



# Preview – Information



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# Google Slides Lessons Preview





# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 3

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

#### Learning Goal

What are Text Forms and Reading Comprehension Strategies?

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



#### Part 2 – Action!

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

#### Text Type Match-Up!

Drag the text form to the matching text example.

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

#### Text Forms

Instructions

Comic Strip

Persuasive Writing

Letter

Poem

Narrative

Report

Biography

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

Dear Ms. Sudnik,

I wanted to tell you about the new library corner in our classroom! We now have soft chairs, little lamps, and a shelf full of mystery books. I borrowed one about a missing parrot, and I couldn't stop reading it! My friends and I like meeting there after lunch to share what we've discovered in our books. I'm glad we have such a cosy place to read now.

Sincerely,  
Evelyn

Hi Marcus,

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

Your friend,  
Diogo

#### Consolidation – Understanding Letters and Emails

##### Questions for the letter

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

##### Questions for the email

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



Consolidation



# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 3

**Match the Story to the Principle!**

Drag the principle to the matching part of the story.

Part from The River's Gift	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

**Sentence**

Read the sentence carefully. Choose a word from the word box.

1) Carla carried the \_\_\_\_\_ cookies to class.

2) Brandon built a \_\_\_\_\_ bridge by the brook.

3) Tina told a \_\_\_\_\_ tale to her teammates.

4) Gary's goat gave a \_\_\_\_\_ greeting.

5) Molly made a \_\_\_\_\_ mistake in math.

**Word Box:** massive, big, great, timeless, crunchy

**Rhythm**

Read the sentence and check if it has a strong rhythm.

Sentence	Strong Rhythm	Weak Rhythm
1) The river rolled gently down the valley.	<input type="radio"/>	<input type="radio"/>
2) Sam ran fast up big hill.	<input type="radio"/>	<input type="radio"/>
3) The morning breeze carried the soft birdsong.	<input type="radio"/>	<input type="radio"/>
4) Tim and Jen play fun games.	<input type="radio"/>	<input type="radio"/>
5) Dog bark loud in yard.	<input type="radio"/>	<input type="radio"/>
6) The candles flickered as the storm blew in.	<input type="radio"/>	<input type="radio"/>
7) Ben eat lunch quick.	<input type="radio"/>	<input type="radio"/>
8) A golden butterfly drifted across the sky.	<input type="radio"/>	<input type="radio"/>





# Saskatchewan Language Curriculum

## Reading Comprehension – Grade 3

### Sequence an Easy Story

Number the story events from one to four.

1	2	3	4
<p>Liam drives to his basketball game.</p>	<p>The ball goes in and his teammates are celebrating!</p>	<p>They go get ice cream to celebrate their win.</p>	<p>Liam shoots the game winning basket.</p>

### Read the limerick poem carefully. Look for rhyming words into the "Rhyming Words" box.

There once was a boy on a hill,  
Who loved to ride bikes for the thrill.  
He zoomed down the lane,  
Through sunshine and rain,  
And laughed as he sped past the mill.

Rhyming Words


### Fill-the-Gap Cinquain Activity

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

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

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

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

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



# Workbook Preview



# Grade 3 – Language

## Saskatchewan ELA Curriculum



**Comprehend and Respond (CR).** Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

	Outcomes	Pages
CR3.1	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings), community (e.g., Hand in	70-77, 111-116, 160-161, 240-241
CR3.2	explaining reactions and connections as well as visual features that convey humour, emotion, and mood.	38-48, 8, 127-142-155, 176-177, 215-244
CR3.3	Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.	78-98, 120-128, 134-138, 156-161, 174-175, 181-213
CR3.4	Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.	16-31, 42-48, 55-57, 59-77, 99-116, 130-133, 139-155, 158-160, 163-173, 176-244

**Preview of 150 pages from  
this product that contains  
347 pages total.**



**Compose and Create (CC).** Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

	Outcomes	Pages
CC3.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Spreading My Wings), community (e.g., Helping Others), social responsibility (e.g., Communities Around the World) and make connections across areas of study.	N/A
CC3.2	Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.	N/A
CC3.3	Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations; delivering short, simple reports; demonstrating and describing basic procedures) for different audiences and purposes.	N/A
CC3.4	Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.	N/A

**Assess and Reflect (AR).** Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

	Outcomes	Pages
AR3.1	Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).	42-48, 61-62
AR3.2	Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them.	32-37



# Block 1:

## Introduction to Text Forms and Reading Comprehension Strategies

### Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.
- What are Text Forms? – Various forms of text forms
- Genres – Fiction and Non-Fiction and Sub-forms: Realistic Fiction, Historical Fiction, Mystery, Science Fiction, Fantasy, Biographies, Procedural Writing, Persuasive Writing, and Reports.

# Understanding Text Forms

## What Are Text Forms?

Text forms are different ways to write information.

Each form has a different style and purpose.

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



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

## Conclusion

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

**Which Form?**

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

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

**Questions**

Write the questions below.

- 1) What text forms have you written \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

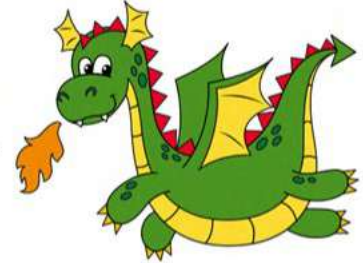
- 3) Which text form do you want to learn more about?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Comprehension Practice – Genres

### What are Genres?

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



### Fiction

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

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

### Non-Fiction

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

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



## Comprehension Check

Is the statement true or false?

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

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 the First Star
Persuasive Texts	Space Camp
Realistic Fiction	Discovering Dinosaurs
Historical Fiction	The Unsolvable Case – Where Did the Dinosaurs Go?
Procedural Writing	James the Caveman and his Pet Mammoth
Reports	How to Make a Volcano
Fantasy	Trip to France – Best Vacation Ever
Biographies	The Flying Unicorn

# Identifying Genres

**Instructions**

Identify and circle the genre that fits each text summary.

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

A) Fantasy	B) Biography	C) Science Fiction	D) Non-Fiction
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2) A book that tells you facts about the planets in our solar system.

A) Fantasy	B) Biography	C) Poetry	D) Report
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3) A poem about the beauty of flowers in the springtime.

A) Mystery	B) Poetry	C) Science Fiction	D) Biography
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4) A tale of a young detective, Louise, who solves a mystery in her school.

A) Persuasive text	B) Poetry	C) Prose	D) Mystery
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5) A story about children living in an imaginary city.

A) Fiction	B) Mystery	C) Non-fiction	D) Report
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6) A book that tells the life story of the famous scientist Marie Curie.

A) Biography	B) Fantasy	C) Poetry	D) Report
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7) A book that explains how volcanoes form and why they erupt.

A) Report	B) Mystery	C) Fantasy	D) Science Fiction
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8) A story about kids visiting a Pharaoh's tomb where they find a talking zombie.

A) Historical Fiction	B) Biography	C) Poetry	D) Fantasy
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Name: \_\_\_\_\_

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Curriculum Connection  
CR3.2

## Genre Preferences

Think

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

1) Fantasy

1 2 3 4 5 6 7 8 9 10

2) Mystery

1 2 3 4 5 6 7 8 9 10

3) Romance

1 2 3 4 5 6 7 8 9 10

4) Science Fiction

1 2 3 4 5 6 7 8 9 10

5) History

1 2 3 4 5 6 7 8 9 10



# Understanding Reading Comprehension

## Understanding Reading

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

### Why Read Better?

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



## How to Get Better at Reading

### A) Before You Start Reading

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

### B) While You Are Reading

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

### C) After You've Finished Reading

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



# Understanding Reading Comprehension

## True or False

Is the statement true or false?

1) Reading is just saying words out loud.	True	False
2) Reading helps you learn new facts.	True	False
3) Making guesses can make reading boring.	True	False
4) 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?

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## 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 small box in her grandmother's attic.

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

Text-to-Text I heard where someone found a briefcase  
1 in 1000.

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

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

Text-to-Self If the bear is brown, lay it back flat 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, Mrs. Smith discussed water. "Just like you get thirsty, plants do too," she explained. The kids were eager to water the plants in their pots, which they had brought on their desks.



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



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



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

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

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

## Realistic Fiction – Making Connections

### Pre-Reading

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

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While Reading: As you read, stop and make connections to your life

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

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

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

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### Visualizing

Draw what you were picturing while you were reading.

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## 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, stop and write down questions you have.

1)	
2)	
3)	

### Visualizing

Draw what you were picturing while you were reading.


## What is an Inference?

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

### Example

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

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



### Infer

Make inferences and draw conclusions by answering the questions.

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

How is the cat feeling?

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



## 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 grew up hearing stories 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 their 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.







## 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 \_\_\_\_\_!



Lucy \_\_\_\_\_ 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 \_\_\_\_\_!" Max searched around the stand and found a trail of sugar on the ground.

They followed the sugar trail all the way \_\_\_\_\_ 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?

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

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3) What clues were given to the reader?

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**Visualizing**

Draw what you were picturing while you were reading.



## Activity: Goal-Setting

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

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

**Reflection**

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

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

**Questions**

Answer these questions

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

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

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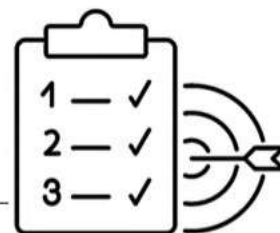


Name: \_\_\_\_\_

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AR3.2

## MY READING GOAL



My goal is to: \_\_\_\_\_  
\_\_\_\_\_

Ways I can work toward my goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



Why this goal is important to me: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New things I will try:

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I am going to work \_\_\_\_\_ harder at: \_\_\_\_\_

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I will read:

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Name: \_\_\_\_\_

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# READING LOG

## Instructions

Record the books you've read in the chart below.

S. No.	Book Title	Author	Time Read
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			

Total books read in school year: \_\_\_\_\_

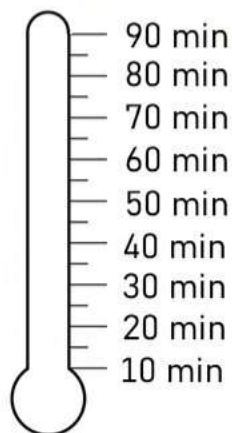
## READING STAMINA CHART

**Reading stamina** means you can read for a long time without getting tired or losing focus. Just like when you play your favourite game or sport, the more you practice, the better you get. When you build your reading stamina, you can explore more stories, learn new things, and enjoy reading even more.

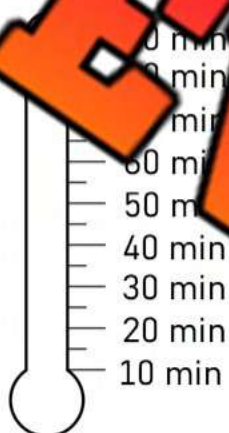
**Instructions:** Write your reading stamina goal and the number of days in which you want to reach your goal. Then track your progress for the week by moving the thermometer up to the number of minutes you read each day.

My goal is to read \_\_\_\_\_ minutes without losing focus.

I want to reach my goal in \_\_\_\_\_ days.



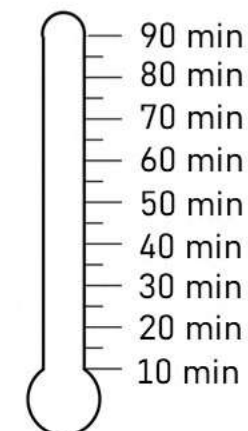
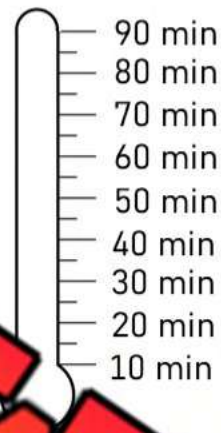
Date: \_\_\_\_\_



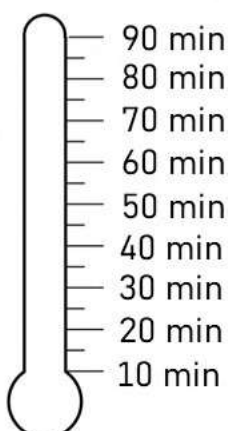
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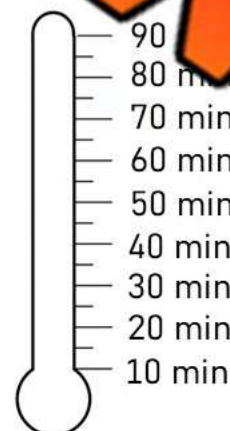
Date: \_\_\_\_\_



Date: \_\_\_\_\_



Date: \_\_\_\_\_



Date: \_\_\_\_\_

Did you reach your goal?

Yes

No

Almost



# **INDEPENDENT READING ACTIVITIES**

# Independent Reading - Responses

**Day 1**

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

Name of Book \_\_\_\_\_

Before Reading: What will this book be about?\_\_\_\_\_  
\_\_\_\_\_During Reading: Write a connection you had while you read.After Reading: Summarize the book. What was it all about?\_\_\_\_\_  
\_\_\_\_\_**Day 2**

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

Name of Book \_\_\_\_\_

Before Reading: What genre is this – fiction, non-fiction, funny, adventure, etc. What do you think it is about?\_\_\_\_\_  
\_\_\_\_\_During Reading: Making Connections – What does this book remind you of in your life?\_\_\_\_\_  
\_\_\_\_\_After Reading: Make an inference – Something that wasn't stated in the book.\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

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Curriculum Connection  
CR3.2, CR3.4, AR3.1

## 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?	
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# Independent Reading BINGO - Fiction

## BINGO

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

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

# Block 2:

# Reading Letters

## Focus

- Structure of Letters
- Voice in letters
- Formal and informal letters
- Emails versus letters
- New vocabulary, grammar rules, cohesive ties, sentence structure specific to letters
- Text features in letters
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

## Email Writing – New Vocabulary

Subject: Get Ready for a Nature Adventure!

Hello Friends,

We're going to jump into an immersive adventure! We'll see how trees, bunnies, and kids help each other in a symbiotic way.

Soon, we'll visit our garden. Using our insights from books and teachers, we'll make it look beautiful.

First, we'll think about what flowers and veggies need to grow big and healthy.

A plant expert will come with us. They'll teach us to be good gardeners.

At the culmination, we'll show our families. It will be fun to share what we did.

If you wonder about something, just ask.

See you soon,  
Mrs. Kim



### Vocabulary

Read the email and write any words that are new to you and their meaning.

Word	Meaning – Use Context Clues or Look Up Word Meanings



## Letter Writing – Sentence Structure

- 1) Greeting Line: Begin with "Dear [Name],"
- 2) Opening: State the reason for your letter – Ex: "I'm doing well."
- 3) Body: Use simple, clear sentences – Ex: "I enjoyed reading the book."
- 4) Connective Words: Use "and," "so," "because" – Ex: "I liked the story because..."
- 5) Ask: State your question simply – Ex: "What will we read next?"
- 6) Closing: Summarize or give thanks – Ex: "Thank you for the book."
- 7) Sign-off: End with "Sincerely," and your name.



### Instructions

Read the letter and circle the signature. Then answer the questions below.

Dear Mayor Brown,

I hope you are good. I am Carla and I am 3 years old. We have more gardens in our town?

Gardens are good because families can relax. The gardens look nice. Gardens can have flowers, trees, and paths to walk on.

Can you think about making more gardens? It would make people

Thank you for listening. I know you care about our town.

Sincerely,

Carla

1) Is a formal or informal voice used?

2) What cohesive ties were used?

3) How did Carla close the email.

## Letter Writing – Inferences

Dear Kids,

Hi! I'm Coach Mike and I coach hockey. I've been lucky to coach really good teams. I want to tell you that doing well in school helps make dreams come true.

You're in grade 3. The things you learn in class are important for your future. Maybe you want to be a hockey player, a nurse, or a scientist. It starts with trying hard in school now.

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

Sometimes you'll find things hard 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, kind, leader, energetic, funny, wise, happy, friendly, sincere, loving, etc. List at least 5.

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

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## Email Writing – Questioning

Subject: Ideas for Our Awesome Parks!

Dear Mayor Sophie Green,

Hi! I'm Jake from Mrs. Martin's Grade 3 class. I hope you're having a super day! I've been thinking a lot about our town's parks and how we can make them even cooler.



Every time I go to the park, I wish there was a colourful slide where we can race down with friends. It would be so fun! There are also swings too, especially ones that go really high. Oh, and maybe we can have a spot for painting and drawing outdoors? That way, we can make art while enjoying the sunshine.

Mrs. Martin says that when we have good ideas, we should share them with people who can help. And I think you're just the person!

Could we maybe chat about my ideas sometime? I know with your help, our parks can be the most fun places ever!

If you want to talk more about my park dreams, just let me know. I'm excited to see what magic we can make together for our town!

Thanks for being awesome,  
Jake



Name: \_\_\_\_\_

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Curriculum Connection  
CR3.2, CR3.4

## Email Writing – Questioning

### Before Reading

Preview the text by reading the subject, greeting, and signature.  
Write 2 questions you have.

1)

2)

### While Reading

While you read, stop and write 2 questions you have.

1)

2)

### After Reading

After you're finished reading the email, read and write 2 questions you still have.

1)

2)

### Visualizing

Draw what you were picturing while you were reading.

## Letter Writing – Opinions

Dear Editor,

I hope this letter finds you well. I want to talk about something very important: justice, equity, and fairness. These are big words, but they mean something simple – making sure everyone is treated right and gets what they need.



Imagine you and your friends have different amounts of toys. If one friend has many toys and another has very few, **fairness** means finding a way to make sure everyone has enough toys. It doesn't mean taking all the toys away from one friend to give to another. It means sharing and helping so everyone can be happy.

**Justice** is like being a superhero for fairness. It means standing up and speaking out when things aren't fair. It's about making rules that are followed so everyone gets a chance to be heard and treated kindly.

**Equity** is a bit like making sure everyone has a ladder the right height over a fence. Some might need a taller ladder, some a shorter one, but in the end, everyone gets to see over the fence. It's about giving everyone what they need to succeed and be happy.

I believe our world would be a better place if we all tried a little harder to be fair, just, and make sure everyone has what they need. What do you think?

Best wishes,  
Barry Turner

**Opinions**

Read each statement below and circle your answer. Then, explain why you agree or disagree with the statement.

1)	"Everyone should have the same number of toys."	Agree	Disagree
<hr/> <hr/>			

2)	"Equity means giving everyone exactly the same things."	Agree	Disagree
<hr/> <hr/>			

**Answer**

Do you think fairness is important? Write your ideas and opinions about justice, equity, and fairness. Why is it important or why not? Write a few sentences to share your thoughts.

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**Imagine**

Imagine a world where everything is fair and just. What does it look like? Draw a picture and write a description of your fair world.

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# 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

## 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 that 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  
CR3.2, CR3.4

**Beginning**

Answer the questions below

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

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2) Describe and draw the setting of the story.

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**Middle**

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

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**Ending**

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

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# What is Indigenous Storywork?

## What Is Indigenous Storywork?

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

## The Seven Principles of Indigenous Storywork

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

- Respect: Being kind to everyone.
- Responsibility: Doing what you should.
- Reciprocity: Giving to others and getting things in return.
- 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 saying, 'We have to take care of our home and friends.'"

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

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

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



The End



## Questions

Answer the questions below.

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


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


3) **Make a Connection** Stories like this one often teach us lessons we can use in our lives. Since we don't make the same mistakes, how does this story relate to what humans are doing?


## Storywork Traits

Match how these indigenous storywork traits relate to the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how individual actions affect the whole community

Interrelatedness

Taking care of the forest home

## Narrator's Point of View

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

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

Example: "I see a rainbow."



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

Example: "He sees a rainbow."

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

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

### Book Hunt

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

Name of Book	Point of View

# The Strange Key – Different Points of View

## First-Person

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

I tried the lock on doors and boxes but had no luck. Just as I was about to give up, I found an old wooden chest hidden behind a tree. The key fit perfectly!

Inside, I found a note that read, "This is for you. Share its treasures with your friends." The chest was filled with books, toys, and games. I felt so happy and excited to share my find the next day.

## Third-Person

Mia always loved mysteries. So, when she found a shiny key in her bag, she was filled with wonder.

"What does this open?" she thought. She began her quest around school grounds, searching for its match.

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

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



Name: \_\_\_\_\_

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Curriculum Connection  
CR3.3

## Questions

Answer the questions below.

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

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

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## Personality Traits

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

	<hr/> <hr/>
	<hr/> <hr/>

## Simile

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

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



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

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

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

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

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

## 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 cat's meow was as soft as a whisper, like a secret just for me.



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

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



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

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



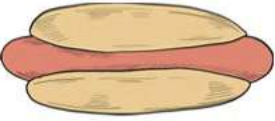


**Scavenger Hunt**

Find books that have examples of imagery.

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

**Describe**

Describe the objects below as clearly as possible

Object	Description
	
	
	

## Alliteration

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

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

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

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



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

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

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



**Scavenger Hunt**

Find books that have examples of alliteration.

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

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

Fed

Microphone

straws

Friendly

Slept

Dug

1) Fred had \_\_\_\_\_ fun with family.

2) Susan \_\_\_\_\_ silently.

3) Mike's \_\_\_\_\_ made music.

4) Amber's auntie ate the \_\_\_\_\_.

5) Dan's dog \_\_\_\_\_ a ditch.

6) Fran's friend \_\_\_\_\_ the ferret.

7) She has six \_\_\_\_\_.



## Rhyme

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

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



Think

Read and write four examples of rhyming pairs of words.

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

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

## Scavenger Hunt

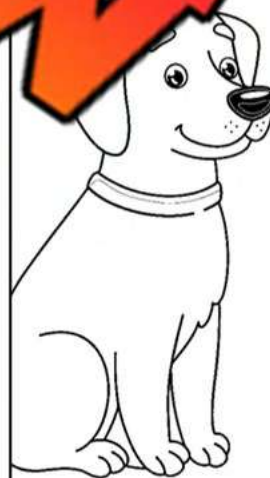
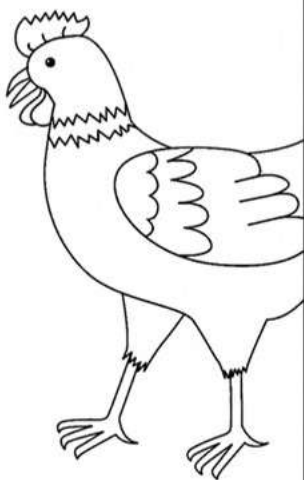
Find books that have examples of rhymes.

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

## Matching

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

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



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

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







## Circular Plot

### Circular Plot

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

### The Lost Path

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



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

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

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



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## Questions

Answer the questions below.

1) How did the story begin?

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2) How did the story end?

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

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

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## Visualizing

Draw what you were picturing while you were reading.





## Theme

### Theme

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

## Blue's Parade

Once upon a time, in a bustling city zoo, there lived a zookeeper named Martha. Every morning, she would wake up early, put on her green uniform, and start her day caring for the animals.

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



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

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

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

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

**Questions**

Answer the questions below.

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

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2) What problem did Martha notice in the zoo?

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

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**Draw**

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

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## Story – The Garden Of Spring

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

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

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

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

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

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

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

The End





**Retell**

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

Who	
What	
Who	
Why	
Where	

**Diary Entry**

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

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## Story – Comparing Identities

### Brave Benedict's Big Heart

In a cozy little village surrounded by towering mountains and lush green forests, lived a young boy named Benedict. Benedict was not like any other boy in the village. He had a heart as big as the mountains and courage that could move them.

One sunny day while wandering through the forest, Benedict stumbled upon a small, scared kitten stuck in a tall tree. With a gasp and the determination to help, Benedict climbed up the tree. His knees shook a little, but his determination was firm. With a gentle stroke, he rescued the kitten and brought it safely to the ground.



Benedict was also known for his kindness. Every evening, he would help his neighbour, Mrs. Florence, water her garden. The town seemed a little brighter with his touch, and Mrs. Florence's smile grew wider and wider.

But Benedict's bravery shone the brightest when a storm hit the village. While everyone stayed indoors, Benedict noticed a little bird struggling against the wind. Braving the storm, he ventured out, cupped the bird gently in his hands, and kept it safe until the storm passed.

Benedict's actions spoke of his bravery, kindness, and big heart. Every child in the village admired him, not for his feats, but for his character. And just like Benedict, every child realized they too had unique qualities that made them special in their own way.

**Compare**

List three similarities and three differences to compare your identity with that of benedict.

**Similarities**

**Differences**

Identity  
Comparison

**PREVIEW**



## Métis Story – Comparing Life Experiences

### A Day with Henri: A Métis Adventure

Once upon a time, in a vibrant Métis community, lived a cheerful boy named Henri. Henri's life was filled with exciting traditions and daily activities that connected him deeply with his culture and nature.

Every morning, Henri would wake up to the soft sounds of his grandmother playing the fiddle, an important musical tradition in his family. After a quick breakfast of bannock, a traditional Métis bread, Henri would rush outside to join his friends.



Their day was filled with learning and fun. They would practice jigging, a lively dance, and Henri was getting quite good at it! His friends would clap and cheer, taking turns to show their moves.

Henri also helped his family with chores. He would go fishing in the nearby river, using skills passed down from generations. Henri felt proud when he brought home fish for dinner, contributing to his family's meal.

In the evening, Henri's community gathered around a crackling fire. Elders shared fascinating stories of their ancestors, teaching Henri about bravery, respect, and the importance of nature. Henri listened intently, his imagination alight with tales of adventure and wisdom.

As stars twinkled above, Henri felt grateful for his day. Though different from some of his classmates, he cherished his unique traditions and the rich culture of the Métis people.

**Compare**

Answer the following questions.

1) Henri wakes up to the sound of a fiddle and eats bannock for breakfast. What do you usually hear when you wake up, and what do you eat for breakfast?

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2) Henri goes fishing to help with meals. What chores do you do to help at home?

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3) Henri shared his Métis culture through his daily activities. Share one thing about your culture or family tradition that is special.

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**Draw**

Henri enjoys jigging, a traditional Métis dance. Draw yourself enjoying something you like doing.

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## Story – Different Visual Representations

### The Lion And The Mouse

One day, a proud lion was asleep in the woods, his head resting on his paws. A timid mouse came along. The mouse didn't see the lion and ran across the lion's nose.

The lion woke up from his nap. He was angry at the mouse. "You woke me up!" he roared and laid his paw on the mouse, ready to eat him. The mouse was scared.



"Please let me go!" begged the mouse. "Let me go, I will repay you one day!" "You are funny!" said the lion. "How can a mouse help a lion?" The lion laughed at the idea that a mouse could ever help him. But he was generous and let the mouse go.



Some days later, the lion was caught in a hunter's net. Unable to get out, the lion roared in anger. The mouse remembered the lion's voice and ran quickly to him. The mouse saw the lion struggling in the net and had an idea.

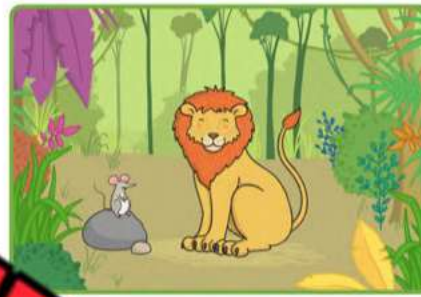
She gnawed on the net until it broke and the lion was able to escape. The lion was free. "Even a mouse can help a lion!" declared the tiny mouse. From that day on, the mouse and the lion became friends forever.

This story shows us that a kindness is never wasted. We should always be kind to others around us. We never know when we might need their help.



**Compare**

After reading the written form of the story, observe these pictures that tell the same story. Compare the two different visual representations of the story by answering the questions below.



1) Which version of the story do you understand? Why?

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2) How did the pictures help you understand the story better? If you can, explain why.

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3) Do you think the story's meaning changes with different visual representations? Why or why not?

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# Block 4:

# Persuasive Texts

## Focus

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

# What is Persuasive Writing?

## What is Persuasive Writing?

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



## Why is Persuasive Writing Important?

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

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



## Examples of Persuasive Texts

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



**True or False**

Is the statement true or false?

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

**Questions**

Answer the questions below.

1) What is persuasive writing?

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2) Be persuasive – why should recess be longer?

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**Match**

Match the persuasive words with their meanings.

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

## Persuasive Writing – Thinking Critically

Hi Kids, I'm Ms. Amelia and I Run a Farm 🐮

Do you wonder if farms are good for animals? Let me tell you why they are. First, on our farm, we take good care of our animals. We have vets who help them stay healthy. In the wild, animals can get sick or hurt. But on the farm, they're safe.



Next, our farm helps animals have families. Some animals are rare, meaning not many are left. We have babies on our farm to help their kind.

Also, we have good food! In the wild, animals have to find food, which can be hard. But on our farm, they always have yummy and healthy food.

So, farms like ours are good for animals in many ways. They live safe, happy lives and can even help their own kind in the future.

### Think Critically

Answer the questions below.

1) Who wrote the persuasive text?

2) Is this text fiction or non-fiction?

3) Is the author biased? Do they have a reason for having a strong opinion?

4) Is Ms. Amelia forgetting a perspective in her writing? What perspective is she forgetting?

# 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: You can go really fast, like a race car!
- Safe: With good pads and a helmet, you're good to go!
- Save Time: You don't have to walk anywhere. Zoom to your friend's house!
- Built to Last: These boards are super strong! They can hold 400 pounds!

**What People Say:**

- ☒ 9 out of 10 kids think skateboarding is a lot of fun!
- ☒ 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! 🛹🌟



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## Inferences

Make inferences based on the sentences below.

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

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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

## Focus

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

# 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, the world, and to other texts.

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



## Activity – Summarizing Reports

### Instructions

Cut out the sections of the report below

1)

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

#### Official Languages

Canada has two official languages:

- English
- French

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

#### English-Speaking Areas

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

#### French-Speaking Areas

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

2)

#### Indigenous Languages

Long before English and French, Indigenous people spoke many 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!



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## Activity – Summarizing Reports

### Instructions

Write your summary below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Final Summary

Write your final summary below.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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# Non-Fiction: Linear versus Cyclical Sequencing

## Non-Fiction Texts: Linear and Cyclical Sequencing

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

### Linear Sequencing

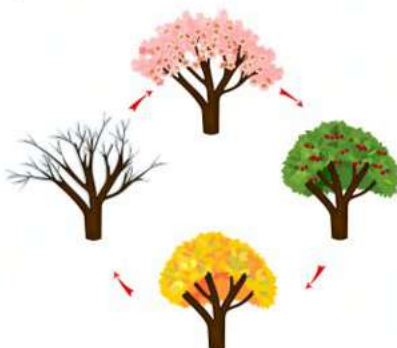
Imagine you are reading a story about a caterpillar turning into a butterfly. First, the caterpillar hatches from an egg. Then, it eats leaves and grows bigger. Next, it forms a cocoon. Finally, it becomes a butterfly.

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



### Cyclical Sequencing

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



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

**Think**

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

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

**Questions**

Answer the questions below.

1) What is linear sequencing of information?

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2) What is cyclical sequencing of information?

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

**Linear****Cyclical**

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## 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

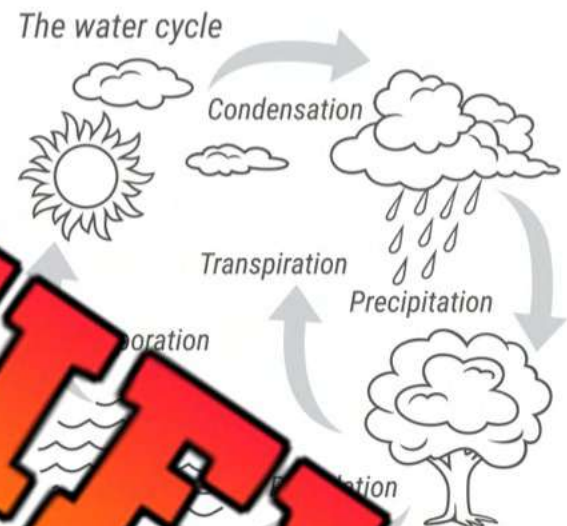
Next, the water vapor in the sky gets cool and changes back into tiny water droplets. These droplets come together to form clouds. It's like when the mirror gets foggy during a hot shower.

### 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.



**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?

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2) How long has water been cycling?

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## Report – Canada's Cultural Heritage

### Diverse Cultures in Our Country

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

### Traditions Coast to Coast

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

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

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

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



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





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## Text Features

Answer the questions below.

1) What is a sidebar?

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

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3) What heading was used in the report?

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4) Was there a list in the report that made it easier to read and understand the information?

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## Draw

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

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## Newspaper Article: Recycling

### Our Earth, Our Responsibility: Learning About Recycling

*Published on January 17, 2024*

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

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

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

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

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

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

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



**Directions**

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

**Questions**

Answer the questions below.

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

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

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

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## Report – Justice

### What is Justice?

**Justice** is when everyone is treated fairly according to rules and laws. It's like having a fair referee in a game.

### World Statistics on Justice

- Countries and Courts: Every one of the 195 countries in the world has courts to decide on justice.
- Laws Around the World: There are over 1 million laws worldwide to help keep things fair.



### Justice in Action

Around the world, courts solve millions of disputes to help people when there are disagreements. Over 500,000 lawyers work globally to help people with justice.

### How Justice Helps

- Safety: Justice keeps us safe by making sure rules are followed.
- Fairness: It ensures that everyone is treated equally.

### List of Justice Elements

- Courts: Places where justice is decided.
- Laws: Rules that everyone must follow.
- Judges: People who make decisions in courts.
- Lawyers: Helpers who give advice on laws.

Justice is like a game's rulebook, ensuring everyone plays fairly. With courts, laws, and helpers like judges and lawyers, justice works to keep peace and fairness everywhere.

**Note-taking** means writing down important information to help you remember it later. You listen or read carefully and write down the main points or ideas. Then you can look at your notes later to help you understand or remember what you read.

**Note-Taking** Read the justice report and take notes in the graphic organizer below.

List Key Terms

Questions I Have About The Report

Words I Need To Define

Summary Main Points

## Report – Mountains

### What Are Mountains?

**Mountains** are very big hills that reach high into the sky.

Some are so tall they almost touch the clouds!



### Famous Mountains

- Mount Everest: The tallest mountain on Earth, towering at 8,848 meters. It is over 29,000 football fields to reach the top!
- Rockies: These mountains stretch over 3,000 kilometers across North America, home to various animals like bears and eagles.
- Andes: Extending over 7,000 kilometers in South America, these mountains are longer than the distance from the Atlantic to the west coast of Canada.

### How Mountains Are Made

Mountains form when the Earth's crust moves and pushes together. This process takes millions of years. They can be rocky or icy.

### Why Mountains Are Important

Mountains provide water from their snow and glaciers, which flows into rivers and lakes. They offer a home to diverse plants and animals, some found nowhere else. People hike, climb, and enjoy nature in mountains, making them great places for outdoor activities.

### More Mountain Facts

- Some mountains are volcanoes, like Mount Fuji in Japan. They can erupt, shaping the land around them.
- About one-fifth of the world's population lives in mountain areas, relying on them for resources and their livelihoods.



**Scanning** or **skimming** a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's like searching for clues without reading every single word. You glance at the titles, pictures, and some sentences to understand what the text is mostly about.

### Skim And Scan

Skim and scan the text of the report by quickly looking through it and then answer the following questions.

Questions		Answers
1)	What is the tallest mountain in the world?	
2)	Where are the Rocky Mountains?	
3)	How high is Mount Everest?	
4)	Where is Mount Fuji?	
5)	What population of the world lives in Mountainous areas?	
6)	Can mountains be icy?	
7)	How long are the Andes?	
8)	Can animals live on mountains?	
9)	Which animals live in the Rocky Mountains?	
10)	Where are the Andes?	

# Block 6: Procedural Writing

## Focus

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?
- ✓ Non-Fiction Genre – Sub-form: instructions
- ✓ Linear Sequencing – Linear sequencing presents information in a straight, progressive line

# What is Procedural Writing?

## What is Procedural Writing?

**Procedural writing** shows us how to do something step by step. Think of it like a recipe in a cookbook. It gives clear directions so we can complete a task.

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

## Features of Procedural Writing:

- **Title:** Every procedural text starts with a title.
- **Materials:** 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 instructions.



## 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?

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

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**Order**

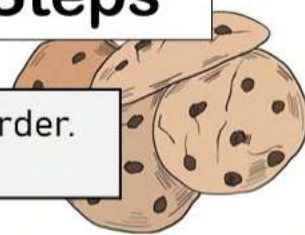
Order the steps below from the first step to the last step in writing procedural texts.

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.

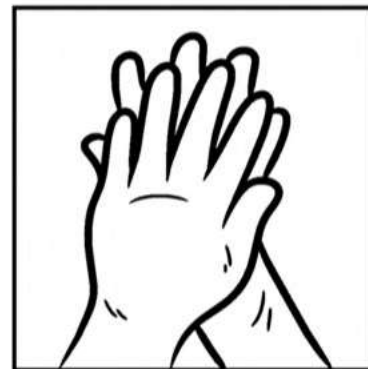


Order	Information
	In a big bowl, mix butter and sugar together until they're creamy.
	<b>Chocolate Chip Cookies: Yum!</b>
	Preheat oven to 375°F (190°C).
	Bake for about 10 minutes or until they look golden.
	<ul style="list-style-type: none"> <li>- 1 cup of chocolate chips</li> <li>- 1/2 cup of sugar</li> <li>- 1/2 cup of butter</li> <li>- 1 egg</li> <li>- 1 and 1/2 cups of flour</li> <li>- 1/2 teaspoon of baking soda</li> <li>- A pinch of salt</li> </ul>
	Slowly add flour, baking soda, and a pinch of salt to the mixture.
	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!

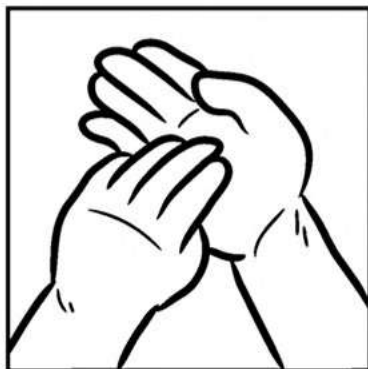
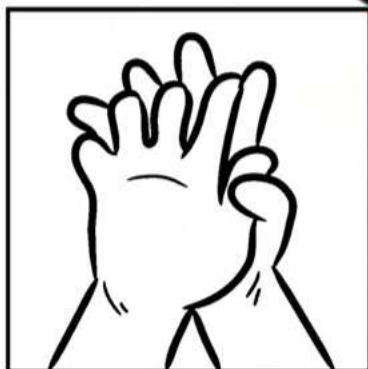
## Graphics in Procedural Writing – Handwashing

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.



Name: \_\_\_\_\_

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Label

Describe what to do at each step

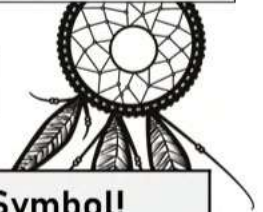
Step	Instruction
1	Draw a rectangle
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	


**PREVIEW**

# Following Instructions – Drawing a Dreamcatcher

**Draw**

Follow the procedural text below to draw a dreamcatcher



Title	Drawing a Dreamcatcher: A Beautiful First Nation Symbol!	
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Coloured pencils (optional)</li> </ul>	
<b>Introduction</b>	<p>Dreamcatchers are beautiful crafts made by many First Nations. They are believed to catch bad dreams and let only good ones pass through. Let's draw one together!</p>	
<b>Step 1</b>	Start by drawing a big circle. This will be the main ring of the dreamcatcher.	
<b>Step 2</b>	Inside the circle, draw a smaller circle, leaving some space between the two circles.	
<b>Step 3</b>	Now, between the two circles, draw a spider's web.	
<b>Step 4</b>	Below your big circle, draw three strings hanging down. They can be straight or wavy.	
<b>Step 5</b>	At the end of each string, draw a feather. It looks like an oval with jagged edges.	
<b>Step 6</b>	Decorate your dreamcatcher! Maybe draw some beads on the strings or inside the web.	
<b>Step 7</b>	Once you're happy with your drawing, take your coloured pencils and colour your dreamcatcher. Maybe the ring is brown, the feathers are blue, and the beads are colourful!	
<b>Finish</b>	Proudly display your dreamcatcher drawing! Talk to your friends about the special meaning behind dreamcatchers in many Indigenous cultures. Enjoy your art!	



Name: \_\_\_\_\_

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## Following Instructions – Drawing a Dreamcatcher

Draw


Draw the dreamcatcher below

**PREVIEW**

# Following Read Aloud Instructions

## Draw

Carefully listen to the instructions your teacher is giving. Draw the monster and then check if your drawing matches the instructions.

Title	Drawing a Monster	
Materials	blank sheet of paper pencil coloured pencils (optional)	
Step 1	Start by drawing a round circle in the middle of your paper. This will be the monster's head.	
Step 2	Inside the circle, draw two large oval shapes for eyes. Make sure they're a bit apart.	
Step 3	Under the eyes, draw a wiggly line for a mouth. You can add a few square shapes along the line to look like teeth.	
Step 4	Below the head, draw a rectangle for the body. It need to be perfect, as monsters come in all shapes!	
Step 5	On each side of the body, draw two long wiggly lines for arms.	
Step 6	At the end of each arm, add a hand by drawing a circle coming out for fingers. Make 8 fingers in each hand for the monster!	
Step 7	Under the body, draw lines for legs. Make the monster have three legs. It will look more like a monster if it has zigzag legs.	
Step 8	At the bottom of each leg, draw a shape that looks like a boot for the feet. Monsters usually have big, stompy feet!	
Step 9	On top of the head, add some squiggly lines for hair. Make them wild and rough to look like a monster.	
Step 10	Now, the fun part! Colour the monster how you like. Make it bright and colourful. Let your imagination run wild!	

Name: \_\_\_\_\_

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CR3.3

## Following Instructions – Drawing a Monster

Draw

Draw the monster below.

**PREVIEW**



## Comparing Instructions – Playing Manhunt Tag

**Compare**

Read both instructions. Which is easier to understand?



### Option 1:

#### How To Play Manhunt

Manhunt is a fun game where someone is chosen to be "It". While "It" counts, everyone else finds a hiding spot. After counting, "It" tries to find and tag the hiders. As players are tagged, they join "It" in the search. The game continues until everyone has been tagged.

Step	Instructions
Step 1	Choose the 'It' Player: Stand in a circle and choose someone to be "It".
Step 2	Counting: "It" closes their eyes and counts loudly to 30.
Step 3	Hiding: Everyone else quickly finds a hiding spot while "It" is counting.
Step 4	Tagging: After counting, "It" starts searching for the hiders. If "It" sees someone, they try to tag them.
Step 5	Joining 'It': Those who are tagged join "It" to find and tag the others.
Step 6	End of the Game: The game ends when all players are found. The last person tagged in the game becomes "It" for the next round.

Name: \_\_\_\_\_

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Before Reading

Make a Connection

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

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

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After Reading

Answer the question below

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

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# Block 7: Poetry

## Focus

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



# 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

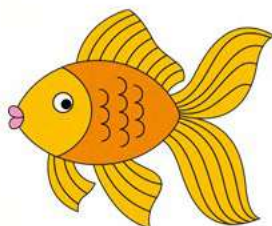


### Limerick: The Silly Poem

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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### Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Cinquain

### Visualizing

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

Haiku

Cinquain

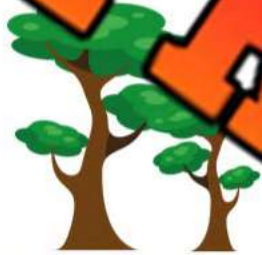
Acrostic

## Haiku Poetry – First Nation Reflection

### Haiku Poetry – First Nation Reflection

A long time ago, First Nations people lived where Canada is now. They had their own ways and traditions. Then, new people came from Europe. Things changed and not always in a good way.

Here are some haikus to think about what life was like for First Nations then.



talk in the wind,  
from far away—  
worlds meet.

River's song no longer heard,  
Smoke and metal changed it—  
Fish still make their jump



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

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





**Inferences**

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

1) "Two worlds start to meet"

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

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

**Visualizing**

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

Haiku 1	Haiku 2	Haiku 3

# Acrostic Poems – Canada's Regions

## Acrostic Poems – Canada's Regions

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

### Acrostic Poems



#### Prairies

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

#### Ottawa Valley

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

Name: \_\_\_\_\_

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## Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

**PREVIEW**

Ottawa Valley



## Limerick Poem – Similes

### Limerick Poetry – First Nation Reflection

These poems are called limericks. They help us learn about different groups of people. One is about the Inuit in Canada, another is about ancient Rome, and the last one is about First Nations. These poems use similes to create imagery. Can you spot the similes?



#### Inuit:

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

#### Ancient Roman:

Andy from the old Roman street,  
Ran a rapid pace in every street.  
He would play in the sun,  
Until the day was done,  
Roman roads, like a path, were his favourite place.



#### First Nations:

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



Name: \_\_\_\_\_

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CR3.3, CR3.4

## 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

Stable



#### 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

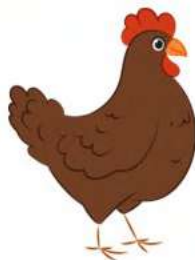
Chicken

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?

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2) Which poem do you like the best?

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3) What was your favorite poem? Quote it and explain why it was your favourite.

Quote

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Explain

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**Visualizing**

Re-read the poems below and draw what you see.

Chicken

Barn

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## Rhyming Poems – Critical Thinking

### Rhyming Poetry – What jobs do people have in Ontario?

Have you ever thought about jobs in Ontario? People do many things! Some jobs rhyme at the end, making them fun to say and easy to remember! From the city to the countryside, jobs help the community thrive and grow. Whether indoors or outdoors, each job is important.

#### The Farmer

A farmer in a red shirt and,  
Plants seeds with a careful hand.  
Corn and wheat grow high and tall,  
Feeding folks like you and me.



#### The Nurse

Nurses care with hands so kind,  
Helping sick folks' peace of mind.  
Taking temps and giving care,  
Making sure love's always there.



#### The Teacher

Teachers stand in front of class,  
Helping kids so they will pass.  
Reading, writing, math and more,  
Learning things we all adore.



#### The Firefighter

Firefighters go to the scene,  
Putting out fires, keeping everyone safe.  
With hoses and water, saving the day,  
Heroes in every single way.



#### The Police Officer

Police keep us safe, you see,  
In towns, cities, even by the sea.  
With their badge and helpful way,  
They protect us every day.



#### The Builder

Builders make our schools,  
Using all their handy tools.  
Hammer, nails, and lots of wood,  
Making our homes look so good.



**Critical Thinking**

Answer the questions below.

1) In "The Firefighter," the phrase "with hoses and water, save the day" is used. What does this tell you about the importance of a firefighter?

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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

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Explain

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**Visualizing**

Re-read the poems below and draw what you are seeing.

Builder

Firefighter

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# Block 8: Book Reviews

## Focus

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

# Understanding Book Reviews

## What Is a Book Review?

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



## Parts of a Book Review

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

## The Format of a Book Review

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

## True or False

Is the statement true or false?

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

## Questions

Answer the questions below.

1) What does a book review help readers decide?

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

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

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4) How should you end a book review?

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

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## Finding Bias in Reviews

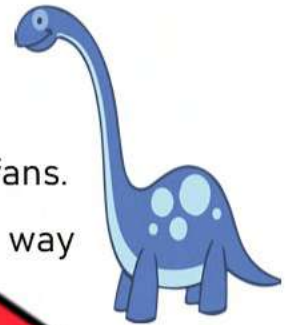
### What is Bias in Reviews?

**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 can be found in reviews below and answer the questions.

### Movie Review: "The Magic of DinoLand"

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



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

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

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## Our Voice in Review Writing

### What is Voice in Writing?

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

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

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

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

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

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

1) Which family member wrote which review?

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

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## 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 ...ight guess? Some parts were kinda lit, ...ers we ... meh. Not my fave, but it was ... read

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

TG I liked the book! It had fun parts and some ...orin ... ones. But reading with everyone was fun. I like ... 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	
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2) How do you come up with your guesses. Explain for each person what gave it away.

EG	
LG	
TG	
SG	

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

Person	

## Literary Devices in Reviews

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

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



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

### Pirate Adventures - 2/5 Stars

Reading "Jungle Journeys" was a fun summer read. It was 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 chattering 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	

**Book: Pirate Problems – 1/5 Stars**

Diving into "Pirate Problems" was like expecting a treasure chest but finding it empty. The story, where Jake and Emma sail the seas, aims to be a roaring ocean wave but ends up a mere ripple. They're supposed to find a secret island, but the map feels as blank as a brand-new notebook.



For eager young readers, this book might miss the mark. The adventure drags like a long car ride with nothing to see. It was like waiting for a big birthday surprise, only to get a card that says 'oops'. It's a bit of a letdown.

I'd give this book 2 stars. It's a swing and a miss for pirate fans. I think this has got to be the worst pirate book I've ever read.

Simile	
Imagery	
Hyperbole	

**Match The Columns**

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

Column A	Column B
Simile	The pizza had a golden crust and melted cheese that stretched with every slice.
Imagery	I was so hungry, I could eat a whole mountain of pancakes!
Hyperbole	The car zoomed around the track as fast as a cheetah.



## 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 leads him to a forest 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 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 items in Column A to their matching inference in Column B.

Column A	Column B
The forest with talking animals and funny fairies!	<input type="checkbox"/> The book has a lot of fun games.
Max has to solve easy puzzles...	<input type="checkbox"/> The book has a lot of fun that sounds like a game.
It is more fun than riding a roller coaster!	<input type="checkbox"/> The person who read it loved the book a lot.
The writer uses fun words and things like rhymes...	<input type="checkbox"/> The forest is a fun place with magical friends.
Reading this book was the best thing I've ever done!	<input type="checkbox"/> The book is really, really good.
I give this book 5/5 stars.	<input type="checkbox"/> The book is super exciting!

# Block 9:

# Graphic Texts

## Focus

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



# Types of Graphic Texts

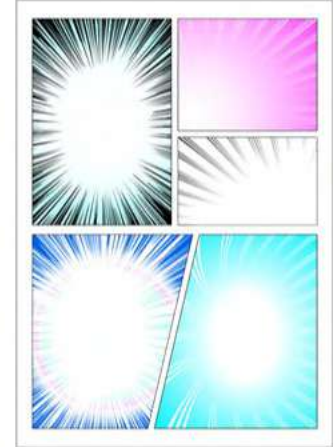
## What Are Graphic Texts?

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.

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**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"/> Show the order of events.
Comic Books	<input type="checkbox"/> Show pictures and a few words to explain how something works.
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?

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2) Where do you see posters/infographics? How are they used?

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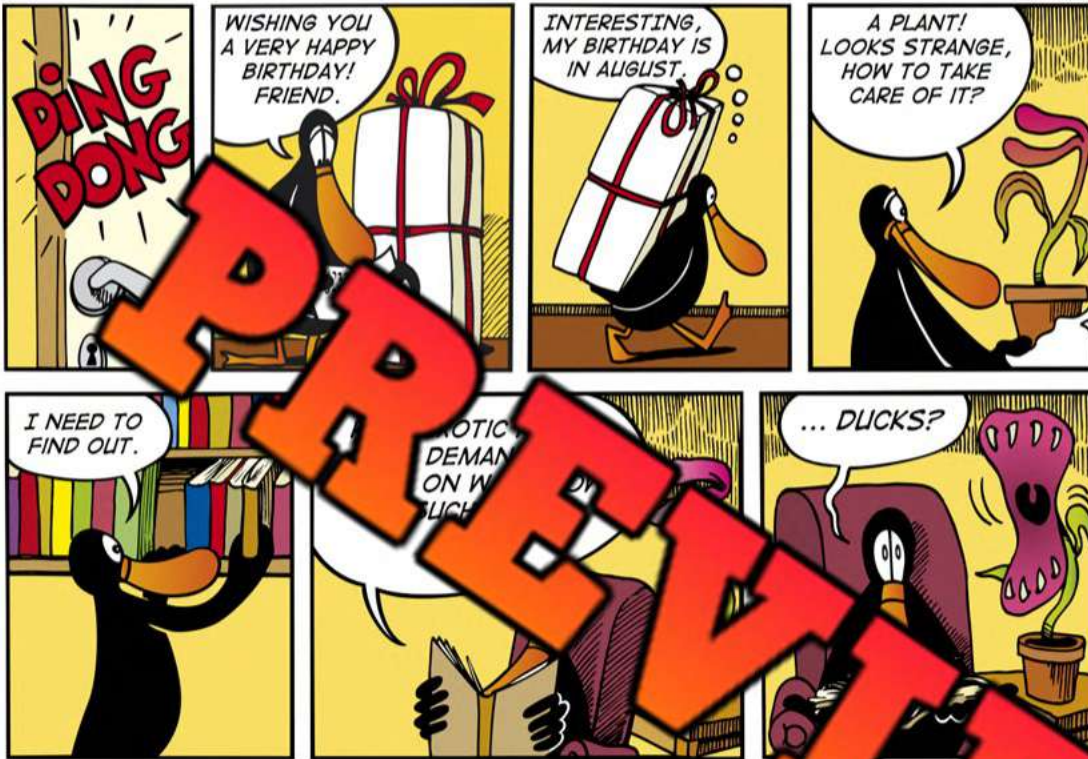
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# Understanding Comics

**Analyze**

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

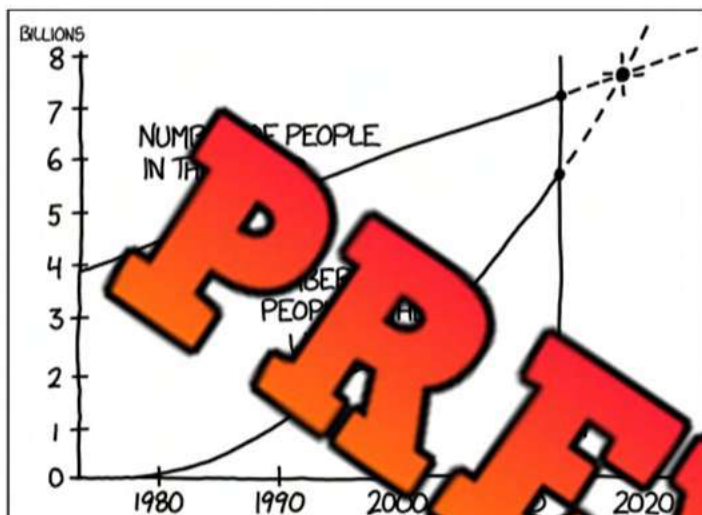
2) Inference: Who do you think gave the duck the plant? Explain.



# Understanding Graphic Texts

**Analyze**

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS  
OUTNUMBERED

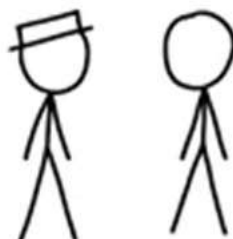
1) What is the comic about?

2) Are there now more Lego pieces than people? How many Lego pieces do you think we now have on Earth?

HOW ARE YOU?

EXCRUCIATINGLY AWARE  
OF HOW MUCH OF EACH  
OTHER'S GROSS LUNG  
AIR WE'RE BREATHING.

I MEAN, FINE!  
HOW ARE YOU?



What is the comic about?

2) What do you think of this comic? Explain.

## 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!

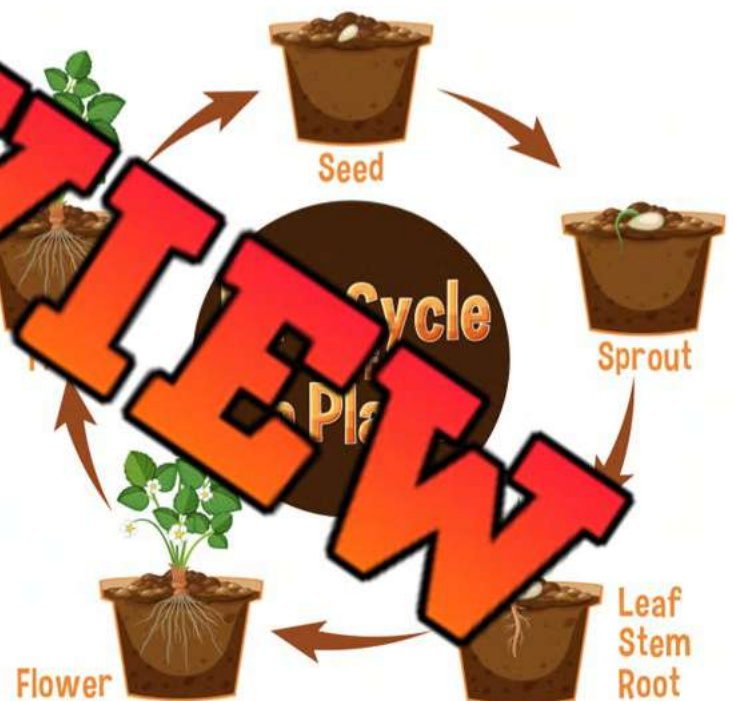
An infographic often has:

- Titles for the main idea.
- Pictures to show what it means.
- Labels that point to parts of the pictures.
- Short words to list facts.

Examine the infographic and answer the questions.

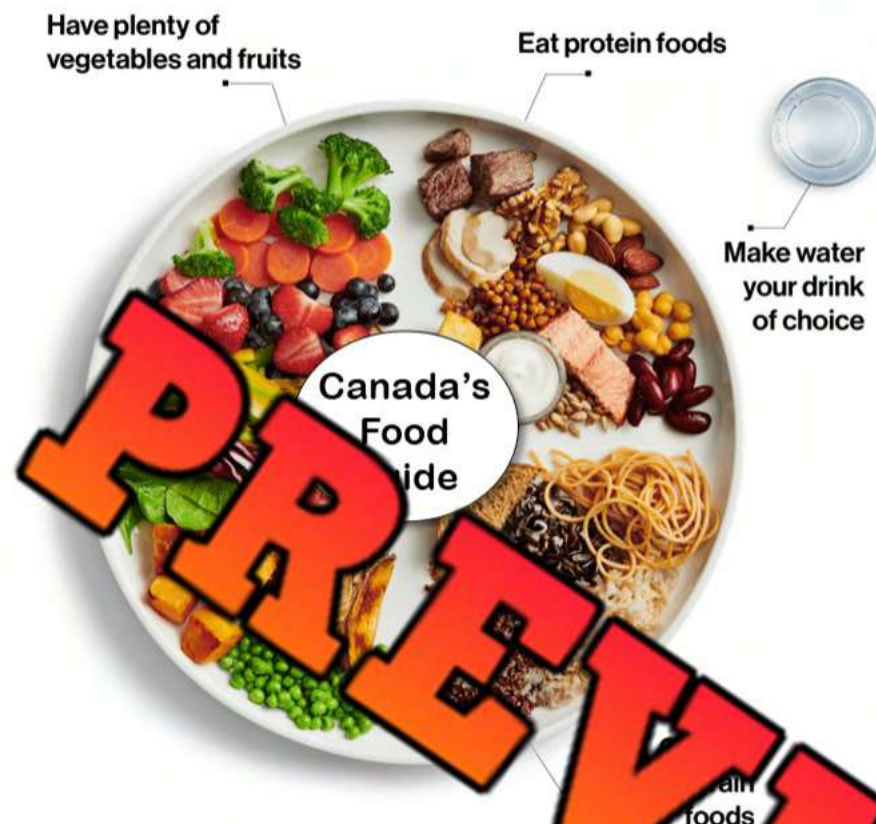
1) What is the title of the infographic?

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 smaller red dot is for a city, and a bigger red dot is for the capital of Canada.



## Reading Maps – Text Features

### Questions

Answer the questions below.

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

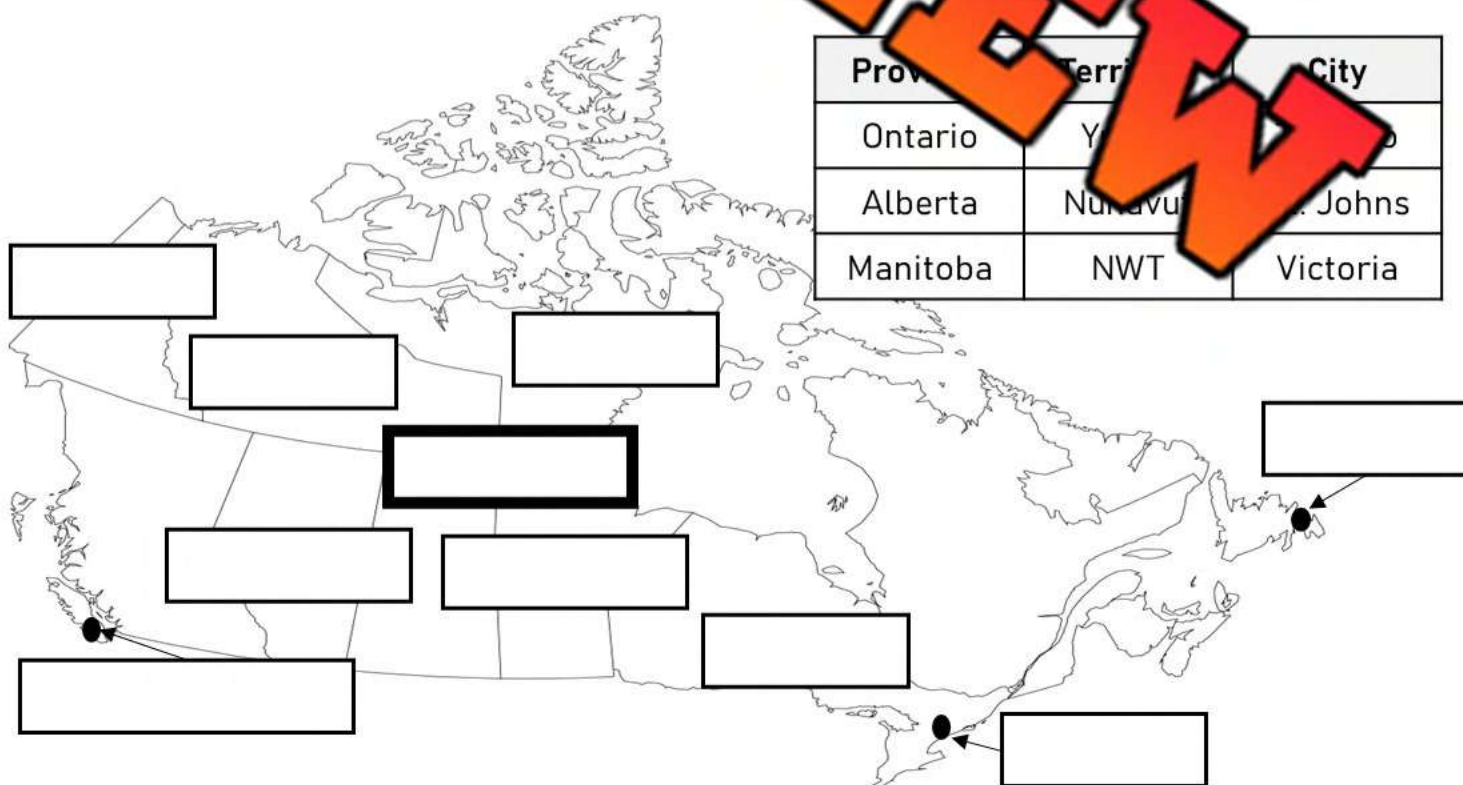
2) How can you identify provinces or territories on a map?

3) How can you identify cities on a map?

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

### Think

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





## Graphic Text - What's a Timeline?

**Analyze**

Look closely at the timeline and answer the questions.

### Cars evolution



1900



1940



1970



1980



1990



2000



2010



2020

1) What is the title of the timeline?

2) What features are shown in this timeline?

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

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



# Block 10: Biographies

## Focus

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

# 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 make it easy to understand someone:

- Intro: A couple of pages at the beginning that quickly tells 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?

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**Making  
Connections**What does this remind you? Have you read a biography before?  
Who would you want to learn more about?

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**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 – 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 that we still use today. He died on October 18<sup>th</sup>, 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.

Name: \_\_\_\_\_

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Curriculum Connection  
CR3.2, CR3.4

**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 a line and labelling the important events  
in Edison's life.



## Biography – Edith Monture

### Edith Monture: A Leader in Nursing

#### Edith's Early Life

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

#### Big Story

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

#### Life After Nursing and What She Left Behind

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

#### Timeline

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

#### Index

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



Edith Monture



## Understanding

Is the statement true or false?

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

## Critical Thinking

Answer the questions below.

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

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

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

# Biography Research Assignment

## Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

## Instructions

How do we complete the activity?



- 1) Pick a Person: Choose a person from the list your teacher gave you.
- 2) Research Time: Use the computer or tablet to read a biography about the person you chose.
- 3) Jot Down Notes: As you read, jot down notes about their early life, achievements, and later years.
- 4) Write a Summary: After reading, write a brief summary about the person's early life, achievements, and later life. Use your notes to help you.
- 5) Create a Timeline: On a piece of paper, draw a timeline and mark significant events in the person's life using coloured pencils or markers.

## Options

Individuals you could choose to research.

Neil Armstrong
Marie Curie
Martin Luther King Jr.
Rosa Parks
Albert Einstein
Mahatma Gandhi
Anne Frank
Amelia Earhart

Christopher Columbus
Abraham Lincoln
Harriet Tubman
Leonardo da Vinci
Jane Goodall
Nelson Mandela
Frida Kahlo
Steve Jobs

Mother Teresa
Thomas Edison
Walt Disney
Malala Yousafzai
George Washington
Helen Keller
Cesar Chavez
Bill Gates

Name: \_\_\_\_\_

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Curriculum Connection  
CR3.2, CR3.4

## Research

Write jot notes as you read more about the person.

### Early Life

When were they born?

Where were they born?

Where did they go to school?

What hobbies did they have as a kid?

### Achievements and Awards

### Later Life

Are they still alive?

If they have passed away, when did they?

Why will we remember them?



Name: \_\_\_\_\_

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Curriculum Connection  
CR3.2, CR3.4

### Summary

Write a summary of your individual's life story.

**PREVIEW**

### Timeline

Draw a timeline of the important events in their life.

#### Timeline – Use a Graphic or List