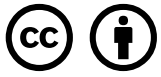


BC Reads: Adult Literacy Fundamental English - Course Pack 1

BC Reads: Adult Literacy Fundamental English - Course Pack 1

Shantel Ivits

BCCAMPUS
VICTORIA, B.C.



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This book was produced with Pressbooks (<https://pressbooks.com>) and rendered with Prince.

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About BCcampus Open Education

BC Reads: Adult Literacy Fundamental English – Course Pack 1 was created by Shantel Ivits and published by BCcampus Open Education.

BCcampus Open Education (<https://open.bccampus.ca/>) began in 2012 as the B.C. Open Textbook Project with the goal of making post-secondary education in British Columbia more accessible by reducing student costs through the use of openly licenced textbooks and other OER. BCcampus (<https://bccampus.ca/about-us/>) supports the post-secondary institutions of British Columbia as they adapt and evolve their teaching and learning practices to enable powerful learning opportunities for the students of B.C. BCcampus Open Education is funded by the British Columbia Ministry of Advanced Education, Skills & Training (<https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/advanced-education-skills-training>), and the Hewlett Foundation (<http://www.hewlett.org/>).

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1. "Open Educational Resources," *Hewlett Foundation*, <https://hewlett.org/strategy/open-educational-resources/> (accessed September 27, 2018).

charge, or as printed books that are available at cost. For more information about open education in British Columbia, please visit the BCcampus Open Education (<https://open.bccampus.ca/>) website. If you are an instructor who is using this book for a course, please fill out our Adoption of an Open Textbook (<https://open.bccampus.ca/use-open-textbooks/tell-us-youre-using-an-open-textbook/>) form.

Acknowledgments

These books were developed on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Nations. Huy tseep q'u! Chen kw'enmántumiyap! Kw'as hoy!

I feel very fortunate to have had the opportunity to work on this project alongside a dedicated team of basic education instructors from across British Columbia. This series was shepherded by Leanne Caillier-Smith (College of the Rockies) and benefited enormously from the insight and encouragement of Julia Dodge (University of the Fraser Valley), Chandra McCann (Okanagan College), Jan Weiten (Vancouver Community College), and Melinda Worfolk (College of New Caledonia). The above five mentioned are representatives of the BC Adult Literacy Articulation Committee and were the advisory committee members for this project. It has been a pleasure to scaffold my own learning among such brilliant and passionate educators.

Huge thanks to Lauri Aesoph of BCcampus for introducing me to the exciting open textbook movement and managing all aspects of the publication of these books—from layout and image selection to copyediting and print—so adeptly.

I am incredibly lucky to work with and have the support of the Basic Education Department at Vancouver Community College: Rita Acton, Cynthia Bluman, Andrew Candela, Lynn Horvat, Alayna Kruger, Jo Lemay, Edie Mackenzie, Rene Merkel, Tara Mollel, Leah Rasmussen, Linda Rider, Mary Thompson-Boyd, Jan Weiten, and our Dean, David Wells. I am also

deeply grateful to the basic education students at Vancouver Community College for all that you teach me about dreams, resilience, and perseverance.

A special thank you to my partner, Marria, for always lending my words an eager ear, and for keeping the world around me turning even though my head was perpetually stuck in these books.

Notes to the Instructor

I have often struggled to find reading materials that rise to the wisdom that Level 1 learners so often bring to the classroom, while still drawing on plain language. So I sought to write texts about things that really matter: healing, discovery, survival, relationships, justice, and connection to the land. I explored these themes through the lens of the plant world.

This course pack contains activities that tie to nine original stories written specifically for adults that appear in the *BC Reads: Adult Literacy Fundamental English – Reader 1* (<http://opentextbc.ca/abealfreader1/>). This level-1 reader, one of a series of six readers, is roughly equivalent to beginner to Grade 1.5 in the K-12 system. For an overview of the contents, please refer to the Level 1 Scope and Sequence in the Appendix.

The online version of this course pack contains audio recordings of each story in the reader. These recordings, combined with vocabulary and word pattern exercises, prepare the Level 1 student to read each paragraph-long text with greater independence.

Depending on a learner's readiness, you may wish to use the sentences in the Word Skills sections as dictation.

Exercises on the connections between consonant sounds and letters are beyond the scope of these books. I recommend using these books alongside a structured phonics program, such as the Wilson Reading System.

Font size and line spacing can be adjusted in the online view, and have been

enhanced for the print and PDF versions for easier reading. This reader has been reviewed by subject experts from colleges and universities.

I hope these pages help ignite in your students a lifelong love of reading and discovery.

— Shantel Ivits

Sweetgrass



Learning Goals

In this chapter, you will learn to:

- Print the alphabet in upper case letters
- Hear, read, and write words with a short /a/ and a short /i/
- Copy short sentences
- Read common sight words in a paragraph
- Answer questions about a story
- Complete sentences with original ideas
- Begin a sentence with an upper case letter

Talk About It

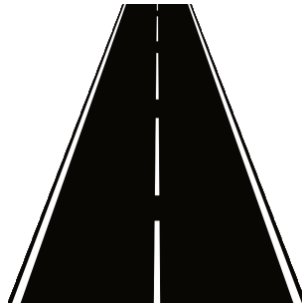
- What are some ways that plants help people?

Picture Dictionary

Use the pictures to help you figure out the words.



hurt



street



braid



house



grass



break



feelings



bend



walk

| | | |
|---|--|--|
|  | | |
| roots | | |

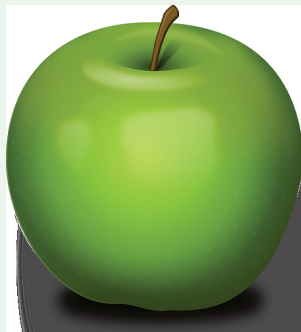
Practice reading the words without the pictures.

| | | | | |
|--------|-------|-------|-------|----------|
| street | house | walk | bend | break |
| hurt | grass | roots | braid | feelings |

Word Skills

Word Patterns

The letters **a**, **e**, **i**, **o**, and **u** are called **vowels**. The letter **a** says /**a**/ like in apple.



*The letter **a** says /**a**/ like in apple.*

Match the word to the picture.

| | | | |
|-----|-----|-----|-----|
| cap | sad | rat | sat |
| fat | map | mad | nap |



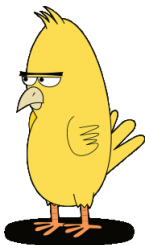
1. _____



2. _____



3. _____



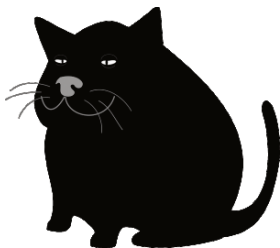
4. _____



5. _____



6. _____



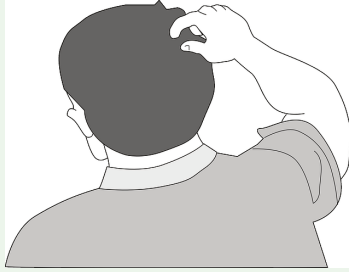
7. _____



8. _____

Word Patterns


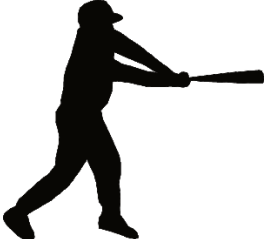




The letter **i** says /i/ like in itch.



*The letter **i** says /i/ like in
itch.*

Match the word to the picture.

| | | |
|-----|-----|-----|
| lip | wig | rip |
| hit | fin | dig |

| | | |
|---|---|---|
|  |  |  |
| 9. _____ | 10. _____ | 11. _____ |
|  |  |  |
| 12. _____ | 13. _____ | 14. _____ |

Pick the word that matches the picture.

15.



rit

rat

16.



fan

fin

17.



nap

nip

18.



wag

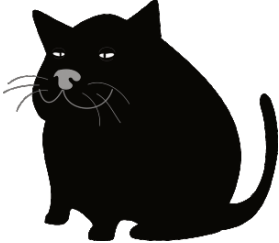
wig

19.



sad

sid

| | | | |
|-----|---|-----|-----|
| 20. |  | fit | fat |
|-----|---|-----|-----|

Check your work with the Answer Key at the end of this chapter.

Read these sentences. Practice writing them.

The rat had a nap.

The map has a rip.

He has a fat lip.

She sat on the cap.

I am mad.

Ask your instructor to check your work.

You will see these words in the story. They all have the /a/ sound like apple.

| | | |
|------|-------|-------|
| Max | at | grass |
| asks | after | that |
| away | bad | happy |

You will see these words in the story. They all have the /i/ sound like itch.

| | | |
|------|------|------|
| live | kids | in |
| is | pick | it |
| if | this | will |

Use Your Reading Skills

Listen to the story *Sweetgrass*. Then read *Sweetgrass* (<http://opentextbc.ca/abealfreader1/chapter/sweetgrass/>) in *BC Reads: Adult Literacy Fundamental English – Reader 1*.



An audio element has been excluded from this version of the text. You can listen to it online here: <https://opentextbc.ca/abealf1/?p=5> (<https://opentextbc.ca/abealf1/?p=5#pb-interactive-content>)

Check Your Understanding

Circle yes if the sentence is right. Circle no if the sentence is wrong.

| | | |
|---|-----|----|
| 1. Dan used to live on the street. | yes | no |
| 2. Max and Dan are both Cree. | yes | no |
| 3. Sweetgrass is tall. | yes | no |
| 4. Sweetgrass breaks when you step on it. | yes | no |
| 5. Max and Dan eat the sweetgrass. | yes | no |
| 6. Dan says sweetgrass takes away bad feelings. | yes | no |

Writing

Below are all the letters of the alphabet. They are in lower case. Write each letter in upper case. The first one is done for you.

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

Check your work with the Answer Key at the end of this chapter.

Grammar Rule

Always use an **upper case** letter at the beginning of a sentence.

She has a red wig. – **YES**

she has a red wig. – **NO**

Writing Task

What makes you feel better when you feel bad? Fill in the blanks. Your instructor will help you spell.

Example: I feel better when I go for a walk.

1. I feel better when I _____.
2. I feel better when I _____.
3. I feel better when I _____.

Answer Key

Word Skills

| QUESTION | ANSWER |
|----------|--------|
| 1 | map |
| 2 | rat |
| 3 | nap |
| 4 | mad |
| 5 | cap |
| 6 | sat |
| 7 | fat |
| 8 | sad |
| 9 | dig |
| 10 | hit |
| 11 | wig |
| 12 | rip |
| 13 | fin |
| 14 | lip |
| 15 | rat |
| 16 | fin |

| | |
|---------------------------------|-------------------|
| 17 | nap |
| 18 | wig |
| 19 | sad |
| 20 | fat |
| Check Your Understanding | |
| QUESTION | ANSWER |
| 1 | no |
| 2 | yes |
| 3 | yes |
| 4 | no |
| 5 | no |
| 6 | yes |
| Writing | |
| LOWER CASE | UPPER CASE |
| a | A |
| b | B |
| c | C |
| d | D |
| e | E |
| f | F |
| g | G |

| | |
|---|---|
| h | H |
| i | I |
| j | J |
| k | K |
| l | L |
| m | M |
| n | N |
| o | O |
| p | P |
| q | Q |
| r | R |
| s | S |
| t | T |
| u | U |
| v | V |
| w | W |
| x | X |
| y | Y |
| z | Z |

A New Flower



Learning Goals

In this chapter, you will learn to:

- Print the alphabet in lower case letters
- Hear, read, and write words with a short /o/ and a short /u/
- Copy short sentences
- Read common sight words in a paragraph
- Answer questions about a story
- State an opinion about a reading
- End a sentence with a period or question mark

Talk About It

- Do you have any grandparents? What will you always remember about them?

Picture Dictionary

Use the pictures to help you figure out the words.



grandma



plane



flowers



garden



club



know



long



time



home



smile

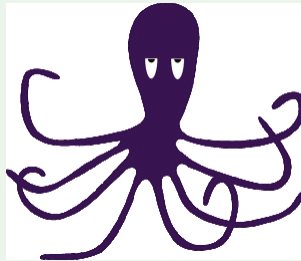
Practice reading these words without the pictures.

| | | | | |
|---------|--------|-------|-------|---------|
| time | garden | smile | home | club |
| flowers | long | know | plane | grandma |

Word Skills

Word Patterns



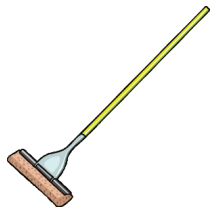
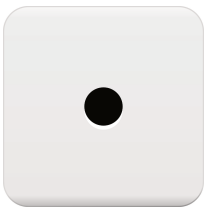






The letters **a**, **e**, **i**, **o**, and **u** are called **vowels**. The letter **o** makes an /**o**/ sound like in octopus.



*The letter o says /o/
like in octopus.*

Match each word to a picture.

| | | | | |
|-----|-----|-----|-----|-----|
| log | mop | dot | jog | hot |
| cot | cop | pot | top | box |

| | | |
|---|--|---|
|  |  |  |
| 1. _____ | 2. _____ | 3. _____ |
|  |  |  |
| 4. _____ | 5. _____ | 6. _____ |
|  |  |  |
| 7. _____ | 8. _____ | 9. _____ |
|  | | |
| 10. _____ | | |

Word Patterns

The letter **u** says /**u**/ like in up.



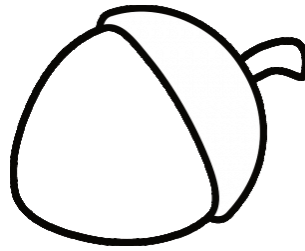
The letter **u** says
/u/ like in up.

Match each word to a picture.

| | | | | |
|-----|-----|-----|-----|-----|
| sun | mud | rug | mug | pup |
| bug | cup | gum | nut | |



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____



17. _____



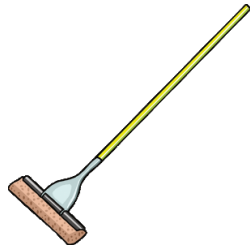
18. _____



19. _____

Pick the word that matches the picture.

20.



mup

mop

21.



bug

bog

22.



gum

gom

23.



jog


jug

24.



cop

cup

| | | | |
|-----|---|-----|-----|
| 25. |  | bux | box |
|-----|---|-----|-----|

Check your work with the Answer Key at the end of this chapter.

Read these sentences. Practice writing the words. Begin with an upper case letter.

The mug is hot.

Is this gum on the rug?

Can you mop up the mud?

The pup had a nap on the cot.

The cop sat on the log.

Ask your instructor to check your work.

You will see these words in the story. They all have the /o/ sound like octopus.

| | | |
|-----|-----|----|
| lot | not | on |
|-----|-----|----|

You will see these words in the story. They all have the /**u**/ sound like up.

| | | |
|-------|-----|------|
| clubs | but | hunt |
|-------|-----|------|

Use Your Reading Skills

Listen to *A New Flower*. Then read *A New Flower* (<http://opentextbc.ca/abealfreader1/chapter/chapter-1/>) in *BC Reads: Adult Literacy Fundamental English – Reader 1*.



An audio element has been excluded from this version of the text. You can listen to it online here: <https://opentextbc.ca/abealf1/?p=52>

(<https://opentextbc.ca/abealf1/?p=52#pb-interactive-content>)

Check Your Understanding

1. Who goes on a plane for the first time?

_____ goes on a plane for the first time.

2. What does the grandma see that she has never seen before?

The grandma sees a _____.

3. What three things do men do back home?

Back home, men _____, _____,
and _____.

4. What makes Dave different from the men back home?

Dave is different from the men back home because he knows
about _____.

5. Do you think the grandma likes Dave? Why or why not? Discuss with a
classmate.

Writing

Below are all the letters of the alphabet. They are in upper case. Write each letter in lower case. The first one is done for you.

| | | | |
|------------|---------|---------|---------|
| A <u>a</u> | 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 _____ | | |

Check your work with the Answer Key at the end of this chapter.

Grammar Rule

A sentence can be a question or a statement.

A **question** asks for information. It ends with a question mark.

What is your name? – **YES**

What is your name – **NO**

What is your name. – **NO**

A **statement** gives information. It ends with a period.

My name is Ted. – **YES**

My name is Ted – **NO**

Writing Task

Think of a time when you acted differently from how people expect a man or woman to act. Tell the story to your instructor. Your instructor will write down your words. Then copy your story into your notebook.

When you are done, read your story.

- Did you begin each sentence with an upper case letter?
- Did you end each sentence with a period or question mark?
- Are you missing any words?

Answer Key

Word Skills

| QUESTION | ANSWER |
|-----------------|---------------|
| 1 | cop |
| 2 | box |
| 3 | mop |
| 4 | dot |
| 5 | top |
| 6 | cot |
| 7 | jog |
| 8 | pot |
| 9 | log |
| 10 | hot |
| 11 | pup |
| 12 | nut |
| 13 | bug |
| 14 | mud |
| 15 | sun |
| 16 | gum |

| | |
|---------------------------------|-------------------|
| 17 | rug |
| 18 | mug |
| 19 | cup |
| 20 | mop |
| 21 | bug |
| 22 | gum |
| 23 | jog |
| 24 | cup |
| 25 | box |
| Check Your Understanding | |
| QUESTION | ANSWER |
| 1 | The grandma |
| 2 | flower |
| 3 | hunt, fish, farm |
| 4 | flowers |
| Writing | |
| UPPER CASE | LOWER CASE |
| A | a |
| B | b |
| C | c |
| D | d |

| | |
|---|---|
| E | e |
| F | f |
| G | g |
| H | h |
| I | i |
| J | j |
| K | k |
| L | l |
| M | m |
| N | n |
| O | o |
| P | p |
| Q | q |
| R | r |
| S | s |
| T | t |
| U | u |
| V | v |
| W | w |
| X | x |
| Y | y |

| | |
|---|---|
| Z | z |
|---|---|

The Sack Garden



Learning Goals

In this chapter, you will learn to:

- Print the alphabet in order using upper case letters
- Hear, read, and write words with a short /e/
- Hear, read, and write words with a long /e/ (spelled ee)
- Copy short sentences
- Read common sight words in a paragraph
- Answer questions about a story
- Describe the sequence of a story
- State an opinion about a reading

- Use an upper case letter to begin a person's name

Talk About it

- Have you ever had a garden? What did you grow?
- What did you like about having a garden?
- What was hard about having a garden?

Picture Dictionary

Use the pictures to help you figure out the words.



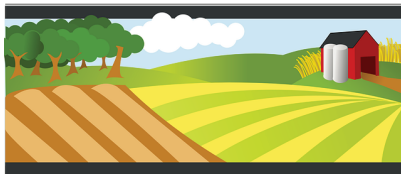
South Africa



three



white



farm



money



land



sack



rock



middle



dirt



one



hole

Practice reading these words without the pictures.

| | | | |
|--------------|--------|-------|-------|
| one | sack | land | dirt |
| South Africa | hole | money | three |
| white | middle | farm | rock |

Word Skills

The letters **a**, **e**, **i**, **o**, and **u** are called **vowels**. Vowels have **short sounds** and **long sounds**. So far, you have looked at short vowel sounds:

- A short **/a/** says **/a/** like in apple.
- A short **/i/** says **/i/** like in itch. A short **/o/** says **/o/** like in octopus.
- A short **/u/** says **/u/** like in up.

Word Patterns

A short **/e/** makes an **/e/** sound like in Expo.



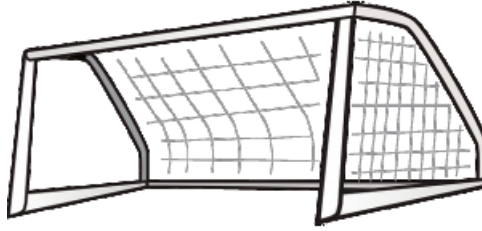
*A short /e/ says /e/
like in Expo.*

Match each word to a picture.

| | | | |
|-----|-----|-----|-----|
| bed | pet | net | red |
| web | pen | wet | vet |



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Word Patterns

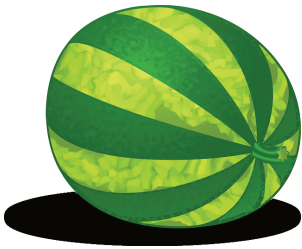
Vowels can also make a **long sound**. The letters **ee** make a long /e/ sound like in jeep.



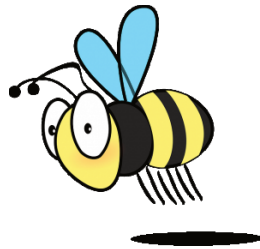
*The letters **ee** make a long /e/ sound like in jeep.*

Match each word to a picture.

| | | | |
|------|------|-------|------|
| see | bee | green | weed |
| tree | feet | three | feed |



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____


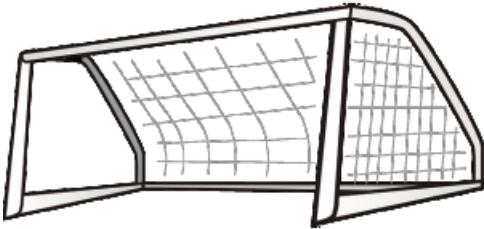






15. _____



16. _____

Pick the word that matches the picture.

| | | | |
|-----|---|------|------|
| 17. |  | wet | weet |
| 18. |  | neet | net |
| 19. |  | weed | wed |
| 20. |  | se | see |
| 21. |  | web | weeb |

| | | | |
|-----|---|------|-----|
| 22. |  | peet | pet |
|-----|---|------|-----|

Check your work with the Answer Key at the end of this chapter.

Read these sentences. Then copy them. Use upper case letters correctly. Use periods and question marks correctly.

My pet is at the vet.

I did not see the bee.

I got my feet wet.

This is a red pen.

She is not in bed.

Ask your instructor to check your work.

You will see these words in the reading. They have the short /e/ sound like Expo.

| | | |
|-----|------|----------|
| Meg | rest | eggplant |
|-----|------|----------|

You will see these words in the reading. They have the long /e/ sound like jeep.

| | | |
|-------|------|-------|
| three | feed | weeds |
| green | need | |

Use Your Reading Skills

Listen to *The Sack Garden*. Then read *The Sack Garden* (<http://opentextbc.ca/abealfreader1/chapter/the-sack-garden/>) in *BC Reads: Adult Literacy Fundamental English – Reader 1*.



An audio element has been excluded from this version of the text. You can listen to it online here: <https://opentextbc.ca/abealf1/?p=55>

(<https://opentextbc.ca/abealf1/?p=55#pb-interactive-content>)

Check Your Understanding

1. Where does Meg live?

Meg lives in _____.

2. Who owns most of the farmland in South Africa?

_____ own most of the farmland in South Africa.

3. What does Meg use to grow a garden?

Meg uses a _____ to grow a garden.

Are these sentences true? Circle yes or no.

| | | |
|--|-----|----|
| 4. A sack garden costs a lot of money. | yes | no |
| 5. A sack garden takes up a lot of room. | yes | no |
| 6. A sack garden does not have many weeds. | yes | no |

7. How do you make a sack garden? Put these steps in the right order (1, 2, 3).

_____ Make little holes in the side of the sack.

_____ Put dirt and rocks in the sack.

_____ Put plants in the holes.

Writing

Write all the letters of the alphabet in order. Use upper case letters.

Check your work with the Answer Key at the end of this chapter.

Grammar Rule

Use an **upper case** letter at the beginning of a person's name.

This is Meg. – **YES**

This is meg. – **NO**

Write your full name on the line below. Use upper case letters to begin each name.

Find a classmate. Write their full name on the line below. Use upper case letters to begin each name.

Find another classmate. Write their full name on the line below. Use upper case letters to begin each name.

Writing Task

Have you ever had a garden?

If so, tell your instructor about your garden. Your instructor will write down your words. Then copy your story into your notebook.

If not, imagine you were going to plant a garden. Think about what you would want to grow. Your instructor will write down your words. Then copy your story into your notebook.

When you are done, read your story.

- Did you begin each sentence with an upper case letter?
- Did you use an upper case letter at the beginning of a person's name?
- Did you end each sentence with a period or question mark?
- Are you missing any words?

Answer Key

Word Skills

| QUESTION | ANSWER |
|-----------------|---------------|
| 1 | web |
| 2 | net |
| 3 | red |
| 4 | vet |
| 5 | pen |
| 6 | bed |
| 7 | pet |
| 8 | wet |
| 9 | green |
| 10 | bee |
| 11 | feet |
| 12 | see |
| 13 | feed |
| 14 | tree |
| 15 | three |
| 16 | weed |

| | |
|--|---------------|
| 17 | wet |
| 18 | net |
| 19 | weed |
| 20 | see |
| 21 | web |
| 22 | pet |
| Check Your Understanding | |
| QUESTION | ANSWER |
| 1 | South Africa |
| 2 | white people |
| 3 | sack |
| 4 | no |
| 5 | no |
| 6 | yes |
| 7 | 2, 1, 3 |
| Writing | |
| 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 | |

Val's Garden



Learning Goals

In this chapter, you will learn to:

- Print the alphabet in order using lower case letters
- Read and write words with the endings -s, -ing, and -ed
- Copy short sentences
- Read common sight words in a paragraph
- Answer questions about a story
- Complete sentences by adding a missing word
- Use an upper case letter to begin a person's name

Talk About It

- Do you like to get to know the people who live near you? Why or why not?

Picture Dictionary

Use the pictures to help you figure out the words.



new



city



vegetables



woman



sidewalk



carrots



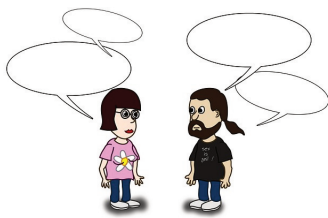
tomatoes



beans



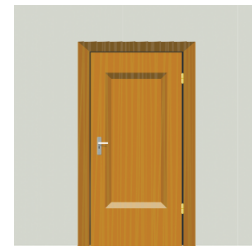
peas



talk



family



door

Practice reading these words without the pictures.

| | | | |
|----------|-------|---------|------------|
| sidewalk | peas | carrots | family |
| door | city | woman | vegetables |
| talk | beans | new | tomatoes |

Word Skills

Word Patterns

Words can have endings. Some common **word endings** are **–s**, **–ing**, and **–ed**.

| | –s | –ing | –ed |
|------|-------|---------|--------|
| look | looks | looking | looked |
| pull | pulls | pulling | pulled |
| talk | talks | talking | talked |

1. Fill in this chart.

| | -s | -ing | -ed |
|------|-----------|-------------|------------|
| bill | | | |
| fill | | | |
| walk | | | |
| pick | | | |
| kick | | | |

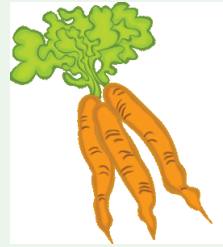
Check your work with the Answer Key at the end of this chapter.

Word Patterns

The word ending **-s** can show there is more than one of something.



carrot



carrots



bean



beans



pea



peas

How many do you see?

2.



egg or eggs?

3.



rock or rocks?

4.



bug or bugs?

5.




pen or pens?

6.



tree or trees?

| | | |
|----|---|--------------|
| 7. |  | rat or rats? |
|----|---|--------------|

Check your work with the Answer Key at the end of this chapter.

Read the sentences. Then copy them. Use upper case letters, periods, and question marks correctly.

The dog naps with the cats.

This log has bugs on it.

Tim jogs a lot.

The kids got on the bus.

Can you get the red cups?

Ask your instructor to check your work.

Use Your Reading Skills

Listen to *Val's Garden*. Then read *Val's Garden* (<http://opentextbc.ca/abealfreader1/chapter/vals-garden/>) in *BC Reads: Adult Literacy Fundamental English – Reader 1*.



An audio element has been excluded from this version of the text. You can listen to it online here: <https://opentextbc.ca/abealf1/?p=57>

(<https://opentextbc.ca/abealf1/?p=57#pb-interactive-content>)

Check Your Understanding

| | | | |
|--------|-----------|-----|------------|
| garden | family | new | vegetables |
| box | passes on | Val | sidewalk |

Fill in the blanks with the right word or words.

1. I am _____ to the city.
2. A woman named _____ lives next door.

3. She grows a vegetable garden by the _____.
4. She gives me a _____ of vegetables.
5. She _____.
6. I take care of her _____.
7. A _____ moves next door.
8. I give them a box of _____ from Val's garden.

Check your work with the Answer Key at the end of this chapter.

Writing

Grammar Rule

You can use words from a question to make your own sentence.

| | |
|-----------|---|
| Question: | Who <u>has a garden</u> ? |
| Answer: | Val <u>has a garden</u> . |
| Question: | What vegetables <u>are in Val's garden</u> ? |
| Answer: | Carrots, tomatoes, beans, and peas <u>are in Val's garden</u> . |
| Question: | Who <u>moves next door when Val passes on</u> ? |
| Answer: | A family <u>moves next door when Val passes on</u> . |
| Question: | What <u>is given to the family next door</u> ? |
| Answer: | A box of vegetables <u>is given to the family next door</u> . |

Answer the questions. Use the underlined words to form your answer.

1. Who talks to plants?

2. What gets dry after Val passes on?

3. What looks sad after Val passes on?

4. Write all the letters of the alphabet in order. Use lower case letters.

Check your work with the Answer Key at the end of this chapter.

Writing Task

Think of a time when a neighbour was nice to you, or a time when you were nice to a neighbour. Tell the story to your instructor. Your instructor will write down what you say. Then copy the story into your notebook.

When you are done, read your story.

- Did you begin each sentence with an upper case letter?
- Did you use an upper case letter at the beginning of a person's name?
- Did you end each sentence with a period or question mark?
- Are you missing any words?

Answer Key

Word Skills

| QUESTION | ANSWER | | | |
|--------------------------|--------|-------|---------|--------|
| 1 | | | | |
| | | –s | –ing | –ed |
| | bill | bills | billing | billed |
| | fill | fills | filling | filled |
| | walk | walks | walking | walked |
| | pick | picks | picking | picked |
| | kick | kicks | kicking | kicked |
| | | | | |
| 2 | eggs | | | |
| 3 | rocks | | | |
| 4 | bug | | | |
| 5 | pens | | | |
| 6 | tree | | | |
| 7 | rat | | | |
| Check Your Understanding | | | | |
| QUESTION | ANSWER | | | |
| 1 | new | | | |

| | |
|-----------------|---|
| 2 | Val |
| 3 | sidewalk |
| 4 | box |
| 5 | passes on |
| 6 | garden |
| 7 | family |
| 8 | vegetables |
| Writing | |
| QUESTION | ANSWER |
| 1 | Val talks to plants. |
| 2 | The dirt gets dry after Val passes on. |
| 3 | The plants looks sad after Val passes on. |
| 4 | 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 |

GM Food



Learning Goals

In this chapter, you will learn to:

- Hear, read, and write blends with r, l, and t
- Copy short sentences
- Read common sight words in a paragraph
- Answer questions about a story
- State an opinion about a reading
- Give sentence answers to questions

Talk About It

- Have you heard that people in labs make new kinds of fruits and vegetables?

- Would you mind eating fruits and vegetables that were made by people in a lab?

Picture Dictionary

Use the pictures to help you figure out the words.



hard



cold



weather



crop



rain



fruits



sold



change



company



help



bird



test

Practice reading these words without the pictures.

| | | | |
|------|--------|---------|------|
| sold | test | fruits | crop |
| hard | help | weather | rain |
| bird | change | company | cold |

Word Skills

Word Patterns

A **consonant** is any letter that is not a vowel. For example, the letters **b, c, d, f, g, h, and j** are consonants. A **blend** is when two consonants go together and each consonant makes a sound.

The letters **dr** in **drip** are a blend.



*The letters **dr** in **drip** are a blend.*

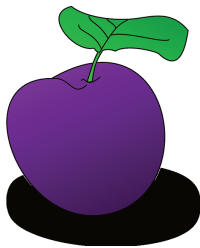
Read these words. Underline the blend. The first one is done for you.

1. clap

2. frog



3. step



4. plum



5. drum



6. stop



7. club



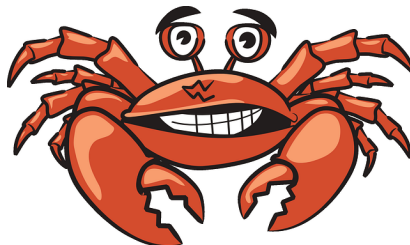
8. crib



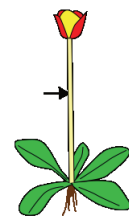
9. star



10. flag



11. crab



12. stem

Check your work with the Answer Key at the end of this chapter.

Practice reading these words without the pictures.

| | | |
|------|------|------|
| crab | star | club |
| stem | plum | clap |
| step | flag | crib |
| frog | stop | drum |

Your instructor will read these words to you. Underline the blend in each word. You will see these words in the story.

| | | |
|--------------|-------|------|
| <u>c</u> rop | fruit | grow |
| dry | stay | cold |
| sold | test | |

Read the sentences. Then copy them. Use upper case letters, periods, and question marks correctly.

Stop the car.

Do not step on the bug.

We put up a flag.

He hit the drum.

Was she bitten by a crab?

Ask your instructor to check your work.

Use Your Reading Skills

Listen to *GM Food*. Then read *GM Food* (<http://opentextbc.ca/abealfreader1/chapter/gm-food/>) in *BC Reads: Adult Literacy Fundamental English – Reader 1*.



An audio element has been excluded from this version of the text. You can listen to it online here: <https://opentextbc.ca/abealf1/?p=59>

(<https://opentextbc.ca/abealf1/?p=59#pb-interactive-content>)

Check Your Understanding

Does each sentence say something good or bad about GM food?

| | | |
|---|------|-----|
| 1. GM food can grow in cold weather. | good | bad |
| 2. GM food may kill bugs we need, like butterflies. | good | bad |
| 3. GM food may make birds sick. | good | bad |
| 4. GM food can stop bugs from eating it. | good | bad |
| 5. GM food may make people sick. | good | bad |
| 6. There have not been many tests on GM food. | good | bad |
| 7. GM food may grow in dry land in Africa. | good | bad |
| 8. GM food can stay good longer. | good | bad |

Check your work with the Answer Key at the end of this chapter.

9. Do you think farmers should grow GM food? Use the underlined words to help form your answer.

Ask your instructor to check your work.

Writing

Grammar Rule

You can use words from a question to form an answer.

Question: Why is farming a hard job?

Answer: Farming is a hard job *because* cold weather can kill your crops.

Two things changed from the question to the answer:

1. *is farming* changed to *farming is*
2. *because* was used

Answer this question in three more ways.

Why is farming a hard job?

1. _____

2. _____

3. _____

Check your work with the Answer Key at the end of this chapter.

Writing Task

Have you ever visited a farm? Or have you ever visited a farmers' market? Tell your instructor about your visit. Your instructor will write down your words. Then copy your story into your notebook.

When you are done, read your story.

- Did you begin each sentence with an upper case letter?
- Did you use an upper case letter at the beginning of a person's name?

- Did you end each sentence with a period or question mark?
- Are you missing any words?

Answer Key

Word Patterns

| QUESTION | ANSWER |
|----------|---------------|
| 1 | <u>c</u> lap |
| 2 | f <u>r</u> og |
| 3 | s <u>t</u> ep |
| 4 | p <u>l</u> um |
| 5 | <u>d</u> rum |
| 6 | s <u>t</u> op |
| 7 | <u>c</u> lub |
| 8 | <u>c</u> rib |
| 9 | s <u>t</u> ar |
| 10 | f <u>l</u> ag |
| 11 | <u>c</u> rab |
| 12 | s <u>t</u> em |

Check Your Understanding

| QUESTION | ANSWER |
|----------|--------|
| 1 | good |
| 2 | bad |

| | |
|--|------|
| 3 | bad |
| 4 | good |
| 5 | bad |
| 6 | bad |
| 7 | good |
| 8 | good |
| Writing | |
| (Any three of the sentences below are correct.) | |
| Farming is a hard job because bugs can eat your crops. | |
| Farming is a hard job because weeds can hurt your crops. | |
| Farming is a hard job because your crops may need more rain than they get. | |
| Farming is a hard job because fruits and vegetables can go bad before they are sold. | |

Tomatoes



Learning Goals

In this chapter, you will learn to:

- Hear, read, and write words with digraphs (sh, th, ch, and ck)
- Copy short sentences
- Read common sight words in a paragraph
- Answer questions about a story
- State an opinion about a reading
- Name some common symbols

Talk About It

- What foods can be made with tomatoes?

- What is your favourite food that can be made with tomatoes?

Picture Dictionary

Use the pictures to help you figure out the words.



South America



Europe



doctor



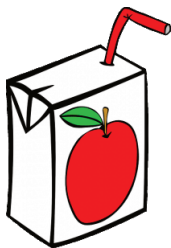
world



sauce



soup



juice



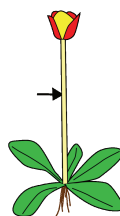
salsa



ketchup




leaf



stem



space

| | | |
|---|---|---|
|  |  |  |
| fight | Spain | taste |

Practice reading these words without the pictures.

| | | | | |
|---------------|-------|-------|---------|--------|
| doctor | sauce | leaf | taste | fight |
| juice | soup | world | stem | Europe |
| South America | Spain | space | ketchup | salsa |

Word Skills

Word Patterns

A **digraph** is when two letters together make one sound. Here are some common digraphs.

sh like in **ship**



ch like in **chin**





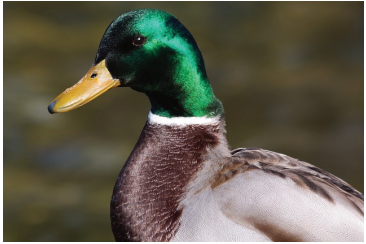

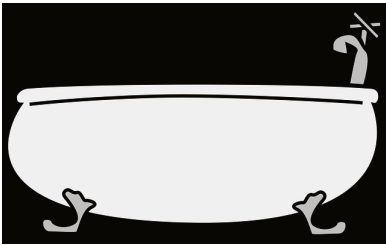




th like in **thumb**

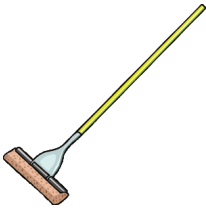






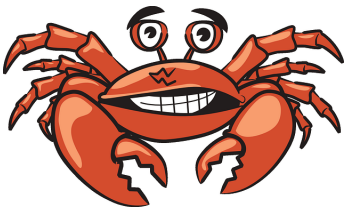

ck like in **sock**



Say what is in the picture. What digraph is in each word?

| | | |
|--|--|--|
|  <p>1</p> |  <p>2</p> |  <p>3</p> |
| <p>sh ch th ck</p> | <p>sh ch th ck</p> | <p>sh ch th ck</p> |
|  <p>4</p> |  <p>5</p> |  <p>6</p> |
| <p>sh ch th ck</p> | <p>sh ch th ck</p> | <p>sh ch th ck</p> |
|  <p>7</p> |  <p>8</p> |  <p>9</p> |
| <p>sh ch th ck</p> | <p>sh ch th ck</p> | <p>sh ch th ck</p> |

| How many sounds do you hear in these words? | | |
|---|---|-------|
| 10 |  mop | 3 |
| 11 |  sun | _____ |
| 12 |  web | _____ |
| 13 |  fish | _____ |
| 14 |  lock | _____ |

| | | |
|----|---|-------|
| 15 |  <p>crab</p> | _____ |
| 16 |  <p>stop</p> | _____ |

Check your work with the Answer Key at the end of this chapter.

Read the sentences. Then copy them. Use upper case letters, periods, question marks, and exclamation marks correctly.

Get in the bath.

The fish is wet.

Do not lock me in!

I cut my chin.

Ask your instructor to check your work.

Use Your Reading Skills

Listen to *Tomatoes*. Then read *Tomatoes* (<http://opentextbc.ca/abealfreader1/chapter/164/>) in *BC Reads: Adult Literacy Fundamental English – Reader 1*.



An audio element has been excluded from this version of the text. You can listen to it online here: <https://opentextbc.ca/abealf1/?p=61>

(<https://opentextbc.ca/abealf1/?p=61#pb-interactive-content>)

Check Your Understanding

Answer these questions. Use the underlined words from the question to form your answer.

1. Who used to tell people that tomatoes would make them sick?

2. What part of the tomato plant will make people sick?

3. What place has a big tomato fight every year?

4. Why do farms pick tomatoes before they are ripe?

Check your work with the Answer Key at the end of this chapter.

Writing

Grammar Rule

This is how to write an address:

639 Sun Street
Golden, British Columbia V0A 1H0

Write your address on the lines below.

Ask your instructor to check your work.

Match the word with the correct symbol.

| | | |
|--------|---------|-----|
| equals | dollars | and |
| at | plus | |

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| & | \$ | + | = | @ |
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ |

Fill in the blank with the correct symbol.

6. The bill came to ____ 10.00.

7. My email is tim____gmail.com.

8. Kim ____ Sam got a cat.

9. One ____ one = two.

10. Two + two ____ 4.

Check your work with the Answer Key at the end of this chapter.

Writing Task

Think of a food you like to make using tomatoes. Tell your instructor how you make this food. Your instructor will write down your words. Then copy your story into your notebook.

When you are done, read your story.

- Did you begin each sentence with an upper case letter?
- Did you use an upper case letter at the beginning of a person's name?
- Did you end each sentence with a period or question mark?
- Are you missing any words?

Answer Key

Word Skills

| QUESTION | ANSWER |
|----------|------------|
| 1 | fish, sh |
| 2 | rock, ck |
| 3 | duck, ck |
| 4 | chip, ch |
| 5 | bath, th |
| 6 | cheese, ch |
| 7 | sheep, sh |
| 8 | three, th |
| 9 | lock, ck |
| 10 | 3 |
| 11 | 3 |
| 12 | 3 |
| 13 | 3 |
| 14 | 3 |
| 15 | 4 |
| 16 | 4 |

| Check Your Understanding | |
|---------------------------------|---|
| QUESTION | ANSWER |
| 1 | Doctors used to tell people that tomatoes would make them sick. |
| 2 | A tomato leaf or stem will make people sick. |
| 3 | Spain has a big tomato fight every year. |
| 4 | Farms pick tomatoes before they are ripe because they last longer this way. |
| Writing | |
| QUESTION | ANSWER |
| 1 | and |
| 2 | dollars |
| 3 | plus |
| 4 | equals |
| 5 | at |
| 6 | \$ |
| 7 | @ |
| 8 | & |

| | |
|----|---|
| 9 | + |
| 10 | = |

Grow Your Own Tomatoes



Learning Goals

In this chapter, you will learn to:

- Hear, read, and write words with short vowels
- Copy short sentences
- Read common sight words in a paragraph
- Answer questions about a story
- State an opinion about a reading
- Complete sentences by adding a word








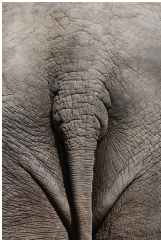
Talk About It

- Do you have any plants? What kind?

- What is good about growing your own food?

Picture Dictionary

Use the pictures to help you figure out the words.

| | | |
|---|---|--|
|  |  |  |
| potting soil | warm | window |
|  |  |  |
| hour | tie | stick |
|  |  | |
| colour | bottom | |

Practice reading these words without the pictures.

| | | | |
|--------|-------|--------------|--------|
| hour | stick | bottom | colour |
| window | warm | potting soil | tie |

Word Skills

Word Patterns

You have learned to read these vowel sounds:

a says /**a**/ like apple

e says /**e**/ like Expo

i says /**i**/ like itch

o says /**o**/ like octopus

u says /**u**/ like up

You will see these short vowel words in the story. Read each word. Listen to the short vowel sound. Sort it in the list below.

| | | | | |
|-----|-----|-----|------|------|
| pot | big | sun | wet | bit |
| yet | top | add | pack | pick |

| /a/ like apple | /e/ like Expo | /i/ like itch | /o/ like octopus | /u/ like up |
|----------------|---------------|---------------|------------------|-------------|
| | | | | |

Check your work with the Answer Key at the end of this chapter.

Can you think of more short vowel words? Add your words to the chart.

Read the sentences. Then copy them. Use upper case letters, periods, and question marks correctly.

Is the pot hot?

Did you pack yet?

The bug bit me.

Do not pop the zit.

We sat in the sun.

Ask your instructor to check your work.

Use Your Reading Skills

Listen to *Grow Your Own Tomatoes*. Then read *Grow Your Own Tomatoes* (<http://opentextbc.ca/abealfreader1/chapter/grow-your-own-tomatoes/>) in *BC Reads: Adult Literacy Fundamental English – Reader 1*.



An audio element has been excluded from this version of the text. You can listen to it online here: <https://opentextbc.ca/abealf1/?p=63>

(<https://opentextbc.ca/abealf1/?p=63#pb-interactive-content>)

Check Your Understanding

| | | | | |
|-----|------|-----|------|-----|
| sun | ripe | pot | seed | wet |
|-----|------|-----|------|-----|

1. Fill the _____ with soil.
2. Put a _____ in the soil.
3. Add water. Keep the soil _____.
4. Put the pot by a window with lots of _____.
5. Pick the tomatoes when they are _____.

Check your work with the Answer Key at the end of this chapter.

Writing Task

Have you ever picked fruit, such as berries, in a field, forest, or orchard? Tell the story to your instructor. Your instructor will write down your words. Then copy your story into your notebook.

When you are done, read your story.

- Did you begin each sentence with an upper case letter?
- Did you use an upper case letter at the beginning of a person's name?
- Did you end each sentence with a period or question mark?
- Are you missing any words?

Answer Key

Word Skills

| /a/ like apple | /e/ like Expo | /i/ like itch | /o/ like octopus | /u/ like up |
|----------------|---------------|---------------|------------------|-------------|
| add | wet | bit | top | sun |
| pack | yet | big pick | pot | |

Check Your Understanding

| QUESTION | ANSWER |
|----------|--------|
| 1 | pot |
| 2 | seed |
| 3 | wet |
| 4 | sun |
| 5 | ripe |

Canada's Tallest Tree



Learning Goals

In this chapter, you will learn to:

- Hear, read, and write words with long vowels
- Copy short sentences
- Read common sight words in a paragraph
- Answer questions about a story
- Give sentence answers to questions

Talk About It

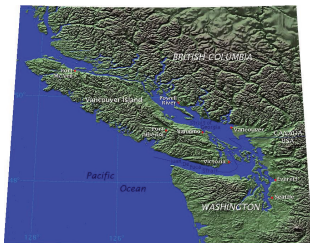
- Have you ever gone for a hike? Where?
- Do you have a favourite forest to walk in?

Picture Dictionary

Use the pictures to help you figure out the words.



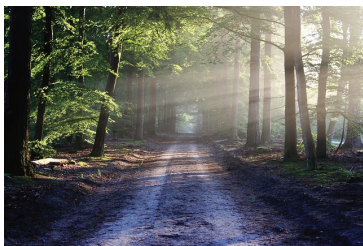
hunt



Vancouver Island



logger



path



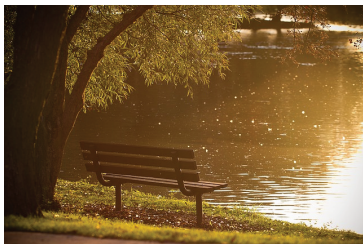
forest



tall



awe



park



risk



down




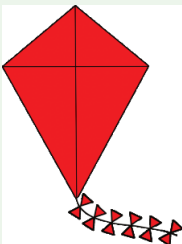


Practice reading these words without the pictures.

| | | | | |
|--------|------------------|--------|------|------|
| forest | awe | down | hunt | tall |
| risk | Vancouver Island | logger | park | path |

Word Skills

Word Patterns

Many words end in **e**. The **e** is silent but can make the first vowel in the word say its name.

| | |
|---|--|
|  <p>cap</p> |  <p>cape</p> |
|  <p>kit</p> |  <p>kite</p> |
|  <p>rob</p> |  <p>robe</p> |

Match the word to the picture.

| | | | |
|------|------|------|------|
| rake | dime | nose | cake |
| nine | home | rice | gate |



1. _____



2. _____



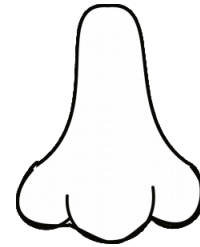
3. _____



4. _____



5. _____



6. _____

9

7. _____



8. _____

Check your work with the Answer Key at the end of this chapter.

You will see these words in the story. Practice reading them.

| | | |
|------|------|------|
| name | like | made |
| take | more | save |

Read the sentences. Then copy them. Use upper case letters, periods, question marks, and exclamation marks correctly.

Meg has nine cats.

Lock the gate.

What is your name?

Save me!

Can I have more cake?

Ask your instructor to check your work.

Use Your Reading Skills

Listen to *Canada's Tallest Tree*. Then read *Canada's Tallest Tree* (<http://opentextbc.ca/abealfreader1/chapter/canadas-tallest-tree/>) in *BC Reads: Adult Literacy Fundamental English – Reader 1*.



An audio element has been excluded from this version of the text. You can listen to it online here: <https://opentextbc.ca/abealf1/?p=65>

(<https://opentextbc.ca/abealf1/?p=65#pb-interactive-content>)

Check Your Understanding

Answer these questions. Use the underlined words to help you form a sentence.

1. Where is Canada's tallest tree?

2. How tall is Canada's tallest tree?

3. Who was the first person to find Canada's tallest tree?

4. What did the forest with Canada's tallest tree become?

5. What are many of BC's old forests at risk of?

Check your work with the Answer Key at the end of this chapter.

Writing Task

Think of a time something in nature filled you with awe, or made you feel amazed. Tell the story to your instructor. Your instructor will write down your words. Then copy your story into your notebook.

When you are done, read your story.

- Did you begin each sentence with an upper case letter?
- Did you use an upper case letter at the beginning of a person's name?
- Did you end each sentence with a period or question mark?
- Are you missing any words?

| | |
|---------------------------------|--|
| Answer Key | |
| Word Skills | |
| QUESTION | ANSWER |
| 1 | rice |
| 2 | dime |
| 3 | gate |
| 4 | home |
| 5 | rake |
| 6 | nose |
| 7 | nine |
| 8 | cake |
| Check Your Understanding | |
| QUESTION | ANSWER |
| 1 | Canada's tallest tree is on Vancouver Island. |
| 2 | Canada's tallest tree is 314 feet tall. |
| 3 | A logger was the first person to find Canada's tallest tree. |

| | |
|---|---|
| 4 | The forest with Canada's tallest tree is now a park. |
| 5 | Many of BC's old forests are at risk of being cut down. |

Arctic Plants



Learning Goals

In this chapter, you will learn to:

- Identify rhyming words
- Copy short sentences
- Read common sight words in a paragraph
- Answer questions about a story
- Give sentence answers to questions
- Give an opinion on a reading

Talk About It

- Would you ever want to go to the arctic? Why or why not?

Picture Dictionary

Use the pictures to help you figure out the words.



arctic



beautiful



winter



dark



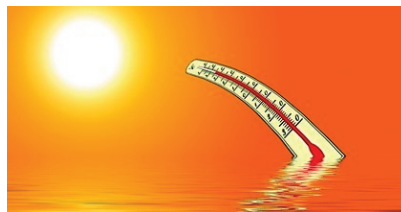
summer



ice



water



heat



together



wind



willow



poppy



bright

Practice reading these words without the pictures.

| | | | | |
|-----------|------|----------|-------|--------|
| beautiful | dark | winter | wind | willow |
| bright | heat | together | water | summer |
| arctic | ice | poppy | | |

Word Skills

Word Patterns

Two words **rhyme** when the endings sound the same. For example, these words rhyme:

- car and bar
- net and jet
- fill and hill
- pot and rot
- nut and cut

Find the words that rhyme. The first one is done for you.

| | | | | |
|----------------|------|------|----------------|------|
| sun | land | try | run | mice |
| lot | ice | hand | sky | dot |

1. sun _____ run _____

2. _____

3. _____

4. _____

5. _____

Check your work with the Answer Key at the end of this chapter.

Read the sentences. Then copy them. Use upper case letters, periods, and question marks correctly.

The mice hid in the hole.

Do you like this dish?

Do not slip on the ice.

Can we chat?

We had a lot of fun.

Ask your instructor to check your work.

Use Your Reading Skills

Listen to *Arctic Plants*. Then read *Arctic Plants* (<http://opentextbc.ca/abealfreader1/chapter/arctic-plants/>) in *BC Reads: Adult Literacy Fundamental English – Reader 1*.



An audio element has been excluded from this version of the text. You can listen to it online here: <https://opentextbc.ca/abealf1/?p=67>

(<https://opentextbc.ca/abealf1/?p=67#pb-interactive-content>)

Check Your Understanding

Answer these questions. Use the underlined words to form a sentence.

1. How long does summer in the arctic last?

2. What plant adds a bit of heat to the ground so other plants can grow?

3. What do the plants do to last in the cold wind?

4. Why is the arctic willow different from other trees?

5. What does the arctic poppy always face?

6. What plant do you like best?

Check your work with the Answer Key at the end of this chapter.

Writing Task

Think of a time when you had to be strong and brave. Tell the story to your instructor. Your instructor will write down your words. Then copy your story into your notebook.

When you are done, read your story.

- Did you begin each sentence with an upper case letter?
- Did you use an upper case letter at the beginning of a person's name?
- Did you end each sentence with a period or question mark?
- Are you missing any words?

Answer Key

Word Skills

| QUESTION | ANSWER |
|----------|------------|
| 1 | sun, run |
| 2 | land, hand |
| 3 | try, sky |
| 4 | mice, ice |
| 5 | lot, dot |

Check Your Understanding

| QUESTION | ANSWER |
|----------|---|
| 1 | Summer in the arctic lasts for just a few weeks. |
| 2 | Arctic moss adds a bit of heat to the ground so other plants can grow. |
| 3 | Plants stay together to last in the cold wind. |
| 4 | The arctic willow is different from other trees because it grows on its side. |
| 5 | The arctic poppy always faces the sun. |
| 6 | Answers will vary. |

Appendix: Level 1 Scope and Sequence

For detailed information on the contents of each chapter in this course pack, please refer to the Level 1 Scope and Sequence [PDF] (<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/11/Level-1-Scope-Sequence.pdf>) document. A print-friendly version is also provided on the following page.

ALFE Level 1 Scope & Sequence

| Phonics | | | | Grammar | | Writing | |
|------------------------|--|--|---|---------|--|---------|--|
| Sweetgrass | Short /a/ and short /i/ | Write the upper case letters of the alphabet; begin a sentence with an upper case letter | Complete sentence stem: I feel better when I... | | | | |
| A New Flower | Short /o/ and short /u/ | Write the lower case letters of the alphabet; use a question mark and period | Experience story about gender expectations | | | | |
| The Sack Garden | Short /e/ and long /e/ | Use an upper case letter for a person's name | Describe a home garden | | | | |
| Val's Garden | Short vowel words with endings -s, -ing, -ed | Use words from a question to make an answer | Experience story about a neighbour | | | | |
| GM Food | Blends with r, l, t | Use words from a question to make an answer | Experience story about a farm or farmer's market | | | | |
| Tomatoes | Consonant digraphs: sh, ch, th, ck. Common symbols: &, \$, +, =, @ | Students are expected to apply the above skills in their writing | Write an address. Dictate and copy a recipe that uses tomatoes | | | | |
| Grow Your Own Tomatoes | Short vowel review | Students are expected to apply the above skills in their writing | Experience story about picking fruit in a field, forest, or orchard | | | | |
| Canada's Tallest Tree | Long vowel words | Students are expected to apply the above skills in their writing | Experience story about feeling awe in nature | | | | |
| Arctic Plants | Rhyming words | Students are expected to apply the above skills in their writing | Experience story about being strong and brave | | | | |

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Wetland

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Hurt

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Street

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Braid

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House

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Break

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Walk

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Roots

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The letter a says /a/ like in apple.

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The letter i says /i/ like in itch.

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()A New Flower

Grandma

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Plane

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Flowers

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Club

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Know

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Long

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Time

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Home

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Smile

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The letter o says /o/ like in octopus.

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The letter u says /u/ like in up.

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()The Sack Garden

Sack garden

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South Africa

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Three

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White

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Farm

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Money

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Land

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Sack

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Rock

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Middle

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Dirt

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One

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Hole

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The letter e says /e/ like in Expo.

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The letters ee make a long e sound like in jeep.

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()Val's Garden

Box of vegetables

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New

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Vegetables

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Woman

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peas

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egg or eggs?

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rock or rocks?

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bug or bugs?

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pen or pens?

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tree or trees?

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rat or rats?

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()GM Food

Making GM food

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Hard

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Cold

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Step

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Plum

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Drum

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Stop

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Club

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Flag

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Crab

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()Tomatoes

Tomatoes

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Ketchup

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Taste

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ch like chin

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th like thumb

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ck like sock

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()Grow Your Own Tomatoes

Growing tomatoes

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Potting soil

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Warm

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Window

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Hour

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Tie

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()Canada's Tallest Tree

Tall trees

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Hunt

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Down

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Cap

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Cape

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Kit

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Kite

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Rob

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()Arctic Plants

Arctic poppies

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Arctic

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Bright

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Training.

About the Author



Shantel Ivits is an instructor in the Basic Education Department at Vancouver Community College, on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Nations.

Shantel has designed curricula for the National Film Board of Canada, the British Columbia Teachers' Federation, and many community-based projects.

Over the past decade, they have taught in literacy programs, university bridging programs, an ESL academy, and K-12 public schools.

They hold a Bachelor of Arts in English Literature from Trent University, as well as a Bachelor of Education and a Master of Arts in Educational Studies from the University of British Columbia.

Shantel identifies as a queer and trans person with white settler privilege. Their goal as an educator is to help people build their capacity to reach their goals and create more socially just communities.

Shantel also enjoys raising awareness that “they” can be used as a singular pronoun!

Versioning History

This page provides a record of edits and changes made to this book since its initial publication in the B.C. Open Textbook Collection. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.01. If the edits involve substantial updates, the version number increases to the next full number.

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|----------------|--------------------|---|--|
| 1.00 | November 3, 2015 | Added to the B.C. Open Textbook Collection. | |
| 1.01 | September 28, 2018 | The following changes were part of a project to standardize BCcampus-published books. | <ul style="list-style-type: none"> • Added additional publication information • Updated copyright information • Renamed “About the book” to “About BCcampus Open Education” and updated the content • Added a Versioning History page • Updated tables to fix formatting issues |
| 1.02 | June 11, 2019 | Updated the book’s theme. | The styles of this book have been updated, which may affect the page numbers of the PDF and print copy. |
| 1.03 | March 26, 2020 | Updated textbox styles. | |