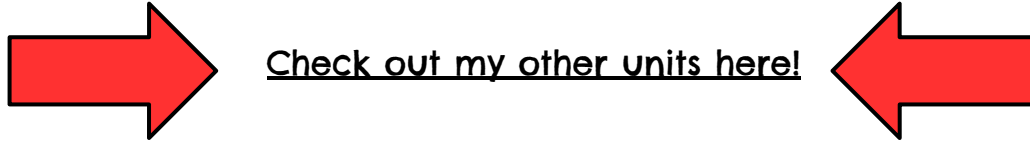


# LESSON PLANS FOR TEACHERS

Dear teachers,

This is a free, week long, comprehensive literacy unit with a daily injection of Science of Reading activities. Your students will receive daily phonological awareness warm-ups, along with other skills needed to develop their language comprehension and word recognition skills. Activities such as these will help your students become more strategic and automatic skilled readers. In addition, it will save you HOURS and HOURS of planning time.

This is one book in a series of lessons based on rich texts that will be created and published on an ongoing basis.



[Check out my other units here!](#)

Feel free to follow me on TPT or Facebook or Instagram  
<https://www.facebook.com/lessons.with.hart0> and  
<https://www.facebook.com/profile.php?id=61550221986251>  
<https://www.instagram.com/lessonswithhart/>

Thank you for all you do!!!

Jen @ LessonswithHart



# WHERE TO FIND THE BOOK

1. Amazon
2. Ella Minnow
3. A Different Booklist
4. Learning Tree Educational Store
5. Contact the author by email  
[virkserena@gmail.com](mailto:virkserena@gmail.com)  
or on Instagram [@virkbooks](https://www.instagram.com/virkbooks)



# HELPFUL RESOURCES FOR TEACHERS

<https://www.no2constructionbattalion.ca>

<https://www.blackcanadianveterans.com>

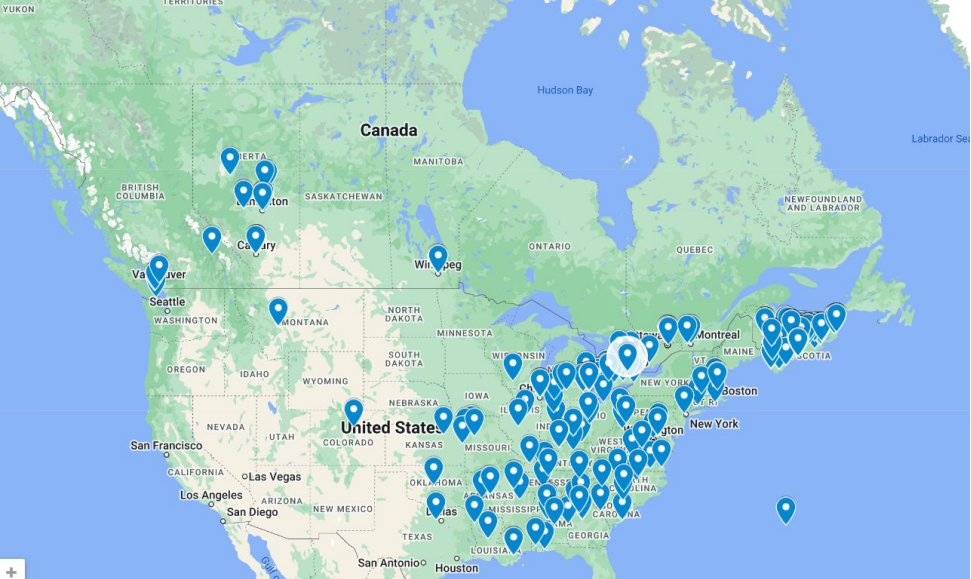
<https://www.cbc.ca/kids/articles/we-stand-on-guard-for-thee>

<http://blackhistorysociety.ca>

[https://www.thestar.com/news/gta/this-gta-teacher-couldn-t-find-books-for-her-students-about-the-first-world-war/article\\_9262a0c7-2476-5528-bbab-25ad9aa761de.html](https://www.thestar.com/news/gta/this-gta-teacher-couldn-t-find-books-for-her-students-about-the-first-world-war/article_9262a0c7-2476-5528-bbab-25ad9aa761de.html)

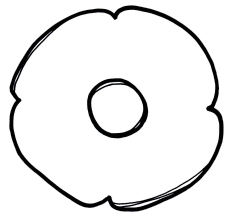
<https://www.cbc.ca/news/canada/london/black-canadians-website-1.6276112>

# online No. 2 CONSTRUCTION BATTALION MAP

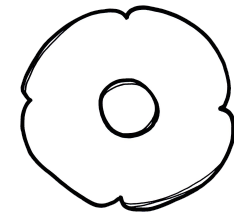


# WATCH THE INTERVIEW on BREAKFAST Television





# Week at a Glance: We Remember The Black Battalion



Day 1	Day 2	Day 3	Day 4	Day 5
<h2>Daily Phonological Awareness Activities</h2>				
<ul style="list-style-type: none"><li>• Introduce Author and Illustrator</li><li>• Vocabulary</li><li>• Building Schema</li></ul>	<ul style="list-style-type: none"><li>• Review Vocabulary</li><li>• Read the Story</li><li>• Syllable Sort</li><li>• Shared Poetry Reading</li></ul>	<ul style="list-style-type: none"><li>• Word Ladders</li><li>• Research a member of the Black Battalion as a class and individually</li></ul>	<ul style="list-style-type: none"><li>• Re-read the story</li><li>• Morphology un- Grade 1 -est Grade 2 -ist Grade 3</li><li>• Continue Research</li></ul>	<ul style="list-style-type: none"><li>• Share Research</li><li>• Share your learning with the author</li><li>• Consolidation</li><li>• Post Bulletin Board</li></ul>
<p>5 days of lesson plans based on, "We Remember The Black Battalion".</p>				

# THE Reading ROPE

## Language Comprehension

\* Vocabulary Knowledge

\* Language Structures

\* Background Knowledge

Verbal Reasoning

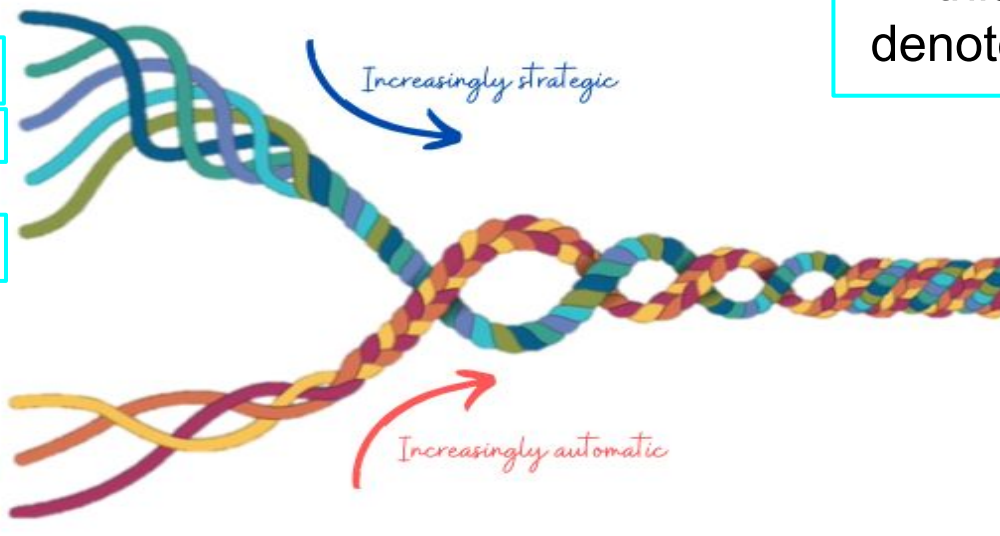
\* Literacy Knowledge

## Word Recognition

\* Phonological Awareness

\* Decoding (and spelling)

Sight Recognition



Skills covered in this unit are denoted with an \*

## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension

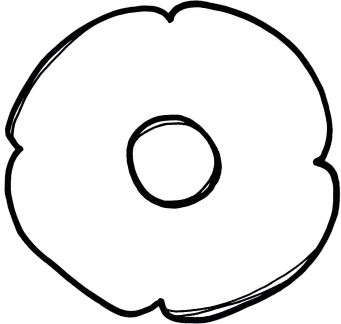
The many strands that are woven into skilled reading



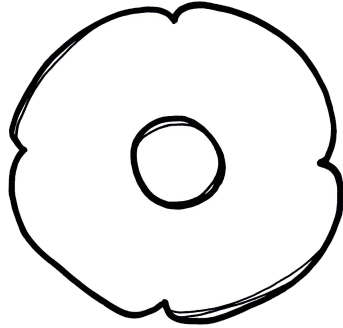
# Ontario Language Curriculum Expectations Covered Grades 1

<p><b>Phonemic Awareness</b> B2.1 use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes.</p>	<p><b>Word-Level Reading and Spelling: Using Morphological Knowledge</b> B2.3 use developing knowledge of the meanings of words and common morphemes to read and spell words.</p>	<p><b>Word-Level Reading and Spelling: Using Phonics Knowledge</b> B2.4 use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts</p>
<p><b>Word-Level Reading and Spelling: Using Orthographic Knowledge</b> B2.5 use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading</p>	<p><b>Word-Level Reading and Spelling: Using Morphological Knowledge</b> B2.6 use developing knowledge of the meanings of words and common morphemes (i.e., -ing suffix) to read and spell words</p>	<p><b>Vocabulary</b> B2.7 demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context</p>

# Ontario Language Curriculum Expectations Covered Grade 1

<p><b>Reading Fluency: Accuracy, Rate and Prosody</b></p> <p>B2.8 read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension and read aloud with expression</p>	<p><b>Printing</b></p> <p>D2.2 print letters and words with appropriate formation patterns, size, placement, and spacing</p>	<p><b>Producing Final Texts</b></p> <p>D3.1 produce final texts, using simple techniques, to achieve the intended effect</p>
<p><b>Publishing and Presenting Texts</b></p> <p>D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression</p>	<p><b>Research and Information Literacy</b></p> <p>A2.3 gather, evaluate and use information, considering various perspectives, to construct knowledge and demonstrate learning</p>	

# Ontario Language Curriculum Expectations Covered Grade 2



## **Word-Level reading and Spelling: Using Phonics Knowledge**

B2.1 use phonics knowledge, including phonemic blending to read words and set vor variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts

## **Vocabulary**

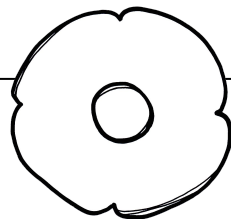
B2.4 demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context

## **Word-Level Reading and Spelling: Using Orthographic Knowledge**

B2.3 use developing knowledge of the meanings of words and common morphemes to read and spell words

# Ontario Language Curriculum Expectations Covered Grade 2

<p><b>Printing</b> D2.2 print legibly and fluently, with appropriate formation patterns, size, placement and spacing</p>	<p><b>Voice</b> D2.3 demonstrate a personal voice in their texts, using descriptive words to express their thoughts, feelings, and opinions about the topic</p>	<p><b>Reading Fluency: Accuracy, Rate and Prosody</b> B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension and read aloud with expression and intonation</p>
<p><b>Producing Final Texts</b> D3.1 produce final texts, using simple techniques, to achieve the intended effect</p>	<p><b>Publishing and Presenting Texts</b> D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression</p>	<p><b>Research and Information Literacy</b> A2.3 gather, evaluate and use information, considering various perspectives, to construct knowledge and demonstrate learning</p>



# Ontario Language Curriculum Expectations Covered Grade 3

## **Word-Level reading and Spelling: Using Phonics Knowledge**

B2.1 use phonics knowledge, including phonemic blending to read words and set vor variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts

## **Word-Level Reading and Spelling: Using Orthographic Knowledge**

B2.3 use developing knowledge of the meanings of words and common morphemes to read and spell words

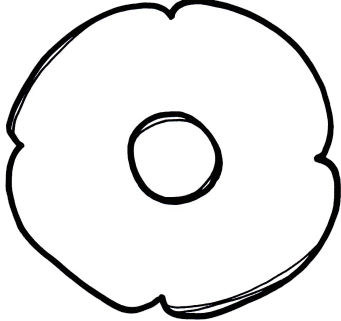
## **Vocabulary**

B2.4 demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context

## **Reading Fluency: Accuracy, Rate and Prosody**

B2.5 read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension and read aloud using varied expression and intonation according to the purpose of reading

# Ontario Language Curriculum Expectations Covered Grade 3

<p><b>Printing</b> D2.2 print legibly and fluently, with appropriate formation patterns, size, placement and spacing</p>	<p><b>Voice</b> D2.3 demonstrate a personal voice in their texts, using descriptive words to express their thoughts, feelings, and opinions about the topic</p>	<p><b>Publishing and Presenting Texts</b> D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression</p>
<p><b>Producing Final Texts</b> D3.1 produce final texts, using simple techniques, to achieve the intended effect</p>		<p><b>Research and Information Literacy</b> A2.3 gather, evaluate and use information, considering various perspectives, to construct knowledge and demonstrate learning</p>



# NOTES FOR TEACHERS



These lesson plans include **5 days of phonological awareness activities**. Phonological awareness refers to the ability to recognize and manipulate the sounds of spoken language, including words, syllables, and individual phonemes. The students do this without seeing print.

Phonological awareness activities play a crucial role in the development of foundational literacy skills in children. By focusing on the sounds and structures of language, these activities help children recognize and manipulate the sounds that make up words. This skill is essential for learning to read and write proficiently. Each day, the tasks get increasingly more difficult. Additionally, each activity begins with the easier words, and becomes more challenging, allowing for a variety of entry points for the different students in your class.

# Facts About Serena Virk



Serena Virk is an author. That means she researched and wrote this book.

Since this book is non-fiction, she spent a lot of time researching the Black Battalion during her writing. She is a teacher and she was looking for a way to teach her students about this little-known part of history, so she wrote a book about it!

She lives in Toronto, Canada.



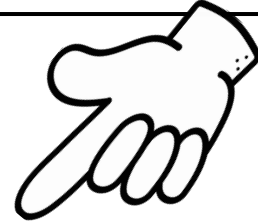
# Facts About Arnab Das



Arnab Das is the illustrator of this book. That means he drew the pictures. He began creating art as a young boy. Arnab enjoys telling stories through his art. His digital illustrations and paintings are created in his studio, Illuminus. He lives in India.

# Save Charts and Writing

## Notes for the Teacher



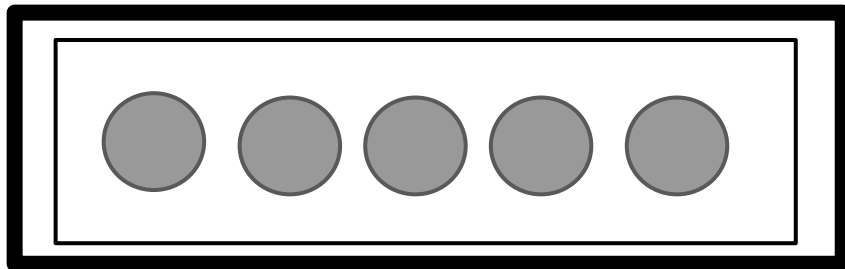
Throughout this week, you and your students will be generating work related to, vocabulary, morphology, and researching a member of the Black Battalion. There are letters included for a bulletin board title. You might want to add in some Poppy art as well. There are many ideas on Pinterest.

Save the work generated by the students and then create a rich bulletin board displaying their learning.

# Phonological Awareness at the Word Level Day 1

## **TEACHER NOTES:**

Do not show the students the cover. Tell them the title of the book is “**We Remember The Black Battalion**”. Ask the students how many words are in the title.



**Use counters or magnets to count the number of words. Have students push up one magnet for each word in the title.**

**Word Awareness**  
is hearing  
how many  
words are in a  
sentence.



# Phonological Awareness at Syllable Level Day 1

## TEACHER NOTES:

Have students clap for each syllable they hear in the word. Model for students, do it together, then, they do it without you.

**I do:**

**Say,** “How many syllables do I hear in the word swinging?” Clap your hands for the students. Say, “I hear 2 syllables.”

**We do:**

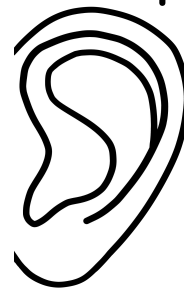
**Say,** “Let’s do it together. How many syllables do you hear in the word swinging?” Clap out the syllables. Say, “I hear 2 syllables.”

**You do:**

Ask students to clap their out the syllables in the following words.

black (1)	war (1)	lumber (2)	railway (2)	protest (2)
Canada (3)	volunteer (3)	remember (3)	battalion (3)	segregated (4)

**Syllable Awareness**  
is hearing how many syllables are in a word.  
This is done without print.





# Vocabulary Builder: Day 1



## Supplies Needed:

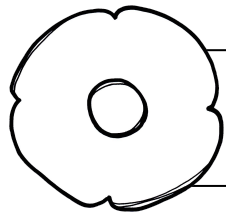
-Vocabulary  
Builder  
Pages

-markers,  
crayons or  
pencils

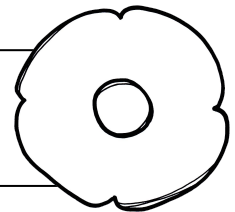
## **TEACHER NOTES:**

Pre-loading vocabulary strengthens comprehension, oral communication, and expressive writing, providing a solid foundation for future learning across subjects.

Discuss the new words and their meanings. Ask students to draw and/or write on the Vocabulary Builder sheet to demonstrate their understanding. Pick the Vocabulary Sheet that best suits your learners. There are 3 options, allowing for differentiation. Blank ones have been provided, should you wish to use it with other words.



# Vocabulary Builder: Draw a Picture

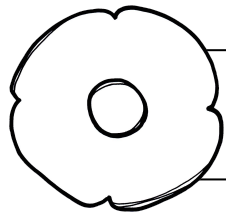


petition

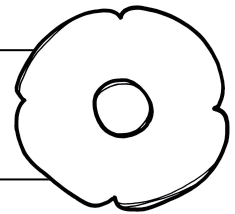
protest

comrades

segregate



# Vocabulary Builder: Write a Definition



petition

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protest

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comrades

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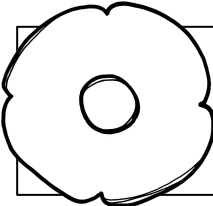
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segregate

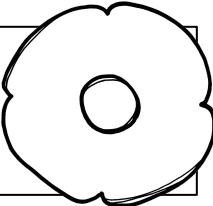
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# Vocabulary Builder: Write a Definition and Draw a Picture



petition

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protest

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comrades

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segregate

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# Vocabulary Builder: Draw a Picture


# Vocabulary Builder: Write a Definition

<div data-bbox="171 298 935 587"><hr/><hr/><hr/></div>	<div data-bbox="1000 304 1763 594"><hr/><hr/><hr/></div>
<div data-bbox="181 729 944 1018"><hr/><hr/><hr/></div>	<div data-bbox="991 729 1754 1018"><hr/><hr/><hr/></div>

# Vocabulary Builder: Write a Definition and Draw a Picture

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



# Activating Schema: Day 1



Before the lesson, glue the prompt from the next page onto a chart. Tell the children that this story is nonfiction, it is based on true facts.

Activate their schema by showing them the illustration on the second page of the book with the white men lining up and the black men at the side. Do not show them the text. Ask them to tell you what they wonder. Record their thinking on the chart.

## **TEACHER'S NOTE:**

A student's schema is their background knowledge and experiences. When we 'activate' their schema, it allows them to have a deeper understanding and connection with the text.

I wonder...

# Phonological Awareness: Day 2

## TEACHER NOTES:

“I do” Ask the student, “What word do you hear when I say “rail” “way”? Tell them you hear the word railway.

“We do”. Give them a new word. What do they hear when you say “walk” “way”? They should say walkway.

“You do”. Have students tell you what word they hear for the following:

trans port	want ed	pro test
rac ism	cre at ed	en list ed
re in force	con struct ion	Can a da

## Blending Syllables to Make Words

Hearing syllables in words helps prepare students to hear individual sounds or phonemes in words.





**REVIEW THE  
VOCABULARY FROM  
DAY 1.  
THEN, READ THE  
STORY ALOUD TO THE  
STUDENTS.**



# SYLLABLE SORT



## TEACHER NOTES:

Prior to the lesson, glue the syllable cards from the next page onto a chart. The words on the right are from the story. Read them aloud in a random order and have students sort them under the correct number of syllables.

Blank cards are provided, should you wish to choose different words.

1	2	3	4
black	country	remember	everyone
skin	nation	Battalion	wonderfully
logs	protest	volunteer	specifically
job	enlist	Canada	segregated

**1 SYLLABLE**

**2 SYLLABLES**

**3 SYLLABLES**

**4 SYLLABLES**

black

skin

logs

job

country

nation

protest

enlist

remember

Battalion

volunteer

Canada

everyone

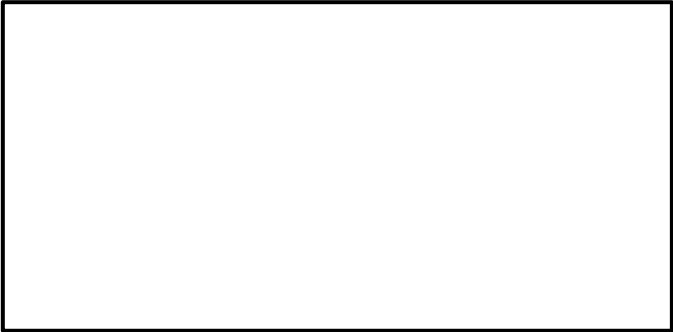
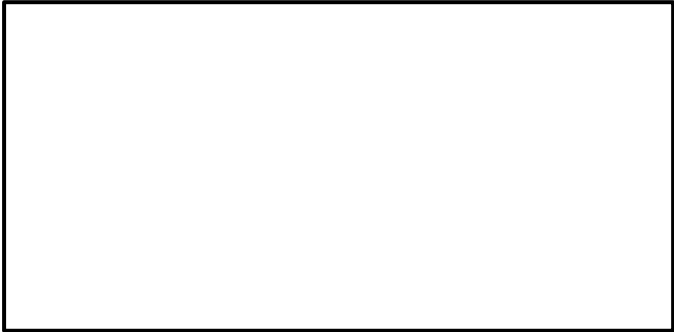
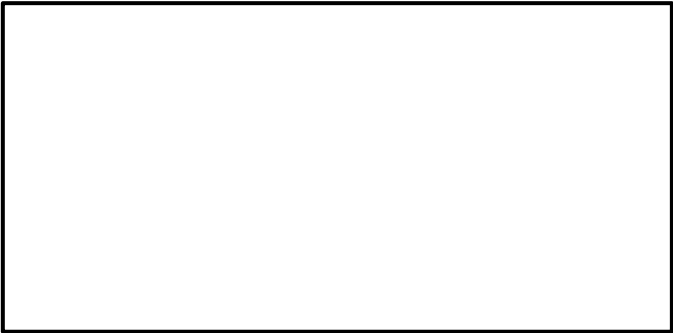
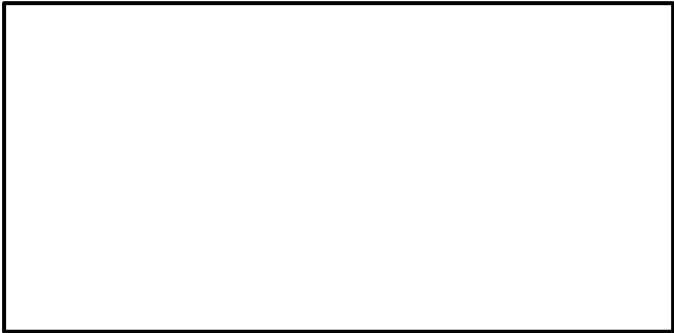
wonderfully

members

specifically

segregated

Canada



# Shared Poetry Reading: Days 2-5

## TEACHER NOTES:

Read one of the poems aloud to your class. Have the students identify which words are rhyming words. I like to write this out at the beginning of the week, and read it starting on Day 2. As the week progresses, cover up more and more words and have the students help you correctly write out the words that have been blacked out.

This is a great piece to add to your Remembrance Day presentation. You can have all the students read it aloud, or each student takes a line and read in pairs. Choose what works best for your class.

### The Brave Battalion

In days of old, with hearts so bold,  
The Brave Battalion's story is told.  
With steady hands, they took their stand,  
To help and serve across the land.

They wore their uniforms with pride,  
And worked so hard, side by side.  
In mills, they cut the logs with care,  
For rails that needed skilled repair.

They built the roads, they laid the ties,  
Through rugged hills and open skies.  
With strong, skilled hands, they blazed the way,  
A legacy that lives today.

They fought for rights and answered calls,  
Their legacy now stands so tall.  
The Brave Battalion, heroes true,  
Their spirit lives in all we do.

With grateful hearts, we honor still,  
Those who served with strength and will.



# The Brave Battalion



In days of old, with hearts so bold,  
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With grateful hearts, we honor still,  
Those who served with strength and will.



# Phonological Awareness: Day 3

## TEACHER NOTES:

Ask students to say each sound in the word. You will be using words from the text for this activity

“**I do**”. Say the word “**men**”. Tell the students you hear the sounds /m/ /e/ /n/.

“**We do**”. Have students repeat the word by saying the individual sounds (phonemes) /m/ /e/ /n/.

“**You do**”. Tell the students the following words and have them say the sounds.

job	/j/ /o/ /b/
log	/l/ /o/ /g/
logs	/l/ /o/ /g/ /z/
skin	/s/ /k/ /i/ /n/

West	/w/ /e/ /s/ /t/
mills	/m/ /i/ /l/ /z/
help	/h/ /e/ /l/ /p/
track	/t/ /r/ /a/ /k/

**Phoneme segmentation** means hearing the individual sounds in words. Remember, sometimes one sound can be made by more than one letter.



# Word Ladders: Day 3

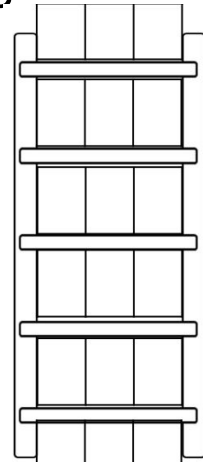
Use the ladders on the next page for this activity. You will model this activity first.

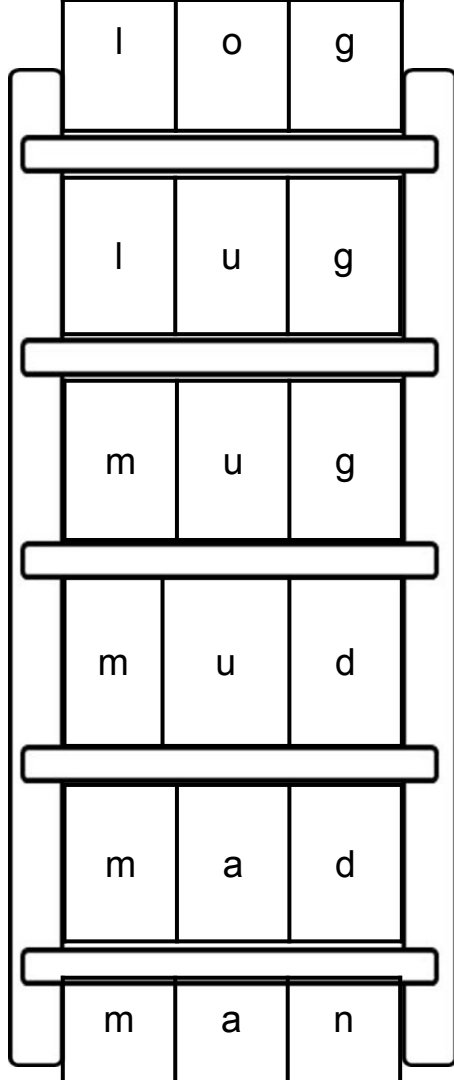
- Students will write the first word at the bottom of the ladder and work their way up.
- Each time they write a new word, they will only change, or substitute only one grapheme (letter).

If you would like to reuse these for future lessons, either laminate, or use a dry-erase reusable pocket

## Notes for the Teacher:

Word ladders are a useful tool to help students improve their decoding, phonics and spelling skills.



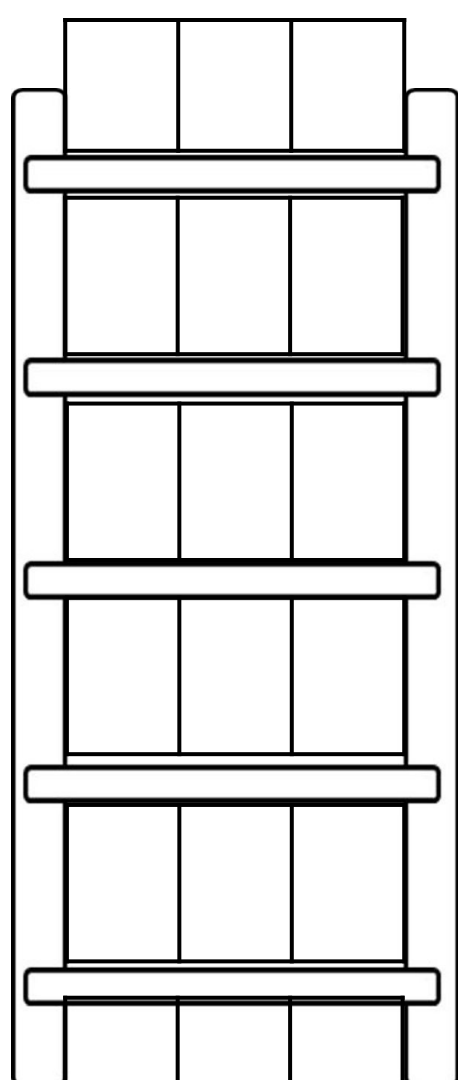
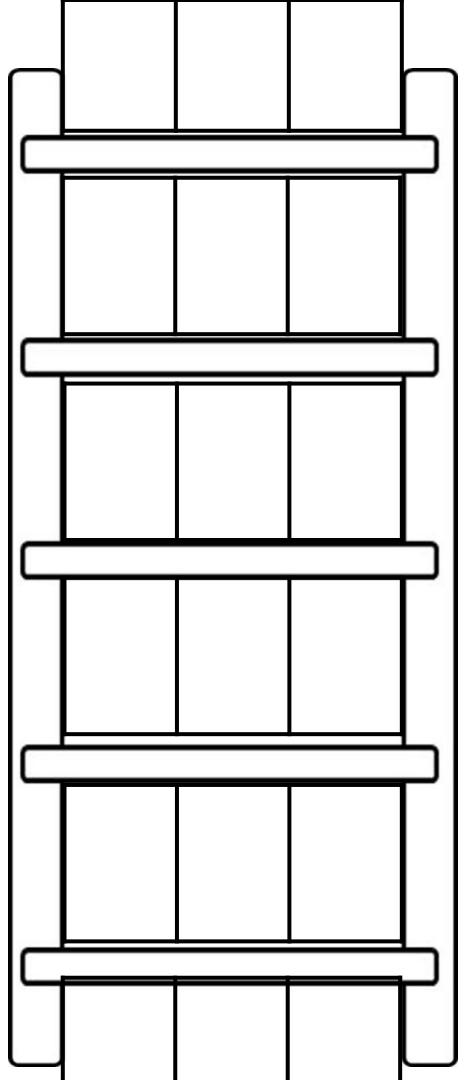


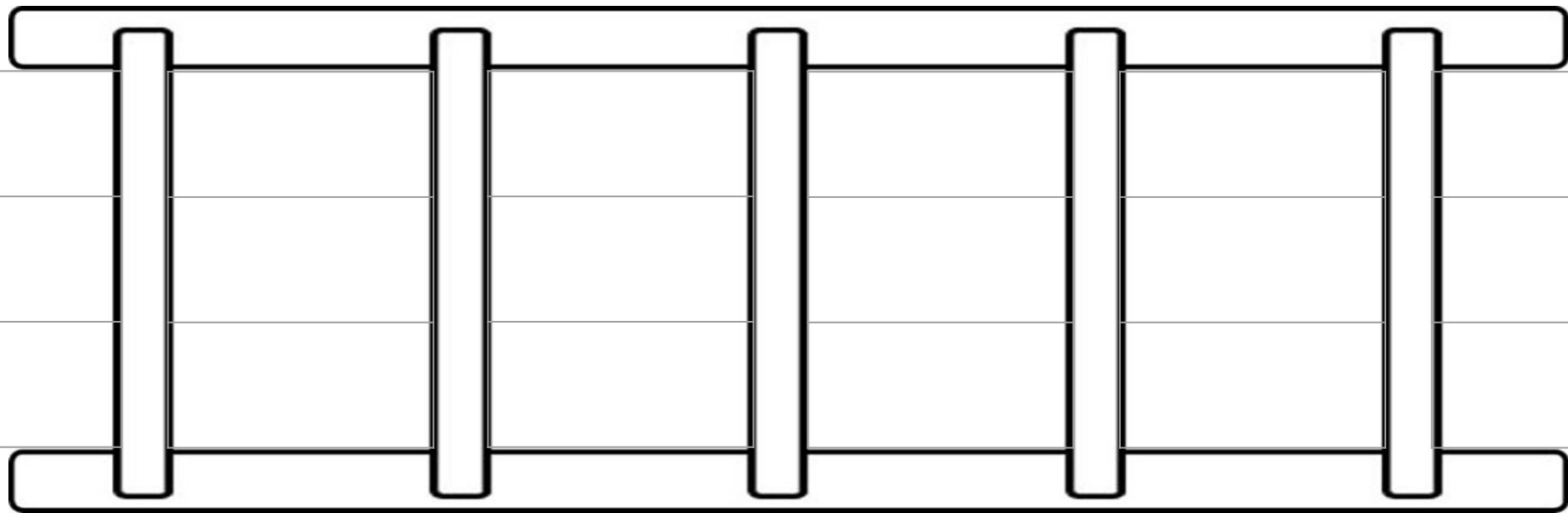
# Teacher Cheat Sheet

Give students the following prompts:

- There should be one sound in each box
- At the bottom, write the word **man**. Say, “Each man in the Black Battalion was important.”
- Change one letter to make the word **mad**. Tell students, “When people are frustrated and **mad** the might protest.”
- Change one letter to make the word **mud**. “Walkways were built so soldiers could walk over the **mud**.”
- Change one letter to make the word **mug**. “If the soldiers were cold, they might have a **mug** with a hot drink.”
- Change one letter to make the word **lug**. “The Battalion had to **lug** heavy logs.”
- Change one letter to make the word **log**. “The soldiers would take a **log** to the mill and cut it into timber to be used on the battlefields .

Word Ladder







# Research Project: Day 3



## **TEACHER NOTES:**

This activity can be done as a class, in groups or individually, depending on your group. You know your students best, do what works for your particular group. A helpful website is <https://www.blackcanadianveterans.com/stories>

I like to start by doing an example together. If you are a grade 1 class, this might be sufficient for your students. Grades 2 and 3 might continue with research beyond the modelling. Their independent work will be done on Day 4.

**The images are used with permission.**

<https://www.blackcanadianveterans.com/stories/categories/veteran-stories>



# Research Project: Day 3



## **TEACHER NOTES:**

A SPECIAL THANK YOU TO HISTORIAN, KATHY GRANT FOR HER TIRELESS RESEARCH AND PREPARATION OF THE PROFILES OF THE BLACK CANADIAN VETERANS, ASSISTANCE WITH THE GOOGLE MAP, AND SUPPORT IN WRITING THE CBC ARTICLE.

If you want your students to research Black Battalion Members, here are the steps to narrow your search:

- [www.blackcanadianveterans.com](http://www.blackcanadianveterans.com)
  - Click on WW1 Profiles
  - [Click](#) on each profile to see where the member served
  - [www.no2constructionbattalion.ca](http://www.no2constructionbattalion.ca)
- 

# Research Project: Day 3 Teacher Sample

## **TEACHER NOTES:**

Today, you will create a sample together.

Click [here](#) to find a copy of the research slides. On this day, you can show your students how to access the [www.no2constructionbattalion.ca](http://www.no2constructionbattalion.ca) and/or [www.blackcanadianveterans](http://www.blackcanadianveterans) site.

The text boxes are already added. Look for step by step instructions on the next slide. This information will be helpful on Day 4 when the students research a veteran of their choice. Should you wish to simply print them out, they are included as well.



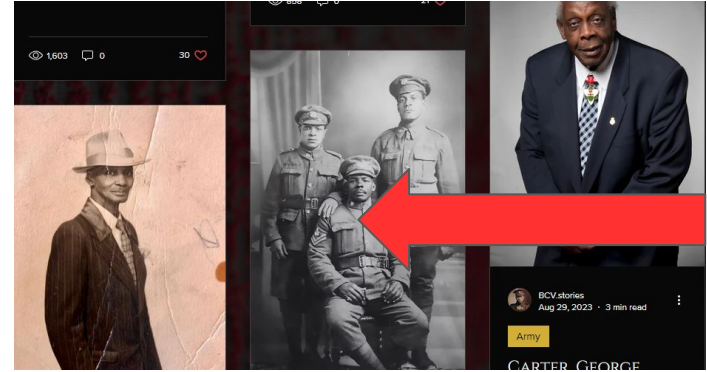
Birthplace:

Date of Birth:

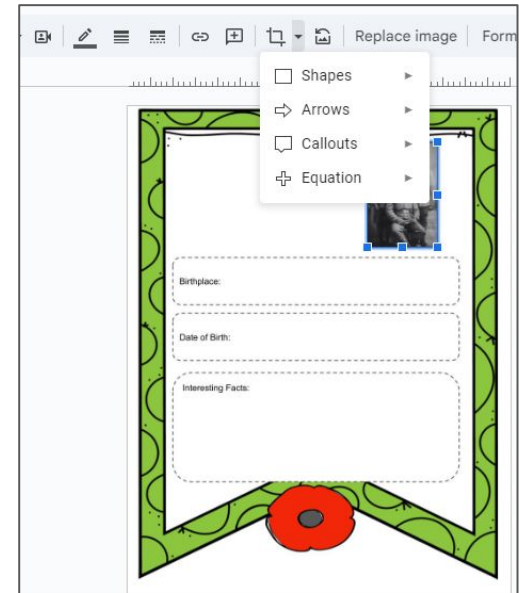
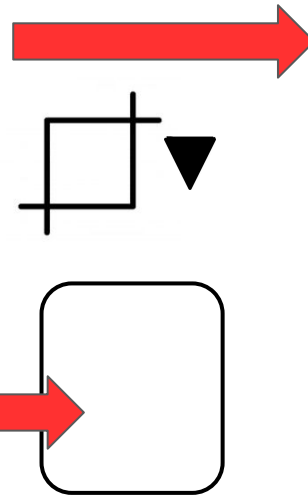
Interesting Facts:

Name of Researcher:

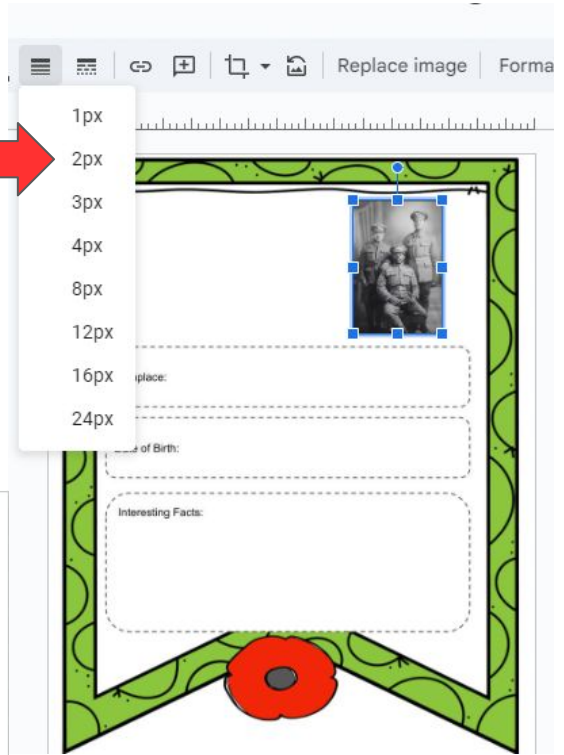
To insert an image of the veteran, go to:  
<https://www.blackcanadianveterans.com/stories/categories/veteran-stories>  
or [www.no2construction.ca](http://www.no2construction.ca)  
(coming in November 2024)  
Right click and copy the image of the veteran you are researching.



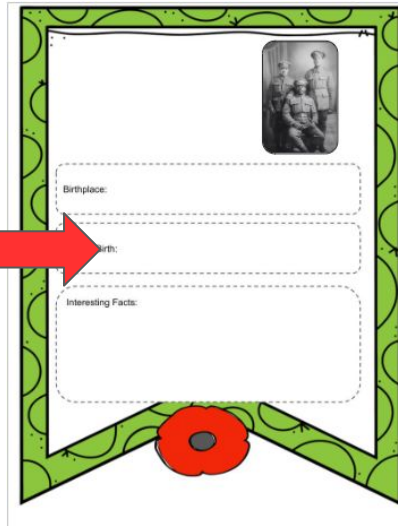
Then, paste the image into the slide. Find the crop image icon and click on the arrow beside the crop icon. It will say MASK IMAGE. Choose a shape for the veteran's photo. I like to use the rectangle with rounded edges. You can adjust the size the image to to fit the space.



Next, add a border to the image. I like to choose 2px in black.



Their final slide should look like this once the image is added. Then, your students can add in their research findings.





# Morphology: Day 3: Grade 1



## **TEACHER NOTES:**

You and your students may have different levels of experience with Morphology. Here are some hints and tips to help you with these lessons.

- Tell the students that when they read un- at the beginning of the word it has a meaning. In this case it means 'not'
- Give the examples provided on the next page.
- Then, ask students to create their own Word Web on the page provided. The Word Web will be a collection of as many words they can think of with the target suffix. You can do this as a large group, or in smaller groups.

**Morphemes** are the smallest units of meaning. Therefore a word can have more than one morpheme.

For example:

The prefix un- usually means 'not'

It is unfair when all are not included.

un-

Meaning: not

unstable	The railway line could be unstable if there is a gap between the rails.
unable	They were unable to fight alongside the white soldiers.
unhappy	Some Battalion members may have been unhappy when they could not fight with the white soldiers.
uncut	The uncut logs were brought to the mills.

un-

Meaning: not



# Morphology: Day 3: Grade 1



## **TEACHER NOTES:**

You and your students may have different levels of experience with Morphology. Here are some hints and tips to help you with these lessons.

- Tell the students that when they read -est at the end of the word it has a meaning. In this case it means 'the most' and is used to compare nouns.
- Give the examples provided on the next page.
- Then, ask students to create their own Word Web on the page provided. The Word Web will be a collection of as many words they can think of with the target suffix.

**Morphemes** are the smallest units of meaning. Therefore a word can have more than one morpheme.

For example:

The suffix -est means 'the most' and is used to compare.

The dog is the fastest in the park.

# -est

Meaning: the most

strongest	She was the strongest soldier.
biggest	I saw the biggest tree in the forest.
fastest	The cheetah is the fastest animal on land.
bravest	The soldier was the bravest member of the Battalion.

**-est**

Meaning: the most



# Morphology: Day 3: Grade 2



## **TEACHER NOTES:**

You and your students may have different levels of experience with Morphology. Here are some hints and tips to help you with these lessons.

- Tell the students that when they read -ist at the end of the word it has a meaning. In this case it means 'one who has strong feelings or beliefs about a topic'.
- Give the examples provided on the next page.
- Then, ask students to create their own Word Web on the page provided. The Word Web will be a collection of as many words they can think of with the target suffix.

**Morphemes** are the smallest units of meaning. Therefore a word can have more than one morpheme.

For example:

The suffix -ist means 'to have a strong belief or interest in something.'

A biologist knows much about plants and biology.

# -ist

Meaning: to have a strong belief or interest in something

specialist	He became a specialist in his area of work.
abolitionist	Someone who believed in ending slavery was an abolitionist.
activist	She works towards social change, she is an activist.
enlist	The black men wanted to join the army and enlist alongside the other soldiers.

**-ist**

Meaning: to have a strong belief or interest in something



# Morphology: Day 3: Grade 3



## **TEACHER NOTES:**

You and your students may have different levels of experience with Morphology. Here are some hints and tips to help you with these lessons.

- Tell the students that when they read -ful at the end of the word it has a meaning. In this case it means 'full of or having'.
- Give the examples provided on the next page.
- Then, ask students to create their own Word Web on the page provided. The Word Web will be a collection of as many words they can think of with the target suffix.

**Morphemes** are the smallest units of meaning. Therefore a word can have more than one morpheme.

For example:

The suffix -ful means full of or having.

Its members of The Black Battalion were helpful in the war.

**-ful**

Meaning: full of or having

meaningful	The poppy is a meaningful symbol of peace
helpful	The members of the Black Battalion were very helpful.
armful	The soldier held an armful of timber.
grateful	We are grateful for all the soldiers did during the war.

**-ful**

Meaning: full of or having

# Morphology: Day 4

## TEACHER NOTES:

Review the prefixes or suffixes discussed on Day 3, as well as their meanings.

Have each student choose one word from the list generated. They can demonstrate their understanding of the morpheme used by drawing an illustration, writing a sentence or both. You can choose the response that works best in your class, or on an individual basis, allowing for differentiated instruction.

Morpheme Response: Draw a Picture

WORD:

Name:

Morpheme Response: Write a Sentence

WORD:

Morpheme Response:

Draw a Picture and Write a Sentence

WORD:

Name:

# Morpheme Response: Draw a Picture

WORD:



Name:

# Morpheme Response: Write a Sentence

WORD:

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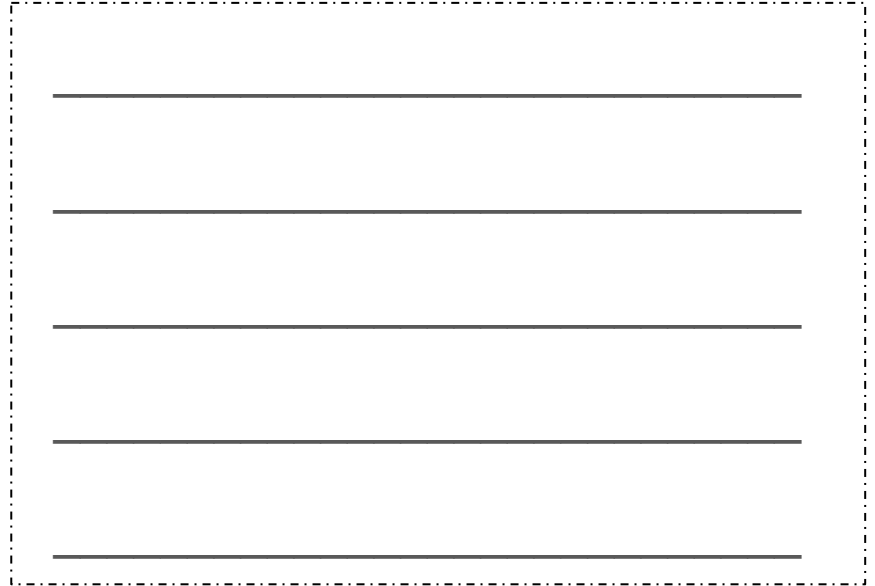
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Name:

# Morpheme Response: Draw a Picture and Write a Sentence

WORD:



Name:

# Phonological Awareness: Day 4

## TEACHER NOTES:

“I do”.

Ask the student listen to the individual sounds you are saying. Then, they will blend them into a word.

Say: “/m/ /e/ /n/. I hear, men.”

“We do”.

Give a the new word // /o/ /g/ and do it together. “I hear the word “log:.

“You do”.

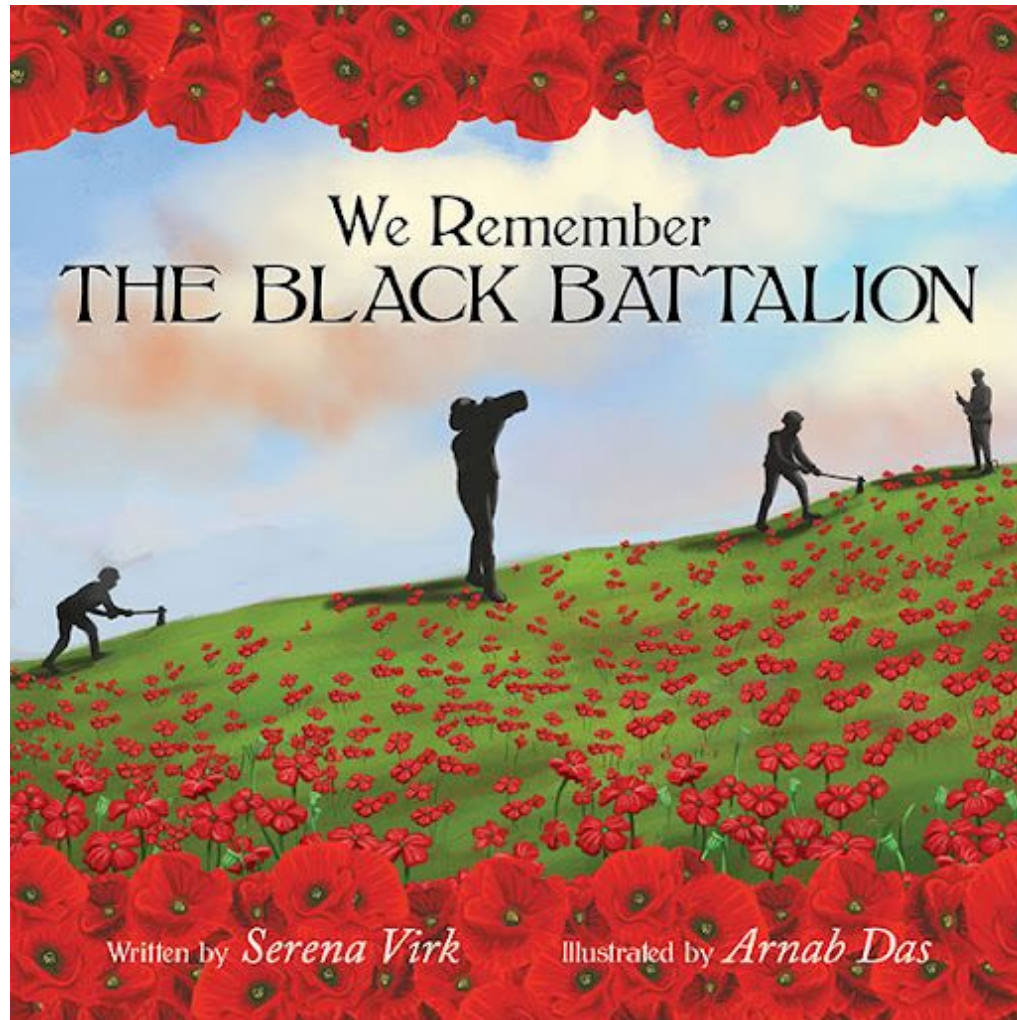
Have students tell you what word they hear for the following:

/n/ /o/ /t/	/h/ /e/ /l/ /p/	/b/ /l/ /a/ /k/
/s/ /k/ /i/ /n/	/m/ /i/ /l/	/m/ /i/ /l/ /z/

## Blending Phonemes to Make Words

Blending (phonemes) smoothly is a challenging skill for some. It helps with fluency and automaticity in reading.





**RE-READ THE STORY.  
HAVE A DISCUSSION  
ABOUT THE  
IMPORTANCE OF  
REPRESENTATION.  
WHY IS IT IMPORTANT  
TO LEARN ABOUT  
MEMBERS OF THE  
BLACK BATTALION?  
RECORD STUDENTS  
THINKING ON A CHART.**

Representation means accurately representing a diverse set of experiences and history.

Why is it important to read books that represent experiences of different racial or ethnic groups when discussing Remembrance Day?

# Research Project

## Day 4: Independent or Group Research

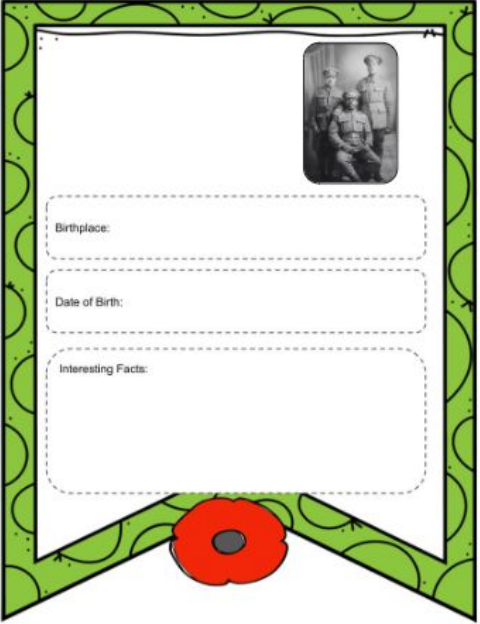
### TEACHER NOTES:

Today, the students will finish their own slide. Be sure to include the link to the Black Canadian Veterans Website:

<https://www.blackcanadianveterans.com/stories/categories/veteran-stories>

[Share the slides](#) with the students. Be sure to make it a forced copy and give them editing privileges. After they hand it into you, there are several options:

1. Print them out for your bulletin board
2. Collect all of the slides together and present it at the Remembrance Day Assembly
3. Share some of your research with school families in a newsletter
4. Go into other classes in the school and share what you learned about the Black Battalion.



A template for a research slide. It features a green border with a white circular pattern. At the bottom center, there is a red poppy. The slide contains a photo placeholder in the top right corner, and three dashed-line boxes for text entry: "Birthplace:", "Date of Birth:", and "Interesting Facts:".

# Phonological Awareness: Day 5

## **TEACHER NOTES:**

### **MODEL**

#### **I DO:**

Ask students to listen as you say the word **man**

Tell them you will say the word **man**, but change the /n/ for /d/ (**mad**).

#### **WE DO:**

Repeat the instructions above, but have students do the substitution too.

#### **YOU DO:**

Say mad, but change /a/ for /u/ (mud).

Say mud, but change /d/ for /g/ (mug).

Say mug, but change /m/ for /l/ (lug).

Say lug, but change /u/ for /o/ (log).

Say log, but add /s/ at the end (logs).

## **Phoneme Substitution and Addition**

This means changing one sound for another, or adding a sound. When modelling, it is important to use the sound (phoneme), not the letter (grapheme)



# Share Your Learning With the Author

## TEACHER NOTES:

Serena Virk wants to hear from you and your students! Please be sure to share your learning with her. Tell her what you and your students learned by reading her book. Take photos of your students' work, bulletin boards, or any other examples of learning and send them to Serena. Templates to write letters have been included, should you wish to use them.

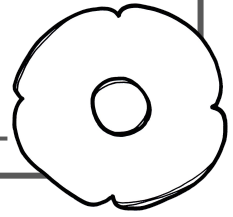
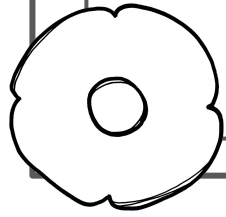
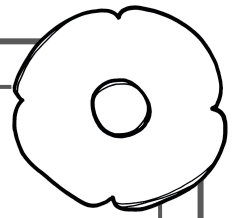
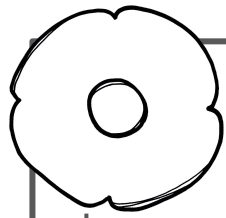
Here is how you can get in touch with Serena.

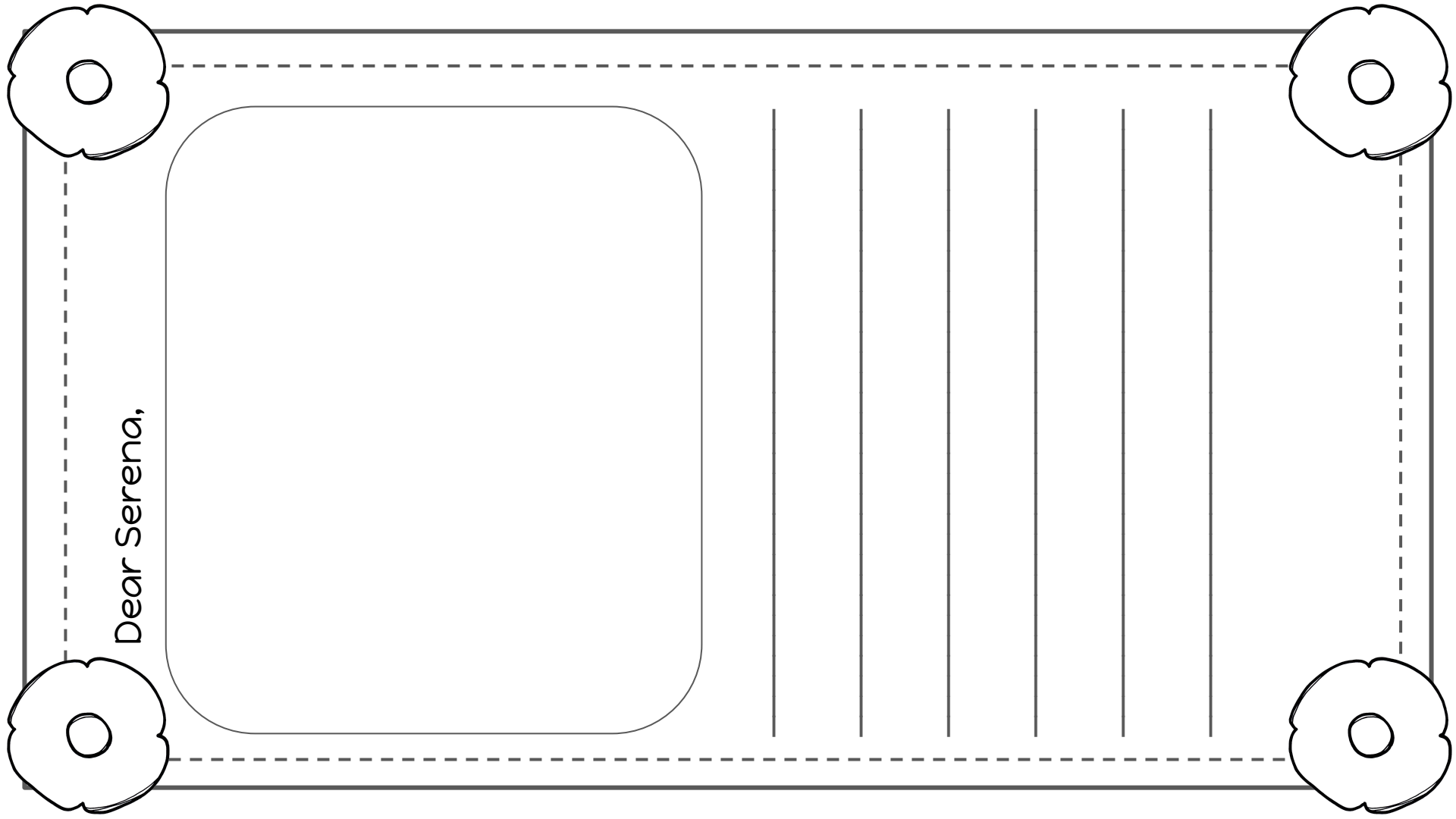
Be sure to tag @virkbooks and @lessonswithhart to show off your amazing work. Alternatively, you can send an email to [virkserena@gmail.com](mailto:virkserena@gmail.com)



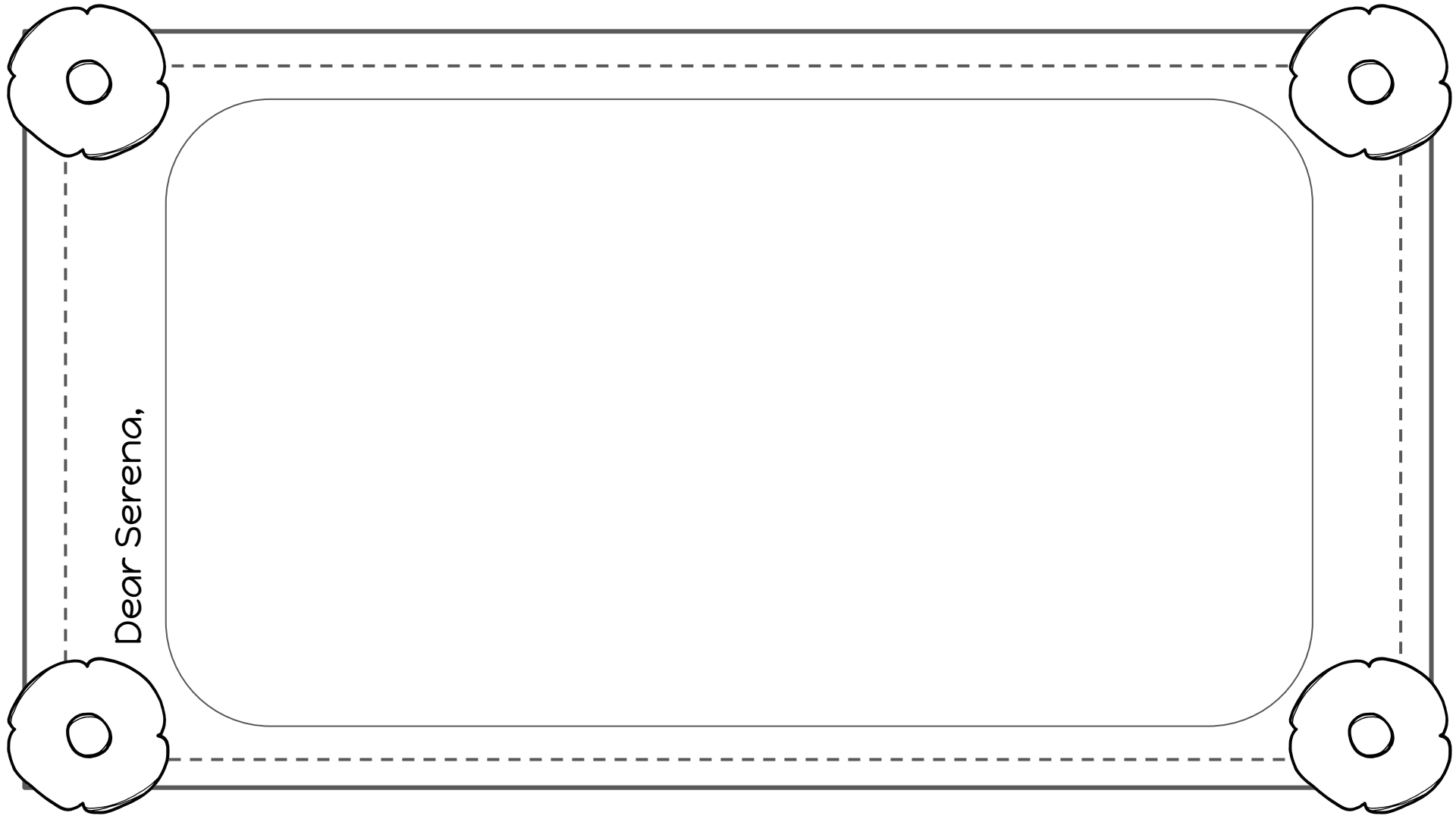
Dear Serena,

A series of 12 vertical lines providing a guide for writing the body of the letter.





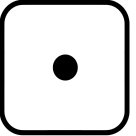


Dear Serena,






Dear Serena,

# Consolidation: Day 5: Grade 1

Have students sit in a circle. One student rolls a die. Read the question corresponding to the number rolled. Record the students responses for your bulletin board.

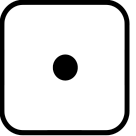


	Name one thing the members of the Black Battalion did during the war?
	Name one veteran your class learned about.
	Where was one of the veterans born?




	What does it mean when you add the prefix un- to a word?
	Name 2 words with the prefix un-?
	What is one thing you will remember about the Black Battalion?

## LET'S REFLECT ON OUR LEARNING

# Consolidation: Day 5: Grade 2

Have students sit in a circle. One student rolls a die. Read the question corresponding to the number rolled. Record the students responses for your bulletin board.




	Name one thing the members of the Black Battalion did during the war?
	Name one veteran your class learned about.
	Where was one of the veterans born?




	What does it mean when you add the suffix -est to a word?
	Name 2 words with the suffix -est?
	What is one thing you will remember about the Black Battalion?

## LET'S REFLECT ON OUR LEARNING

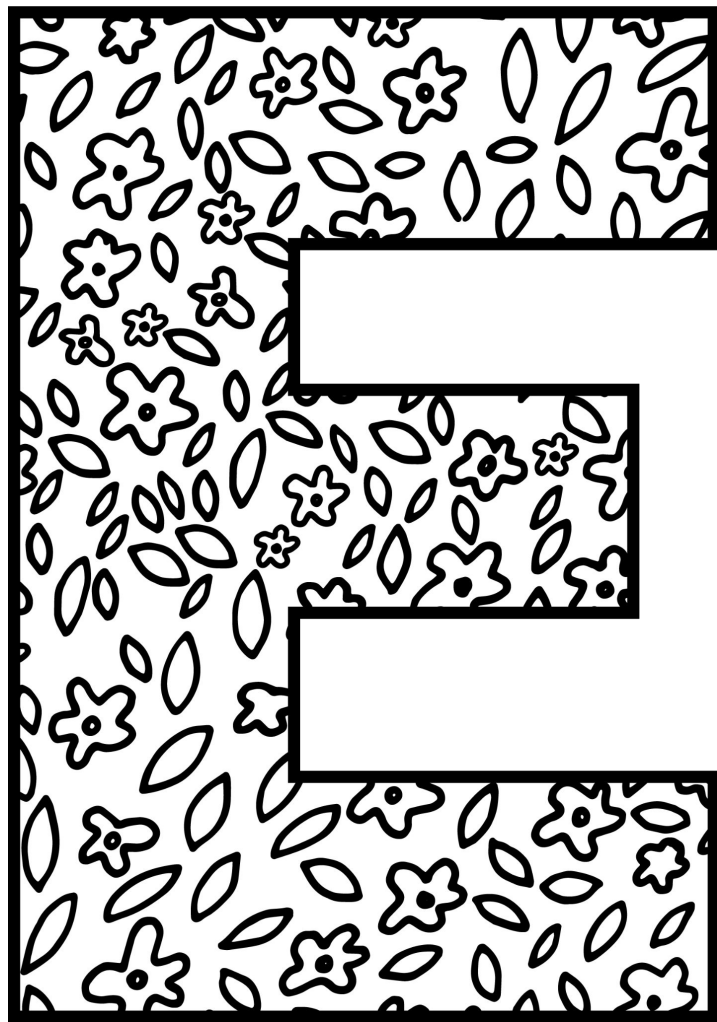
# Consolidation: Day 5: Grade 3

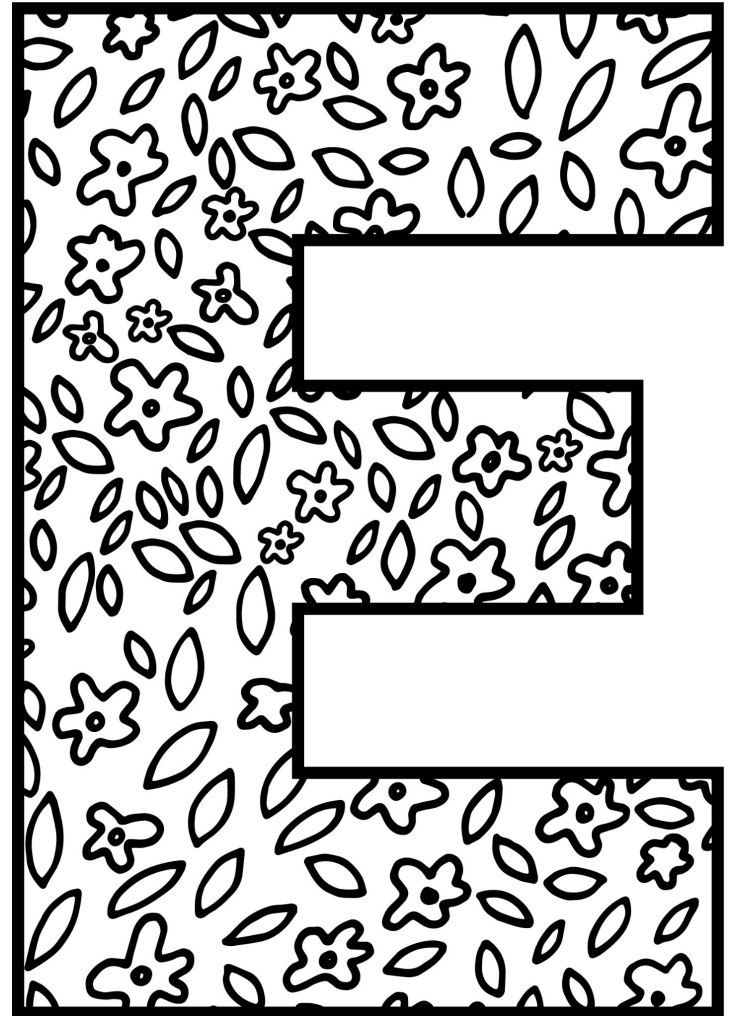
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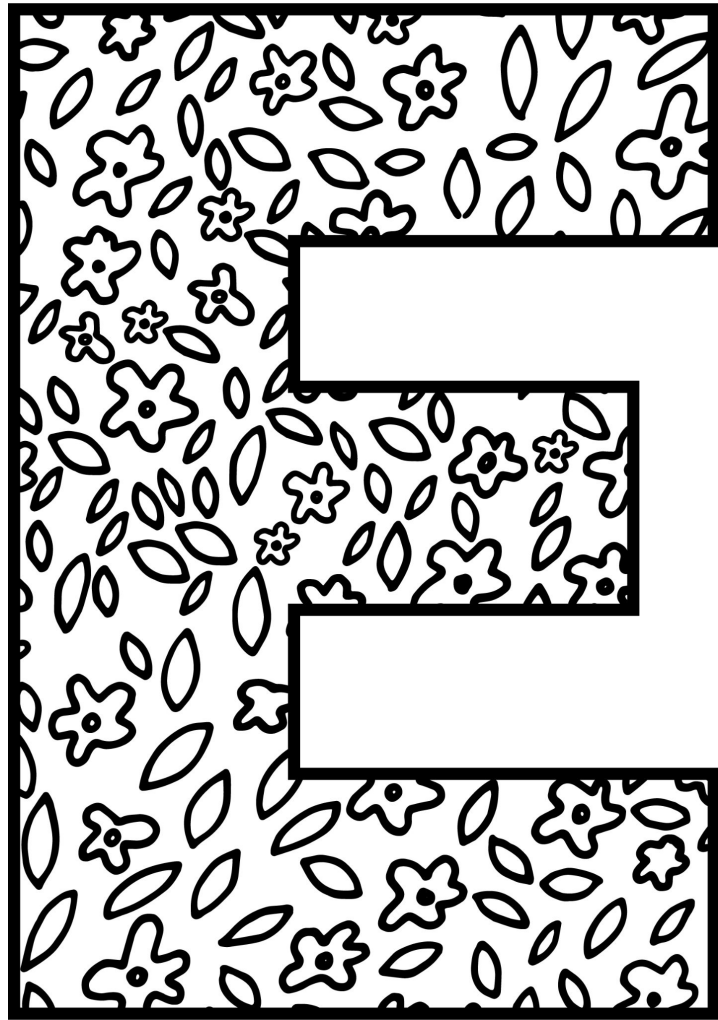
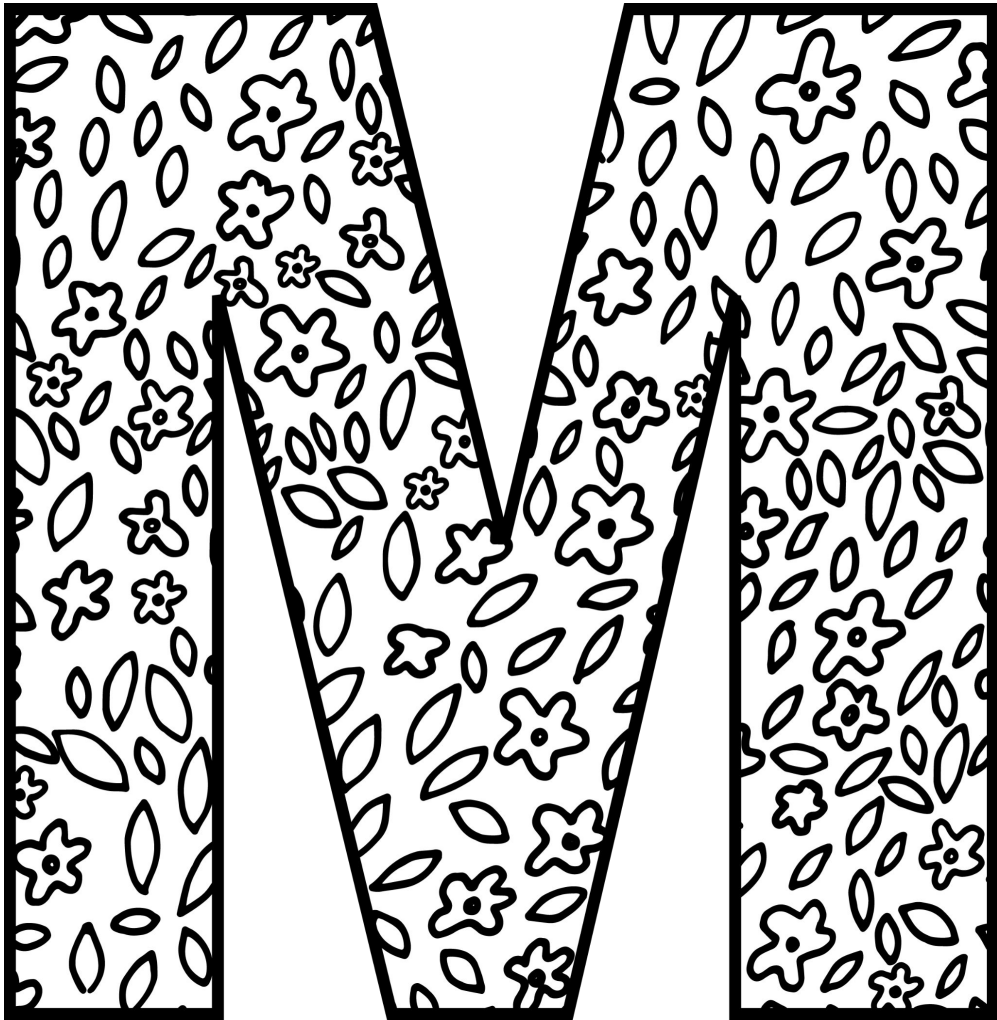
	Name one thing the members of the Black Battalion did during the war?
	Name one veteran your class learned about.
	Where was one of the veterans born?

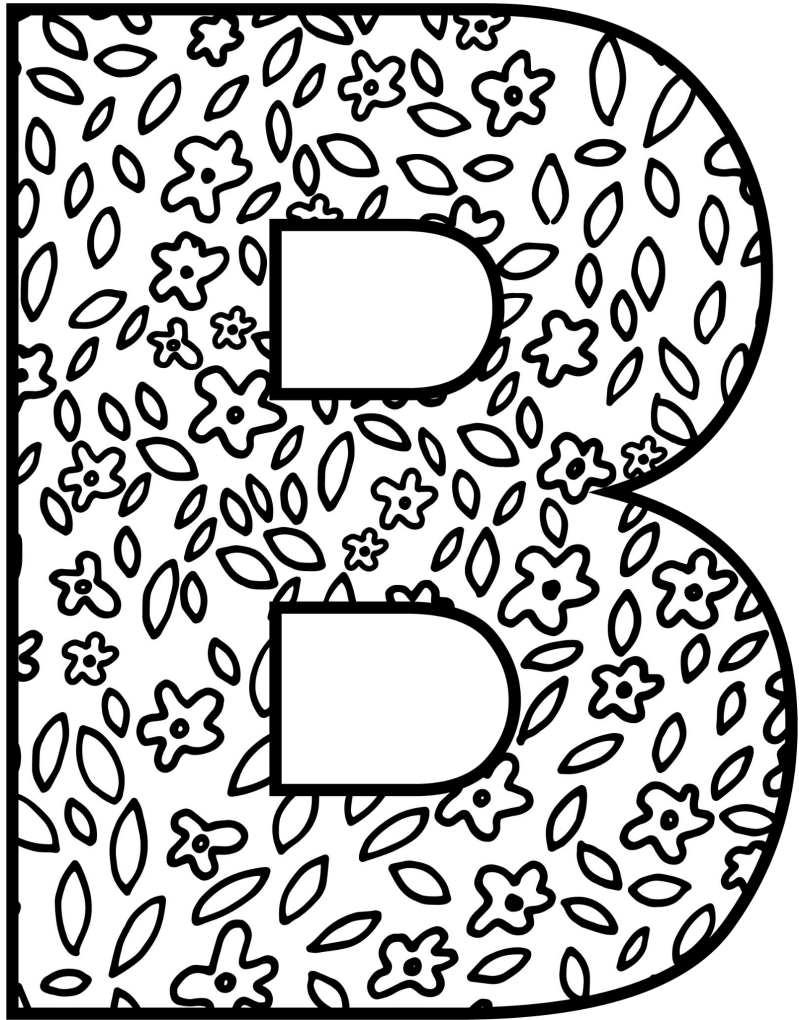
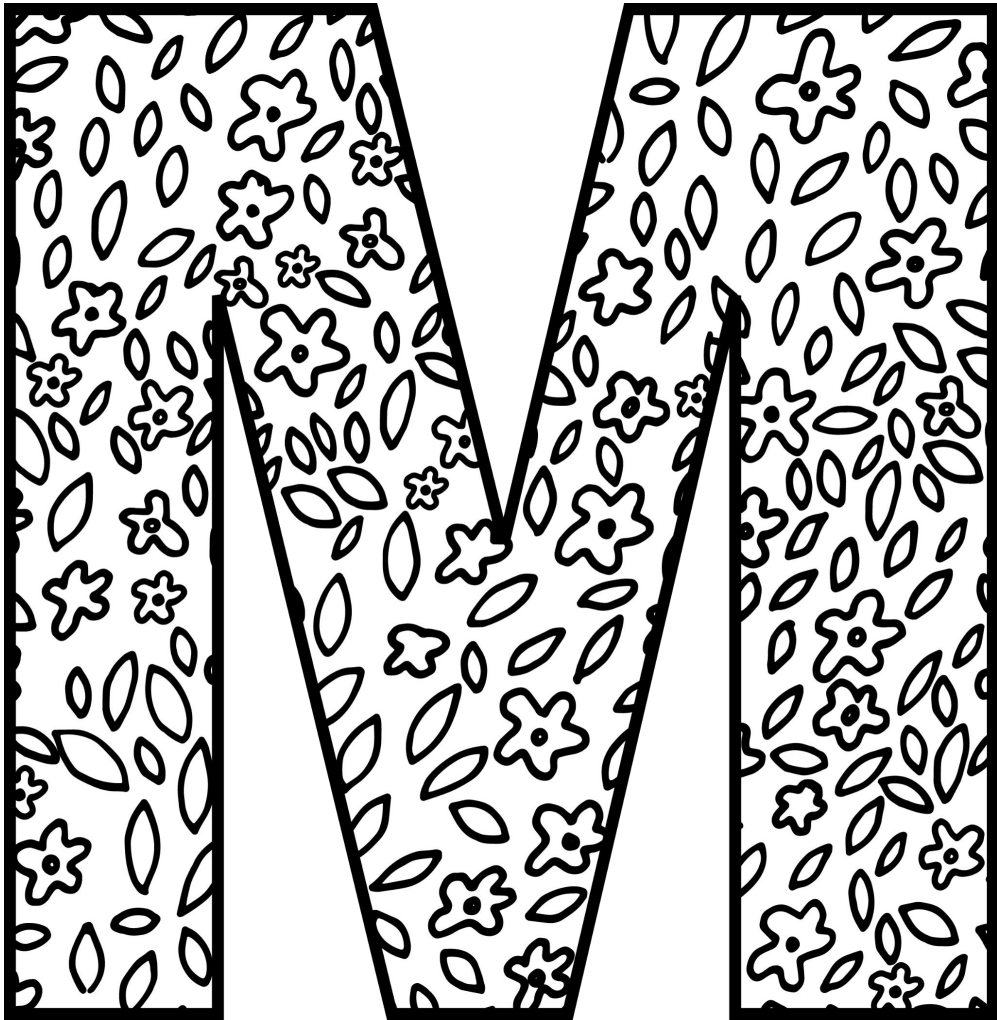
	What does it mean when you add the suffix -ful to a word?
	Name 2 words with the suffix -ful?
	What is one thing you will remember about the Black Battalion?

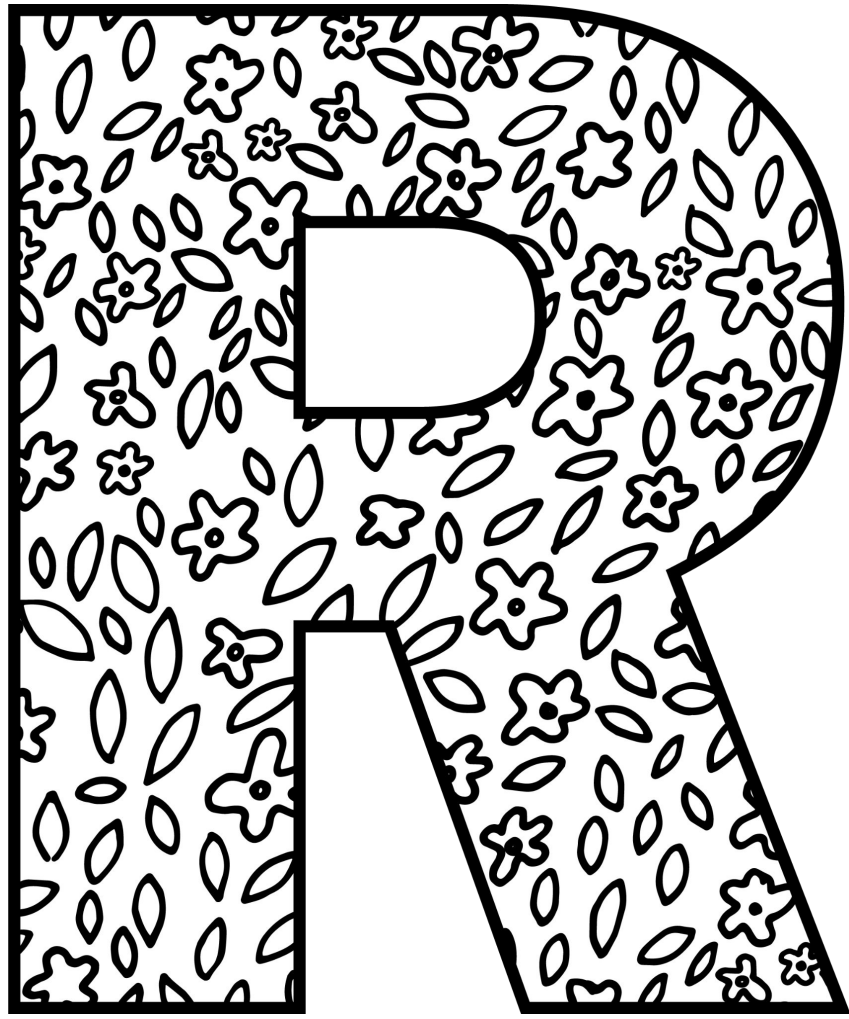
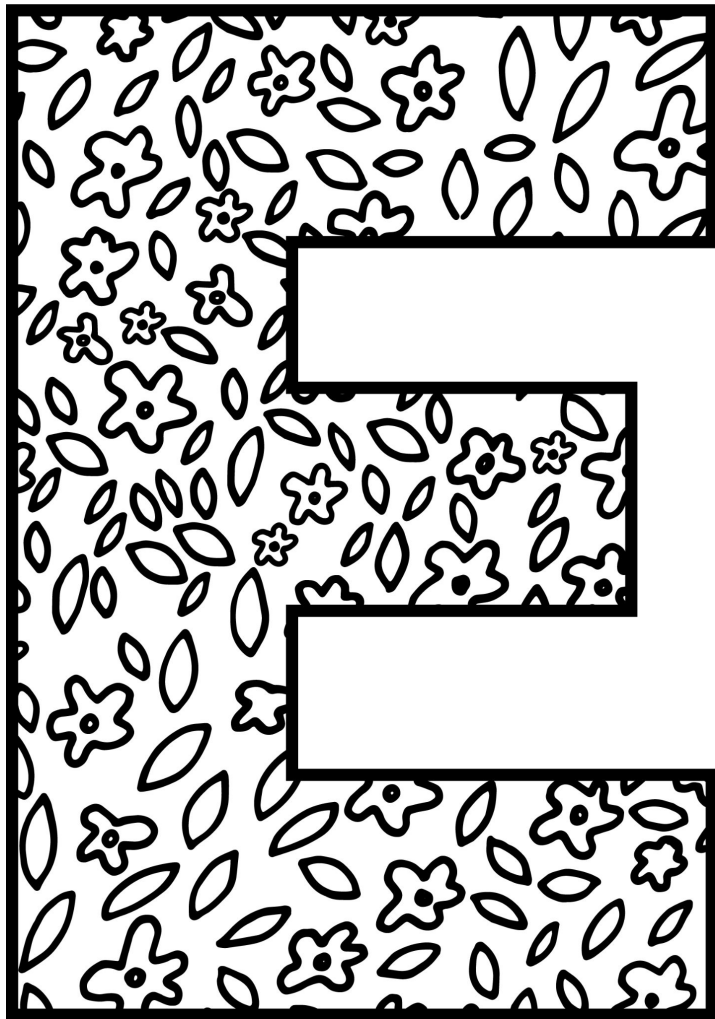
## LET'S REFLECT ON OUR LEARNING

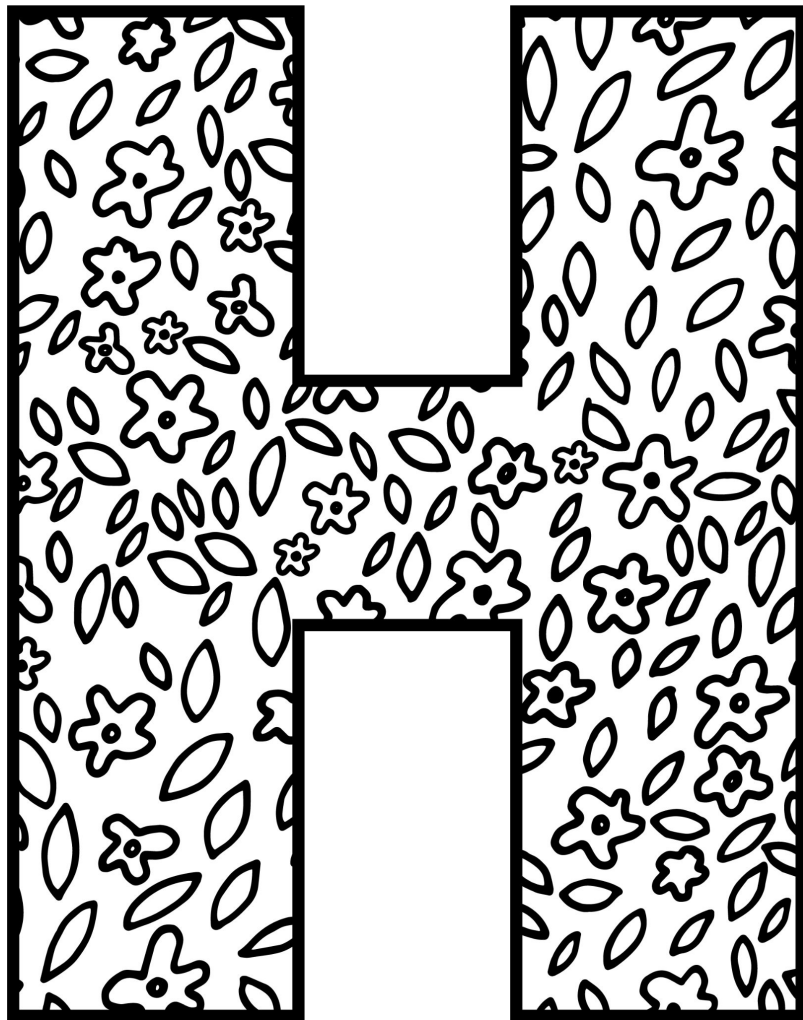
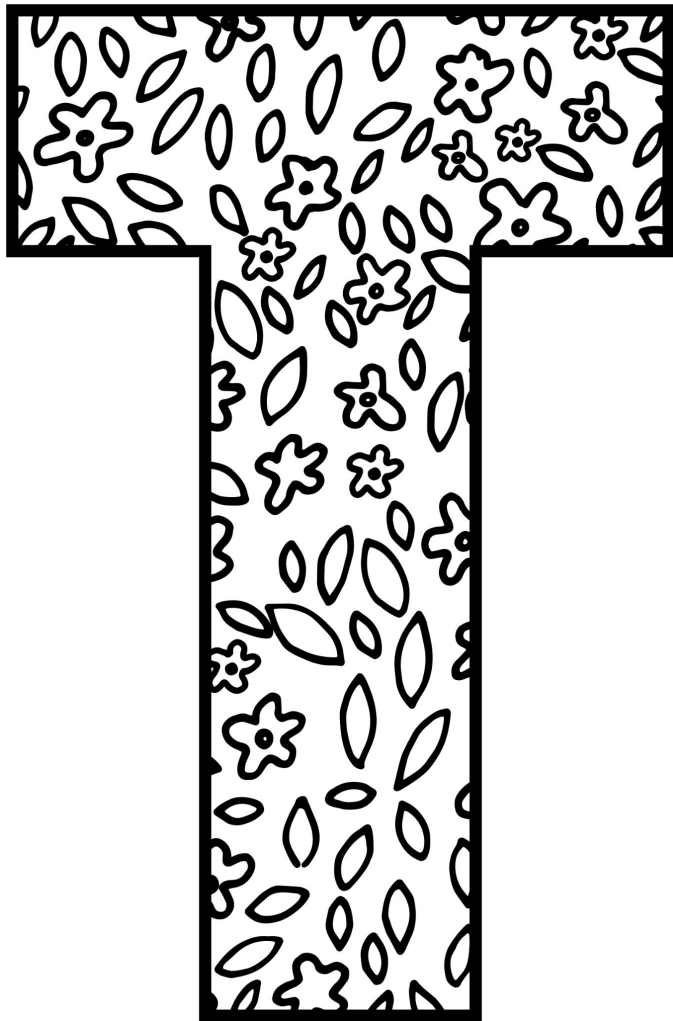


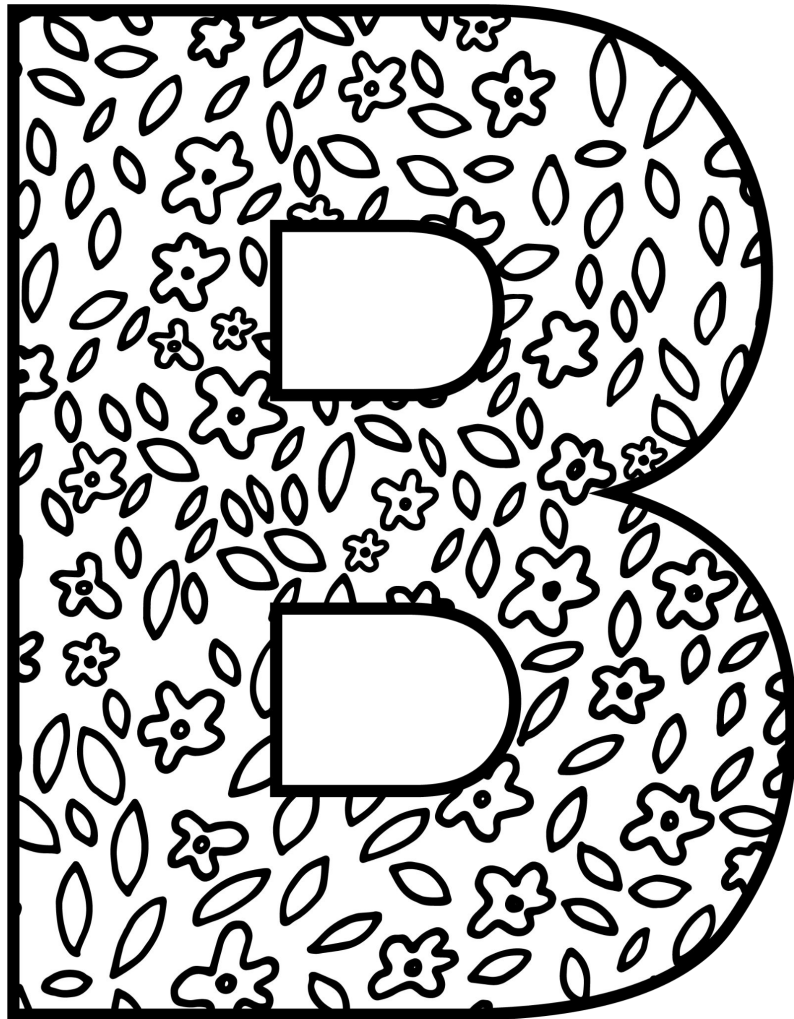
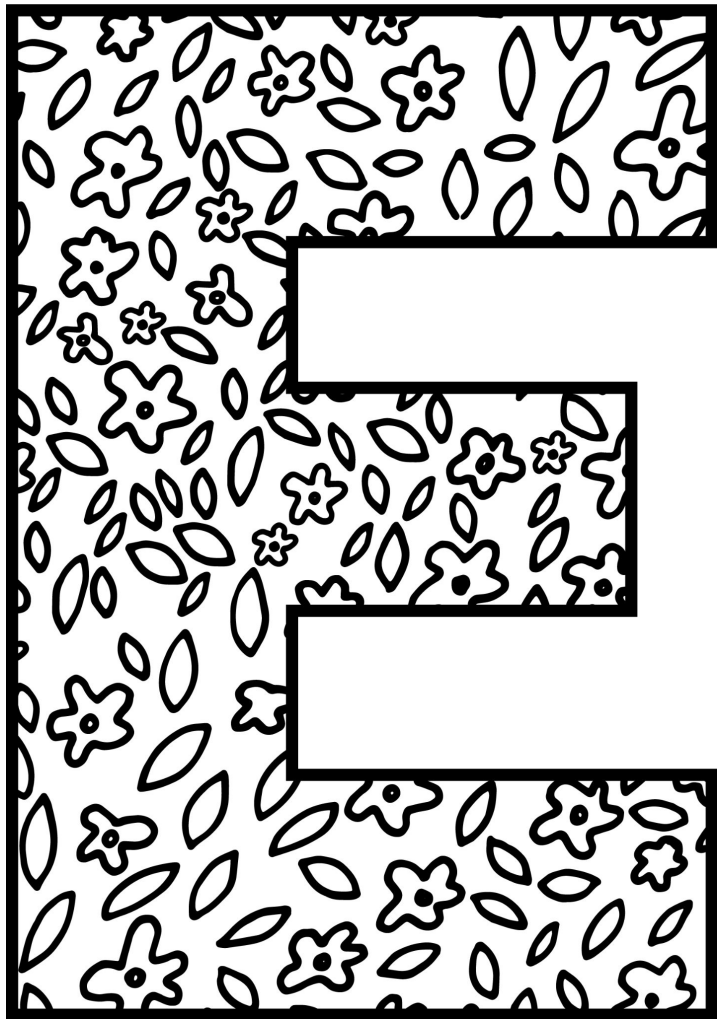


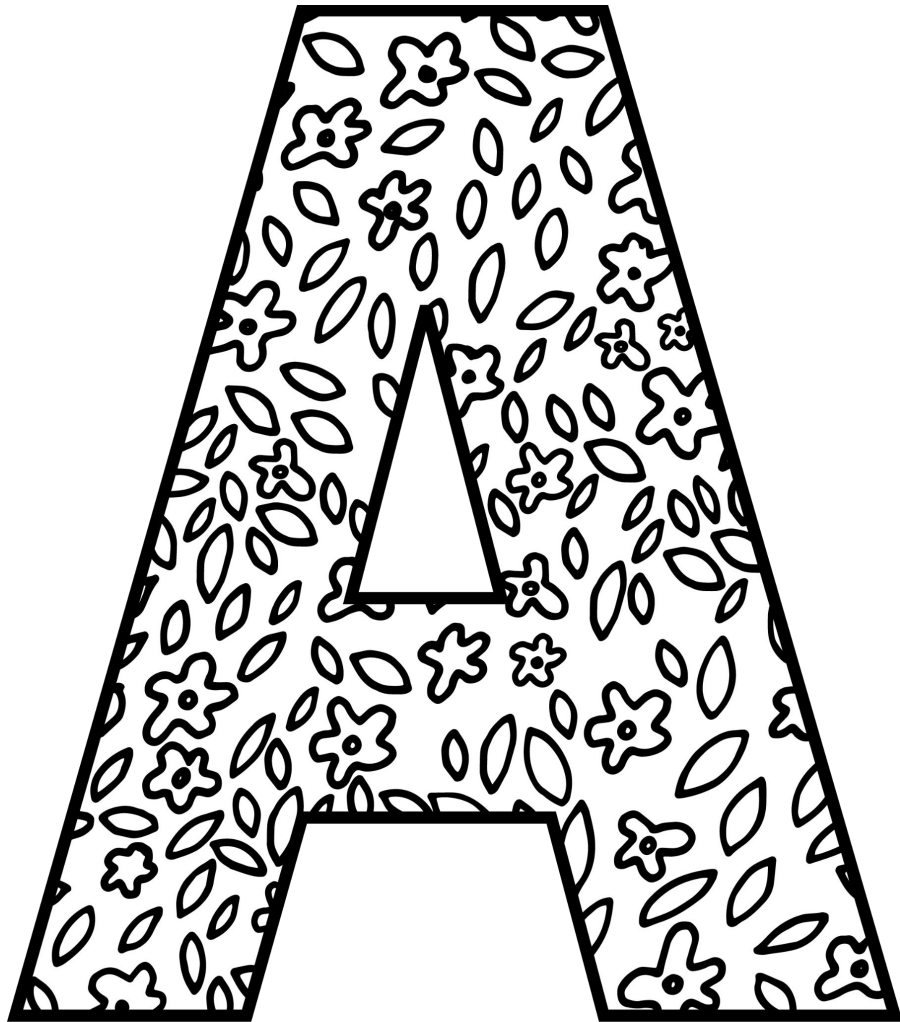
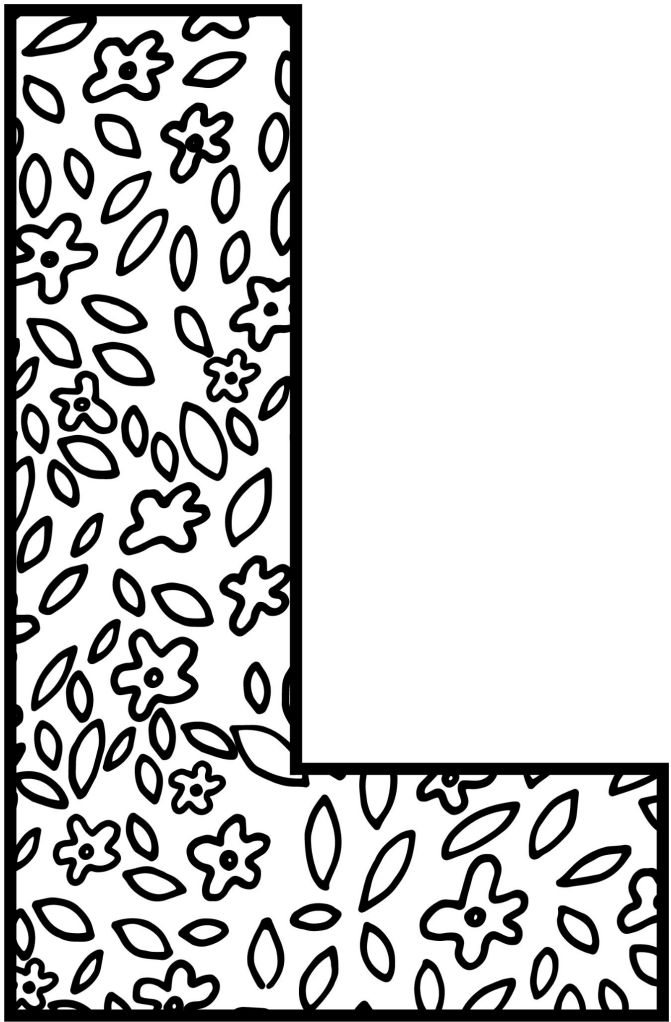


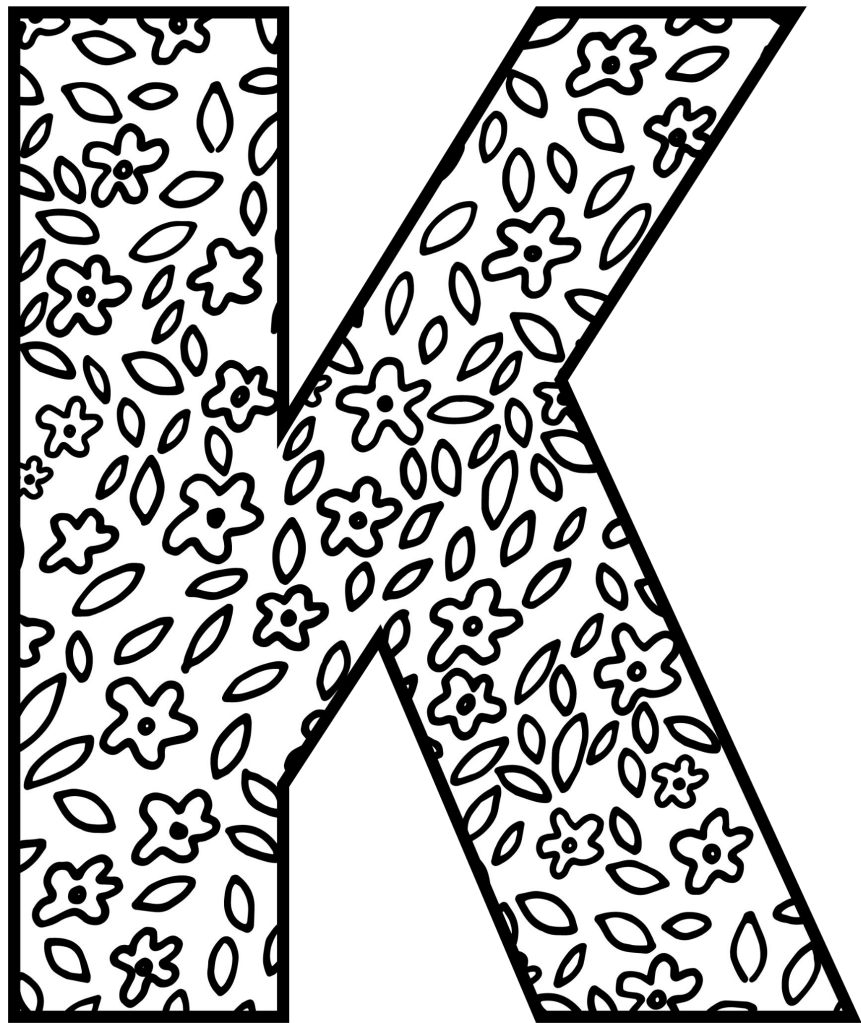
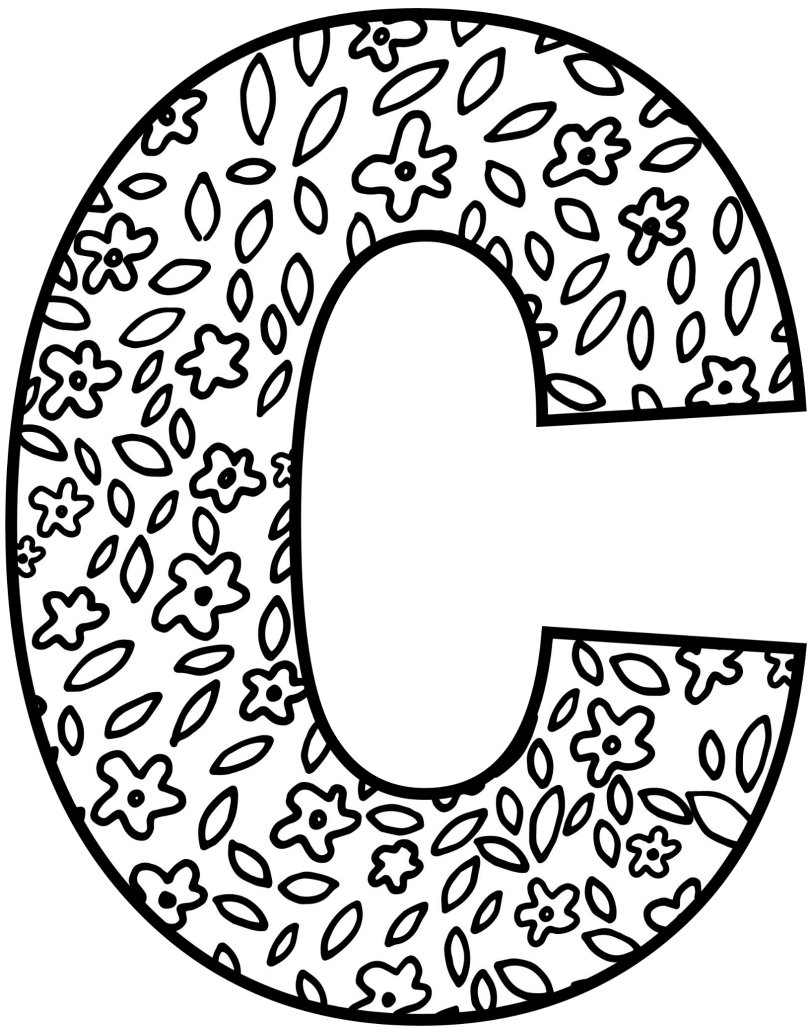


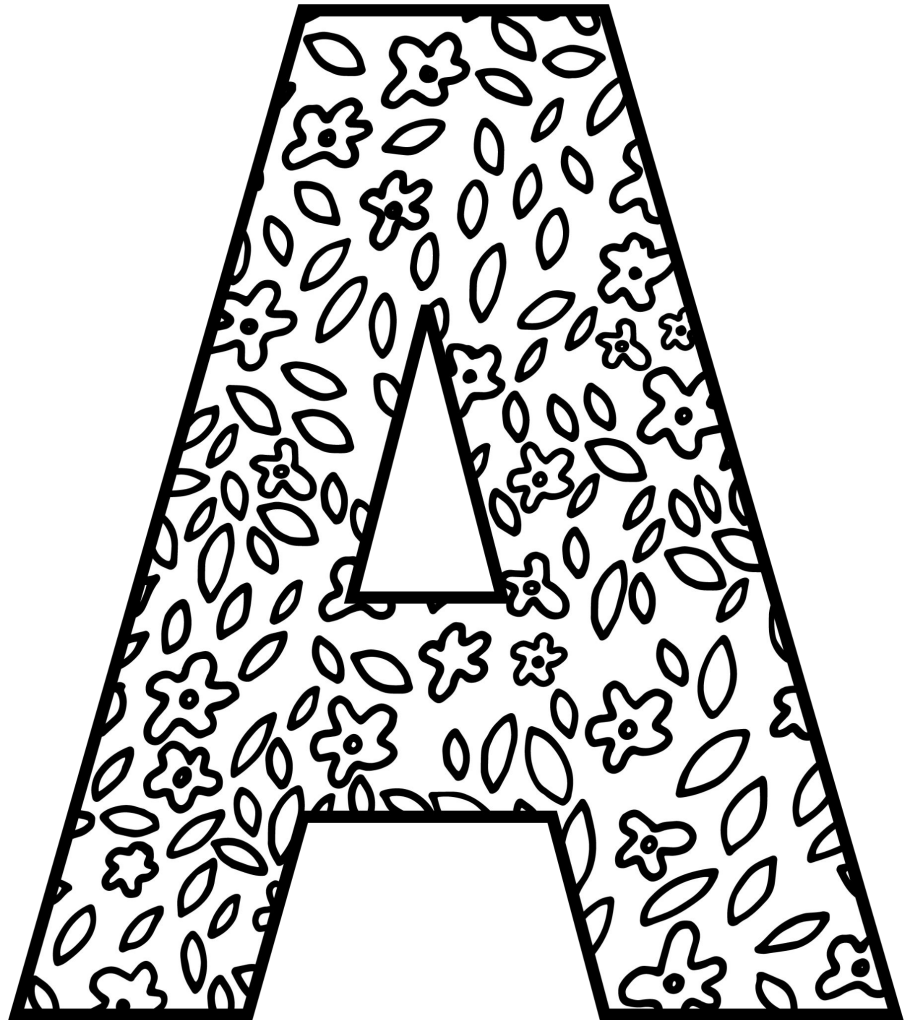
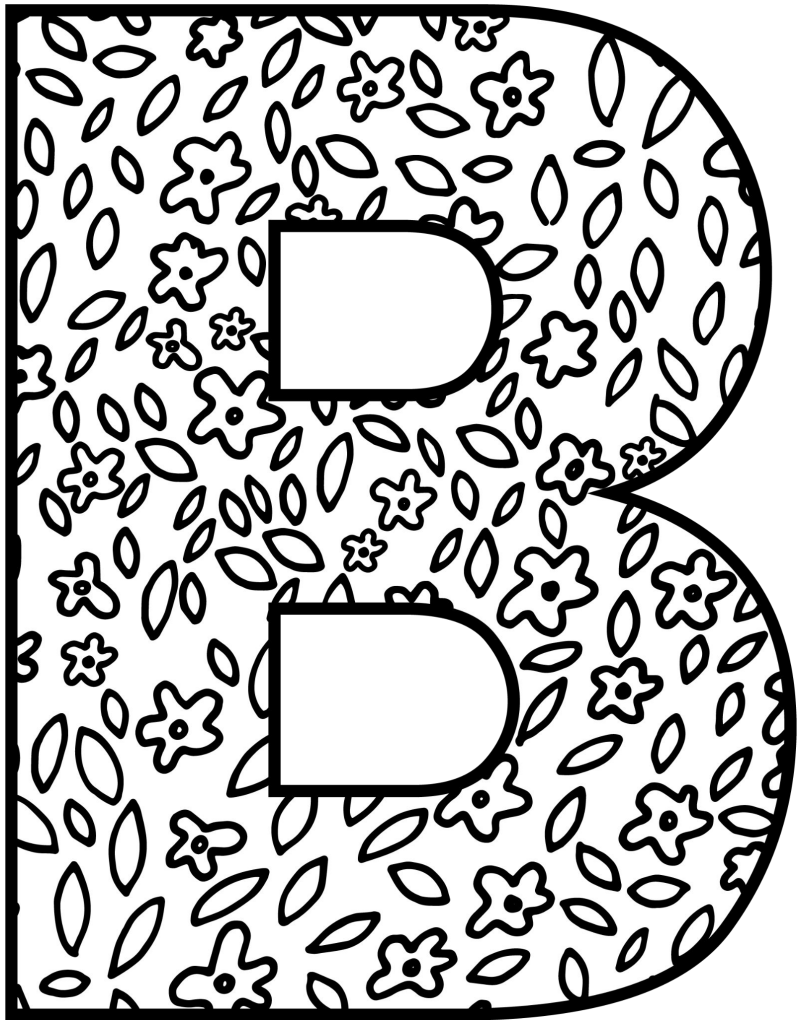


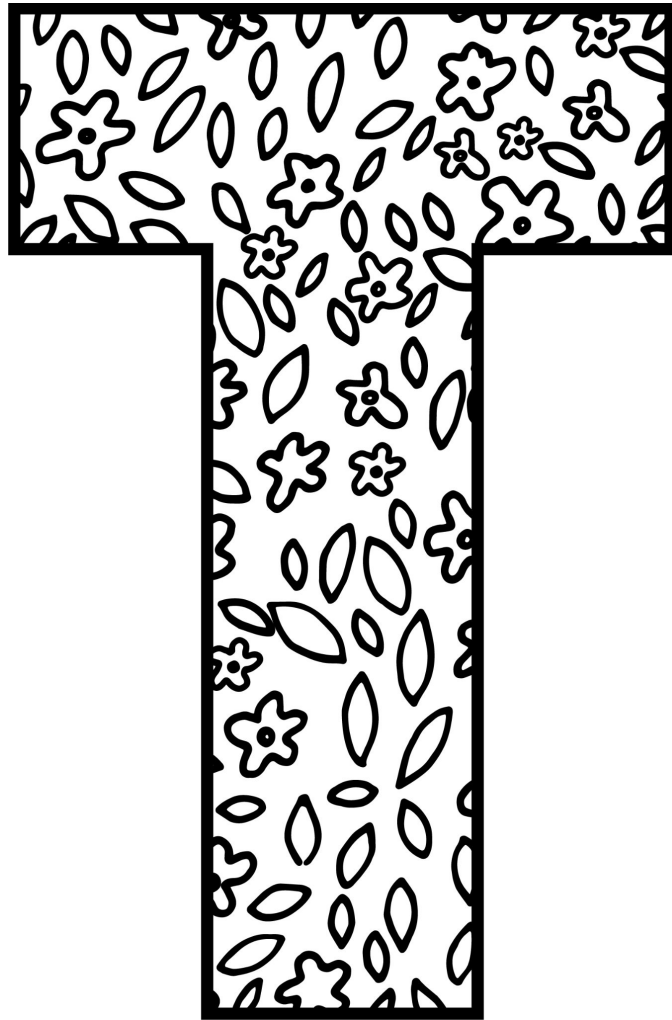
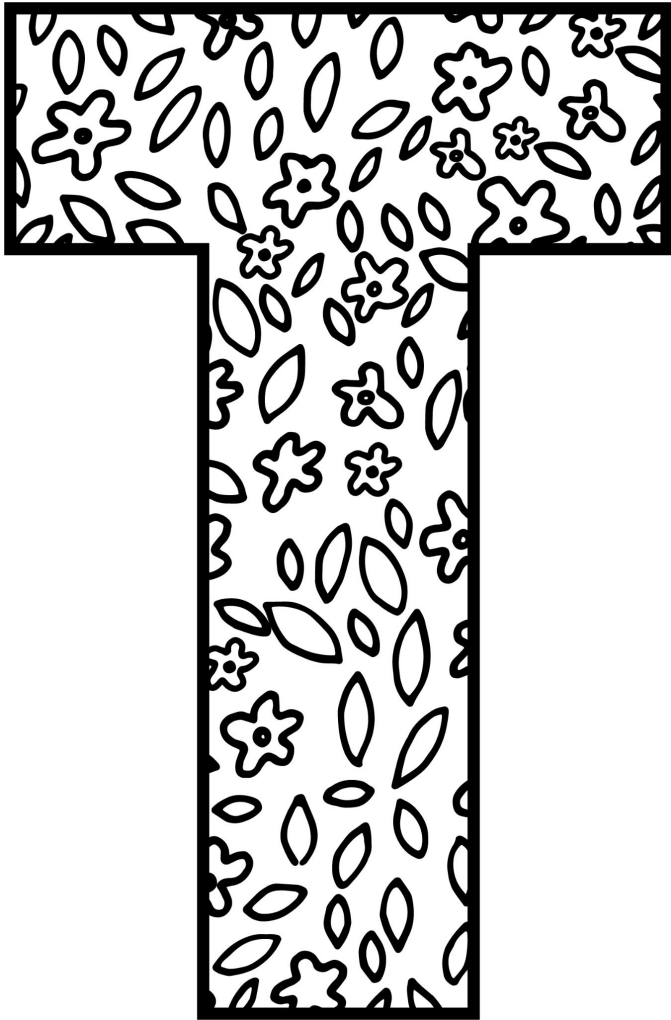


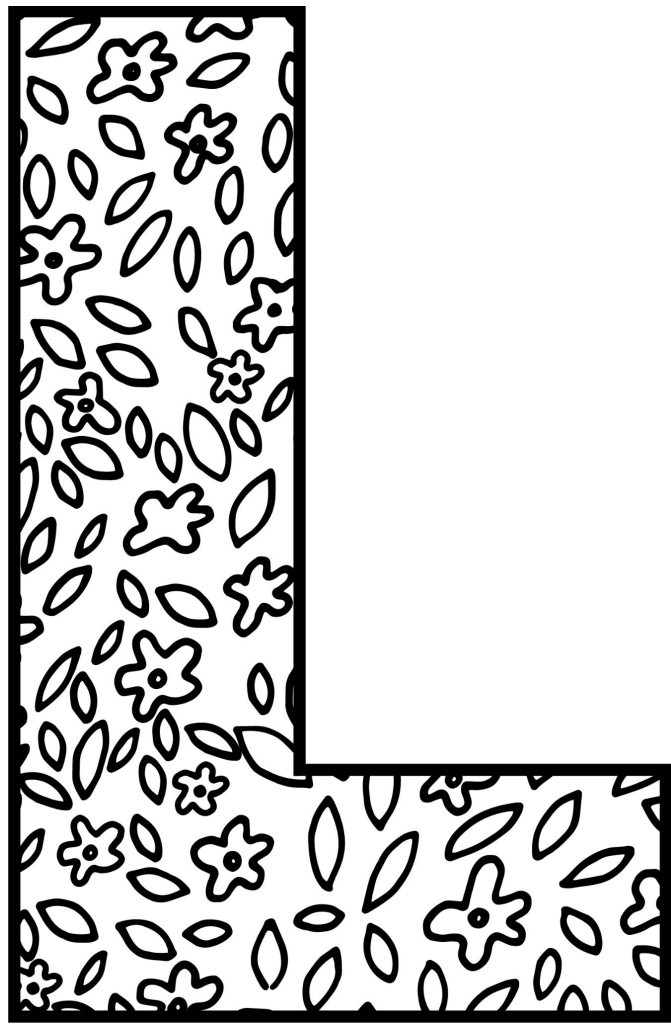
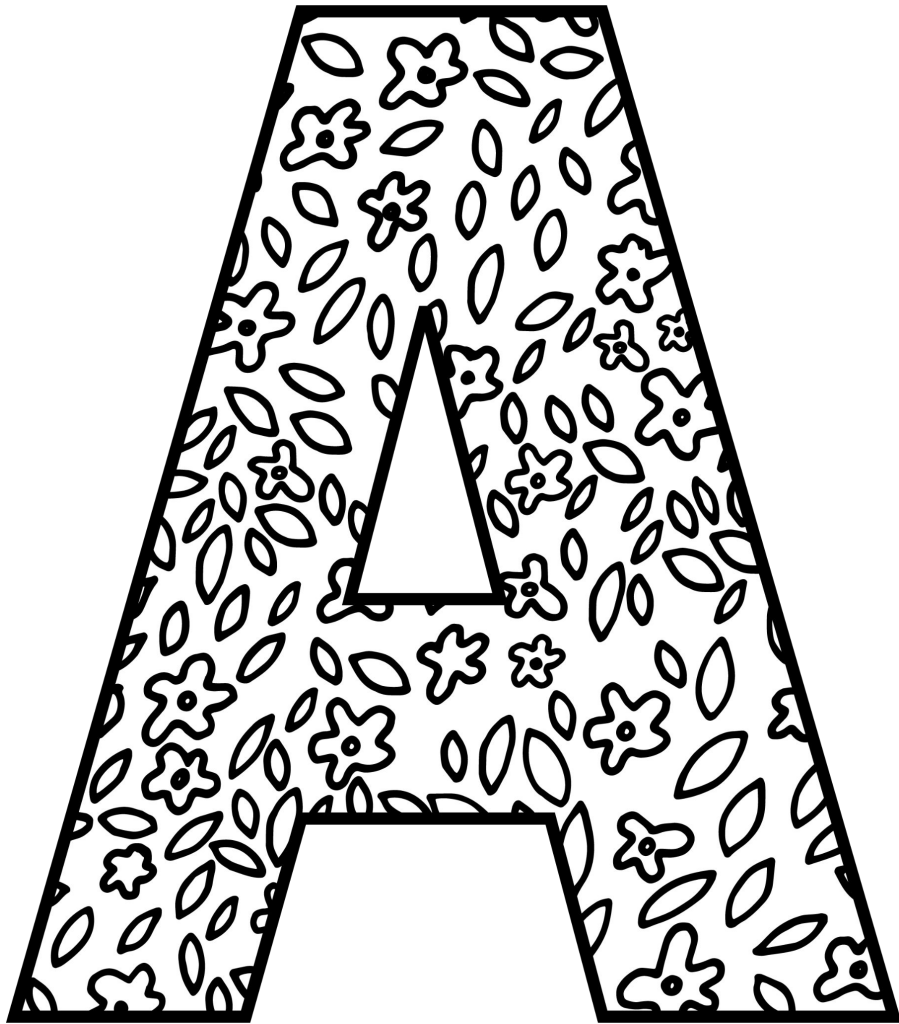


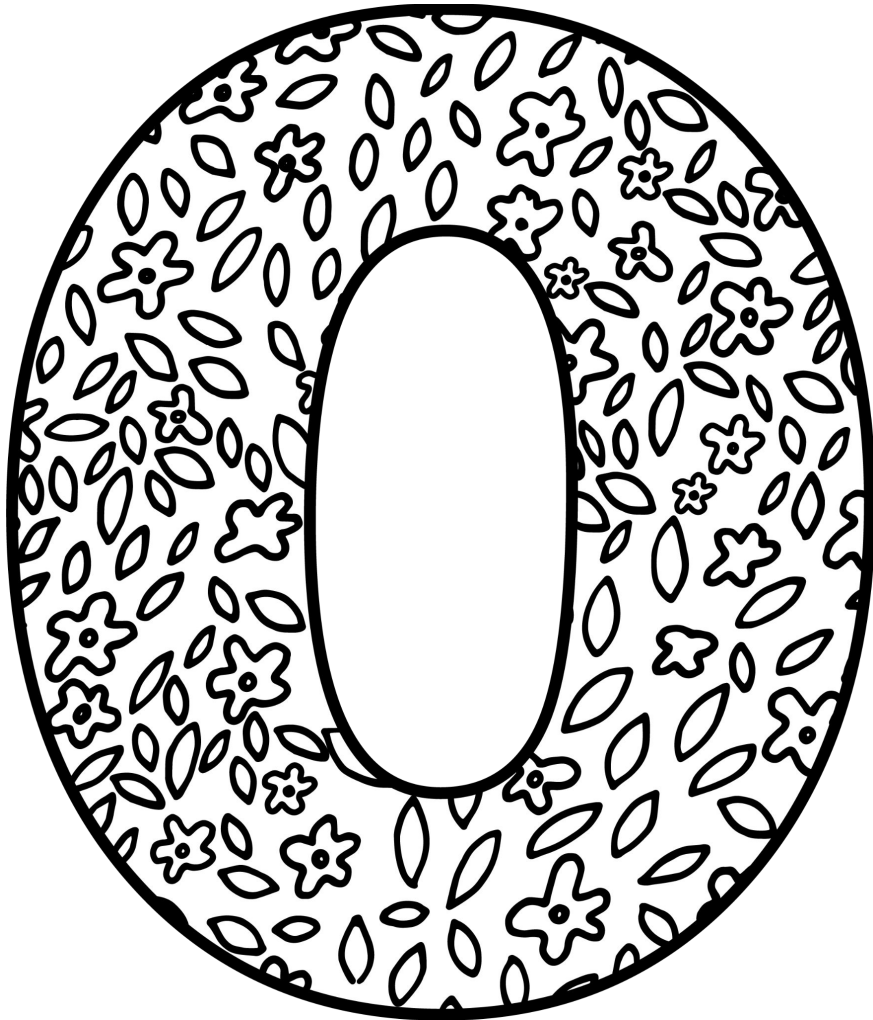


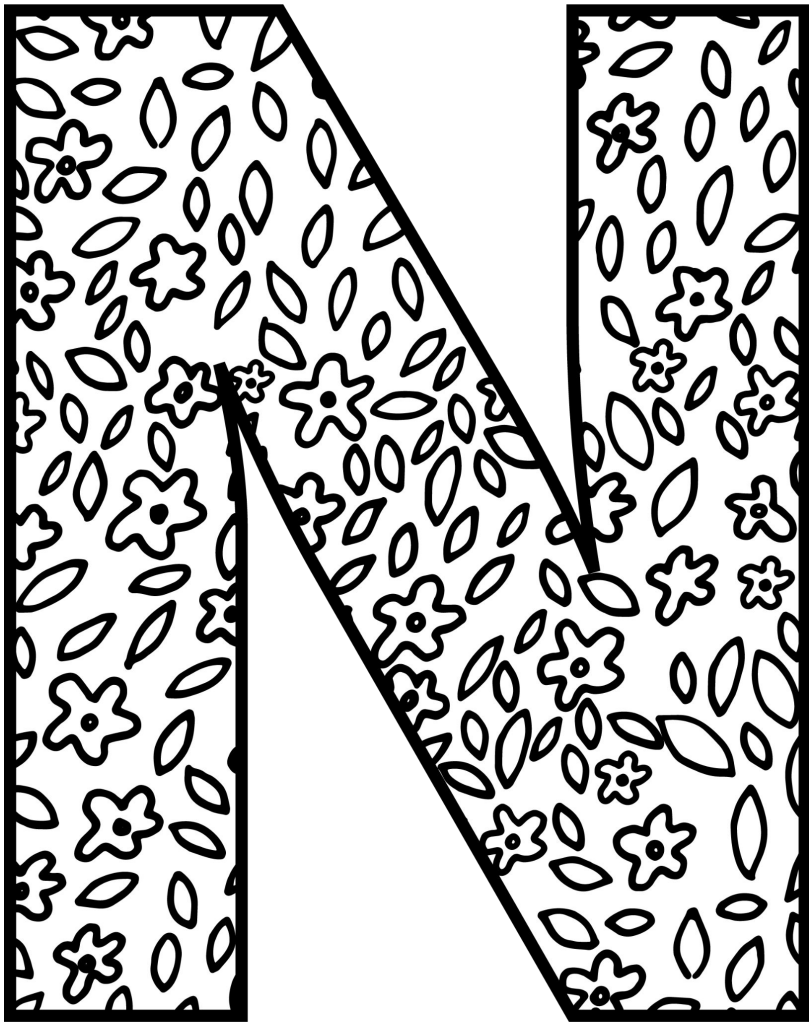












The clipart in this package is courtesy of:



**Tourmalin Wolf**

