



Preview – Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ **A selection of Ready-To-Use Google Slides Lessons.**
- ✓ **A selection of worksheets included in the workbook.**

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



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. Smith,
I wanted to tell you about the new library corner in our classroom! We have new soft chairs, little lamps, and a shelf full of mystery books. I remember once almost a missing pencil, and I couldn't stop reading at my friends and I was missing that who lunch to study what we've discovered is our books. I'm glad we have such a cozy place to read now.
Sincerely,
Evelyn

Hi Marcos,
Guess 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.

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.

Word Bank: 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

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

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

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

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!	



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

A

2

A

52

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, 108 – 118
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, forming an opinion, 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 based on background knowledge, text features, and evidence from the text, and 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	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	Media References make references using stated and implied information and... 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... and 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 helps 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 should be done before you start reading.	True	False
5) Knowing what 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 air they breathe provides for plants.



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

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 other text you 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 This?

The Earth is like a giant magnet that pulls things toward it. That's why when you jump, you always come 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, 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

Read the information below 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 work. 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 stated. 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?	

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 the questions below.

1) Voice in writing is your tone of voice, 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 _____? Different voices could be: funny, serious, fact-based, bossy, curious, exciting, etc.

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 amazing.

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. 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.



Conjunction	Pronouns	Transition Words
And	He They	First Also
But	She We	Then Finally
So	Yes It 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 and 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 is making a new park! It's so cool. People are using big wood pieces from the trees. 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 firewood."

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 parks and how we can make them even cooler.



Every time I go to the park, I love the 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 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 like this one often teach us lessons we can use in our lives. Since we don't know the story, how does this story relate 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 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 around the 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.

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 grab 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 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, playing 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 in Column B to create complete sentences.



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 story and underline examples of assonance. Then, write them below.

Once upon a time, Tim had a blue balloon. He loved to take it to the moonlit dunes. "The moon is my friend," Tim would say, gazing at the sky.

One day, Tim met Kim. Kim had a kite that flew ever higher. "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 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." Leo and Sammy both 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</u> played well.	Cause	Effect
He didn't eat breakfast, <u>so he</u> was hungry.	Cause	Effect
They scored a goal, <u>so the</u> team cheered.	Cause	Effect
<u>It got dark outside</u> , so we turned on the lights.	Cause	Effect
We planted seeds, and <u>then flowers</u> grew.		Effect
The sun came up, so the <u>flowers</u> opened.		Effect

Write

Write either the cause or effect that completes the sentence below.

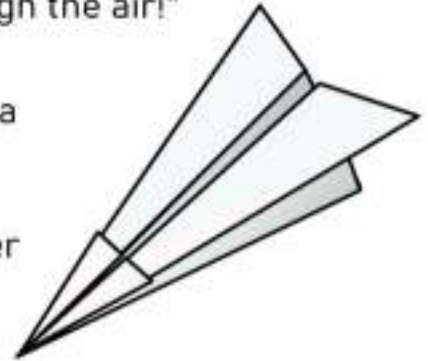
Cause	Effect
It started to snow,	
	so she learned something new.
She forgot her lunch	
	I took an umbrella.

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 – alliteration, metaphors and simile.
- ✓ Reading Comprehension Strategies
- ✓ Making inferences based on implicit evidence from 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 as brave as a lion."
- **Simile:** Saying something is like another thing, such as "Her eyes are as blue as the sky."
- **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****Limbo****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.



talk in the wind,
from far away—
worlds 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.
Cool igloo home,
And a dog sled to roam,
The winter was so 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

Limerick 1

Limerick 2

Limerick 3

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 helpful
Corn and wheat grow high and,
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 to Aileen Fisher and her poem "Bird Talk". Explain that her poem "Bird Talk" shows a conversation between a robin and the Mockingjay about the differences between the two birds.
- 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 get familiar with themselves 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: _____

108

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 do we 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: _____

110

Curriculum Connection
A2, C3.7

Reflection

Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

PREVIEW

Name: _____

111

Curriculum Connection
A2, C3.7

Reflection

Write your thoughts about each stanza below.

Stanza 5:

Stanza 6:

Stanza 7:

Stanza 8:

PREVIEW

Name: _____

112

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 to what you have 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, writing in the spaces provided.

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/>

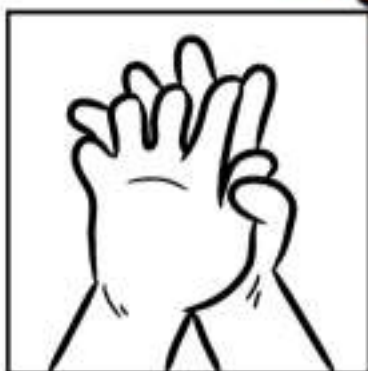
Graphics in Procedural Writing – Handwashing

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.

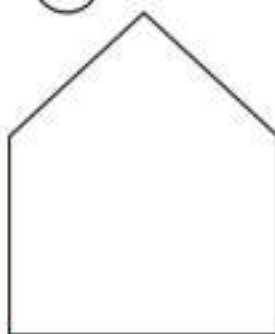
①



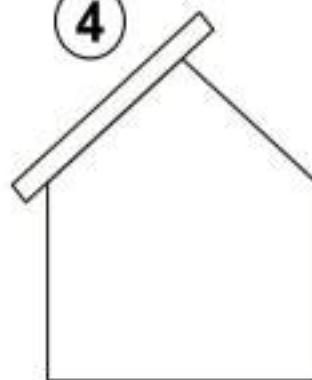
②



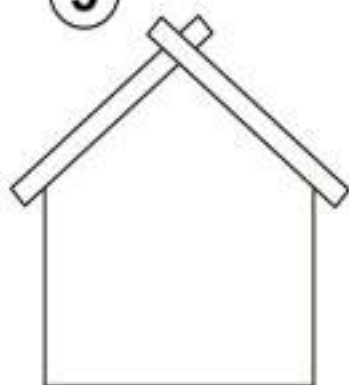
③



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!

Name: _____

162

Curriculum Connection
C1.4, C1.7, C3.7

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.