



Preview – Information



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

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

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

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Google Slides Lessons Preview





Alberta Language Curriculum Writing Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to start sentences in different ways (using nouns, adjectives, adverbs, verbs, conjunctions, and prepositional phrases) so we can make our writing more interesting and easier to understand.

Get Moving with Action Verbs

Instruction: Choose the correct action verb to complete each sentence, then check the box beside your answer.

1) The penguin got ready to _____.	5) The firefighter is _____ up the ladder.
<input type="checkbox"/> waddle	<input type="checkbox"/> climbing
<input type="checkbox"/> slide	<input type="checkbox"/> floating
2) The frog _____ across the lily pad.	6) The cheetah _____ after the gazelle.
<input type="checkbox"/> hopped	<input type="checkbox"/> snored
<input type="checkbox"/> napped	<input type="checkbox"/> chased
3) The dolphin _____ over the waves.	7) The busy bee _____ from flower to flower.
<input type="checkbox"/> whispered	<input type="checkbox"/> buzzed
<input type="checkbox"/> leaped	<input type="checkbox"/> sat
4) The monkey _____ from tree to tree.	8) The bird is _____ high in the sky.
<input type="checkbox"/> swings	<input type="checkbox"/> jumping
<input type="checkbox"/> slides	<input type="checkbox"/> flying

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Picture Hunt: Prepositions of Place

Instruction: Look at the picture and use the Word Bank to complete each sentence by dragging the correct preposition on the line.

Under	on	beside
Outside	between	above

The book is _____ the bed.

_____ the desk you can find the chair.

The guitar is _____ the drawer.

The clock is _____ the guitar.

_____ is where the tree is.

The bear is _____ the vase and trophy.



Alberta Language Curriculum Writing Unit – Grade 3

Match the Emotion

Drag and drop the correct emotion that matches how you would feel.

Emotion	1	2	3	4	5	6	7	8
Happy								
Sad								
Angry								
Surprised								
Scared								
Excited								
Proud								
Disappointed								

1 I got a new puppy.
2 I lost my favourite toy.
3 It's my birthday today!
4 I saw a spider on my desk.
5 My friend didn't play with me.
6 I got 10/10 on my spelling test.
7 My teacher said, "Great job!"
8 I spilled juice on my homework.

Quality Topic Sentences

Circle which topic sentence you think is best.

Freshly squeezed orange juice is full of vitamin C. It tastes sweet and tangy, and many people drink it at breakfast. Some like it with ice, while others enjoy it warm. a) Orange juice is very popular at breakfast. b) Oranges grow on trees. c) People like to buy juice at the store.	In the summer, kids go swimming to cool off. Families have barbecues and enjoy ice cream on hot afternoons. Long sunny days make summer a favourite season for many. a) Ice cream melts quickly in the heat. b) The sun sets later in the summer. c) Summer is a fun season with many activities.
Penguins waddle as they walk and slide on their bellies in the snow. They are excellent swimmers and catch fish to eat. Penguins live together in large groups called colonies. a) Penguins eat fish. b) Penguins are interesting birds that live in groups. c) Penguins are black and white animals.	Reading books helps us learn new ideas and travel to new places in our imagination. Some books teach us facts, while others tell exciting stories. Reading is a great way to spend time. a) Books can be fun and full of learning. b) People buy books in bookstores. c) Stories are made up by writers.

Arrange the Jumbled Sentences

Drag the words to put them in the correct order and make complete sentences. Make sure each sentence makes sense.

with	laughed	The boy	his friend	loudly	
with	happily	her doll	She	played	
together	lunch	They	at the picnic	ate	



Alberta Language Curriculum Writing Unit – Grade 3

Writing Speaker Tags

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

1. "I don't understand this math problem." _____ Ben.

2. Mia _____ "Can we please go to the park now?"

3. "Hooray! We finally finished the project!" _____ Sarah.

4. "Do you think we're lost?" _____ Anna.

5. Tom _____ "I'm so tired of running."

6. "I want the bigger slice." _____ Max.

7. Emily _____ "Look at the rainbow!"

8. "Why are you so late?" _____ Dad.

All About the Ocean

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

2. **Animals and Plants**

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

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

5. Drag here:

1	
2	
3	
4	
5	
6	

6. **Parts of an Essay**

Title
Introduction
Body
Conclusion
Headings

Types of Poetry

Match each type of poetry with its correct definition by drawing a line to connect them.

Type of Poetry	Definition
Rhyming Poetry	1. A poem in which the first letter of each line spells out a word or message.
Haiku	2. A 14-line poem, often expressing feelings of love, that follows a particular rhyme scheme.
Acrostic	3. These have words that sound the same at the end.
Limerick	4. A 5-line funny poem with a specific rhythm and rhyme scheme.
Sonnet	5. 3-line poem from Japan.



Workbook Preview



Grade 3 – Language Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft
Guiding Question	How can writing craft combined with skills and processes contribute to written expression?
Learning Outcome	Students investigate writing and research processes that support informed written expression.

	Skills and Procedures	Pages
	<p>Preview of 130 pages from this product that contains 294 pages total.</p>	
W3.1	<p>focusing the number of ideas in sentences and limiting repetitions.</p> <p>Include a range of sentence beginnings and types to vary and add interest to writing.</p> <p>Sequence sections of writing in a logical order.</p> <p>Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Read written texts aloud to check for writing fluency.</p> <p>Select a variety of texts to be shared according to their purpose.</p>	<p>29 – 32, 34 – 47, 49 – 50, 54 – 55, 57 – 64, 67 – 68, 70 – 78, 80 – 81, 101 – 104, 106 – 115, 126 – 130, 151 – 159, 167 – 169, 173 – 177, 182 – 184, 186 – 187, 199 – 213, 218 – 223</p>

Grade 3 – Language Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft
Guiding Question	How can writing craft combined with skills and processes contribute to written expression?
Learning	Students investigate writing and research processes that support informed written expression.

	Skills and Processes	Pages
W3.2	<p>Examine the relationship between audience, purpose, and text form and how they influence creative expression.</p> <p>Examine how others use sensory detail, and figurative language to convey a range of thoughts and emotions.</p> <p>Create written texts that draw on a variety of sources of inspiration.</p> <p>Select from a variety of text forms or structures to convey personal thoughts or feelings.</p> <p>Create beginnings that catch the audience's attention by experimenting with ideas and word choice.</p> <p>Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.</p> <p>Include dialogue to add variety to texts.</p> <p>Use punctuation to generate effects in creative expression.</p> <p>Create thoughtful conclusions to tie up events or leave readers wondering.</p> <p>Select from a variety of presentation forms or text features to enhance and share selections of creative writing.</p> <p>Persevere through challenges that may arise in the creative expression of ideas</p>	<p>10 – 11, 18 – 28, 33 – 55, 57 – 68, 70 – 78, 80 – 104, 107 – 118, 131 – 150, 157, 160 – 182 – 184, 186, 188 – 209, 212 – 213, 219 – 223</p>

Grade 3 – Language Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft
Guiding Question	How can writing craft combined with skills and processes contribute to written expression?
Learning	Students investigate writing and research processes that support informed written expression.

	Skill	Pages
W3.3	<p>Access information from a variety of sources to answer questions or expand on knowledge.</p> <p>Organize, categorize, or sequence information using a variety of methods or tools.</p> <p>Use research to create written text that is appropriate to audience.</p> <p>List sources of information used to inform research.</p>	<p>119 – 125, 131 – 146, 153 – 157, 178 – 181, 214 – 217, 219 – 223</p>
W3.4	<p>Demonstrate writing fluency using at least one method or tool.</p> <p>Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</p> <p>Demonstrate basic keyboarding skills</p>	<p>32, 93 – 94 173 – 175, 225 – 238</p>

Understanding Text Forms

What Are Text Forms?

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



Why Different Text Forms?

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

- Narratives: These are stories like bedtime tales.
- Reports: These are the facts like what we hear on the news.
- Letters: These are notes for other people.
- Poems: These are like beautiful poems but they can be anything.
- Persuasive Writing: This is how you talk to get someone to think a certain way.
- Comic Strips: These are funny or exciting stories with drawings.
- Biographies: These tell about someone's life, like a story about a famous person.
- Instructions: These are like treasure maps, leading you step by step.

Who Will Read It?

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

Choosing the Right Key

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

Which Form?

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

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

Questions

Answer the questions below.

1) What do the terms below mean?

Audience

Purpose

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

Biography Book Covers

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

--	--

Activity: Power of Planning

Objective

What are we learning more about?

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

Instruction

How do we complete the activity?



Part 1: Writing Without Planning

Subject: My Favourite Game

Instructions:

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

Part 2: Writing With Brainstorming

Subject: My Favourite Dessert

Instructions:

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



Activity: Power of Planning

Part 1


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

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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



Dessert

PREVIEW

Sentence Beginnings

When we write, we can start our sentences in different ways to make our stories fun and interesting. Here's how:

- **Nouns:** Use a person, place, or thing. Example: "A dog barked loudly."
- **Adjectives:** Describe something. Example: "Green apples are the best."
- **Adverbs:** Tell us how, when, or where. Example: "Quickly, he ran to school."
- **Verbs:** Show an action. Example: "Jumping, the frog splashed into the pond."
- **Conjunctions:** Connect ideas. Example: "But she was still hungry."
- **Prepositional Phrases:** Give more information. Example: "Under the tree, a cat slept."



Write sentences using different nouns to start the sentence.

Butterflies	Goats	Trains	Maple Trees	Thunderstorms
Astronauts	Wolves	Boards	Bicycles	Steven

Sentence 2

Sentence 3

Sentence 4

Sentence Beginnings – Verbs and Adverbs

A **verb** is a word that shows an action or doing something. Like "run," "jump," or "think." An **adverb** is a word that describes how, when, or where the action happens. Like "quickly," "yesterday," or "outside."

- **Verb:** Jumping, the frog splashed into the pond.
- **Adverb:** Quickly, she opened her present.



Write _____ sentences using different verbs and adverbs to start the sentence.

Verbs	Running	Dancing	Whispering	Painting
Adverbs	Quickly	Happily	Yesterday	Bravely

Sentence 1 - Verb

Sentence 2 - Verb

Sentence 3 - Adverb

Sentence 4 - Adverb

Sentence Beginnings – Conjunctions

A **conjunction** is a word that joins things together. It can join words, phrases, or parts of sentences. Some common conjunctions are "if," "while" "after" "however" and "because." You can start a sentence with some conjunctions to make your writing more interesting.

Here are 3 examples:

- 1) Although it was cold, she decided to go for a walk.
- 2) Unless it rains, we'll go to the beach tomorrow.
- 3) Since you're here early, you can help me bake cookies.



Write sentences that begin with a conjunction

Although	Unless	Since	While	Whenever
Even though	For	After	Though	As long as

Sentence 2

Sentence 3

Sentence 4

Writing Descriptive Sentences

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

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

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



Directions

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

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

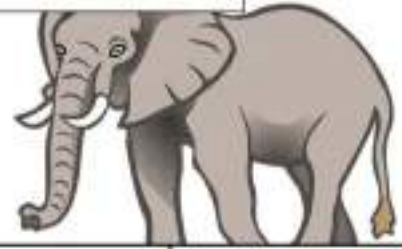
Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

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



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

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

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

For example, they might come up with:

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

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

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

Revision – Run-On Sentences

A **run-on sentence** is a sentence that is too long because it has too many ideas without the right breaks or connections. It's like when you keep talking without stopping. To fix a run-on sentence, we can make it into two sentences or use words like 'and' or 'but' to join the ideas properly.

Examples

- ☒ **Run-On:** "The sun was shining I went to the park."
☒ **Fixed:** "The sun was shining, so I went to the park."
☒ **Run-On:** "She loves to read she has a lot of books."
☒ **Fixed:** "She loves to read. She has a lot of books."



Edit Fix the run-on sentences by adding a conjunction or by making two sentences

1) He ran fast he won the race.
2) It was hot outside we decided to stay inside.
3) She likes apples she doesn't like bananas.
4) The dog barked the mailman ran away.
5) I was tired I stayed up late.

Conjunctions
And
Because
So
Or
But
Yet
Yet

Think

Is the sentence a run-on or not?

1) The cat slept peacefully in the warm sunlight.	Yes	No
2) It was raining we played board games inside.	Yes	No
3) She loves painting, especially with bright colours.	Yes	No
4) He loves soccer his sister prefers basketball.	Yes	No
5) After school, they went to the library.	Yes	No
6) I have a goldfish it swims in a big tank.	Yes	No

Revision – Run-On Sentences

And	But	So	Because	Then
Yet	However	Therefore	While	Or

Think

Where will you put the conjunction? Which conjunction will you choose?

	Run-On Sentence
Ex	I like to swim so I go to the pool every day.
1	She has a cat it is very friendly.
2	It was raining we stayed indoors and read books.
3	He was hungry he ate an apple.
4	The sun set the stars came out.
5	She was late for school it wasn't a big deal.
6	They played soccer it was fun.
7	He found a coin he bought a candy.
8	We went camping we only stayed one night.
9	She could paint a picture she could ride her bike.

Revision - Avoiding Repetition

Repetition in writing means using the same words or ideas too many times. It can make your writing boring. To avoid it, try using different words or changing the sentence a bit.

☒ **Example of Repetition:** She was happy. She was joyful. She was glad.

☒ **Without Repetition:** She was happy, joyful, and glad.



☒ **Example of Repetition:** The pizza was good. It was good because the cheese was good.

☒ **Without Repetition:** The pizza was delicious, especially because of the tasty cheese.

Revision: Rewrite the sentence by avoiding repetition

1

I was sad. I became sad because I lost my pencil. It was a sad day.

2

The clown was funny. The clown made funny jokes.

3

The cake was sweet. The icing was sweet. The cake was yummy.

4

The ride was good. The ride spun me around. Everyone enjoyed the good ride.

Writing Fluency

Writing fluently means your words flow nicely like a river. It's easy to read and sounds like talking to a friend. For good writing fluency, you need:

- **Full Sentences:** They have a who (like 'the cat') and a doing part (like 'runs fast').
- **Connective Words:** Words like 'and', 'because', 'then', which link your ideas together.
- **Details:** Give more information to make your sentences interesting.
- **Different Beginnings:** Don't start every sentence the same way.
- **Rhythm:** Your writing should have a beat that's nice to hear when read aloud.

Revise the paragraphs below using writing fluency. Read aloud, make it can be ready fluently.



The cat sat. On the floor. It is very sleepy in the morning. The sun is up. It is bright. Birds are outside. The day is a busy morning.

A boy had a bike. It is red. His name is Sam. He rides fast. No helmet on his head. He stops at the park. Friends are there. They play tag. It is time to go home soon.

Personal Voice in Writing

Your Writing Voice

Having a personal voice in writing is like having a special sound in your words, just like your speaking voice! It's how you sound when you write. Imagine you're chatting with a buddy, and then you scribble it down—that's your writing voice.

How Do I Sound on Paper

If you turned in a class assignment without your name, would your teacher know who wrote it? What if you used your writing voice! So how are our voices different?

- The **words** you use. Do you use fun words or easy ones?
- Your **sentences**. Some are long, some are short. Which ones do you like?
- The **feelings** in your writing. Are you happy, sad, or maybe funny?
- The **punctuation** we use, like using lots of exclamation marks.

Your Voice Can Wear Costumes!

You can sound different in different writings!
In a journal, you might write like you're chatting with a teddy bear. For school, you might use careful words to sound smart.

Voice Examples:

- ✓ Friendly: "Hey! Let's chat about fun frog facts!"
- ✓ Serious: "Frogs are super important in nature."
- ✓ Funny: "Ever seen a frog? They're the jumpiest green buddies!"



Personal Voice in Writing

True or False

Is the statement true or false?

1) Voice is how you sound when writing.	True	False
2) A journal sounds like a teddy chat.	True	False
3) "Frogs are important" is a funny voice.	True	False
4) You sound the same in all writing.	True	False
5) Writing about feelings.	True	False

Practice

Choose one of the writing prompts below. Write about this writing prompt using different voices – silly and serious.

Favourite subject

Favourite sport

Favourite game

Favourite place

Serious

Exploring the Structure of Paragraphs

What's Inside a Paragraph?

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

The Start: Topic Sentences

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



Details, Details, Details!

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

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

Wrapping It Up: Closing Sentences

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

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

Exploring the Structure of Paragraphs

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

Some stars group together and form shapes. We love to hear up stories about these star patterns, like the Big Dipper or Orion. It's a great way to end a day. Looking up at the twinkling stars is a perfect way to end a day. It's a great way to look at the stars.

Hooks

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

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

Your Version

Writing Engaging Topic Sentences

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



Hooks

Write a sentence below using the different strategies.

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

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

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

a) Chocolate chip cookies are the best treat!

b) Cookies have chocolate chips in them.

c) Cookies are baked in an oven.

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

a) Winter has many holidays like Christmas.

b) Winter has cold weather and snow.

c) Each snowflake is special and different.

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

a) Lots of wild animals live in Africa.

b) Elephants are the same height as giraffes.

c) Elephants are amazing animals with cool parts.

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

a) Playing soccer means learning skills and teamwork.

b) Many games, like baseball, need a ball.

c) Kids play soccer more in the summer.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

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

What's Inside?

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

Check These Out:

✓ Main Idea: "I love ice cream."

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

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

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

Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

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

How to Build Great Paragraphs:

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



Crafting Perfect Paragraphs

Supporting Details

Write 2 supporting details about the topic sentences below.

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

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

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

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

Supporting Details

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

Think about why we love summer:

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

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

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

1) What is your dream car?

Dream Car

Write the 2 ideas you can pull from your brainstorming.

1)

2)

Transition Words - Supporting Details

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

Think

I can choose a good transition word for the supporting details.

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

Ending With A Bang: Conclusion Sentences

What's a Conclusion Sentence?

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

Why Do We Need Conclusion Sentences?

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



How to Write a Good Conclusion Sentence

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

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

Conclusion Sentence Examples:

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

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

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

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

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

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

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

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

Think

Which conclusion sentence you think is best.

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

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

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

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

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

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

Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

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

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

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

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

Success Criteria - Analyzing Paragraphs

Analyze

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

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



1)

2)

3)

4)

5)

6)

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

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

Edit

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

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

Edit

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

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

Name: _____

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Curriculum Connection
W3.1, W3.2

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Formal Versus Informal Letters

Formal Letters: For Serious Talks

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

How to Write:

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



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

How to Write:

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

Email Letter Writing: Modern Communication

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

Parts of an Email:

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



Formal Versus Informal Letters

True or False

Is the statement true or false?

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

Think

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

Dear Mrs. Smith,

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

Thank you,
Alyssa

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

Hi Max,

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

Talk to you,

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

Subject: Great Story

Dear Mr. Lee,

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

Best wishes,
Evan

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

Subject: New Math Game

Hey Riley,

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

See you!
Mia

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

Purpose and Audience of Letters

Think

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

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

Think

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

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

Informal Email Writing

Write

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

Audience	Purposes
Teammates	Telling them how well they played
Subject	

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: Super News!

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

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

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

Jumping with joy,

Mia

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

Subject: Rained-Out Picnic

Hi Carlos,

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

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

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

Sighing,

Ella

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

Subject: Unexpected Discovery!

Hey Sam,

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

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

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

In total shock,

Lily

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

Success Criteria – Informal Emails

Analyze

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

Subject: My New Treehouse

Hi Luke,

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

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

See you at school,

Mia

1)

2)

3)

4)

5)

6)

7)

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

1) Who will be the audience for your informal email?

2) What will be the purpose of your email?

3) Brainstorm anything that comes to mind when you think of this purpose. What things could you write about to this audience?

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

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

Edit

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

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

Rubric – Informal Email

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

Teacher Comments

Mark

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

Analyzing Formal Letters

Analyze

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

Willow Grove Elementary
32 Forest
Toronto, ON M1B4

Dear _____,

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

Warmly,

Lucas Mitchell

Author's Voice

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

Hi Mrs. Morrison,

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

Bye for now,

Oliver Jackson

Author's Voice

Name: _____

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Curriculum Connection
W3.1, W3.2

Formal Letter Writing

Write

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

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

Activity – Improving Sentences

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

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

Examples

Before:

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



Directions

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

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

Sentence

Directions

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

Boring Sentence: They ate.	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

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

Sentence

Narrative Writing - Setting

Describe

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



See

Feel

Hear

Taste

Smell

Use your notes above to write a paragraph form.

Analyze

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

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

See

Feel

Hear

Taste

Smell

Narrative Writing - Characters

Making characters in a story is like making up new play buddies! Here's how you can make them fun for everyone who reads your story:

- 1) Give Them Names and Looks: Pick a name and tell us how they look. Do they have short hair? Sparkly eyes? Maybe they wear colourful shoes?
- 2) Add Personality: Tell us if they love pizza or don't like broccoli. Are they always giggling, a bit shy, super brave, or sometimes a tiny bit grumpy?
- 3) Add a Trait or Talent: Think about something cool they can do. Can they dance? Draw? Maybe they're amazing at drawing or can whistle super loud.

Practice _____ two characters for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

4) What special trait or talent does your character have?

Practice

Describe the other character for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

4) What special trait or talent does your character have?

Practice

Write a paragraph that introduces one of your characters, or both.

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her red coat. Her curiosity is endless, and she's not afraid to ask questions. One day, while exploring an old, abandoned house, she found a hidden room filled with antique items, turning her into a collector of something extraordinary.

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

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

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Making a Story Step-by-Step

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



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

Practice

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

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

Idea	
Character	
Beginning	
Middle	
End	

Creative Writing – Narrative Practice

Practice

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

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

Using Quotations in Narratives

Quotations: When Characters Speak!

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

“ ”

How to Use

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

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

Example: "He loves cars."

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

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

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

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

- Quotations for Speaking: Use quotations for words spoken.

Example: "I want ice cream."

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

Example:

Mom said, "It's bedtime."

"Five more minutes?" I replied.

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

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



Using Quotations in Narratives

Quotation Detective!

Fix the mistakes below.

Original	"I'm hungry said Tom."
Edited	

Original	houted, "where is my ball
Edited	

Original	"Can we go to the park? asked Amy?"
Edited	

Original	"dogs are really fun
Edited	

Original	she said, "I love ice cream
Edited	

Original	"Can we go to the park? asked Tom.
Edited	

Original	My dog barked, "Woof woof
Edited	

Original	"is it lunchtime yet," asked Sally.
Edited	

Analyzing a Short Story - Quotations

The Missing Teddy

Katie and Jack had a fun day at the park. As they packed up to go home, "Oh no! I can't find Mr. Snuggles!", exclaimed Katie.

Seeing her distress, Jack said,
"Don't worry. I'll look everywhere."

Their search began with Jack asking other kids,
"Have you seen Mr. Snuggles?"

Unfortunately, no one had seen him. In a cardboard box, Jack cheered, "Look what I found!" as he held up the missing teddy.

Katie, with a big smile, said, "Thanks for finding my teddy and brother, I'm grateful for their shared moment."



Questions

Answer the questions below.

1) Can you find 4 words that show who is talking in the story?

2) Write an example of when the speaker tag was before the quote.

3) Write an example of when the speaker tag was after the quote.

4) If there's an "!" after what someone says, do we start the next word with a capital letter?

Writing Speaker Tags

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

Fill in the _____

Use a different speaker tag for the quotations below.

1) "I can't be late for dinner," _____ Mom.

2) Sally _____ "I think I see a rabbit."

3) "Can you help me _____ home?" _____ Mike _____.

4) "I wish it would stop raining," _____ Tim.

5) "You're it!" _____ Emily _____ her friend.

6) Lucy _____, "I'll be there in _____ minutes."

7) "Watch out for that puddle!" _____ Mr. _____.

8) "This is the best ice cream ever," Peter _____.

9) "Do you think it will snow tomorrow?" _____ Sam.

10) "I don't want to go to bed," _____ Lily.

11) "We won the game!" _____ the whole team.

12) "Please pass the salt," _____ Grandpa.

13) Tom _____, "I have finished my painting."

Writing Using Quotations

Practice

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







Writing Using Quotations

Practice

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

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

Activity: Story Swap Revision Party

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

Activity: Story Swap Revision Party

Feedback

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

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

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

3) What is your favorite part of the story?

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

1)

2)

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

1)

2)

Understanding Persuasive Writing

What is Persuasive Writing?

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

When Do We Use It?

We use persuasive writing in many places:

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



What Makes Persuasive Writing Good?

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

Understanding Persuasive Writing

True or False

Is the statement true or false?

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

Ad Poster

Choose your favourite toy or snack. Write a catchy slogan to persuade someone to want it too.

Slogan:

Persuasive Writing - Opinions

Opinion What is your opinion of the topics below? Explain why with 3 reasons each.

	Topic	Opinion
1)	Are bicycles better than scooters?	
Reason 1		
Reason 2		
Reason 3		

2)	Is it better to read books or watch TV?	
Reason 1		
Reason 2		
Reason 3		

3)	Are zoos good for animals?	
Reason 1		
Reason 2		
Reason 3		

Is It Persuasive?

Instructions

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



Topic: Winter is the best season.

Snow is pretty.

I like wearing boots.

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

Topic: Dogs are better than cats.

Dogs wag their tails.

Some dogs can bark.

Dogs can be trained to help with disabilities.

Topic: Reading is more fun than watching TV.

Reading improves vocabulary and brain function.

Books don't need batteries.

I like turning pages in a book.

Topic: Biking is better than walking.

Bikes have shiny parts.

I like ringing the bike bell.

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

Topic: Summer is the best time of the year.

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

Ice cream tastes best in the heat.

I like wearing sunglasses.

Is It Persuasive?

Instructions

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



Topic: Pencils are better than pens.

Pencils don't smear or leak like some pens can.

I think pencils feel nice on paper.

Why is it more persuasive than the others?

Topic: Morning is the best time of day.

I like hearing birds chirp.

Morning is when our energy and concentration are often at their peak.

Why is it more persuasive than the others?

Topic: Board games are more fun than video games.

Board games can be played even when there's no electricity.

I like rolling dice.

Why is it more persuasive than the others?

Persuasive Writing - Research

Research in persuasive writing is like going on a treasure hunt. Pretend you want to show your pals that chocolate ice cream is number one. You need to find out why chocolate is yummier or loved more than other ice creams.



To find your "treasure," you can read books, chat with friends who like chocolate ice cream, or taste a bunch of flavours to compare. Once you have these yummy facts, you can tell others to make your point even better.

If you only have facts, it's like saying "because I said so." And that's not always enough. If your friend says, "You're right!" But with your ice cream facts, you can say, "Chocolate ice cream is the best!"

Research

Fill in the blanks below to learn more about the topics.

Topic	Which province in Canada is the best?
1) Before you look for answers, think about what you like. Write it down. If you don't know, ask your friends what they think and listen to them to help you decide.	
2) Now, find out why the place you picked is the best. You can look up facts to the questions below.	
Sports Teams In The Province	
Average Temperature	
Average Snowfall	
Average Rainfall	

Persuasive Writing - Research

Research

Fill in the table below to learn more about the topics.

Major rivers, oceans, lakes	
Amusement parks	
Places	
Number of Hospitals	
Population	
1) What fun things did you find out about your place is the best?	
2) Ask your friends and teacher why they like the place you picked as they said.	
1)	
2)	
3)	

Assignment – Advertising a New Invention

Students, in this assignment, you will create an advertisement for an invention that you will dream up. The focus of this activity is to learn how to use persuasive techniques to convince others that your invention is amazing and a must-have!

Planning

Fill in the graphic organizer below.

1) Brains: Come up with some creative and helpful products you'd like to invent. Here are some examples:

- A pencil sharpener that sharpens itself
- A robot that helps with homework
- A self-mending shirt

2) Which invention will you choose?

3) What is the name of your product?

4) What problem does it fix, or how does it make things easier?

Planning

Fill in the graphic organizer below.

5) Who would want to use this product? This will be your audience.

6) What are the convincing reasons someone should buy it?

7) How will you describe your product, so it sounds great? You could use these strategies: celebrity endorsement, free prize, say the price is only 100 left), offer a sale – buy one get one free, describe the must-have features.

Poster

Plan your poster below

8) Draw a rough copy of your poster below. Add these things:

- A picture of the invention
- 3 reasons why someone should buy it (short sentences – not much text)
- Selling strategy: sale, buy one get one free, celebrity, limited supply, etc.

PREVIEW

Rubric – Invention Assignment

Criteria	1 Point	2 Points	3 Points	4 Points
How Persuasive Is The Poster?	Not convincing	A bit convincing	Mostly convincing	Super convincing
Visual Appeal	Hard to see/understand	Some clear pictures	Bright and clear pictures	Very eye-catching and clear
Special Deal	Weak special deal	Okay special deal	Good special deal	Creative special deal
Quality Of Persuasive Reasons	Weak reasons	Some reasons	Good reasons	Excellent, strong reasons
Organization/Spacing	Too cluttered	Organized with some space	Organized with some space	Very neat and spaced out

Teacher Comments

Mark

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

Informational Reports: Non-Fiction

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

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



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

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

Writing a Report – Butterflies

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Facts

Organize the facts below.

Butterflies start as tiny eggs laid on plants.

By visiting different plants, butterflies help make new food.

Butterflies taste things using their feet!

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

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

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

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

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

Butterflies help flowers grow by spreading pollen.

Writing a Report – Butterflies

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Writing a Report – Butterflies

PREVIEW

How To Research Well

Finding Information: Let's Begin!

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

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

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

When using Google, make sure you have clear questions.

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

The Importance of Trustworthy Sources

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

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

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

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



Think

Is the search good or bad?

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

Questions

Answer the questions

1) Why is it important to use trustworthy sources?

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

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

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

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source – Name of Website You Found the Information
1) What planet is known as the "Red Planet"?		
2) What is the largest ocean on Earth?		
3) What gas do we breathe out in daylight?		
4) Which big cat is recognized as the king of the jungle?		
5) What is the hardest natural substance?		
6) What is the largest mammal in the world?		
7) Which planet has a ring around it?		
8) Who is the superhero known as the "Man of Steel"?		
9) Which bird is known for its beautiful tail and dance?		
10) What do you call a baby kangaroo?		

Research Activity - Questioning

Think

For each of the topics, write 2 questions you want to know the answers to. Then look up answers to these questions.

Topic 1: Outer Space – Ex. How many planets are there?

	Questions	Answers
1		
2		

Topic 2: Dinosaurs – Ex. What time did they live?

	Questions	Answers
1		
2		

Topic 3: Animals – Ex. Which mammal has the largest population?

	Questions	Answers
1		
2		

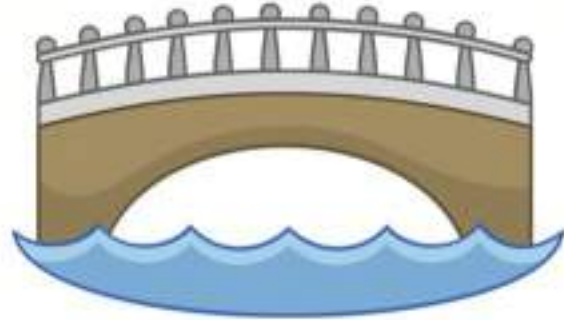
Reordering a Report – Strong Bridges

Index

Foundations: Paragraph 5

Materials: Paragraph 2

Shapes and Designs: Paragraph 1



Shapes and Designs

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

Materials Matter

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

Conclusion

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

Introduction

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

Solid Foundations

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

True or False

Is the statement true or false?

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

Ordering _____ Order the headings in the report.

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

Heading Title	Why Does It Go There?

Report Writing – Introductions

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

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



Analyze

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

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

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

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

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

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

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

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

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

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

Report Writing – Introductions

Write

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

Topic: Why kids need to go to school.

Start with a fun fact or question?	Give a hint of what you'll talk about.	
Tell the main idea?	Keep it short and interesting!	

Topic: How pets help humans.

Start with a fun fact or question?	Give a hint of what you'll talk about.	
Tell the main idea?	Keep it short and interesting!	

Report Writing – Conclusions

Finishing your story with a strong ending is like tying a ribbon on a gift. A great ending should:

- **Summarize Points:** Remind readers of the main ideas.
- **Connect to Start:** Link to your story's first thoughts.
- **Call to action:** Ask readers to try a related activity.
- **Interesting ending:** Leave with a fun fact or question.



Analyze: Read the conclusions below and use a checkmark if it meets the criteria.

We explored the world of underwater animals. Fish and whales are so interesting! How about visiting an aquarium to see them? What underwater creature do you want to learn more about?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Cats are mysterious creatures. Rainbows appear after storms. Mystery creatures and pets both surprise us.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We found out many fun facts about dinosaurs. Think about the huge T-Rex! Share some of these facts with your friends to showoff what you now know! What other dinosaur facts do you want to learn more about?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Report Writing – Conclusion

Write

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

Topic: Kids need computers to learn.

Topic: Kids need computers to learn.			
<div>PREVIEW</div>			
Summarize the main points		Call to action	
Connect to the introduction		End with something interesting	

Topic: Canada is the best country.

Topic: Canada is the best country.			
<div>PREVIEW</div>			
Summarize the main points		Call to action	
Connect to the introduction		End with something interesting	

What is a Haiku?

What is a Haiku?

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

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

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



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

Write

Finish the Haiku poems below.

Topic: Sunny Day	
Line 1	Blue sky, no clouds in sight,
Line 2	Sunshine warms the playground,
Line 3	

Topic: Rainy Morning	
Line 1	Raindrops tap the roof,
Line 2	Open my umbrella up,
Line 3	

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

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

What is Rhyme?

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

Steps to Write a Rhyming Poem

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

Example of AABB Rhyme Scheme:

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



Tools for Finding Rhymes

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

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write

Finish the poem below using the rhyming words.

AABB Poems

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

AABB Poems

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

ABAB Poem

The moon so white, in the night,
Glowing, its full face,
Giving off soft, gentle light.

ABAB Poem

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

What is a Limerick Poem?

What is a Limerick Poem?

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

How a Limerick Goes

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

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



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

**Write**

Finish the Limerick poems below.

Topic: Silly Cat

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

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Hungry Hen

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

Topic: Ball

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

Topic: The Funny Fish

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

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

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

2) Which topic will you write your poem about?

3) What words come to mind when you think of the topic? When you think of a word, write down rhyming words that go with it.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4	Rhyme 5

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 4

Line 5

5) Illustrate your poem below.

6) Try rewriting your limerick in cursive writing.

Line 1

Line 2

Line 3

Line 4

Line 5

Writing A Limerick Poem

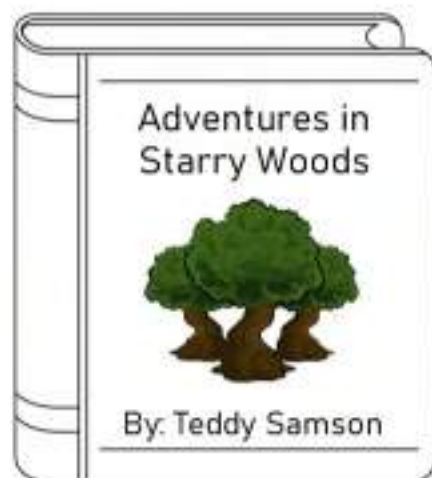
PREVIEW



Analyzing a Book Review

Title and Author: "Adventures in Starry Woods" by Teddy Samson

Introduction: Hey there! I just finished an awesome book called "Adventures in Starry Woods." It's full of magic, mystery, and fun!



Summary: In this story, a girl named Mia discovers a magical forest. Her home, Starry Woods, is a place where trees can talk and wear glasses! Mia becomes friends with a wise owl named Sam. Together, they go on an adventure to save the forest from a bad wizard using a magical star. They meet other forest animals, face challenges, and find happiness in the end.

Your Thoughts: I loved reading about Mia and Sam's adventure. The story had lots of twists and turns that kept me guessing. The illustrations were so pretty, with glittery stars and cute animals. Some parts were super funny, like when the owl kept losing his glasses. Other parts were touching, showing how friends stick together.

Rating: ☆☆☆☆

This book gets 4 stars from me! It was entertaining and heartwarming. I think anyone who likes magical stories will enjoy it. Plus, who doesn't like a forest full of friendly animals?



Analyzing a Book Review

Describe

After reading the book review, explain if it met the criteria below.
Write an example of how the book review meets the criteria below.

1) Does it have a catchy introduction that grabs attention? Explain.

2) Includes the title of the book

Yes

No

3) Includes the author's name

Yes

No

4) Does it give an example of something surprising?

Yes

No

5) Did they share personal thoughts about the book? Give an example.

6) Does it talk about what was liked and disliked?

7) Does it use interesting words that are fun to read? Give some examples.

8) Does it end with a rating? Write it down.

9) Who does it say would enjoy the book?

Practicing Reviews – Lucy's Magic Bracelet

Reviews

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

Short Story - Lucy's Magic Bracelet

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

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

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

Favourite

Least
Favourite

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

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

4) What are your thoughts on the book? Fill in the table below.

Favourite
PartLeast
Favourite
Part

PREVIEW

Planning

Fill in the graphic organizer to write a book review.

5) **Rating:** How many stars out of 5 do you want to give the book? Explain why – is there a different similar book that might be better?

6) Who would like this book? Who would you recommend it? Who might not like this book?

7) Draw a picture to go along with your book review.

PREVIEW

Name: _____

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W3.1, W3.2

MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

Edit

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

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tells the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

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Is interesting and informative	

Rubric – Book Review

Category	4 Points	3 Points	2 Points	1 Point
Title and Author's Name	Clearly states title and author	Mentions title and author	Missing either title or author	Missing both title and author
Grabs Reader's Attention	Engaging start, hooks reader	Starts with some interest	Lacks a catchy start	No effort to engage reader
Summary	Detailed and clear summary	Adequate summary of the book	Incomplete or unclear summary	No summary given
Rating	Clear rating (e.g., 5 stars)	Gives a rating	Unclear rating	No rating provided
Recommendation	Strong recommendation with reason	Recommends the book	Mentions recommendation, but unclear	No recommendation
Has Voice	Unique, personal voice shines	Some personal voice shown	Little personal voice	No voice or personality shown

Teacher Comments

Mark

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

All About Comic Strips

**Examine**

Read the comic and answer

- 1) How many speech bubbles are there?
- 2) How many thought bubbles are there?
- 3) In the 2nd frame, what expression does the duck's face show?
- 4) Explain the joke.

- 5) What sound effects were used in this comic?

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

The Adventure of Storytelling Structure

Building a Story: Start to Finish

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

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



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

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

Activity: My Magical Trip Story!

Objective

What are we learning more about?

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



Instructions

How do we complete this activity?

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

Activity: My Magical Trip Story!

Plan

Answer the questions below with your group.

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

Storyboard:

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

Name: _____

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PREVIEW

Name: _____

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Curriculum Connection
W3.2

PREVIEW

Onomatopoeia in Comic Strips

What is Onomatopoeia?

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

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



Instructions Choose an onomatopoeia and draw them below.

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

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below.



Writing Comic Strips

Instructions

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

Panel 1:

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



Panel 2:

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

Panel 3:

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

PREVIEW

Biography – Leonardo da Vinci

Leonardo da Vinci: The Man Who Studied How Things Slide

Introduction

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

Early Life

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

Achievements

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

Later Life

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

Legacy

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

Timeline

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

Index

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



Biography – Leonardo da Vinci

Questions

Answer the questions below.

1) Who was the biography about?

2) Write 3 _____ from the biography.

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

The Mona Lisa

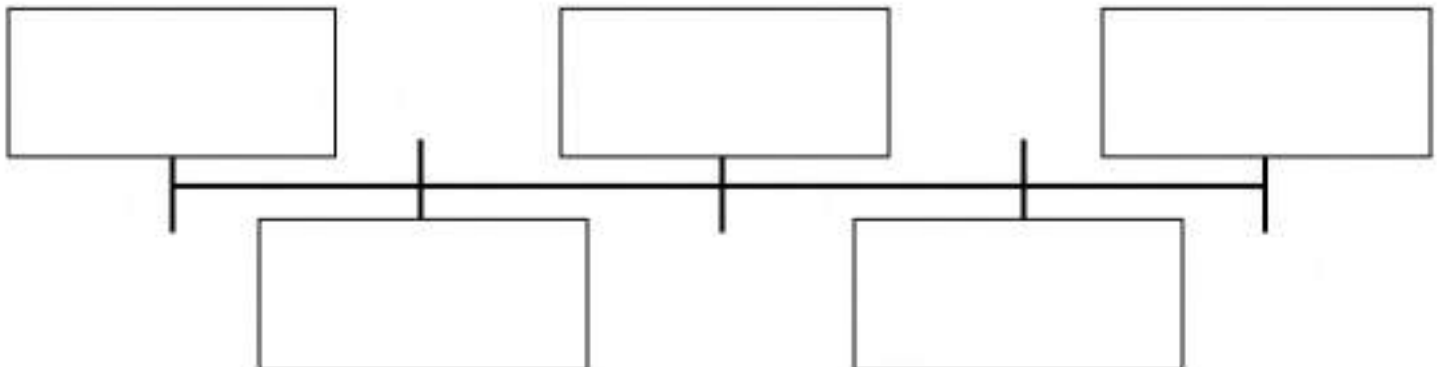
Friction

When he was born

4) How do we know Leonardo studied friction?

Timeline

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



Researching Skills - Plagiarism

What is Plagiarism?

Plagiarism is like copying someone's homework. It means using someone's words or ideas without saying they made them up first. It's not fair, and it's not allowed in school.

Instead of copying, it is better to paraphrase. Paraphrasing means you read or hear the text, and write what you learn in your own words.



Practice: Paraphrase the passages below by writing them in your own words

Example: Magnets have a special power to pull things or push them away. They can make some things stick to them!

Magnets can push or pull things like paper clips because they have a special power.

Friction is what stops things from sliding over. It's like an invisible hand holding things back.

Buildings and bridges need to be sturdy and strong. Good designs help them stand tall.

Plants need sunlight, water, and soil to grow big and healthy. They make their own food using the sun!

Success Criteria – Biography

Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 5 criteria that makes a good biography.

Nellie McClung: A Voice for Change

Introduction:

Nellie McClung was an important woman in Canada. She helped women get the right to vote.

Early Life:

Nellie was born in 1869 in Ontario. When she was young, she loved to read and think about a world where everyone was equal.

Achievements:

Nellie did many things. She was a teacher and a writer. But the biggest thing she did was fight for women's rights. She wanted women to have the same choices as men. She and her friends worked very hard. They went to leaders and showed everyone why women should vote. And it worked! In 1916, women in Manitoba were allowed to vote because of her.

Later Life and Legacy:

Nellie kept working for what was right. She moved to Alberta and became a leader there. She wrote books too. When she died in 1951, people remembered her as a hero. Today, Canada has places named after her to remember the good she did.



1)	
2)	
3)	
4)	
5)	

Assignment – Biography

Plan

Choose someone famous and learn more about them and their life.

1) Who will you write your biography about?

2) Early Life: Answer the questions below.

What was their name?

Where were they born?

How many people were in their family?

3) Achievements: Write some of their achievements and did they do that made them famous?

Name: _____

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4) Later Life and Legacy: Answer the questions below.

Are they still alive? If not, what year did they pass away?

Where did they live when they died? Or where do they live now?

What will they be remembered for?

Rough Draft: Write paragraphs for the headings below using the research you found.

Early Life – Where were they born and their family life.

Achievements – What did they do that was important?

Later Life and Legacy – What happened when they got older?

Persuasive Writing Activities

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

A

a

B

b

C

c

D

d

E

e

PREVIEW

Cursive Writing Activities

Practice

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

I am a happy student.

The cat sat on the mat.

We love our big house.

My mom cooks yummy food.

Birds sing in the trees.

Cursive Writing Activities

Practice

Trace the cursive stories below.

In a small Canadian town, the
maples turned brilliant hues of red
and gold. Each leaf told a tale of time.

After the first snow, Emily built a
snowman. To her surprise, it winked!
An adventure was about to begin.

Beneath the northern lights, Bern the
beaver worked tirelessly. By dawn, a
magnificent dam stood proud and
tall.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject at school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW



Google Slides Lessons Preview





Alberta 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.

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, Aya."	
"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 2 – Action!

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

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?



Alberta Language Curriculum

Reading Comprehension – Grade 3

Making Inferences from a Letter ★★★★★

Read the sentences. Drag and drop stars to rate each sentence: ★★★★★ = Perfect inference (matches the letter best) and ★ = Weak inference (doesn't fit well)

Sentence	★★★★★
1) Clara enjoys working outdoors and is excited to see the plants grow.	★★★★★
2) Clara is a hard worker.	★★★★★
3) Clara hates gardening and doesn't plan to visit the garden again.	★★★★★
4) Clara's favourite fruit is strawberries.	★★★★★
5) Clara is a vegetarian (she doesn't eat meat).	★★★★★

From The River's Gift

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

Principle Bank

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

Sequence an Easy Story

Number the story events from one to four.

1 2 3 4

 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.
---	---	---	--



Alberta Language Curriculum

Reading Comprehension – Grade 3

Persuasive Writing – Thinking Critically

Read each sentence. Decide if it is a Strong Reason or a Weak Reason. Put the sentences in the right group.

Strong Reason

Weak Reason

Persuade Me!

- We should recycle more because it keeps our planet clean.
- We should have extra recess because learning is boring.
- We should eat vegetables because they make us strong and healthy.
- We should bring pets to school because they are cute.
- We should ride bikes to school because it reduces pollution.
- We should get free ice cream every day because I like ice cream.
- We should read more books because they improve our knowledge.
- We should paint our desks because bright colours are fun.

Adult or Kid Voice

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

"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!"	

Hyperbole or Not?

Show if there is a hyperbole. Show if there is none.

That video game was the hardest thing in the entire universe!	<input type="checkbox"/>
The play was good, but the music was too loud for me.	<input type="checkbox"/>
The cartoon show was okay, but it was shorter than I hoped.	<input type="checkbox"/>
The book was interesting and taught me some new facts.	<input type="checkbox"/>
The roller coaster was so scary, I thought my heart would jump out!	<input type="checkbox"/>
The story was calm and peaceful, just like a quiet day.	<input type="checkbox"/>
The popcorn at the theatre was so tasty, I could eat a mountain of it!	<input type="checkbox"/>



Workbook Preview



Grade 3 – Language

Text Forms and Structures



Organizing Idea	Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.
Guiding Question	How can text organization enhance meaning?
Learning Outcome	Students relate the form and structure of texts to the communication of ideas and information.

	Skills and Procedures	Pages
TS3.1	Examine the purpose of a variety of texts. Explain personal preferences for texts that provide enjoyment. Differentiate between fiction and non-fiction texts according to content. Examine the form of a variety of fiction and non-fiction texts.	10 – 13, 39 – 46, 51 – 52, 57 – 58, 82 – 83, 92 – 93, 148 – 150, 165 – 179
TS3.2		88, 92 – 105, 127, 165 – 179
TS3.3	Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place. Examine fictional text structures that contribute to organization, clarity, or personal engagement. Examine circular plot structures found in fictional texts. Examine elements within a variety of fictional texts. Examine major characters in fictional texts. Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot. Investigate the narrator's contribution to a text.	12 – 13, 18 – 21, 24 – 29, 53 – 56, 59 – 67, 89 – 90, 163 – 164
TS3.4	Compare and contrast ways that non-fiction texts can be organized. Investigate linear and cyclical sequencing in a variety of nonfiction texts.	74 – 79, 106 – 109, 111 – 125
TS3.5	Investigate words or phrases applied creatively in poetry. Examine poetic structures that contribute to creative expression of ideas. Experiment with creating haikus and limericks.	127 – 146

**Preview of 130 pages from
this product that contains
280 pages total.**

Grade 3 – Language Comprehension



Organizing Idea	Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.
Guiding Question	How can the development of skills and strategies support comprehension of text?
Learning Outcome	Students analyze text and make connections to personal experiences to support meaning.

	Strategies and Procedures	Pages
C3.1	Independently demonstrate comprehension of texts that vary in length and complexity.	14 – 15, 20 – 21, 31 – 37, 39 – 43, 47, 66 – 73, 82 – 83, 89 – 90, 92 – 93, 106 – 109, 116 – 121, 141 – 146, 157 – 159, 171 – 175
C3.2	Make connections between text and personal feelings, experiences, or background knowledge. Make connections between various texts. Make connections between texts and ideas that relate to present, or future world events.	14 – 19, 28 – 29, 31 – 37, 59 – 65, 94 – 95, 111 – 112, 122 – 125, 161 – 162, 168 – 170, 176, 178 – 179, 182 – 183
C3.3	Make predictions using background knowledge and information within a text. Identify information from texts that supports predictions. Modify predictions based on new or additional information. Reflect on predictions to confirm or change understandings.	14 – 15, 24 – 25, 31 – 37, 181
C3.4	Make inferences by combining background knowledge with information that is not explicitly stated within a text. Identify connections between the actions, feelings, or motives of a character and evidence in text.	14 – 15, 20 – 23, 26 – 27, 31 – 37, 44 – 46, 48 – 49, 84 – 88, 103 – 105, 122 – 123, 155 – 156, 166, 182 – 183, 186 – 187
C3.5	Determine the most important information in a text. Order significant information from a text in a logical sequence. Share important information from a text in a logical order using own words.	57 – 58, 74 – 79, 96 – 102, 111 – 115, 124 – 125, 127 – 140, 165 – 170, 182 – 185, 188 – 190
C3.6	Examine the location in texts where reading comprehension becomes challenging. Identify self-monitoring skills that are personally effective in supporting reading comprehension.	14 – 15

Block 1:

Introduction to Text Forms and Reading Comprehension Strategies

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to 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 occasions. 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 with a greeting and closing.
- 4) **Poems:** Use beautiful words to express our feelings, often with rhythm.
- 5) **Persuasive Writing:** Tries to convince the reader of 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 answers to 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

Match a line from the genre to the book title

	Book Title
Mystery	Eat Your Vegetables! They're Good For You!
Science Fiction	You Are Here: So Is Your First Star
Persuasive Texts	Space Camp
Realistic Fiction	Discovering Dinosaurs: All About Them
Historical Fiction	The Unsolvable Case – Where Did the Mummies 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

Understanding Reading Comprehension

Understanding Reading

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

Why Reading Matters

- Learn More: You learn new things and facts.
- Speak Better: It helps how you talk and understand others.
- Imagine More: It's like you can fly by taking you to new places in your mind.



How to Get Better at Reading

A) Before You Start Reading

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

B) While You Are Reading

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

C) After You've Finished Reading

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

Understanding Reading Comprehension

True or False

Is the statement true or false?

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

Question

What is reading comprehension and why is it important?

Matching

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

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

Making Connections

Making Connections

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

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

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

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



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

1) Emily found a man in her grandmother's attic.

Text-to-Self In the book, kids find a magical world.

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

Text-to-World I Found photos of 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.

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 was water. "Plants need water," Mrs. Smith explained. "Just like you get thirsty, plants do too," she added. The kids were eager to water the plants in their pots, but they realized they didn't have any water on their desks.



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



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



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

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

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

Realistic Fiction – Making Connections

Pre-Reading

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

While

As you read, stop and make connections to your life

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

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

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

Visualizing

Draw what you were picturing while you were reading.

Non-Fiction: Report – Questioning

Understanding Gravity

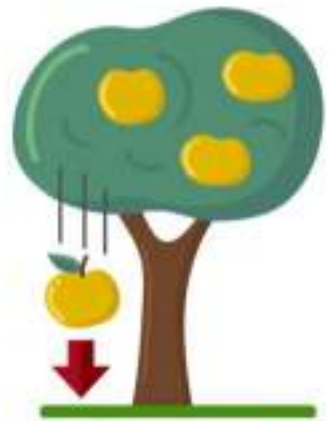
Gravity is a special force that pulls things toward the Earth. Imagine you are sitting below an apple tree and suddenly an apple falls down. That's gravity at work!

Why Things Fall

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

- People
- Cars
- Trees

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



Gravity and the Moon

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

Flying and Floating

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

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

Non-Fiction: Report – Questioning**Pre-Reading**

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

While Reading

As you read, write down questions you have.

1)	
2)	
3)	

Visualizing

Draw what you were picturing while you were reading.

What is an Inference?

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

Example

New Information Penguins stand close to keep their eggs warm.

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



Infer

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

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

How is the cat feeling?

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

What will Billy be doing today?

3) Bob took an umbrella to school today.

What is the weather like?

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

What is Hannah up to?

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

What time of year is it?

What is an Inference?

Infer

Make 2 inferences about the sentences below.

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

2) Mike is carrying a toolbox and a wrench.

3) Emily packed a suitcase and grabbed her passport.

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

PREVIEW

Historical Fiction – Predicting

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

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

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

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

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

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

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

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



Non-Fiction: Letter Writing – Visualizing

Edmonton, Alberta

Canada

September 12, 2023



Dear Alex,

Hi from Alberta! It's a big province in Canada, and I wanted to tell you about some of our cool places.

Edmonton is the capital. It has a huge mall called West Edmonton Mall, and it's really fun.

Calgary is famous for the Calgary Stampede. It's a big rodeo, and people come from all over to see it.

Red Deer is right in the middle of Alberta. It's not too far from Calgary. It has lots of parks to play in.

We also have Lethbridge with its high bridge and Medicine Hat, which has a giant teepee!

I hope you can come to visit one day. I'd love to show you all these cool places!

Warm wishes,

Jamie

Pre-Reading

What text form is it – letter, report, story, advertisement? How do you know? List 2 reasons.

While Reading

Draw different pictures of what you are visualizing while reading

--	--

After Reading

An inference is a thought you reach from reading a text. It's based on the information you find but isn't directly stated. Make an inference below.

Who do you think Alex is?

Where do you think Jamie would take Alex first?

Realistic Fiction – Making Connections

Lucy's Lemonade Mystery

Once upon a time in a small town, there was a big mystery. Everyone in town loved the lemonade from Lucy's Lemonade Stand because it was the sweetest around. But one morning, Lucy found that her secret sugar stash had disappeared!



Lucy asked her best friend Max to help solve the mystery. "We need to find my sugar before the big contest this afternoon," Lucy said.

Max had an idea. "Let's go!" Max searched around the stand and found a trail of sugar on the ground.

They followed the sugar trail all the way to the park. There they saw a squirrel with a tiny bag, and guess what? It was full of sugar!

Max said, "I think our little friend here likes sugar as much as we do!"

Lucy laughed, "Well, we can't be mad at a squirrel." She decided to make a small bowl of lemonade just for the squirrel.

From that day on, Lucy made sure to close her sugar jars tightly. And the squirrel? Well, he became the lemonade stand's tiny mascot, always watching from a tree, sipping his special lemonade.



And they all lived happily ever after, with the sweetest lemonade and the happiest squirrel in town.

Questions

Answer the questions below

1) What genre is this text – Fiction or Non-Fiction? How do you know?

2) Which genre is this? **Options:** Realistic Fiction, Historical Fiction, Mystery, Science Fiction, Fantasy, Biography? How do you know?

3) What clues were given to the reader?

Visualizing

Draw what you were picturing while you were



PREVIEW

**INDEPENDENT
READING
ACTIVITIES**

Independent Reading - Responses

Day 3

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What do you already know about this book – Look at the titles, pictures.

_____During Reading: Make a prediction while you are reading.

_____After Reading: Did your prediction come true? Explain below.

_____**Day 4**

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: Purpose of reading – why are you reading the text?

_____During Reading: Visualizing – draw a picture of something you visualized in your head.After Reading: Make an inference from something you read in the book.

Independent Reading - Responses

Day 7

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Visual	Draw a picture of something you visualized. Explain the picture.

Day 8

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Questioning – Write 3 questions about the text. One before reading, one during, one after.	
Before	
During	
After	

Independent Reading - Responses

Day 9

Fill in the organizer below.

Name of Book	
Author	
Making Connections – Of what does the book remind you?	
Text-to-Text	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize – What was the main idea of the book? What were the supporting details?	

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 the main 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 the scariest?	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?	About the main character felt 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?

Independent Reading BINGO - Non-Fiction

BINGO

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

B	I	N	G	O
Draw a picture of the main topic or subject of the book.	Where did the events or topics in the book take place?	Give the book a star rating and explain why with two reasons.	Who is an important person mentioned in the book? Write 3 facts about them.	Find a new fact you learned and explain why it's interesting.
Write three facts you learned at the beginning of the book.	What is the most interesting fact you learned?	What is the most interesting fact you learned?	What made you curious to learn more when reading the book?	What was the main problem or issue discussed in the book?
Explain what the book is about in one sentence.	Draw a picture of something you found interesting in the book.	Free Space	What did you read and about what?	How did the book explain the solution to the problem or issue?
Write a funny or interesting fact from the book.	Find a word that's new to you and write down what it means.	Was the information presented in a way that was easy to understand? Why or why not?	What was your favourite fact or part of the book?	What new learning about this topic might help people.
Write 3 trivia questions you could ask someone based on facts from the book.	Tell a friend about the book in two sentences.	Write about a picture, chart, or graph in the book and why it's important.	Describe how the book helped you understand the topic better.	If you could ask the author a question, what would it be?

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 how you practice for a big game. Every spelling word and math question makes you better. The more you practice, the better you'll play in your life game.

Sometimes you'll find it tough and want to give up. But every great hockey player had to be tough and keep trying and learning to reach your goals.

Good luck with your learning!

Coach Mike



Inferences

What conclusions can you make from the letter?

1) What personality traits do you think coach Mike has – calm, brave, wise, leader, energetic, funny, wise, happy, friendly, sincere, loving, etc. List at least 5.

2) What can you infer about Coach Mike's view on giving up?

Letter Writing – Inferences

Dear Aunt Sally,

I hope you are well. Life on the farm is busy. The rainy season just stopped. Now we have good soil to plant crops. Dad is planting corn and beans with the farm workers. Mom is using a hose to water the plants.



Mom keeps a basket of fruit. She uses whole wheat and sometimes puts in raisins to make it yummy. Dad takes her to the town market in baskets. People trade things like bread for corn or cotton.



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

I started school again. We use good pencils. Being good at reading and writing is important, they say.

I have to go now. I'm helping dad plant some beans today. Please say hi to Uncle Joe. Take care.

Love,
Ethan

Letter Writing – Inferences

Inferences

Make inferences from the sentences below.

"The rainy season just stopped. Now we have good soil to plant crops."

"Mom is baking bread. She uses whole wheat and sometimes puts in raisins to make it yummy."

"People are cutting big wood pieces for the fire by."

Visualizing

Draw what you were picturing while you were reading.



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 the **setting**. This part sets the stage for everything else to happen and gives us a hint of what's coming next.

Middle: The Big Adventure

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

End: Wrapping It Up

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

True or False

Is the statement true or false?

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

Question

Answer the questions below.

1) What are the three parts in narrative writing?

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

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

Think

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

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
TS3.2, TS3.3

Beginning

Answer the questions below

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

2) Describe and draw the setting of the story.

Middle

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

Ending

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

Story Writing – Myths

What's a Myth?

A myth is a make-believe story from long ago that tries to explain things in nature. It's not proven by science, but it sure is fun to imagine!

Solara and Luna – Day and Night

In the ancient times when the earth was still whispering its secrets, there was a village that never saw the night. The sun, named Solara, loved the village so much that it stayed in the sky all day and night. The villagers were proud, but the plants and animals grew tired, longing for the cool touch of the moon.

Among the villagers was a boy named Tiko, who had eyes as wide as the horizon and hair that shimmered like gold. He wondered why the night never came and where the moon had gone. He decided to find the answers. He ventured into the deepest part of the forest where the oldest trees nodded their heads and the wind sang soft songs.

In the heart of the forest, Tiko found Luna, a small, silver figure hiding behind a curtain of woven shadows. "Why do you hide?" Tiko asked. Luna's soft voice echoed, "Solara's glow is too bright, and I cannot share my cool silver light with the village." Tiko thought for a moment and had an idea. He asked the wind to carry a message to Solara.

He told Solara about the sleepy plants and the tired animals. He spoke of the beauty of balance, of restful nights and bright days. Solara listened and saw the wisdom in Tiko's words. So, she agreed to share the sky. Solara would paint the sky with gold during the day, and Luna would weave silver threads of light at night.

The village rejoiced at the return of the cool, soothing night. The plants and animals thrived, and Tiko became a guardian of the balance between day and night. The villagers would often tell the tale of how a boy with earth in his hair brought the night back, reminding them of the beauty in rest and the wisdom of balance.



Questions

Answer the questions below

1) What is a myth?

2) Are myths fiction or non-fiction? How do you know?

3) What is the lesson in this myth?

Matching

Match the character traits to the character.

Solara

Luna

Tiko

☐ Curious, brave, helpful.☐ Warm, strong, caring.☐ Gentle, mysterious, wise.**Visualize**

Draw what you were picturing while you read.

What is Indigenous Storywork?

What Is Indigenous Storywork?

Storytelling from Indigenous People is a special way to tell stories. It comes from First Nations, Metis, and Inuit communities. It's not just a story. It also teaches us good lessons and helps keep old ways alive.

The Seven Principles of Indigenous Storywork

Indigenous Storywork has seven big ideas that are taught in traditional stories.

- Respect: Being kind to everyone.
- Responsibility: Doing what you should.
- Reciprocity: Giving to others and getting help.
- Reverence: Treating things as very special.
- Holism: Understanding the whole story, not just parts.
- Interrelatedness: Knowing how everything is connected.
- Synergy: Working together to make things better.



Why Is This Good?

This type of storytelling helps us be better people. It teaches us to be kind to the earth, animals, and others. It's also a fun way to learn!

How Do We Learn It?

We can listen to stories from these communities. Sometimes we hear them at special events or family times. Or we can read them in books or learn them in school.

What is Indigenous Storywork?

True or False

Is the statement true or false?

1) Indigenous Storywork has five main ideas.	True	False
2) The stories are only told in schools.	True	False
3) Storytelling helps keep old traditions alive.	True	False
4) The stories don't teach about kindness to animals.	True	False
5) Indigenous Storywork comes from only First Nations people.	True	False

Questions

Answer the questions below.

1) Reread paragraph 1 and write what Indigenous Storytelling is.

2) What 7 principles are taught in Indigenous storywork?

Summarize

What is the main idea of the report and the important details?

The Tale of Wise Owl and Eager Beaver

The Tale of Wise Owl and Eager Beaver

A long time ago, in a big forest with tall trees, Wise Owl and Eager Beaver lived. They were friends but different. Wise Owl liked to think. Eager Beaver liked to build.

One day Eager Beaver said, "Let's make a really big dam!"

Wise Owl sat up in a tree and said, "Building is fun, but let's not forget about our friends."



Eager Beaver was so happy, he didn't listen. He began to cut down trees.

Soon, other animals saw the dam. Little Frog couldn't reach his pond. Mama Deer's kids couldn't find grass to eat. They asked Wise Owl what to do.

Wise Owl said, "We need to show Respect and Responsibility. Like the old sayings say. We have to take care of our home and friends."

Then, Wise Owl flew down to Eager Beaver. "Your dam is big, but it's making trouble. Can you fix it for everyone?"

Eager Beaver felt sorry. "I went too far," he said.

So, Eager Beaver changed his dam. He made it smaller and added little streams for Little Frog and Mama Deer. Now, the forest was happy again.



The End

Questions

Answer the questions below.

1) What characters were in the story? Describe their personalities.

2) Why are stories like this told by elders to the younger kids in Indigenous communities?

3) **Make a Connection** Stories often teach us lessons we can use in our lives. Since we don't know how this story relates to what humans are doing?

Storywork Traits

Match how these indigenous storywork traits relate to the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how individual actions affect the whole community

Interrelatedness

Taking care of the forest home

Narrator's Point of View

Narrator's point of view means who is telling the story. There are two main kinds:

- **First-Person:** A character in the story tells it. They say "I" and "we."

Example: "I see a rainbow."



- **Third-Person:** Someone outside the story tells it. They say "he," "she," or "they."

Example: "He sees a rainbow."

Instructions: Read the sentences and decide which point of view is being used.

1) We went to the park and had a picnic.	First	Third
2) She danced across the stage.	First	Third
3) I baked cookies for the class.	First	Third
4) She painted with bright, fun colors.	First	Third
5) I found my lost, favourite toy.		Third
6) We cheered when our team won.	First	Third
7) Benny shot the puck, and it went in! Goal!	First	Third
8) He read the book all night.	First	Third

Book Hunt

Look in your classroom for books written in different points of view.

Name of Book	Point of View

The Strange Key – Different Points of View

First-Person

Hi! I'm Mia. One day, after school, I found a shiny, mysterious key in my backpack. I didn't remember putting it there. I thought, "Where did this come from?" Curious, I decided to search around my schoolyard to see if it opened something special.

I tried to open doors and boxes but had no luck. Just as I was about to give up, I found an old 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 the school grounds, searching for its match.

The sun cast long shadows as Mia tried every lock she could find. Just when hope seemed lost, her eyes landed on a chest sitting under an old oak tree. The key slid into the lock smoothly. With a creak, the lid lifted to reveal a treasure of books, toys, and games.

Mia's heart raced with joy. She knew she had a magical story to share, and she couldn't wait to tell her friends about her adventure the next day.

Questions

Answer the questions below.

1) Which story did you enjoy the most: first-person or third-person? Explain your choice.

2) Summarize the sequence of events that happened in the story. Write 4 events in one sentence.

Personality Traits

Describe Mia's personality in 2 words – brave, honest, hardworking, bold, adventurous, generous, reliable, etc. Explain your choice.

Simile

A **simile** is a way to describe something by comparing it to something else, using the words "like" or "as." It helps make our writing more interesting and helps people get a better picture of things. For example:

- The moon is like a big, round ball of cheese.
- Her smile is as bright as the sun.
- The cat roared like a lion.
- The ice was as cold as ice.



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

Once upon a time, Sally had a garden that was as colourful as a rainbow. She loved her flowers, which smelled as sweet as candy. One day, a butterfly as graceful as a ballerina flew into her garden. Sally's heart was as light as a feather watching it flutter around.

Soon, clouds as fluffy as cotton balls covered the sky. Sally knew rain was coming. "Oh no, my new seeds!" she thought. They need water, but not too much, or they would drown. Sally ran as fast as a cheetah to get a bucket to cover the seeds.

Raindrops fell as softly as whispers from the sky. The plants drank up the rain. After it stopped, the sun came out as bright as a diamond. Sally's garden had made a new friend—the butterfly stayed!

The end of this tale leaves everyone as happy as a clam, especially Sally and her fluttery friend.

Scavenger Hunt

Find books that have examples of similes.

Book Name	Example – Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

Matching

Match the sentence in Column A with the sentence in Column B that shows a simile.



Column A	Column B
As busy as	a feather
As light as	honey
As brave as	a racecar
As fast as	a bee
As sweet as	a lion



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 purr of the cat was as soft as a whisper, like a secret just for me.



Think Read the passage 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 stalls, everything at the 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. The food stalls were full of

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.

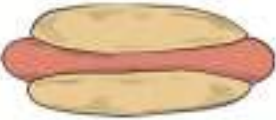


Scavenger Hunt

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
	
	
	

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 special one as big as the sky, rolled away and he chased it for kilometers. "I ran as fast as 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, checking every leaf and stone, saying, "I've looked in a thousand places!" even though it was like ten.

When he found the marble nestled in the grass, Arjun shouted loudly, "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.		No
2. My backpack is heavy with all my books.		No
3. The playground is as big as an ocean.		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

Sequencing the Plot of a Story

A) Emma saw something in the dirt. It was a rock shaped like a heart! Her heart felt happy as she brushed off the dirt around it.

B) Emma loved rocks. She read books about them, and she had many rocks in her room.

C) "Good job, Emma!" said Mr. Brown, her teacher. "Write it down." Emma wrote about her rock in her rock notebook.

D) Emma had a rock hunting kit with a small shovel and a notebook. She was in the after-school rock club. One day they came to a place where special rocks were found before.

E) Emma put the heart rock in her notebook. She wanted to show it to her class.

F) The next day, Emma and her friends showed the rock. "This is a special kind of rock," Mr. Robert said.

G) When Emma got off the bus, she looked at the ground. She felt excited but also a little worried. What if she found nothing? Then she saw the heart rock and felt happy.

H) Emma showed her rock to her club next week. Her friends were amazed. Emma was happy. She felt like a real rock hunter.



Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

Plot Sequence	

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: Identify the underlined part of the sentence the cause or effect?

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

Write

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

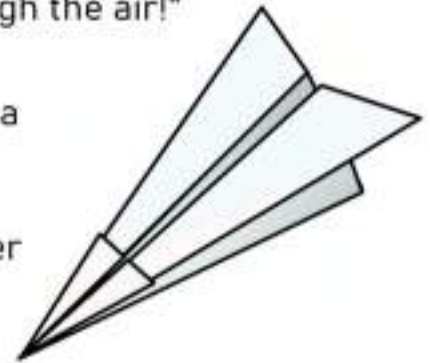
Cause	Effect
It started to snow,	
	so she learned something new.
She forgot her lunch	
	I took an umbrella.

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 big thought. She took some paper and started to make a plane.



Mayor Johnson heard about the new airplane. "This could make our town more fun!" He talked to Mr. Howard and asked, "Can you make a big paper airplane for the town festival?"

Lisa was having fun making planes when she used up the paper. "Oh no!" she cried. "I have to start over."

Her dad said yes to Mayor Johnson and got ready to make a big airplane. Lisa had to wait.

Finally, Lisa made a new plane. Her dad was done with the big airplane, too. They threw them into the sky, and it was perfect for Max's birthday.

People in the town loved the big paper airplane at the festival. Max loved his paper airplane show and hugged Lisa.

And so, the new paper airplane made everyone in the town happy and closer together.

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Finish the effects of the causes below.

Mr. Howard made a paper airplane,

Lisa ripped the paper,

The car ran out of gas,

2) Think of causes that go with the effects below.

so she has to start over.

so Lisa has to wait.

so everyone was happy.

Think

Write any causes you can think of from the story.

Visualizing

Draw what you were picturing while you were reading.

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 wild mop of hair and a spirit that could not be tamed. His best friend was a talking parrot named Pico. Pico was as colorful as a rainbow and full of riddles.



It was a normal day, with many people using 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 or leave 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 tangle. 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.

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 circulates. 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.



Block 4:

Persuasive Texts

Focus

- ✓ Vocabulary, grammar, and 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.

Inferences - Persuasive Writing Advertisement

Hey Kids, I'm Brian! Let's Talk About Super Cool Skateboards! 🛠️

Want a fun way to get around? Skateboards are the answer!



Why Skateboards Are Great:

- Fast: Go really fast, like a race car!
- Safety: With good pads and a helmet, you're good to go!
- Save Time: No walking anywhere. Zoom to your friend's house!
- Built to Last: These boards are strong! They can hold 400 pounds!

What People Say:

- ☒ 9 out of 10 kids think skateboarding is awesome!
- ☒ 8 out of 10 say it's easier than riding a bike!
- ☒ Everyone I asked said they'd tell their friends to try it!



Think of the Extra Playtime!

If you get to places faster, you have more time to play! More fun, right?

Smart Choice:

The cost of a skateboard is worth it. Think of all the time you'll save because why walk when you can skate? Try skateboarding and make your days more fun! 🛠️ ✨

Inferences

Make inferences based on the sentences below.

With knee pads and a helmet, you're good to go!

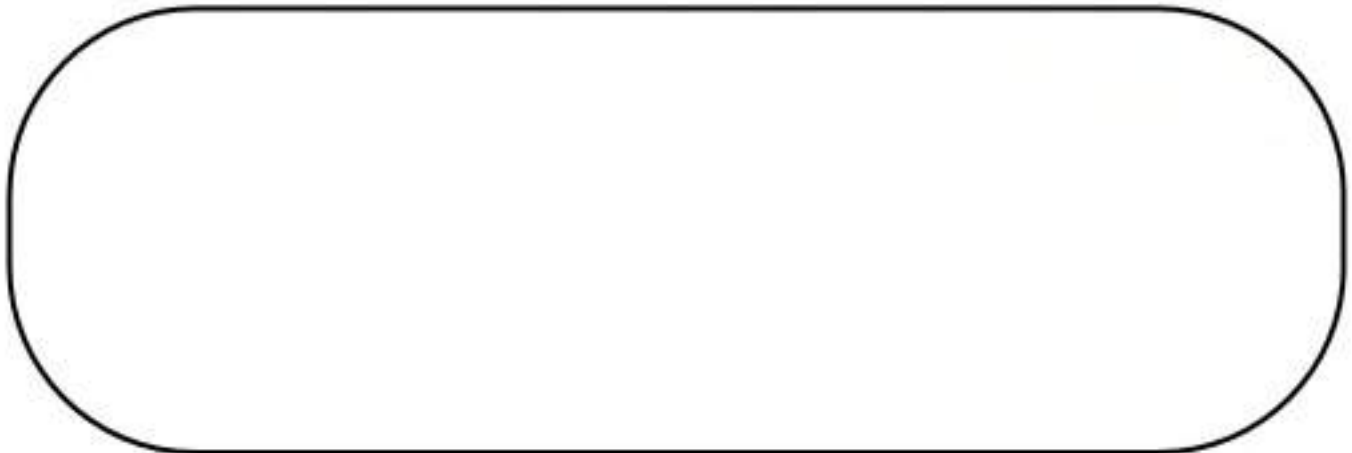
The cost of a skateboard is worth it. Think of all the time you'll save!

These skateboards are super strong. They can hold 400 pounds!

8 out of 10 say it's easier than riding a bike!

Draw

Design the bottom of a skateboard below.



Block 5: Informational Reports

PREVIEW

- ✓ Text features like headings, index, bold words and hyperlinks.
- ✓ Diversity, inclusion, and accessibility in texts
- ✓ 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 tool

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

- Headings: Big titles for a 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

Scavenger Hunt

Find a non-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.

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

Comprehension – Text Features in Reports

What is Soil?

Soil is like a soft blanket for the Earth. It's where plants grow, and it gives them what they need to stay healthy. Soil is very important for all living things.

What's in Soil?

Soil is a mixture of different things, such as, tiny rocks, minerals, old plant pieces, and a little bit of microbes.



Types of Soil

Sandy Soil

- Feels loose
- Dries out quickly
- Not good at holding water

Clay Soil

- Feels sticky
- Holds water very well
- Can be too wet for some plants

Loam Soil

- A mix of sand and clay
- Holds just the right amount of water
- Perfect for most plants

Silt Soil

- Feels smooth
- Good for water-loving plants
- Gets hard when dry



Different types of soil. Sandy, Clay, Loam, Silt soil (Right to Left)

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is a caption helpful to the reader?

Making Connections

Make connections to the text and to other texts.

Text-To-Self: What does the report remind you of?Text-To-World: What does the report remind you of that is happening around the world?Text-To-Text: What does the report remind you of about another text you have read?

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 the class 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 hear 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!

Comprehension – Text Features in Reports

Healthy Foods at Sunflower Elementary

Sunflower Elementary is a great school that wants every kid to be healthy and strong. This school gives kids chances to learn and eat in a good way. Let's find out how they do it!

Why Sunflower is Special

Sunflower Elementary makes all kids feel part of the school. One big goal is to make sure everyone eats healthy and feels good.



Tasty Snacks

The school has a snack bar with fruits and veggies for kids who get hungry. These snacks are yummy and healthy.

Learning About Food

Sunflower has fun tools like cooking classes and food blogs that help kids learn how to eat better.

Teachers Who Care

Teachers know about healthy foods. They help kids make good choices.

Fun Food Activities

Sunflower has cool activities, too! Here are some:

- Cooking teams where all kids can cook together
- Garden classes to learn about plants
- Food art projects that are fun and tasty

Thanks to Sunflower Elementary, kids know how a healthy school can be fun and good for them!

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

Summarize Define the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 3 supporting details that make the main idea stronger.

Draw

Draw a healthy breakfast, lunch, and dinner

Breakfast	Lunch	Dinner

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 backpack: books, lunch, pencils, zip up.	Linear	Cyclical
6) Building a snowman: snowballs, stack, add features.	Linear	Cyclical
7) Animal migration: leave, travel, 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**

--	--

Non-Fiction: Cyclical Sequencing

Introduction to the Water Cycle

The water cycle is a big journey that water takes to travel around our Earth. It's like a never-ending circle where water changes and moves from one place to another.

What is Cyclical Sequencing?

In this report, we are going to talk about the water cycle in steps that keep repeating. It's like a circle that goes around and round. This is called cyclical sequencing because it's like a cycle that doesn't have a start or an end.

Evaporation: Water Goes Up

First, the sun heats up water in rivers, lakes, and oceans. This makes the water turn into water vapor, or steam, and go up into the sky. It's like when water disappears from a puddle on a hot day.

Condensation: Making Clouds

Next, the water vapor in the sky gets cool and changes back into tiny water droplets. These droplets come together to form clouds. It's like when the mirror gets foggy during a hot shower.

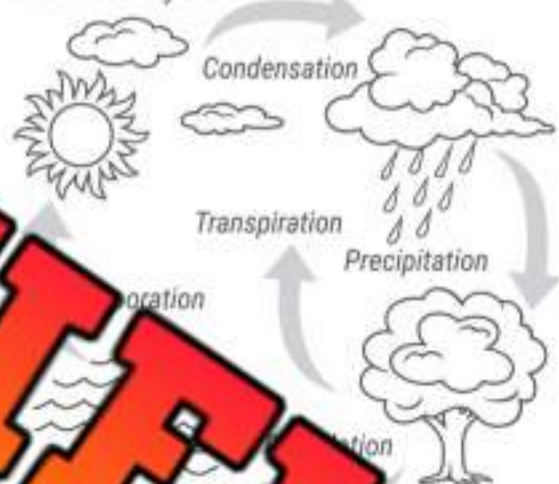
Precipitation: Water Comes Down

Then, when there are a lot of water droplets, they fall from the sky as rain or snow. This is called precipitation. Rain helps plants to grow and gives us water to drink.

Collection: Back to Rivers and Oceans

Finally, the water that falls to the ground goes back into rivers, lakes, and oceans. Some of it goes into the ground and helps plants grow. Then, it starts all over again with evaporation.

The water cycle



Draw

Draw your own diagram of the water cycle. Label the repeating steps.
Draw it in a circle.

PREVIEW

Questions

Answer the questions below.

1) Why is the water cycle an example of cyclical sequence?

2) How long has water been cycling?

Block 6: Procedural Writing

PREVIEW

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?
- ✓ 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:** Lists items you need but isn't always used.
- **Steps:** These are the 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 of the text.



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?

Have you ever 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.
	<ul style="list-style-type: none">- 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 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!

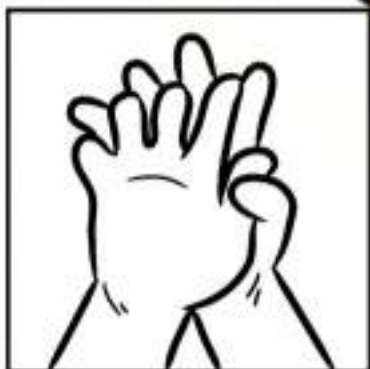
Graphics in Procedural Writing – Handwashing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

The pictures below are numbered, showing the steps to draw a house. On the back of this page, explain each step.

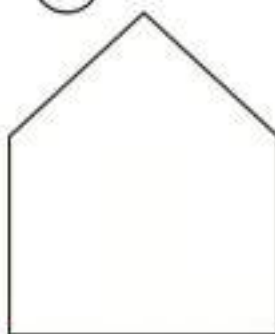
①



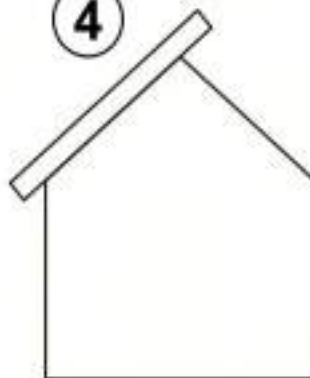
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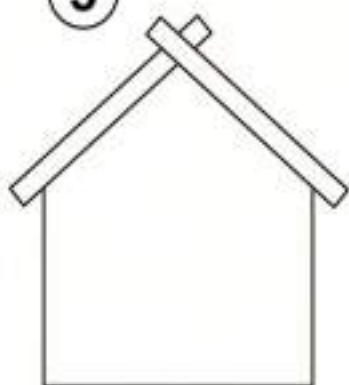
③



④



⑤



⑥



⑧



⑨



⑩



⑪



⑫



Label

Describe what to do at each step

Step	Instruction
1	Draw a rectangle
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

PREVIEW

Following Instructions – Drawing a Wigwam

Draw

Follow the procedural text below to draw a wigwam



Title	Drawing an Indigenous Wigwam: A Fun Art Adventure!
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional)
Introduction	<p>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!</p>
Step 1	Begin by drawing a large semi-circle on your paper. This will be the main body of the wigwam.
Step 2	At the bottom of your semi-circle, draw a straight line to close it off. Now it looks like a semi-oval.
Step 3	Draw a smaller rectangle in the bottom center of your semi-oval. This will be the entrance to the wigwam.
Step 4	On the wigwam, sketch curved lines radiating from the top to the bottom. These lines show the sticks and branches used to make the wigwam.
Step 5	Now, draw some patches here and there on the wigwam. These represent the birch bark or woven mats that covered the wigwam.
Step 6	Around your wigwam, you can draw things like trees, a campfire, or a small stream.
Step 7	Once your wigwam looks complete, grab your coloured pencils if you have them and colour your drawing. Maybe the wigwam is brown, and the grass around is green!
Finish	Show off your wigwam drawing to a friend or family. Let them know about the special homes many Indigenous nations in Canada used. Happy drawing!

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
T53.4, C3.2, C3.5

Before Reading

Make a Connection

Background knowledge – Read the title and look at the pictures. What do you know about this already?

Sum _____ Could you explain how to play to someone? Write 6 steps.

After Reading

Answer the question below

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

Block 7:

Poetry

Focus

- ✓ Literary devices in poetry – simile, imagery, and hyperbole.
- ✓ Reading Comprehension Strategies – visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Literary Devices Used in Poetry

What Is Poetry?

Poetry is a fun and special way to write. It uses words in a creative way to share feelings, stories, or ideas. It's not like regular writing, because it can have a special beat and might even rhyme at the end of lines. Just like painting or playing music, poetry is a way to be really creative.



Shakespeare

Cool Parts of Poetry

In poetry, there are special tools to make it fun and pretty to read or hear. Here are some tools you can use in your own writing:

- **Rhyme:** Words that sound the same at the end, like "bat" and "cat."
- **Alliteration:** Words that start with the same sound, like "Silly Sally."
- **Metaphor:** Saying one thing is another, like "He is as brave as a lion."
- **Simile:** Saying something is like another thing, such as "Her eyes are like stars."
- **Imagery:** Using descriptive language, so we can picture what is being said.
- **Assonance:** When words have the same sound in the middle, like "cat" and "bat."

How Poetry Uses These Tools

When you read a poem, these cool tools make it more fun and interesting. They help you understand the message better, too.

For example, **rhyme** makes a poem sound nice to your ears. **Assonance** helps make words stand out. **Metaphors** and **similes** create cool pictures in your mind, making the poem come to life.

Inferences

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "The sky is a blanket."

2) What do you think is meant by the simile, "Fast as a car."

Draw Draw a picture of the metaphors below. What are you picturing?

The sun is a golden coin in the sky.

Her smile is a blooming flower.

Match The Column

Draw a line from the literary device in Column A to its matching example in Column B.

Column A	Column B
Rhyme	Her eyes are shining stars.
Alliteration	Sweet as honey.
Metaphor	"Tiny Tim tiptoed."
Simile	"Dog" and "Fog"
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
TS3.5, C3.4

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.



Wind talk in the wind,
Voices from far away—
Two worlds to meet.

River's song now changed,
Smoke and metal changed the
Fish still make their jump.



Old tales from the past,
Quiet by new loud noises—
Still heard in the breeze.

Beaver and tall trees,
Swapped for small shiny trinkets—
What did we give up?



Inferences

When reading poetry, you often need to make inferences as a lot of the evidence is not clearly stated. Read the parts of the poems and explain what you think the author means.

1) "Two worlds start to meet"

2) "Old times with the past, Quiet by new loud noises"

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

Visualizing

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

Haiku 1

Haiku 2

Haiku 3

Acrostic Poems – Canada's Regions

Acrostic Poems – Canada's Regions

Canada is big with lots of different areas! One area is the "Prairies" with flat lands and farms. Another is the "Ottawa Valley," full of rivers and trees. Let's learn about these places using special "acrostic poems."

Acrostic Poems



Ottawa Valley

O - Ottawa Valley rivers flow
V - Valleys that in summer glow
T - Tall trees that seasons grow
A - Autumn leaves that brightly show
W - Winding roads that make hearts glow
A - Apples in orchards, ready to show
V - Valleys that in summer glow
A - Autumn leaves that brightly show
L - Lakes where we can row and row
L - Landscapes that make hearts glow
E - Every season brings new snow
Y - Yummy berries that we can stow

Prairies

P - Plenty of open sky
R - Rolling fields of wheat
A - Animals like cows and sheep
I - Infinite land to see
R - Railroads cross the plains
I - Interesting weather, rain or shine
E - Endless roads that intertwine
S - Sunsets that are really fine

Name: _____

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Curriculum Connection
TS3.5, C3.4

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,
Fished with a firm, steady hand.
In a cool igloo home,
He had a dog to roam,
Inuit is good at finding 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

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 helpful
Corn and wheat grow high and
Feeding folks like you and me.



The Nurse

Nurses care with hands so kind,
Helping sick folks' peace of mind.
Taking temps and giving care,
Nurses 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 fire,
Putting out fires, keeping us 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 reflect on the poem. The read-aloud can be found on YouTube.
- 2) Discussion: After the initial reading, open a discussion with the students about the 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?

Block 8:

Book Reviews

- ✓ 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:** Start with the book's title and the name of the person who wrote it.
- ☒ **Summary:** Talk a little about the story. Shhhh! 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

Question 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

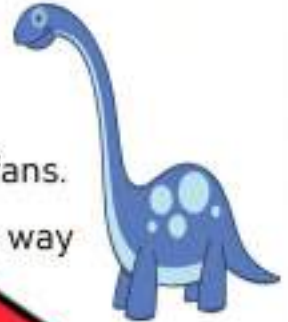
What is Bias in Reviews?

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 if you love dinosaurs are amazing, and this movie shows it. All characters are for 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?

Book Review: "Space Adventure" - Rating: 10/10

This is the best book because it's about outer space! All the characters are astronauts or aliens. If a book doesn't have space, it's not fun. I only read space books. If you don't like this book, you're nuts! Check it out, it's great!

1) Why is this a biased review? What is the author's bias? Give examples from the text.

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

Book Review: "The Lonely Fish" - Rating: 2/10

I don't like books about animals. Also, fish are boring. They just swim. This book didn't make me feel anything. If you like fun stuff like cars or weapons, don't read this. Plus, this is about a lonely fish and who wants to read about that! Gimme some action!

1) Why is this a biased review? What is the author's bias? Give examples from the text.

2) Should you believe everything the author writes about the book? 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 _____ tricks!

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

C) This movie was a bit cool and a bit not. The _____ about 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 the others were meh. Not my fave, but it was a good read.

LG: I found the book quite interesting and 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 serious 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 it!"

**Examine**

Read a new book and find examples of the literary devices used

Rate the book - 2/5 Stars

Reading "Jungle Journeys" was a fun adventure! It felt like a cool pool 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

Review Writing - Inferences

Title: "Awesome Days in Fairy Fay's Forest"

Introduction

Hey, reader! Do you love magic and fun? If so, "Fairy Fay's Forest" is like a treasure chest of wonder. If you like wands and cool creatures, you'll like this!

Summary

In the story, a boy named Max finds a big, shiny, and white magic feather. The feather helps him to meet with talking animals and funny fairies! He has to solve puzzles to help Fairy Fay and go back home.



Thoughts

Reading this book is like jumping into a huge, deep pool of fun. It is more fun than riding a roller coaster! The story is quick and keeps you wanting to read more. The writer uses fun words and things like rhymes to make it extra special. This book was the best thing I've ever done!

Rating

I give this book 5/5 stars. It's super duper cool! I didn't want to stop reading. All kids who like fun and magic should read it.



Examine Read the review below and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Simile

Imagery

Hyperbole

Match The Column

Draw a line from the statement in Column A to their matching inference in Column B.

Column A**Column B**

The forest with talking animals and funny fairies!

Max has to solve easy puzzles...

It is more fun than riding a roller coaster!

The writer uses fun words and things like rhymes...

Reading this book was the best thing I've ever done!

I give this book 5/5 stars.

☐ The book shows fun things and games.☐ The book has a title that sounds like a puzzle.☐ The person who wrote it loved the book a lot.☐ The forest is a fun place with magical friends.☐ The book is really, really good.☐ The book is super exciting!

Block 9:

Graphic Texts

PREVIEW

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

Types of Graphic Texts

What Are Graphic Texts?

Graphic texts are super fun! They use words and pictures to tell you something or share a story. You can find them in comic books, maps, and even easy science charts!

Types of Graphic Texts

Here are some kinds you might see:

- Comic Books: They use pictures and characters and speech bubbles.
- Infographics: They use pictures and a few words to tell you how something works, like how a seed turns into a plant.
- Maps: They show you places and how to go from one place to there.
- Timelines: They show what happened first, second, third, and so on.



Cool Parts of Graphic Texts

Graphic texts have special things that make them different:

- Titles: These are at the top and tell you what you're going to read.
- Pictures: You'll see these all over the text. They go with the words.
- Small Notes/Captions: These are under the pictures to tell you more.
- Speech Bubbles: In comics, these show what people are saying.
- Word Tags/Labels: These words tell you what parts of a picture are.



Prereading

Before reading, answer the questions below.

Re-read the title and headings and write what you already know about this subject.

Matching

Draw a line from the Term in Column A to its matching definition in Column B.

Column A	Column B
Timelines	<input type="checkbox"/> Word and text that tells a story or makes a joke.
Comic Books	<input type="checkbox"/> A new picture and a few words to explain how something is done.
Maps	<input type="checkbox"/> Show the location of places.
Infographics	<input type="checkbox"/> Show places and ways of getting from here to there.

Questions

Answer the questions below

1) When do you or your family use maps in your life?

2) Where do you see posters/infographics? How are they used?

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 Comics

Analyze

Read the comic and answer the questions.

Circle the text
features used:Speech
BubblesThought
Bubbles

Captions

Sound Effects

Panels/Frames

Facial
Expressions

1) Summarize the comic above. What happened?

2) Describe the joke.

Text Features in Infographics

Hi, kids! Infographics are cool pictures that tell you stuff in a simple way. They can show you about animals, recycling, or even your top game!

An infographic often has:

- Titles for the main idea.
- Pictures to show what it means.
- Labels to point to parts of the pictures.
- Short sentences to list facts.

Example: _____ infographic and answer the questions.

1) What is the title of the infographic?

2) What are the five stages of the plant life cycle?



3) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

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 red dot is for the capital, 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?

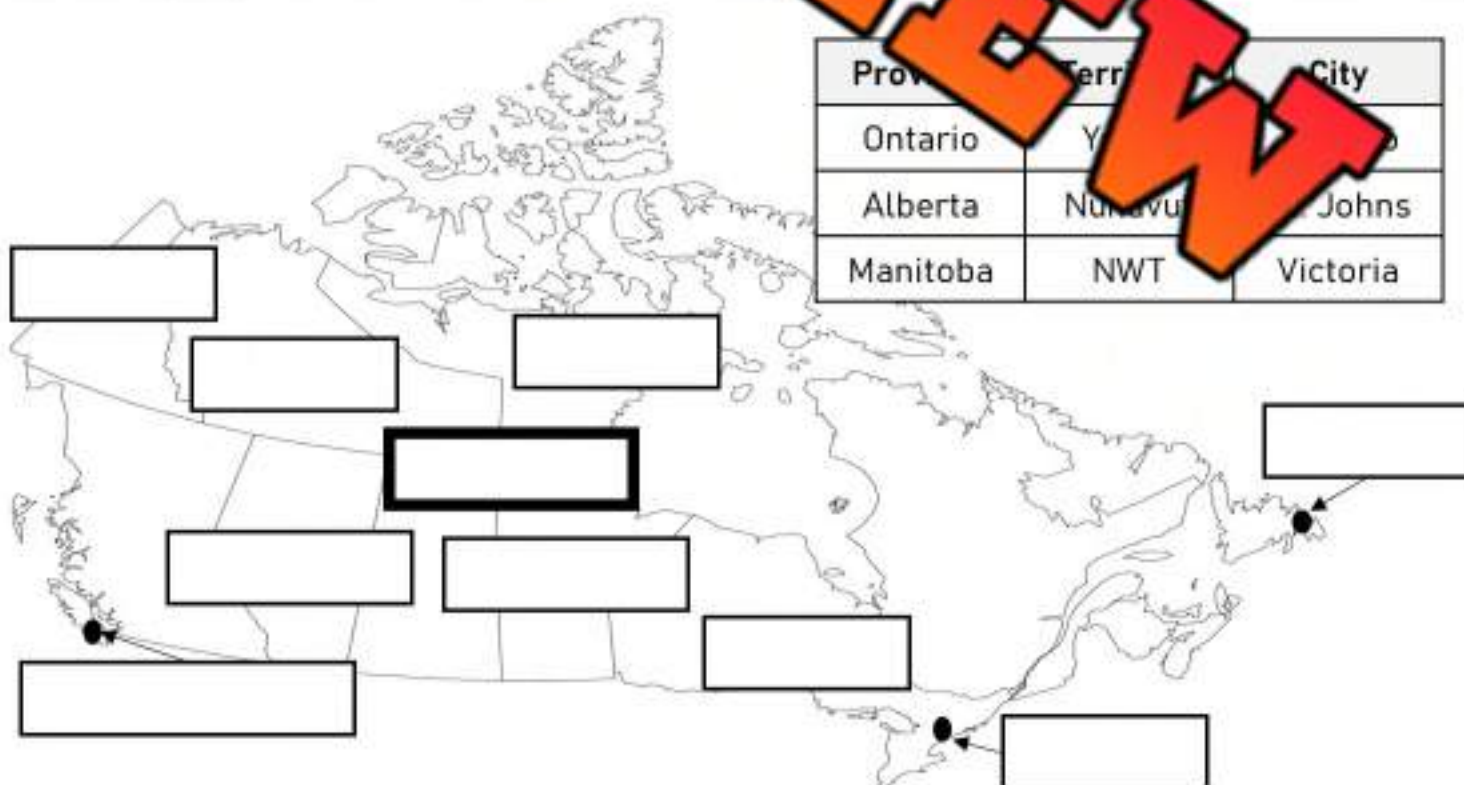
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

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

Think

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



Graphic Text - What's a Timeline?

What's a Timeline?

A timeline is like a ruler for time. It shows what happened first, next, and last. It can show events in history or even the major events in your life.

What's on a timeline?

- **Dates:** They show when things happened. You can use a year or a month.
- **Events:** Important things that happened. For example, "Moon Landing".
- **Lines:** A line connects all the events.
- **Arrows:** Some have arrows to show time's direction.
- **Pictures:** Some have pictures to help us understand.



1930s



1940s



1950s



1960s



1970s



1980s



1990s



2000s



2010s

Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) Draw arrows that go from the first TV to the next version, all the way to the 2010 TV.

3) How have TVs changed? Notice the size of the TV and the size of the screen.

4) The timeline is missing a title. Write a good title below.

Block 10: Biographies

PREVIEW

Focus

- ✓ Biographies about important individuals
- ✓ How images, graphics, and visual elements 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

What Are Biographies?

What is a Biography?

A **biography** is a book that tells you about someone's life. They are true stories, which makes them a non-fiction genre. It's like going on a time adventure to learn

about a person. You can read about famous people, heroes, or even everyday people who did amazing things!



What's Inside?

A biography has different parts to help you understand someone:

- **Intro:** A couple of pages at the beginning that quickly tell you who the person is.
- **Chapters:** They divide the story into sections. Each chapter talks about a different time in the person's life.
- **Pictures:** These show you what the person looked like or what they did.
- **Timeline:** A line with dates to show big events.
- **Glossary:** A list that explains hard words.
- **Index:** A list of topics that are in the biography.



Steve Jobs

Why These Parts Help

These parts are like helpful hints for reading the story. For example, captions are words under pictures that give us more info. If you see a bold word, it's special. You can find out what it means in the glossary at the back.

Question

Why are biographies an example of a non-fiction text?

**Making
Connections**What does this remind you? Have you read a biography before?
Who would you want to learn more about?

Matching

Draw a line from the sentence in Column A to its matching definition in Column B.

Column A	Column B
Intro	<input type="checkbox"/> A list that explains hard words.
Chapters	<input type="checkbox"/> A part that quickly tells you who the person is.
Timelines	<input type="checkbox"/> Divides the story into sections.
Pictures	<input type="checkbox"/> These show you what the person looked like or what they did.
Glossary	<input type="checkbox"/> A line with dates to show big events.

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.

Before Reading

Before reading, answer the questions below.

Background knowledge – Read the title, headings, bold words, and look at the picture. What do you know about these topics already?

During Reading – What pictures were you picturing while you were reading. Explain the pictures.

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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After Reading

Answer the questions below.

Summarize the text – Who was Newton and what is his legacy?

Biography – Thomas Edison

Thomas Edison: The Inventor of the Light Bulb

Thomas Edison's Early Years

Thomas Edison was born in the United States on February 11, 1847. His family wasn't rich, but they were very supportive. Young Thomas was curious and loved to ask questions. He even started doing little science experiments when he was just a kid.

Big Idea

Edison is best known for inventing the light bulb.

He did this in a special building called a lab.

Edison tried many times before he got it right.

His light bulb helped people see in the dark without using candles or oil lamps.



Thomas Edison with his light bulb invention.

He also invented the **phonograph**, which lets people hear music and voices. His **inventions** changed the way people lived.

Legacy – How Edison Changed Our Lives

Edison kept inventing things for his whole life. He made lots of stuff we still use today. He died on October 18th, 1931. Even though he passed away, his ideas make our lives better.

Glossary

- Light Bulb: A thing that gives off light.
- Lab: A place to do science experiments.
- Inventor: Someone who makes new things.
- Phonograph: A machine that plays sounds.

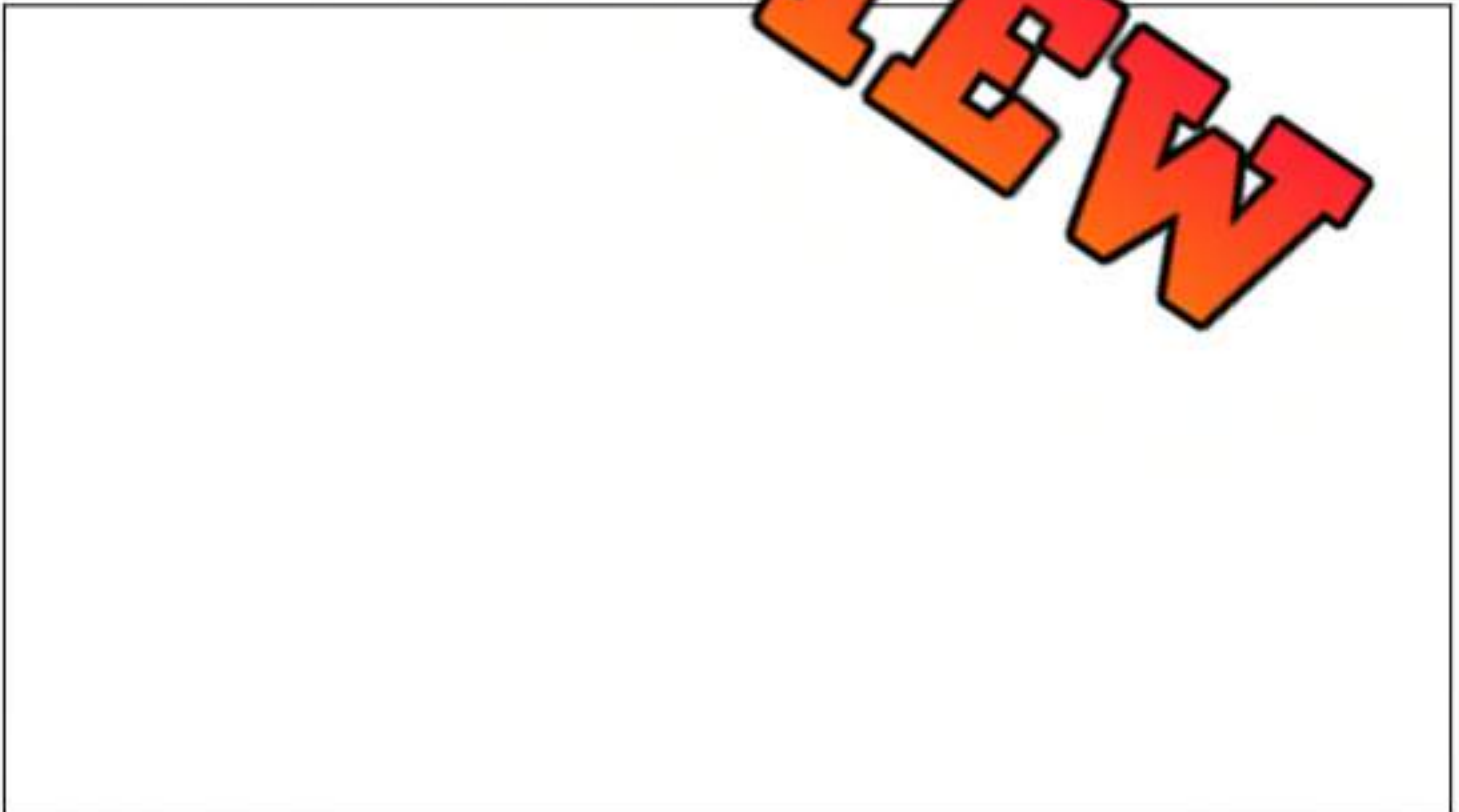
**During
Reading**

While you read, stop and jot down 5 notes about his life and things he did.
When you're done, order them from the first event to fifth.

Edison's Life - What Edison Did	Order (1-5)

Timeline

Make a timeline by drawing and labeling the important events
in Edison's life.





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!

hip	blame	trap
hicc	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 rock 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 dirty boots to school.
	<input type="checkbox"/> He dug the soil for seeds.		<input type="checkbox"/> The kids play near the tent.
	<input type="checkbox"/> The boy climbed the tall tree.		<input type="checkbox"/> He must find 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 waited in the park.

The shiny book was made of gold.

There are people in the nation for food.

We went to the shop to buy apples.

I bought a glass of the medicine.

The big waves were green in the wind.

The bright orange is a strong glow.

The children were with glass at the party.

The doctor gave us the best food.

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

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

Sunny	Messy	Cheesy	Sunny	Icy
Glittery	funny	Dirty	Icy	Dirty
Cloudy	Rainy	Cloudy	Funny	Handy



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

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.	Very bright.
8)	bleed	To float in air.	When you get hurt and blood comes out.
9)	chat	To talk for fun.	To write a story.
10)	clap	To hit your hands together.	To write a story.
11)	trap	To fly up high.	Something to catch animals.
12)	strap	A long piece to tie things.	A kind of dessert.
13)	flash	To dig a hole.	A quick bright light.
14)	crash	To grow flowers.	A loud sound when things hit.
15)	grab	To let something go.	To take hold of something fast.

Vocabulary

Draw

Draw a picture to show what each sentence means.

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

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

The door to the trap had a broken strap.

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

PREVIEW

Base Words



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

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

Draw

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

	player
happy	unhappy

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

cup

play

rain

star

butter

skate

☐ brush

☐ ground

☐ bow

☐ light

☐ lake

☐ boat

☐ 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 _____ the day.	
4)	Don't clap too hard with the _____	
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 K K C S C L A P I G W E T P T
 L B F L A S H F F B D Q H L H B N Z
 T S R L Y D I G J L U F J Y S O Y T
 N F U M Q K Z T T O G B U P A L N R
 C Y S T R A K T W W R X K Z R B A A
 B F O R B N S B O E X D C U E P
 I O V C L W A L Y W H F K T K K M G
 G W B L E A K B X Z Q D T Q M A R
 Q G B V E C H A T T O W N H K L A
 F I N B D R O A A L J T G P B B

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Complete or Fragment?

Is the sentence complete or a fragment?

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

Completion

Complete the sentence fragments.

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

Week 2 - Vocabulary List

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

Spell

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



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

Vocabulary

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

Spell

Unscramble the letters to make spelling words.



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

Bound Bases

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

Examples:

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

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

Create words using the bound bases below

-ject	-fer	-mit
project		transmit

Search



Circle the words with bound bases in the story.



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



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

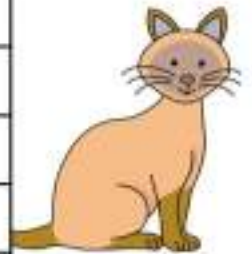
A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

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 Write the underlined word/phrases the subject or predicate?

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



Write

Write 5 simple sentences using the provided subjects.

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

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	s	t	u	v	w	x	y	z

Code	Answer	Code	Answer
   		 	
   			
   		   	
    		   	
   		    	
    		    	
     		     	

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Create

List 2 words using the bound bases.

-ject

-fer

Write

Write 2 simple sentences using the provided subjects.

1) child	
2) stars	

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	No	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)	eat	Yes	No
14)	fort	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

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

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

**PREVIEW**

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

Word Scramble

Unscramble the word.

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

Week 3 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

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

Prefix Sorting

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

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

Write

Use the given words to make an interrogative sentence.

1) who
2) why
3) when

Week 4 - Vocabulary List

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

Write

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

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

Vocabulary

Rhyme

Write the spelling words that rhyme with these words.



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

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

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

Prefixes 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 _____ outside.	e) unhappy
The rubber band was so _____ snap.	f) invisible
The berries were _____ and had to _____ down.	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) untear

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 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 item. 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)	He glared from the globe.				
2)	The glare on the ceiling was 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: _____

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Curriculum Connection
V3.1, P3.1

Week 5 - Vocabulary List

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

Write

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



PREVIEW

Vocabulary

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

Write

Choose your answer from the word list above.



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

Prefixes 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 <u>appeared</u> !	disappeared
2) The dog never <u>it</u> alive.	
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.

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!	Yes	No
2)	I'm so hungry I could eat a horse!	Yes	No
3)	This math problem is challenging.	Yes	No
4)	I'm so hungry I could eat a grocery store!	Yes	No
5)	The sun is very bright.	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

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

Word Scramble

Unscramble the word.

worb		urcbm	
sumt		lubsh	
pumb		runkt	
vebar		mrib	
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

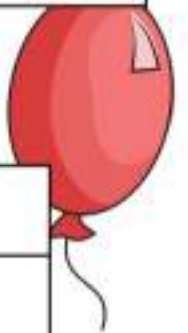
Week 6 - Vocabulary List

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 you play?
- 2) A small creature.
- 3) There's a crack in the wall.
- 4) Liquid is a stayt of matter.
- 5) Enflate the red balloon.
- 6) I don't eat the pizza crast.
- 7) Let's creat a fun game!
- 8) The cars had a crish.
- 9) I found a crayt in the garage.
- 10) I craive some ice cream.
- 11) I'll apdate my drawing.
- 12) He was layte for school.
- 13) It was her fathe to win.
- 14) My plait is full of fruit.
- 15) She creept into bed quietly.



PREVIEW

Vocabulary

Write

Cross-out the word that is not a synonym

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

Prefixes –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.

malnourished	malfunction	misplaced
malpractice	misbehave	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, is, This
- 2) park, the, was, in, a, It
- 3) is, today, sunny, It
- 4) their, playing, are, in, backyard, They
- 5) her, birthday, today, is, It
- 6) cat, black, The, on, sleeping, is, the, roof













Write

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

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 crack 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.

Word Bank

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Write

Write sentences using the given words.

1) pre-season	
2) post-season	

Sentence Scramble

Rearrange the words to form declarative sentences.

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

Week 7 - Vocabulary List

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

Pictionary

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

Vocabulary Word		

Vocabulary Word		

Vocabulary Word		

Vocabulary Word		

Vocabulary

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

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



Find Write the words with a long vowel sound.

freeze	bed	evening	
creature	decree	beetle	
men	sequence	recent	delete
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 Sup

Add sub- or super- to the words below



1) _____

6) _____merge

11) _____human

2) _____

7) _____vise

12) _____natural

3) _____marine

8) _____power

13) _____zero

4) _____way

9) _____

14) _____charge

5) _____market

10) _____little

15) _____group

True or False

Determine if the statement is correct.

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) mountain				
2) happiness				
3) freedom				
4) astronaut				
5) librarian				
6) beach				
7) guitar				
8) bravery				
9) paint				
10)				

Search

Circle all nouns in the article.

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

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

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

Drizzle makes the clouds 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				r	s	t	u	v	w	x	y	z

Code		Code	Answer
   		   	
   		  	
    		  	
    		    	
    		    	
      		  	
     		   	
     		    	

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

True or False

Determine if the statement is correct.

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

Noun Sort

Identify the correct category of each noun.

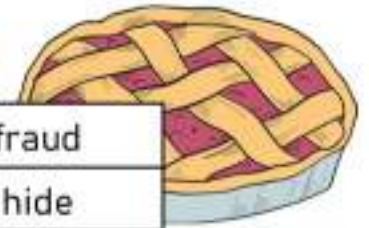
Nouns	Person	Place	Thing	Idea
1) soldier				
2) mountain				
3) happiness				
4) freedom				

Week 8 - Vocabulary List

Alphabetize

Write the words in alphabetical order

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



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

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

Alphabetize

Complete the words.

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

Vocabulary

Search

Circle the words with the long i sound.



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

Draw

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

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 Grade 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	
brave	

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) late	
10) light	

Describe

Give 3 adjectives describing the given noun.

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

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)	
		1st Try	2nd Try	1st Try	2nd Try
1)	the fruit is a tasty pie.				
2)	The frost made the flowers 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	S	C	J	M	R	N	J	T	P	W	K	R	L	X	Z	Z	D		
D	F	Z	T	R	E	A	Q	N	K	K	R	E	Y	W	Q	C	A		
G	R	H	A	S	I	B	C	C	Y	R	F	S	U	F	M	D	A		
S	U	Z	K	E	C	F	E	F	K	B	R	H	Y	W	E	Z	Y		
B	I	K	S	P	O	D	E	Y	S	O	T	I	M	E	A	T			
B	T	D	G	I	J	I	R	Y	J	S	V	J	J	M	A	B			
P	X	Z	L	E	K	H	E	R	K	T	E	G	I	F	R	U	G	A	L
E	Z	W	H	I	C	I	T	F	C	F	W	S	T	H	C	F	B		
D	S	B	B	P	E	R	Y	N	C	K	P	B	E	A	G	E	J	E	

Word Scramble

Unscramble the word.

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

Week 8 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

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

Draw by Count

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

3 rectangles, 2 squares, and 5 circles

Describe

Give 3 adjectives describing the given noun

1) doll			
2) book			

Week 29 - Vocabulary List

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

Pictionary

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

PREVIEW

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary

Syllables

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

1) week ☐ tend2) at ☐ vamp3) de ☐ end4) en ☐ and5) sus ☐ nd6) re ☐ camp**Think**

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

Final blend -mp

Final blend

Homophones

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

**Draw**

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

male

sun

flower

flour

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: 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.	rip	cry
4) The wind is very strong today.	to move	moving air
5) Please lead the way to the park.	guide	
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 slides and the large sandbox. There were colourful butterflies that danced around the flowers and ducks that swam in the pond.

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

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

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 cut the old stump.	
3)	I send letters e-mail.	
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.

Week 29 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

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

Draw

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

Night

Kn

Write

Use the given homophones in a sentence.

knew	
new	

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 _____ the quiet _____ 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 _____ the machine.
9)	The hard work paid off, and the positive _____ was _____.
10)	He left his notebook on the _____ in the classroom.
11)	She added a pinch of _____ to the soup for flavour.
12)	The _____ wind made everyone bundle up.
13)	Don't hesitate to _____ if you have a question.
14)	Her car wouldn't start because of a battery _____.
15)	Taking a _____ is sometimes necessary for growth and progress.

Vocabulary

Draw

Draw a picture to show what each sentence means.

I added a pinch of salt to my soup,

My pants stayed up with a brown belt.

My books and pencils are on the desk.

ed _____ the batter.

PREVIEW

Homonyms

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

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



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

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

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

Make Meaning

Give two definitions for the following

Homonyms	Meaning
match	
light	
mean	

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 | <input type="checkbox"/> slow |
| big | <input type="checkbox"/> old |
| fast | <input type="checkbox"/> thin |
| high | <input type="checkbox"/> small |
| hard | <input type="checkbox"/> short |
| heavy | <input type="checkbox"/> smooth |
| open | <input type="checkbox"/> empty |
| young | <input type="checkbox"/> weak |
| thick | <input type="checkbox"/> light |
| strong | <input type="checkbox"/> soft |
| rough | <input type="checkbox"/> 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	"I had a great day 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 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

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

Word Scramble

Unscramble the word.

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

Week 30 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Fill in the blanks

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

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

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