Instructions: As you read, think about the author's purpose for writing *C Is for Canada*, and then check the appropriate box(es). Write examples from the text to support your thinking in the *Evidence* column.

☐ To Entertain	Evidence:
☐ To Inform	Evidence:
☐ To Persuade	Evidence:

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Reading A-Z

Instructions: As you read, identify the important information for each chapter. Record this information under the headings Who, What, Where, and Why. Then, use the information from one of the chapters to write a short summary on the back of the worksheet.

Name

Why			
Where			
When			
What			
Who			

Instructions: Identify the sentences below that are compound sentences by writing *C* on the line. Write *NC* on the line for sentences that are not compound sentences. Circle the conjunction in each compound sentence. Then, write two compound sentences on the lines below.

- ______1. Canada's Parliament is made up of a Senate and a House of Commons.
- 2. My dad's ancestors are from England, and he can trace them back to the Klondike Gold Rush.
- ______ 3. Every summer, my family goes to Florida and relaxes on the beach.
- 4. Some of my classmates take the bus, but I like to ride my bike.
- ______ 5. We were headed north from Vancouver, so we stayed in the Western Cordillera region.
- 6. We planned to visit the Canadian Shield next, yet I wished we could see the Great Lakes–St. Lawrence Lowlands.
- _____7. I play soccer and lacrosse in school.
- 8. Vancouver is the prettiest place to be in the summer, and I know you'll love it!

Sentence #1: _____

Sentence #2: _____





SKILL: COMPOUND SENTENCES

Instructions: Draw lines to match words in the left-hand column with words in the right-hand column to create compound words. Then, write the compound words you created on the lines at the bottom of the page.



out	body
up	line
some	shore
low	man
coast	side
rail	time
fisher	stairs
sea	place
any	road
every	lands

