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Short Stories to Improve Grade 2 Reading Curriculum Map

Your independent reader will enjoy the stories and activities while extending literacy skills.

- Each story uses Canadian content for all stories and activities.
- Offers reading experiences in a variety of genres: fiction, non-fiction
- Provides a variety of activities that are based on skills in the Canadian curriculum.
- Extends the stories with real life applications.

Each includes a one page story, and three worksheets.

- Part A: Word Power
- Part B: Understanding the Story
- Part C: Using Your Ideas

Story One: Our Country Canada

- Skills:
 - Using Context Clues
 - Following Directions
 - Alphabetical Order
 - Subject/Verb Agreement

Story Two: The Canadian Moose

- Skills:
 - Following Directions
 - Classifying Details
 - Spelling
 - Kinds of Nouns

Story Three: Sugar From the Trees

- Skills:
 - Following Directions
 - Sequential Ordering
 - Consonant Digraphs

Story Four: Swimming Home – Salmon

- Skills:
 - Following Directions
 - Classifying Details
 - Consonant Blends

Story Five: Life in the Pack

- Skills:
 - Following Directions
 - Recalling Details
 - Long/Short Vowels
 - Syllabication

Story Six: Our Canadian Flag

- Skills:
 - Following Directions
 - Brainstorming
 - Rhyming
 - Vowel Digraphs
 - Consonant Digraphs

Story Seven: Pumpkins! Pumpkins!

- Skills:
 - Sequential Ordering
 - Following Directions
 - Word Meanings
 - Subject/Verb Agreement

Story Eight: Saving Our Water

- Skills:
 - Context Clues
 - Following Written Directions
 - Recalling Information
 - Classifying Information
 - Recognizing Common Nouns

Story Nine: The Northern Lights

- Skills:
 - Following Directions
 - Ordering Words to Make Sentences
 - Recognizing Proper Nouns

Story Ten: Groundhog Day

- Skills:
 - Following Directions
 - Recalling Details
 - Word Meanings
 - Double Vowels

Story Eleven: Canadian Money

- Skills:
 - Using Context Clues
 - Following Directions
 - Word Meanings
 - Syllabication

Story Twelve: Fun in Canada (fun things in every season)

- Skills:
 - Classifying Sentences
 - Following Directions
 - Spelling

Story Thirteen: The RCMP and the Musical Ride

- Skills:
 - Classifying Sentences
 - Following Directions
 - Spelling
 - Word Meanings
 - Plural Nouns
 - Kinds of Nouns

Yum! Yum! Poutine!



Have you ever tasted poutine?

It was invented somewhere in the countryside of Quebec, about 50 years ago. Poutine is a very Canadian fast food. It is eaten in places all over Canada. Many people make it at home as well.

How do you make poutine?

Making poutine is easy!

1. Put some hot French fries in a bowl or on a plate.
2. Cover the French fries with cheese curds.
3. Pour hot brown gravy over the cheese and fries.

The hot gravy melts the cheese and turns it gooey. What a tasty treat!

Eating poutine can be a bit messy. Use a fork to enjoy poutine.

Do people in other countries eat poutine?

People in other countries have been trying poutine.

Some people are changing poutine.

For example, some people like to put spaghetti sauce on the cheese.

Other people like to try pieces of chicken and chicken gravy.

Maybe you can invent a new style of poutine!





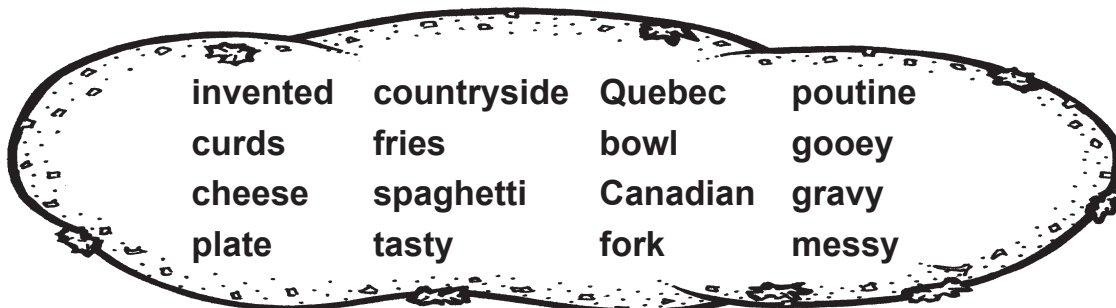
Yum! Yum! Poutine!

A. Word Power

Syllables are **word parts** we put together to make a word.

Here are some words from the story “Yum! Yum! Poutine!”.

1. Write the words in the shape box under the correct heading.



One Syllable Words	Two Syllable Words	Three Syllable Words	Four Syllable Words
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

2. Sentence Types

A **telling sentence** tells about something or someone. It ends with a **period**. (.)

An **asking sentence** asks about something or someone. It ends with a **question mark**. (?)

An **exclamatory sentence** shows strong feeling. It ends with an **exclamation mark**. (!)

Add the correct punctuation at the end of the sentences.

- Have you ever tasted poutine ____
- Poutine is a very Canadian fast food ____
- What a tasty treat ____
- Do people in other countries eat poutine ____



Name: _____

Date: _____



Yum! Yum! Poutine!



B. Understanding the Story

1. Match the beginning and ending of each sentence.

Write the number on the blank. The first one is done for you.

- | | |
|------------------------------|--|
| a) Poutine was invented | ___ can be very messy. |
| b) Poutine is | ___ have been trying poutine. |
| c) Eating poutine | <u>a</u> in the countryside of Quebec. |
| d) Use a fork | ___ changing poutine. |
| e) People in other countries | ___ to enjoy poutine. |
| f) Some people are | ___ a very Canadian fast food. |

2. Outline the three steps in making poutine.
Use the story to help you.

- a) _____
- b) _____
- c) _____

3. Do you think that people should change poutine?



Name: _____

Date: _____



Yum! Yum! Poutine!



C. Using Your Ideas

Poutine has been made in the same way for over 50 years.

1. Why do you think some people want to change it?

2. Pretend that you are going to invent a new recipe for poutine.

Complete the sentences using you own ideas.

a) Put some hot French fries in a bowl or on a plate.

b) Cover the French fries with _____

c) Pour _____ over the _____

d) Top with _____

3. Now you will need a delicious dessert to go with your new style poutine.
Draw and colour a picture of this new dessert. Write the name of the dessert
on the line.



Yum! Yum! Poutine!

- A.** 1. One Syllable Words: fries, bowl, plate, cheese, curds, fork. Two Syllable Words: Quebec, poutine, gravy, gooey, tasty, messy. Three Syllable Words: invented, countryside, spaghetti. Four Syllable Words: Canadian.
2. a) ? b) . c) ! d) ?
- B.** 1. c, e, a, f, d, b
2. a) Put some hot French fries in a bowl or on a plate. b) Cover the French fries with cheese curds. c) Pour hot gravy over the cheese and fries. 3. Answers will vary.
- C.** 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.

