



Preview – Information



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Google Slides Lessons Preview





BC 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 Text Forms and Reading Comprehension Strategies?

We are learning to understand different reading comprehension strategies so we can explain how they help us understand, connect with, and visualize what we read.



Part 2 – Action!

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

Text Type Match-Up!

Drag the text form to the matching text example.

Text Examples	Principle
"Dear Sam, Thank you for the birthday gift! From, Ava."	
"Once upon a time, a boy found a magic key in the forest."	
"To make lemonade, squeeze lemons, add sugar, and stir."	
"Dogs have strong noses that help them find things."	
"Be kind to others—it makes the world a happier place!"	
"Roses are red, violets are blue, my heart smiles when I see you."	
"Luna always wore a cape when she helped her town. 'I'm Super Luna!' she said."	
"Terry Fox ran across Canada to raise money for cancer research."	

Text Forms

Instructions

Comic Strip

Persuasive Writing

Letter

Poem

Narrative

Report

Biography

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the story carefully and think about what is happening and what might happen next.

Kerry is busy setting up her project for the school science fair. She built a small volcano that could erupt using baking soda and vinegar. As she arrange her display board, students from other classes walked around to look at the projects. Across the room, someone's solar system model spun slowly, and another project showed a working windmill. Kerry whispered, "I hope mine works when the judges come!" She smiled but kept checking the volcano nervously. The room buzzed with excitement as students showed off their hard work.

Consolidation – The School Science Fair

Questions

- 1) **Making Connections** – Make a connection to the reading; text-to-self, text-to-text, or text-to-world.
- 2) **Questioning** – What is one question you have about the reading.
- 3) **Visualizing** – Draw what you see in your mind from the story.
- 4) **Prediction** – What do you think might happen when the judges test Kerry's volcano?
- 5) **Inference** – How do you think she is feeling while waiting for the judges?



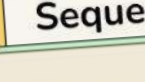


Read each sentence. Think about how it sounds when you say it out loud. Does it have a smooth rhythm or a choppy rhythm? Circle your answer.

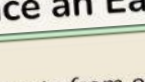
Sentence	Smooth	Choppy
1) The river rolled gently down the valley.	☐	☐
2) Sam ran fast up big hill.	☐	☐
3) The morning breeze carried the soft birdsong.	☐	☐
4) Tim and Jen play fun games.	☐	☐
5) Dog bark loud in yard.	☐	☐
6) The candles flickered as the storm blew in.	☐	☐
7) Ben eat lunch quick.	☐	☐
8) A golden butterfly drifted across the sky.	☐	☐

Sequence an Easy Story

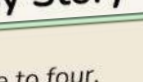
Number the story events from one to four.



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.



BC Language Curriculum

Reading Comprehension – Grade 3



Theme Match-Up Cards

Drag the matching theme to the story it belongs to.



Short Story Summary	Theme
Mia helped her friend study for a big test, even though she wanted to play outside.	
Liam told the truth about breaking the ruler, even though he worried he might get in trouble.	
Nora kept practising her jump rope trick every day until she finally mastered it.	
Jayden rescued his little brother's toy from a tall tree, even though he felt scared to climb.	
Ava fed her dog and cleaned its bowl before school every morning without being told.	
Mateo shared his snack with a new student who didn't have anything to eat.	

Theme

Perseverance

Kindness

Friendship

Courage

Honesty

Responsibility



Linear v

Circle if the topic is a cycle or if it is linear.

Question	Linear	Cycle
1) Life cycle of a frog: egg → tadpole → froglet → adult → lays eggs again.		
2) Morning routine: wake up → brush teeth → eat breakfast → go to school.		
3) Watering plants: fill watering can → pour water → soil gets wet.		
4) Seasons change: spring → summer → fall → winter → back to spring.		
5) Making pancakes: mix batter → pour → flip → eat.		
6) Day and night: sunrise → daylight → sunset → night → sunrise again.		

or Kid Voice

Read the review and drag adult or kid based on who you think wrote the review.

Adult

Kid

"The playground was epic! We played tag forever, and I was the fastest!"	
"The presentation was clear, organized, and explained the main idea well."	
"That video game was the best! I totally beat the hardest part!"	
"The story had strong characters and a plot that held my attention."	
"The event was well planned and presented valuable information."	
"The performance displayed skill and variety that was enjoyable to watch."	
"The ice cream melted on my hands, and I laughed so hard. Haha!"	
"We built the biggest Lego tower ever. It almost touched the ceiling!"	
"I got slime stuck to my shoe. It was gross but super funny! Lol"	



Workbook Preview



Grade 3 – English Language Arts

Comprehension, Story, Text Forms



	Learning Standards - Elaborations	Pages
3.1	Elements of story: character, plot, setting, conflict, and theme	57 – 70, 92-103
3.2	Functions and genres of stories and other texts	9 – 14, 21 – 22, 25 – 30, 37 – 43, 45 – 55, 57 – 70, 92-103, 192-221
3.3	Text features: how text and visuals are displayed (e.g., Headings, diagrams, columns, and sidebars)	115-118, 124-125, 127-140, 192-221
3.4	Preview of 140 pages from this product that contains 325 pages total.	
3.5	Reading strategies: using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: does it look right? Sound right? Make sense?); Self-correcting errors consistently using three cueing systems: meaning, structure, and visual	15 – 30, 37 – 43, 45 – 55, 57 – 73, 87-88, 92-113, 117-125, 127-156, 179-190, 192-221
3.6	Metacognitive strategies: talking and thinking about learning (e.g., Through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	21 – 24, 31 – 35, 37 – 43, 54 – 55, 57 – 60, 71 – 73, 89-91, 119- 156, 168- 176, 179-190, 217- 221

Block 1:

Introduction to Text Forms and Reading Comprehension Strategies

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.
- What are Text Forms? – Various forms of text forms
- Genres – Fiction and Non-Fiction and Sub-forms: Realistic Fiction, Historical Fiction, Mystery, Science Fiction, Fantasy, Biographies, Procedural Writing, Persuasive Writing, and Reports.

Understanding Text Forms

What Are Text Forms?

Text forms are different ways to write information.

Each form has a different style and purpose.

It is like having different types of shoes for different purposes. We use different text forms for different purposes.



- 1) **Narratives:** Tell a story with a setting, characters and a plot.
- 2) **Reports:** Present facts clearly, like a detective.
- 3) **Letters:** Written messages to someone, with a greeting and closing.
- 4) **Poems:** Use beautiful words to write our feelings, often with rhythm.
- 5) **Persuasive Writing:** Tries to convince the reader to do something.
- 6) **Comic Strips:** Tell stories with pictures and words, often funny.
- 7) **Biographies:** True stories about a person's life written by someone else.
- 8) **Instructions:** Step-by-step guides on how to do something.

Conclusion

Understanding different text forms helps us choose the best way to express our ideas or share information. So, if you plan to write a message to a friend, maybe choose a letter. If you want to write about a trip you went on, use a narrative. If you want the reader to feel some emotions, choose a poem.

Which Form?

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

- | | |
|---|--|
| 1) Telling my class about my trip to the science museum. | |
| 2) Writing facts about the life cycle of butterflies. | |
| 3) Asking your uncle how he is doing, who lives far away. | |
| 4) Writing a how-to-guide about how to make a sandwich. | |
| 5) Writing about the life of a famous person. | |
| 6) Writing a poem that rhymes. | |
| 7) Drawing a picture and writing a story with 3 panels. | |
| 8) Trying to convince someone that fruit is better than meat. | |

Questions

Write the questions below.

- 1) What text forms have you written _____
- _____
- _____
- _____

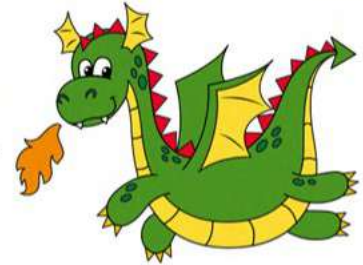
- 2) Which text form is your favourite? Explain why.
- _____
- _____
- _____

- 3) Which text form do you want to learn more about?
- _____
- _____
- _____

Comprehension Practice – Genres

What are Genres?

When we pick up a book, we're diving into one of two main genres of stories. One is **fiction**, and the other is **non-fiction**.



Fiction

Fiction is a story that is made up by the author. It's like playing pretend and imagining a whole world of characters and adventures. Some types of fiction are:

- **Realistic Fiction:** These are stories that could happen in real life. For example, a story about a boy learning to ride a bike.
- **Historical Fiction:** These stories are set in the past, with lots of old-fashioned things, but the characters are made up.
- **Mystery:** Just like a detective, in these stories, characters have to find clues to solve a big puzzle or a crime.
- **Science Fiction:** Stories with robots or space adventures.
- **Fantasy:** These often have magical characters, dragons, and wizards.

Non-Fiction

Non-Fiction is all about real things. It's not made up and gives us facts.

- **Biographies:** These books tell us the life story of real people, like astronauts, Prime Ministers, or even movie stars.
- **Procedural Writing:** These are the instructions that tell us how to make or do something, like recipes or rules for a game.
- **Reports:** Informational texts that teach us about things like dinosaurs or planets.
- **Persuasive Texts:** These texts try to make us agree with the author.

Comprehension Check

Is the statement true or false?

1) Fiction stories are real.	True	False
2) Realistic fiction could be a story about riding a bike.	True	False
3) Historical fiction is about the future.	True	False
4) Mysteries have clues to solve.	True	False
5) Biographies are non-fiction and could be about dragons.	True	False

Mat

Draw a line from the genre to the book title

	Book Title
Mystery	Let's Eat Vegetables! They're Good For You!
Science Fiction	You Are Here: So Close to the First Star
Persuasive Texts	Space Camp
Realistic Fiction	Discovering Dinosaurs - All About Dinos
Historical Fiction	The Unsolvable Case - Where Did the Dinos Go?
Procedural Writing	James the Caveman and his Pet Mammoth
Reports	How to Make a Volcano
Fantasy	Trip to France - Best Vacation Ever
Biographies	The Flying Unicorn

Identifying Genres

Instructions

Identify and circle the genre that fits each text summary.

1) A story about a wizard named Alaric who uses magic to save his kingdom.

A) Fantasy

B) Biography

C) Science Fiction

D) Non-Fiction

2) A book that tells you facts about the planets in our solar system.

A) Fantasy

B) Biography

C) Poetry

D) Report

3) A poem about the beauty of flowers in the springtime.

A) Mystery

B) Poetry

C) Science Fiction

D) Biography

4) A tale of a young detective, Louise, who solves a mystery accident in her school.

A) Persuasive text

B) Poetry

C) Persuasive text

D) Mystery

5) A story about children living in an imaginary city called Narnia.

A) Fiction

B) Mystery

C) Non-fiction

D) Report

6) A book that tells the life story of the famous scientist Marie Curie.

A) Biography

B) Fantasy

C) Poetry

D) Report

7) A book that explains how volcanoes form and why they erupt.

A) Report

B) Mystery

C) Fantasy

D) Science Fiction

8) A story about kids visiting a Pharaoh's tomb where they find a talking zombie.

A) Historical Fiction

B) Biography

C) Poetry

D) Fantasy

Name: _____

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Curriculum Connection
3.2

Genre Preferences

Think

Rate the genres below and write 1 sentence explaining your feelings about the genre

1) Fantasy

1 2 3 4 5 6 7 8 9 10

2) Mystery

1 2 3 4 5 6 7 8 9 10

3) Romance

1 2 3 4 5 6 7 8 9 10

4) Science Fiction

1 2 3 4 5 6 7 8 9 10

5) History

1 2 3 4 5 6 7 8 9 10

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 Read Better?

- Learn More: You learn new things and facts.
- Speak Better: It shows how you talk and understand others.
- Imagine More: It's like you can go anywhere 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) Summarizing 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 m or rs.

Text-to-World I Found photos 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 back for it back.

Text-to-Text I read about squirrels sharing with
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

Realistic Fiction – 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 kept their plants.



Next, she discussed water. "Just like you get thirsty, plants do too," she 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 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 is provided by 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.

Realistic Fiction – 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 other text you read?

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 (1) Penguins stand close to keep their eggs warm.

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



Infer

Make inferences and draw conclusions 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 his backpack is sagging.

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?

Activity: Goal-Setting

Objective

What are we learning more about?

To enhance reading comprehension skills by applying targeted strategies, students will set personal reading goals and monitor their progress.



Instructions

How do we complete the activity?

- 1) Show the Reading Strategies: Gather the students and discuss these reading strategies: Activate prior knowledge, Purpose of reading, Making predictions, Drawing connections, Summarizing, Making inferences. Give each student an example of each strategy by giving examples.
- 2) Personal Reflection: Have students write with each reading strategy listed. Ask students to reflect on which strategies they use often and which ones they need to practice more.
- 3) Set Individual Goals: Have students choose one strategy they want to focus on improving. They should write down this goal on top of their worksheet.
- 4) Goal-setting Planner: Provide students with a goal-setting planner. They can set their goal for the strategy they chose. Then, they write down the ways they can work towards their goal and why that goal is important for them. For example, if the goal is to make predictions, one action might be, "I will try to guess what might happen next before I turn the page."
- 5) Weekly Reflection: At the end of each week, students should reflect on their progress and discuss it with a partner or the class. They can share if they met their goal, how their chosen strategy helped with their comprehension, and what they will focus on next.
- 6) Goal Adjustment: Allow students to adjust their goals as needed, encouraging them to challenge themselves with different strategies as they grow.

Reflection

Reflect on these reading comprehension strategies. Do you often use any of these strategies? Which strategies do you need to focus on more. Write yes/no as your answer for each.

Strategy	Do you often use this strategy?	Do you need to focus on this strategy
Activate Previous Knowledge		
Purpose & Planning		
Making Connections		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

Questions

Answer these questions

1) Which reading strategy do you want to focus on the most?

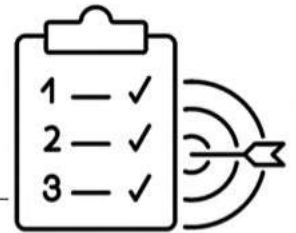
2) Why have you chosen this strategy? Why do you think it is important for you to improve this strategy?

Name: _____

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Curriculum Connection
3.6

MY READING GOAL



My goal is to: _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important to me: _____

New things I will try:

I am going to work _____ harder at: _____

I will read:

Follow the given instructions to fill your weekly reflection table.

- 1) **Week Ending:** Write the last day of the week you are reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Strategy Practiced:** Identify the strategy you focused on this week.
- 4) **Actions Taken:** List the actions you took to practice the strategy.
- 5) **Books/Texts Read:** Note the titles of the books or texts you read.
- 6) **Observations:** Reflect on what you noticed about your reading. Did the strategy help you read more difficult or easy?
- 7) **Meet My Goal:** Simply state yes or no.
- 8) **Next Steps:** Using your observations, outline your plan for next week. Will you continue with the same goal, or will you choose a new strategy on which to focus?

[illegible]

Name: _____

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READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.	
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: _____

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 connection 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. What do you think it is about?_____
_____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._____

Name: _____

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Curriculum Connection
3.2, 3.5, 3.6

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?	

Independent Reading BINGO - Fiction

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Draw the main character facing a challenge.	Describe the main character in a few sentences.	Give the book a star rating and say why you chose it.	Tell us about your favourite character and one thing they did.	Learn a new word from the story and use it in a sentence.
Describe the setting – where the story takes place.	What part of the book was your favourite?	What part of the book was your least favourite?	What was the happiest or saddest moment in the book?	How did the story end?
Tell the beginning of the story from a different point of view.	Draw a picture of something you liked in the book.	Free Space	Would you want to read this book again? Why or why not?	Who helped solve the main problem in the story?
Write a funny line or situation from the book.	Find a word in the book that rhymes with 'play' and write a sentence.	Did the story have a happy or sad ending? Explain.	What was your favourite part of the book?	What did the main character feel at the end.
Guess what the main character does after the story ends.	Write about your favourite part of the story.	Write down your favourite part or line from the book.	Tell us about a part that made you feel a strong emotion.	Imagine asking the main character a question. What would you ask?

Block 2:

Reading Letters

Focus

- Structure of Letters
- Voice in letters
- Formal and informal letters
- Emails versus letters
- New vocabulary, grammar rules, cohesive ties, 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?

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 it like practicing 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 things hard, but never 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 making bread. She uses whole wheat and sometimes puts in raisins to make it yummy. She takes the bread to the town market in baskets. People trade things like bread for butter or cucumbers.



Guess what? Mom and Dad are making a new park! It's so cool! People are using big wood pieces from the fence to make the park. The new park will have slides, swings, and a sandbox.

I started school again. We use books and 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 was 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.



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 wish there was a colourful slide where we can race down with friends. It would be so fun! We also need 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

Name: _____

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Curriculum Connection
3.2, 3.5, 3.6

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

- Character traits
- Structure of narratives – characters, setting, plot, solution (beginning, middle, end)
- Circular plots
- Identify narrators' point of view – first and third person
- Indigenous Storywork
 - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
- Figurative Language – Simile, Imagery, Hyperbole
- Sequencing the events of multiple plots in a story, explaining the cause and effect

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 room. 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 where the story is set. This part sets the stage for everything else to happen and gives us a hint about 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 2 fun story ideas. Problem: Think about your favourite games or toys and a small problem you might have with them.

Ex: Lucy loses her favourite toy when she goes to bed at bedtime.

Think

Write the beginning, middle, and end of your story idea below.

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

Beginning	_____
Middle	_____
End	_____

Story Writing – Beginning, Middle, Ending

Playground Cleanup

In a cozy village surrounded by whispering woods, there lived a young girl named Lily. She had a laugh like tinkling bells and hair the colour of autumn leaves. Every morning, Lily loved to skip along the dew-kissed path to school, her heart dancing to the chirping birds and rustling leaves.

One breezy afternoon, Lily discovered that the village playground, her favorite place to play, was covered in litter. Empty bottles and paper were scattered about, and the sight made her freckled cheeks frown. The swings where she loved to soar like a bird and the slide where she zipped down with glee were all buried under piles of trash.

Determined to bring the joy back to her beloved playground, Lily rolled up her sleeves. She gathered her friends, and together they picked up the trash, placing it into big blue bags. They sorted the recyclables from the rest, all small hands working tirelessly. Lily's friends began to understand that keeping their playground clean was up to them.

By the end of the day, the playground was spotless. The swings swayed invitingly in the breeze, and the slide shone brightly in the sunlight. Lily and her friends had not only cleaned up the mess but had also made signs that read, "Please keep our playground clean!" The whole village promised to help, and the playground never became littered again. From that day on, Lily's laughter rang even louder as she played, proud of the difference she and her friends had made.



Name: _____

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Curriculum Connection
3.1, 3.2, 3.5, 3.6

Beginning

Answer the questions below

1) Describe and draw the main character in the story. What did she look like?

	
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2) Describe and draw the setting of the story.

	
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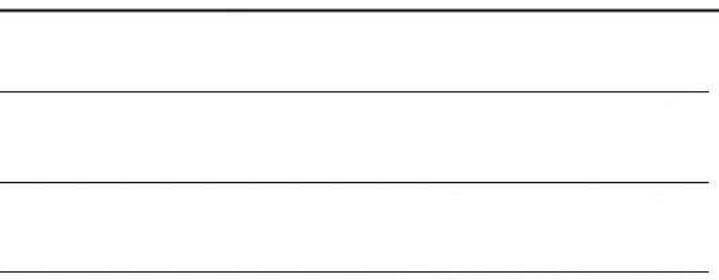
Middle

What was the problem of the story? What happened in the middle?

	
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Ending

What was the solution to the problem? What happened at the end?

	
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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 polite and listening.
- Responsibility: Doing what you should.
- Reciprocity: Giving to others and taking from them.
- 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 things 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 make the same mistakes, 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

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 the lock on doors and boxes but had no luck. Just as I was about to give up, I found an old wooden 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 find 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 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.

Name: _____

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Curriculum Connection
3.5, 3.6

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. It 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 water. Kids in 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.

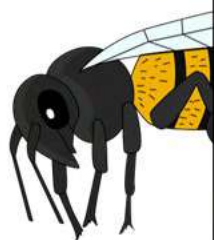
Scavenger Hunt

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 simile 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



Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The meow was as soft as a whisper, like a secret just for me.



Think Read and underline examples of imagery. Then write them below

In the mountains of Peru, where the peaks touch the sky, lived a girl named Marisol. The sun painted the morning sky in shades of orange and red, and the air was filled with the scent of blooming flowers. Marisol loved to wander through the vibrant market, smelling of spicy corn and sweet fruits.



In the daytime, Marisol worked with her hands quickly to make cloth with lots of colours. The market, where she sold things, was full of laughter and chatter, as bright and colourful as parrots.

At night, Marisol gazed up at the twinkling stars, feeling the cool breeze beneath her feet. The cool breeze carried the promise of adventure, and she knew her heart belonged to the beautiful land of Peru, wrapped in a blanket of history and dreams.

Name: _____

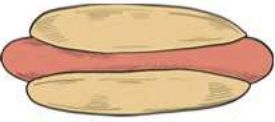
Scavenger Hunt

Find books that have examples of imagery.

Book Name	Example – Describe or quote the example.
"The Enchanted Forest" by Emma Johnson	"The trees whispered secrets to the wind, and the leaves danced like golden coins falling from the sky."

Describe

Describe the objects below as clearly as possible

Object	Description
	
	
	

Alliteration

Alliteration is a way to play with words. It happens when words that are close together in a sentence start with the same sound.

For example, "Peter Piper picked a peck of pickled peppers." Notice how many words start with the 'P' sound? That's alliteration!

Another example is "Silly Sally swiftly shooed seven silly sheep." The 'S' sound repeats at the start of several words.

Alliteration makes sentences sound catchy and can be really fun to say out loud!



Think of a story and write four examples of alliteration from it.

Once upon a time, a cozy cat named Charlie loved to chase chirping crickets. One sunny Saturday, Charlie spotted a small, shiny something sparkling in the water. It was a starfish, silently singing a sweet song. Nearby, Betty Bunny was bouncing in the blue bay. She heard the starfish's song and began to boogie and bounce. "Beautiful music," Betty beamed, bobbing beside Charlie.

Together, Charlie and Betty danced delightfully during the day. As the sun set slowly, they shared stories and snacks, smiling and savoring their surprising Saturday. The starfish's song still softly in the air, they promised to meet again soon for another splendid adventure.



Scavenger Hunt

Find books that have examples of alliteration.

Book Name	Example – Describe or quote the example.
"Fox in Socks" by Dr. Seuss	"Luke Luck likes lakes. Luke's duck likes lakes."

Fill Add a word from the given words to complete alliteration in each sentence.

Fed

Microphone

straws

Friendly

Slept

Dug

1) Fred had _____ fun with family.

2) Susan _____ silently.

3) Mike's _____ made music.

4) Amber's auntie ate the _____.

5) Dan's dog _____ a ditch.

6) Fran's friend _____ the ferret.

7) She has six _____.

Rhyme

Rhyme is when words have the same ending sound. It is like they sound alike at the end.

For example, the word "cat" rhymes with "hat" because they both end with the "-at" sound. Another example is "dog" and "frog." They rhyme because they both end with the "-og" sound. Rhymes make words sound musical!



Think

Read and write four examples of rhyming pairs of words.

In a bright, colourful town, a cat named Max. Max was playful and loved to relax. He had a friend, a dog named Jules, who liked to swim in cool, blue pools. One day, Max and Jules found a big, round ball. They picked it up and chased it, having a ball.

They played near a tree, tall and wide, running around and by side. When they saw a hill, green and high. "Let's race to the top," said Max, "Let's try to fly!" So, fast as the wind, Max ran on paws, Jules flew with a grin. At the top, they laughed, happy and free, looking at the town, as pretty as can be. Max and Jules made a plan to play each day, in new places, in their own special way.

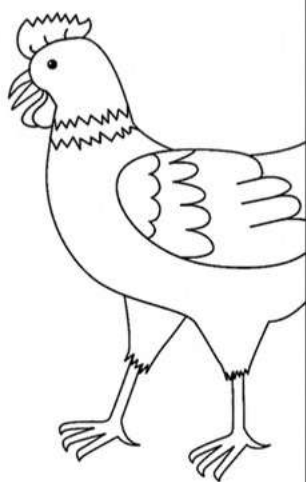
Scavenger Hunt

Find books that have examples of rhymes.

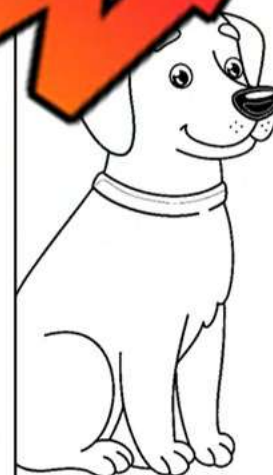
Book Name	Example – Describe or quote the example.
"Goodnight Moon"	"Goodnight room, goodnight moon."
"Brown Bear, Brown Bear, What Do You See?"	"Brown Bear, Brown Bear, what do you see? I see a red bird looking at me."

Matching

Match the words in Column A with the word in Column B that makes a rhyme.



Column A	Column B
Ball	Log
Dog	Boat
Car	Hook
Book	Fall
Pen	Star
Goat	Hen



Rhythm

What is Rhythm?

Rhythm is an important part of music and poetry. It is like a pattern that happens over and over again in a song or a poem. When you clap your hands or tap your feet to music, you are following the rhythm!

How is Rhythm Created?

Rhythm is often created through the use of syllables. When we speak, we emphasize some syllables over others. Longer syllables are "stressed" and shorter syllables and shorter ones are "unstressed".

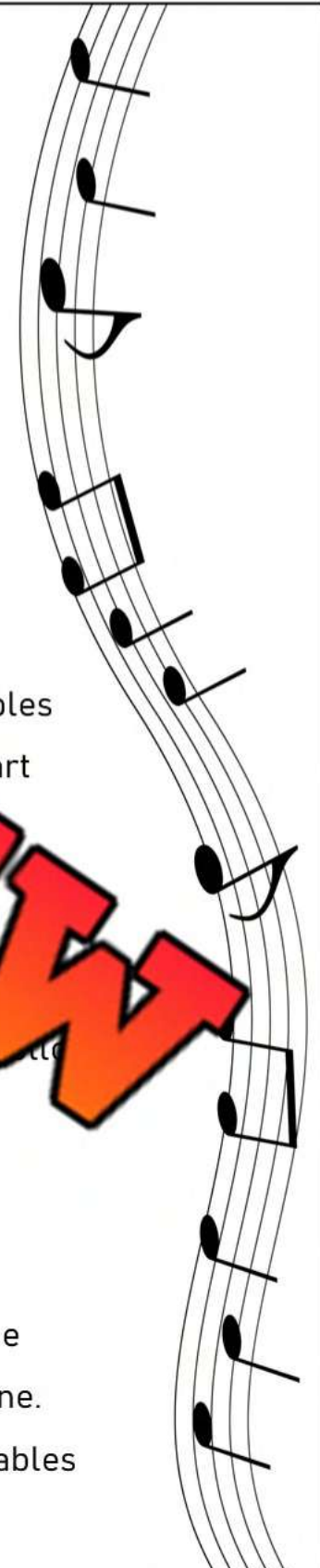
For example, the word "review" is made up of two syllables "re" and "view". We emphasize the second syllable, the "view" part when we speak. This means "view" is stressed.

What is a Beat?

A beat is like the heartbeat of a song or a poem. It is a steady pulse that you can feel. Beats help to keep the rhythm and make it easy to follow. Think of the ticking of a clock; each tick is like a beat.

Counting Beats in a Line

To find the number of beats in a line of a song or a poem, listen carefully and tap your foot or clap each time you hear a beat. The number of times you tap or clap is the number of beats in that line. Usually, we clap or tap with each syllable, so the number of syllables in a line represents the number of beats in a line.



Instructions

Count the syllables and write the name of each sport in the matching rhythm box. See the examples given.

	Two Syllables	Three Syllables
Football	 <u>Cric</u> <u>ket</u>	 <u>Field</u> <u>Hoc</u> <u>key</u>
Racquetball		
Figure skating		
Soccer		
Table tennis		
Hockey		
Snowboarding		
Volleyball		
Netball		
Baseball		
Motocross		
Skiing		
Weight lifting		
Water polo		
Diving		
Rugby		
Hang gliding		
Fencing		
Swimming		
Speed boating		

Three Syllables	Four Syllables
 <u>Bas</u> <u>ket</u> <u>ball</u>	 <u>Wa</u> <u>ter</u> <u>po</u> <u>lo</u>

Instructions

Read the poem below. Then answer the questions.



In the garden, where dreams grow,
 Flowers dance and breezes blow.
 Birds sing songs, so sweet and clear,
 Telling tales for all to hear.



Butterflies in joyful flight,
 Colours sparkle in the light.
 Trees whisper secrets, old and wise,
 Underneath the wide blue skies.

1) Do you hear _____ in the poem? Circle your answer.

Yes

No

2) Count the beats in each line of the poem. Write them below.

Line 1

Line 5

Line 2

Line 6

Line 3

Line 7

Line 4

Line 8

3) List the rhyming words used in the poem.

Hyperbole

Hyperbole is when you make something sound much bigger, better, funnier, or more important in a story than it really is. It's like stretching the truth a whole bunch to make the story more exciting. Here are three examples:

- I'm so hungry I could eat a horse!
- He ran faster than the wind!
- She has a million chores to do!



Using hyperbole is a fun way to make stories more interesting!

Think _____ Read _____ and underline examples of hyperbole. Then write them below

In a small village in India, there was a boy named Arjun who claimed he had the world's biggest collection of marbles. "I have so many marbles, they could fill an entire room!" he bragged to his friends.

One day, Arjun's best marble, a red one as big as the sky, rolled away and he chased it for kilometres. "I ran so fast, I could've raced a rocket!" he panted when he finally stopped, though he was really just to the edge of the village. He searched high and low, looking at every leaf and stone, saying, "I've looked in a thousand places!" even though it was only like ten.

When he found the marble nestled in the grass, Arjun shouted to the crowd, "My voice echoed through the whole universe!" All his friends were laughing at his huge happy shouts. And from that day on, Arjun's tales became even more wildly wonderful, as he played with the marble that had been on the biggest adventure ever!



Scavenger Hunt

Find books that have examples of hyperbole.

Book Name	Example – Describe or quote the example.
"Ice Cream Adventure" by Sarah Anderson	"The ice cream was so cold that it could freeze the sun itself!"

Think

Is the sentence hyperbole?

1. The cat is as fast as lightning.	Yes	No
2. My backpack is heavy with all my books.	Yes	No
3. The playground is as big as an ocean.	Yes	No
4. I ate a million cookies for dessert.	Yes	No
5. The sun is as hot as a dragon's breath.	Yes	No
6. My mom makes the best pancakes in the world.	Yes	No
7. I have a gazillion toys in my room.	Yes	No
8. The library has a lot of books to read.	Yes	No
9. I jumped so high, I touched the clouds.	Yes	No
10. My friend's smile is as bright as the sun.	Yes	No

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: Write whether the underlined part of the sentence the cause or effect?

She practiced hard, <u>so</u> she played well.	Cause	Effect
He didn't eat breakfast, <u>so</u> he was hungry.	Cause	Effect
They <u>scored a goal</u> , so the team cheered.	Cause	Effect
It <u>got dark outside</u> , so we turned on the lights.	Cause	Effect
We planted seeds, and <u>then flowers grew</u> .	Effect	Cause
The sun came up, so the <u>flowers opened</u> .	Effect	Cause

Write

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

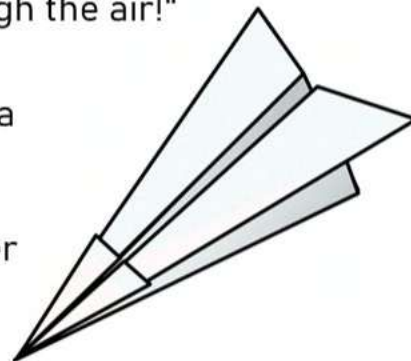
Cause	Effect
It started to snow,	
	so she learned something new.
She forgot her lunch	
	I took an umbrella.

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 idea, she 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 him to 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.

Name: _____

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Curriculum Connection
3.6

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.

Circular Plot

Circular Plot

A **circular plot** is when the characters end the story where they started. They often solve a problem, and end where they started.

The Lost Path

In the heart of a lush green forest, where the trees whispered secrets to the wind, there was a young boy named Eli. He had a wild mop of hair and a spirit that could light up the darkest of days. His best friend was a talking parrot named Pico, who could talk as fast as a rainbow and full of riddles.



It was a normal day, with many people following the winding path through the forest. A few days later, Eli and Pico found that the path had vanished under a tangle of thorns and vines. No one could enter the forest to enjoy its beauty. "We must fix this," Eli declared, Pico nodding in agreement.

With a sturdy stick and Pico's guidance, Eli chopped away the thorns. As he worked, Pico told riddles that made the forest echo with laughter, and the thorns seemed to retreat as if shying away from the joy. Finally, after a long day's work, the path was clear again.

As the sun dipped low, painting the sky in streaks of orange and pink, Eli and Pico returned to their favourite tree, their laughter mingling with the rustling leaves. The next morning, with the path open, the forest welcomed the villagers once more, and Eli's adventure had brought the community back to the heart of the forest, just as the sun peeked through the trees to start a new day.

Name: _____

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Curriculum Connection
3.1, 3.2, 3.5

Questions

Answer the questions below.

1) How did the story begin?

2) How did the story end?

3) What problem was in the middle of the story?

4) Think of another story that has a similar ending. Explain how it ends the same way it starts. This could be a movie or a book you have read.

Visualizing

Draw what you were picturing while you were reading.



Theme

Theme

A **theme** in a story is the main idea or message. It is what the author wants to communicate about life or people. Examples of themes are friendship, courage, and honesty. A theme helps us understand what the story teaches.

Blue's Parade

Once upon a time, in a bustling city zoo, there lived a zookeeper named Martha.

Every morning, Martha would wake up early, put on her green uniform, and start her day caring for the animals.

Martha's favorite part of the day was feeding time. She would go from enclosure to enclosure, giving each animal their favorite food. Lions loved their meat, the monkeys enjoyed bananas, and the elephants were always excited for fresh leaves.



One sunny day, Martha noticed that the peacock, Blue, wasn't eating. He looked sad and lonely. Martha thought hard about how to cheer up Blue. She remembered that peacocks love to show their beautiful feathers.

Martha had an idea. She arranged a special peacock parade where Blue could strut around and display his feathers. The other animals watched and visitors came to see. Blue opened his feathers wide, shimmering in the sun. He looked so proud and happy!

After the parade, Blue started eating again and seemed much happier. Martha smiled, knowing she had made a difference.

From then on, Martha made sure to have a special event for the animals once a month. Whether it was a parade, a new toy, or a special treat, she knew each animal needed something special to be happy. And so, life in the zoo was joyful and full of surprises, all thanks to Martha's kind heart and clever thinking.

Name: _____

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Curriculum Connection
3.1, 3.2, 3.5

Questions

Answer the questions below.

1) What do you think is the theme of the story?

2) What problem did Martha notice in the zoo?

3) If you were in charge of the zoo, what special events could you organize for the animals? Think of an idea and describe it.

Draw

Draw a picture of your favourite moment from the story and describe it.

Conflict

Conflict

A **conflict** in a story is a problem or challenge that characters face. It can be a disagreement between people, a difficult task, or an internal struggle within a character. This conflict makes the story interesting.

The Treasured Vase

In a big, beautiful museum, there was a curator named Mr. Benjamin. He loved his museum with its amazing artifacts and paintings. One sunny morning, Mr. Benjamin received a rare, ancient vase. It was covered in bright colors and intricate designs. He decided to put it in the center of the main hall for everyone to see.



But, there was a problem. Ms. Avery, the museum's art director, thought the vase was too delicate for the main hall. She worried it might break with so many visitors walking by. She suggested placing it in a special case in a quieter room.

Mr. Benjamin disagreed. He believed the vase should be seen by as many people as possible. He said, "This vase is a treasure! It must be seen by everyone who can enjoy it." Ms. Avery replied, "But we must protect it. It's too precious to risk."

They couldn't agree. Mr. Benjamin wanted to share the vase openly, while Ms. Avery wanted to keep it safe. After thinking carefully, Mr. Benjamin had an idea. "What if we place the vase in a beautiful glass case in the main hall?" he suggested. "That way, it will be safe and everyone can still see it." Ms. Avery smiled, "That's a perfect solution!"

So, they placed the vase in a sturdy glass case in the main hall. Visitors admired it safely, and both Mr. Benjamin and Ms. Avery were happy. They had found a way to share the vase with everyone while keeping it protected.

Name: _____

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Curriculum Connection
3.1, 3.2, 3.5

Questions

Answer the questions below.

1) What was the conflict in the story?

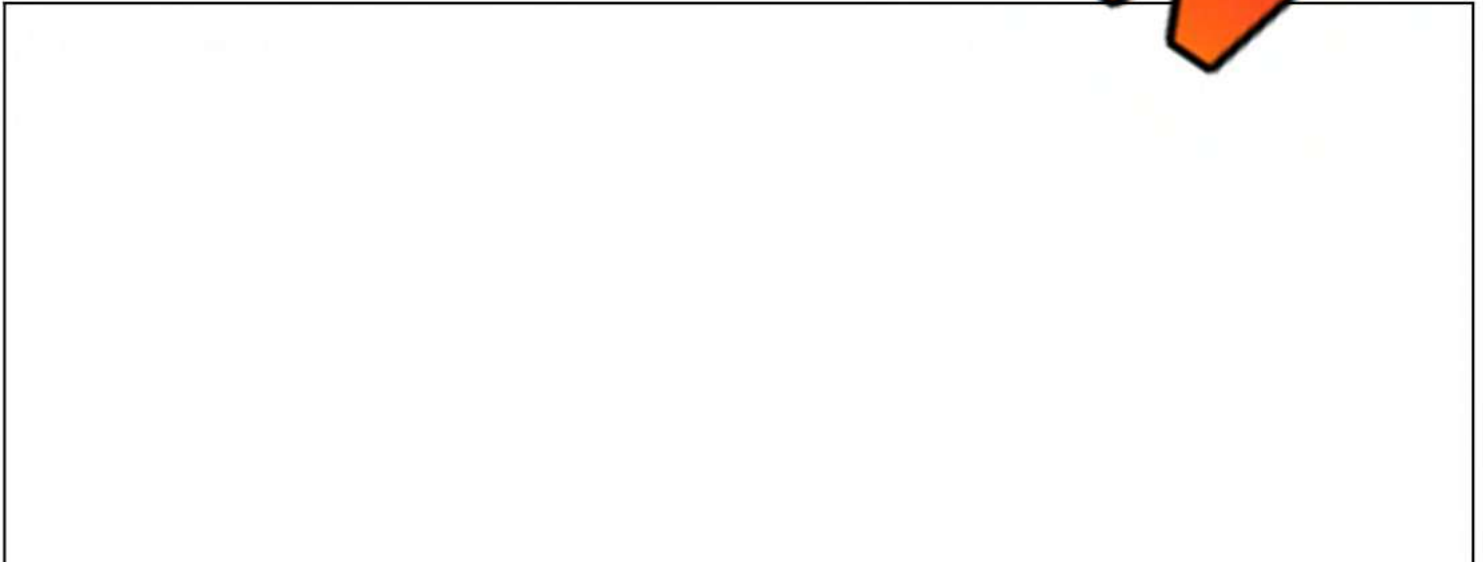
2) How was the conflict resolved?

3) If you were in the museum, where would you place the vase? Explain.

4) Have you ever had a conflict with someone? How did you resolve it?

Visualize

Draw a picture of how you visualized the museum layout.



Story – Little Acts Of Kindness

Once upon a time, in a bright and bustling city, there lived a woman named Avery. Avery worked as a baker in a unique bakery, not in a mall or a busy street, but on a colourful, floating boat! Every morning, Avery would sail along the river, selling delicious bread and cakes to people on the shore.

One day, while Avery was preparing a batch of chocolate bread, a loud squawk echoed across the river. Avery peeked over the counter and saw a parrot with shimmering feathers perched on a nearby tree. The parrot seemed lost and alone.



Avery thought, "I should help it, but then I'll be late for my customers." She glanced at the busy oven and the long line of customers waiting. Avery decided to ignore the parrot and focus on baking and selling.

The next day, the parrot was still there, looking weaker. Avery's heart felt heavy. "I'm too busy to help," Avery thought, but the image of the parrot stayed in Avery's mind all day.

On the third day, Avery saw the parrot again. This time, she noticed it was weaker. She took some bread crumbs and a bowl of water and went to the tree. The parrot hopped down and ate happily. It chirped cheerfully and flew away, looking stronger.

From that day on, Avery always took time to help others, even during the busiest moments. People started noticing Avery's kindness and began helping each other too. The floating bakery became not just a place for tasty treats, but also a symbol of kindness and caring in the city.

Avery smiled, realizing that a small act of kindness can make a big difference. And the city, with its floating bakery and happy residents, became a little brighter.

Name: _____

Retell

Retell Avery's story by drawing six pictures in the sequence of the story.
Then write a short summary of the story in your own words.

Story – The Garden Of Spring

In a peaceful suburb, there was a man named Bobby. Bobby loved gardening. His backyard was filled with all kinds of flowers and vegetables. One sunny morning, while watering his tomatoes, he noticed his neighbour, a kind lady named Mrs. Robinson, peeking over the fence. She looked sad.

"Good morning, Mrs. Robinson! Why so gloomy?" asked Bobby. "My garden just won't grow," she sighed. "I don't know what's going wrong." Bobby smiled and said, "Let me help you."

Together, they worked in Mrs. Robinson's garden. Bobby shared his seeds, tools, and, importantly, his gardening tips. With Bobby's help, Mrs. Robinson's garden began to flourish. She was overjoyed and decided to have a garden party to celebrate.

At the party, Bobby and Mrs. Robinson shared their harvest with all the neighbours. They had juicy tomatoes, crispy lettuce, and sweet strawberries. Everyone loved the fresh food and enjoyed the beautiful gardens.

A young neighbour, Benjamin, whispered to his mother, "Look, everyone is happy because of Bobby and Mrs. Robinson." "Yes," his mother said. "Sharing not only helps others but brings joy to everyone."

From then on, the suburb was filled with beautiful gardens. Neighbours shared seeds, fruits, and flowers. They all learned that by helping and sharing with others, they could create something beautiful together.

And Bobby, with his love for gardening, had planted seeds of kindness and sharing in everyone's hearts.

The End



Retell

Retell Bobby's story by answering the five W's. Write all the main elements of the story where they fit.

Who	
What	
Who	
Why	
Where	

Diary Entry

Write a diary entry from the perspective of Bobby in his day.

Block 4:

Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

What is Persuasive Writing?

What is Persuasive Writing?

Persuasive writing is a way of sharing your ideas and trying to make others see things your way. It's like when someone writes a letter to their parents asking if they can stay up a little later on weekends.



Why is Persuasive Writing Important?

Persuasive writing is important because it helps you share your thoughts in a clear way. When you can explain why you think or feel a certain way, others are more likely to understand you.

Think about Ahmed, who wrote a note asking for more art time because he believed it helps him think better. By explaining his reasons, he's helping his teacher understand why art is important to him.



Examples of Persuasive Texts

- Letters: Just like Ahmed's note to his teacher, letters often try to convince someone of something.
- Posters: Imagine a poster in the hallway at school that says, "Let's Keep Our School Clean!" with pictures of students picking up trash. That poster is trying to convince everyone to help keep the school tidy.
- Advertisements: When you see a toy ad on TV, and it shows kids having a lot of fun, it's trying to persuade you that the toy is exciting and worth getting.

True or False

Is the statement true or false?

1) Persuasive writing means to get others to see things your way.	True	False
2) Ahmed wanted less time for art.	True	False
3) A poster is a persuasive writing text.	True	False
4) A TV commercial is trying to persuade you.	True	False
5) Being persuasive won't help you get what you want.	True	False

Questions

Answer the questions below.

1) What is persuasive writing?

2) Be persuasive – why should recess be longer?

Match

Match the persuasive words with their meanings.

Column A	Column B
Important	This word makes something sound really good.
Best	If you buy now, you'll have more money.
Easy	It is needed, can't live without it.
Save	This is not hard to do.

Persuasive Writing – Multiple Perspectives

Pets Are Good for Kids 🐾

Did you know pets help kids learn and be happy? Pets can be friends and help us feel good. Teachers say pets teach us to care for others. Kids who have pets are often kinder. So, having a pet can make you a better person.



Pets are too much 🚫

I once had a pet named Minka. Taking care of her was harder than I thought. She needed a lot of help. One time, I was playing video games but my mom had to stop me and the bunny. Ugh! Pets are not worth the trouble.



Think Critically

Answer the questions below.

1) Which text has more facts?

2) Which text has just personal stories?

3) Which text is more persuasive? Explain your opinion.

Block 5: Informational Reports

Focus

- ✓ Text features like headings, index, bold words and hyperlinks.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing
- ✓ Linear versus cyclical sequencing of plots

Reports – Text Features

What is a Report?

A report is like a treasure map for facts and information. It guides you through a cool journey, showing you interesting things about a topic. How does it do this?

With special things called text features!

Text Features

Text features are things that help make a report easy to read and understand. Here are some key ones you should know:

- Headings: Big titles for each section.
- Subheadings: Smaller titles that tell you more about the section.
- Bold Words: Words that stand out.
- Bullets or Numbers: They list facts in an easy way.
- Hyperlinks: With online reports, click on hyperlinks to get more information.
- Pictures: These help explain the words.
- Captions: Words under pictures that tell you what they are.

Digital Extras

In online reports, there are extra things like clickable words, videos, and buttons.

Clickable words take you to new pages. Videos show you more about the topic.

Buttons might lead to fun quizzes.



True or False

Is the statement true or false?

1) Text features make a report hard to read.	True	False
2) Subheadings give more information.	True	False
3) Bullets list facts in a random way.	True	False
4) Digital reports don't have clickable words.	True	False
5) Pictures make reports harder to understand.	True	False

Scaven-
Hunt

Find a fiction book and look for examples of the text features from the list below. Write down the name of the book and the page number where you found them.

Text Form	Book Name	Page Number
Heading		
Subheading		
Bold Words		
Bulleted List		
Numbered List		
Diagram		
Caption		

Activity – Summarizing Reports

Objective

What are we learning more about?

To summarize a 4-part report, understand the main ideas, and work together as a team.



Instruction

How do we complete the activity?

- 1) Form Groups: Divide students into groups of 4. Each group receives a 4-part report.
- 2) Assign Parts: Each student in the group picks one part from the report to read and summarize.
- 3) Read and Summarize: Each student reads their part carefully and writes a short summary on a piece of paper. The summary should be 2-3 sentences and capture the main idea of their section.
- 4) Share Summaries: Once everyone has finished writing, each student shares their summary with the rest of the group.
- 5) Create the Big Summary: After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.
- 6) Discuss: Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

Hello, young explorers! Today, we are going on a journey to learn about the different languages people speak in Canada. Canada is like a big, beautiful quilt made of many languages!

Official Languages

Canada has two official languages:

- English
- French

These languages are used in schools, on signs, and in important places like government buildings. Many people in Canada speak either English, French, or both!

English-Speaking Areas

Most people in Canada speak English. You will find English in most provinces.

French-Speaking Areas

In the province of Quebec and some parts of New Brunswick, people mostly speak French.

2)

Indigenous Languages

Long before English and French, Indigenous people spoke their own languages. Some of these languages are:

- Cree
- Ojibwe
- Inuktitut

Indigenous languages are very special and people are working hard to keep them alive.

3)

Other Languages

Canada is a home for people from all around the world. That means you can hear many other languages like Mandarin, Punjabi, Spanish, Tagalog.

4)

Canada is amazing because it's like a quilt made from many different languages. Each language adds its own special pattern to the quilt. And just like a quilt keeps you warm, the languages of Canada make the country a warm and welcoming place for everyone!

Name: _____

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Curriculum Connection
3.5, 3.6

Activity – Summarizing Reports

Instructions

Write your summary below.

Final Summary

Write your final summary below.

Summarizing Practice

A summary is like a small version of a big story. It gives you the main idea and some details that help explain it. Making a summary helps you understand what you read because you think about the important parts and say them in your own words!



Summarize the passage by writing the main idea and a supporting detail.

1) Diversity in schools is like a big rainbow. Each colour is different but all together, they make a beautiful rainbow. Just like a rainbow, kids in diverse schools come from different places. When we are in a diverse school, we learn to like what makes each of us special. This makes us all friends and partners!

Main Idea

Supporting Detail

2) Some people worry they won't fit in if they're different. But in a diverse school, being different is cool! You might speak another language or have two moms or dads. In a diverse school, everyone is liked for who they are.

Main Idea

Supporting Detail

Inferencing Practice

Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

What are Dreamcatchers?

Hi, I'm Kay. Dreamcatchers aren't just pretty; they have meaning. They catch bad dreams and let good ones through.

Why We Make Them

We make dreamcatchers to keep people safe at night. They're also gifts that show love.



Indigenous Songs: What They Mean

Hi, I'm Akpik! Our songs are not just music. They tell our community's stories and teach lessons. We keep singing them so that we never forget these stories and lessons.

Why We Sing

In our community, songs help us remember who we are. They are like a book of our past. From being little, we learn to sing and listen to the stories in them.



Non-Fiction: Linear versus Cyclical Sequencing

Non-Fiction Texts: Linear and Cyclical Sequencing

When we read non-fiction, which are books or articles about real things, we often see information arranged in two main ways: **linear sequencing** and **cyclical sequencing**.

Linear Sequencing

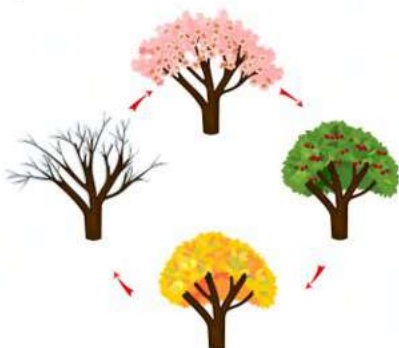
Imagine you are reading a story about a caterpillar turning into a butterfly. First, the caterpillar hatches from an egg. Then, it eats leaves and grows bigger. Next, it forms a cocoon. Finally, it becomes a butterfly.

This is like following a straight path from the start of a story to the end. In non-fiction, which are real stories or facts, linear sequencing is like following steps in a recipe or the order of events in history. It starts at one point and goes straight to the end.



Cyclical Sequencing

Now, think about the seasons. After winter comes spring, then summer, followed by autumn, and back to winter again. It keeps going round and round in a circle.



Cyclical sequencing in non-fiction texts is like this. It talks about things that happen in a cycle, over and over. Like how the moon changes its shape every month or how plants grow, die, and then new plants grow again.

Think

Circle if the topic is a cycle or if it is linear.

1) Tides cycle: high tide, falling, low tide, rising, repeat.	Linear	Cyclical
2) Making a sandwich: bread, fillings, top bread.	Linear	Cyclical
3) Baking cookies: mix ingredients, shape, bake, cool.	Linear	Cyclical
4) Moon phases: new, first quarter, full, last quarter.	Linear	Cyclical
5) Packing a school bag: books, lunch, pencils, zip up.	Linear	Cyclical
6) Building a snowman: roll snowballs, stack, add features.	Linear	Cyclical
7) Animal migration: leave, travel, stay, return.	Linear	Cyclical
8) Water cycle: evaporate, condense, collect.	Linear	Cyclical

Questions

Answer the questions below.

1) What is linear sequencing of information?

2) What is cyclical sequencing of information?

3) Write one example of a non-fiction topic that could be written in a linear/cyclical sequence.

Linear	Cyclical

Report – Canada's Cultural Heritage

Diverse Cultures in Our Country

Canada is like a beautiful quilt made of many cultures. People from all around the world come to live in Canada, bringing their unique traditions, languages, and customs.

Traditions Coast to Coast

In Canada, everyone has its own unique traditions and customs. Here is a list of some exciting cultural traditions from different parts of Canada.

- Quebec Winter Carnival: A winter festival with snow sculptures, parades, and fun activities in Quebec City.
- Calgary Stampede: A big rodeo festival in Alberta celebrating cowboy culture with rodeo and parades.
- Celtic Colours International Festival: A music and arts festival in Nova Scotia showcasing Celtic culture.
- Caribana: A Caribbean festival in Toronto with many colourful costumes, music, and dance.
- Vancouver Dragon Boat Festival: A celebration of Chinese culture with dragon boat races in British Columbia.
- Oktoberfest in Kitchener-Waterloo: Canada's version of the German beer festival with music, dancing, and food.

In cultural festivals, you might see people wearing traditional clothing like the Scottish kilt or the Japanese kimono. Music is another important part of these celebrations. From the beat of the African drum to the melody of the Irish flute, music brings everyone together.

Did you know these facts about the Canadian Pow Wow festival?



- ☐ Pow Wows are vibrant gatherings held by many Indigenous communities across Canada, celebrating culture, heritage, and traditions.
- ☐ Canada is home to over 630 First Nation communities, as well as numerous Métis and Inuit communities. Many have their own Pow Wows.



Text Features

Answer the questions below.

1) What is a sidebar?

2) How did the information provided in the sidebar make the report more interesting or informative for you?

3) What headings did you find in the report?

4) Was there a list in the report? How did it make it easier to read and understand the information?

Draw

Have you ever attended a festival? Draw what you saw there and which festival it was.



Newspaper Article: Recycling

Our Earth, Our Responsibility: Learning About Recycling

Published on January 17, 2024

Did you know that recycling helps keep our Earth clean and out how!

Recycling is like taking things that we've used, like paper, plastic, glass, and make them into something new instead of throwing them away.

This is really cool because it means less garbage in landfills, and we save trees and energy!

In many places, people sort their garbage into different bins. Olivia, a Grade 3 student, says, "I help my family by putting paper in the blue bin and plastic in the green bin. It's like a game to see how much we can recycle!"

Some schools have special recycling programs. For example, they collect used paper and turn it into art projects.

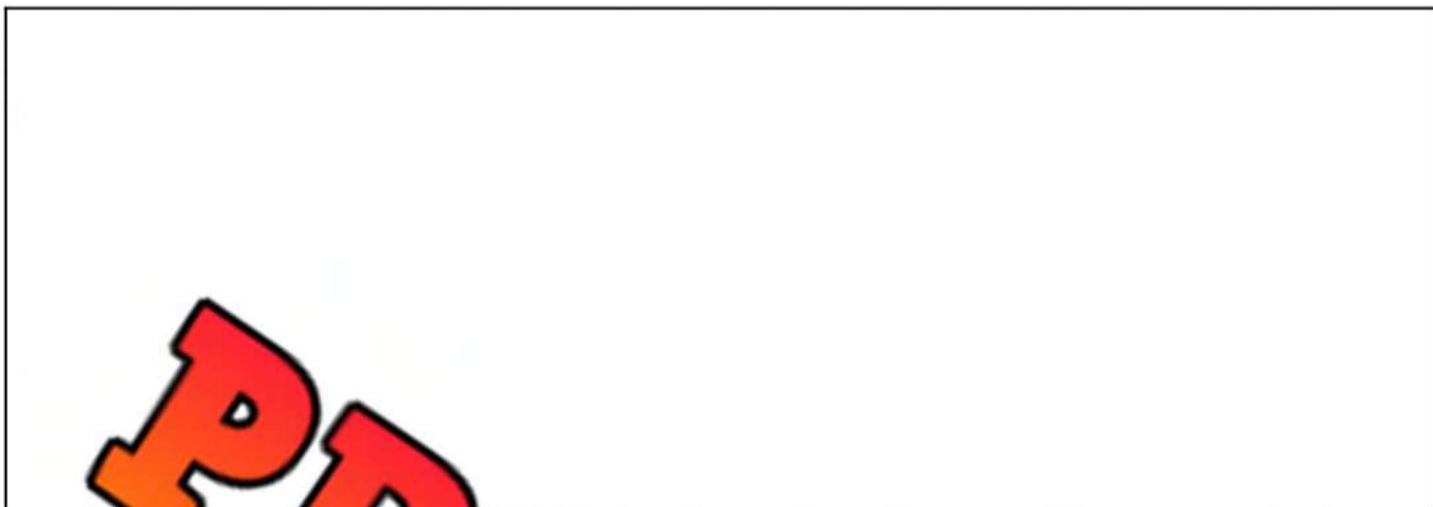
Also, some communities have bottle drives, where they collect bottles and cans, and the money earned goes to help schools or playgrounds.

Recycling is not just about separating garbage. It's about taking care of our Earth. When we recycle, we help protect animals, and even ourselves. It's like giving our Earth a big hug!



Directions

Draw and colour your own recycling bin below. Be creative!

**Questions**

Answer the questions below.

1) Did the columns in the article make it easier to read?

2) What are three key points mentioned in the article about recycling?

3) How can you help in recycling at home or in school?

Newspaper Article: Blue Whale Discovery

Largest Blue Whale Ever Recorded in Canadian Waters Amazes Scientists!

Published January 17, 2024

VICTORIA, BRITISH COLUMBIA — A
gigantic blue whale, the largest animal
on Earth, has been spotted near
Vancouver Island, making a splash
in the world of marine biology!

A Whale of a Discovery

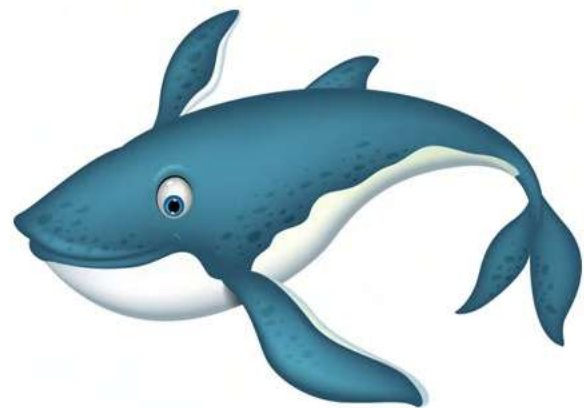
This blue whale, seen by scientists on a
research trip, is over 30 meters long –
that's about the length of three school
buses! It's the biggest blue whale ever
seen in Canadian waters. Named "Big
Blue" by the team, this gentle giant has
amazed both scientists and nature
lovers.

Why Is This Important?

Blue whales are rare and usually hard
to find. Seeing one this big helps
scientists learn more about these
mysterious creatures of the deep. It's
especially exciting for Canada, as it
shows the rich marine life in our

Inspiration for Young Explorers

For students, this discovery is a
thrilling reminder that the oceans are
full of wonders. Maybe you'll
be the one discovering new marine
secrets!



Name: _____

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Curriculum Connection
3.3, 3.5, 3.6

Text Features

Answer the questions below.

1) What is the headline of the article?

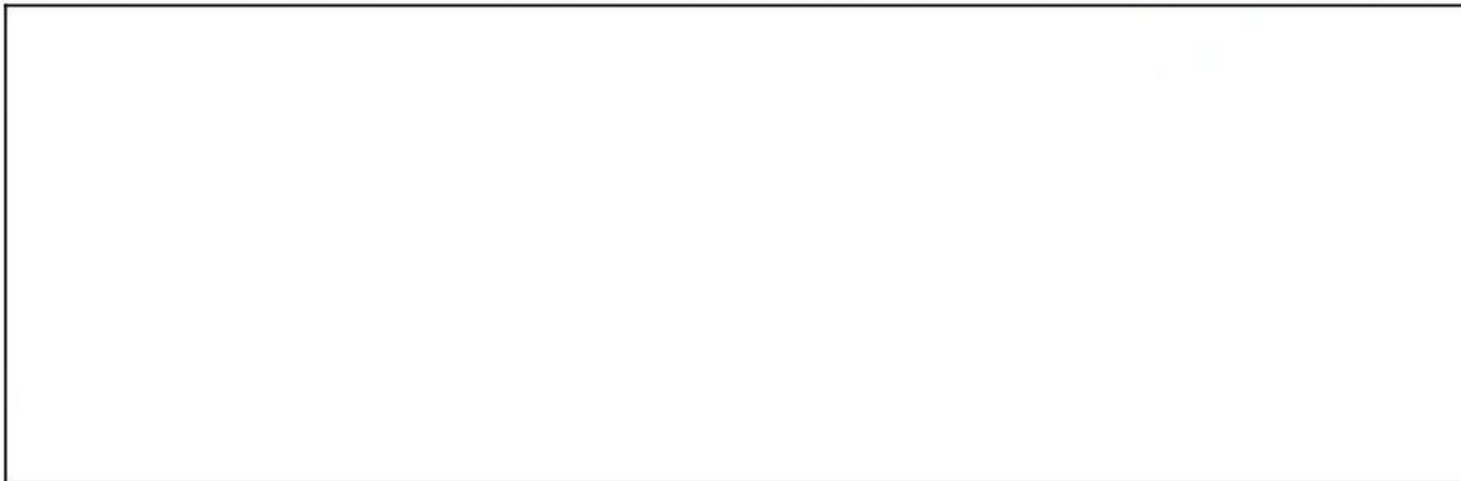
2) What did you find most interesting in the article?

3) Were there any facts in the report? List them.

4) If you were a reporter, what question would you ask about "Big Blue"? Write it down.

Draw

Draw your own version of "Big Blue," the giant blue whale, using your imagination to add colours and details!



The Wonderful World of Butterflies

Introduction

Welcome to the world of butterflies, where these beautiful creatures flutter and dance in the air!



Butterflies Are Special

Butterflies are really special insects. They start their life as a tiny egg, become a caterpillar, turn into a chrysalis, and finally emerge as a butterfly. I think it's the most magical thing about them!

Colours and Patterns

Butterflies come in many colours and patterns. Some are bright like the sun, and others are as blue as the sky. They have spots, stripes, or swirls. I believe the most beautiful butterfly is the Blue Morpho with its shiny blue wings.

Where They Live

You can find butterflies all over the world, except in Antarctica. They love gardens, forests, and even parks in the city. In my opinion, gardens with lots of flowers are the best places to see butterflies.

Butterflies and Flowers

Butterflies drink nectar from flowers. They have a long tongue, like a straw, to sip the sweet nectar. I think it's amazing how they help flowers grow by moving pollen from one flower to another. This is called pollination.

Fun Facts

Did you know some butterflies can fly as fast as 12 miles per hour? That's faster than you can run! Also, the largest butterfly in the world has wings as big as your school ruler!

Re-read

Re-read the report and identify 3 facts and 3 opinions. Write them below.

Facts

1)

2)

3)

Opinions

1)

2)

3)

Quiz

Pair up with a classmate. Re-read the report and create a multiple-choice quiz for your partner and have them create one for you in the given space.

1)

2)

3)

Block 6: Procedural Writing

Focus

- ✓ 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?
- ✓ Non-Fiction Genre – Sub-form: instructions
- ✓ Linear Sequencing – Linear sequencing presents information in a straight, progressive line

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.

Procedural writing is a non-fiction sub-form, because the text is true. It is a linear text that presents information in a straight line, from beginning to end.

Features of Procedural Writing:

- Title: Every procedural text starts with a title.
- Materials: It lists items you need but isn't always used.
- Steps: These are clear instructions.
 - We start with the first step and go in order.
 - Steps are numbered like 1, 2, 3, etc.
- Ending: Sometimes there's a note at the end, such as 'You're done!'.



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! Try writing your own some day!



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 Connections Have you seen instructions before? When do you get instructions? How do you read them?

Order

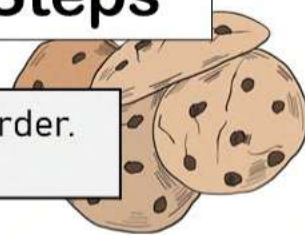
Order the steps below from the first step to the last step in writing procedural texts.

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.

Linear Text - 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.
	- 1 cup of chocolate chips - 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 to the mixture and mix 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!

Linear Text - 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 - Mouthwash
	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 water and shaking off the excess.
	Open your mouth and start brushing your top teeth in small circles.
	Wipe your mouth with a towel and flash your shiny smile!

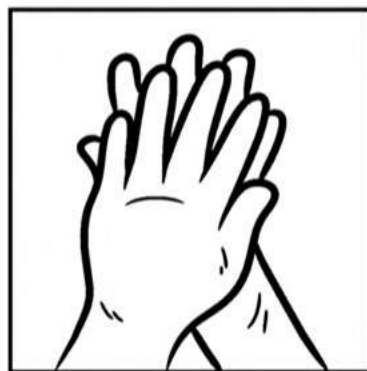
Think

Is there only one way to do things? Do you brush your teeth differently? Explain.

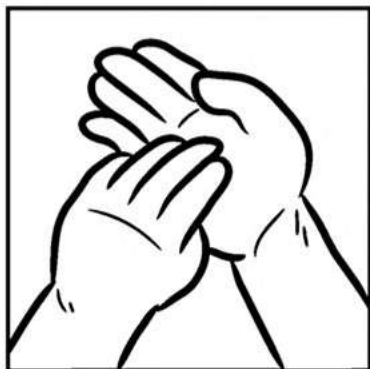
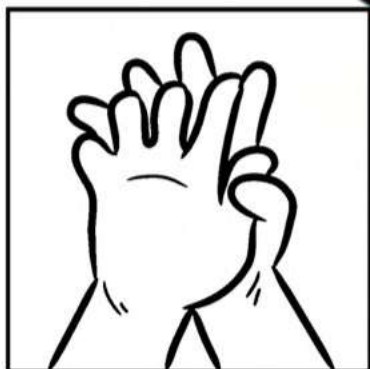
Graphics in Procedural Writing – Handwashing

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.



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	- 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 sides. 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: _____

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Curriculum Connection
3.5, 3.6

Following Instructions – Drawing a Wigwam

Draw

Draw the wigwam below

PREVIEW

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.

Name: _____

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Curriculum Connection
3.5, 3.6

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.

PREVIEW

After Reading

Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

Block 7: Poetry

Focus

- ✓ Literary devices in poetry – simile, imagery, and hyperbole.
- ✓ Reading Comprehension Strategy: 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 a way to be really creative.



Shakespeare

Cool Parts of Poetry

In poetry, there are special tools that make it fun and pretty to read or hear. Here are some tools you might find in a poem:

- **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 "The sky is a blue blanket."
- **Simile:** Saying something is like another thing, such as "The car is as fast as a cheetah."
- **Imagery:** Using descriptive language, so we can picture what is being described.
- **Assonance:** When words have the same sound in the middle, like "cat" and "cat."

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"
Imagery	Bright light shines at night.
Hyperbole	The big, red, and juicy apple looks yummy!

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

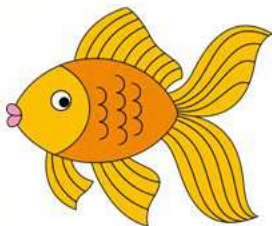


Limerick: The Silly Poem

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

Name: _____

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Curriculum Connection
3.4

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Cinquain

Visualizing

Read each of the poems and draw what you're picturing.

Haiku

Cinquain

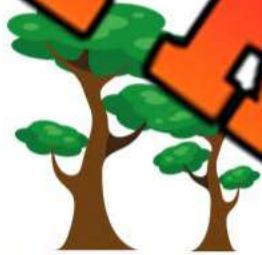
Acrostic

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 it—
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 the east, Quiet by new loud noises"

3) "River's song now hush, it make and change its tune"

Visualizing

Re-read each of the poems and draw what you're picturing.

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



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

Ottawa Valley

- O** - Ottawa Valley rivers flow
- T** - Trees that in all seasons grow
- T** - Tall mountains that steal the show
- A** - Animals that roam the woods
- W** - Winding roads that lead to the shore
- A** - Apples in orchards, and more
- 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

Name: _____

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Curriculum Connection
3.4

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 – Similes

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. These poems use similes to create imagery. Can you spot the similes?



Inuit:

Like a snowflake, Ike's from the Inuit land,
He fished with a firm, steady hand.
In his igloo home,
He had a dog to roam,
Inuit life is great, like grains of sand.

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, like a path, were his favourite place.



First Nations:

Lani in the First Nations place,
Fished with a smile, like a sunbeam's grace.
With each gleaming trout,
Her net was without doubt,
By the shore, she found her own space.



Questions

Answer the questions below

1) Write 3 similes you found in the poems.

2) 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 see.

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." Here are some farm town themed cinquains!

Corn

Corn

Tall, green

Growing, swaying, ripening

Like gold in a field

Harvest



Barn

Barn

Big, red

Feeding, holding, storing, sheltering

Heart of the farm

Store



Tractor

Tractor

Strong, loud

Plowing, pulling, driving

As busy as a bee

Machine



Dog

Dog

Loyal, quick

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 simile 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,
Making sure 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: "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 and look in the book. 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: _____

175

Curriculum Connection
3.4, 3.6

Reflection

Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

PREVIEW

Block 8: Book Reviews

Focus

- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – simile, hyperbole, and imagery

Understanding Book Reviews

What Is a Book Review?

A book review is like telling a friend about a book you read. It lets others know if the book might be interesting for them. In a review, you share a little about the story, what made you happy or sad, and sometimes, you can give it a thumbs up or a thumbs down.



Parts of a Book Review

- ☒ **Title and Author:** Say the book's title and the name of the person who wrote it.
- ☒ **Summary:** Talk a little about the story. shhh! No telling the ending!
- ☒ **Your Thoughts:** Share what you liked or what you wish was different.
- ☒ **Rating:** At the end, you can give it a thumbs up or a thumbs down.

The Format of a Book Review

- **Introduction:** Start with the book's name and who wrote it. Then, hook your reader by saying something interesting about the book.
- **Body:** Summary and Thoughts
 - ☐ **Summary:** Explain what the book is about, introducing the main characters and plot without giving away the ending.
 - ☐ **Your Thoughts:** You can talk about the characters, the writing style, or anything else that stands out.
- **Ending with a Rating:** If you want, you can finish your review with a rating. This might be stars, numbers, or a simple thumbs up or down.

True or False

Is the statement true or false?

1) Book reviews are like report cards.	True	False
2) Reviews tell the book's ending.	True	False
3) Book reviews aren't for sharing feelings.	True	False
4) The end of the review has the book's name.	True	False
5) Reviews help friends pick books.	True	False

Questions

Answer the questions below.

1) What does a book review help readers decide?

2) What 2 things should you include in the introduction?

3) What 2 things should you include in the body?

4) How should you end a book review?

5) What rating would you give the last book you read? Explain.

Finding Bias in Reviews

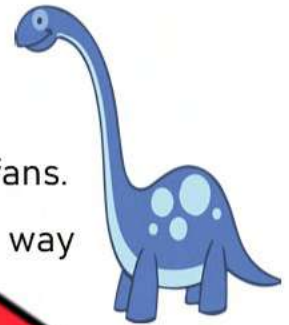
What is Bias in Reviews?

Bias means the reviewer really likes or dislikes something, and it changes what they say. Like if someone loves superheroes, they might say all superhero books are great. If they don't like talking animals, they might not like a good animal book. That's why it's good to read many reviews.

Bias: Read the reviews below and answer the questions.

Movie Review: "The Magic of DinoLand"

Wow! "The Magic of DinoLand" is the best movie! If you miss it, you miss out. It has a brave dinosaur so it's perfect. All Dinosaurs are amazing, and this movie shows it. All characters are heroes or dino-fans. The villain, Caveman, can't win against our hero. Dinosaurs are way cooler. You have to watch this movie!



1) Why is this review a biased review? What is the author's bias?

2) Should you believe everything the author writes about the movie? Why or why not?

Our Voice in Review Writing

What is Voice in Writing?

In writing, people have different "voices." It's like how we all sound different when we talk. The words used and how they write sentences show who wrote it. So, you can guess who wrote something even if you don't see their name. Each writer has their own way of saying things!

Voice _____ watched a movie and each wrote a review. Read them below.

A) I liked the _____ and the _____ race! But some parts boring. I wanted more racing and funny _____ ticks!

B) The movie had sweet family _____ like me who doesn't like loud noises, the race sounds were too much. _____ was ok _____

C) This movie was a bit cool and a bit not. The _____ but the family parts were kinda boring. If you like fast cars, you'll like _____ of it.

D) The pictures in the movie were really cool. I love fast action, so the _____ were great. But the story was too simple. Still, if you like action, it's a good watch.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	
-----	--	-----	--	----------	--	----------	--

2) Are you 100% positive about the guesses above? Why or why not?

Our Voice in Review Writing

Voice

A family all texted their reviews of a movie to each other. Check them out!

Carrier 2:00PM 100% 

(2) **Group Chat** 

EG: ...right guess? Some parts were kinda lit, but others were meh. Not my fave, but it was a read.

LG: I found the book quite thought-provoking. The author's narrative resonated with me. It's a wonderful read for families to bond over and discuss.

TG: I liked the book! It had fun parts and some boring ones. But reading with everyone was fun. I liked the pictures a lot!

SG: Absolutely delightful! The character development was superb, and the storyline was both heartwarming and insightful. Highly recommend for families to read together.

Our Voice in Review Writing

Think

Answer the questions below

1) Which person wrote the reviews? Look at the initials of the texts and label them either: parent, child, or teenager.

EG		LG		TG		SG	
----	--	----	--	----	--	----	--

2) How do you come up with your guesses. Explain for each person what gave it away.

EG	
LG	
TG	
SG	

3) Write a message that someone might send you in their voice. Write who it is and then the message.

Person	

Literary Devices in Reviews

Writers use neat tricks to make what they write more fun to read and help you get what they're saying. These tools are called literary devices.

- **Similes:** comparison using like or as- "The movie was like a big adventure."
- **Imagery:** makes you picture something in your mind. "The cake in the window looked so yummy, you could almost taste it!"
- **Hyperbole:** exaggeration- "This game was so fun, I never wanted to stop playing!"



Examine Reading Review books and find examples of the literary devices used

Pirate Adventures - 2/5 Stars

Reading "Jungle Journeys" was a fun summer read on a hot summer day – refreshing and full of excitement! In the story, Max and Lily trek through a thick, green forest that's buzzing with the sounds of chirping birds and swinging monkeys and whispering leaves. They find a hidden waterfall that sparkles like a diamond necklace in the sunlight.

The book is a wild ride for young readers. Their adventures are fast, fun, and fantastically wild. Reading it felt like riding the tallest slide in the coolest water park. Trust me, it's a thrill from start to finish.

I give this book 5/5 stars. It was so gripping, I felt like I was swinging through the trees with Max and Lily! A must-read for little explorers everywhere.



Simile	
Imagery	
Hyperbole	

Block 9:

Graphic Texts

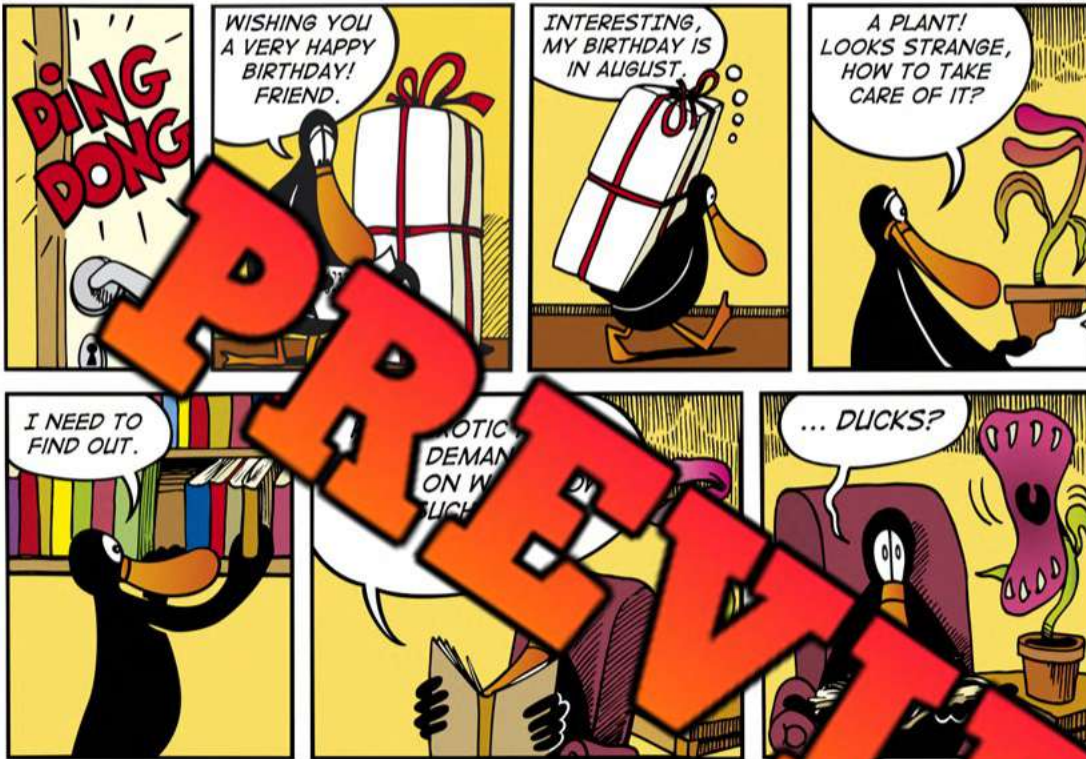
Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

2) Inference: Who do you think gave the duck the plant? Explain.

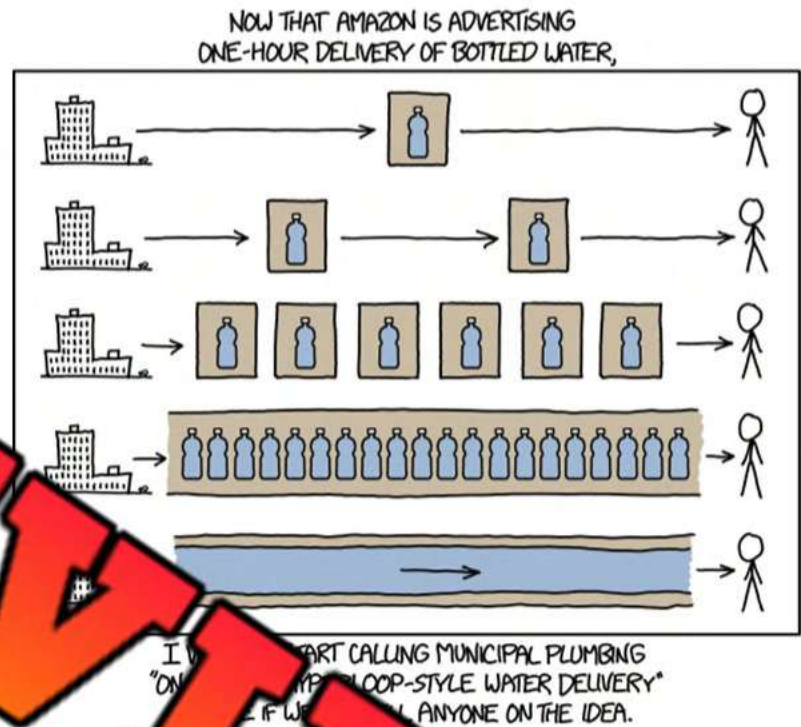
Understanding Graphic Texts

Analyze

Read the comic and answer the questions.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of in your life?



WHY ARE YOU GOING HERE?

GAS IS TEN CENTS A GALLON CHEAPER AT THE STATION FIVE MINUTES THAT WAY.

BECAUSE A PENNY SAVED IS A PENNY EARNED.

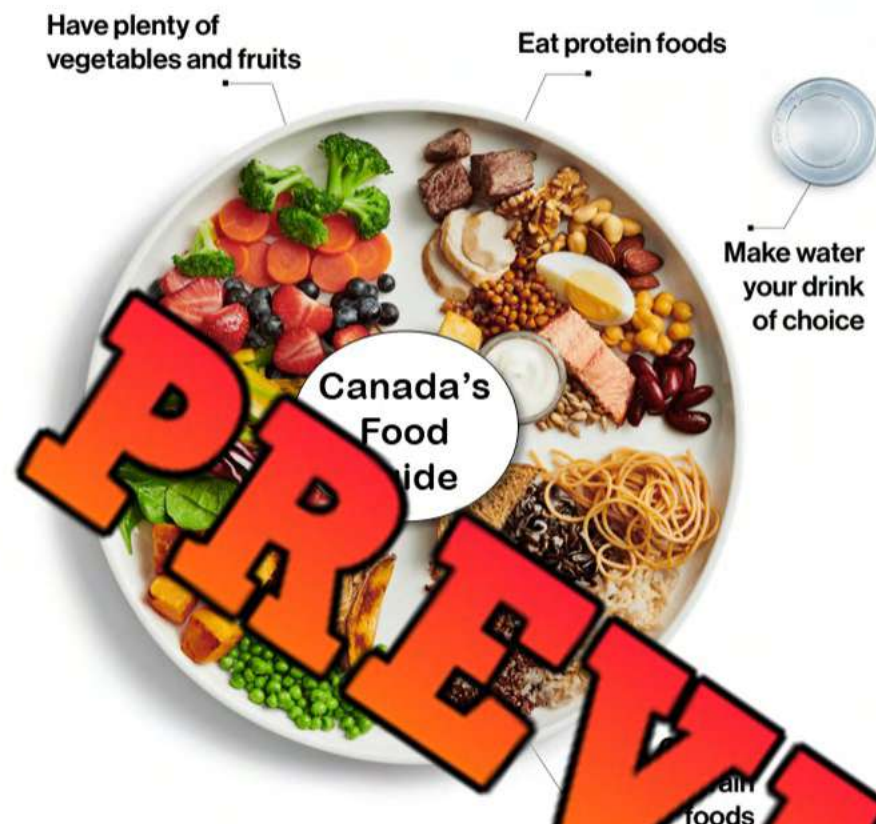


IF YOU SPEND NINE MINUTES OF YOUR TIME TO SAVE A DOLLAR, YOU'RE WORKING FOR LESS THAN MINIMUM WAGE.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of in your life?

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

2) Summarize the food guide.

3) Does the infographic have more text or pictures?

Reading Maps – Text Features

Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces, like ONTARIO.
- Cities and Towns: Names with only the first letter capitalized are cities or towns, like Ottawa.
- Red Dots: The smaller red dot is for a city, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

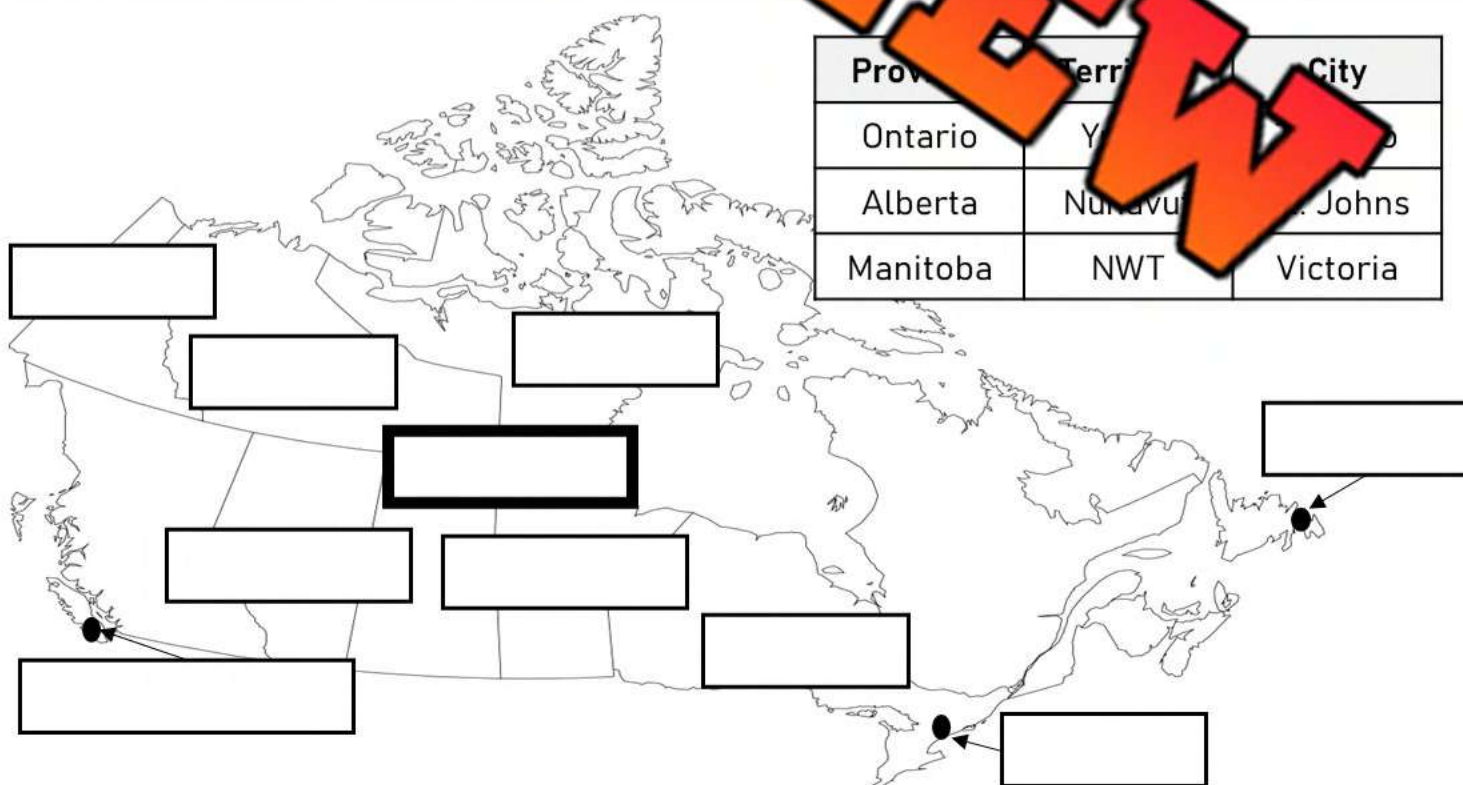
2) How can you identify provinces or territories on a map?

3) How can you identify cities on a map?

4) What do black dots on a map usually represent?

Think

Label the provinces/territories/cities using the word bank. Use the correct capitalization. Label Canada in the box with the single word and a black border.



Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

Cars evolution



1900



1940



1970



1980



1990



2000



2010



2020

1) What is the title of the timeline?

2) What features are shown in this timeline?

3) How have cars changed over the years? Be specific by using what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

Block 10: Biographies

Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Text features – glossary and index
- ✓ Biography: Non-fiction sub-form
- ✓ Timelines – Linear sequencing of events

Biography – Dian Fossey

Dian Fossey: A Friend to Gorillas

Early Life

Dian Fossey was born on January 16, 1932, in San Francisco, USA. She always loved animals and dreamed about going to Africa to study them.

Amazing Studying Animals

Dian went to the **Virunga Mountains** in Rwanda. She became a special scientist called an **ethologist** who studies how animals act. She found out amazing things, like how gorilla families care for each other.

Helping Animals in Danger

Dian won awards for helping save gorilla animals. She taught people all over the world how to protect gorillas even from poachers! Even though she isn't here anymore, her work still helps animals today.

Timeline

- 1932: Born in San Francisco, USA
- 1963: Went to Virunga Mountains, Rwanda
- 1970s: Learned about gorilla families
- 1983: Wrote a book about her work
- 1985: Passed away
- 1985: Her life's work became a movie



Dian Fossey

Glossary

- **Poachers:** People who hunt animals illegally, often hunting endangered animals.
- **Ethologist:** A scientist who studies animal behaviour.
- **Virunga Mountains:** A place in Rwanda there are lots of gorillas.

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, and after looking at the picture, make 2 predictions about Dian Fossey.

Question

Answer the questions below.

1) Why are glosses helpful when reading a report or a biography?

2) How does the picture of Dian Fossey help you understand her better?

Timeline

Draw a timeline with pictures of Dian's life

The timeline consists of a central horizontal line with six empty boxes for drawing pictures of Dian Fossey's life. The boxes are arranged in two rows of three, connected by vertical lines to the central timeline.

Biography – Isaac Newton

Newton: The Wizard of Gravity

Early Life

Isaac Newton was born on December 25, 1642, in England. When he was a kid, he loved to figure out **puzzles** and was really into math and science. He even went to a special school called Cambridge University.

Cool Discoveries

Newton made some really cool finds in science and math. One big thing he discovered was **gravity**. He discovered it when he saw an apple fall from a tree. People say "what goes up must come down," and that's thanks to Newton!

Later Life and Cool Stuff He Found

Newton's ideas are still helping people today. Scientists and people who build stuff use his laws all the time. He left behind a lot of cool stuff.

Timeline

- 1642: Born in England
- 1661: Went to Cambridge University
- 1687: Figured out gravity
- 1727: Passed away



Glossary – Fill in the Glossary Below for the bolded words.

Biography – Edith Monture

Edith Monture: A Leader in Nursing

Edith's Early Life

Edith Monture was born in 1890 in Ontario and was from the Mohawk Nation. As a young girl, she wanted to help people. This dream made her become a nurse, even though it was hard for Indigenous women to do that.

Big 9

Edith went to the U.S. later because Canada didn't let her become a nurse. She helped soldiers during World War I and was the first Indigenous woman from Canada to become a registered nurse. Overcome the barriers!

Life After Nursing and What She Left Behind

After the war, Edith kept helping people and even worked at a school in the US as a school nurse. Later, she moved back to Canada and became a midwife, helping deliver babies. She made it clear that Indigenous women could be allowed to be anything they want to be!

Timeline

- 1890: Born in Ontario
- 1914: Moved to the U.S. to be a nurse
- 1920s: Moved back to Canada and worked as a midwife

Index

- Birth and Childhood - Paragraph 1
- Becoming a Nurse in the U.S. - Paragraph 2
- Life After the War - Paragraph 3
- Important Dates in Edith's Life - Paragraph 4 (Timeline)



Edith Monture

Understanding

Is the statement true or false?

1) Edith Monture was born in the United States.	True	False
2) Edith was from the Mohawk Nation.	True	False
3) She became a nurse in Canada.	True	False
4) Edith helped soldiers during World War I.	True	False
5) Was the first Indigenous woman to become a nurse.	True	False
6) Edith moved to Canada because Canada allowed her to become a nurse.	True	False
7) She was born in the United States.	True	False
8) After World War I, she started a nursing school.	True	False
9) Edith worked at a school in the 1920s.	True	False
10) Edith Monture broke barriers for Indigenous women in nursing.	True	False

Critical Thinking

Answer the questions below.

1) Inference: If Edith couldn't become a nurse because she was Indigenous, how do you think Indigenous people in Canada were treated in the early 1900s?

2) Expand the index by writing which paragraph each topic can be found in.

Her Dream Job	
Where She Was Born	
Moving Back To Canada	
Becoming a midwife	