

***BC Reads: Adult Literacy Fundamental English - Course  
Pack 1***

# **BC Reads: Adult Literacy Fundamental English - Course Pack 1**

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Shantel Ivits

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# About the Book

*BC Reads: Adult Literacy Fundamental English – Course Pack 1* was created by Shantel Ivits. This creation is a part of the [B.C. Open Textbook project](#).

The B.C. Open Textbook project began in 2012 with the goal of making post-secondary education in British Columbia more accessible by reducing student cost through the use of openly licensed textbooks. The B.C. Open Textbook project is administered by BCcampus and funded by the British Columbia Ministry of Advanced Education.

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For more information about this project, please contact [opentext@bccampus.ca](mailto:opentext@bccampus.ca).

If you are an instructor who is using this book for a course, [please let us know](#).

## 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 reader contains nine original stories written specifically for adults, and is designed to accompany the *BC Reads: Adult Literacy Fundamental English – Reader 1*. 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



*Wetland*

## *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**

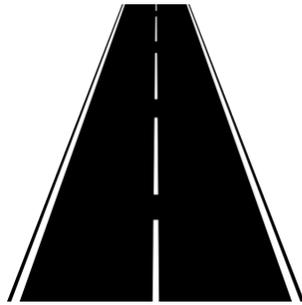
- What are some ways that plants help people?

## Picture Dictionary

Use the pictures to help you figure out the words.



hurt



street



braid



house



grass



break

				
feelings	bend	walk		
				
roots				
<b>Practice reading the words without the pictures.</b>				
street	house	walk	bend	break
hurt	grass	roots	braid	feelings

## Word Skills

### *Word Patterns*

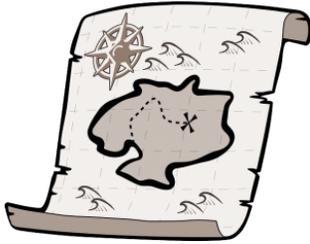
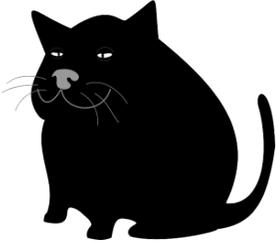
The letters **a**, **e**, **i**, **o**, and **u** are called **vowels**. The letter **a** says /a/ like in apple.



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

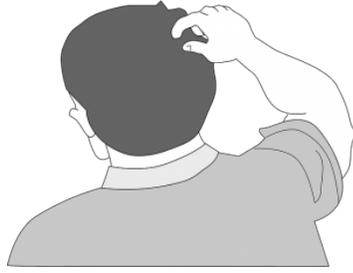
**Match the word to the picture.**

cap	sad	rat	sat
fat	map	mad	nap

		
<p>1. _____</p>	<p>2. _____</p>	<p>3. _____</p>
		
<p>4. _____</p>	<p>5. _____</p>	<p>6. _____</p>
		
<p>7. _____</p>	<p>8. _____</p>	

### Word Patterns

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



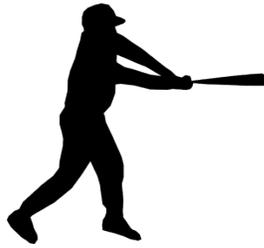
*The letter **i** says /i/ like in  
itch.*

**Match the word to the picture.**

lip	wig	rip
hit	fin	dig



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_



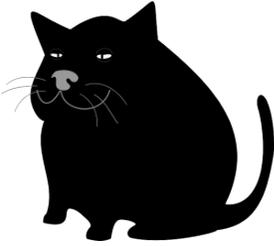
13. \_\_\_\_\_



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.

<hr style="border: 1px solid black;"/> <hr style="border: 1px dashed black;"/> <hr style="border: 1px solid black;"/>
I am mad.
<hr style="border: 1px solid black;"/> <hr style="border: 1px dashed black;"/> <hr style="border: 1px solid black;"/>

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* in *BC Reads: Adult Literacy Fundamental English – Reader 1*.

<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/07/Sweetgrass.mp3>

## 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 _____	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*

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 -----.

### *Attributions*

See the [Attributions](#) page near the end of this book.

*Answer Key***Word Skills**

<b>QUESTION</b>	<b>ANSWER</b>
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
<b>Check Your Understanding</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	no
2	yes
3	yes
4	no
5	no
6	yes
<b>Writing</b>	
<b>LOWER CASE</b>	<b>UPPER CASE</b>

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



*Flowers*

## *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

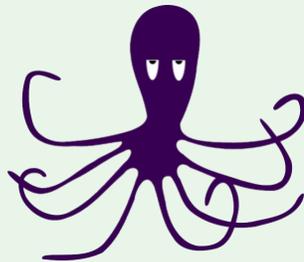
Practice reading these words without the pictures.

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



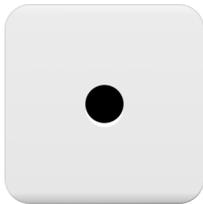
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



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



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

## Word Patterns

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



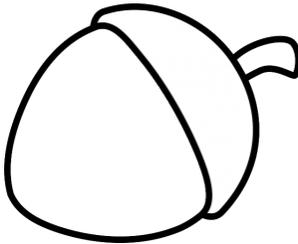
*The letter **u** says  
/u/ like in up.*

Match each word to a picture.

sun	mud	rug	mug	pup
bug	cup	gum	nut	



11. \_\_\_\_\_



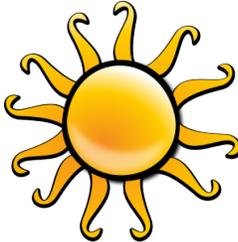
12. \_\_\_\_\_



13. \_\_\_\_\_



14. \_\_\_\_\_



15. \_\_\_\_\_



16. \_\_\_\_\_



17. \_\_\_\_\_



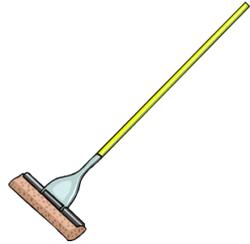
18. \_\_\_\_\_



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.

<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
---

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* in *BC Reads: Adult Literacy Fundamental English – Reader 1*.

<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/07/A-New-Flower.mp3>

## Check Your Understanding

- Who goes on a plane for the first time?  
\_\_\_\_\_ goes on a plane for the first time.
- What does the grandma see that she has never seen before?  
The grandma sees a \_\_\_\_\_.
- 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 ___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 _____		

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
<b>Check Your Understanding</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	The grandma
2	flower
3	hunt, fish, farm

4	flowers
<b>Writing</b>	
<b>UPPER CASE</b>	<b>LOWER CASE</b>
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

### *Attributions*

See the [Attributions](#) page near the end of this book.

# The Sack Garden



*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.



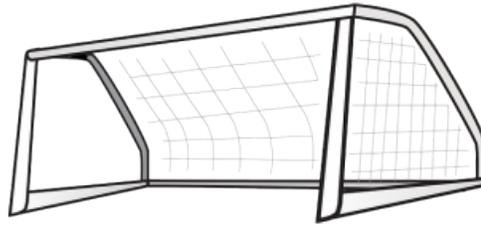
*A short /e/ says /e/ like  
in Expo.*

**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.

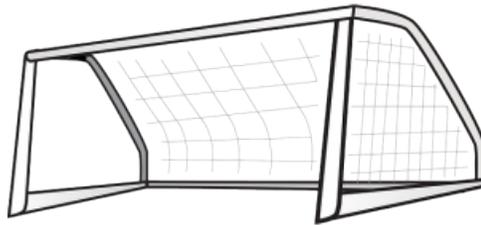
17.



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.

<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
---

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* in *BC Reads: Adult Literacy Fundamental English – Reader 1*.

<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/07/Sack-Garden.mp3>

## 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?

### *Attributions*

See the [Attributions](#) page near the end of this book.

*Answer Key***Word Skills**

<b>QUESTION</b>	<b>ANSWER</b>
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
<b>Check Your Understanding</b>	
<b>QUESTION</b>	<b>ANSWER</b>
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 Z

# Val's Garden



*Box of vegetables*

## *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



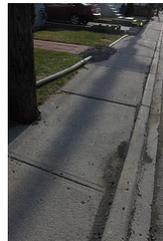
city



vegetables



woman



sidewalk



carrots



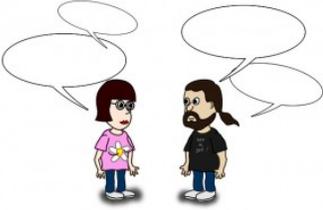
tomatoes



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**.

	<b>-s</b>	<b>-ing</b>	<b>-ed</b>
look	looks	looking	looked
pull	pulls	pulling	pulled
talk	talks	talking	talked

## 1. Fill in this chart.

	<b>-s</b>	<b>-ing</b>	<b>-ed</b>
bill			
fill			
walk			
pick			
kick			

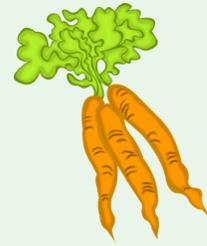
Check your work with the Answer Key at the end of this chapter.

## 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* in *BC Reads: Adult Literacy Fundamental English – Reader 1*.

<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/07/Vals-Garden.mp3>

## 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 has a garden?

Answer: Val has a garden.

Question: What vegetables are in Val's garden?

Answer: Carrots, tomatoes, beans, and peas are in Val's garden.

Question: Who moves next door when Val passes on?

Answer: A family moves next door when Val passes on.

Question: What is given to the family next door?

Answer: A box of vegetables is given to the family next door.

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?

### *Attributions*

See the [Attributions](#) page near the end of this book.

**Answer Key****Word Skills****QUESTION****ANSWER**

		<b>-s</b>	<b>-ing</b>	<b>-ed</b>
1	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
<b>Writing</b>	
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



*Making 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.



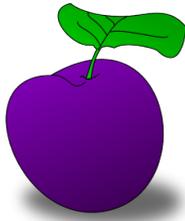
1. clap



2. frog



3. step



4. plum



5. drum



6. stop



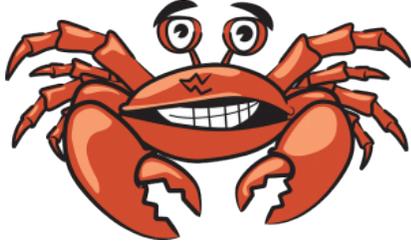
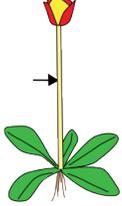
7. club



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.

---

---

---

Was she bitten by a crab?

---

---

---

He hit the drum.

---

---

---

Ask your instructor to check your work.

## Use Your Reading Skills

Listen to *GM Food*. Then read *GM Food* in *BC Reads: Adult Literacy Fundamental English – Reader 1*.

<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/07/GM-Food.mp3>

## 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?

### *Attributions*

See the [Attributions](#) page near the end of this book.

**Answer Key****Word Patterns**

<b>QUESTION</b>	<b>ANSWER</b>
1	<u>cl</u> ap
2	<u>fr</u> og
3	<u>st</u> ep
4	<u>pl</u> um
5	<u>dr</u> um
6	<u>st</u> op
7	<u>cl</u> ub
8	<u>cr</u> ib
9	<u>st</u> ar
10	<u>fl</u> ag
11	<u>cr</u> ab
12	<u>st</u> em

**Check Your Understanding**

QUESTION	ANSWER
1	good
2	bad
3	bad
4	good
5	bad
6	bad
7	good
8	good
<b>Writing</b>	
(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



*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



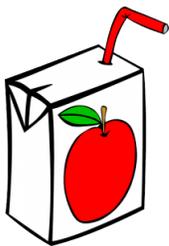
world



sauce



soup



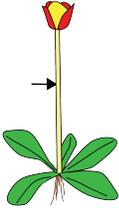
juice



salsa



ketchup

				
<p>leaf</p>	<p>stem</p>	<p>space</p>		
				
<p>fight</p>	<p>Spain</p>	<p>taste</p>		
<p><b>Practice reading these words without the pictures.</b></p>				
<p>doctor</p>	<p>sauce</p>	<p>leaf</p>	<p>taste</p>	<p>fight</p>
<p>juice</p>	<p>soup</p>	<p>world</p>	<p>stem</p>	<p>Europe</p>
<p>South America</p>	<p>Spain</p>	<p>space</p>	<p>ketchup</p>	<p>salsa</p>

## 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?



1

sh ch th ck



2

sh ch th ck



3

sh ch th ck



4

sh ch th ck



5

sh ch th ck



6

sh ch th ck



7

sh ch th ck

3

8

sh ch th ck



9

sh ch th ck

How many sounds to you hear in these words?

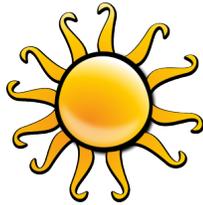
10



mop

3

11



sun

-----

12



web

-----

13



fish

-----

14	 lock	-----
15	 crab	-----
16	 stop	-----

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* in *BC Reads: Adult Literacy Fundamental English – Reader 1*.

<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/07/Tomatoes.mp3>

## 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?

### Attributions

See the [Attributions](#) page near the end of this book.

**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
<b>Check Your Understanding</b>	
<b>QUESTION</b>	<b>ANSWER</b>
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.
<b>Writing</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	and
2	dollars
3	plus
4	equals
5	at

6	\$
7	@
8	&
9	+
10	=

# Grow Your Own Tomatoes



*Growing 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

<b>/a/ like apple</b>	<b>/e/ like Expo</b>	<b>/i/ like itch</b>	<b>/o/ like octopus</b>	<b>/u/ like up</b>

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* in *BC Reads: Adult Literacy Fundamental English – Reader 1*.

<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/07/Grow-Your-Own-Tomatoes.mp3>

## 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?

### *Attributions*

See the [Attributions](#) page near the end of this book.

**Answer Key****Word Skills**

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

**Check Your Understanding**

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

# Canada's Tallest Tree



*Tall trees*

## *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

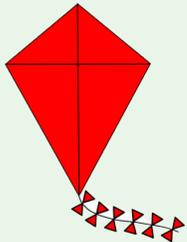
Practice reading these words without the pictures.

forest	awe	down	hunt	tall
risk	Vancouver Island	logger	park	path

## Word Skills

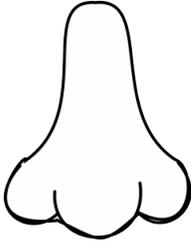
### *Word Patterns*

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

		
<p>1. _____</p>	<p>2. _____</p>	<p>3. _____</p>
		
<p>4. _____</p>	<p>5. _____</p>	<p>6. _____</p>
		
<p>7. _____</p>	<p>8. _____</p>	

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* in *BC Reads: Adult Literacy Fundamental English – Reader 1*.

<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/07/Canadas-Tallest-Tree.mp3>

## 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?

### *Attributions*

See the [Attributions](#) page near the end of this book.

**Answer Key****Word Skills**

<b>QUESTION</b>	<b>ANSWER</b>
1	rice
2	dime
3	gate
4	home
5	rake
6	nose
7	nine
8	cake

**Check Your Understanding**

<b>QUESTION</b>	<b>ANSWER</b>
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



*Arctic poppies*

## *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



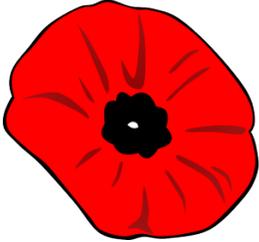
water



heat



together

		
<p>wind</p>	<p>willow</p>	<p>poppy</p>
		
<p>bright</p>		

**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.

<del>sun</del>	land	try	<del>run</del>	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* in *BC Reads: Adult Literacy Fundamental English – Reader 1*.

<http://opentextbc.ca/abealf1/wp-content/uploads/sites/83/2015/11/Arctic-Plants-2015-11-01-8.22-PM.mp3>

## 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?

### *Attributions*

See the [Attributions](#) page near the end of this book.

**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](#) document. A print-friendly version is also provided on the following page.

# ALFE Level 1 Scope & Sequence

	Phonics	Grammar	Writing
<b>Sweetgrass</b>	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...
<b>A New Flower</b>	Short /o/ and short /u/	Write the lower case letters of the alphabet; use a question mark and period	Experience story about gender expectations
<b>The Sack Garden</b>	Short /e/ and long /e/	Use an upper case letter for a person's name	Describe a home garden
<b>Val's Garden</b>	Short vowel words with endings -s, -ing, -ed	Use words from a question to make an answer	Experience story about a neighbour
<b>GM Food</b>	Blends with r, l, t	Use words from a question to make an answer	Experience story about a farm or farmer's market
<b>Tomatoes</b>	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
<b>Grow Your Own Tomatoes</b>	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
<b>Canada's Tallest Tree</b>	Long vowel words	Students are expected to apply the above skills in their writing	Experience story about feeling awe in nature
<b>Arctic Plants</b>	Rhyming words	Students are expected to apply the above skills in their writing	Experience story about being strong and brave

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## *Canada's Tallest Tree*

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*Arctic Plants*

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Wilson, B. A. (1996). *Wilson reading system instructor manual*. Oxford, MA: Wilson Language 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!