



Preview – Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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Google Slides Lessons Preview





Ontario Language Curriculum Foundations of Language – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

- Word Lists
- Word Searches
- Discussions
- And More!



Prefix -in, ex

Drag the prefix in- or ex- into the correct boxes to make a complete word.

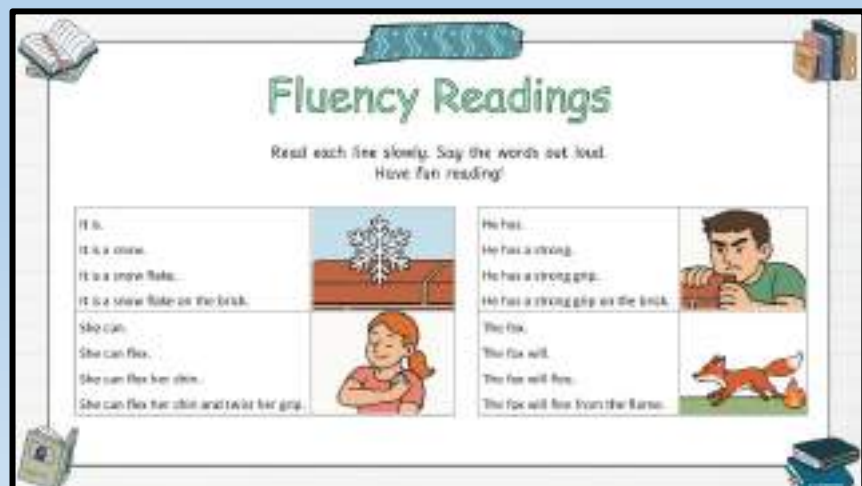
volunteer	business	train
visit	cancel	swim
food	come	need
ball	change	late
river	shoot	with
execute	sign	write

Part 2 – Action!

- Coloring
- Matching
- Drag and Drop
- And More!

Part 3 – Consolidation!

- Fluency Reading
- Quizzes
- Reflection
- And More!





Ontario Language Curriculum Foundations of Language – Grade 3

Prefixes -co, dis

Read each word with the prefix co- or dis-. Drag the picture under the matching word. Use all the pictures.

Coaster	Cowboy	Stake	Diskey

Dislike Ceptor Disarm Cowboy

Disqualify Disagree Cowboy Disarm

Week 6 - Vocabulary List

Find 15 words in the word search and circle each one. Look at the word list to help you!

CREATURE FATE
PLATE EECREATE
IFJPUTCKTISC
OPEEPARKANTR
HEQVRRAKDFAA
CRACKCSEPLTV
CMLATEHCUAEE
CRUSTLOCATEF
LTFIKJOVGEX

crate	crave	crack
crash	crept	crust
create	creature	late
locate	update	inflate
fate	plate	state

Week 8 - Vocabulary List

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!

Across

- 4) a dog that flaps in the wind
- 5) a trick or cheat someone
- 6) to worry about something
- 9) food that grows on trees or plants
- 11) easy to break
- 12) to put out of sight
- 13) something you win

Down

- 15) a baked food with a crust and filling
- 20) the number after eight
- 21) to fix or change when it is very cold
- 22) careful not to waste money or things
- 23) hours and minutes of the day
- 24) to cook in hot oil
- 25) the inner part of something
- 26) new, clean, or just made





Vocabulary

Look at the pictures. Read the sentences. Drag the picture.









The teacher will capture the best.

Please listen with your friend.

The team will capture the best.

We played the game in the hall.

The team will capture the best.

A crowd cheered at the game.

Did you notice the red balloon?

Two teams had water in the hall.

The king said it was interesting.

The cat will capture the mouse.

A king said it was the best.

The king said it was the best.

We had a piece of gold.

The king said it was the best.



Capital Letters

the titles on the right. Choose only titles that are correct.
Drag each title to the picture it matches.





[illegible]



Workbook Preview



Grade 3 – Language

A. Literacy Connections and Applications

Throughout Grade 3, in connection with the learning in strands B to D, students will:



Preview of 82 pages from this product that contains 382 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

Applications, Connections, and Contributions

A3

Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

58, 72, 118, 133, 138
– 139, 146 – 147,
160 – 161, 174 –
176, 185, 223, 230

Grade 3 – Language

B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
B1.1	use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small- and large-group conversations and various classroom activities	20 – 21, 28 – 30
B1.2	select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, recognize when a message is difficult to understand, and develop an appropriate response	49 – 51, 77 – 81
B1.3	identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including establishing a rapport with the audience, to communicate clearly and coherently	94 – 95, 102 – 103, 116 – 117
B1.4	identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed	124 – 125, 138 – 139, 146 – 147, 160 – 161, 174 – 175
B1.5	use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension	182 – 183, 196 – 198, 217 – 222

Grade 3 – Language

B2. Language Foundations for Reading and Writing



	Curriculum Expectations – Overall Expectations	Pages
B2.1	Word-Level Reading and Spelling: Using Phonics Knowledge Use consolidated phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts	32, 59, 89, 97, 119, 127 – 128, 134, 141 – 142, 149 – 150, 156, 170, 206, 224
B2.2	Word-Level Reading and Spelling: Using Orthographic Knowledge Use consolidated orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	22 – 23, 38, 52, 64 – 66, 83, 88, 111, 120, 126, 148, 155, 169, 191, 199
B2.3	Word-Level Reading and Spelling: Using Morphological Knowledge Use developing knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	16, 24, 33, 39, 45, 54, 60, 67, 73, 84, 90, 98, 106, 112
B2.4	Vocabulary Demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context	14 – 15, 18, 26, 31, 35, 37, 41, 43, 44, 47, 53, 56, 58, 62, 69, 71 – 72, 75, 82, 86, 92, 96, 100, 104 – 105, 108, 110, 114, 118, 122, 130, 132, 133, 136, 140, 144, 152, 154, 158, 162 – 164, 166, 168, 172, 176 – 178, 180, 184 – 186, 188, 190, 194, 200, 203, 205, 209, 211 – 212, 215, 223, 227, 229 – 230, 233
B2.5	Reading Fluency: Accuracy, Rate, and Prosody 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	226, 232

Grade 3 – Language

B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
B3.1	Syntax and Sentence Structure Identify and construct various sentence types and forms, including simple sentences, compound sentences, and complex sentences containing adverbial clauses	17, 25, 34, 40, 46, 55, 129, 135, 143, 151, 157
B3.2	Grammar Demonstrate an understanding of the functions of parts of speech in sentences, including possessive nouns, linking verbs and the progressive tense, interrogative adjectives and adverbs, and prepositions and interjections, and use this knowledge to support comprehension and communicate meaning clearly	61, 68, 74, 85, 91, 99, 107, 112, 121, 157, 165, 171, 179, 187, 193, 225, 231
B3.3	Capitalization and Punctuation Use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of capital letters in dialogue and for words in titles, commas and quotation marks to mark direct speech and direct quotations from texts within sentences, and apostrophes to indicate contractions	113, 129, 192, 201 – 202, 207 – 208, 213 – 214

Reading Program - Overview

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 3, the focus in the curriculum is to use phonics prior knowledge from grades 1 and 2 and apply it to spell regular monosyllabic and multisyllabic words. These words include stressed vowels and unstressed vowel sounds.

Therefore, our reading program will be broken down into 30 word lists that align with the expectations in the grade 3 foundations of language curriculum. Each week, teachers will focus on two sounds, ranging from consonant clusters to vowel teams.

The other words in the word list will align with the vocabulary overall expectation (B2.2), which states tier 2 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and will be the focus of explicit vocabulary instruction.

Week	Consonant Clusters	Vowel Focus
1	L-Blends: bl	Short vowels: a
2	L-Blends: cl	Short vowels: e
3	L-Blends: fl	Short vowels: i
4	L-Blends: gl	Short vowels: o
5	R-Blends: br	Short vowels: u
6	R-Blends: cr	Long vowels: a (as in 'ate')
7	R-Blends: dr	Long vowels: e (as in 'be')
8	R-Blends: fr	Long vowels: i (as in 'ride')
9	S-Blends: sc	Long vowels: o (as in 'go')
10	S-Blends: sk	Long vowels: u (as in 'use')
11	S-Blends: sl	Vowel Teams: ai
12	S-Blends: sm	Vowel Teams: ea

Reading Program - Overview

Week	Consonant Clusters	Vowel Focus
13	T-Blends: tr	Vowel Teams: oa
14	T-Blends: tw	Diphthongs: ou
15	Consonant Digraphs: sh	Diphthongs: ow
16	Consonant Digraphs: ch	Diphthongs: oy
17	Consonant Digraphs: th	Diphthongs: oi
18	Consonant Digraphs: wh	r-Controlled: ar
19	Three-Letter Blends: str	r-Controlled: er
20	Three-Letter Blends: spr	r-Controlled: ir
21	Double Consonants: bb	r-Controlled: or
22	Double Consonants: dd	r-Controlled: ur
23	Double Consonants: gg	Silent Letters: kn
24	Silent Letters: wr	Silent Letters: gn
25	Soft c (as in 'circle')	Hard c (as in 'cat')
26	Soft g (as in 'giant')	Hard g (as in 'go')
27	-ng ending	-nk ending
28	-tch ending	-dge ending
29	Final blends: -mp	Final blends: -nd
30	Final blends: -lt	Final blends: -sk

Reading Program - Overview

Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 1	Base Words	Sentence fragment or complete sentence
Week 2	Bound Bases	Simple sentences
Week 3	Prefixes – in, ex	Types of sentences: interrogative
Week 4	Prefixes – co, dis	Types of sentences: exclamatory
Week 5	Prefixes – mis, non	Types of sentences: imperative
Week 6	Prefixes – pre, post	Types of sentences: declarative
Week 7	Prefixes – bi, tri, un, over	Parts of speech – nouns
Week 8	Suffixes – s	Parts of speech – adjectives
Week 9	Suffixes – ing	Parts of speech – verbs
Week 10	Suffixes – er	Parts of speech – pronouns
Week 11	Suffixes – ed	Parts of speech – adverbs
Week 12	Suffixes – ion	Parts of speech – prepositions
Week 13	Suffixes – ment, ism, ful	Parts of speech – interjections
Week 14	Understanding and using adverbs and their formative suffixes.	Using commas with interjections
Week 15	Position-based tendencies – I before E	Parts of speech – conjunctions

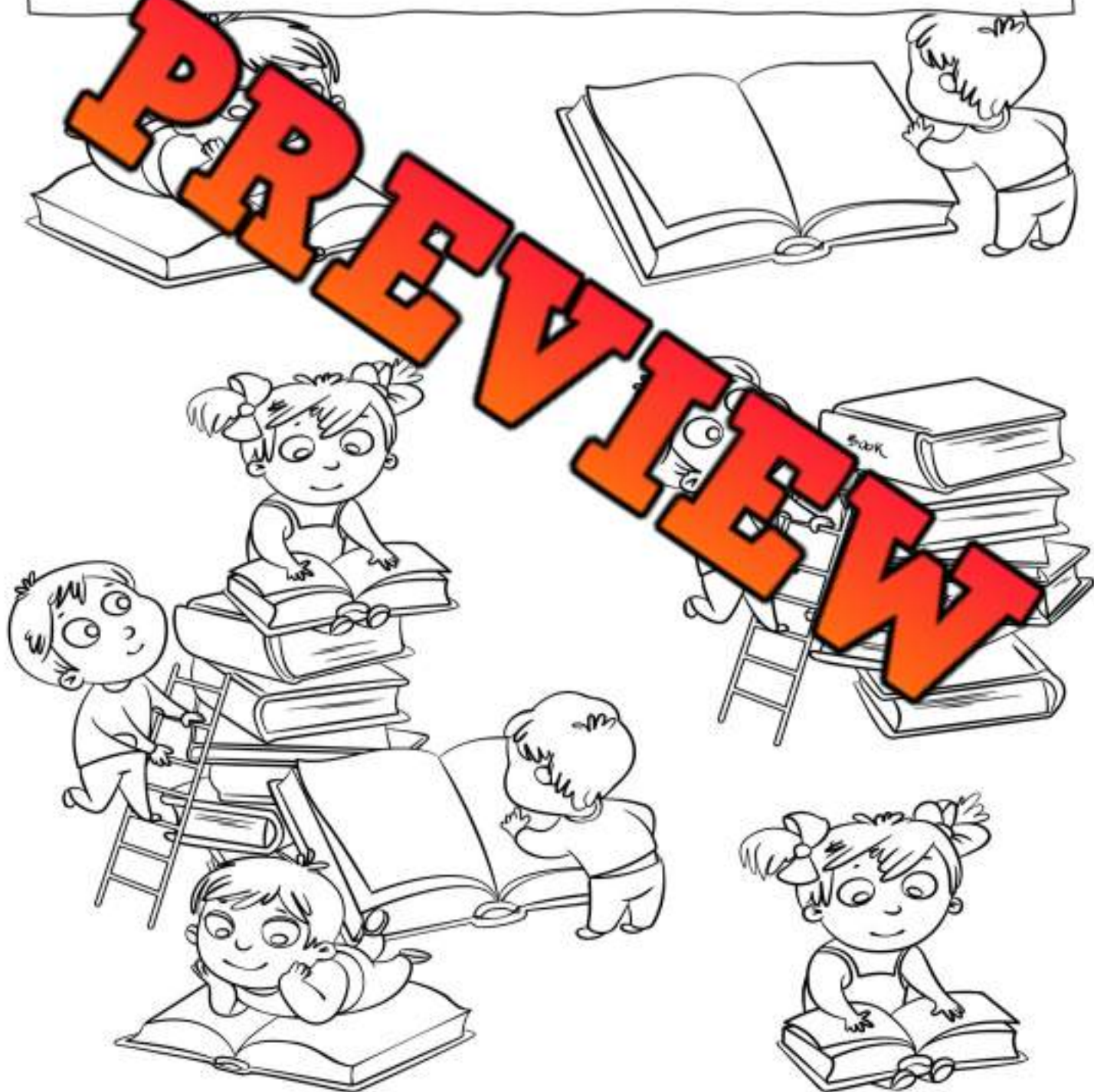
Reading Program - Overview

Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 16	Decoding strategy – chunking unfamiliar words (syllables)	Compound sentences – using conjunctions (FANBOYS)
Week 17	Decoding strategy – rhyming words: word families	Compound sentences – other conjunctions and how commas are used
Week 18	Decoding strategy – skip and revisit – context clues	Complex sentences – dependent clauses
Week 19	Memorizing Irregular grapheme-phonemes – ough and ph	Complex sentences – how commas are used
Week 20	Memorizing Irregular grapheme-phonemes – ei and mb	Complex sentences with adverbial clauses.
Week 21	Acquiring and using explicitly taught vocabulary.	Possessive nouns – Using apostrophes: Singular nouns
Week 22	Using context to understand unfamiliar words.	Possessive nouns – Using apostrophes: Plural nouns
Week 23	Using dictionaries to look up word meanings	Linking verbs
Week 24	Using a thesaurus	Interrogative adjectives
Week 25	Using apostrophes for contractions.	Interrogative adverbs.
Week 26	Using apostrophes for contractions.	Using commas for direct speech.
Week 27	Using capital letters – proper nouns	Using quotation marks for direct speech.
Week 28	Using capital letters – titles	Using capital letters in dialogue.
Week 29	Homophones	Reading sentences fluently
Week 30	Homonyms	Reading with appropriate expression, intonation

NAME: _____

FOUNDATIONS OF LANGUAGE

PREVIEW



Week 1 - Vocabulary List

blip	blob	blow	blank	black
blame	bleak	bleed	chat	clap
trap	strap	flash	crash	grab

Meaning

Circle the correct meaning of the words below

1)	blip	A quick beep sound.	A type of fish.
2)	blob	A musical tool.	A squishy shape.
3)	blow	To puff air out.	To puff air out.
4)	blank	Empty or nothing.	Very busy.
5)	black	A very dark color.	A kind of fruit.
6)	blame	To say "good job!"	to say someone did something wrong.
7)	bleak	Cold and not happy.	to have fun.
8)	bleed	To float in air.	When you get hurt and bleed.
9)	chat	To talk for fun.	To talk for fun.
10)	clap	To hit your hands together.	To write a story.
11)	trap	To fly up high.	Something to catch animals.
12)	strap	A long piece to tie things.	A kind of dessert.
13)	flash	To dig a hole.	A quick bright light.
14)	crash	To grow flowers.	A loud sound when things hit.
15)	grab	To let something go.	To take hold of something fast.

Vocabulary

Draw

Draw a picture to show what each sentence means.

A flash lit up the black sky before a crash and a clap of thunder.

I saw a blip on my screen and then it went blank, so I had to grab my charger.

The door to the trap had a broken strap.

We were all cheering during the bleak game, but I failed to and cheer.

PREVIEW

Base Words



Base words are the main part of a word with its own meaning. We can add little bits before or after to change that meaning.

For example, in "unhappy," "happy" is the base word and "un-" was added to it.

Draw

Draw illustrations for the provided base words, then modify your drawings to show the changes when prefix/suffix is added.

	Player

Happy	Unhappy

Sentence Fragments or Complete Sentence

A complete sentence is like a full meal - it has all the parts it needs. It has a **subject** (who or what the sentence is about) and a **predicate** (what the subject is doing or how it is). So, a complete sentence tells a whole thought. For example, "The cat sleeps."

A fragment is like a snack, it's missing something. It might be missing the subject or the predicate. So, a fragment doesn't give us a full thought. For example, "Sleeps in the sun." Who sleeps in the sun? We don't know, so it's a fragment!

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) The flowers grow.	Complete	Fragment
2) In the garden.	Complete	Fragment
3) Without reasons.	Complete	Fragment
4) Jumping over the fence.	Complete	Fragment
5) I love books.	Complete	Fragment
6) Birds fly high.	Complete	Fragment



Completion

Complete the sentence fragment.

- 1) Even with the rain,
- 2) Under the big oak tree
- 3) Without thinking twice,
- 4) I was
- 5) Before the final bell rang
- 6) Laughing at the joke
- 7) In the middle of the night

Word Searches

Word Search

Find the word bank words in the puzzle.

blip	blob	blow	blank	black
blame	bleak	bleed	chat	clap
trap	strap	flash	crash	grab

J B L K K C S C L A P I G W E T P T
 L B F L A S H F F B D Q H L H B N Z
 T S R L Y D I G J L U F J Y S O Y T
 N F U M Q K Z T T O G B U P A L N R
 C Y S T R A K T W W R X K Z R B A A
 B F O R B N S B O E X D C U E P
 I O V C L W A L Y W H F K T K K M G
 G W B L E A K B X Z Q D T Q M A R
 Q G B V E C H A T T O W N H K L A
 F I N B D R O A A L J T G P B B

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	
15)	

Complete or Fragment?

Is the sentence complete or a fragment?

1) He went home.	Complete	Fragment
2) Over the moon.	Complete	Fragment
3) Ran away.	Complete	Fragment

Completion

Complete the sentence fragments.

1) The yellow car _____

2) Tomorrow afternoon _____

3) A storm _____

Oral Communication – Listening Strategies

Why Listening is Important

Listening is a super skill! We use it every day to understand and learn. Sometimes we listen to important information, and other times, we just chat with friends. Let's learn about the two main ways we listen.

Formal

When we're in class, at school assemblies, or listening to an important message, we're using formal listening.



How to Listen Formally

- ☒ Be Quiet: This helps us and others hear.
- ☒ Look at the Speaker: This shows we are listening.
- ☒ Remember Key Points: This helps when we need to recall it later.
- ☒ Ask if Confused: Raise a hand and ask.

Informal Listening

When we're chatting with pals, talking at family dinners, or playing board games, that's when we're using informal listening.

How to Listen Informally

- ☒ Nod Your Head: This shows we understand.
- ☒ Ask Questions: This shows we are part of the chat.
- ☒ Wait Your Turn: Let others finish talking.
- ☒ Show Feelings: Smile if something's funny.

Oral Communication – Listening Strategies

Questions

Answer the questions below

1) What is informal listening?

2) Who do you listen to informally?

3) What is formal listening?

4) Who do you listen to formally?

Activity

With a partner, take turns telling your partner the answer to the questions above. While you are listening to the answer, practice good listening skills. When both are done, write down what your partner did to show good listening skills.

Question	Did your partner show good listening skills? Explain.
What is your favourite food? Why is it your favourite?	<hr/> <hr/> <hr/> <hr/>

Week 2 - Vocabulary List

clip	clap	clog	clasp	cloud
clean	climb	clunky	bend	fend
vest	tent	spent	wreck	reflect

Spell

Spell the words once by looking at them. Then spell them again without looking at the word. You can cover them up with another page or book



	Copy and Spell	Cover and Spell
1)	clip	
2)	clap	
3)	clog	
4)	clasp	
5)	cloud	
6)	clean	
7)	climb	
8)	clunky	
9)	bend	
10)	fend	
11)	vest	
12)	tent	
13)	spent	
14)	wreck	
15)	reflect	

Vocabulary

clip	clap	clog	clasp	cloud
clean	climb	clunky	bend	fend
vest	tent	spent	wreck	reflect

Spell

Unscramble the letters to make spelling words.



	Scrambled Word	Unscrambled Word
1)		
2)	nk	
3)	ph	
4)	licp	
5)	libmc	
6)	npset	
7)	entt	
8)	lneca	
9)	olgc	
10)	loucd	
11)	sevt	
12)	enfd	
13)	krewc	
14)	teferlc	
15)	nedb	

Bound Bases

Bound bases are parts of words that cannot stand alone and need other word parts to make a complete word.

Examples:

- -ceive in "receive." Here, "-ceive" can't be a word by itself, but with "re-" it becomes "receive."
- struct in "construct." The part "struct" doesn't stand alone, but with "con-" it forms "construct."

In both examples, the bound base needs an added part to make a full word.

Create words using the bound bases below

-ject	-fer	-mit
project		transmit

Search

Circle the words with bound bases in the story.

In a small town, children loved to construct towers with colourful blocks. One day, Lila tried to project her design onto a big screen for everyone to see. However, her younger brother, Max, would often interrupt with his own ideas. Feeling a little frustrated, Lila decided to invite Max to join her. Together, they combined their ideas and built the tallest tower ever. Everyone was amazed! From that day, the two always collaborated on projects, proving that teamwork was truly magical.

Simple Sentences

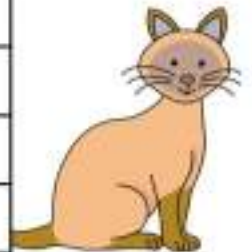
A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

The **subject** is like the engine of the train – it's what the sentence is mainly about. It's often a person, place, or thing. The **predicate** is like all the cars attached to the engine. It tells us what the subject is doing or tells us more about the subject.

For example: "The cat sleeps." Here, "The cat" is the subject, and "sleeps" is the predicate.

Subject Predicate Circle the underlined word/phrases the subject or predicate?

1) <u>Cats</u> purr when they are content.	Subject	Predicate
2) The sun <u>rises</u> in the east.	Subject	Predicate
3) <u>Apples</u> grow on trees.	Subject	Predicate
4) Birds <u>fly</u> in the sky.	Subject	Predicate
5) Students <u>study</u> for exams.	Subject	Predicate
6) Flowers <u>bloom</u> in spring.	Subject	Predicate



Write

Write 5 simple sentences using the provided subjects.

1) clip	
2) cloud	
3) vest	
4) tent	
5) wreck	



























































Crack the Code

Directions

Use the code below to reveal each spelling word.

												
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

Code	Answer	Code	Answer
   		 	
   			
   		   	
    		   	
   		    	
    		    	
     		     	

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	
15)	

Create

List 2 words using the bound bases

-ject

-fer

Write

Write 2 simple sentences using the provided subjects.

1) child	
2) stars	

Activity: Listening Links

Objective

What are we learning more about?

To enhance students' listening and comprehension skills. By the end of this activity, students will be able to actively listen to a peer's story or fact and ask relevant questions to gain a clearer understanding.

Materials

What do we need for our activity?

- ✓ Cards of various topics of paper with various topics written on them provided
- ✓ Pencils or pens
- ✓ A soft ball or beanbag



Instructions

How do we complete the activity?

- 1) Have students sit in a circle.
- 2) Place the cards face down in the middle of the circle.
- 3) Choose one student to start. They will pick a card and read the topic silently to themselves.
- 4) The chosen student shares a short story or fact based on the topic on the card.
- 5) Once they finish their story or fact, the student throws the soft ball or beanbag to another student in the circle.
- 6) The student who catches the ball must ask a question to clarify or expand on the story. They can use starters like, "Can you tell more about...?" or "Why did you feel...?"
- 7) The original student answers, and then it's the next student's turn to pick a card and share.
- 8) Continue until everyone has had a turn.

Topics

Cut out the topics below

A hobby I recently started.

My favourite type of weather and why.

A book or story I recently enjoyed.

An adventure I had at a park.

My favourite family tradition.

A sport or game I like to play.

An interesting animal I learned about.

A special gift I received and why it was special.

Something I'm really good at.

A place in Canada I'd like to visit.

My favourite holiday and how I celebrate it.

A memorable dream I once had.

A kind act someone did for me.

A special memory with a friend or family member.

An interesting fact about space or planets.

A food I tried for the first time and my thoughts on it.

A goal I have for this school year.

An interesting historical fact about Canada.

My favourite subject in school and why.

A skill or talent I wish I had.

Question Ideas

Print on large paper and cut them out so students can see them

Can you tell me more about that?

Why do you think that happened?

How do you feel when that happened?

What was your favourite part about that?

Were there others like you? Who were they?

Did anything surprise you about that?

What would you do differently next time?

How did you learn about that?

Were there any challenges or obstacles you faced?

If you could share one lesson from that experience, what would it be?

Week 3 - Vocabulary List

flaw	flip	flee	flex	flame
flake	flinch	spin	chin	grip
split	brick	switch	twist	wicked

Write

Write each of the words below in a sentence.

	Use Each Word in a Sentence
1)	flaw
2)	flip
3)	flee
4)	flex
5)	flame
6)	flake
7)	flinch
8)	spin
9)	chin
10)	grip
11)	split
12)	brick
13)	switch
14)	twist
15)	wicked

Vocabulary

Create

Using the letters below, create as many "fl-" words as you can.

a	r	e	c	k	u	o	d	s	h
---	---	---	---	---	---	---	---	---	---

Search

Circle the short vowel "i" in the story.

Tim is a tiny kid who lives in the city. One day, while sitting in his room, he finds a shiny silver pin. With a grin, he thinks of a plan. He will use the pin to fix his ripped kite!

Tim gets to work, fixing the tear with his pin. After a bit, his kite looks like it did in the beginning. With excitement, Tim invites his friend, Kim, to fly the kite with him. They run to the big hill behind their houses. The wind is just right, and the kite lifts high in the sky.

Kim and Tim giggle as they watch the kite dance. They spend the entire afternoon enjoying their time. When the sun dips, they pack up and head inside, feeling happy and satisfied. The tiny pin made their day a big win!

Prefix –in, ex

Prefix "ex-": usually means "out of" or "from." When we add it to the beginning of a word, it often gives the sense that something is being taken out or removed from something.

Example: "Export" means to send goods out of one country to another.

Example: "Exclude" means to leave something out or not include it.

Prefix "in-": often means "not" or "into/within."

Example: "Incomplete" means **not** complete or unfinished.

Example: "Insert" means to put something **into** something else.



Prefix _____ Place a check if the prefix means "not" or "into"

Word	"in-" means "not"	"in-" means "into" or "within"
inaccurate		
incorrect		
inflate		
indirect		
intramural		
incomplete		
insufficient		

Write

Use the following words in a sentence.

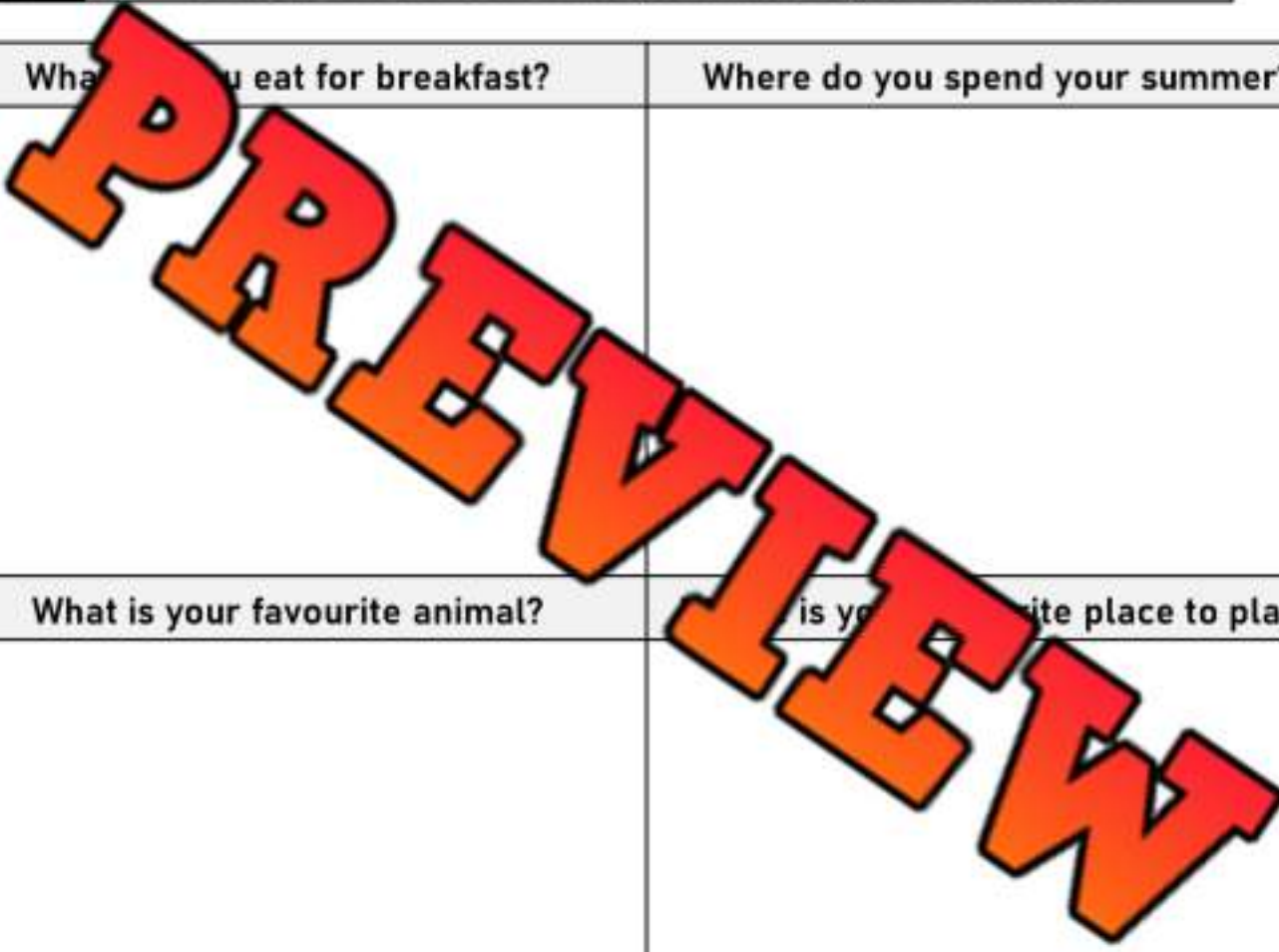
1. export	
2. excuse	
3. exhale	
4. exterior	

Types of Sentences: Interrogative

An interrogative sentence is a type of sentence that asks a question. It usually begins with words like "who," "what," "where," "when," "why," or "how" and ends with a question mark (?). For example: "What is your name?" or "How old are you?"

Draw

Draw your answers to the given interrogative sentences.

What do you eat for breakfast?	Where do you spend your summer?
	
What is your favourite animal?	What is your favourite place to play?

Write

Use the given words to make an interrogative sentence.

1) who	
2) why	

Word Searches

Word Search

Find the word bank words in the puzzle.

flaw	flip	flee	flex	flame
flake	flinch	spin	chin	grip
split	brick	switch	twist	wicked

Z G F L A M E H U B G G L O V Y S S C
 L L M T W B Y H F A M M V W Z O R V H
 H X A G R A G F B W E U F G B D K
 C S K L X E E L C H I N O Y E T X
 T T E U S W Q A S V C S B R I C K
 I S N W A K M K F T H C S K R E
 W I W I C K E D F L F N C H V P J Q C
 S W Q S V W C X A Z X W J W I A S U
 B T Y S P L I T V O F X V P N F K Y
 U L B C C G S V Q O C X O C F B

Word Scramble

Unscramble the word.

falw		eelf	
pfli		exfl	
felma		eklaf	
nilchf		psni	
hinc		pigr	
litps		rickb	

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	

Prefix Sorting

Place a check if the prefix means "not" or "to".

Word	"in-" means "not"	"in-" means "to" or "within"
independent		
inhaler		
invest		

Write

Use the given words to make an interrogative sentence.

1) who
2) why
3) when

Week 4 - Vocabulary List

glow	glee	glare	glory	glean
glimpse	globe	glacier	shop	lost
knob	block	unlock	option	monster

Write

Write 10 different sentences that use all the words above. Be creative, as some sentences will need to have two of the words!

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

Vocabulary

Rhyme

Write the spelling words that rhyme with these words.



1) knock	
2) amaze	
3) c	
4) clean	
5) probe	
6) duster	
7) throw	
8) got	
9) dare	
10) snap	

11) cost	
12) christen	
13) throb	
14) box	
15) three	
16) laboratory	
17) hump	
18)	
19) eraser	
20) flock	

<input type="checkbox"/> glow	<input type="checkbox"/> glee	<input type="checkbox"/> glare	<input type="checkbox"/> glory	<input type="checkbox"/> glean
<input type="checkbox"/> glimpse	<input type="checkbox"/> globe	<input type="checkbox"/> glacier	<input type="checkbox"/> glaze	<input type="checkbox"/> glisten
<input type="checkbox"/> knob	<input type="checkbox"/> block	<input type="checkbox"/> unlock	<input type="checkbox"/> option	<input type="checkbox"/> monster
<input type="checkbox"/> log	<input type="checkbox"/> fox	<input type="checkbox"/> plot	<input type="checkbox"/> shop	<input type="checkbox"/> lost

Prefixes –co, dis

The **prefix co-** often means "together" or "with." For example, in "cooperate," it means working together.

The **prefix dis-** usually means "not" or "the opposite of." For example, in "dislike," it means to not like something.



Matching Identify the appropriate "co" word to complete the sentence.

1) _____ on this project.	a) coordinate
2) Lions _____ in the same territory.	b) consult
3) Mr. _____ Ms. Jones are the _____.	c) cohabitate
4) It's crucial to _____ the event plans.	d) cooperate
5) Jake and Emma _____ the _____.	e) coworker
6) Two species can _____ the conflict.	f) collaborate
7) Mary was the car's _____.	g) cofounders
8) The twins liked to _____ on art projects.	h) pilot
9) The groups _____ with experts when they needed help.	i) _____
10) Sarah helped her _____, Jeff to get the job done.	j) _____

Analyze Cross out the words where "dis" does not function as a prefix.

disconnect	distance	distinct	disband	district
disco	display	disapprove	dislocate	disarm
discomfort	dissect	disbar	disperse	distill
disdain	dislike	disbelief	disappear	distribute

Types of Sentences: Exclamatory

An **exclamatory sentence** is a type of sentence that expresses strong emotion or excitement. It ends with an exclamation mark (!).

For example, 'What a beautiful sunset!' is an exclamatory sentence because it shows strong feelings about the sunset.

**Write**

Write exclamatory sentences using the following scenarios.

1)	You just entered a room full of your favourite toys. Write a sentence expressing your glee!
2)	The sunlight reflecting on the sand is very bright. Write a sentence about the strong glare!
3)	At an amusement park, you suddenly lose your roller coaster. Write a sentence expressing your feelings!
4)	You're eager to unlock a mysterious box you received. Write a sentence about what you might find inside!
5)	You've drawn a colourful, friendly monster. Write a sentence expressing your amazement at your creation!

Crossword Puzzle

Crossword

Read the clues and find the words in the crossword puzzle.

**Across**

- 3. A solid piece or obstacle.
- 5. A quick view.
- 7. To open something locked.
- 8. A round model of Earth.

Down

- 1. A round handle or control.
- 2. A place to buy things.
- 4. A choice.
- 5. A large, slow-moving ice mass.
- 6. A scary, often imaginary creature.
- 9. Cannot find something or someone.

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	

Analyze

Cross out the words where **dis** is not a prefix.

disconnect	distance	distinct	dislike
disco	display	disapprove	dislocate

Write

Write an exclamatory sentence using the following scenario.

The moment you see your favourite food on the dinner table, your eyes light up. Write a sentence expressing your excitement about the delicious meal.

Name: _____

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Curriculum Connection
A1, B2, 4

Week 5 - Vocabulary List

brim	brown	brow	brag	brink
brave	bridge	bump	must	grunt
blush	crumb	trunk	hustle	muffler

Write

Write a story that uses all 15 of the words above. Then
draw a picture of your story.



PREVIEW

Vocabulary

crumb	bridge	brim	hustle	muffler
brave	brown	bump	blush	grunt
must	brow	trunk	brag	brink

Write

Choose your answer from the word list above.



	Question	Answer
1	What is the edge of a hat?	
2	Which word means to have courage?	
3	What do you get when you hit something?	
4	What's a word for when you are embarrassed?	
5	Which word means the edge or border of something?	
6	Which word means to have courage?	
7	What structure helps cars cross over rivers?	
8	What do you get when you hit something?	
9	Which word means "necessary" or "have to"?	
10	What sound does a pig often make?	
11	What happens to your cheeks when you're embarrassed?	
12	A small piece of bread that falls off is called a?	
13	A large chest or case is called a?	
14	When you move quickly and with effort, you?	
15	Which part of the car reduces noise from the exhaust?	

Prefixes –mis, non

Mis- is a prefix that means "wrongly" or "badly." When we add "mis-" to certain words, it usually means something was done incorrectly or in a wrong way.

Example: **"misunderstand"** - This means to not understand something correctly.

Non- is a prefix that means "not" or "without." When we add "non-" to words, it shows the absence or opposite of something.

Example: **"nonsense"** - This means something that doesn't make sense or is silly.

Fix the sentences to show the mistakes related to actions that can be prefixed with "mis-".
Write the corrected word on the next column

Sentence	Corrected "mis-" word
1) Tom handled the situation badly. She is upset.	mishandled
2) I judged the time it would take and was wrong.	
3) Jenny read the directions on the map and got lost.	
4) Sam matched the socks and now they're all in pairs.	
5) He informed her about the meeting, so she had no idea.	
6) The chef calculated the salt, and the soup was too bland.	

Define

Add the prefix non- to the base word then write the meaning of it.

Base word	Meaning	Add non- to base word	Meaning
1) fiction	made up stories		
2) toxic	harmful		
3) essential	absolutely necessary		

Types of Sentences: Imperative

Imperative sentences give commands or make requests. They often start with a verb and don't usually have a visible subject.

Examples:

"Close the door." (This gives a command to do an action.)

"Please pass the salt." (This makes a polite request.)



Identify Identify whether the imperative sentences show command or request.

Imperative Sentence	Answer	
1) Open the window.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
2) Hand over your homework.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
3) Could you help me with this problem?	<input type="checkbox"/> Command	<input type="checkbox"/> Request
4) Turn off the lights before leaving.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
5) Please pass the sugar.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
6) Listen carefully to the instructions.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
7) Would you mind sharing your notes?	<input type="checkbox"/> Command	<input type="checkbox"/> Request

Illustrate

Draw a picture representing each command.

Brush your teeth.

Please close the window.

Word Searches

Crossword

Read the clues and find the words in the crossword puzzle

brim	brown	brow	brag	brink
brave	bridge	bump	must	grunt
blush	crumb	trunk	hustle	muffler

V E R B A G E A M Q O X V A B Y G X L G J
H W L C R A V Y A K A B R A V E U X P M
T C D U W S Q Q N Q Q P B R A G Z K V
S F B R I Q H R O W N A D I A V C U X
U M U F F L E L N K N I R B H P A V X
M H L S S H W H Y O U J R U M O V V
Y S C M G R U N T Y J T B B Y S W E C T
Y U X W M S W O R B U M P R K T K E K J
Y L Q K X J H W N E R Q H P Q U F
A B L N P W P S Y D C B M U R R N V B

Word Scramble

Unscramble the word.

worb		urcbm	
sumt		lubsh	
pumb		runkt	
vebar		mrrib	
argb		trung	
dirgeb		wornb	

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	

Fix The Error

Which word needs to have _____ added to _____ to make sense?

Sentence	Corrected "mis-" word
1) Bella matched her shoes and now they are different.	
2) The kids decided to behave and eat all their treats before dinner.	
3) If you read the report, you will do it wrong.	

Identify

Identify whether the imperative sentences show command or request

Imperative Sentence		
1) Would you bring the snack.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
2) Put the lid on the jar.	<input type="checkbox"/> Command	<input type="checkbox"/> Request

Activity: Keyword Bingo

Objective

What are we learning more about?

To enhance students' listening skills and boost their comprehension of oral storytelling.

Instructions

How do we complete the activity?

- 1) Hand out a card to each student and a pencil or marker.
- 2) Explain to students that they will be listening to a story and need to pay close attention to the keywords on their card.
- 3) As they hear keywords from their card in the story, they should cross it off.
- 4) The goal is to cross off all keywords on their card. When a student has crossed off all their keywords, they should raise their hand and say, "Bingo!"
- 5) After the story, discuss the importance of these keywords and how they influenced the story's plot and characters.
- 6) You can also have a brief discussion about other important details or events in the story that weren't part of the Bingo card.

Listen

Instructions with intricate details

The Lost Kitten

In the heart of the city, there was a big, green park named Maple Park where children used to play there after school. One sunny afternoon, Maya, a young girl with curly hair and freckles, was playing catch with her friends. Suddenly, they heard a soft meow coming from behind a tree. To their surprise, they found a small, grey kitten with bright blue eyes. It looked scared and hungry.

Maya decided to call the kitten Whiskers. She and her friends tried to find Whiskers' home. They asked Mr. Johnson, the ice cream vendor, and Mrs. Brown, who was reading a book on a park bench. But nobody knew where Whiskers came from.

Determined, Maya and her pals made posters with Whiskers' picture and placed them all around Maple Park. The next day, a family approached Maya. They had seen the poster and recognized Whiskers as their lost pet, Luna! The family thanked Maya and her friends for their help. Luna had finally found her way home, and Maya had made a new friend in the park.

city
sunny
Curly hair
Bright blue eyes
Ice cream
scared
whiskers
bench

park
kitten
grey
Mr. Johnson
poster
hungry
After school
family

from
meow
Mrs. Brown
luna
maple park
city
home

maya
afternoon
catch
vendor
pals
book
es
New

green
tree
surprised
reading
play
lost
friends
bench

children
afternoon
grey
Bright blue eyes
Mr. Johnson
whiskers
Ice cream
lost

bright

reading

tree

Curly hair

vendor

pals

play

sunny

kitten

scared

Maple park

Mrs. Brown

meow

poster

home

afternoon

Park bench

luna

friends

city

New friend

book

sunny

maya

catch

play

family

park

After school

gr

park

maya

kitten

Afternoon

Curly hair

meow

Mr. Johnson

whiskers

surpris

Bright blue eyes

vendor

reading

luna

New friend

After school

park bench

Week 6 - Vocabulary List

crate	crave	crack	crash	crept
crust	create	creature	late	locate
update	inflate	fate	plate	state

Write

Circle the misspelled words and write them correctly.

1) Can you play?

2) A small creature.

3) There's a crack in the wall.

4) Liquid is a state of matter.

5) Inflate the red balloon.

6) I don't eat the pizza crust.

7) Let's create a fun game!

8) The cars had a crash.

9) I found a crack in the garage.

10) I crave some ice cream.

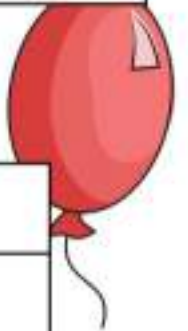
11) I'll update my drawing.

12) He was late for school.

13) It was her father to win.

14) My plate is full of fruit.

15) She crept into bed quietly.

**PREVIEW**

Vocabulary

Write

Cross-out the word that is not a synonym

1) crate	box	pillow	case
2) crave	dislike	desire	longing
3) crack	fracture	break	mend
4) crash	collide	smash	collision
5) crept		sneaked	slid
6) crust		layer	shell
7) create	produce	destroy	design
8) creature	animal	being	being
9) late	early	tardy	late
10) locate	find	position	locate
11) update	modify	refresh	stagnate
12) inflate	blow	deflate	expand
13) fate	destiny	choice	fortune
14) plate	dish	cup	platter
15) state	condition	status	city

Prefixes –pre, post

The prefix **'pre-'** means 'before.' So, when we add 'pre-' to a word, it often means something that happens or exists before something else."

For example, "prewar" refers to a time before a war,

The prefix **"post-"** means "after" or "following." So, when we add "post-" to a word, it usually means something that comes after.

For example, "postwar" refers to a time after a war.

Identify the correct "pre" and "post" word for each sentence.

a) post-holiday	c) pre-recorded	d) pre-event	e) prewrite
f) pre-checkup	g) review	h) colonial	i) postpone
		j) postgame	

1)	Before the movie started, they were _____.
2)	Before the main event, they did a _____ check.
3)	Always _____ your ideas before telling a friend.
4)	The interviews with the players are done _____.
5)	We need to _____ the meeting until the coach is available.
6)	She bought a dress at the _____ sale.
7)	The doctor will do a _____ to make sure you are healthy.
8)	The letter was _____ for delivery next week even though it arrived today.
9)	In history, we learned about the _____ era.
10)	They are releasing a _____ version of the concert.

Write

Write sentences using the given "pre" and "post" words.

1) Pre-pandemic

2) Post-pandemic

Types of Sentences: Declarative

Declarative sentences make statements or express opinions. They give information and end with a period.



Examples:

"The sky is blue." – This sentence provides information about the colour of the sky.

"Cats are playful." – This statement expresses an opinion about cats.

Sentence Scramble

Rearrange the words to form declarative sentences.

- 1) ice cream, is, This
- 2) park, the, was, in, It
- 3) is, today, sunny, It
- 4) their, playing, are, in, backyard, They
- 5) her, birthday, today, is, It
- 6) cat, black, The, on, sleeping, is, the, roof

Write

Imagine you have discovered a new planet in our solar system. Write a description of this planet using only declarative sentences. Describe its appearance, climate, and any unique features it has.

Word Searches

Word Search

Find the word bank words in the puzzle.

crate	crave	crack	crash	crept
crust	create	creature	late	locate
update	inflate	fate	plate	state



Word Search

Make your own word search using 8 of the words.

Word Bank

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	

Write

Write sentences using the given words.

1) Pre-season	
2) Post-season	

Sentence Scramble

Rearrange the words to form declarative sentences.


1) walking, are, to, school, They	
2) today, day, snow, a, is, It	
3) the, pigeons, There, park, are, in	


Week 7 - Vocabulary List


drum	drop	drift	droop	drama
drizzle	drowsy	recess	agree	three
theme	scene	delete	free	even


Pictionary

Choose four vocabulary words from the list above and draw a picture representing that word. Have your partner guess the word without using verbal hints or writing letters. Then write the word below the picture.

	
Vocabulary Word	

	
Vocabulary Word	

	
Vocabulary Word	

	
Vocabulary Word	

Vocabulary

Syllables

Match syllables to make spelling words, then write the complete word.

1) ag	<input type="checkbox"/> sy	
2) dri	<input type="checkbox"/> lete	
3) e	ma	
4) di		
5) dra	en	
6) de	<input type="checkbox"/> zz	
7) re	<input type="checkbox"/> ree	



Find

Write the words with a long vowel sound.

freeze	bed	evening	
creature	decree	beetle	
men	sequence	recent	
exceed	red	achieve	serene
breathe	concrete	referee	pen

Prefixes –bi, tri, un, over

Prefixes are beginnings added to words to change their meaning.

"Bi-" means two, as in "bicycle" (two wheels).

"Tri-" means three, like "triangle" (three angles).

"Un-" means not, making "unhappy" mean not happy.

"Over-" indicates excess or above, so "overflow" means more than full.



Bi or Tri

Add "bi-" or "tri-" to make new words.

1) _____le	_____centennial	11) _____nary	16) _____lateral
2) _____pod	_____	12) _____mester	17) _____athlon
3) _____colour	_____	13) _____lingual	18) _____focal
4) _____plane	9) _____logy	19) _____ad	
5) _____angle	10) _____age	15) _____n	20) _____nocular

True or False

Determine if the statement is true or false.

Statements	True	False
1) "Unwrap" means to wrap again.	False	True
2) "Overflow" means to fill beyond capacity.	True	False
3) "Unseen" means to see again.	True	False
4) "Overcook" means to cook less than required.	True	False
5) "Unhappy" means not happy.	True	False
6) "Overthink" means to think too much about something.	True	False
7) "Untie" means to tie up.	True	False
8) "Oversleep" means to sleep less than usual.	True	False

Parts of Speech - Nouns

What are Nouns?

A noun is a word that names a person, place, thing, or idea.

Person: George, teacher

Thing: pen, bicycle

Place: park, city

Idea: freedom, love



Noun Sort

Identify the correct category of each noun.

Noun	Person	Place	Thing	Idea
1) mountain				
2) happiness				
3) freedom				
4) astronaut				
5) librarian				
6) beach				
7) guitar				
8) bravery				
9) paint				
10)				

Search

Circle all nouns in the article.

Lily and Jake excitedly entered the city zoo on a sunny Saturday. Near the entrance stood a tall tree, its branches filled with chattering parrots. They first visited the lion's enclosure, where the king of the jungle was taking a lazy nap. Next, they spotted elephants splashing water and monkeys swinging playfully.

By the pond, they saw ducks swimming and turtles sunbathing. The siblings then enjoyed a tasty ice cream cone while watching a juggler perform. At the souvenir shop, Lily bought a toy giraffe, and Jake chose a cool tiger keychain. Their day at the zoo was unforgettable.

















Crack the Code

Directions

Use the code below to reveal each spelling word.

												
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

Code	Code	Answer
		
		
		
		
		
		
		
		

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	

True or False

Determine if the statement is correct.

Statements	True	False
1) "Unable" means lacking ability to do something.		
2) "Overload" means to put a load on top off something.		
3) "Unstable" means not likely to fall.		

Noun Sort

Identify the correct category of each noun.

Nouns	Person	Place	Thing	Idea
1) soldier				
2) mountain				
3) happiness				
4) freedom				

Purposeful Pitch: Sales and Stories Activity

Objective

What are we learning more about?

Students will distinguish between the purpose of selling a product (formal) and sharing a personal story (informal). They will adjust their speaking strategies based on the context.

Materials

What do we need for our activity?

- ✓ Various objects from the classroom (e.g., books, pencils, paper clips, etc.)
- ✓ Chart paper or whiteboard for taking notes during the discussion



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be practicing two different types of speaking today: a sales pitch and a personal story.
- 2) **Activity Prep:** Have students sit in a circle on the floor. Place the objects in the middle of the circle.
- 3) **Sales Pitch**
 - a. Each student selects or is assigned one object from the objects in the middle.
 - b. Give students 5 minutes to prepare a 1-minute sales pitch about the object, focusing on its features and benefits.
 - c. Students then take turns delivering their pitch to the class.
- 4) **Story Time**
 - a. After all sales pitches are complete, students think of a short, personal anecdote or story about their object or something similar they've encountered before.
 - b. Each student shares their story with the class.
- 5) **Discussion**
 - a. Engage the class in a discussion, comparing the differences between the sales pitches and the personal stories.
 - b. Use the chart paper or whiteboard to jot down keywords or phrases that were particularly persuasive or engaging. Also, note the difference in tone between selling and storytelling.

Purposeful Pitch: Sales and Stories Activity

Reflection

Answer the questions below

1) What words/phrases did you say when you tried to sell your object?

2) What words/phrases did you say when you told your story?

3) Describe your tone when you said your sales pitch – happy, sad, scared, excited, angry, urgent, serious, playful, confident, informative.

Sales Pitch**Story**

--	--

4) What was easier – trying to sell the object or telling a story about it?

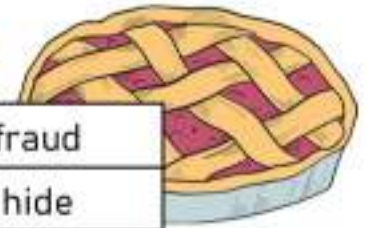
5) Why is it important to change our tone and words to match what we are trying to say/do?

Week 8 - Vocabulary List

Alphabetize

Write the words in alphabetical order

fry	fruit	fresh	frost	fraud
frugal	fragile	fret	pie	hide
kite	nine	time	prize	inside



1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	
15)	

Alphabetize

Complete the words.

n _ _ n e	i n _ _ i d e	t i _ _ _
h i _ _ _	_ _ _ _ g i l e	_ _ _ e t
k i _ _ _	_ _ r y	_ _ r e s _
f r _ _ s t	f r _ _ _ d	_ _ r i z _
p _ _ e	_ _ r u _ _ a _	_ _ _ u i _

Vocabulary

Search

Circle the words with the long i sound.



pie	drive	fish	miss
rib	lip	island	nine
in	nice	hike	prize
	list	hide	Kid
ice	mint	brick	lie
skip		bright	hiss
try	rich	fly	time
sky		right	win
list	dip	in	bit
bite	white	lime	slide
guide	swim		kiss

Draw

Draw a scene that uses as many long i words as you can.

Suffixes -s

The suffix **"s"** often means more than one.
For example, adding "s" to "cat" gives "cats", indicating multiple cats.
It helps turn a singular noun into a plural form.



Draw by Count

Suffix -s pluralizes words. Draw the given scenes emphasizing the plural forms

1) Three trees and five apples each tree.

2) Two large baskets with 10 eggs each inside the baskets.

3) Ten hearts and five stars.

Parts of Speech - Adjectives

Understanding Adjectives

An **adjective** is a word that describes or gives more information about a noun. For example, in "red apple," "red" is an adjective because it tells us the color of the apple, which is a noun. Adjectives help us understand size, color, shape, and other qualities of things around us.



Opposite

Write the opposite of the given adjectives.

	Opposite
1) young	old
2) tall	
3) happy	
4) rich	
5) full	

Adjective	Opposite
6) heavy	
7) hard	
8) fast	
9) late	
10) light	

Describe

Give 3 adjectives describing the given noun.

Noun	Adjectives		
1) ball	round	red	soft
2) house			
3) dress			
4) ice cream			
5) zoo			
6) dog			

Word Search

Word Search

Find the word bank words in the puzzle.

fry	fruit	fresh	frost	fraud
frugal	fragile	fret	pie	hide
kite	nine	time	prize	inside

PREVIEW

W	N	O	A	D	B	Z	R	R	G	Q	G	W	F	V	Y	C	X	W	
M	S	C	J	M	R	N	J	T	P	W	K	R	L	X	Z	Z	D		
D	F	Z	T	R	E	A	Q	N	K	K	R	E	Y	W	Q	C	A		
G	R	H	A	S	I	B	C	C	Y	R	F	S	U	F	M	D	A		
S	U	Z	K	E	C	F	E	F	K	B	R	H	Y	W	E	Z	Y		
B	I	K	S	P	O	D	E	Y	S	O	T	I	M	E	A	T			
B	T	D	G	I	J	I	R	Y	J	S	V	J	J	M	A	B			
P	X	Z	L	E	K	H	E	R	K	T	E	G	I	F	R	U	G	A	L
E	Z	W	H	I	C	I	T	F	C	F	W	S	T	H	C	F	B		
D	S	B	B	P	E	R	Y	N	C	K	P	B	E	A	G	E	J	E	

Word Scramble

Unscramble the word.

kiet		nein	
meit		pei	
edih		ryf	
rufti		shfre	
ostfr		rafdu	
galruf		ralegif	

Week 8 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	

Draw by Count

Suffix -s pluralizes words. Draw the given number emphasizing the plural forms

3 rectangles, 2 squares, and 5 circles

Describe

Give 3 adjectives describing the given noun

1) doll			
2) book			

Week 29 - Vocabulary List

pump	stump	cramp	slump	swamp
clump	revamp	send	pond	brand
defend	attend	suspend	weekend	sound

Pictionary

Choose 4 vocabulary words from the list above and draw a picture representing that word. Have your partner guess the word without using verbal hints or writing letters. Then write the word below the drawing.

PREVIEW

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary

Syllables

Match syllables to make spelling words, then write the complete word.

1) week ☐ tend2) at ☐ vamp3) de ☐ end

4) en

5) sus ☐ and6) re ☐ camp**Think**

Think as many final blend: -mp words as you can

Final blend -mp

Final blend

Homophones

Homophones are words that sound the same but have different meanings and spellings. For example, "two," "to," and "too" all sound alike but mean different things. It's important to choose the right word based on its meaning, even though they sound identical when spoken.

**Draw**

Draw a distinct picture for each word in the given homophone pairs to highlight their different meanings.

Male**Sun****Flower****flour**

Reading Sentences Fluently

Reading sentences fluently means smoothly reading aloud without many pauses or mistakes. It's like flowing water, not choppy. Fluent reading helps in understanding the story or information better because you're not constantly stopping and starting. It sounds natural, just like when we talk.

Read

Read the passage aloud three times, aiming to improve your speed and accuracy with each attempt, and take note of your mistakes on the provided table after each reading.

Attempt	Time taken to read	Number of times stuttered	Number of times you stopped
1			
2			
3			



A Day at Green Meadows Park

Lily and Max couldn't wait for Saturday. It was the day they would visit Green Meadows Park with their family. They loved the tall slides and the large sandbox. There were colourful butterflies that danced around the flowers and ducks that swam in the pond.

Max loved to watch the ducks especially when there were ducklings. He liked how the ducks would stick their heads under the water looking for food. Lily enjoyed the swings. She would push off with her feet and swing high into the air, feeling the wind on her face. Sometimes, she would close her eyes and imagine she was flying.

At noon, they sat on a blanket and ate sandwiches that Mom had packed. The sun was warm, the sky was blue, and it was a perfect day at the park.

Crossword Puzzle

Crossword

Read the clues and find the words in the crossword puzzle.

**Across**

- 5. To make something better or new again.
- 7. To hang or stop something temporarily.
- 9. To protect or stand up for.
- 10. To be present at an event.

Down

- 1. A group of things bunched together.
- 2. The days at the end of the week, typically Saturday and Sunday.
- 3. A unique name or symbol for a product.
- 4. Vibrations that we can hear.
- 6. A small body of still water.
- 8. To cause something to go somewhere.

Week 29 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)	
10)	
11)	
12)	
13)	
14)	

Draw

Draw a distinct picture for each word. Give one pair to highlight their different meanings.

Night

Kn

Write

Use the given homophones in a sentence.

knew	
new	

Charades & Gestures: Message Without Words

Objective

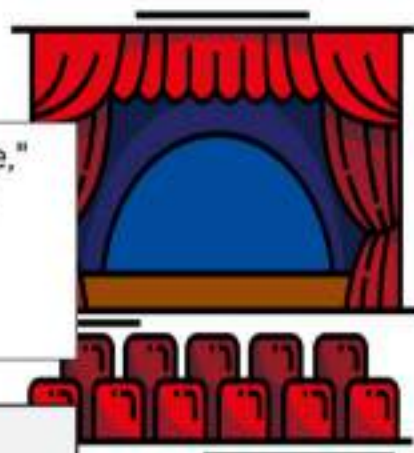
What are we learning more about?

Students will understand and appreciate the importance of non-verbal cues in communication by playing charades, focusing on body language, gestures, and facial expressions.

Materials

What do we need for our activity?

- ✓ Prepared cards with words/phrases (e.g., "baking a cake," "playing soccer," "raining," "the rain," "reading a book")
- ✓ Timer or stopwatch
- ✓ Notepad and pen for score
- ✓ Bowl or hat to hold the cards



Instructions

How do we complete the activity?

- 1) Preparation: Write different actions or activities on separate cards. Fold them and place them in a bowl or hat.
- 2) Divide the class into two teams.
- 3) One student from the first team will draw a card from the bowl or hat and show or tell their team the word/phrase.
- 4) Set the timer for 1 minute. The student will then act out the word/phrase without speaking, using only gestures, facial expressions, and body movements.
- 5) The team will guess the word/phrase based on the student's non-verbal cues.
- 6) If the team guesses correctly within the 2 minutes, they earn a point.
- 7) The next team will then take their turn.
- 8) The game continues until all cards are used or until a set period.
- 9) The team with the most points at the end wins!

Charades & Gestures: Message Without Words

Charades

Cut out the cards below

Brushing teeth

Blowing bubbles

Climbing a ladder

Catching a ball

Rinsing a spoon

Watering plants

Baking cookies

Building a sandcastle

Jumping rope

Reading a book

Swimming

Cleaning a pet

Flying a kite

Setting up a tent

Sneezing

Making a phone call

Playing the guitar

Painting a picture

Rowing a boat

Eating spaghetti

Week 30 - Vocabulary List

salt	belt	vault	jolt	built
insult	fault	consult	result	desk
whisk	brisk	ask	dusk	risk

Fill in the blanks

Choose the appropriate vocabulary word for each sentence.

- 1) _____ to beat the eggs for the cake.
- 2) His pants were made of a leather _____.
- 3) The park _____ he quickly _____ settled in.
- 4) The sudden loud _____ he _____ in surprise.
- 5) The new skyscraper was skilfully _____ in just a year.
- 6) It's never nice to deliver an _____ to someone.
- 7) The precious jewels were stored in a secure _____.
- 8) They decided to _____ an expert _____ the machine.
- 9) The hard work paid off, and the positive _____ was _____.
- 10) He left his notebook on the _____ in the classroom.
- 11) She added a pinch of _____ to the soup for flavour.
- 12) The _____ wind made everyone bundle up.
- 13) Don't hesitate to _____ if you have a question.
- 14) Her car wouldn't start because of a battery _____.
- 15) Taking a _____ is sometimes necessary for growth and progress.

Vocabulary

Draw

Draw a picture to show what each sentence means.

I added a pinch of salt to my soup,

My pants stayed up with a brown belt.

My books and pencils are on the desk.

ed _____ the batter.

PREVIEW

Homonyms

Homonyms are words that sound the same and are spelled the same but have different meanings.

For example, the word "bat" can mean a tool to hit in sports or a flying mammal. It's essential to look at the context, or the surrounding words and ideas, to understand which meaning is intended.



Fill in the blank with the correct homonym based on the context of the sentence.

		tear	row	bark
--	--	------	-----	------

1)	He used a lead pencil _____ the meeting.
2)	A tear dropped as she _____ the photo.
3)	She planted a _____ of _____ on the lake.
4)	The tree's _____ was rough, _____ the dog.
5)	With his _____, he shot an arrow and to _____ the audience.

Make Meaning

Give two definitions for the following

Homonyms	Meaning
match	
light	
mean	

Reading with Appropriate Expression, Intonation

Reading with appropriate expression and intonation means using your voice to show feelings, ask questions, or make statements when you read. It's like adding colour to words, helping the listener understand the story's mood and the characters' emotions. This way, reading becomes livelier and more interesting.

Read Aloud

Read the provided sentence aloud, making sure your voice matches the emotion.

Emotion	Sentence
happy	"I had a great day and we're going to the park!"
sad	"I lost my favorite toy and can't find it anywhere."
surprised	"Wow, I didn't expect to see you here today!"
angry	"I told you not to touch my things without asking!"
excited	"Tomorrow's the big field trip. I can't wait!"



Story

Read the passage aloud, using your voice to convey the mysterious mood of the story.

In the sunny Meadowville, Mia had a magic umbrella. Every time she opened it, it took her to a new place. One day, it led her to a candy cloud land. Trees had chocolate trunks and candy floss leaves. Rivers flowed with sweet lemonade.

Mia danced with gingerbread people and played hide-and-seek with jellybean birds. As the sun set, she opened her umbrella again. In a flash, she was back in Meadowville, with candy in her pockets and a big smile on her face. Every time it rained, Mia eagerly awaited her next adventure.

Word Search Puzzle

Crossword

Read the clues and find the words in the crossword puzzle.

salt	belt	vault	jolt	built
insult	fault	consult	result	desk
whisk	brisk	ask	dusk	risk

K A T M V L J Z P D E S K X C A F J
 J Q N B K U L L A Z I N S U L T A X O
 I S Z T E Y G N M J F R J O L T V Y Q
 B E S A L T F E L T P C U B K M R E S
 S H V R K A M G X V T L I U B A Y E G X
 L G J H W G L Q M A K A U S X S P M
 C D U L X C W F Y Q Q K L R B K Q U P Z
 K V F Q H T L U A V C O N U I T V A L D I
 A V C U X J L M D L P A V L W T H B
 Y S B L F K S U D Q U J R M Y I R C

Word Scramble

Unscramble the word.

butil		lotj	
sedk		hiskw	
alts		luvat	
noctsul		tsuler	
lufat		ribsk	
letb		sultin	

Week 30 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

1)		9)	
2)		10)	
3)		11)	
4)		12)	
5)		13)	
6)		14)	
7)		15)	
8)			

Fill in the blanks

Fill in the blanks with the correct word from the list. Use the context of the sentence.

bark	meat	break	flour	meet	flower	meat
------	------	-------	-------	------	--------	------

1)	I saw the cat climb up the _____ of the tree while the dog started to _____.
2)	He slammed the _____ on so hard that I thought I would _____ something.
3)	I'll _____ you at the park, where we can share a smoked _____ sandwich.
4)	The _____ and other ingredients were on the table with the _____ vase.



Google Slides Lessons Preview





Ontario Language Curriculum Composition (Writing) – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

LEARNING GOAL

We are learning to use **descriptive words and details** so we can make our sentences clearer and more interesting.

Sorting Words Activity

Drag and drop each word into the correct column: Noun, Adjective, Verb, When, or Where.

Noun	Adjective	Verb	When	Where

Dog	Run	At night	Fast	Tree
Jump	Happy	Eat	On the bed	At the beach
Yesterday	In the park	Sing	Blue	School
Ball	In the morning	Tall	After school	Under the tree

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Writing Descriptive Sentences

Write 3 options for the picture. Then use them to write two different sentences.

Adjectives	Noun	Verb	Where	When
				
Sentence 1:				
Sentence 2:				



Ontario Language Curriculum Composition (Writing) – Grade 3

Ending With a Bang: Conclusion Sentences

Circle which conclusion sentence you think is best.



1) I love going to the park after school. I ride my bike on the path, play on the swings, and run around with my friends.

- a) My bike has two wheels.
- b) The park is the best place to have fun!
- c) I sometimes walk to the store.



2) Apples are my favourite snack. They are crunchy, sweet, and come in different colors like red, green, and yellow.

- a) Apples are delicious and healthy to eat!
- b) I saw apples at the market.
- c) Bananas are yellow.



3) My dog loves to play fetch. He runs fast to catch the ball and always wags his tail when he brings it back.

- a) I throw the ball outside.
- b) Dogs have tails.
- c) Playing fetch with my dog makes me happy!



4) Summer is my favourite season. I go swimming at the pool, eat cold ice cream, and play outside in the sunshine.

- a) Summer is the most fun time of the year!
- b) The pool has water in it.
- c) Ice cream melts in the sun.

Formal Letters

Match each part of the formal letter to its correct label.

I am writing to request permission for our Grade 3 class to visit the city museum for a field trip. The trip will help us learn more about history and culture in a fun and interactive way.

Thank you very much for considering our request.

Heading

Date

Inside Address

Greeting

Closing

Signature

Mr. Daniel Green
Principal, Riverside
Elementary School

Dear Mr. Green,

Sincerely,

Samantha Brown

March 10, 2025

288 Pine Street
Calgary, AB T2P 4K3



All About the Ocean

The ocean covers most of our Earth. It is home to many animals, plants, and amazing underwater wonders. Today, we will learn some exciting facts about oceans.

Animals and Plants



The ocean is full of life. Fish, turtles, and dolphins swim in the water, while crabs and starfish live near the shore. Seaweed and coral grow under the sea, giving animals food and shelter. Some creatures, like jellyfish, glow in the dark!

The ocean is also very deep. The top layer is bright with sunlight, but the bottom is dark and cold. Scientists are still exploring to discover new animals and plants hidden in the deep sea.

Parts of a Report

Identify the parts of the report using the words.

Drag here:

- 1
- 2
- 3
- 4
- 5
- 6

- Pictures
- Title
- Introduction
- Body
- Conclusion
- Headings



Ontario Language Curriculum Composition (Writing) – Grade 3

Matching: Comic Strip Parts

Look at the comic strip and drag each label to the correct part of the picture.

A	Character
B	Speech Bubble
C	Sound Effect
D	Background
E	Expression
F	Thought Bubble

Match the Sound Effect

Look at the pictures and drag the correct sound effect to match with each picture.

Sound Effects: OUCH!, BOOM!, SUPER, PING

Sorting Story Genres

Drag each picture of a movie or story to the correct genre from the word bank.

Comic	Mystery	Horror	Science Fiction	Fantasy	Drama	Romance
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Workbook Preview



Grade 3 – Language

A. Literacy Connections and Applications

Throughout Grade 3, in connection with the learning in strands B to D, students will:



	Curriculum Expectations – Overall Expectations	Pages
A1	Transferable Skills	
	Preview of 120 pages from this product that contains 291 pages total.	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	45, 58, 107 – 108, 123, 134, 193 – 194 195 – 196, 202 – 204, 215 – 216
A3	<u>Applications, Connections, and Contributions</u> Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	208 – 214

Grade 3 – Language

D1. Developing Ideas and Organizing Content



	Curriculum Expectations – Specific Expectations	Pages
D1.1	<u>Purpose and Audience</u> identify the topic, purpose, and audience for various texts that they read; create, and describe how the chosen text form and genre will help communicate their intended meaning	11 – 12, 51 – 57, 64 – 67, 69 – 70, 185 – 186
D1.2	<u>Developing Ideas</u> generate and develop ideas about topics and chosen topics, using various strategies, and drawing on various resources, including their own life experiences, and learning from other subject areas	13 – 15, 19 – 22, 27 – 29, 38 – 40, 46 – 47, 69 – 70, 76 – 85, 93 – 94, 96 – 97, 116 – 118, 123 – 124, 135 – 136, 156, 188 – 194
D1.3	<u>Research</u> gather information and content relevant to a topic from three or more sources	13 – 115, 131 – 134, 147, 210 – 213, 215 – 217
D1.4	<u>Organizing Content</u> sort and sequence ideas and information, using appropriate strategies and tools, taking into account the text form and genre to be used	11 – 12, 14 – 15, 44 – 47, 51 – 57, 64 – 78, 86 – 87, 95, 105 – 106, 120 – 122, 125 – 130, 150 – 156, 162 – 166, 168 – 169, 181, 187, 206 – 207
D1.5	<u>Reflecting on Learning</u> identify the strategies that helped them develop ideas for texts and organize content	16 – 18, 23 – 24, 30, 45, 50, 58, 63, 68, 73, 95, 139 – 144, 149, 161, 170 – 171, 180, 182 – 184, 197, 205, 208 – 209, 214, 219

Grade 3 – Language

D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	<u>Producing Drafts</u> draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of forms and strategies	28, 59 – 60, 86 – 88, 96 – 97, 145 – 147, 157 – 158, 176 – 177, 200 – 201, 217
D2.2	<u>Editing and Proofreading</u> begin to write cursive letters with appropriate formation patterns and spacing	46 – 47, 66 – 67, 69 – 70, 157 – 158, 166 – 167, 178, 198, 221 – 234
D2.3	<u>Voice</u> demonstrate a personal voice in their texts using descriptive words and sentence patterns to express thoughts, feelings, and opinions about the topic	25 – 29, 54 – 57, 64 – 67, 111 – 112, 172 – 178, 198 – 199
D2.4	<u>Point of View</u> identify the point of view, including first person or third person, used in their texts	-
D2.5	<u>Revision</u> make simple revisions to draft texts, including replacing words and adding sentences, to improve content and clarity, using feedback from others	100 – 101, 159 – 160
D2.6	<u>Editing and Proofreading</u> edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and text conventions, and proofread edited texts to make corrections	47 – 48, 60 – 61, 70 – 71, 98 – 99, 137 – 138, 159 – 160

Grade 3 – Language

D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	<u>Publishing Final Texts</u> publish their texts using simple techniques, to achieve their purpose	49, 62, 72, 102 – 103, 148, 178
D3.2	<u>Publishing and Presenting</u> present the texts they have created using appropriate strategies, including using appropriate language for expression	167, 178, 195 – 196, 202 – 204
D3.3	<u>Reflecting on Learning</u> identify the strategies that helped them present their texts, communicate their message, and explain how they learned to improve as a text creator	16 – 18, 23 – 24, 30, 43, 73, 104, 119, 141, 180, 197, 205, 219



Understanding Text Forms

What Are Text Forms?

Text forms are like different tools in a toolbox. Each one helps us tell our ideas, feelings, or stories in special ways.



Why Different Text Forms?

When we want to tell something, we should choose the text form that works best for what we are trying to say.

- Narratives: These are stories like bedtime tales.
- Reports: These are like facts like what we hear on the news.
- Letters: These are notes for other people.
- Poems: These are like beautiful poems but they are not.
- Persuasive Writing: This is how you talk to get someone to think a certain way.
- Comic Strips: These are funny or exciting stories with drawings.
- Biographies: These tell about someone's life, like a story about a famous person.
- Instructions: These are like treasure maps, leading you step by step.

Who Will Read It?

When we write, we think of our reader or readers. These readers are our "audience." Knowing our audience is like having a secret recipe for our writing.

Choosing the Right Key

We pick the best text form for what we want to say and who will read it. For example, if we're teaching our little sister to tie her shoes, we'd use instructions. If we want to share a hero story like about Wayne Gretzky, we'd use a biography.

Which Form?

Which writing form would you use? Choose one from the reading.

- | | |
|---|--|
| 1) Sharing my weekend adventure with the class. | |
| 2) Talking about my favourite animal to the whole school. | |
| 3) Asking Mom and Dad if I can have a pet fish. | |
| 4) Showing how to fold a paper airplane. | |
| 5) Explaining why recess should be longer. | |
| 6) Writing a letter to Grandma for her birthday. | |
| 7) Deciding what I want to be when I grow up. | |
| 8) Making a funny story with pictures and speech bubbles. | |

Questions

Answer the questions below.

- 1) What do the terms below mean?

Audience

Purpose

- 2) Why is it important to know your audience before choosing your writing form?

Biography Book Covers

Design a book cover for a biography about your best friend.

--

Idea Development Strategies

Thinking of Writing Ideas!

When we want to write something, we need to think of fun ideas first. These special ways to think of ideas are like magic tricks that make our writing better!

Fun Ways to Think of Ideas:

- Brainstorming: It's like letting all your thoughts out on paper! Write down everything you think about a topic, even if it sounds silly.
- Drawing Pictures: Making pictures or little charts can help us see our ideas better.
- Ask Questions: What if...? How? Asking questions about your story or topic can make you think of more details.
- Chatting with Friends: Talking to your best friend or family can help you come up with great ideas. Maybe they'll say something that starts a story!



Picking the Best Magic Trick

Some tricks are best for certain topics. If you want to write a fun story about an alien visit, brainstorming could help you think of all the wild things the alien does. But if you're telling how to bake cookies, drawing a picture might help plan your steps.

Who Will Read Your Writing?

Think about who will read your story. If you're writing a story for your classmates, think about what they might like. But if you're writing a note to your teacher, it might be a bit different. Always choose ideas that your readers will love!

Idea Development Strategies

Practice

Practice the different strategies below.

1) **Brainstorm:** Write all your thoughts down about your favourite fictional character. Include all the reasons why it is your favourite fictional character.

PREVIEW

Fictional Character

2) **Drawing Pictures:** Draw pictures of your favourite fictional character.

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite sport or hobby. What questions do you have about the sport or hobby that you could answer in your writing? Write 4 questions below.

1

2

3

4

4) **Talk To Others:** Pretend you are writing about how to play one of your favourite games. This could be a video game or a game you play at school. Talk to a friend about the steps to playing the game and then write them down.

1

2

3

4

5

6

Activity: Power of Planning

Objective

What are we learning more about?

To understand the impact of planning on writing by comparing two 8-minute writing exercises: one without brainstorming and one with 2 minutes of brainstorming.

Instruction

How do we complete the activity?



Part 1: Writing Without Planning

Subject: My Favourite Game

Instructions:

- 1) Students are given 8 minutes to write about the subject without any planning or brainstorming.
- 2) Encourage students to write freely and continuously for the 8 minutes.
- 3) Collect the writing to set it aside for later comparison.

Part 2: Writing With Brainstorming

Subject: My Favourite Dessert

Instructions:

- 1) Students are given 2 minutes to brainstorm ideas for the chosen subject. They can jot down key words, phrases, or outline their thoughts.
- 2) After the brainstorming session, students have 8 minutes to write about the subject using their brainstormed ideas.
- 3) Collect the writing.



Activity: Power of Planning

Part 1

Write for 8 minutes straight about what your favourite game is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – What is your favourite dessert? Why is it your favourite? Write everything that comes to mind. Then write for 6 minutes below.



Dessert

PREVIEW

Writing Descriptive Sentences

When you write a descriptive sentence, you make a picture with words. Here's how:

- 1) **Adjective** - This word describes something. Like 'fluffy' cat or 'blue' sky.
- 2) **Noun** - This is the name of a person, place, or thing. Like 'dog', 'park', or 'ball'.
- 3) **Verb** - This word shows action. Like 'run', 'jump', or 'eat'.
- 4) **Where** - This tells us the place. Like 'in the park' or 'under the bed'.
- 5) **When** - This tells us the time. Like 'in the morning' or 'after school'.

So, if you use these words, your sentence can be: "The fluffy cat (adjective) jumped (verb) on the bed (where) in the morning (when)." This helps your reader see and feel your story better!



Directions

Use the words provided to write 2 sentences about a bear. You decide which parts you use.

Adjectives (Describing words)	Noun	Where	When
Brown	Bear	In Toronto	This morning
Huge		Last night	
Massive		All day	
Scary		Every day	
Crazy		Every spring	

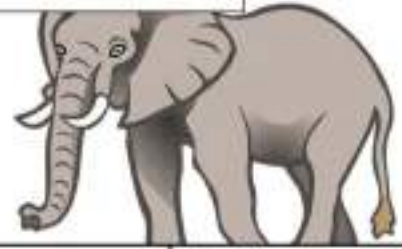
Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

Write 3 options for the picture. Then use them to write three different sentences.



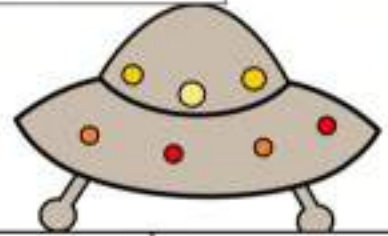
Adjectives (Describing words)	Noun	Verb (What could the elephant be doing?)	Where	When

Sentence 1**Sentence 2****Sentence 3**

Writing Descriptive Sentences

Directions

Write 3 options for the picture. Then use them to write three different sentences.



Adjectives (Describing words)	Noun	Verb (What could the spaceship be doing?)	Where	When
Space				

Sentence 1**Sentence 2****Sentence 3**

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

Students will work together to make fun sentences using provided prompts while focusing on the order and combination of words.



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to students that they will be creating sentences using specific prompts. Provide the order of the words and how they fit together.
- 2) **Display the Prompts:** On the next page, there is a table displaying the prompts.
- 3) **Group Work:** Divide the students into groups. Ask each group to refer to the table of prompts and choose words to use in their sentences.
- 4) **Sentence Creation:** Challenge each group to create descriptive sentences using the prompts from the table. They can't reuse words and must use all the words provided. They should write these sentences down on this page.

For example, they might come up with:

- "The tiny girl sang under the tree on Tuesday."
 - "In the morning, the colourful ball rolled on the beach."
- 5) **Share & Discuss:** Have each group present their sentences to the class.
 - 6) **Reflection:** After all groups have presented, discuss as a class. Which sentences stood out and why? How did the order of words affect the meaning of the sentence? What was challenging about not reusing words?

Adjectives	Nouns	Verbs	Where	When
fluffy	cat	jumped	on the playground	in the morning
shiny	drum	played	under the tree	after lunch
loud	ball	sang	near the pond	before bed
tiny	park	danced	in the classroom	during the rain
colourful	girl	rolled	beside the car	on Tuesday
tall	dog	ran	at the library	on the weekend
smooth	book	read	by the window	after dinner
rough	bicycle	rode	on the basketball court	before breakfast

Sentence _____ Using all 8 sentences using the different prompts above.

Exploring the Structure of Paragraphs

What's Inside a Paragraph?

Have you ever wondered what makes up a paragraph? It's like a puzzle with different pieces that fit together!

The Start: Topic Sentences

Every paragraph has a special sentence at the beginning called a "topic sentence." This sentence tells us the main idea of the paragraph. Imagine it's like the title of a book chapter or a hint about what's coming next.



Details, Details, Details!

After the topic sentence, the paragraph is supported by detail sentences. They give more information and details about the main idea. Here is a list of things they can include:

- Examples to explain the idea.
- Reasons why something happens.
- Descriptions to help us imagine better.

Wrapping It Up: Closing Sentences

At the end of the paragraph, there's often a closing sentence. It wraps up the ideas and makes the paragraph feel complete, like putting the lid on a box. It reminds us what the paragraph was all about.

So, next time you read a story or write one, notice how paragraphs are built. Each one is a small story with its own main idea and details!

Exploring the Structure of Paragraphs

Topic Sentence Read the paragraphs below and then write a topic sentence for each one.

Topic Sentence

The park becomes a big playground where we can swing high in the air and slide super fast. We can also play catch with our friends or jump rope until we are out of breath. This is the best!

Topic Sentence

From the tall and giraffe in the savanna to the colourful parrots in the rainforests, each one has its special place. Some animals, like dogs and cats, even become our best friends. Animals are everywhere.

Topic Sentence

Some stars group together and form shapes. We love to make up stories about these star patterns, like the Big Dipper or Orion. Why not look up at the twinkling stars is a perfect way to end a day. Let's look at the stars.

Hooks

Rewrite the topic sentences below but make them hooks so they hook the reader.

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

Your Version

Writing Engaging Topic Sentences

- **Asking a Question:** Start with a question to make readers think.
Example: "Have you ever thought about why birds sing?"
- **Using an Exclamation:** Say something surprising to catch their eyes.
Example: "Look up! Stars twinkle all night!"
- **Making a Bold Statement:** Use strong words to share your main idea.
Example: "Elephants are the largest animals on land!"
- **Adding an Interesting Fact:** Share something cool to make it exciting.
Example: "Did you know? Cats can make over 100 sounds!"



Hooks

Write a sentence below using the different strategies.

Original Version	Some people are scary.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Rainbows shine after rain showers.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) They're sweet and have yummy chips. Baking them fills the house with warm smell. Eating them with milk is super tasty.

- a) Chocolate chip cookies are the best treat!
- b) Cookies have chocolate chips in them.
- c) Cookies are baked in an oven.

2) In the winter, snow falls from the sky. Kids make tall snowmen and play in the snow. On cold days, we wear hats, gloves, and scarves.

- a) Winter has many holidays like Christmas.
- b) Winter has cold weather and snow.
- c) Each snowflake is special and different.

3) Elephants have big ears and long trunks. They use their trunks to pick up things and splash water. They like to be with other elephants in the savanna.

- a) Lots of wild animals live in Africa.
- b) Elephants are the same height as giraffes.
- c) Elephants are amazing animals with cool parts.

4) Soccer needs players to practice a lot. They practice kicking and playing as a team. On weekends, many kids play soccer games.

- a) Playing soccer means learning skills and teamwork.
- b) Many games, like baseball, need a ball.
- c) Kids play soccer more in the summer.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

When we write, paragraphs are like boxes for our ideas. We use paragraphs to keep our ideas nice and tidy. Just like when we play with toys, each toy has its own place.

What's Inside?

Inside a paragraph, we add details to explain our main idea. It's like adding toys to a toy box. If you're talking about a cool toy, you won't just say, "This toy is fun." You'd tell your friend why it's fun to play with it, and why they'd like it too!

Check These Out:

✓ Main Idea: "I love ice cream."

Details: It's sweet, cold, and comes in many flavors.

✓ Main Idea: "Playing outside is the best."

Details: You can jump, run, and even play hide and seek.

Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

If we stack them right, they won't fall over.

How to Build Great Paragraphs:

- **Start with a Big Idea Sentence:** This tells what you're going to talk about.
- **Add Fun Details:** These make your story even better.
- **End with a Wrap-Up Sentence:** This is like putting the lid on a toy box.



Crafting Perfect Paragraphs

Supporting Details

Write 2 supporting details about the topic sentences below.

Topic Sentence	Eating a healthy breakfast helps me start the day with lots of energy.
1	You should start the day with fruits and whole grains.
2	You need energy for the things you do all day.
3	Your brain needs brain food to think at school.

Topic Sentence	Field trips are so much fun!
Supporting Detail # 1	
Supporting Detail # 2	

Topic Sentence	Breakfast is the best meal of the day.
Supporting Detail # 1	
Supporting Detail # 2	

Topic Sentence	Weekends are perfect for family time.
Supporting Detail # 1	
Supporting Detail # 2	

Supporting Details

When we write about something, like our favourite season, we can have lots of reasons why we like it. But to make our writing neat, we can group those reasons into big ideas. Let's see how it works!

Think about why we love summer:

Sunshine, no cold snow, vacation from school, playing sports like basketball and soccer, long days to play.

2 Big Ideas: (1) More fun (sunshine and no cold snow), (2) More fun (playing sports like basketball and soccer, long days to play, and more time to play because no school)

Brainstorm 3 ideas and then select 2 big ideas to write about.

1) What is your dream car?

Dream Car

Write the 2 ideas you can pull from your brainstorming.

1)

2)

Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Similarly	However	Also	Finally
Next	Likewise	But	In addition	In conclusion
Then	Equally	On the other hand	Furthermore	To sum up
Afterward	In the same way	Alternatively	Moreover	All in all
Meanwhile	As well as	Conversely	Plus	In summary
At the same time	Along with	Nevertheless	Too	In the end

Think

I have a good transition word for the supporting details.

- 1) I enjoy colouring with _____, my friend uses coloured pencils. We like to compare drawing.
- 2) At the zoo, I saw lions and elephants. _____, there were monkeys swinging from trees. We laughed watching the antics.
- 3) I had ice cream for dessert. _____, my friend had a slice of cake. Both of us love sweet treats.
- 4) On weekends, I visit the park. _____, I sometimes go to the museum. I learn and play a lot.
- 5) My mom cooks pasta for dinner. _____, she sometimes makes yummy pizza. _____, my aunt makes sandwiches. We all share and taste each other's dishes. _____, we discover new favourite foods.

Ending With A Bang: Conclusion Sentences

What's a Conclusion Sentence?

A conclusion sentence finishes a paragraph. It's the last sentence you read and helps you remember the main points of the writing.

Why Do We Need Conclusion Sentences?

Conclusion sentences help us understand the main point of what we have read. When we finish reading, the conclusion sentence reminds us of the main idea.



How to Write a Good Conclusion Sentence

To write a helpful conclusion sentence, here's what you can do:

- Restate the Main Idea: Say the main idea in but different words.
- Keep it Short: Don't make it too long. You should make new sentences.
- Add a Final Thought: Sometimes, you can add a small thought.

Conclusion Sentence Examples:

If you write about playing a game, you could end with:

- ✓ "Games are fun and help us work together!"

If you write about a trip to the zoo, you might say:

- ✓ "The zoo is full of amazing animals and adventures!"

If you write about a day at the beach, you could finish with:

- ✓ "Beaches are places of sun, sand, and fun memories!"

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) Conclusion sentences are the first in a paragraph.	True	False
2) Your conclusion sentence should add new ideas.	True	False
3) Your conclusion sentence should be long.	True	False
4) It should state the main idea.	True	False
5) The conclusion can be about random things.	True	False

Think

Which conclusion sentence you think is best.

1) Vanilla ice cream is my favorite dessert. I love adding rainbow sprinkles on top. Eating it always makes me happy, especially on hot days.

- a) Vanilla ice cream with sprinkles is my favorite.
- b) I sometimes eat ice cream.
- c) Vanilla ice cream is a cold dessert.

2) I love listening to the rain tap on my window. On rainy days, I wear my blue rain boots and jump in puddles. Afterward, I come inside and drink warm chocolate.

- a) Rain is water from the sky.
- b) Rainy days bring so much joy and warmth.
- c) My boots are blue.

3) Every night, my mom reads me a bedtime story. We explore magical lands and meet characters. Listening to her voice makes me feel cozy and ready to dream.

- a) My mom has a book.
- b) Her stories are the perfect end to my day.
- c) She reads at night.

Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) Trees are really important for us. They give us shade on hot days and homes for birds. In the fall, their leaves turn pretty colours like red and gold.

2) Every summer, my family goes to the beach. We build sandcastles, collect seashells, and splash in the water. My mom always wears my favourite sun hat to protect my face.

3) I love riding my bicycle around the park. It's blue with a small bell. On weekends, my friends join me, and we race each other.

4) My teacher has a big globe in our classroom. We use it to learn about different countries. Yesterday, I found where Canada is.

Analyzing Paragraphs

Analyze

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.

1) My teddy bear is named Mr. Brown. He has soft, fuzzy fur and a red bowtie. I got him on my fifth birthday from my grandma. Every night, I cuddle him to sleep. He's my favourite toy in the whole world.



Main Idea

2) At school, we have a special reading time. Every day, someone picks out a book from the library shelf. I usually choose stories about adventure and magic. My best friend likes books about animals. After reading, we share what we learned from our books.

Main Idea

3) Winter is such a magical time of the year. Snowflakes fall from the sky, covering everything in white. I put on my warm coat, mittens, and boots to go outside. My friends and I build snowmen and have snowball fights. At the end of the day, we drink hot cocoa to warm up.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Write things you like about the paragraph. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 8 criteria that make a good paragraph.

Penguins are amazing birds that can't fly, but they have their own cool skills. First, they have long arms, which act like flippers, that help them swim super fast in icy water. They live in cold places like Antarctica, where not many other animals can. They eat lots of fish, and they're good at catching them because they can dive really deep. Lastly, penguins live in big groups, and they keep their eggs warm by balancing them on their feet. It's clear that even though they can't soar in the sky, penguins are very special.



1)

2)

3)

4)

5)

6)

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Describe your favourite animal.	What's the best season of the year?
Write about a visit to the zoo.	Describe a beautiful place you visited.
What do you like to do on a rainy day?	Explain how to make your favourite sandwich.
Explain your favourite hobby.	What is your favourite game? Explain how to play.
Would you like to be invisible?	Describe what you would do on a perfect day.

1) What is your topic?

2) Brainstorm ideas that come into your mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

5) Write the 3 supporting details you will include in your paragraph.

1

2

3

6) Write your topic sentence of your paragraph below. Include transition words between your supporting sentences.

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it isn't boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct.		
The paragraph flows and makes sense.		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria		
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it isn't boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense.		

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
Topic Sentence	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
Conclusion Sentence	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
Main Idea	Consistently focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Three or more relevant details; details are specific.	Two or three relevant details; details may be general.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some transitions used.	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are repetitive.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors that affect readability.	Numerous errors that affect understanding.

Teacher Comments

Mark

Student Reflection - How did you do on this assignment? What could you do better?

Formal Versus Informal Letters

Formal Letters: For Serious Talks

Formal letters are special letters we use when we want to talk about important things. You would use a formal letter if you want to tell your school principal about a big idea, or if you have a question for a company that makes your favourite toys.

How to Write:

- ✓ Opening: Say "Dear" like "Dear Principal."
- ✓ Body: Here, tell us your big idea or question. Always be polite.
- ✓ Closing: Finish with words like "Thank you" or "Yours truly."



Friendly Letters: These are letters we write to our friends or family.

How to Write:

- ✓ Opening: Say "Hi" or "Hello" like "Hi!"
- ✓ Body: Talk about cool things, like your new toy or a fun day you had.
- ✓ Closing: Say "Love" or "Talk to you later."

Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who you are writing to and why. **Formal emails**, need a clear structure and polite tone, often used for job applications or professional communication. **Informal emails**, on the other hand, are like casual letters sent online, used for writing to friends or family.

Parts of an Email:

- Subject Line: A short hint about the email.
- Opening: A greeting like "Hi" or "Dear."
- Body: Your news or questions.
- Closing: A nice ending, like "Thanks" or "See you soon!"



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are always fun.	True	False
2) Formal letters use "Hi" for opening.	True	False
3) "Yours truly" is a formal closing.	True	False
4) "Love" is a friendly letter closing.	True	False
5) "See you" is an email closing.	True	False

Think

Which type of letter or email is given in the example.

Dear Mrs. Smith,

I hope you're doing good. Could you please have a lesson about stars and planets next week?

Thank you,
Alyssa

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Hi Max,

You finish the drawing we started yesterday? It looked awesome!

Talk to you,

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: Great Story

Dear Mr. Lee,

I wanted to let you know I really enjoyed the story we read today. Can we read more like that?

Best wishes,
Evan

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: New Math Game

Hey Riley,

Guess what? I found a cool game about math. Want to play it during break?

See you!
Mia

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Purpose and Audience of Letters

Think

Read the purpose and audience of the email. Then decide if it will be a formal or informal email?

Audience	Purpose	Formal or Informal	
School Principal	Asking for a meeting	Formal	Informal
Cousin	Sharing pictures	Formal	Informal
Local Council	Asking for a new swing set	Formal	Informal
Best friend	Inviting to a sleepover	Formal	Informal
Teacher	Asking for help with homework	Formal	Informal
Customer Service	Complaining about a product	Formal	Informal
Grandparent	Asking to come for a weekend	Formal	Informal
Potential Employer	Asking for a job	Formal	Informal
Classmate	Asking to play soccer at recess	Formal	Informal
Favourite Author	Asking a question about a book	Formal	Informal

Think

Think of 4 emails you might want to send. Will they be formal or informal?

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal

Analyzing Informal Emails

Analyze

Read the emails below. Underline the **subject** and **closing** (or use highlighters). Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Missing Pencil

Hey Alex,

I noticed my blue pencil is missing from my desk, and I saw you using one just like it. Did you take it without asking? I really need it back. It's important to ask before taking someone's stuff. Let me know.

Thank you,

Jordan

Author's Voice

Subject: Lost Toy

Hi Jake,

I'm feeling really down because I lost my favourite toy at school today. If you see a green toy dinosaur, can you let me know? I'm really sad but it's okay, I can find it.

Thanks a lot,

Sophie

Author's Voice

Subject: Presentation Tomorrow

Hi Grace,

I'm super nervous about our class presentation tomorrow. I keep thinking I'm going to forget everything. Have you practiced a lot? Maybe we can practice together after school? It might help me feel better.

Thanks,

Olive

Author's Voice

Informal Email Writing

Write

Using what you've learned about informal letters, write a letter below.
Use the audience and purpose provided for you.

Audience	Purposes
Friend	Inviting to a sleepover
Subject	

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Oh!	Ouch!	Yippee!	No!	Yikes!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!

Think

Add the appropriate interjections and describe the voice used.

Subject: Super News!

Hey Zoe! _____! I just got a new puppy! _____!

He's a golden retriever and he's super fluffy. _____! I can't wait

for you to meet him. We can have a playdate this weekend? Let me know!

Jumping with joy,

Mia

Voice (Angry, Sad, Mad, Frustrated, etc..)

Subject: Rained-Out Picnic

Hi Carlos,

_____! I just heard that it's going to rain all day tomorrow.

_____! We might have to cancel our picnic. I was really looking

forward to it. _____! Let's think of an indoor activity instead.

Sighing,

Ella

Voice (Angry, Sad, Mad, Frustrated, etc..)

Subject: Unexpected Discovery!

Hey Sam,

_____! You won't believe what I found in my attic today. _____!

An old treasure chest! Can you imagine? It was filled with antique toys and

pictures. _____! We should explore it together. What do you say?

In total shock,

Lily

Voice (Angry, Sad, Mad, Frustrated, etc..)

Success Criteria – Informal Emails

Analyze

Read the email below. Write things you like about the email. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 7 criteria that make a good informal email.

Subject: My New Treehouse

Hi Luke,

Guess what? I built a treehouse in our backyard! At first, I was a bit scared to climb, but then I realized it was like being in a big bird's nest. From the top, I can see Mrs. Brown's cat, the mailbox at the end of our street. Also, I met a squirrel named Sam who I think the treehouse is also his home. Haha! I wish you could come over and play.

Did you do anything fun this weekend? Let's have a treehouse party soon!

See you at school,
Mia

1)

2)

3)

4)

5)

6)

7)

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing news, inviting to a party
Family Members	Giving thanks, holiday greetings
Classmates	Asking for homework help, playdate
Sports Teams	Discussing practice, game updates
Pen Pals	Introducing oneself, cultural exchange
Favourite Celebrity	Letter, asking questions

1) Who will be the audience for your informal email?	
2) What will be the purpose of your email?	
3) Brainstorm anything that comes to mind when you think of this purpose. What things could you write about to this audience?	
4) Write the subject line below.	
5) Write the greeting you will use.	
6) Write the closing you will use.	

Write

Plan your email by filling in the graphic organizer.

7) What voice will you use in your email? Are you angry, happy, excited?

8) What adjectives/words will you use to share your voice? For example, if you're mad, you might use interjections like: Argh! Ugh! Grr! Seriously! You might also use lots of exclamation marks!!!

9) Write your draft of your email below. Include interjections like the ones listed above.

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body – Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does it Make Sense?		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	
Greeting	
Clear Topic Sentence	
Engaging Body – Good word choice	
Use of interjections	
Appropriate Voice and Tone	
Clear Conclusion Sentence	
Appropriate Closing	
Flow – Does it Make Sense?	

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
Greeting	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
Topic Sentence	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Engaging Body/ Words and Choice	Words are lively and interesting; body is engaging	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	Uses many appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
Voice	Voice matches purpose (e.g., happy, excited)	Voice is clear	Voice is inconsistent or unclear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate

Teacher Comments

Mark	
-------------	--

Student Reflection – How did you do on this assignment? What could you do better?

Analyzing Formal Letters

Analyze

Read the letters below. Underline the address and closing (or use highlighters). Circle the transition words being used. Then describe the voice used in each letter. Is the person happy, sad, scared, etc.?

Willow Grove Elementary
32 Forest
Toronto, ON M1B4

Dear _____

I wanted to share with you about our class trip to the library. Firstly, the books were so helpful and fun. Additionally, I found a cool book about dinosaurs. Furthermore, we read to our friends! Thanks for the fun trip.

Warmly,

Lucas Mitchell

Author's Voice

Sunny Meadows School
48 Maple Rd.
Ottawa, ON K1A 0B1

Hi Mrs. Morrison,

Firstly, I'd like to say thanks for the new art supplies. Having used them, I've noticed a big difference in my artwork. So, I was hoping we could have more of these in the future.

Bye for now,

Oliver Jackson

Author's Voice

Name: _____

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Curriculum Connection
D1.1, D2.2, D2.3

Formal Letter Writing

Write

Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you.

Audience	Purpose	
Company	To tell them about a product you just bought that is not good.	
		

Intro to Narrative Writing

Telling Stories with Writing!

Narrative writing is like telling a story on paper. Imagine drawing with words! You can tell about a fun day you had or create a tale about a dragon.

Who and Where?

In stories, we have **characters** – like people, animals, or even robots! You also need a place where the story happens. That's the **setting**. Maybe it's a magical forest, a school, or your backyard. You decide!

Story Parts

Beginning: The Story's Start

At the beginning of a story, we meet the main characters and learn about where they live. This is the **setting**. This part sets the stage for everything else to happen and gives us a hint of what's coming next.

Middle: The Big Adventure

The middle is where the action heats up! This is where the main events happen. Our characters might face challenges, go on quests, or solve mysteries. We're at the edge of our seats, wondering what will happen next.

End: Wrapping It Up

In the end, everything starts to make sense. The characters find solutions to their problems or answers to their questions. We get to see how everything turns out and how the characters feel at the close of their journey.



True or False

Is the statement true or false?

1) Narrative writing tells a story.	True	False
2) Stories don't need characters.	True	False
3) Stories have three parts	True	False
4) The beginning of the story solves the problem.	True	False
5) The beginning of the story shares the setting and characters.	True	False

Questions

Answer the questions below.

1) What are the three parts in narrative writing?

2) Story Ideas: Think of a problem you might have. Story Ideas: Think about your favourite games or toys and a small problem you might have with them.

Ex: Lucy loses her favourite toy. She has to find it before bedtime.

Think

Write the beginning, middle, and end of a story in your book.

Story Idea: Dane is nervous because he is starting at a new school.

Beginning	<hr/> <hr/>
Middle	<hr/> <hr/>
End	<hr/> <hr/>

Activity – Improving Sentences

To make a sentence longer and better, you can add details. Here's how:

- **Who:** Tells us about the person or thing.
- **What:** Tells more about the action or thing.
- **When:** Tells the time.
- **Where:** Tells the place.
- **Why:** Gives a reason.
- **How:** Tells the way something is done.

Examples

Before:

After: My dog barked at the mailman this morning because it was guarding the house.



Directions

First, fill in the information in the table below. Next, use the details to write an improved sentence.

Sentence: _____	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Directions

Fill in the information in the table below. Next, use the details to write an improved sentence.

Boring Sentence: It stinks.	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Boring Sentence: It stinks.	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Narrative Writing - Setting

Describe

Imagine the story takes place in the picture. Describe the setting. Make up extra details you can't see using your 5 senses.



See

Feel

Hear

Taste

Smell

Use your notes above to write a paragraph form.

Analyze

The setting below has been written about a kitchen. Write the character will see, feel, hear, taste, and smell.

In a cozy kitchen, there was always something happening. You could see bright orange carrots on the table. If you listened, the sizzle of pancakes on the stove sang a tasty song. People said the fluffy pancakes felt like soft pillows in their mouths. Every bite was a burst of sweet and a bit of salty, and the whole room smelled like a warm hug.

See

Feel

Hear

Taste

Smell

Narrative Writing - Characters

Analyze

Read the character introductions that could be used in different stories. Fill in the organizer.

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her red coat. Her curiosity is endless, and she's not afraid to ask questions. One day, while exploring an old, abandoned house, she found her father's old diary. It was full of secrets and ordinary household items, turning them into something extraordinary.

Wearing a safari hat and a green jacket, Timothy's mischievous smile gives away his adventurous spirit. He's never afraid of a challenge and has a knack for exploring new places. Even without a map, he seems to find his way.

Fiona's colourful clothes and bright blue eyes reflect her creative soul. Gentle and observant, she sees beauty everywhere. Her paintings are so stunning that they often get mistaken for real-life photographs.

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Making a Story Step-by-Step

- 1) Choose Your Idea: What will your story be about? Maybe an adventure, a puzzle, or a funny day.
- 2) Think of Characters: Decide who is in your story. What do they like? What do they want to do or find?
- 3) Beginning: Tell where and when it happens. Show the main people or animals and what they want.
- 4) Middle: What do they try to do or find what they want. There might be problems, new ideas, or surprises.
- 5) Ending: How do they finish? Do they find or do what they wanted? This part should make readers happy.



Remember, making a story is like building with blocks. Start with one block (idea) and add more to make it whole.

Practice

Read the short story plot below. Then fill in the organizer.

Tommy found a mysterious, old key in his room. Curious, he tried it on every door he could find. Finally, it opened the attic door which was always locked. Inside, he discovered a toy chest filled with toys his grandparents played with as kids. Excitedly, he spent the afternoon playing and imagining old-time adventures, feeling closer to his family's past.

Idea	
Character	
Beginning	
Middle	
End	

Creative Writing – Narrative Practice

Practice

Choose a character, plot, and a setting and then start writing!

Characters	Plots	Settings
A brave astronaut	Finding a lost treasure	Desert Island
A young wizard	Protecting a village from a dragon	Outer Space
A mischievous ghost	Returning to their home planet	Futuristic Metropolis
An adventurous explorer	Making a new friend	Medieval Castle
A timid animal	Leading a group of animals to safety	Mountain Village
A stranded alien	Solving a mystery at the museum	Small Town
A superhero sidekick	Exploring a new world	Enchanted Forest
A strong warrior	Discovering a hidden treasure	Inventor's Workshop
A wise elder	Planning a new adventure	Dense Jungle
A clever inventor	Building a machine that helps people	A Farmer's Barn
A talking animal	Winning a big race	Haunted Mansion
A curious detective	Learning how to fly a plane	Space City

Using Quotations in Narratives

Quotations: When Characters Speak!

Quotations let us know the exact words a character says in a story. We use special marks called quotation marks. Like this: "I want a cookie," said Jake.

“ ”

How to Use

Quotations make characters come alive! Here's how to use them:

- Capital Letters: Words spoken start with a capital letter.

Example: "He loves cars."

- Comma Before Talking: When you start a new line of speech, then use a comma.

Example: Dad said, "Put on your shoes."

- End Marks Inside: Put the period or question mark inside the quotation marks.

Example: "Can we go play?" asked Lily.

- Quotations for Speaking: Use quotations for words spoken.

Example: "I want ice cream."

- New Line for New Speaker: Start a new line for each person speaking.

Example:

Mom said, "It's bedtime."

"Five more minutes?" I replied.

- Speaker Tags: Use words like "she said" to tell who's speaking.

Example: "I'm hungry," he announced.



Using Quotations in Narratives

Quotation Detective!

Fix the mistakes below.

Original	"I'm hungry said Tom."
Edited	
Original	houted, "where is my ball
Edited	
Original	"Can you cook?" asked Amy?
Edited	
Original	"dogs are really fun
Edited	
Original	she said, "I love ice cream
Edited	
Original	"Can we go to the park? asked Tom.
Edited	
Original	My dog barked, "Woof woof
Edited	
Original	"is it lunchtime yet," asked Sally.
Edited	

Writing Speaker Tags

asked	whispered	shouted	exclaimed	warned
replied	muttered	groaned	questioned	pouted
announced	cried	cheered	requested	moaned
insisted	mumbled	declared	laughed	grumbled

Fill in the _____

Use a different speaker tag for the quotations below.

1)	"I can't be late for dinner," _____ Mom.
2)	Sally _____ "I think I see a rabbit."
3)	"Can you help me _____ home?" _____ lake _____.
4)	"I wish it would stop raining," _____ Tim.
5)	"You're it!" _____ Emily _____ her friend.
6)	Lucy _____, "I'll be there" _____ minutes.
7)	"Watch out for that puddle!" _____ M _____.
8)	"This is the best ice cream ever," Peter _____.
9)	"Do you think it will snow tomorrow?" _____ Sam.
10)	"I don't want to go to bed," _____ Lily.
11)	"We won the game!" _____ the whole team.
12)	"Please pass the salt," _____ Grandpa.
13)	Tom _____, "I have finished my painting."

Writing Using Quotations

Practice

Write dialogue between Superwoman and Superman. **Don't forget the speaker tags!**



Speech bubble for Superwoman with three horizontal lines for writing.



Speech bubble for Superman with three horizontal lines for writing.



Speech bubble for Superwoman with three horizontal lines for writing.



Speech bubble for Superman with three horizontal lines for writing.

Writing Using Quotations

Practice

Think of your favourite celebrity. Is it a hockey player, actor, or painter? Now write dialogue between you and them. What will you say? Will you say it excitedly? What will they say? Use speaker tags.

You	_____
You	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space ro	Befriends aliens	Planets
Advent	Solve neighborhood mystery	Suburb
Elder	gardener, magic singing garden	Backyard
Young chef	cooking contest	City kitchen

Plan

Choose a topic from the list above and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – What will the setting be? Describe it using your senses.

Plan

Fill in the organizer below.

4) Middle – What problem will the character(s) have? Describe how the problem will start and how it will affect the characters.

5) End – How will the characters solve the problem?

6) What is a good title for your story?

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	
Interesting Plot	
Well-Developed Characters	
Clear Beginning, Middle, and End	
Strong Setting – Uses 5 Senses	
Vivid Descriptions – Word Choice	
Appropriate Title	
Story Makes Sense	

Activity: Story Swap Revision Party

Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

Materials

What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and paper
- ☐ Highlighters (to mark areas for revision)
- ☐ Revision checklist (to use or to create success criteria)



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be taking part in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is important.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

Activity: Story Swap Revision Party

Feedback

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner do well?

2) Based on the success criteria, what does your partner need to change?

3) What is your favorite part of the story?

4) Write 2 questions you have about your partner's story.

1)

2)

5) **Hand this sheet back to your partner.** Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 2 changes.

1)

2)

Understanding Persuasive Writing

What is Persuasive Writing?

Persuasive writing is when you write to make someone see things your way. It's like telling a friend why your favourite game is the best.

When Do We Use It?

We use persuasive writing in many places:

1. In school, to show why you like a story.
2. In ads on TV, to make things look cool.
3. In letters, like asking for a new school bag.



What Makes Persuasive Writing Good?

1. Clear Ideas: Your writing should show what you think. If you think it.
2. Using Facts: To persuade someone, use facts like "I will be able to do more exercise."
3. Think of the Reader: Imagine who will read it. What would they like to hear?
4. Careful Word Choice: If you write about a new toy, use words like "cool" and "awesome." If you're writing to the mayor, use formal language with words like important, need, advantage, recommend, etc.
5. Good Order: Start by saying what you think. Next, share why you think it and why they should agree. End with a sentence that wraps it up nicely.

Understanding Persuasive Writing

True or False

Is the statement true or false?

1) We write persuasive notes in school.	True	False
2) TV ads use persuasive writing.	True	False
3) Letters never use persuasive writing.	True	False
4) Clear ideas are important in persuasive writing.	True	False
5) It is important to know who will read your persuasive writing.	True	False

Ad Poster

Write an ad for your favourite toy or snack. Write a catchy slogan to make some people want it too.

Slogan:

Is It Persuasive?

Instructions

If you had to use one of the details to persuade someone of the topic, which would you use? Circle it.



Topic: Winter is the best season.

Snow is pretty.

I like wearing boots.

In winter, long nights help our bodies get more sleep.

Topic: Dogs are better than cats.

Dogs wag their tails.

Some dogs can bark.

Dogs can be trained to help with disabilities.

Topic: Reading is more fun than watching TV.

Reading improves vocabulary and brain function.

Books don't need batteries.

I like turning pages in a book.

Topic: Biking is better than walking.

Bikes have shiny parts.

I like ringing the bike bell.

Biking can cover longer distances in a shorter time than walking.

Topic: Summer is the best time of the year.

Summer is a break from school and more time for fun.

Ice cream tastes best in the heat.

I like wearing sunglasses.

Informational Reports: A Quick Guide

What's In a Report?

Reports help us learn new things. They have lots of facts and information about different subjects. If you want to learn about penguins, you could read a report!

Have you ever made a puzzle? A report is like a puzzle. Each piece has its special spot. Let's learn about the parts of a report!

Title: This is the name of your report. It tells readers what they're about to learn. Example: "All About Penguins."

Introduction: A short part that starts the topic. It's like saying, "Hello! We're going to talk about penguins."

Headings: These are big, bold words that show different sections of the report. They help break things up. Example: "Where Penguins Live."

Body: This is the main part of the report. It has all the facts and details. Under the heading "Where Penguins Live," you might write, "Penguins live in cold places like Antarctica."

Pictures: These are fun visuals that show what you're talking about. A picture of a penguin sliding on ice could be added to make your report exciting.

Conclusion: The end of your report. It's like saying, "Now you know lots about penguins!"

Index: This is a list at the back. It helps readers find specific things quickly. If someone wants to find where penguins live, they can check the index!



Informational Reports: A Quick Guide

True or False

Is the statement true or false?

1) Reports share facts.	True	False
2) Headings have bold text.	True	False
3) Titles show the report's topic.	True	False
4) An index is found at the start of a report.	True	False
5) An index lists all of the topics you can find in the report.	True	False

Questions Answer the questions below.

1) What is the purpose of an informational report?

2) Describe each of the components of a report below.

Introduction	
Headings	
Body	
Pictures/Diagrams	
Conclusion	
Index	

Informational Reports: Non-Fiction

Fiction is like when you play pretend or imagine. Its stories are not true and could be about princesses in castles or superheroes flying.

Non-fiction is when you learn real facts. If you pick up a book about real lions living in Africa, that's non-fiction. But, if the lion chats with you and wears a backpack for a treasure hunt, that's fiction! So, fiction is make-believe, and non-fiction is real-life facts! Reports are non-fiction texts.



Think _____ the text with the topic below fiction or non-fiction?

1)	...king to ... stories of its life with woodland creatures.	Fiction	Non-Fiction
2)	The tallest mountains in the world and where to find them.	Fiction	Non-Fiction
3)	A space robot named ... lives on a giant meteor.	Fiction	Non-Fiction
4)	A dragon who loves baking cookies for his village.	Fiction	Non-Fiction
5)	How bees make honey and help flowers grow.	Fiction	Non-Fiction
6)	The life cycle of a butterfly, from egg to beautiful insect.	Fiction	Non-Fiction
7)	Princess Lily finds a magic stone that can turn things to gold.	Fiction	Non-Fiction
8)	The different types of clouds in the sky and what they mean.	Fiction	Non-Fiction
9)	How penguins live in cold places and take care of their babies.	Fiction	Non-Fiction
10)	Timmy and his toy rocket fly to a planet made of candy.	Fiction	Non-Fiction

Writing a Report – Butterflies

Objective

What are we learning more about?

We will be practicing writing a report using the proper formatting.



Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Sort the facts into 1 of 3 main headings: how butterflies help the environment, their body structure, and their life cycle. Label each fact (H) for how they help the environment, (S) for their body structure, and (B) for their body.
- 3) On the next page, write your introduction for the report. Then you'll need 3 headings for the body (Now, you'll need a conclusion. You don't need to use all the facts for your report. Pick the facts you like best. Write 2 for each heading.

Facts

Organize the facts below.

Butterflies start as tiny eggs laid on plants.

By visiting different plants, butterflies help make new food.

Butterflies taste things using their feet!

They have large, often colourful wings covered in tiny scales.

After hatching, they become caterpillars which love to munch on leaves.

A butterfly's long tongue, called a proboscis, helps it sip nectar from flowers.

Caterpillars change into a chrysalis (or pupa) before turning into an adult butterfly.

They are a food source for birds, frogs, and other animals.

Butterflies help flowers grow by spreading pollen.

Writing a Report – Butterflies

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What will the report be about? What 2 facts will you include about each heading?**Heading #1***Fact 1**Fact 2***Heading #2***Fact 1**Fact 2***Heading #3***Fact 1**Fact 2***Conclusion** – Summarize the report in just a few sentences.

How To Research Well

Finding Information: Let's Begin!

When you're curious about something, you can find answers by doing research.

Choosing the Right Tools: Library, Internet, and Search Engines

Libraries and the internet are like treasure chests full of information. In libraries, you find books and magazines. On the internet, there are special tools called search engines (like Google) to help you.

When using Google, make sure you have clear questions.

Good Searches	Bad Searches
"What do elephants eat?"	"I'm confused about elephant dinners."
"How do rainbows appear?"	"Can someone tell me about rainbows?"
"Canada's highest mountain"	"Which mountain in Canada is super tall?"

The Importance of Trustworthy Sources

Always make sure what you're reading is real and trustworthy. A trustworthy source is a place we find trusted information. Here are some good sources to look for:

- Ask your teacher or someone at the library.
- Visit websites by schools, museums, or governments.
- Pick books by smart authors who know their stuff.

Be careful! Some places might give you wrong answers. Stay away from:

- ✓ Posts on social media by people who aren't super-smart on the topic.
- ✓ Blogs with no real facts.
- ✓ Websites that are trying to sell you something.



Think

Is the search good or bad?

1) Life cycle of a butterfly	Good	Bad
2) Why is my plant in my room not growing as tall as the one outside?	Good	Bad
3) Types of dinosaurs	Good	Bad
4) I saw a big lizard in a movie and I want to know its name	Good	Bad
5) How do rainbows form?	Good	Bad
6) That thermometer is used to measure how hot or cold it is.	Good	Bad
7) Why do we see all kinds of colours in the morning?	Good	Bad
8) How does a person's mood change?	Good	Bad
9) Canada's national animal	Good	Bad
10) Why can't I see stars in my backyard though they're up there?	Good	Bad

Questions

Answer the questions

1) Why is it important to use trustworthy sources?

2) How do we know if a website is trustworthy or not?

3) Is the description of the website below trustworthy? Yes or no?

1) Government website with facts	Yes	No
2) Guy on YouTube who tells me what he thinks	Yes	No
3) School textbooks and workbooks	Yes	No
4) A comment on Facebook	Yes	No
5) A blog post by a skateboarder about climate change	Yes	No

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

Materials

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (list on back page)
- ☐ Paper and pen



Instructions

How do we complete the activity?

- 1) Introduction: Explain to students that they are going on an online treasure hunt to find answers to exciting questions. They will need to find the source of the website they found the answer on. So, you will need to determine the name of the website.
- 2) Divide Students: Split the class into pairs or small groups and assign each group with access to a computer or tablet.
- 3) Distribute Questions: Hand out a list of pre-written questions to each group (on back page)
- 4) Research Time: Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.
- 5) Record Answers: Students should write down their answers on paper, along with the websites where they found the information.
- 6) Review and Discuss: Once the activity is complete, review the answers with the class and discuss the sources they used.

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer
1) What planet is known as the "Red Planet"?	
2) Who wrote "Eggs and Ham"?	
3) What gas do plants give off at night?	
4) Which big cat is recognized as the king of the jungle?	
5) What is the hardest natural substance?	
6) What is the largest mammal in the world?	
7) Which planet has a ring around it?	
8) Who is the superhero known as the "Man of Steel"?	
9) Which bird is known for its beautiful tail and dance?	
10) What do you call a baby kangaroo?	

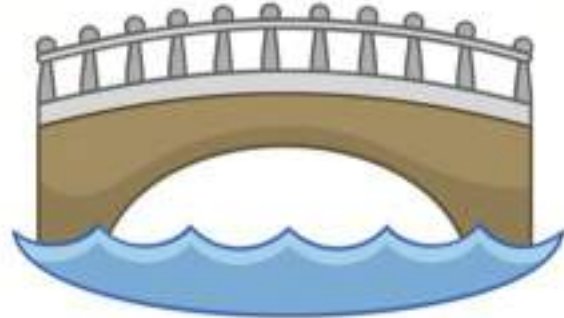
Reordering a Report – Strong Bridges

Index

Foundations: Paragraph 5

Materials: Paragraph 2

Shapes and Designs: Paragraph 1



Shapes and Designs

The shape of a bridge also adds to its strength. Have you noticed some bridges have triangles in their design? These are called trusses, and they spread out the weight, making the bridge stronger.

Materials Matter

Strong bridges are often made of materials like steel or concrete. These materials can carry heavy weights without breaking. That's why trucks and cars can safely drive over them.

Conclusion

So, the next time you cross a bridge, remember the cool designs, strong materials, smart shapes, and deep foundations that make it strong and safe.

Introduction

Bridges are amazing structures that help us cross over water, valleys, and roads. But have you ever wondered what makes some bridges super strong?

Solid Foundations

Every strong bridge starts with a solid foundation, usually deep in the ground. This foundation holds the bridge in place, especially during storms or when there's a lot of traffic.

True or False

Is the statement true or false?

1) Bridges help us cross over water and mountains.	True	False
2) All bridges are made of steel.	True	False
3) Concrete makes bridges stronger.	True	False
4) Triangles in bridges make them weaker.	True	False
5) A solid foundation is not important for bridges.	True	False

Ordering _____ Order the headings in the report.

How would you order the report? List the headings and why you chose that spot.
Headings: Introduction, Foundations, Materials Matter, Conclusion, Introduction, Solid Foundation

Heading Title	Why Does It Go There?

Report Writing – Introductions

A great beginning makes people want to read your story. Here's how to start:

- Begin with a cool fact or a question.
- Say what your story is about.
- Share a little sneak peek.
- Make it quick and fun!



Analyze

Read the introductions below and use a checkmark if it meets the criteria.

Have you ever wondered how fish breathe underwater? In this story, we'll dive deep into the world of fish and learn how their gills work. Join me on a wet and wild journey beneath the waves!

Start with a fun fact or question?	Give a hint of what you'll talk about.	
------------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Did you know stars can't really twinkle? In this exploration, we'll learn about the stars, the universe, and why they seem to twinkle at night. Get ready to reach for the stars!

Start with a fun fact or question?	Give a hint of what you'll talk about.	
------------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

What makes the rainbow have so many colours? In this report, we'll jump into the science of rainbows and discover what paints the sky after the rain. Grab your umbrellas and let's find that pot of gold!

Start with a fun fact or question?	Give a hint of what you'll talk about.	
------------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Report Writing – Introductions

Write

Write introductions for the topics below and then check whether you met the criteria.

Topic: Why kids need to go to school.

Start with a fun fact or question?	Give a hint of what you'll talk about.	
------------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Topic: How pets help humans.

Start with a fun fact or question?	Give a hint of what you'll talk about.	
------------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Analyzing a Report – Success Criteria

What Plants Need to Grow

Introduction

Every plant, from the tiniest flower to the tallest tree, has things it needs to grow. Let's discover what they are.

Plants Need Sun – Making Food

All plants need sun to grow. It's like their food. The sun gives them energy through a process called photosynthesis. When they get sunlight, they take in food and grow taller and produce leaves.



Can't Live Without Water

Just like we need water to stay hydrated, plants need water too. When they get thirsty, they take water in through their roots. Without enough water, plants can wilt and look sad. But with the right amount, they flourish and look happy!

Where Plants Live – Soil

Soil is more than just dirt; it's a plant's home. It provides them with nutrients and a place for their roots to spread out. Different plants prefer different types of soil, but they all need it to anchor themselves and get their food.

Conclusion

Plants are incredible, and with sunlight, water, and good soil, they can grow beautifully. Next time you see a plant, remember what it needs. Maybe you can even grow one yourself!

Index

Types of Plants – See Paragraph 1
Photosynthesis: See Paragraph 2
Wilting Plants: See Paragraph 3
Where Plants live: See Paragraph 4

Analyzing a Report – Success Criteria

Questions

Answer the questions below.

1) What are the 3 things every plant needs?

2) If you wanted to learn about photosynthesis, which paragraph would you go to?
Use the index.

3) How could an index help you find a book?

Analyze

After reading the report, write 5 things you learned about plants. Then, share your ideas with the class, so you and your class can come up with 8 criteria that make a good report.

1)

2)

3)

4)

5)

What is Poetry?

Getting to Know Poetry

Poetry is like a word painting! It lets us see cool pictures and feel things in our heart. Poems can sound like songs when they have rhythm and rhyme.



Different Types of Poetry

- **End rhyme:** Poems have words that sound the same at the end.
- **Haiku:** 3-line poem in Japanese.
- **Acrostic:** A poem in which the first letter of each line spells out a word or message.
- **Limerick:** A 5-line funny poem with a specific rhythm and rhyme scheme.
- **Sonnet:** A 14-line poem, often expressing feelings of love, that follows a particular rhyme scheme.

How Poetry Makes Us Feel

Poems can make us giggle, feel a bit teary, or even dream. Poets use words like "glittery stars" or "loud, splashy waves". These words help our imagination go wild!

Some Famous Poems and Poets

- "Twinkle, Twinkle, Little Star" by Jane Taylor
- "Sonnet 18" by William Shakespeare
- "The Raven" by Edgar Allan Poe



Guess what? Poems aren't just in books. They're in songs and movies too! When you sing a song or watch a show, there might be a poem hiding inside.

True or False

Is the statement true or false?

1) All poems rhyme.	True	False
2) Haikus have five lines.	True	False
3) Limericks are serious poems.	True	False
4) "The Raven" is by William Shakespeare.	True	False
5) Poetry starts with words.	True	False

Write _____ that can make the reader feel the emotions below.

Happy	
Sad	
Scared	
Excited	

Draw

Draw what you picture when you read the poem.

Sunshine warms the day,
Children laugh and run outside,
Springtime has arrived.

Frogs leap and we laugh,
Running fast, we race the wind,
Ice cream drips on hands,
Every game we play, you win,
Never ending fun,
Days with you, the best they've been!

What is a Haiku?

What is a Haiku?

A **haiku** is a short poem from Japan. It's short, only three lines! The lines have a beat: 5 syllables, 7 syllables, then 5 syllables. Haikus are often about nature or how we feel. They make us see a picture using few words. Look at these:

Springtime
Birds chirp morning songs,
Moon glows in the night,
Dreams start to take flight.

Birds
Birds chirp morning songs,
Wings flutter, trees come alive,
Springtime has arrived.



These little poems are fun to read and are a wonderful way to share something special about the world around you!

Write

Finish the Haiku poems below.

Topic: Sunny Day

Line 1

Blue sky, no clouds in sight,

Line 2

Sunshine warms the playground,

Line 3

Topic: Rainy Morning

Line 1

Raindrops tap the roof,

Line 2

Open my umbrella up,

Line 3

What is a Haiku?

Write

Finish the Haiku poems below.

Topic: Snowy Wonderland

Line 1	White snow covers ground,
Line 2	Snowmen stand with hats and scarves,
Line 3	

Topic: Spring Wakes Up

Line 1	Birds sing happy tunes,
Line 2	
Line 3	Time says hello.

Topic: Summer Fun

Line 1	Hot sun is so close,
Line 2	
Line 3	Summer fun

Topic: Starry Night

Line 1	Stars shine in the sky,
Line 2	
Line 3	Time to close my eyes.

Topic: Cozy Evening

Line 1	
Line 2	Fire crackles, warms the whole room,
Line 3	Winter's cozy hug.

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

Rhyme poems are like fun songs but without music. Words in them sound the same at the end. This makes them fun to read and sing! Let's learn to make a rhyme poem!

What is Rhyme?

When two words sound the same at the end, they rhyme. Like "dog" and "frog" both have an "-og".

Steps to Write a Rhyming Poem

- 1) Pick a Topic: What do you like or love?
- 2) Choose a Rhyme Scheme: Decide which words match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use your rhyming ideas. If words don't match, try again.

Example of AABB Rhyme Scheme:

- Line 1: My dog loves to play (A)
- Line 2: With his ball every day (A)
- Line 3: He barks at the sky (B)
- Line 4: Then lays down with a sigh (B)



Tools for Finding Rhymes

- Rhyming Dictionaries: These are like dictionaries, but just for rhymes!
- Online Rhyming Tools: Type a word and find matches!

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Cat			
Sun			
Dim			
Blue			
Tight			
Day			
Car			
Moon			

Write

Finish the poem below using the rhyming words.

AABB Poems

Jumping high, touching the sky,
On the ground, I don't lie.
Play all day, in the sun,

AABB Poems

Ice cream cold, in my hand,
Best treat in, all the land.
Chocolate, vanilla, or berry blue,

ABAB Poem

The moon so white, i
Glowing, its full face,
Giving off soft, gentle light.

ABAB Poem

Raindrops fall, on my window,
Wet, yet warm in summer's heat.
Pitter-patter, fast then slow.

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that interest you. These will help you come up with ideas for your poems. Examples: friends, hobbies, sports teams, seasons, etc.

2) Which topic will you write your poem about?

3) Write a 4-line poem below with rhyming words. Follow either the **AABB** or **ABAB** rhyming pattern.

4) Illustrate your poem by drawing a picture.

PREVIEW

Children's Book - Adventures in Dreamland

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.

In the sky so bright,
Glowing diamonds in a sight!
The moon with a dream
Close your eyes, if you

In the jungle, wild and free,
Monkeys swing from tree to tree.
Elephants stomp, lions roar,
Adventures wait, there's so much more!

PREVIEW

Children's Book - Adventures in Dreamland

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.

Under the sea, what can you find?
Cool fish, and dolphins combined.
Whales sing, and dolphins play.
Dancing in waves, they go away.

Above the clouds, up so high,
Birds and planes, they both fly.
Rainbows curve, a colourful bend,
Endless sky, where dreams never end.

Activity Title: Rhyme Time Poetry Party

Objective

What are we learning more about?

To engage students in the fun world of rhyming and help them create their very own four-line rhyming poem.



Instruction

How do we complete the activity?

- 1) Group Rhyme Rap:** Start by sitting in a circle. Say a word aloud (e.g., "dog"). The student to the right says a word that rhymes with "dog". Go around the circle with each student saying a word until they can't think of anymore rhymes.. Do this a couple more times with different words.
- 2) Theme Selection:** Ask each student to think of their favourite thing (it could be an animal, a toy, a place, etc.) and write it down.
- 3) Rhyme Brainstorm:** On a piece of paper, students will brainstorm words that rhyme with their chosen favourite thing. They should write down 3-4 words that rhyme with their chosen favourite thing.
- 4) Compose the Poem:** Using their favourite thing and the rhyming words they brainstormed, students will write a four-line poem. Remind them that the end of lines 1 and 2 should rhyme, and the end of lines 3 and 4 should rhyme.
- 5) Poetry Presentation:** Once their poem is complete, create a "poetry stage" (a space in the front of the class) and let students take turns presenting their poems. Applaud and cheer for each poet!

Activity Title: Rhyme Time Poetry Party

Feedback

Fill in the organizer below to collect feedback about your book.

1) Write down some of your favourite things below. It could be food or a toy.

2) Which flavour did you choose for your poem?

3) Write as many words as you can think of that rhyme with your favourite thing.

4) Write your poem below. In the first line, you'll say what your favourite thing is. Then you'll use the rhyming words above to rhyme with it.

Rubric – Creating a Rhyming Poem

Category	4 Points	3 Points	2 Points	1 Point
Rhyme Scheme	Follows AABB or ABAB pattern perfectly.	Mostly follows the AABB or ABAB pattern.	Sometimes follows the AABB or ABAB pattern.	Rarely or never follows the AABB or ABAB pattern.
Word Choice	Uses creative and fun words that rhyme well.	Uses words that mostly rhyme well.	Uses some words that don't rhyme well.	Uses words that don't rhyme well.
Clarity	Poem is easy to read and understand. It is enjoyable to read.	Poem is mostly clear and understandable.	Poem has parts that are confusing.	Poem is mostly confusing.
Creativity	Poem is imaginative and original.	Poem has some original ideas.	Poem has few original ideas.	Poem lacks originality.

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you have done better?

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun poems that are usually silly and funny. These poems have a certain beat and rhyme, which makes them catchy.

How a Limerick Goes

Limericks have a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They also have a rhythm as well – think Hickory Dickory Dock.

- Lines 1, 2, and 5 rhyme with each other (A) and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B) and are typically shorter (~5 syllables)



Frog
In the pond his croaks linger,
A frog dream of being a singer.
He'd sing in the pond,
Like he was a rock,
Hitting notes that made his friends cricker.

**Write**

Finish the Limerick poems below.

Topic: Silly Cat

Line 1	There once was a cat on a mat,
Line 2	Who was trying to capture a rat.
Line 3	She stared all around,
Line 4	Never making a sound,
Line 5	

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Hungry Hen

Line 1	A farm had a most hungry hen,
Line 2	Who scratched for her food in the garden.
Line 3	She soon found some oats,
Line 4	Which were meant for the goats,
Line 5	

Topic: Ball

Line 1	I once had a ball that was blue
Line 2	It bounced very high, out of view
Line 3	It went to the moon,
Line 4	
Line 5	Oh, if only my ball could talk too!

Topic: The Funny Fish

Line 1	Down deep in a pond, there's a fish,
Line 2	Who only had one simple wish.
Line 3	To sing on the land,
Line 4	
Line 5	

What is a Limerick Poem?

Trail	Cake	Lou	Detail	New
Bake	Played	Fail	Slow	Shade
Smart	Start	Lake	Through	Glow

Write

Use the word bank words to fill in the limericks.

Line 1 There once was a puppy named _____,

Line 2 _____ and a big sock that was _____,

Line 3 _____ dug _____,

Line 4 In the _____ the _____,

Line 5 Then slept _____ in the _____.

Line 1 A snail with a shiny _____,

Line 2 Tried to sneak and not leave _____,

Line 3 He moved very _____,

Line 4 With a soft, quiet _____,

Line 5 But his shiny path never did _____!

Line 1 There was a young drake on the _____,

Line 2 Who dreamt that he ate a big _____,

Line 3 When he woke with a _____,

Line 4 He looked with a _____,

Line 5 And swam off to find some to _____!

Practicing Reviews – Lucy's Magic Bracelet

Reviews

Write your thoughts about the short stories below. What voice will you write with? Are you frustrated with the story? Excited about it? What were your favourite/least favourite parts? What rating will you give the story?

Short Story - Lucy's Magic Bracelet

Lucy found a sparkly bracelet with colourful gems at the beach. When she wore it and tapped the biggest gem twice, she could speak to animals! She chatted with playful dolphins, learned dance moves from peacocks, and got bedtime stories from wise old owls. A magical animal taught her a special lesson about nature, and whenever she wore the bracelet, she was ready to share these magical tales with her family.

1) What are your thoughts about the story? Write using a certain voice – happy, mad, etc.

2) What was your favourite part? Least favourite part?

Favourite

Least
Favourite

3) What rating do you give the story? Why do you give it this rating?

MY BOOK REVIEW**Title:****Author:****Summary****My Thoughts**

PREVIEW

My Rating

All About Comic Strips

The Magic of Comic Strips

Comic strips are fun pictures and words that tell a short story. They're like a mini-book with drawings.

Character, Dialogue, and More

- **Character:** Characters can be people, animals, or even things. Stars of the comic.
- **Speech Bubbles:** Show what the characters are saying.
- **Thought Bubbles:** Show what the characters are thinking.
- **Sound Effects:** Words like "BOOM" or "RING!" that sound like real noises.
- **Background:** This is where the story takes place, like a park or a room.
- **Expressions:** We can see how a character feels—happy, angry, sad, or scared—by looking at their face.

Creating Your Own Comic Strip

Making a comic strip can be exciting!

- 1) Think of a funny or cool story.
- 2) Draw your characters and where they are.
- 3) Use speech bubbles when characters talk.
- 4) Put in sounds and thought bubbles.
- 5) Colour your drawings to make them bright and interesting.



Why Comic Strips Are Loved by Many

Lots of kids and grown-ups love comic strips. Some comics make us laugh, and others tell cool adventures. You might know "Peanuts" with Snoopy or "Garfield" who loves lasagna.

Writing A Comic Strip

**Examine**

Look at the comic closely to plan the dialogue.

1) What is happening in the comic according to the pictures?

2) Before writing in the comic, write a rough draft below by writing what the duck will say in each frame.

1)

2)

3)

4)

5)

The Adventure of Storytelling Structure

Building a Story: Start to Finish

Every story is like a mini-adventure. Three main parts: a start, a middle, and ending.

- **The Beginning- Setting Out:** Here's where we get to know who's in our story, like the brave knight or the sneaky dragon.
- **The Middle- Adventure Time:** Here, things get exciting! Characters might solve problems, meet new friends, or discover fun secrets.
- **The End- Wrapping Up:** At the finish, our story wraps up like a happy ending or a fun surprise.



Write the beginning, middle, and end of a story below and draw a comic strip for it.

Beginning		End
Cat finds a magic hat.	Cat finds a magic hat.	Cat shares the hat.
Alien lands at school.	Kids play catch with alien.	Alien gives a short spaceship ride.
Teddy comes to life at night.	Teddy looks for his owner.	Teddy eats all the cookies.
Tree in backyard starts talking.	Tree tells of forest treasures.	Squirrel finds a golden acorn.
Mysterious letter arrives.	Letter has a secret map.	Kids find a treasure and.

Activity: My Magical Trip Story!

Objective

What are we learning more about?

To help students understand the structure of a story — beginning, middle, and end — and encourage them to use their creativity to come up with their own stories.



Instructions

How do we complete this activity?

- 1) **Brainstorm Ideas:** Begin by thinking of a fun structure you'd like to take. It could be anything — a trip to the moon, exploring a secret garden, or discovering a hidden underwater city!
- 2) **Storyboard Time:** On the back of this page, write some ideas for the beginning, middle, and end. Write 2 or 3 sentences for each. The beginning sets the characters and setting, the middle shares the problem or event, and the ending is how the problem or events are solved.
- 3) **Illustrate:** Draw a rough copy of pictures to illustrate your story.
- 4) **Make a Comic:** Now that your storyboard is finished, think about how you will make the story into a comic. Comics don't use 2-3 sentences. They use much less text and speech/thought bubbles.

Activity: My Magical Trip Story!

Plan

Answer the questions below with your group.

1) Where will your characters be going? Write your ideas below.

Storyboard:

- 1) Beginning: What will happen at the beginning of the story? What characters are in the story and what do they want to take on this trip?
- 2) Middle: What problems will they face on this trip?
- 3) Ending: How will the problem be solved? How will the events end?

Name: _____

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Curriculum Connection
A1, D1.2

PREVIEW

Name: _____

191

Curriculum Connection
A1, D1.2

PREVIEW

Onomatopoeia in Comic Strips

What is Onomatopoeia?

Onomatopoeia is when a word describes a sound and actually sounds like the noise it's representing. Comic strips love to use onomatopoeia because it makes the story more exciting and helps you hear the sounds in your head as you read.

Imagine a superhero comic. When a hero lands with a powerful leap, you might see the word "THUMP" in really big letters. Or when a door creaks open, you might read "CREEAAAK." These words help you hear the action as it's happening.



Instructions Choose an onomatopoeia and draw them below.

CRASH	BANG	WHACK	THUMP
SPLASH	BOOM	ZIP	ZAP
BUZZ	RING		BOOM
CHIRP	BEEP	NAP	CRACK
GULP	HONK	MEOW	WOOF

Writing Comic Strips

Instructions

Use the dialogue below to write a 3-panel comic strip. Read the dialogue so you know how to draw the setting/characters. Then fill in their dialogue.

Panel 1:

- **Character A (kid):** "Hey, I found this fun map in the attic!"
- **Character B (friend):** "Cool! Let's see where it goes!"



Panel 2:

- **Character A:** "I left by that big tree..."
- **Character B:** "X marks the spot!"

Panel 3:

- **Character A:** "Wait! A lot of... candy coins?"
- **Character B:** "Best find ever!"

PREVIEW

Biography – Leonardo da Vinci

Leonardo da Vinci: The Man Who Studied How Things Slide

Introduction

Leonardo da Vinci was an amazing man from Italy. Not only did he create beautiful art, but he also explored the world of science. He had a special interest in understanding how things move and slide, which is related to friction!

Early Life

Born in 1452, Leonardo was always curious. Even as a kid, he loved to observe and ask questions.

Achievements

Leonardo was a very curious person about friction. Friction is why things don't slide forever. For example, your foot stops because of friction. Leonardo drew many pictures and wrote notes about it.

Later Life

Leonardo kept studying many things and got old. He wrote and drew a lot in his special notebooks that we have collected and studied.

Legacy

Today, we remember Leonardo not just for his art like the Mona Lisa, but also for his smart ideas about science and friction.

Timeline

- 1452: Leonardo is born.
- 1493: Studies friction and makes notes.
- 1495: Paints the Last Supper
- 1503: Paints Mona Lisa
- 1519: Leonardo passes away.

Index

- Birth: Paragraph 2
- Early curiosity: Paragraph 2
- Friction: Paragraph 3
- "Mona Lisa": Paragraph 5
- Notebooks: Paragraph 4



Biography – Leonardo da Vinci

Questions

Answer the questions below.

1) Who was the biography about?

2) Write 3 _____ from the biography.

3) Which paragraphs would _____ and the _____ on below on?

The Mona Lisa

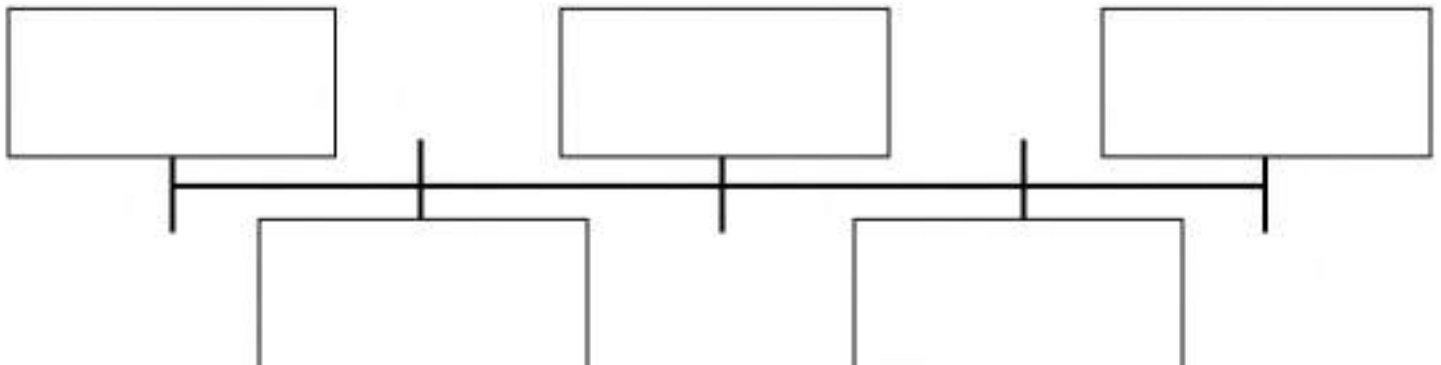
Friction

When he was born

4) How do we know Leonardo studied friction?

Timeline

Fill in the timeline below using the timeline from the biography.



Researching Activity – Note Taking

Instruction

While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling. You can also draw pictures.

Chief Poundmaker: A Leader of Peace

Introduction

Chief Poundmaker was a special leader from Canada. He always wanted peace for his people.

Early Life

Born in 1842 in what is now Saskatchewan, Chief Poundmaker was a special leader. When he was still young, a wise chief named Crowfoot adopted him. From Crowfoot, he learned about leadership and how to care for his community.



Achievements

Chief Poundmaker was not just a leader; he was a peacemaker. He was known for solving problems by talking. There were times he traveled far to other areas to discuss how to make life better for his people. He always tried to find ways to bring people together.

Later Life and Legacy

In tough times with the government, Chief Poundmaker was wrongly blamed for starting a battle and was put in jail by Canadian officials. This made him sick. He passed away in 1886. But today, he's a Canadian hero. Many places are named after him, and Canada has said sorry for their mistake. His brave, kind heart is still remembered.

Researching Activity – Note Taking

Note Taking

While your teacher is reading, write down notes in point form.

PREVIEW

Pictures

Draw things that will help in your research and note taking

Persuasive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below.

PREVIEW

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

Cursive Writing Activities

Practice

Trace the cursive sentences and then write them on your own below.

I am a happy student.

The cat sat on the mat.

We love our big house.

My mom cooks yummy food.

Birds sing in the trees.



Google Slides Lessons Preview





Ontario Language Curriculum

Reading Comprehension – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

Learning Goal

What Are Letters And Emails?

We are learning to understand the purpose, structure, and style of different types of letters so we can write clear, effective, and meaningful messages using the correct voice, vocabulary, and sentence structure.

Email Writing - Cohesive Ties

Dear Sophie,
Last Friday, our class went to Greenwood Lake for a science field trip. We explored the wetlands.
[] observed several rare bird species. I took lots of notes. [] my sketchbook fell into the water! We built small models of animal habitats. [] the instructor explained how each one works. The sun was shining brightly, [] we wore our hats and drank plenty of water. I had such an amazing time. [] I can't wait to tell you all about it when we meet!
From,
Daniel

however while and so finally

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the letter and the email. Then answer the questions by looking carefully at the words, sentences, and ideas.

Dear Mr. Martin,
I wanted to tell you about the new Story corner in our classroom! We have new soft chairs, little lamps, and a shelf full of mystery books. I remembered about a missing parrot, and I couldn't stop reading it. My friends and I are reading that who-kunz to study what we've discovered in our books. I'm glad we have such a cozy place to read now.
Sincerely,
Evelyn

Hi Martin,
Geez, what I tried today? I went ice skating for the first time! At first, I slipped a lot but after a while, I found my balance and could glide across the rink. My coach even showed me how to spin. It was amazing! My legs feel a little tired now, but I can't wait to go again next weekend. Want to come with me next time?
Your friend,
Diana

Consolidation – Understanding Letters and Emails

Questions for the letter

- 1) Voice in letter writing: Is this letter formal or informal? How do you know?
- 2) Sentence Structure: What part of the letter is the greeting, opening, body and closing?
- 3) Making an inference: Why do you think Evelyn is excited about the new library corner?

Questions for the email

- 1) New Vocabulary: What does the word "glide" mean in this email?
- 2) Cohesive Ties: Find one pronoun and one linking word in the email.



Ontario Language Curriculum Reading Comprehension – Grade 3

Match the Story to the Principle!

Drag the principle to the matching part of the story.

Part from <i>The River's Gift</i>	Principle
Taye promised to use the cedar's gift wisely.	
The community planted new saplings to give back.	
They sang songs to honour the cedar's spirit.	
The people saw how every life is connected.	
They cared for the river, trees, animals, and people as one whole.	
The people joined their strengths, and together they built strong homes.	
Taye asked the cedar for help and treated it kindly.	

Principle Bank

- Reciprocity
- Interrelatedness
- Respect
- Reverence
- Synergy
- Holism
- Responsibility

Order the Events from one to four.

Liam drives to his basketball game.

The ball goes in and his teammates are celebrating!

They go get ice cream to celebrate their win.

Liam shoots the game winning basket.

1

2

3

4

Literary Devices in Poetry

Read each sentence. Fill in the blank with the right word from the word bank.

- Words that make strong pictures in your mind are called .
- A is an extreme exaggeration used to make something sound bigger or more important.
- When words copy the same vowel sound in the middle, it is called .
- A is a beat or pattern that gives poems their flow.

assonance

rhythm

imagery

poem

hyperbole



Ontario Language Curriculum

Reading Comprehension – Grade 3

Fill-the-Gap Cinquain Activity

Read each cinquain poem. One line is missing! Choose the best line from the options to complete the poem.

Butterfly
Gentle, bright
[Blank line]
Symbol of peace worldwide
Insect

Flapping, flying, floating
Flapping their wings
Running, sniffing, glimmering

Ocean
Deep, wide
[Blank line]
Makes me feel tiny
Sea

Swimming, hunting, reflecting
Barking, running, jumping
Splashing, roaring, rolling

Matching Activity – Type

Drag the names in the list to correctly label each type of graphic.

Picture Graph Table

Table

Picture

Graph

Table

Match The Memes

A B C

Caption	Answer
What do I do. With my hands?	
Look! I'm batman	
Oh no! That wasn't a toot!	

B

C

A



Workbook Preview



Grade 3 – Language

A. Literacy Connections and Applications

Throughout Grade 3, in connection with the learning in strands B to D, students will:



Preview of 97 pages from this product that contains 247 pages total.

Included are Blocks 1 – 3, 6, and 10

There are 10 Blocks in total

A3

Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

45 – 52, 80 – 81,
90 – 91, 101 – 106,
150 – 152

Grade 3 – Language

C1. Knowledge about Texts



	Curriculum Expectations – Specific Expectations	Pages
C1.1	Using Foundational Knowledge and Skills to Comprehend Texts read and comprehend various texts, using knowledge of words, grammar, and cohesive ties, sentence structures, and background knowledge	35 – 37, 41, 68 – 69, 75 – 76
C1.2	Text Forms identify and describe some characteristics of literary and informational forms and their associated genres	33 – 37, 68 – 69, 75 – 76, 78 – 81, 93 – 108, 140 – 149, 154 – 155
C1.3	Text Patterns identify some text patterns such as sequence of importance and cause and effect, and demonstrate an understanding of headings and an index, associated with various text forms, and explain how they help readers, listeners, and viewers understand meaning	78 – 81, 122 – 123, 125 – 138, 140 – 152, 154 – 155
C1.4	Visual Elements of Texts describe ways in which images, graphics, and visual elements are used in a given text, and demonstrate an understanding of their purpose and connection to the content of the text	125 – 138, 142 – 147, 158 – 164
C1.5	Elements of Style identify some elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning	78 – 81, 93 – 108, 140 – 149, 154 – 155
C1.6	Point of View identify the narrator's point of view, including first person or third person, in a variety of texts, and suggest alternative points of view to tell each story	53 – 55
C1.7	Indigenous Context of Various Text Forms read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators and demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	45 – 52, 161 – 164

Grade 3 – Language

C2. Comprehension Strategies



	Curriculum Expectations – Specific Expectations	Pages
C2.1	Prereading: Activating Prior Knowledge activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts	12 – 13, 22 – 23, 27 – 31
C2.2	Identifying the Purpose for Reading, Listening, and Viewing identify specific purposes for engaging with texts, including learning, information, or to gain insight or new perspectives	12 – 13, 18 – 19, 27 – 31, 87 – 88
C2.3	Monitoring of Understanding: Making and Confirming Predictions make predictions using background knowledge, text features, and evidence from the text to adjust their understanding based on new information	12 – 13, 16 – 17, 22 – 23, 27 – 31
C2.4	Monitoring of Understanding: Ongoing Comprehension use strategies such as rereading, visualizing, and asking questions, to monitor and confirm their understanding of various texts	12 – 13, 18 – 19, 24 – 25, 27 – 31, 42 – 43
C2.5	Monitoring of Understanding: Making Connections identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them	12 – 13, 17, 27 – 31
C2.6	Summarizing: Identifying Relevant Information and Drawing Conclusions identify the main idea in a simple text, and relate important details in sequence	12 – 13, 18 – 19, 27 – 31, 82 – 84, 85 – 88
C2.7	Reflecting on Learning describe how strategies, such as visualizing, making predictions, and connecting to their experiences, have helped them comprehend various texts	12 – 13, 24 – 25, 27 – 31

Grade 3 – Language

C3. Critical Thinking in Literacy



	Curriculum Expectations – Specific Expectations	Pages
C3.1	Literary Devices identify literary devices, including metaphor and assonance, and describe how they help communicate meaning	56 – 61, 93 – 108, 119 – 121
C3.2	Make Inferences make inferences using stated and implied information and details from various media and texts	20 – 23, 39 – 40, 73 – 74, 122 – 123
C3.3	Analyzing Texts analyze texts, including literary and informational texts, by identifying main ideas, supporting ideas, sequencing information, and contrasting elements	62 – 66, 130 – 134, 156 – 157, 165 – 168
C3.4	Analyzing Cultural Elements of Texts identify some cultural elements in various texts, including symbols, language, and art, and ask questions and share ideas about how these elements relate to the meaning	45 – 52, 89
C3.5	Perspectives within Texts identify explicit and implicit perspectives communicated in texts, providing evidence, and explain how these perspectives could influence an audience	70 – 74, 114 – 115
C3.6	Analysis and Response describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility	75 – 76, 85
C3.7	Indigenous Contexts identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences	90 – 91, 109 – 112, 161 – 164
C3.8	Reflecting on Learning identify thinking skills that have helped them analyze and better understand various texts	70 – 74

Block 1:

Reading

Comprehension

Strategies - Basics

Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.

Understanding Reading Comprehension

Understanding Reading

Reading is more than just saying words out loud. It's about really understanding what the story or facts are saying. This is a big help for learning all sorts of things!

Why Reading Matters

- Learn More: As you discover new things and facts.
- Speak Better: It shows how you talk and understand others.
- Imagine More: As you can often fly by taking you to new places in your mind.



How to Get Better at Reading

A) Before You Start Reading

- What Do You Know?: Think about what you already know before reading.
- Know Why You're Reading: Are you reading to learn something new?

B) While You Are Reading

- Make Guesses: Try to guess what might happen next in the story.
- Ask Questions: Keep your brain busy by asking questions about the reading.
- Make Connections: Link what you're reading to your own life, other books, or the world around you.

C) After You've Finished Reading

- Summarize: What the important parts of the text were.
- Inferences: Look for hints in the story to figure out things that are not said.

Understanding Reading Comprehension

True or False

Is the statement true or false?

1) Reading is just saying words out loud.	True	False
2) Reading helps you learn new facts.	True	False
3) Making guesses can make reading boring.	True	False
4) Summaries done before you start reading.	True	False
5) Knowing you are reading is unimportant.	True	False

Question

What is reading comprehension and why is it important?

Matching

Match the strategies to their descriptions by writing the letter from the description beside the strategy.

Answer	Strategy	Description
	Activate Previous Knowledge	A) Ask questions while reading.
	Purpose of Reading	B) Why are you reading?
	Making Predictions	C) Tell the main points and ideas.
	Questioning	D) Find hidden clues.
	Making Connections	E) What do you already know before reading?
	Summarizing	F) Guess what happens next.
	Making Inferences	G) Link to your life.

Making Connections

Making Connections

Making connections helps you understand what you're reading better.

Text-to-Text Connection: Reminds you of another book or story.

Text-to-World Connection: Makes you think of real-world events.

Text-to-Self Connection: Makes you think of your own life.



Making Connections Draw a line from the example to the type of connection

1) Emily found a box of old photos in her grandmother's attic.

Text-to-Self I read a book, kids find a magical world.

Text-to-Text I heard where someone found a briefcase
1 person's.

Text-to-World I found photos in grandparents' attic.

2) Bees do a special dance to tell other bees where to go with nectar.

Text-to-Self If the bear is brown, lay it down and get back.

Text-to-Text I read about squirrels sharing with others
where to find nuts.

Text-to-World I saw a bear once

3) A group of owls is called a parliament.

Text-to-Self I have seen an owl at night

Text-to-Text Our Canadian government is a parliament

Text-to-World I've heard that owls have attacked people

3) Some frogs can change their colour to blend in with their surroundings.

Text-to-Self

Text-to-Text

Text-to-World

4) Maple syrup is made from the sap of maple trees.

Text-to-Self

Text-to-Text

Text-to-World

5) The highest mountain on Earth is Mount Everest.

Text-to-Self

Text-to-Text

Text-to-World

Comprehension Practice – Making Connections

"Growing Green: What Plants Need to Thrive"

In a Canadian classroom, Mrs. Smith wanted to teach her Grade 3 students about plants. She knew learning about what plants need to grow was important.

First up was sunlight. "Plants need the sun to make food," Mrs. Smith said. Students nodded, thinking about sunny spots at home where they had a plant.



Next was water. "Just like you get thirsty, plants do too," Mrs. Smith explained. The kids were eager to water the plants in their pots, which they had brought on their desks.



Soil was next. "Good soil is like a dinner plate for plants. It has nutrients," Mrs. Smith told them. The children laughed, imagining their plants munching on soil like it was dinner.



Air was the fourth thing. "Plants breathe in a gas called carbon dioxide and give out oxygen," she said. The students took a deep breath, happy to know the plants could provide.



Last was space. "Plants need room to grow big and strong," she said. Everyone looked at their little pots, planning to repot them as they grew.

"Taking care of plants is like taking care of friends," Mrs. Smith ended. "They need some basic things to be happy and healthy."

The kids couldn't wait to take their potted plants home and care for them, now that they knew just what to do.

Comprehension Practice – Making Connections

Pre-Reading

After reading the title and looking at the pictures, what do you think the text is about?

While Reading

As you read, stop and make connections to your life

Text-To-Self: What does the story remind you of in your life?

Text-To-World: What does the story remind you of happening around the world?

Text-To-Text: What does the story remind you of about another text you have read?

Visualizing

Draw what you were picturing while you were reading.

Comprehension Practice – Questioning

Understanding Gravity

Gravity is a special force that pulls things toward the Earth. Imagine you are sitting below an apple tree and suddenly an apple falls down. That's gravity at work!

Why Things Fall

The Earth is like a giant magnet that pulls things toward it. That's why when you throw something up, it always comes back down. Gravity makes everything stay on the ground, like:

- People
- Cars
- Trees

Even the ocean's water stays put because of gravity.



Gravity and the Moon

You know the Moon up in the sky? It has gravity too, but weaker than Earth's gravity. That's why astronauts can jump really high on the Moon. They feel lighter!

Flying and Floating

Gravity is what makes it hard to lift things up. It's also why planes and birds need to work hard to fly. They have to push against gravity to go up.

So next time you drop something or jump up and down, you'll know that it's gravity that brings things back to the ground. It's a very important force that keeps everything in place on Earth.

Comprehension Practice – Questioning

Pre-Reading

What text form is it – letter, report, story, advertisement? How do you know?

While Reading

As you read, stop and write down questions you have.

1)	
2)	
3)	

Visualizing

Draw what you were picturing while you were reading.

What is an Inference?

When we read or hear something, our brain adds it to what we already know. Then, we get new ideas. Sometimes, we make guesses based on the new things we learned.

Example

New Information Penguins stand close to keep their eggs warm.

Guesses (1) Penguins are cold. (2) Warm eggs are good.



Infer

Now we can infer what is going on by answering the questions.

1) The cat sat by the empty bowl and howled loudly.

How is the cat feeling?

2) Billy wore his soccer uniform to school and has a bag.

What will Billy be doing today?

3) Bob took an umbrella to school today.

What is the weather like?

4) Hannah is studying a map and has a backpack.

What is Hannah up to?

5) The teacher put up pumpkin and spooky decorations in the classroom.

What time of year is it?

What is an Inference?

Infer

Make 3 inferences about the sentences below.

1) Mary is wearing a swimsuit and has a beach ball.

2) Mike is carrying a toolbox and a ladder.

3) Emily packed a suitcase and grabbed her passport.

4) Brian put on his lab coat and goggles before the experiment.

PREVIEW

Comprehension Practice – Predicting

The Story of Aponi and Nahawi: Life Before Canada Became A Country

Once upon a time, in a land that wasn't yet called Canada, a young Indigenous girl named Aponi lived with her younger brother, Nahawi. They belonged to a First Nation that lived on this land for countless generations.

Aponi and Nahawi were learning from their elders. They learned about the forests, the animals, and how to live in harmony with nature.

Then, one day, large ships arrived on the shores. These were explorers from distant lands. Aponi and Nahawi were curious but also a bit cautious. Their world began to change.

The explorers were interested in the furs from the First Nation. The First Nation started trading furs for items like metal tools and pots. Nahawi was fascinated by these new items!

With the newcomers, Aponi and Nahawi encountered things they had never seen before. There were different styles of shelters and new foods like apples and bread.

Although their surroundings changed, Aponi, Nahawi, and their First Nation community remained close-knit. They recognized that, even amidst change, kindness and understanding are vital.

Through all these changes, Aponi and Nahawi played a role in the unfolding story of what would eventually become Canada.



Comprehension Practice – Visualizing

Toronto, Ontario

Canada

September 12, 2023



Dear Alex,

Hi from Ontario! I live in this big province in Canada, and I wanted to share about some of our highlights.

Toronto is the biggest city in Ontario. It has a tall CN Tower and many fun parks.

Ottawa is our capital. It's where Canadian leaders live. There's a cool place called Parliament Hill there.

Hamilton is known for its waterfalls. Some say it's the "Niagara Falls of the World."

We also have London, but it's different from the one in England. And Windsor, which is right next to the United States!

I hope you can visit one day. I'd love to show you around!

Warm wishes,

Jamie

Pre-Reading

What text form is it – letter, report, story, advertisement? How do you know? List 3 reasons.

While Reading Draw different pictures of what you are visualizing while reading

After Reading

An inference is a thought you reach from reading a text. It's based on the information you find but isn't directly said. Make an inference below.

Do you think Jamie lives in Ontario? Where do you think Jamie lives?

Where do you think Jamie would take Alex first?

PREVIEW

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What will this book be about?_____
_____During Reading: Write a question you had while you read.After Reading: Summarize the book. What was it all about?_____
_____**Day 2**

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What genre is this – fiction, non-fiction, funny, adventure, etc. – and why?_____
_____During Reading: Making Connections – What does this book remind you of in your life?_____
_____After Reading: Make an inference – Something that wasn't stated in the book._____

Independent Reading - Responses

Day 3

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What do you already know about this book - Look at the titles, pictures.

_____During Reading: Make a prediction while you are reading.

_____After Reading: Did you like the book? Explain below.

_____**Day 4**

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: Purpose of reading - why are you reading the text?

_____During Reading: Visualizing - draw a picture of something you visualized in your head.After Reading: Make an inference from something you read in the book.

Independent Reading - Responses

Day 5

Fill in the organizer below before, during, and after reading.

Name of Book _____

Before: Preview – look at headings, pictures, and summary (back of book).

_____During: Connecting text to world: what does this remind you of in the world?

_____After: Summarize – what you learned.

_____**Day 6**

Fill in the organizer below before, during, and after reading.

Name of Book _____

Before: Preview – look at headings, pictures, and summary (back of book).

_____During: Making Connections: text to text: what does this remind you of from another text?

_____After: What are you still wondering after reading the text?

Independent Reading - Responses

Day 7

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Visual	Draw a picture of something you visualized. Explain the picture.

Day 8

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Questioning – Write 3 questions about the text. One before reading, one during, one after.	
Before	
During	
After	

Independent Reading - Responses

Day 9

Fill in the organizer below.

Name of Book	
Author	
Making Connections – Of what does the book remind you?	
Text-to-Text	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize – What was the main idea of the book? What were the supporting details?	
<hr/>	
<hr/>	
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Block 2: Reading Letters

PREVIEW

Focus

- Voice in letters
- Formal and informal letters
- Emails versus letters
- New vocabulary, grammar rules, cohesive sentence structure specific to letters
- Text features in letters
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

Letters – Voice in Letter Writing

456 Pine St.
Vancouver, BC
V2C 3D4



Dear Mrs. Brown,

I hope you are well. I want to say letters are special. We write them to tell news or ask stuff. We write them and read them again. They feel nicer than emails.

In a formal letter, we use good words and whole sentences because it's important.

Hope to hear from you soon.

Kind regards,
Chris Johnson

123 Friendly St.
Playtown, Ontario
F6J 9K7

Hey Sam!

Guess what? We learned about informal letters in class today, so I'm writing you one! They're like fun chats on paper. No fancy words needed - just be yourself and chat like we do in person.

You can start with "hey" or "hello", and then just share stuff or ask questions. It's that easy! Write back if you want, and we can have a paper chat!

Later,
Jordan

P.S. Send me a doodle when you write back! 😊



True or False

Is the statement true or false?

1) Chris Johnson talks about why books are important.	True	False
2) Jordan's letter is formal.	True	False
3) Chris Johnson says emails feel better than letters.	True	False
4) An informal letter is when we write like we talk to friends.	True	False
5) The voice in letters is the same.	True	False

Questions 1-5: Answer the questions below.

1) Voice in writing is like your voice. Write a letter to your friend, like talking to a friend or a teacher. Which letter type has a more serious voice?	
2) What voice would you use to write to your friend? Different voices could be: funny, serious, fact-based, bossy, curious, excited, etc. Write in the box.	
Best Friend	
Prime Minister	
Mayor	
Parent	
Brother/Sister	
Teacher	
3) Why do we write letters?	

Email Writing – New Vocabulary

Subject: Get Ready for a Nature Adventure!

Hello Friends,

We're going to jump into an immersive adventure! We'll see how trees, bunnies, and kids help each other in a symbiotic way.

Soon, we'll visit our garden. Using our insights from books and teachers, we'll make it look beautiful.

First, we'll think about what flowers and veggies need to grow big and healthy.

A plant expert will come with us. They'll teach us to be good gardeners.

At the culmination, we'll show our families what we did. It will be fun to share what we did.

If you wonder about something, just ask.

See you soon,
Mrs. Kim

**Vocabulary**

Read the email and write any words that are new to you and their meaning.

Word	Meaning – Use Context Clues or Look Up Word Meanings

Email Writing – Cohesive Ties

Cohesive ties are linking words that help connect sentences and ideas. They make reading easier. They can be conjunctions, pronouns, or transition words.

Examples:

- "And" adds more details.
- "So" shows a result.
- "Because" gives a reason.
- "Then" shows what's next.



Conjunctions		Pronouns		Transition Words	
And		He	They	First	Also
But		She	We	Then	Finally
So		Yes	You	However	Next

Instructions

Circle the cohesive tie in each email below.

Subject: Reminder for Class Meeting Tomorrow

Dear Class,

I hope you are fine. We have a class meeting tomorrow at 10 a.m. Please bring your drawings to show. Then, we'll talk about the zoo trip next week.

Sincerely,
Mrs. Brown

What voice was used in this email?

Formal

Informal

Subject: Fun New Puzzle Alert!

Hello Friends,

I found a neat puzzle! First, you match shapes. Then, you make a picture. It's really fun! Want to try?

Bye!
Amy

What voice was used in this email?

Formal

Informal

Letter Writing – Sentence Structure

- 1) Greeting Line: Begin with "Dear [Name]."
- 2) Opening: State the reason for your letter - Ex: "I'm doing well."
- 3) Body: Use simple, clear sentences - Ex: "I enjoyed reading the book."
- 4) Connective Words: Use "and," "so," "because" - Ex: "I liked the story because..."
- 5) Ask: State your question simply - Ex: "What will we read next?"
- 6) Closing: Summarize or give thanks - Ex: "Thank you for the book."
- 7) Sign-off: End with "Sincerely," and your name.



Instructions

Read the letter below and circle the signature. Then answer the questions below.

Dear Mayor Brown,

I hope you are good. I am Carla and I am in grade 3. We have more gardens in our town?

Gardens are good because families can relax. The gardens look nice. Gardens can have flowers, trees, and paths to walk on.

Can you think about making more gardens? It would make people

Thank you for listening. I know you care about our town.

Sincerely,

Carla

1) Is a formal or informal voice used?

2) What cohesive ties were used?

3) How did Carla close the email.

Letter Writing – Inferences

Dear Kids,

Hi! I'm Coach Mike and I coach hockey. I've been lucky to coach really good teams. I want to tell you that doing well in school helps make dreams come true.

You're in grade 3. The things you learn in class are important for your future. Maybe you want to be a hockey player, a nurse, or a scientist. It starts with trying hard in school now.

Think about how you practice for a big game. Every spelling word and math question makes you better. The more you practice, the better you'll play in your life game.

Sometimes you'll find it tough and want to give up. But every great hockey player had to be tough. Keep trying and learning to reach your goals.

Good luck with your learning!

Coach Mike



Inferences

What conclusions can you make from the letter?

1) What personality traits do you think coach Mike has – calm, brave, wise, leader, energetic, funny, wise, happy, friendly, sincere, loving, etc. List at least 5.

2) What can you infer about Coach Mike's view on giving up?

Letter Writing – Inferences

Dear Aunt Sally,

I hope you are well. Life on the farm is busy. The rainy season just stopped. Now we have good soil to plant crops. Dad is planting corn and beans with the farm workers. Mom is using a hose to water the plants.



Mom keeps a basket of fruit. She uses whole wheat and sometimes puts in raisins to make it yummy. Dad takes her to the town market in baskets. People trade things like bread for corn or cows.



Grandpa? Mom and Dad are making a new park! It's so cool. People are using big wood pieces from the old house. The new park will have slides, swings, and a sandbox.

I started school again. We use pencils. Being good at reading and writing is important, they say.

I have to go now. I'm helping dad plant some beans today. Please say hi to Uncle Joe. Take care.

Love,
Ethan

Letter Writing – Inferences

Inferences

Make inferences from the sentences below.

"The rainy season just stopped. Now we have good soil to plant crops."

"Mom is baking bread. She uses whole wheat and sometimes puts in raisins to make it yummy."

"People are cutting big wood pieces for the fire by."

Visualizing

Draw what you were picturing while you were reading.



Letter Writing – Grammar Rules

- Say Hi: Start with "Dear [Name]" for formal letters and "Hi [Name]" for informal ones.
- Tell Why: Start with "I'm writing to tell you about..."
- Punctuation: Use periods to end a sentence and commas for small breaks.
- Linking Words: Use words like "and," "but," and "so" to connect your thoughts.
- Be Kind: Words like "please" and "thank you" make your letter nice to read.
- Goodbye: End with "Sincerely" if the letter is serious. Use "Bye" or "Love" for a friendly letter.

Grammar

Fix the letter by correcting his grammar errors. Cross out sentences/ words you don't need and re-write them below. Add punctuation.

Dear Friend,

hi am George. i live on farm it warm

My dad grow carrots we eat them. we use tractor most of the time walk.

we dont live in barn we live in house. its always sunny. lots of flowers. all towers.

we see cows and chickens. There big. Mom make pie from apples.

Winter is short we make snowman and sled. School is fun we learn in English and French.

i like play soccer with pals.

bye

George

Email Writing – Questioning

Subject: Ideas for Our Awesome Parks!

Dear Mayor Sophie Green,

Hi! I'm Jake from Mrs. Martin's Grade 3 class. I hope you're having a super day! I've been thinking a lot about our town's parks and how we can make them even cooler.



Every time I go to the park, I love the big, colourful slide where we can race down with friends. It would be fun to have more swings too, especially ones that go really high. Oh, and maybe we can have a spot for painting and drawing outdoors? That way, we can make art while enjoying the sunshine.

Mrs. Martin says that when we have good ideas, we should share them with people who can help. And I think you're just the person!

Could we maybe chat about my ideas sometime? I know with your help, our parks can be the most fun places ever!

If you want to talk more about my park dreams, just let me know. I'm excited to see what magic we can make together for our town!

Thanks for being awesome,
Jake

Email Writing – Questioning

Before Reading

Preview the text by reading the subject, greeting, and signature.
Write 2 questions you have.

1)

2)

While Reading

While you read, stop and write 2 questions you have.

1)

2)

After Reading

After you're finished reading the email, read and write 2 questions you still have.

1)

2)

Visualizing

Draw what you were picturing while you were reading.

Block 3:

Narratives

Focus

- Indigenous Storywork – symbols, language, and values
- Include cultural context for Indigenous story telling, songs
- Identify narrators' point of view – first and third person
- Indigenous Storywork
 - Indigenous Storywork is built on several principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and sustainability.
 - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – metaphor and assonance
- Sequencing the events of multiple plots in a story, explaining the cause and effect

What is Indigenous Storywork?

What Is Indigenous Storywork?

Storytelling from Indigenous People is a special way to tell stories. It comes from First Nations, Metis, and Inuit communities. It's not just a story. It also teaches us good lessons and helps keep old ways alive.

The Seven Principles of Indigenous Storywork

Indigenous Storywork has seven big ideas that are taught in traditional stories.

- Respect: Being kind to everyone.
- Responsibility: Doing what you should.
- Reciprocity: Giving to others and getting help.
- Reverence: Treating things as very special.
- Holism: Understanding the whole story, not just parts.
- Interrelatedness: Knowing how everything is connected.
- Synergy: Working together to make things better.



Why Is This Good?

This type of storytelling helps us be better people. It teaches us to be kind to the earth, animals, and others. It's also a fun way to learn!

How Do We Learn It?

We can listen to stories from these communities. Sometimes we hear them at special events or family times. Or we can read them in books or learn them in school.

What is Indigenous Storywork?

True or False

Is the statement true or false?

1) Indigenous Storywork has five main ideas.	True	False
2) The stories are only told in schools.	True	False
3) Storytelling helps keep old traditions alive.	True	False
4) The stories don't teach about kindness to animals.	True	False
5) Indigenous Storywork comes from only First Nations people.	True	False

Questions

Answer the questions below.

1) Reread paragraph 1 and write down what Indigenous Storytelling is.

2) What 7 principles are taught in Indigenous storywork?

Summarize

What is the main idea of the report and the important details?

The Tale of Wise Owl and Eager Beaver

The Tale of Wise Owl and Eager Beaver

A long time ago, in a big forest with tall trees, Wise Owl and Eager Beaver lived. They were friends but different. Wise Owl liked to think. Eager Beaver liked to build.

One day Eager Beaver said, "Let's make a really big dam!"

Wise Owl sat up in a tree and said, "Building is fun, but let's not forget about our friends."



Eager Beaver was so happy, he didn't listen. He began to cut down trees.

Soon, other animals saw the dam. Little Frog couldn't reach his pond. Mama Deer's kids couldn't find grass to eat. They asked Wise Owl what to do.

Wise Owl said, "We need to show Respect and Responsibility. Like the old sayings say. We have to take care of our home and friends."

Then, Wise Owl flew down to Eager Beaver. "Your dam is big, but it's making trouble. Can you fix it for everyone?"

Eager Beaver felt sorry. "I went too far," he said.

So, Eager Beaver changed his dam. He made it smaller and added little streams for Little Frog and Mama Deer. Now, the forest was happy again.



The End

Questions

Answer the questions below.

1) What characters were in the story? Describe their personalities.

2) Why are stories like this told by elders to the younger kids in Indigenous communities?

3) **Make a Connection** Stories often teach us lessons we can use in our lives. Since we don't know how this story relates to what humans are doing?

Storywork Traits

Match how these indigenous storywork traits relate to the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how individual actions affect the whole community

Interrelatedness

Taking care of the forest home

The Great Tree's Lessons

In a peaceful village by the river, a young Indigenous boy named Koda loved to play beneath a giant tree. The villagers called this tree the Great Tree, and it was the oldest in the forest.

One sunny day, while Koda was playing, the Great Tree whispered, "Koda, do you know the gifts of reverence, reciprocity, and respect?"

Koda asked, "Can you teach me, Great Tree?"

The Great Tree said, "Reverence is the way you admire the stars at night. It means seeing the magic in all things."

Koda nodded, thinking about the moon in the sky.

"Reciprocity," the tree continued, "is giving and taking. Like how birds eat my seeds and then spread them around, helping me grow new trees."

Koda smiled, imagining the birds and seeds.

Lastly, the tree said, "Respect is treating everyone kindly, just like how you listen when your elders speak."

Koda felt the wisdom of the Great Tree's words. "Thank you. I promise to live by these lessons."

From that day on, Koda shared the teachings with his friends. The village thrived, filled with reverence for nature, reciprocity in their actions, and respect for all.

And the Great Tree? It stood tall, proud of the young heart it had touched.



Questions

Answer the questions below.

1) What characters were in the story? Describe their personalities.

2) Why was the tree called the Great Tree?

3) **Make a Connection** Indigenous stories are one often teach us lessons we can use in our lives. What did you learn from this story that we can use in our lives?

Storywork Traits

Match how these indigenous story work traits were shown in the story.

Reverence

When they listen to their elders

Reciprocity

When they admire the stars in the sky

Respect

When animals take seeds but then spread them

The Tale of Whispering Pines and Laughing River

In a quiet forest, two best friends lived: Whispering Pines, a big tree, and Laughing River, a happy river. They took good care of the forest.

One day, they saw animals looking sick and plants drooping.

"We need to fix this," said Whispering Pines. "Everything in the forest is sad."

Laughing River said, "Let's all work together to fix it."

They went to Wise Owl for help. "The forest needs balance," said Wise Owl. "Find what can fix it."



So, they had a forest meeting. Every animal and plant said how they could help. Birds helped flowers, squirrels would spread seeds, and bees would tell others. Whispering Pines gave shade, and Laughing River gave water.

Soon, the forest was better. Animals were strong, and plants grew. "We did it together," said Laughing River.

"Let's always know that all things in nature are linked," said Whispering Pines.

Wise Owl smiled, "You learned about being linked, working together, and balance. You made the forest happy again."

Questions

Answer the questions below.

1) What main characters were in the story? Describe their personalities.

2) How do the animals below help?

Bee

Bird

Squirrels

3) **Make a Connection:** How does this story teach us lessons we can use in our lives. What did you learn from this story that we can use in our lives?

Storywork Traits

Match how these indigenous story work traits are shown in the story.

Synergy

☐ Everything in the forest is connected.

Holism

☐ Looking at all the parts of the forest

Interrelatedness

☐ Working together for the forest.

Narrator's Point of View

Narrator's point of view means who is telling the story. There are two main kinds:

- **First-Person:** A character in the story tells it. They say "I" and "we."

Example: "I see a rainbow."



- **Third-Person:** Someone outside the story tells it. They say "he," "she," or "they."

Example: "He sees a rainbow."

Instructions: Read the sentences and decide which point of view is being used.

1) We went to the park and had a picnic.	First	Third
2) She danced across the stage.	First	Third
3) I baked cookies for the class.	First	Third
4) She painted with bright, fun colors.	First	Third
5) I found my lost, favourite toy.		Third
6) We cheered when our team won.	First	Third
7) Benny shot the puck, and it went in! Goal!	First	Third
8) He read the book all night.	First	Third

Book Hunt

Look in your classroom for books written in different points of view.

Name of Book	Point of View

The Strange Key – Different Points of View

First-Person

Hi! I'm Mia. One day, after school, I found a shiny, mysterious key in my backpack. I didn't remember putting it there. I thought, "Where did this come from?" Curious, I decided to search around my schoolyard to see if it opened something special.

I tried to open doors and boxes but had no luck. Just as I was about to give up, I found an old chest hidden behind a tree. The key fit perfectly!

Inside, I found a note that read, "This is for you. Share its treasures with your friends." The chest was filled with books, toys, and games. I felt so happy and excited to share my findings the next day.

Third-Person

Mia always loved mysteries. So, when she found a shiny key in her bag, she was filled with wonder. "What does this open?" she thought. She began her quest on school grounds, searching for its match.

The sun cast long shadows as Mia tried every lock she could find. Just when hope seemed lost, her eyes landed on a chest sitting under an old oak tree. The key slid into the lock smoothly. With a creak, the lid lifted to reveal a treasure of books, toys, and games.

Mia's heart raced with joy. She knew she had a magical story to share, and she couldn't wait to tell her friends about her adventure the next day.



Questions

Answer the questions below.

1) Which story did you enjoy the most: first-person or third-person? Explain your choice.

2) Summarize the sequence of events that happened in the story. Write 4 events in one sentence.

**Personality
Traits**

Describe Mia's personality in 2 words – brave, honest, hardworking, bold, adventurous, generous, reliable, etc. Explain your choice.

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

Simile

A **simile** is a way to describe something by comparing it to something else, using the words "like" or "as." It helps make our writing more interesting and helps people get a better picture of things. For example:

- The moon is like a big, round ball of cheese.
- Her smile is as bright as the sun.
- The cat roared like a lion.
- The ice was as cold as ice.



Think Read and underline examples of similes. Then write them below

Once upon a time, Sally had a garden that was as colourful as a rainbow. She loved her flowers, which smelled as sweet as candy. One day, a butterfly as graceful as a ballerina flew into her garden. Sally's heart was as light as a feather watching it flutter around.

Soon, clouds as fluffy as cotton balls covered the sky. Sally knew rain was coming. "Oh no, my new seeds!" she thought. They need water, but not too much, or they would drown. Sally ran as fast as a cheetah to get a bucket to cover the seeds.

Raindrops fell as softly as whispers from the sky. The plants drank up the rain. After it stopped, the sun came out as bright as a diamond. Sally's garden had made a new friend—the butterfly stayed!

The end of this tale leaves everyone as happy as a clam, especially Sally and her fluttery friend.

Scavenger Hunt

Find books that have examples of similes.

Book Name	Example – Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

Matching

Match the sentence in Column A with the sentence in Column B that shows a simile.



Column A	Column B
As busy as	a feather
As light as	honey
As brave as	a racecar
As fast as	a bee
As sweet as	a lion



Metaphor

A **metaphor** is a way to talk about one thing by calling it something else. It helps us make a picture in our minds. For example, when we say "The world is a stage," we don't mean it's really a stage, but we understand life better by thinking of it that way.

- The moon is a glowing cookie in the sky.
- Her eyes are shining stars.
- The classroom is a zoo today.
- His pocket is a treasure chest.



Think Read the examples of metaphors. Then, write them below.

Once upon a time, Max lived in a house that was a castle to him. Max loved cheese, which was his golden treasure. One day, he heard that Farmer Bob's barn was a cheese paradise. Max decided to go on an adventure.

Max was a tiny race car, zooming through the field. The grass was a green ocean, and Max swam through it. Finally, he reached the barn, which stood like a giant guarding its secrets.

Inside, he saw cheese stacked like mountains. Max was a cat, purring with joy. He quickly filled his tiny bag, thinking it was a magic bag that could hold anything. But then, he heard a meow. Uh-oh! The barn was also home to a silent ninja in the shadows.

Max ran as if his feet were rockets. He dashed back to his house, which now felt like a safe island. Max learned that adventures can be exciting but also risky. From then on, his home was his favourite safe paradise.

Metaphor

Scavenger Hunt

Find books that have examples of metaphors.

Book Name	Example - Describe or quote the example.
"Corduroy"	The department store is a wonderland.
"Harold and the Purple Crayon"	The crayon is Harold's magic wand.

Matching

Match the words in Column A with the metaphors or descriptions in Column B to create complete metaphors.



Column A	Column B
Time	a guiding light
The teacher	a white blanket
Life	a ticking clock
The snow	a ray of sunshine
The baby's smile	Is a highway



Assonance

Assonance is when the same vowel sound is repeated in words that are close to each other in a sentence. This makes the sentence sound nice and helps you remember it better. It's a tool that poets and writers like to use.

- The cat sat on a mat.
- The moon is blue in June.
- The kite takes flight.
- The frog hops along the log.



These examples show how assonance makes sentences fun to read or say.

Think Read the poem and underline examples of assonance. Then, write them below.

Once upon a time, I had a little son. He loved to take it to the moonlit dunes. "The moon is my friend," he would say, gazing at the sky.

One day, Tim met Kim. Kim had a kite that flew ever high. "Let's make it soar to the sky," said Kim. And they did. The kite took flight by the bright moonlight. Tim's balloon floated up, too.

Soon, a breeze came. "Oh no! Hold on!" yelled Tim. But the kite was high. The big blue balloon and the kite got caught in a tree. Tim and Kim looked grim.

"We must climb," said Kim. So, they did. Tim got his big blue balloon and her kite. They felt alright.

As they walked home, Tim said, "Even if we lose things we like, we can still find a way to make it right." From then on, they were best friends, sharing many moonlit nights with kites and balloons in sight.

Assonance

Scavenger Hunt

Find books that have examples of assonance.

Book Name	Example - Describe or quote the example.
"Goodnight Moon"	Goodnight room. Goodnight moon.
"Brown Bear, Brown Bear, What Do You See?"	Red bird, red bird, what do you see?

Match The Column

Match the sentence in Column A with the words from Column B that show assonance.

Column A	Column B
The cat sat on the mat.	bright, tonight
The moon is bright tonight.	green, lean
Green trees lean in the breeze.	cat, mat
The dog hops on a log.	fly, sky
The fly is high in the sky.	dog, log

Sequencing the Plot of a Story – Multiple Plots

Sequencing a plot means putting events in order in a story. It means figuring out what happens first, next, and last. Sometimes, a story has more than one thing happening at the same time.

Read

Read the story below, trying to put the multiple plots in order.

A) In the garden, Polly the Parrot heard a noise. It was Leo the Lion. "I eat meat, not seeds," Leo said. Polly felt happy; they liked different foods.

B) Sammy the Squirrel was thinking, "Nuts or fruit today?" he said softly. "I can eat either."

C) In the garden, three friends—Polly the Parrot, Leo the Lion, and Sammy the Squirrel—were having fun. They were friends even though they liked different foods.



D) Sammy picked up an apple and started eating. "It's cool that we're friends even if we don't eat the same stuff," Sammy said. Everyone nodded, and they all went back to playing.



E) Polly said, "Come see this bird feeder! It's full of seeds and I'm hungry." She began to eat.

F) Somewhere else in the garden, Leo was looking at a bug. He eats only meat.

G) Sammy heard a bird singing. "Hmm, maybe I'll eat fruit," Sammy thought, forgetting about the nuts for a second.

**Sequence**

Write the order of the story using the letters for each paragraph.

Narrative Writing - Cause and Effect

In stories, "cause and effect" shows that one thing happens because of another. It's like dominoes falling down.

- Cause: It's sunny. Effect: You wear sunglasses.
- Cause: You eat a lot. Effect: You feel full.
- Cause: A bee buzzes. Effect: You stay still.



Instructions: Circle the underlined part of the sentence the cause or effect?

She practiced hard, <u>so she played well.</u>	Cause	Effect
He didn't eat breakfast, <u>so he was hungry.</u>	Cause	Effect
They scored a goal, <u>so the team cheered.</u>	Cause	Effect
<u>It got dark outside,</u> so we turned on the lights.	Cause	Effect
We planted seeds, and <u>then flowers grew.</u>		Effect
The sun came up, so the <u>flowers opened.</u>		Effect

Write

Write either the cause or effect that completes the sentence below.

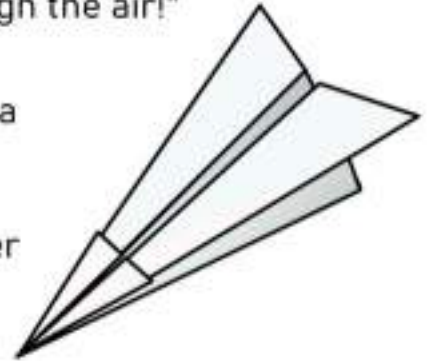
Cause	Effect
It started to snow,	
	so she learned something new.
She forgot her lunch	
	I took an umbrella.

The First Paper Airplane Adventure

The First Paper Airplane Adventure

Long ago in a small town, a smart man named Mr. Howard made a new thing: the first paper airplane. "With this," he said, "fun can fly through the air!"

His daughter Lisa was super happy. She wanted to make a paper airplane for her little brother Max's sixth birthday. This is a great thought. She took some paper and started to make a plane.



Mayor Johnson heard about the new airplane. "This could make our town more fun!" He talked to Mr. Howard and asked, "Can you make a big paper airplane for the town festival?"

Lisa was having fun making planes when she used up the paper. "Oh no!" she cried. "I have to start over."

Her dad said yes to Mayor Johnson and got ready to make a big airplane. Lisa had to wait.

Finally, Lisa made a new plane. Her dad was done with the big airplane, too. They threw them into the sky, and it was perfect for Max's birthday.

People in the town loved the big paper airplane at the festival. Max loved his paper airplane show and hugged Lisa.

And so, the new paper airplane made everyone in the town happy and closer together.

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Finish the effects of the causes below.

Mr. Howard made a paper airplane,

Lisa ripped the paper,

The car ran out of gas,

2) Think of causes that go with the effects below.

so she has to start over.

so Lisa has to wait.

so everyone was happy.

Think

Write any causes you can think of from the story.

Visualizing

Draw what you were picturing while you were reading.

Block 6:

Poetry

Focus

- ✓ Literary devices in poetry – assonance, alliteration, metaphor and simile.
- ✓ Reading Comprehension Strategies – visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Literary Devices Used in Poetry

What Is Poetry?

Poetry is a fun and special way to write. It uses words in a creative way to share feelings, stories, or ideas. It's not like regular writing, because it can have a special beat and might even rhyme at the end of lines. Just like painting or playing music, poetry is meant to be really creative.



Shakespeare

Cool Parts of Poetry

In poetry, there are special tools to make it fun and pretty to read or hear. Here are some tools you can use in your own writing:

- **Rhyme:** Words that sound the same at the end, like "bat" and "cat."
- **Alliteration:** Words that start with the same sound, like "Silly Sally."
- **Metaphor:** Saying one thing is another, like "He is a shark."
- **Simile:** Saying something is like another thing, such as "He is as fast as a cheetah."
- **Rhythm:** The number of syllables in a line give the poem a beat.
- **Assonance:** When words have the same sound in the middle, like "cat" and "bat."

How Poetry Uses These Tools

When you read a poem, these cool tools make it more fun and interesting. They help you understand the message better, too.

For example, **rhyme** makes a poem sound nice to your ears. **Assonance** helps make words stand out. **Metaphors** and **similes** create cool pictures in your mind, making the poem come to life.

Inferences

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "The sky is a blanket."

2) What do you think is meant by the simile, "Fast as a car."

Draw

Draw a picture of the metaphors below. What are you picturing?

The sun is a golden coin in the sky.

Her smile is a blooming flower.

Match The Column

Draw a line from the literary device in Column A to its matching example in Column B.

Column A	Column B
Rhyme	Her eyes are shining stars.
Alliteration	Sweet as honey.
Metaphor	"Tiny Tim tiptoed."
Simile	"Dog" and "Fog"
Rhythm	Bright light shines at night.
Hyperbole	A pattern of beats like "ta-ta-TUM, ta-ta-TUM."

Types of Poems

Exploring Types of Poems

Poems are a fun way to share feelings and ideas. There are different kinds of poems, and each is special.

Haiku: The Nature Poem

Haiku comes from Japan and talks about nature. It has just three lines. The first line has 5 syllables, the second has 7, and the third has 5 again.

Rain falls from the sky
Flowers start to bloom and grow
Spring is here at last



Acrostic: The Secret Word Poem

In Acrostic poems, the first letter in each line spells a word. It's like a fun game. Here's one with the word CAT.

Cute and small
A furball that loves to play
Tail wagging and purring



Limerick: The Silly Poem

A Limerick is a funny poem that has 5 lines. The first, second, and fifth lines rhyme. The third and fourth lines rhyme too. These poems are made to be funny.

Cinquain: The 5-Line Poem

A Cinquain has five lines. Each line does something different. The first line is a one-word title, the second line uses two words to describe it, the third line uses three words to tell what it does, the fourth line uses four words to show a feeling, and the fifth line is another name for the title.



Fish
Slippery, fast
Swimming, diving, flipping
Loves to explore the sea
Swimmer

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic**Haiku****Lim****Cinquain****Visualizing**

Read each of the poems and draw what you're picturing.

Haiku**Cinquain****Acrostic**

Haiku Poetry – First Nation Reflection

Haiku Poetry – First Nation Reflection

A long time ago, First Nations people lived where Canada is now. They had their own ways and traditions. Then, new people came from Europe. Things changed and not always in a good way.

Here are some haikus to think about what life was like for First Nations then.



Wind talk in the wind,
Voices from far away—
Two worlds to meet.

River's song no longer heard,
Smoke and metal changed the
Fish still make their jump



Old tales from the past,
Quiet by new loud noises—
Still heard in the breeze.

Beaver and tall trees,
Swapped for small shiny trinkets—
What did we give up?



Inferences

When reading poetry, you often need to make inferences as a lot of the evidence is not clearly stated. Read the parts of the poems and explain what you think the author means.

1) "Two worlds start to meet"

2) "Old times with a past, Quiet by new loud noises"

3) "River's song now hush, make a change its tune"

Visualizing

Re-read each of the poems and what you're seeing.

Haiku 1

Haiku 2

Haiku 3

Acrostic Poems – Canada's Regions

Acrostic Poems – Canada's Regions

Canada is big with lots of different areas! One area is the "Prairies" with flat lands and farms. Another is the "Ottawa Valley," full of rivers and trees. Let's learn about these places using special "acrostic poems."

Acrostic Poems



Ottawa Valley

O - Ottawa rivers flow
V - Valleys that in summer glow
A - Autumn leaves that brightly show
L - Lakes where we can row and row
L - Landscapes that make hearts glow
E - Every season brings new snow
Y - Yummy berries that we can stow

Prairies

P - Plenty of open sky
R - Rolling fields of wheat
A - Animals like cows and sheep
I - Infinite land to see
R - Railroads cross the plains
I - Interesting weather, rain or shine
E - Endless roads that intertwine
S - Sunsets that are really fine

Name: _____

100

Curriculum Connection
C1.2, C3.1

Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

PREVIEW

Ottawa Valley

Limerick Poem – Alliteration

Limerick Poetry – First Nation Reflection

These poems are called limericks. They help us learn about different groups of people. One is about the Inuit in Canada, another is about ancient Rome, and the last one is about First Nations. The first poem uses alliteration, and the next to use assonance.

Inuit:

Icy Ike from the Inuit land,
Ice-fished with a firm steady hand.
In a cool igloo home,
He had a dog to roam,
His name was Ice and he was grand.

Ancient Roman:

Andy from the old Roman street,
Ran a rapid pace in every street.
He would play in the sun,
Until the day was done,
Roman roads were his favourite base.

First Nations:

Lani from the First Nations land,
Fished with a firm and fine hand.
With each shining scale,
Her net would not fail,
By the shore, she would proudly stand.



Questions

Answer the questions below

1) What is assonance?

2) Which poem did you like the best? Why?

3) What was your favourite part of the poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read each of the poems and draw what you're visualizing.

Limerick 1

Limerick 2

Limerick 3

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Cinquain Poems – Critical Thinking

Cinquain Poetry – Life in a Farm Town

A **cinquain** is a small poem with five lines. Each line does a special job, like telling us what something looks like or what it does. You can make your cinquain really special with similes and metaphors! A simile uses "like" or "as" to compare things. A metaphor says something is something else, like calling corn "gold from the ground." Read some farm town themed cinquains!

Corn

Corn

Tall, green

Growing, swaying, ripening

Like gold in a field

Harvest



Barn

Barn

Big, red

Holding, storing, sheltering

Heart of the farm

Store



Tractor

Tractor

Strong, loud

Plowing, pulling, driving

As busy as a bee

Machine



Dog

Dog

Loyal, quiet

Barking, running, playing

A fluffy ball of joy

Pooch



Chicken

Chicken

Small, peck

Eating, clucking, laying

Farm's little alarm clock

Bird



Apple

Apple

Red, sweet

Hanging, ripening, falling

Like a juicy jewel on the tree

Fruit



Critical Thinking

Answer the questions below.

1) In "Corn" why do you think the corn is described as the "like gold in a field"? What does that metaphor tell you about corn's importance?

2) Which poem do you like the best?

3) What was your favorite poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read the poems below and draw what you see.

Chicken

Barn

Rhyming Poems – Critical Thinking

Rhyming Poetry – What jobs do people have in Ontario?

Have you ever thought about jobs in Ontario? People do many things! Some jobs rhyme at the end, making them fun to say and easy to remember! From the city to the countryside, jobs help the community thrive and grow. Whether indoors or outdoors, each job is important.

The Farmer

A farmer in a red shirt and,
Plants seeds with a careful hand,
Corn and wheat grow high and tall,
Feeding folks like you and me.



The Nurse

Nurses care with hands so kind,
Helping sick folks' peace of mind.
Taking temps and giving care,
Because love's always there.



The Teacher

Teachers stand in front of class,
Helping kids so they will pass.
Reading, writing, math and more,
Learning things we all adore.



The Firefighter

Firefighters go to the scene,
Putting out fires, keeping everyone safe.
With hoses and water, saving the day,
Heroes in every single way.



The Police Officer

Police keep us safe, you see,
In towns, cities, even by the sea.
With their badge and helpful way,
They protect us every day.



The Builder

Builders make our schools,
Using all their handy tools.
Hammer, nails, and lots of wood,
Making our homes look so good.



Critical Thinking

Answer the questions below.

1) In "The Firefighter," the phrase "with hoses and water, save the day" is used. What does this tell you about the importance of a firefighter?

2) Which poem do you like the best?

3) What was your favorite part of the poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read the poems below and draw what you are seeing.

Builder

Firefighter

Activity: Understanding "Bird Talk" by Aileen Fisher**Objective**

What are we learning more about?

To read and dissect the poem "Bird Talk" by Aileen Fisher, gaining a deeper understanding of its themes and messages.

**Instructions**

How do we complete the activity?

- 1) Introduction: Introduce Aileen Fisher as an important poet. Explain that her poem "Bird Talk" shows a conversation between a robin and the Mockingjay about the differences between the two beings.
- 2) Reading the Poem (5 minutes)
- 3) Hand out printed copies of the poem "Bird Talk" to the students. Read the poem aloud beforehand. Ask the students to read the poem twice, the first time to become familiar with its content.
- 4) Stanza by Stanza Dissection (15 minutes)
- 5) Flip to the backside of the printed poem page or have students open their notebooks to a fresh page. Go through the poem line by line and stanza. For each line or stanza, ask questions like:
 - What do you think this line means?
 - How does this line make you feel?
 - Are there any words you don't understand?

Name: _____

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Curriculum Connection
A2, C1.2, C3.1

Reflection

Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

PREVIEW

Activity: "We Learn From The Sun"

Objective

What are we learning more about?

To read and dissect the poem/children's book written by David Bouchard. David is a Métis author who has accomplished a lot in Canada.

**Instructions**

How to complete the activity?

- 1) Reading Aloud: Read the poem "We Learn from the Sun" aloud to the students. Allow them to listen to the poem in the video. The read-aloud can be found on YouTube.
- 2) Discussion: After the initial reading, open a discussion with the students about what feelings and images the poem brings up for them.
- 3) Stanza Breakdown: Re-read the book, looking at the 13 different stanzas. After reading each one, have students draw and write things they think about. Have them consider these questions in their reflections.
 - a) What feelings come to mind?
 - b) What is the main lesson being taught in this stanza?
 - c) Can you make a connection to this stanza?
 - d) How can we use what we learned from this stanza? What could you do differently?
 - e) Do you have the same feelings as the Métis author?

Name: _____

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Curriculum Connection
A2, C3.7

Reflection

Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

PREVIEW

Name: _____

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Curriculum Connection
A2, C3.7

Reflection

Write your thoughts about each stanza below.

Stanza 5:

Stanza 6:

Stanza 7:

Stanza 8:

PREVIEW

Name: _____

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Curriculum Connection
A2, C3.7

Reflection

Write your thoughts about each stanza below.

Stanza 9:

Stanza 10:

Stanza 11:

Stanza 12 and 13:

PREVIEW

Block 10: Procedural Writing

PREVIEW

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?

What is Procedural Writing?

What is Procedural Writing?

Procedural writing shows us how to do something step by step. Think of it like a recipe in a cookbook. It gives clear directions so we can complete a task.

Features of Procedural Writing:

- **Title:** Procedural text starts with a title. This tells us what the steps will be.
- **Materials:** This lists the things we need but isn't always used.
- **Steps:** These are the instructions.
 - We start with the first step and follow in order.
 - Steps are numbered 1, 2, 3, etc.
- **Ending:** Sometimes there's a note at the end or extra tips.



Example: How to Write Procedural Writing

How to Write Procedural Writing

Materials: Paper and pencil

Steps:

- 1) Think of something you want to teach someone.
- 2) Write the title of the procedural writing.
- 3) Write the materials you need.
- 4) Write down the steps you need to do from the first to the last step to do something. Don't leave anything out!

Great job! You've finished your procedural writing! Give it to someone so they can follow your instructions.



Prereading

Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

Make a connection. Have you seen instructions before? When do you get instructions? How do you read them?

Order

Order the steps below from the first step to the last step, putting them in order for procedural texts.

Order	Steps
	List all the things someone would need to complete the task.
	Decide on your topic. Write a clear title about your task.
	Think of the steps to write to complete the task. They need to be in order.
	Add a closing note or tip to help. Like, "Be careful with scissors!" or "Have fun!"
	Start writing the steps, making sure they are in the correct order.

Recipes – Ordering Steps

**Examine**

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.

Order	Information
	In a big bowl, mix butter and sugar together until they're creamy.
	Chocolate Chip Cookies: Yum!
	Preheat oven to 375°F (190°C).
	Bake for about 10 minutes or until they look golden.
	<ul style="list-style-type: none">- 1 cup of sugar- 1/2 cup of sugar- 1/2 cup of butter- 1 egg- 1 and 1/2 cups of flour- 1/2 teaspoon of baking soda- A pinch of salt
	Slowly add flour, baking soda, and a pinch of salt together.
	Crack the egg into the bowl and stir it in.
	Pour in the chocolate chips and mix again.
	In a big bowl, mix butter and sugar together until they're creamy.
	Put little balls of dough on a cookie sheet, leaving space between each.
	Let your cookies cool for a bit, then enjoy with a glass of milk!

How To – Ordering Steps

Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.



Order	Information
	- Toothbrush - Toothpaste - Cup of water - Mirror
	Do the same to brush your tongue; it helps keep your breath fresh!
	Squeeze a small amount of toothpaste onto your toothbrush.
	Do the same for your bottom teeth, making sure to reach every tooth.
	Rinse your toothbrush and put it away.
	Rinse your mouth with water and spit it out.
	Let's Keep Our Teeth Clean and Healthy!
	Start by wetting your toothbrush with a little water.
	Open your mouth and start brushing your top teeth in small circles.
	Wipe your mouth with a towel and flash your shiny smile!

Think

Is there only one way to do things? Do you brush your teeth differently? Explain.

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

Graphics in Procedural Writing – Handwashing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

The pictures below are numbered, showing the steps to draw a house. On the back of this page, explain each step.

①



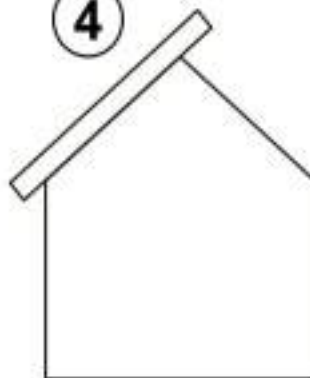
②



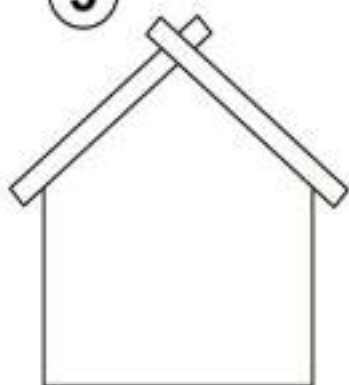
③



④



⑤



⑥



⑧



⑨



⑩



⑪



⑫



Label

Describe what to do at each step

Step	Instruction
1	Draw a rectangle
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

PREVIEW

Following Instructions – Drawing a Wigwam

Draw

Follow the procedural text below to draw a wigwam



Title	Drawing an Indigenous Wigwam: A Fun Art Adventure!
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional)
Introduction	Indigenous communities like the Ojibwe and Mi'kmaq lived in wigwams. These were dome-shaped homes made from natural materials. Let's draw one together!
Step 1	Begin by drawing a large semi-circle on your paper. This will be the main body of the wigwam.
Step 2	At the bottom of your semi-circle, draw a straight line to close it off. Now it looks like a semi-oval.
Step 3	Draw a smaller rectangle in the bottom center of your semi-oval. This will be the entrance to the wigwam.
Step 4	On the wigwam, sketch curved lines radiating from the top to the bottom. These lines show the sticks and branches used to make the wigwam.
Step 5	Now, draw some patches here and there on the wigwam. These represent the birch bark or woven mats that covered the wigwam.
Step 6	Around your wigwam, you can draw things like trees, a campfire, or a small stream.
Step 7	Once your wigwam looks complete, grab your coloured pencils if you have them and colour your drawing. Maybe the wigwam is brown, and the grass around is green!
Finish	Show off your wigwam drawing to a friend or family. Let them know about the special homes many Indigenous nations in Canada used. Happy drawing!

Following Instructions – Drawing a Wigwam

Draw

Draw the wigwam below



PREVIEW

Following Instructions – Drawing a Dreamcatcher

Draw

Follow the procedural text below to draw a dreamcatcher



Title	Drawing a Dreamcatcher: A Beautiful First Nation Symbol!	
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional) 	 
Introduction	<p>Dreamcatchers are beautiful crafts made by many First Nations. They are believed to catch bad dreams and let only good ones pass through. Let's draw one together!</p>	
Step 1	Start by drawing a big circle. This will be the main ring of the dreamcatcher.	
Step 2	Inside the circle, draw a smaller circle, leaving some space between the two circles.	
Step 3	Now, between the two circles, draw a spider's web.	
Step 4	Below your big circle, draw three strings hanging down. They can be straight or wavy.	
Step 5	At the end of each string, draw a feather. It looks like an oval with jagged edges.	
Step 6	Decorate your dreamcatcher! Maybe draw some beads on the strings or inside the web.	
Step 7	Once you're happy with your drawing, take your coloured pencils and colour your dreamcatcher. Maybe the ring is brown, the feathers are blue, and the beads are colourful!	
Finish	Proudly display your dreamcatcher drawing! Talk to your friends about the special meaning behind dreamcatchers in many Indigenous cultures. Enjoy your art!	

Following Instructions – Drawing a Dreamcatcher

Draw

Draw the dreamcatcher below

PREVIEW

Comparing Instructions – Making Tea

Compare

Read both instructions. Which is easier to understand?

Step 1	Gather Materials: Teabag, cup, kettle, water.
Step 2	Boil Water: Fill kettle with water and heat until it boils. Ask an adult for help.
Step 3	Prepare the Cup: Put your teabag inside the cup.
Step 4	Pour the Water: Carefully pour hot water over the teabag in the cup.
Step 5	Wait: Let the tea steep for 3-5 minutes.
Step 6	Enjoy: Remove the teabag. Add honey or milk if you want. Drink carefully!



Before Reading**Make a connection**

Background knowledge – Read the title and look at the pictures. What do you know about this already?

During Write 2 questions that come to mind while you read.

After Reading**Answer the question below**

1) Which set of instructions were easier to understand? Explain.

2) Have you ever had tea? Or do you know someone who drinks tea? Explain.

Comparing Instructions – Playing Manhunt Tag

Compare

Read both instructions. Which is easier to understand?



Option 1:

How To Play Manhunt

Manhunt is a fun game where someone is chosen to be "It". While "It" counts, everyone else finds a hiding spot. After counting, "It" tries to find and tag the hiders. As players are tagged, they join "It" in the search. The game continues until everyone has been tagged.

Step	Instructions
Step 1	Choose the 'It' Player: Stand in a circle and choose someone to be "It".
Step 2	Counting: "It" closes their eyes and counts loudly to 30.
Step 3	Hiding: Everyone else quickly finds a hiding spot while "It" is counting.
Step 4	Tagging: After counting, "It" starts searching for the hiders. If "It" sees someone, they try to tag them.
Step 5	Joining 'It': Those who are tagged join "It" to find and tag the others.
Step 6	End of the Game: The game ends when all players are found. The last person tagged in the game becomes "It" for the next round.

Before Reading**Make a Connection**

Background knowledge – Read the title and look at the pictures. What do you know about this already?

Sum _____ Could you explain how to play to someone? Write 6 steps.

After Reading**Answer the question below**

Which set of instructions were easier to understand? Explain what made it easier to understand.