telescope  |
| Adventure  |
| Mysterious |
| Glimmer    |
| Reflect    |
| Tumble     |
| Delight    |
| Whistle    |

| List 4   |
|----------|
| Climb    |
| Enchant  |
| Journey  |
| Ponder   |
| Tremble  |
| Gleaming |
| Horizon  |
| Intrigue |

## Activity: Show and Tell

### Objective

What are we learning more about?

To help students practice effective speaking skills such as staying on topic and taking turns speaking.

### Materials

What do we need for our activity?

- ✓ A small table or desk for displaying show-and-tell items
- ✓ A list of speaking prompts (optional)



### Instructions

How do we do the activity?

- 1) Inform students in advance that they will participate in a Show and Tell activity, and ask them to bring in an object from home that is special or interesting to them.
- 2) On the day of the activity, arrange a small table or in front of the classroom where everyone can see. Place a speaker on the table to show the show-and-tell item.
- 3) Explain the rules: Each student will have a turn to show their object and talk about it for 1-2 minutes. They should focus on staying on topic and speaking clearly.
- 4) Place a timer or clock where it's visible to everyone so that the time stays within the time limit.
- 5) Ask for a volunteer to go first or choose a student to go first.
- 6) The chosen student places their object on the desk or table, and it is up for everyone to see.
- 7) The student begins speaking about their object, focusing on the details. If needed, you may provide speaking prompts such as "Why do you like it?" or "Where did you get it?"
- 8) Once the student finishes speaking or the time is up, open the floor for 1-2 questions from the audience.
- 9) After the questions are answered, thank the student for sharing, and it becomes the next student's turn.
- 10) Continue this process until all students have had a chance to share their object and speak.

## Activity: Show and Tell

### Speaking Prompts

Below are some options for questions students can answer

|    |                                                       |
|----|-------------------------------------------------------|
| 1  | Why is this object special to you?                    |
| 2  | When did you get this object?                         |
| 3  | How long has this object been in your possession?     |
| 4  | What do you like to do with this object?              |
| 5  | Is there a story behind this object?                  |
| 6  | Who knows you have this object?                       |
| 7  | What makes this object different?                     |
| 8  | If your object could talk, what would it say?         |
| 9  | How do you take care of this object?                  |
| 10 | Would you ever give this object away? Why or why not? |

## Activity: Sequence Storytelling

### Learning Outcomes

What are we learning more about?

To develop creative and sequential thinking skills by collaboratively building a story. Each student contributes a sentence. This activity encourages logical progression of ideas and teamwork.

### Materials

What do we need for our activity?

- ✓ Whiteboard or sheet of paper
- ✓ Markers or chalk
- ✓ A story starter (an opening sentence in the story)



### Instructions

How do we complete?

- 1) **Story Starter:** Begin by writing a story starter on the whiteboard or large paper. This could be a simple sentence like, "One morning, a young frog named Fred woke up to find a mysterious map."
- 2) **Taking Turns:** Have each student add one sentence to the story. They should listen to what has been said before and plan their sentence to follow the previous one.
- 3) **Encourage Creativity:** Remind students to be creative and ensure the story is coherent.
- 4) **Write It Down:** As each student contributes, write down their sentence as a visual record of the story.
- 5) **Story Conclusion:** The last student or the teacher can contribute a final sentence to wrap up the story.
- 6) **Repeating:** Repeat this to construct and write at least two stories. Write three stories if time allows.
- 7) **Read Aloud:** Once the story is complete, read it aloud to the class or have students take turns reading parts of it.

## Story Starters

Choose and decide on one of these starter sentences.

**Mysterious Key:** "In the old attic of her grandmother's house, Lucy found a mysterious key with a note that said, 'For the adventure you always wanted.'"

**Space House:** "When Alex pressed the shiny red button, the room started to shake, revealing the house was actually a spaceship."

**Magical Garden:** "While wandering through the garden, he stumbled upon a hidden path covered in flowers that whispered secrets in the wind."

**Lost Treasure Map:** "On a windy day at the seashore, Mia discovered a crumpled old map sticking out of the sand, leading to a mysterious island."

**Enchanted Forest:** "Ethan was going for his hike and found himself in an enchanted forest where the trees and rivers sang melodies."

**Time-Traveling Watch:** "Sarah's grandmother gave her an old watch that had a special power - each time she twisted its handle, it transported her to a different time period."

**Talking Animals:** "In the heart of the city park, there was a hidden world where animals talked and shared secrets about a legendary treasure buried nearby."

**Secret Door at School:** "Behind a bookshelf in the library, Sam found a secret door leading to a room that was not on any school map."

**Mysterious Stranger:** "A mysterious figure in a cloak visited Sam every 10 years, and this time, he left a cryptic message only Sam could decipher."

**Flying Carpet Adventure:** "Under the attic's floorboards, Layla found a small rug, and when she sat on it, it began to hover and whisked her away into a magical world."

**Lost in a Book:** "When Nora opened the ancient book she found in the corner of the library, she was suddenly pulled into the pages, finding herself in a storyland."

**The Invisible Pet:** "On his birthday, Jack received a strange gift - an invisible pet that only he could see and hear, leading him on unexpected adventures."

**Reflection**

Answer the questions below.

1) What sentences did you add to the story and why?

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2) How did listening help you come up with your part of the story?

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3) What was your favourite part of the story you added? Why was it your favourite?

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4) Draw something you visualized during this activity?

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**PROFESSIONAL**

## Activity: Role Play

### Objective

What are we learning more about?

To help students understand the concept of purpose and audience by engaging them in role-play activities.

### Materials

What do we need for our activity?



- ✓ Role-play scenarios with descriptions of different real-life situations
- ✓ Props related to scenarios (e.g., toy phone, shopping bag, etc.)
- ✓ A list of roles for each scenario (e.g., parent, teacher, friend)

### Instructions

How do we do this activity?

- 1) Prepare scenario cards with different real-life speaking situations like "ordering food at a restaurant" or "asking a teacher for help."
- 2) Arrange the students in a semi-circle in a central playing area where the role-play will take place.
- 3) Explain that they will be participating in role-play activities to practice speaking for different purposes and audiences.
- 4) Shuffle the scenario cards and draw one to start the activity.
- 5) Read the scenario aloud and discuss the purpose of the situation and who the audience is. For example, for "ordering food at a restaurant," the purpose is to communicate what you would like to eat, and the audience is the waiter.
- 6) Assign roles to students based on the scenario (e.g., one student as the waiter, another as the customer).
- 7) Provide props if applicable to make the role-play more realistic.
- 8) Instruct the students to begin the role-play, reminding them to listen and speak according to the given situation. Give about 2-3 minutes.
- 9) After the role-play ends, lead a brief discussion with the class about what they observed. Ask questions like, "Did the speaker stay on topic?" or "Was the language appropriate for the audience?"
- 10) Draw another scenario card and repeat steps 5-10 with different students in new roles.

## Activity: Role Play

### Scenarios

Act out the scenarios below

| Play Scenario                                | Roles Involved               |
|----------------------------------------------|------------------------------|
| Ordering food at a restaurant                | Customer, Waiter             |
| Asking a teacher a question                  | Student, Teacher             |
| Inviting a friend to a birthday party        | Inviter, Invitee             |
| Reporting a lost item to the school office   | Student, School Office Clerk |
| Asking for a book at a library               | Student, Librarian           |
| Buying groceries                             | Shopper, Cashier             |
| At a doctor's appointment                    | Patient, Doctor              |
| Calling to wish grandma a happy birthday     | Grandchild, Grandma          |
| Asking for directions                        | Person, Helper               |
| Complaining about a wrong order at a cafe    | Customer, Barista            |
| Discussing a playground game with friends    | Player 1, Player 2           |
| Reporting a broken swing in the park         | Child, Park Worker           |
| At a pet store choosing a pet                | Child, Pet Store Worker      |
| Discussing a school project with classmates  | Student 1, Student 2         |
| Telling a family member about the school day | Child, Parent                |

## Activity: Audience Role-Play

### Learning Outcome

What are we learning more about?

To help students understand how to adjust their speaking style, projection, and language for different audiences. This activity enhances communication skills and encourages students to be mindful of their audience, whether they are speaking to a single person or even a pet.

### Materials

What do we need for our activity?

- ✓ Role-play cards with different scenarios (e.g., speaking to a friend, addressing the whole class, talking to a pet).
- ✓ A designated area for the role-play.
- ✓ Props (optional) like a toy pet or object to represent different audiences.



### Instructions

How do we complete the activity?

- 1) **Preparation:** Create and distribute role-play cards with different audience scenarios.
- 2) **Explanation:** Discuss with students how we change our way of speaking depending on who we are talking to.
- 3) **Role-Playing:** Students draw a role-play card and take turns acting according to the given scenario.
- 4) **Audience Participation:** The rest of the class acts as the audience, listening and reacting appropriately. For example, they may act like a friend, teacher, or parent.
- 5) **Variety of Scenarios:** Each student should have the opportunity to speak in at least two different scenarios to practice adjusting their speech.
- 6) **Discussion:** After each presentation, briefly discuss what was effective and what could be improved.

## Speaking Scenarios

Cut out the cards below.

Speaking to a Friend

- "Hey, do you want to play tag or hide-and-seek during recess today?" (excited)

Speaking to a Friend

- "I had the most amazing weekend! We went camping and I saw a deer!" (enthusiastic)

Speaking to a Friend

- "I can't decide which is better, playing soccer or basketball. What do you think?" (curious)

Addressing the Class

- "Good morning, everyone! I'm so excited to share a funny story about my pet cat." (confident)

Addressing the Class

- "Did you know that the moon is about 238,855 miles away from Earth? I learned that!" (informative)

Addressing the Class

- "I have a little challenge for you: try to guess what my all-time favourite food is." (playful)

Talking to a Pet

- "You're the best in the world, and I love when you wag your tail!"

Talking to a Pet

- "Come here, my little buddy, it's time for your favourite tuna dinner, yum yum!" (gentle)

Talking to a Pet

- "Let's go for a walk in the park, we'll have so much fun together!" (cheerful)

Speaking to a Teacher

- "Miss, I worked really hard on my project, and I'd love it if you could take a look." (polite)

Speaking to a Teacher

- "I'm a bit confused about the homework, could you help me understand it better?" (inquiring)

Speaking to a Teacher

- "I wrote a story about a magical forest, and the whole class would love to hear it." (eager)

Talking to a Family Member

- "Mom, I'm learning to cook, can I help you make spaghetti for dinner tonight?" (helpful)

Talking to a Family Member

- "Dad, let's set up the chessboard and play a game, I think I can beat you this time!" (excited)

Talking to a Family Member

- "Grandma, your stories are always so interesting, could you tell me one before bed?" (loving)

## Speaking Scenarios

Cut out the cards below.

|                                                  |                                                                                                                 |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Speaking to a Stranger<br>(like a new classmate) | - "Hi, I'm [Name], and I love drawing and playing soccer. What about you?" (friendly)                           |
| Speaking to a Stranger<br>(like a new classmate) | - "We're going to play a big game of tag at recess, would you like to join us?" (inviting)                      |
| Speaking to a Stranger<br>(like a new classmate) | - "I'm curious, do you like science class or art class better?" (curious)                                       |
| Speaking to a Librarian                          | - "I'm really interested in dinosaurs, can you recommend a good book about them?" (inquiring)                   |
| Speaking to a Librarian                          | - "The book you suggested was awesome, I finished it in one day!" (enthusiastic)                                |
| Speaking to a Librarian                          | - "I'm looking for a new book to read, do you have any suggestions for me?" (interested)                        |
| Talking to a Doctor                              | - "I've been coughing and my throat feels sore, can you help me feel better?" (concerned)                       |
| Talking to a Doctor                              | - "You said I should take this medicine three times a day, should I take it before or after meals?" (attentive) |
| Talking to a Doctor                              | - "Thank you for my visit, I feel much better now that it doesn't hurt anymore." (grateful)                     |
| Speaking to a Police Officer                     | - "I can't find my backpack, it has a yellow star on it, can you help me?" (worried)                            |
| Speaking to a Police Officer                     | - "When I walk to school, where do I cross the street?" (inquiring)                                             |
| Speaking to a Police Officer                     | - "Thank you for teaching us about safety, I will always wear my helmet now." (respectful)                      |
| Speaking to a Superhero (imaginary)              | - "If you could fly anywhere in the world, where would you go first and why?" (amazed)                          |
| Speaking to a Superhero (imaginary)              | - "When you save people, what's the hardest challenge you face?" (curious)                                      |
| Speaking to a Superhero (imaginary)              | - "I dream of being a hero like you one day, helping people and spreading kindness." (admiring)                 |

## Speaking Scenarios

Cut out the cards below.

Speaking to a Friend  
(Imaginary)

- "In your world, do you have trees and oceans like we do here on Earth?" (wondering)

Speaking to a Friend  
(Imaginary)

- "I wonder what kind of games you play on your planet. Are they like ours?" (puzzled)

Speaking to an Alien  
(Imaginary)

- "Welcome to our planet Earth! We have mountains, rivers, lots of animals." (excited)

Speaking to a Sports Coach

- "I wish I had been practicing my dribbling a lot. Do you have any tips to improve further?" (motivated)

Speaking to a Sports Coach

- "I'm so proud of how much I've improved in basketball. Thank you for your coaching." (proud)

Speaking to a Sports Coach

- "Thank you for the advice for our team to work together during the game." (impressed)

Speaking to a Firefighter

- "What's the best thing I should do if there's a fire at home?"

Speaking to a Firefighter

- "I always remember to stop, drop, and roll, just like you taught us." (confident)

Speaking to a Firefighter

- "Thank you for your help with the fire and all the equipment you used." (appreciative)

Speaking to a Character from a Book

- "If I were in your magical world, what adventures do you think we'd have?" (imaginative)

Speaking to a Character from a Book

- "How did you feel when you found the treasure in the story?" (curious)

Speaking to a Character from a Book

- "Your journey through the enchanted forest has been so exciting!" (enthusiastic)

Speaking to a Plant

- "I wonder if you like being watered every day. It's too much for you." (pondering)

Speaking to a Plant

- "You've grown so much since I first planted you, I'm so proud of you!" (encouraging)

Speaking to a Plant

- "I hope you like this spot by the window with plenty of sunlight." (caring)

**Reflection**

Answer the questions below.

1) Which audience did you feel most comfortable talking to and why?

2) What did you learn about speaking to different people or pets?

3) Do you prefer speaking to one person or a group? Why?

4) Draw what you pictured in your mind while talking about your pet.

**PREPARED**

## Charades & Gestures: Message Without Words

### Objective

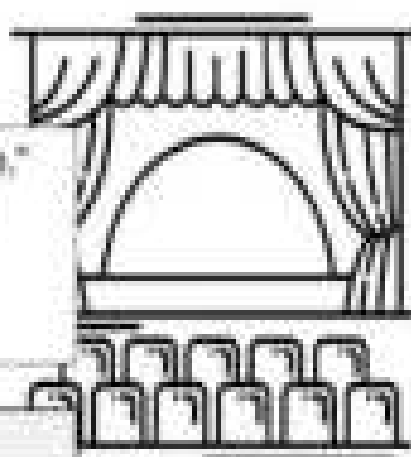
What are we learning more about?

Students will understand and appreciate the importance of non-verbal cues in communication, specifically in charades, focusing on body language, gestures, and facial expressions.

### Materials

What do we need for our activity?

- ✓ Prepared cards with words/phrases (e.g., "baking a cake," "playing soccer," "reading a book")
- ✓ Timer or stopwatch
- ✓ Notepad and pen for the guessing team
- ✓ Bowl or hat to hold the cards



### Instructions

How do we conduct the activity?

- 1) Preparation: Write different actions or activities on separate cards. Fold them and place them in a bowl or hat.
- 2) Divide the class into two teams.
- 3) One student from the first team will draw a card. They should not show or tell their team the word/phrase.
- 4) Set the timer for 1 minute. The student will then act out the word/phrase without speaking, using only gestures, facial expressions, and movements.
- 5) The team will guess the word/phrase based on the student's performance.
- 6) If the team guesses correctly within the 2 minutes, they earn a point.
- 7) The next team will then take their turn.
- 8) The game continues until all cards are used or until a set period.
- 9) The team with the most points at the end wins!

# Charades & Gestures: Message Without Words

Charades

Cut out the cards below

**AVAILABLE**

Drawing a foot

Drawing a heart

Saying goodbye

Making a present

Opening a present

Telling a secret

Marching down the road

Playing catch

Scratching an itch

Fishing

Looking through a telescope

Tying shoes

Lying in a lake

Signing into a microphone

Using a microphone

Building a snowman

Blowing out birthday candles

Typing on a computer

Taking a selfie

## Activity: Facial Expressions Circle

### Objective

What are we learning more about?

To help students understand and interpret emotions through facial expressions and realize the importance of non-verbal communication.

### Materials

What do we need for our activity?

- ✓ List of emotions and feelings
- ✓ A circle or design on the floor for students to sit in



### Instructions

How do we conduct this activity?

- 1) Have all students sit in a circle.
- 2) Provide each student with a card (face down) with a list of emotions. They shouldn't reveal their emotion to anyone.
- 3) When given the signal, students will express the emotion on their card using only their facial expression.
- 4) Going clockwise around the circle, each student will have a turn to display their facial expression to the person on their left. The guesser will have the chance to guess the emotion correctly.
- 5) After guessing, the next student (the previous guesser) will display their emotion to the next person in the circle, and so on.
- 6) Continue until every student has had a chance to display their emotion and guess an emotion.
- 7) If it is too challenging, show the list of emotions to give students a chance to guess the emotions.

**Activity: Facial Expressions Circle**

Emotions

Cut out the cards below



Hungry

Thirsty

Sleepy

Cold

Hot

Annoyed

Tired

Funny

Grumpy

Playful

Lonely

Relaxed

Surprised

Excited

Scared

Confused

Proud

Silly

Bored

Tired

Worried

## Activity: Expression Says

**Objective** What are we learning more about?

To explore awareness of different facial expressions and associated emotions, while also being able to follow instructions.



**Materials** What do we need for our activity?

- ✓ A list of facial expressions (e.g., happy, sad, angry, confused).

**Instructions** How do we complete the activity?

- 1) Begin by discussing different emotions with students. Ask them how they might show they're happy, sad, angry, etc. by using their face.
- 2) Explain the rules of "Expression Says". Just like "Simon Says", students should only change their facial expression when they hear "Expression Says" before the instruction. If they change their facial expression without hearing "Expression Says", they're out for that round.
- 3) Stand in front of the class and start giving instructions from the list of facial expressions. For example, "Expression says show me a surprised face!" or "Show me a sad face!" (For the latter, students should not change their expression since "Expression says" wasn't used.)
- 4) Continue playing for several rounds, allowing different students the chance to be the leader giving instructions.
- 5) To add a fun twist, occasionally throw in silly or unexpected expressions like "Expression says show me a face you'd make if you tasted a sour lemon!" or "Expression says show me your best pirate face!"
- 6) As the game progresses, increase the speed of the instructions to make it more challenging.

## Activity: Expression Says

Emotions

Show these cards to give ideas to the leader

|                 |                       |
|-----------------|-----------------------|
| Surprised       | Hungry                |
| Excited         | Happy                 |
| Scared          | Sleepy                |
| Confused        | Cold                  |
| Proud           | Hot                   |
| Silly           | Relaxed               |
| Bored           | Shy                   |
| Tired           | Humiliated            |
| Pirate Face     | Poisoned              |
| Sour Lemon Face | Lonely                |
|                 | Monkey Face           |
|                 | Something Stinks Face |

## Activity: Emotions Charades

### Learning Outcome

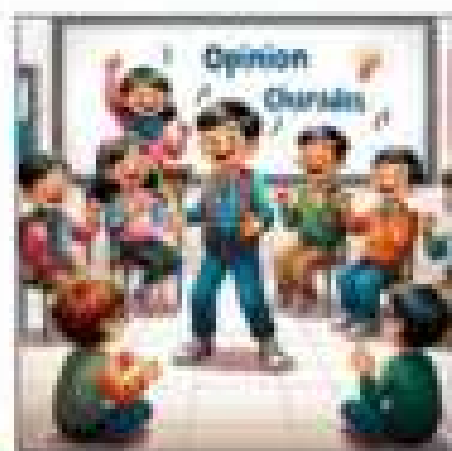
What are we learning more about?

To understand and respect for diverse feelings and reactions. This activity aims to help students learn how to recognize and respect different feelings and views through role-play and communication.

### Materials

What do we need for our activity?

- Cards with pictures of people showing different emotions
- A feelings chart with pictures of emotions like happy, sad, angry, surprised, and scared
- A feelings prompt page with questions on it
- A soft toy or beanbag
- Emotion response slips and emotion cards



### Instructions

How do we complete the activity?

1. Begin by explaining that we can communicate our feelings without using words by using our faces and bodies. Show the pictures of students showing emotions.
2. Show the feelings chart and discuss each picture. Ask the students which emotion is shown and when they might feel these emotions.
3. Play Emotion Charades: Each student picks an emotion card and acts out the emotion shown without speaking. The rest of the class guesses the emotion.
4. Once the emotion is guessed correctly, discuss with the class how they might feel this way and why it's important to understand and respect each other's feelings.
5. Talk about how we can show respect by nodding, smiling, and using body language.
6. Pass the soft toy and emotion response slips around the circle. When a student has the toy, they choose a slip and they use facial expressions and body language to show how they feel about what is on the slip without speaking.
7. The rest of the class uses the feelings prompt page to guess the emotion.

Emotions

What emotion is shown?



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

80

Emotions Connection  
GLES

Emotions

What emotion is shown?



Emotions

What emotion is shown?



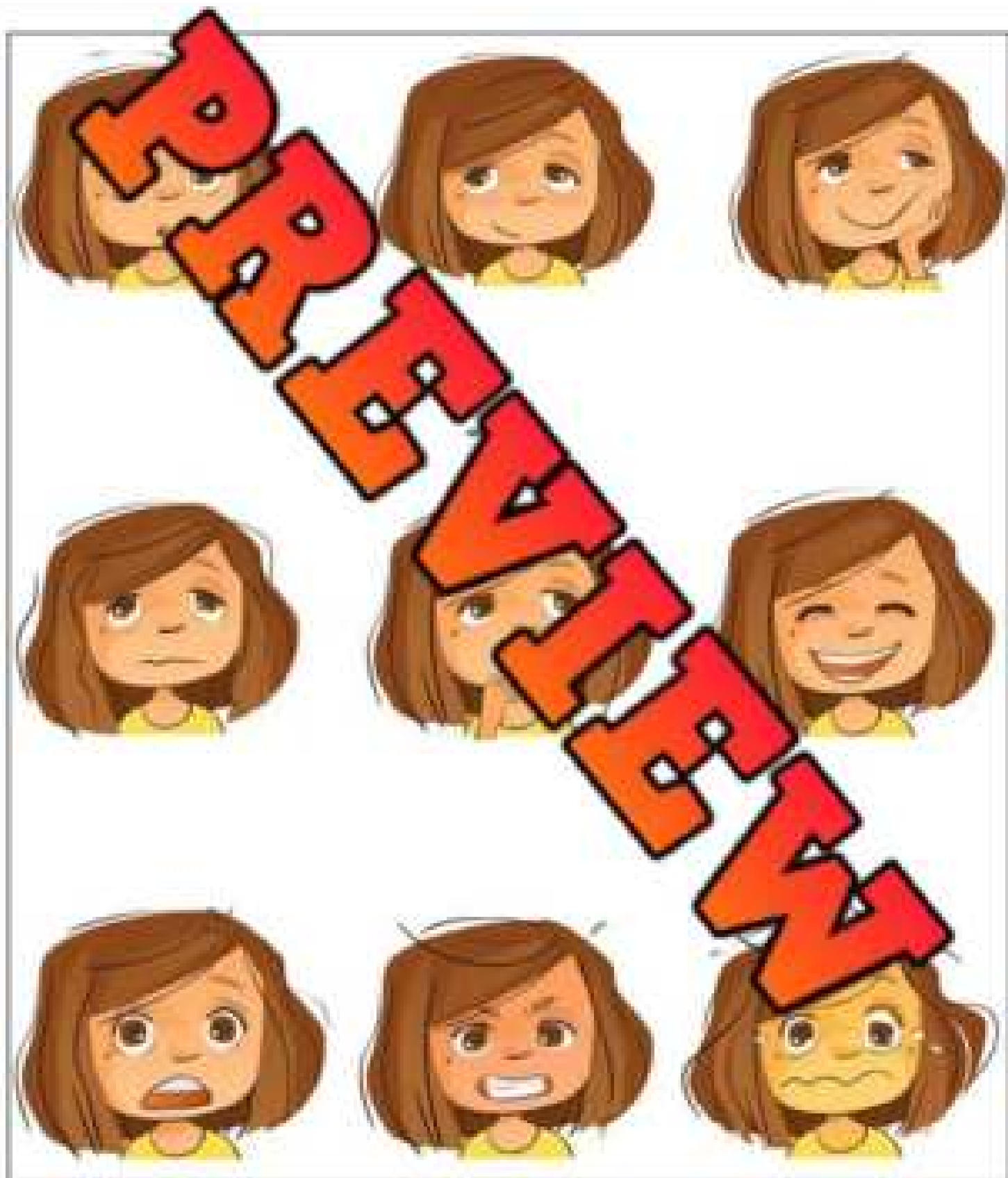
Emotions

What emotion is shown?



Feelings Chart

What are the emotions shown?



**Feelings Prompt Page****Discuss**

When would you feel each of these emotions?

|             |             |
|-------------|-------------|
|             | Pleased     |
|             | Angry       |
| Sad         | Shy         |
| Confused    | Anxious     |
| Excited     | Afraid      |
| Surprised   | Proud       |
| Hurt        | Apprehended |
| Silly       |             |
| Sleepy      | Tired       |
| Embarrassed | Sick        |

## Emotion slips

Cut along the lines and pass these around for students to choose and act out the emotion.



Happy

Happy

Afraid

Afraid

Tired

Tired

Shocked

Shocked

Anxious

Anxious

Frustrated

Frustrated

Bored

Bored

Embarrassed

Embarrassed

Hurt

Hurt

Surprised

Surprised

Tired

Tired

Lonely

Lonely

Disappointed

Disappointed

Sick

Sick

Emotion Response  
SlipsLet students use facial expressions and body language to  
show how they feel about what is on the slip.

Popcorn

Pizza

Ice cream

Winter

Cats

Beach

Swimming

Homework

Reading

Staying up late

Vegetables

Clowns

Waking up early

Snowmen

Scary movies

Helping

Hockey

Snakes

Sports

Drawing

Music

Loud noises

Dancing

Building snow forts

Rainy days

## Reflection

Answer the questions below.

1) Which emotion did you act out?

2) Why did your classmates understand your emotion?

3) What was your favourite emotion to act out, guess, and why?

4) Which emotion was difficult to guess? Why do you think that?

5) Why is it important to respect other people's emotions, even if they are different from yours?

**PREPARED**