



Preview – Information



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

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Google Slides Lessons Preview





Alberta Language Curriculum Conventions & Vocabulary – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 - Vocabulary List

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

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

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

Compound Words

Circle the compound words in each row.

homemade	except	cottonwood	button
bargain	stolen	opinion	backtrack
downhill	inside	absolute	equator
character	friend	riverbank	villain
become	headlight	pumpkin	quicksand

Part 2 – Action!











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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

Look at the picture. Read both sentences. Mark the sentence that tells what is happening.





	<input type="checkbox"/> She used a clip to hold her hair back.		<input type="checkbox"/> He spent his money on a toy.
	<input type="checkbox"/> He will reflect on his hard work.		<input type="checkbox"/> They found a wreck near the shore.
	<input type="checkbox"/> A white cloud floats in the sky.		<input type="checkbox"/> He wore a red vest at school.
	<input type="checkbox"/> A dark cloud covered the sun.		<input type="checkbox"/> He wore clunky boots to school.
	<input type="checkbox"/> Mud can clog the sink fast.		<input type="checkbox"/> The kids play near the tent.
	<input type="checkbox"/> The boys climb the tall tree.		<input type="checkbox"/> He must fend for himself at camp.

Alberta Language Curriculum

Conventions & Vocabulary – Grade 3

Vocabulary

Look at the pictures. Read the sentences. Drag the sentence that matches each picture.

The dog was lost in the park.

The shiny knob was made of gold.

Pizza or pasta is the option for lunch.

We went to the shop to buy apples.

I caught a glimpse of the rainbow.

The flag waves with glory in the wind.










The bright sun gave a strong glare.

The children sang with glee at the party.

The fireflies glow in the dark field.

Prefixes sub- and super-

Colour the correct prefix sub- or super- that best matches each picture.

sub super	+		sub super	+		sub super	+	
sub super	+		sub super	+		sub super	+	
sub super	+		sub super	+		sub super	+	

Suffix -y

Drag and drop all the correctly spelled "-y" words into the box.

Suny	Messy	Cheesy	Sunny	Icy
Glittery	funy	Dirty	Icey	Dirtty
Cloudy	Rainy	Cloudy	Funny	Handy



Alberta Language Curriculum Conventions & Vocabulary – Grade 3

Parts of Speech - Verbs

Look at each picture. Say the action word. Drag the picture to match the correct verb.

Run	Jump	Sing	Read
Play	Write	Clap	Eat
Sleep	Swim	Talk	Draw

Read each word carefully. Box all the words that...

artist	finalist	list	journalist	receptionist
typist	persist	chemist	insist	biologist
consist	wrist	activist	motorist	mist
gist	novelist	twist	fist	cartoonist

Week 19 - Vocabulary List

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

Across

- worry or pressure in mind or body.
- a person you do not know.
- a tiny thing that can make you sick.
- to turn aside suddenly.
- making people follow rules closely.
- different from the one you already have.
- a long, narrow piece of something.

Down

- a road in a town or city.
- serious and firm in manner.
- watchful and quick to notice.
- to walk slowly and calmly.
- thin cord or thread used for tying.
- to get better after being sick or hurt.
- a flat band used to hold or carry something.
- a set time or a word with meaning.



Workbook Preview



Grade 3 – Language

Vocabulary



Organizing Idea	Communication and comprehension are improved by understanding word meaning and structures.
Guiding Question	How can building vocabulary and understanding morphology support language use and comprehension?
Learning Outcome	Students analyze new words and morphemes to enhance vocabulary.

Preview of 90 pages from this product that contains 410 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

V3.2	Analyze bases and affixes for meaning. Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order. Recognize and use suffixes to name a person that does something. Analyze frequently used compound words and their meanings. Distinguish syllables in words.	17 – 18, 25 – 26, 33, 41, 49, 57, 64, 72 – 74, 81 – 82, 89 – 90, 97, 104, 112, 119, 135
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Grade 3 – Language

Phonics



Organizing Idea	Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.
Guiding Question	How does phonics support foundational literacy development?
Learning Outcome	Students investigate how phonics connects to word formation and supports the processes of reading and writing.

	Skills and Procedures	Pages
P3.1	<p>Recognize consonant clusters at the beginning and ending of a word.</p> <p>Recognize and apply less frequent consonant digraphs.</p> <p>Recognize and apply consonant letters that represent no sounds.</p> <p>Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.</p> <p>Use phonetic strategies to decode complex words in continuous text.</p>	<p>15 – 16, 23 – 24, 31 – 32, 39 – 40, 47 – 48, 55 – 56, 62 – 63, 69 – 71, 79 – 80, 87 – 88, 95 – 96, 102 – 103, 110 – 111, 117 – 118, 125 – 126, 132 – 133, 140 – 141, 147 – 148, 155 – 156, 162 – 163, 169 – 170, 176 – 177, 184 – 185, 192 – 194, 200 – 201, 208 – 209, 215 – 216, 223 – 224, 230 – 231, 238 – 239</p>

Grade 3 – Language

Fluency



Organizing Idea	Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.
Guiding Question	In what ways does fluency improve comprehension?
Learning Outcome	Students apply fluency strategies and develop reading comprehension.

	Skills and Procedures	Pages
F3.1	<p>Demonstrate automaticity in reading complex words, phrases, and continuous text.</p> <p>Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing.</p> <p>Read a variety of text forms with fluency and expression.</p>	<p>20, 28, 36, 44, 52, 59, 66, 76, 92, 99, 107, 114, 122, 129, 137, 144, 152, 159, 166, 173, 181, 189, 197, 205, 212, 220, 227, 234 – 235, 242 – 243</p>
F3.2	<p>Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.</p>	<p>20, 28, 36, 44, 52, 59, 66, 76, 84, 92, 99, 107, 114, 122, 129, 137, 144, 152, 159, 166, 173, 181, 189, 197, 205, 212, 220, 227, 234 – 235, 242 – 243</p>

Grade 3 – Language Conventions



Organizing Idea	Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.
Guiding Question	How does the appropriate use of conventions support clear written communication?
Learning Outcome	Students investigate and demonstrate how conventions support written communication.

	Skills and Procedures	Pages
C3.1	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences or to separate items in a list.</p> <p>Insert quotation marks to identify the words of a speaker.</p> <p>Insert quotation marks to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions.</p> <p>Insert apostrophes to show possession.</p>	<p>42, 50, 121, 136, 143, 151, 158, 172, 179, 196, 202, 204, 210 – 211, 217 – 219, 225 – 226</p>
C3.2	<p>Distinguish between a variety of sentence types.</p> <p>Identify the subject of a variety of sentences.</p> <p>Identify the predicate of a variety of sentences.</p> <p>Examine conjunctions in a variety of sentences.</p> <p>Use adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify subject-verb agreement in a variety of sentences.</p> <p>Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.</p> <p>Recognize and use prepositions in sentences to show time and place</p>	<p>19, 27, 34, 42, 50, 58, 65, 75, 83, 91, 98, 105 – 106, 113, 120, 128, 136, 143, 150, 158, 165, 172, 179 – 180, 187 – 188, 196, 204</p>

Grade 3 – Language Conventions



Organizing Idea	Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.
Guiding Question	How does the appropriate use of conventions support clear written communication?
Learning Outcome	Students investigate and demonstrate how conventions support written communication.

	Skills and Procedures	Pages
C3.3	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Identify plural nouns that are spelled the same as or differently from their singular form.</p> <p>Add an apostrophe and an to nouns to show ownership.</p> <p>Add only an apostrophe to show ownership if a noun is plural and already ends in an .</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>	127, 134, 157, 164, 172, 179
C3.4	<p>Apply a variety of spelling strategies to enhance written expression.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>	135, 142, 149, 178, 186
C3.5	<p>Spell common abbreviations in writing.</p> <p>Recognize and spell contractions in writing.</p> <p>Apply inflectional endings in writing.</p> <p>Spell compound words accurately.</p> <p>Spell singular and plural possessives. Spell some complex plural words.</p> <p>Apply endings that show comparisons</p> <p>Recognize basic guidelines for adding inflectional endings.</p>	72 – 74, 81 – 82, 89 – 90, 97, 104, 112, 119 – 120, 195, 202 – 203, 210

Reading Program - Overview

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

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

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

The other words in the word list will align with the vocabulary skills and procedures, which state that tier 2 and 3 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. **Tier 3** words are specific to subject areas. Both are included to round out the word lists.

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

Name: _____

6

Curriculum Connection
D1.2

Reading Program - Overview

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

Reading Program - Overview

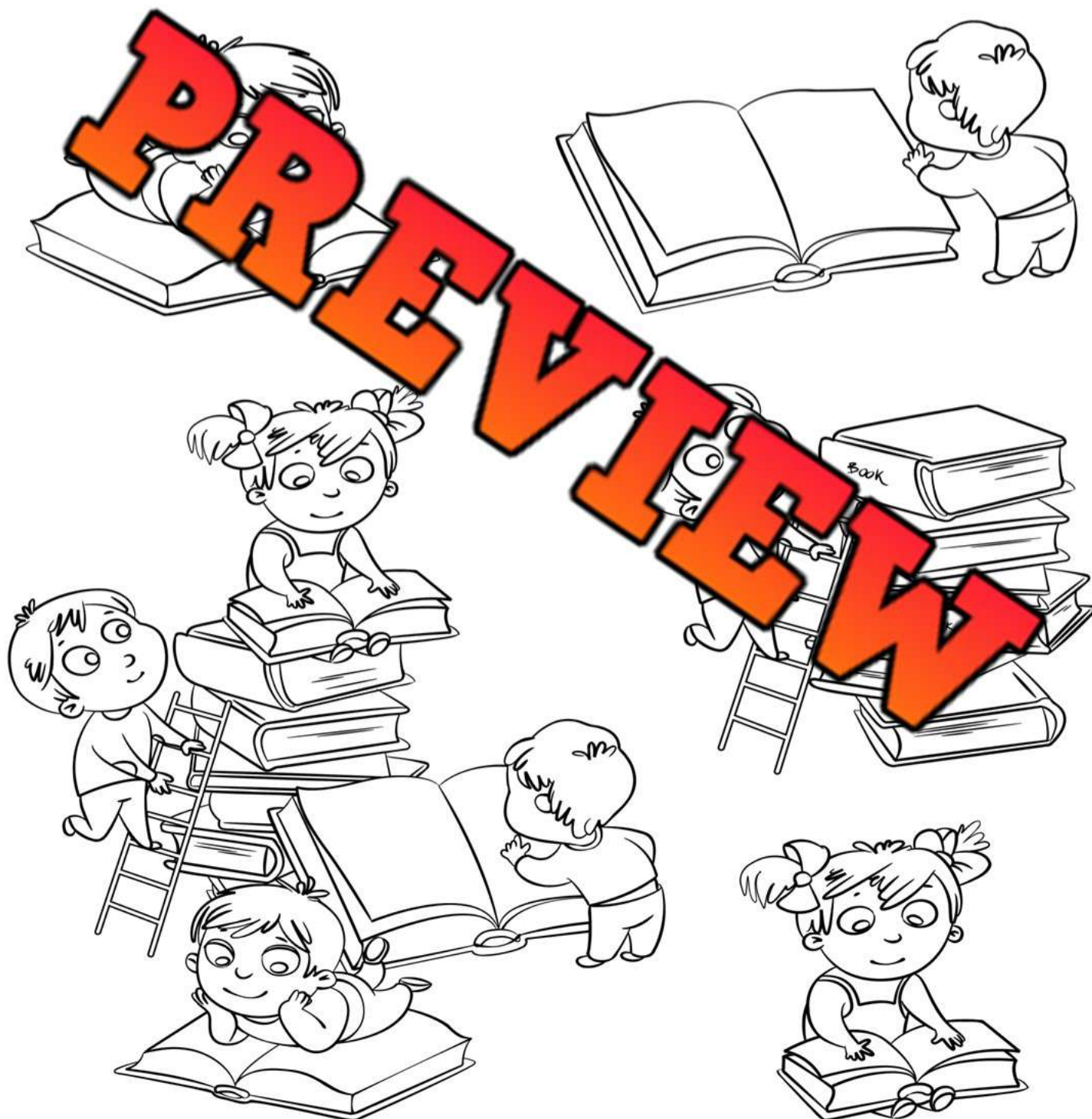
Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 1	Base Words And Compound Words	Sentence Fragment Or Complete Sentence
Week 2	Bound Bases And Compound Words	Simple Sentences
Week 3	Prefix -re and Simile	Types Of Sentences: Interrogative
Week 4	Prefixes -un, -in and Imagery	Types Of Sentences: Exclamatory
Week 5	Prefixes -dis and -non and Hyperbole	Types Of Sentences: Imperative
Week 6	Prefixes -mis, -mal	Types Of Sentences: Declarative
Week 7	Prefixes -sub, -super	Parts Of Speech – Nouns
Week 8	Suffixes – s, -y, -ly	Parts Of Speech – Adjectives
Week 9	Suffixes – ing	Parts Of Speech – Verbs
Week 10	Suffixes -er and -or/-ar	Parts Of Speech – Pronouns
Week 11	Suffixes – ed	Parts Of Speech – Adverbs
Week 12	Suffixes – ion	Parts Of Speech – Prepositions
Week 13	Suffixes –ist	Parts Of Speech – Interjections
Week 14	Adding S To F Or Fe And Understanding And Using Adverbs And Their Formative Suffixes.	Using Commas With Interjections
Week 15	Position-based Tendencies – I Before E	Parts Of Speech – Conjunctions

Reading Program - Overview

Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 16	Plural Nouns Spelled Differently And Decoding Strategy – Chunking Unfamiliar Words (Syllables)	Compound Sentences – Using Conjunctions (FANBOYS)
Week 17	Decoding Strategy – Rhyming Words: Word Families	Compound Sentences – Other Conjunctions And How Commas Are Used
Week 18	Decoding Strategy – Skip And Revisit – Context Clues	Commas In A List And Complex Sentences – Dependent Clauses
Week 19	Memorizing Irregular Grapheme-phonemes – ough And ph	Complex Sentences – How Commas Are Used
Week 20	Memorizing Irregular Grapheme-phonemes – ei And mb	Complex Sentences With Adverbial Clauses.
Week 21	Acquiring And Using Explicitly Taught Vocabulary.	Possessive Nouns – Using Apostrophes: Singular Nouns
Week 22	Using Context To Understand Unfamiliar Words.	Possessive Nouns – Using Apostrophes: Plural Nouns
Week 23	Using Dictionaries To Look Up Word Meanings	Subject/Verb Agreement And Linking Verbs
Week 24	Using A Thesaurus And Abbreviations	Interrogative Adjectives
Week 25	Using Apostrophes For Contractions And Abbreviations	Interrogative Adverbs.
Week 26	Using Apostrophes For Contractions.	Using Commas For Direct Speech.
Week 27	Using Capital Letters – Proper Nouns	Using Quotation Marks For Direct Speech And Quotations For Special Words
Week 28	Using Capital Letters – Titles	Using Capital Letters In Dialogue.
Week 29	Homophones And Homographs	Reading Sentences Fluently
Week 30	Homonyms And Antonyms	Reading With Appropriate Expression, Intonation

NAME: _____

LANGUAGE



Week 1 - Vocabulary List

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

Meaning

Circle the correct meaning of the words below

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

Name: _____

16

Vocabulary

Draw

Draw a picture to show what each sentence means.

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

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

The door to the trap had a broken strap.

We were a real crowd during the bleak game, but we cheered to the end and cheer.

PREVIEW

Base Words



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

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

Draw

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

	player
happy	unhappy

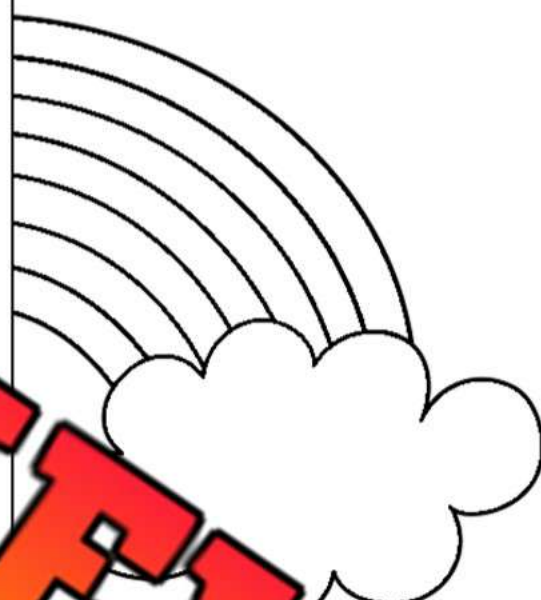
Compound Words

A **compound word** is two smaller words joined to make a new, larger word with its own meaning. For example, "sunflower" combines "sun" and "flower," and "basketball" merges "basket" and "ball."

Match

Connect the two words to make a compound word

- tooth ☐ brush
- cup ☐ ground
- play ☐ bow
- rain ☐ light
- star ☐ lake
- butter ☐ boat
- skate ☐ fly



Think

Do the two words make a compound word? Write the answer.

1)	moon + light	<input checked="" type="radio"/> Yes	<input type="radio"/> No	moonlight
2)	door + step	<input type="radio"/> Yes	<input type="radio"/> No	
3)	house + land	<input type="radio"/> Yes	<input type="radio"/> No	
4)	water + melon	<input type="radio"/> Yes	<input type="radio"/> No	
5)	rain + shine	<input type="radio"/> Yes	<input type="radio"/> No	
6)	sand + castle	<input type="radio"/> Yes	<input type="radio"/> No	

Sentence Fragments or Complete Sentence

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

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

Complete or Fragment?

Is the sentence complete or is it a fragment?

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










Completion

Complete the sentence fragment.

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

Week 1 – Fluency Readings**Read**

Read each sentence three times. Colour the star each time you read.

1)	The bat made a blip on the screen.	
2)	A glob was on the mat.	
3)	The wind will blow the leaves away.	
4)	Don't clap too hard with the hands.	
5)	A black ant crawled on the plant.	
6)	The map was blank, with no marks.	
7)	Can you grab the snack on the rack?	

Word Searches

Word Search

Find the word bank words in the puzzle.

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

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Complete or Fragment?

Is the sentence complete or a fragment?

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

Completion

Complete the sentence fragments.

1) The yellow car
2) Tomorrow afternoon
3) A storm

Week 2 - Vocabulary List

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

Spell

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



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

Vocabulary

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

Spell

Unscramble the letters to make spelling words.



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

Bound Bases

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

Examples:

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

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

Create words using the bound bases below

-ject
project

-fer

-mit
transmit

Search



Circle the words with bound bases in the story.



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



Compound Words



Think

Combine the pictures to make a compound word. Label the words and then draw a picture of the compound word.

Word 1	Word 2	Compound Word
		

Word 1	Word 2	Compound Word
		

Word 1	Word 2	Compound Word
		

Word 1	Word 2	Compound Word
		

Search

Circle the six compound words

One sunny morning, Tim and his dog, Barky, went to the playground. They played on the seesaw and slid down the slide. Later, they had a picnic with cupcakes and watermelon. After eating, they saw a butterfly and a ladybug. It was a fun day!

Simple Sentences

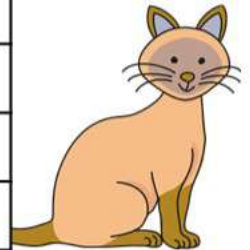
A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

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

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

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

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














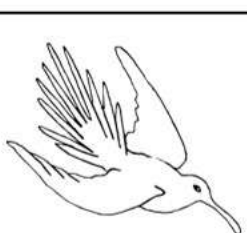
Write

Write 5 simple sentences using the provided subjects.

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

Week 2 – Fluency Readings**Read**


Read each sentence three times. Colour the star each time you read.




1)	I wear a clean vest.		
2)	They are in the show.		
3)	He can climb the tree.		
4)	The clog was in the pipe.		
5)	Dark clouds cover the sky.		
6)	Birds can fly and flap.		





























































Crack the Code

Directions

Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m

											
n	o	p	q	r	t	u	v	w	x	y	z

Code	Answer	Code	Answer
   		 	
   		 	
   		   	
    		   	
    		    	
    		   	
     		     	

Name: _____

30

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Create

List 2 words using the bound bases

-ject

-fer

Write

Write 2 simple sentences using the provided subjects.

1) child	
2) stars	

Week 3 - Vocabulary List

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

Write

Write each of the words below in a sentence.

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

Vocabulary

Create

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

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

Search

Circle the short vowel "i" in the story.

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

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

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

Prefix re-

The prefix 're-' means 'again' or 'back'. When we add 're-' to the start of a word, it shows that something is being done once more.

For example, 'redo' means to do again, and 'return' means to go back. Other examples include 'replay' and 'rewrite'.



Think

Can you add the prefix re to the words below?

1)	read	Yes	No
2)	jump	Yes	No
3)	call	Yes	No
4)	do	Yes	No
5)	bake	Yes	No
6)	sing	Yes	No
7)	paint	Yes	No
8)	laugh	Yes	No

9)	cycle	Yes	No
10)	heat	Yes	No
11)	view	Yes	No
12)	watch	Yes	No
13)	rest	Yes	No
14)	port	Yes	No
15)	ma	Yes	No
16)	us	Yes	No

Write

Use the following words in a sentence.

1) read	
2) reread	
3) cover	
4) recover	

Types of Sentences: Interrogative

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

Draw

Draw your answers to the given interrogative sentences.

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

Write

Use the given words to make an interrogative sentence.

1) Who	
2) Why	

Simile

A **simile** is a way of describing something by comparing it to something else, using the words "like" or "as." It's like painting a picture with words. For example:

- Busy like a bee: Means very busy.
- As light as a feather: Means very light.



Similes

Match the start to the end to make a simile

Start of Simile	Ending of Simile
As fast as	<input type="checkbox"/> honey
As slow as	<input type="checkbox"/> snail
Like a hot	<input type="checkbox"/> ice
As slow as	<input type="checkbox"/> star
Strong like an	<input type="checkbox"/> bee
Quiet like a	
As bright as a	
Cold like	
Sweet as	<input type="checkbox"/> tadpole
Sharp like a	<input type="checkbox"/> lightning

Write

Write your own 3 similes below but use a full sentence. Example:
James is strong like an ox.

1)	
2)	
3)	

Week 3 – Fluency Readings

Read

Read each line and then write the last sentence.

Flip

Flip the

Flip the

Flip the

Flip the switch

Flip the switch to see the

Flip the switch to see a flame

Flip the switch to see the flame



Flee

Flee when

Flee when you

Flee when you see

Flee when you see a flame.

Word Searches

Word Search

Find the word bank words in the puzzle.

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

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

Word Scramble

Unscramble the word.

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

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Prefix Sorting

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

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

Write

Use the given words to make an interrogative sentence.

1) who
2) why
3) when

Name: _____

39

Week 4 - Vocabulary List

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

Write

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

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

Name: _____

40

Vocabulary

Rhyme

Write the spelling words that rhyme with these words.



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

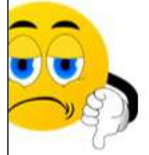
11) cost	
12) christen	
13) throb	
14) box	
15) three	
16) laboratory	
17) hump	
18) /	
19) eraser	
20) flock	

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

Prefixes un- and in-

The prefixes 'un-' and 'in-' both mean 'not' or 'the opposite of'. When we add 'un-' or 'in-' to the start of a word, it changes the word to mean the opposite.

For example, 'unhappy' means not happy, 'incomplete' means not complete. Other examples include 'unsafe' and 'invisible'.



Matching Identify the appropriate "in" and "un" words to complete the sentences.

_____ after the art project.	a) unfold
_____ seems that some got more cookies than others.	b) unfair
She felt _____ after her new pencil.	c) unlucky
The magician _____ during the show.	d) untidy
The boy was _____ using a _____ outside.	e) unhappy
The rubber band was so _____ snapped.	f) invisible
The berries were _____ and had to be _____.	g) inflexible
His answer was _____, but he tried again.	h) inedible
She was _____ during the game, preferring _____.	i) incorrect
The letter would not _____ without tearing.	j) untearable

Analyze Cross out the words where "un" or "in" is not a prefix.

unhappy	unkind	inflate	input	uncle
unfair	unfold	inbox	income	inactive
unsure	untidy	index	industry	unit
unwrap	unravel	insect	infant	universe

Types of Sentences: Exclamatory

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

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



Write

Write exclamatory sentences using the following scenarios.

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

Imagery

Imagery in figurative language is like painting a picture with words. It uses descriptive words to create a strong image in your mind. For example:

- The chocolate cake smelled so good, like a sweet, warm hug.
- The thunder roared like a mighty lion in the sky.

**Draw**

Draw what you are picturing while you read the imagery

A bright sun shining in a clear blue sky, with fluffy white clouds floating by.	A garden full of red, pink, and purple flowers, with busy bees buzzing around.
A girl's face with a big smile, freckles, and green glasses, her hair in two braids.	A shiny red apple with a green leaf, sitting on a checkered picnic blanket.

Week 4 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1st Try	2nd Try	1st Try	2nd Try
1)	A glare from the globe.				
2)	The glare on theacier bright.				
3)	She felt glee when she found her lost toy.				
4)	He caught a glimpse of a monster in the story.				
5)	Turn the knob to unlock the door.				
6)	We can block the path or choose another option.				

Crossword Puzzle

Crossword

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

**Across**

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

Down

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

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Analyze

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

disconnect	distance	distinct	dislike
disco	display	disapprove	dislocate

Write

Write an exclamatory sentence using the following scenario.

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

Name: _____

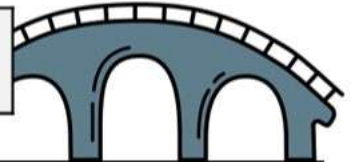
47

Week 5 - Vocabulary List

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

Write

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



PREVIEW

Vocabulary

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

Write

Choose your answer from the word list above.



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

Prefixes dis- and non-

The prefix 'dis-' and 'non-' both mean 'not' or 'the opposite of'. When we add 'dis-' or 'non-' to the start of a word, it changes the word to mean the opposite.

For example, 'dislike' means not to like, 'nonstop' means without stopping. Other examples include 'disappear' and 'nonsense'.

Fix the Error

Underline the mistakes related to actions that can be fixed with the prefixes "dis-" and "non-", then correct it on the next column

Sentence	Corrected Word
1) I can't find the key you've <u>appeared</u> !	disappeared
2) The dog never <u>it</u> always.	
3) The rock is an example of a <u>living</u> thing.	
4) The table is clean; it has been <u>recte</u> .	
5) The story is fiction, so it is a <u>true</u> story.	
6) The charity is a <u>profit</u> organization.	
7) Yuck, I really <u>like</u> this broccoli!	
8) It's a stick pan, so no food <u>sticks</u> to it.	

Define

Add the prefix non- and dis- to the base words; then write the meaning of it.

Base Word	Meaning	Add non-/dis- To Base Word	Meaning
1) fiction	made up stories		
2) toxic	harmful		
3) agree	To think the same way		

Types of Sentences: Imperative

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

Examples:

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

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



Identify Identify whether the imperative sentences show command or request.

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

Illustrate

Draw a picture representing each command or request.

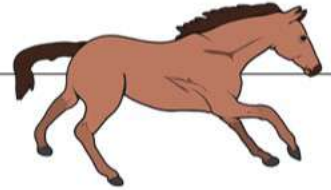
Brush your teeth.

Please close the window.

Hyperbole

Hyperbole in figurative language is when you use extreme exaggeration to make a point or show strong feeling. It's like stretching the truth for effect. For example:

- I've told you a million times!
- I'm so hungry I could eat a horse!



Think

Is the sentence an example of hyperbole?

1)	I've told you a million times to get home.	Yes	No
2)	My sister ran so hard, she cried.	Yes	No
3)	This math problem is a little challenging.	Yes	No
4)	I'm so hungry I could eat a whole grocery store!	Yes	No
5)	The sun is very bright today.	Yes	No
6)	He's so fast, he could outrun a cheetah!	Yes	No
7)	I read for an hour last night.	Yes	No
8)	Our dog is so cute, everyone falls in love with him.	Yes	No
9)	It's raining cats and dogs outside!	Yes	No
10)	She's as tall as a giraffe.	Yes	No

Think

What do the examples of hyperbole mean?








This ice cream is out of this world!

I slept like a rock last night.

I could hear her laughter from a mile away.

Week 5 – Fluency Readings**Read**

Read each sentence three times. Colour the star each time you read.

1)	The brave dog stood on the brink of the hill.	
2)	They saw a brown bird near the bridge.	
3)	She felt a bump and heard a rustle in the dark.	
4)	He found a crumb in the trunk of the old car.	
5)	We must hustle to cross the bridge on time.	
6)	The boy began to blush when he had to brag.	
7)	She wore a muffler around her brow in the cold.	

Word Searches

Crossword

Read the clues and find the words in the crossword puzzle

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



Word Scramble

Unscramble the word.

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

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Fix The Error

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

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

Identify

Identify whether the imperative sentences show command or request

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

Week 6 - Vocabulary List

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

Write

Circle the misspelled words and write them correctly.

1) Can I play with your toy?

2) A small creature lives in the cave.

3) There's a crack in the wall.

4) Liquid is a state of matter.

5) Inflate the red balloon.

6) I don't eat the pizza crust.

7) Let's create a fun game!

8) The cars had a crash.

9) I found a crack in the garage.

10) I crave some ice cream.

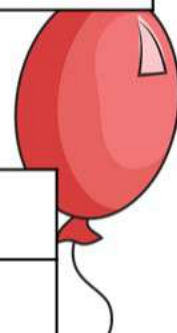
11) I'll update my drawing.

12) He was late for school.

13) It was her father to win.

14) My plate is full of fruit.

15) She crept into bed quietly.



Vocabulary

Write

Cross-out the word that is not a synonym

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

Prefixes –mis, -mal

The prefix 'mis-' means 'wrongly' or 'badly', and 'mal-' means 'bad' or 'poorly'. When we add 'mis-' or 'mal-' to a word, it shows something is done incorrectly or is bad.

For example, 'misplace' means to put something in the wrong place, and 'malfunction' means something isn't working right. Other examples include 'misunderstand' and 'malnourished'.

Identify

Choose the correct "mis" and "mal" word for each sentence.

malpractice	malfunction	malnourished	misplaced
misbehave	mislead	misunderstand	

1)	I _____ and can't find it.
2)	Sometimes, I _____ rules of the game.
3)	When kids _____ they _____ to sit in time out.
4)	He _____ how high _____ jump.
5)	The map _____ us to the wrong _____.
6)	The toy gun _____ and didn't make a sound.
7)	My toy robot has a _____ and won't walk.
8)	A _____ plant looks droopy and weak.
9)	The _____ cat was upset at the empty food bowl.
10)	The doctor's _____ was forgetting to check the x-ray.

Types of Sentences: Declarative

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



Examples:

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

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

Sentence Scramble

Rearrange the words to form declarative sentences.

1) ice cream, cones

2) park, the, walk

3) is, today, sunny, it

4) their, playing, are, in,
backyard, They

5) her, birthday, today, is, It

6) cat, black, The, on,
sleeping, is, the, roof




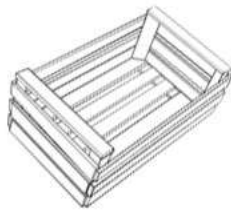







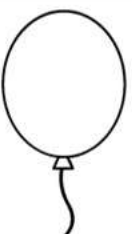
Write

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

Week 6 – Fluency Readings

Read

Read each sentence three times. Colour the star each time you read.

1)	Locate your state on the map for homework.		
2)	I heard a crash and saw a crate.		
3)	We will create a plate of art in art class.		
4)	The crust cracked when I cut the pie.		
5)	It's late, so update your parents about our plan.		
6)	Inflate the balloon to see its fate in the air.		

Word Searches

Word Search

Find the word bank words in the puzzle.

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



Word Search

Make your own word search using 8 of the words from the word bank.

Word Bank

Name: _____

61

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Write

Write sentences using the given words.

1) pre-season	
2) post-season	

Sentence Scramble

Rearrange the words to form declarative sentences.

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

Name: _____


62


Week 7 - Vocabulary List


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


Pictionary

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

	
Vocabulary Word	

	
Vocabulary Word	

	
Vocabulary Word	

	
Vocabulary Word	

Vocabulary

Syllables

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

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



Find

Write the words with a long vowel sound.

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

Prefixes sub- and super-

The prefix 'sub-' means 'under' or 'below', and 'super-' means 'above' or 'beyond'. We add 'sub-' or 'super-' to a word to show its position or quality.

For example, 'submarine' moves under the water, and 'superhero' is a hero with extraordinary powers. Other examples include 'subway' and 'superstar'.

Sub or Super

Add sub- or super- to the words below



1) _____	6) _____merge	11) _____human
2) _____s	7) _____vise	12) _____natural
3) _____marin	8) _____power	13) _____zero
4) _____way	9) _____	14) _____charge
5) _____market	10) _____ttle	15) _____group

True or False

Determine if the statement is correct or not

Statements	True	False
1) A submarine can travel under water.		
2) A superstar is a very famous person.	True	False
3) Submerge means to float on top of water.	True	False
4) A superhero has no special powers.	True	False
5) Subtract means to add numbers together.	True	False
6) Supermarket is a really big grocery store.	True	False
7) A subway is a train above the ground.	True	False
8) Supersonic means going very, very slow.	True	False

Parts of Speech - Nouns

What are Nouns?

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

Person: George, teacher

Thing: pen, bicycle

Place: park, city

Idea: freedom, love



Noun Sort

Identify the correct category of each noun.

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

Search

Circle all nouns in the article.

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

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

Week 7 – Fluency Readings**Read**

Read each line and then write the last sentence.

Drizzle

Drizzle makes

Drizzle is the

Drizzle makes the flowers

Drizzle makes the flow of the drop

Drizzle makes the leaves droop gently.

Three

Three kids

Three kids play

Three kids play drum














Three kids play drum at recess











































































Crack the Code

Directions

Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n												

Code	Code	Answer
   	   	
   	 	
    	  	
    	    	
    	    	
      	   	
     	   	
     	    	

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

True or False

Determine if the statement is correct.

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

Noun Sort

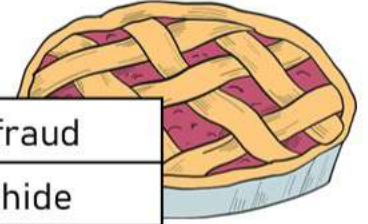
Identify the correct category of each noun.

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

Week 8 - Vocabulary List

Alphabetize

Write the words in alphabetical order



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

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

9)	
10)	
11)	
13)	
15)	

Alphabetize

Complete the words.

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

Week 8 - Vocabulary List

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

Fill in the b

Fill the box with the vocabulary words from above.

f r y

Name: _____

71

Vocabulary

Search

Circle the words with the long i sound.



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

Draw

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

Suffix -s



Here's a list of simple rules for adding "-s" to words:

- 1) **Most Words:** Just add "-s." Like "cat" becomes "cats."
- 2) **Words Ending in "ch," "sh," "x," "z," or "s":** Add "es." Like "box" becomes "boxes."
- 3) **Words Ending in "y" with a Consonant Before it:** Change the "y" to "i" and add "es."
- 4) **Words Ending in "o":** Often, add "es." Like "potato" becomes "potatoes."
- 5) **Words Ending in "f" or "fe":** Sometimes change "f" or "fe" to "ves." Like leaf → leaves.

Third Add the base words below

Base word	Add
cat	
dog	
box	
church	
bush	
quiz	
baby	
city	

Base word	Add -s
hero	
leaf	
bus	
lady	
dish	
fox	

Think

For some words, the rules don't apply. Circle which version you think is right.

Base word	Make plural	
foot	foots	feet
data	data	datas
tooth	tooths	teeth

Base word	Make plural	
sheep	sheeps	sheep
fish	fish	fishes
deer	deer	deers

Suffix -y



Here's a list of simple rules for adding "-y" to words:

- 1) **Most Words:** Just add "-y." Like "rain" becomes "rainy."
- 2) **Words Ending in "e":** Drop the "e" and add "y." Like "smoke" becomes "smoky."

Think

Add -y to the base words below

Base word	Add -y
juice	
rain	
dust	
ice	
sleep	
snow	
wind	
grass	
sand	

Base word	Add -y
frost	
storm	
cheer	
gloom	
luck	
haze	
fish	
spice	

Think

For some words, the rules don't apply. Add -y to the words below.

Base word	Add -y
star	
fur	
mud	

Base word	Add -y
fog	
sun	
bone	

Suffix -ly

The suffix '-ly' often turns a word into a word that describes how something is done.

For example, 'quick' becomes 'quickly', which means doing something fast. 'Happy' becomes 'happily', meaning in a happy way. Other examples are 'slowly', which means in a slow way, and 'softly', meaning in a soft way.



Think

Add -ly to the base words below

Base	Add -ly
happy	
silent	
bad	
clear	
easy	

Base word	Add -ly
gentle	
day	
honest	
careful	
careless	
careless	

Think

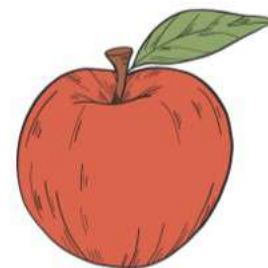
Use the -ly words in a sentence

quickly	
softly	
sadly	
nicely	
gladly	

Parts of Speech - Adjectives

Understanding Adjectives

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



Opposite

Write the opposite of the given adjectives.

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

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

Describe

Give 3 adjectives describing the given noun.

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

Week 8 – Fluency Readings**Read**

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	the f a tasty pie.				
2)	The frost mad a lowe fragile.				
3)	Don't fret, it's time for fun.				
4)	Find a kite inside the box.				
5)	Eating fresh fruit is a healthy prize.				
6)	Hide the fragile vase from the cat.				

Word Search

Word Search

Find the word bank words in the puzzle.

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

PREVIEW

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

Word Scramble

Unscramble the word.

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

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Draw by Count

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

3 rectangles, 2 squares, and 5 circles

Describe

Give 3 adjectives describing the given noun

1) doll			
2) book			

Name: _____

230

Week 29 - Vocabulary List

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

Pictionary

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

Vocabulary Word	
-----------------	--

Vocabulary Word	
-----------------	--

Vocabulary Word	
-----------------	--

Vocabulary Word	
-----------------	--

Vocabulary

Syllables

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

1) week

☐ tend

2) at

☐ vamp

3) de

☐ end

4) en

5) sus

☐ and

6) re

☐ camp**Think**

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

Final blend -mp

Final blend -nd

Homophones

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

**Draw**

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

two

male

sun

son

flower

flour

Homographs

1) Homophones

- ☒ Sound the same
- ☒ Different meanings
- ☒ Often different spellings
- ☒ Ex: "two" and "too"

2) Homonyms

- ☒ Sound the same
- ☒ Spelled the same
- ☒ Different meanings
- ☒ Ex: "bat" (baseball and "bat" (used in baseball))

3) Homographs

- ☒ Spelled the same
- ☒ Different meanings
- ☒ Sometimes sound different
- ☒ Ex: "lead" (to guide) and "lead" (a metal)

Homographs are words that have the same spelling but different meanings. Write the word in the correct sentence and circle the correct homograph.

1) The bass was loud and deep.	fish	sound
2) He likes to bow to the king.	bend over	ribbon
3) We saw a tear in his jersey.	to cry	cry
4) The wind is very strong today.	to move	moving air
5) Please lead the way to the park.	guide	to lead
6) He will row the boat across the lake.	move with oars	a line
7) The bird will fly away soon.	zipper	soar in air
8) They want to close the store early today.	to shut	is nearby
9) In the game, he had to bat last.	club	animal
10) Can you bear the cold weather?	animal	survive

Reading Sentences Fluently

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

Read

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

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



A Day at Green Meadows Park








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

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

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

Week 29 – Fluency Readings**Read**

Read each sentence three times. Colour the star each time you read.

1)	I hear a sound from the pond.	
2)	will ... the old stump.	
3)	I send letters e ... eel ...	
4)	Ducks swim in the swamp on weekend.	
5)	I got a cramp and had to slump down.	
6)	My brother will attend the brand launch.	
7)	They defend the fort near the clump of trees.	

Crossword Puzzle

Crossword

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

**Across**

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

Down

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

Name: _____

237

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Draw

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

Night

Kn

Write

Use the given homophones in a sentence.

knew	
new	

Week 30 - Vocabulary List

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

Fill in the blanks

Choose the appropriate vocabulary word for each sentence.

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

Name: _____

239

Vocabulary

Draw

Draw a picture to show what each sentence means.

I added a pinch of salt to my soup,

My pants stayed up with a brown belt.

My books and pencils are on the desk.

ed sk on the batter.

PREVIEW

Homonyms

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

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



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

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

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

Make Meaning

Give two definitions for the following

Homonyms	Meaning
match	
light	
mean	

Antonyms

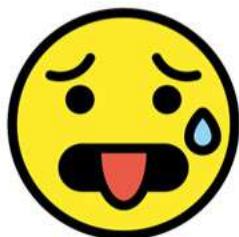
An **antonym** is a word that has the opposite meaning of another word. For example, "hot" is the antonym of "cold," and "up" is the antonym of "down."



Matching

Draw a line matching the words to their antonyms

- tall ☐ slow
big ☐ old
fast ☐ thin
high ☐ small
happy ☐ short
heavy ☐ smooth
open ☐ empty
young ☐ weak
thick ☐ wet
strong ☐ hot
rough ☐ dark



Think

Write 4 words and their antonyms beside them

	Words	Antonyms
1)		
2)		
3)		
4)		

Reading with Appropriate Expression, Intonation

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

Read Aloud

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

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



Story

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











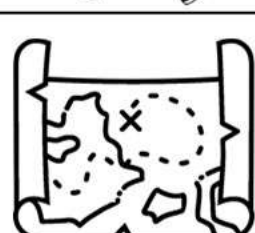
In the sunny Meadowville, Mia had a magic umbrella. Every time she opened it, it took her to a new place. One day, it led her to a candy cloud land. Trees had chocolate trunks and candy floss leaves. Rivers flowed with sweet lemonade.

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

Week 30 – Fluency Readings

Read

Read each sentence three times. Colour the star each time you read.

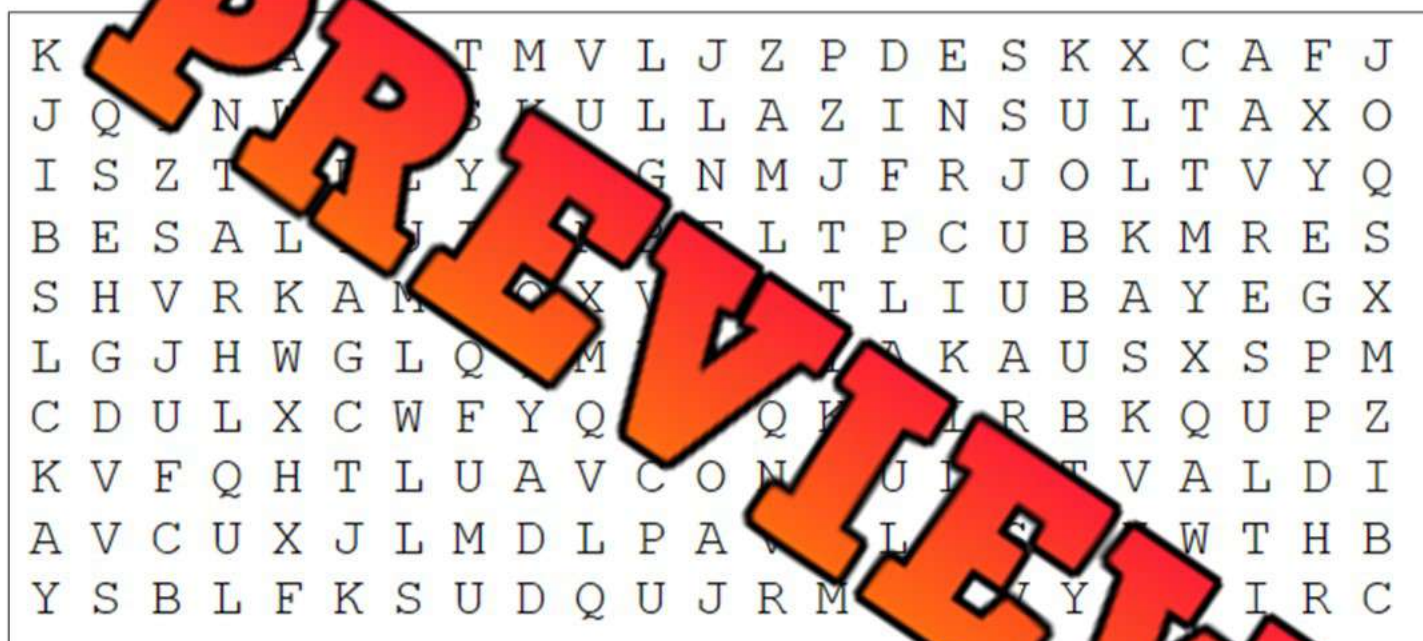
1)	I built a vault for my treasures.		
2)	Ask your teacher before taking a risk.		
3)	At dusk, we put salt on the walkway.		
4)	He wears a belt to hold his whisk and spoon.		
5)	The brisk walk in the morning is a healthy choice.		
6)	Let's consult the map at the desk for directions.		

Word Search Puzzle

Crossword

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

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



Word Scramble

Unscramble the word.

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

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Fill in the blanks

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

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

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