



Preview – Information



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

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

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

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Google Slides Lessons Preview





Saskatchewan Language Writing – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to recognize and understand different text forms so we can choose the best way to share our thoughts, ideas, and information with others. This helps us communicate more clearly and makes our writing easier to enjoy and understand.

Matching: Text Forms

Look at the pictures and use the words on the right to match the picture to the text form.

Picture	Text Form
Book	Narrative
Landscape	Expository
Person	Persuasive
Globe	Descriptive
Diagram	Informational

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!


Fantasy Genre Character Creation

Look at the picture and think about the character you would like to create. Write a story about the character.




Saskatchewan Language Writing – Grade 3

Choosing the Right Adjective



young	round	wonder	green	dirty
free	short	pleasant	tricky	quiet



- Talia took a _____ walk in the park.
- The _____ boy helped his sister.
- The custodian wiped the _____ desk.
- A basketball is _____ in shape.
- A starfish has _____ arms.
- I lost my _____ notebook.
- Please use your _____ voices inside.
- The giraffe has a _____ tail.
- We solved a _____ riddle in class.
- The carpenter built a _____ fence.

Sentence Sort

Put each sentence in the box that best describes it.

1	2	3	4	5	6	7	8
The cake was delicious. Everyone said the cake was delicious at the party.	The day was playful, energetic, and full of excitement.	She fell sad, lonely, and spent after the movie ended.	He was tired. He was tired because he ran a long race.	The movie was exciting, especially the ending.	My brother is funny, and he always makes everyone laugh.	The flowers were pretty. The pretty flowers were pretty in the pretty garden.	It was a cold day. It was cold because of the cold wind.

☒ ☐ ☒ ☐ ☒ ☐ ☒ ☐

Purpose and Audience of Writing

Instructions: Read each situation and decide if it should be written as a Formal or an Informal letter.

Audience	Purpose	Formal	Informal
Principal	Asking for permission to join a school		<input checked="" type="checkbox"/>
Uncle	Thanking for a birthday gift		<input checked="" type="checkbox"/>
Mayor	Suggesting more bird bins in the park	<input checked="" type="checkbox"/>	
Best Friend	Planning a surprise birthday party		<input checked="" type="checkbox"/>
Teacher	Clarifying test instructions	<input checked="" type="checkbox"/>	
Store Manager	Reporting a broken item	<input checked="" type="checkbox"/>	
Aunt	Sharing exciting vacation news		<input checked="" type="checkbox"/>
Coach	Asking about sports practice schedule		<input checked="" type="checkbox"/>
Classmate	Asking to borrow a book		<input checked="" type="checkbox"/>



Saskatchewan Language Writing – Grade 3

Find the Right Setting

Read each description and draw the picture that matches the setting in the correct box.

<p>The sun was shining brightly and the waves splashed gently on the sand. Children were playing, digging, building sandcastles and collecting seashells.</p>		<p>Colorful posters covered the walls and books were neatly stacked on the shelves. The students sat at their desks, listening to their teacher.</p>	
<p>Tall trees stood close together, their leaves making a green roof above. Birds chirped loudly and a squirrel ran quickly across the ground.</p>		<p>The swings moved back and forth and the kids laughed in the sun. Children laughed as they giggling and running in the sandy area.</p>	
			

Match the Character to the Description

Read each description carefully and match it to the correct character.

<p>Max has bright brown curly hair. He has got green eyes and is small. He's very kind.</p>	<p>Liam has got short black hair. He has got dark skin and a big smile. He's funny.</p>	<p>Emma has got long blonde hair and big eyes. She's friendly.</p>
<p>Noah has got blue eyes and has one tooth. He hasn't got long hair. He's playful.</p>	<p>Ava has got straight red hair. She hasn't got blue eyes. She's helpful.</p>	<p>May has got spiky hair. He hasn't got blond hair. He's cool.</p>
		
		

Similes Practice

Write the two parts that make a simile.

As busy	
As brave	
As light	
As cold	
As sweet	
As slow	
As quiet	
As fast	
As gentle	
As strong	

as happy	
as a lion	
as lightning	
as a bee	
as a turtle	
as a fish	
as a feather	
as a snail	
as ice	
as a mouse	



Workbook Preview



Grade 3 – Language

Saskatchewan ELA Curriculum



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: <ul style="list-style-type: none"> • 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. 	8-9, 95-96, 107-108, 155-158, 161-162, 200-203, 270-271
CC3.2	Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.	112-113, 171-177, 190-197, 206-209, 211-215, 225-226, 247-260, 261-268, 276-279
CC3.3	<div> <div>Preview of 150 pages from this product that contains 383 pages total.</div> <div>Unit)</div> </div>	
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.	10-45, 48-67, 70-81, 84-92, 97-106, 109-111, 114-137, 140-154, 163-170, 174-177, 179-189, 198-199, 204-209, 218-224, 227-228, 230-245, 272-275, 280-284

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).	46-47, 68, 82-83, 93-94, 138-139, 159-160, 178, 210, 229, 261, 269, 285-308
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.	69, 216-217

Stamina Writing – Building Stamina

Stamina in writing means being able to write for a long time without getting tired. It is like having strong muscles for writing.

Imagine you are running or playing a game, and you keep going even when it gets hard. With writing, it is the same. You keep making up stories or sharing ideas with your words, even when it feels a bit tough. It is practicing to write more and more so you can become really good at it, just like practicing a sport or a game.

Practice: Choose a prompt from the box below and write about it for 8 minutes.

Do you think it's fair to have school uniforms?

Do you think it's a good limit to have?

Is it fair to expect every student to be good at math?

Name: _____

9

Curriculum Connection
CC.1.1

Practice

Continue writing about your topic for 8 minutes.

PREVIEW

Count your words. How many words did you write? _____

Count your lines. How many lines of words did you write? _____

Understanding Text Forms

What Are Text Forms?

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



Why Different Text Forms?

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

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

Who Will Read It?

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

Choosing the Right Key

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

Which Form?

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

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

Questions

Answer the questions below.

1) What do the terms below mean?

Audience

Purpose

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

Biography Book Covers

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

--	--

Narrative Writing – Genre Identification

Read

Read the story below, identify its genre and colour the picture.



In 1969, something amazing happened! Neil Armstrong and Buzz Aldrin, who were astronauts, landed on the moon for the very first time. When Neil stepped onto the moon, he said, "That's one small step for man, one giant leap for mankind." People all over the world watched on their TVs and were super excited. This moon landing was a huge moment in history and showed everyone that we can do really big things when we try hard.

Science	Fiction	Non-Fiction
Education		Suspense

Writing

Explain why the story fits the genre you chose.

Narrative Writing – Genre Identification

Read

Read the story below, identify its genre and colour the picture.



In a magical land filled with sparkling rivers and talking animals, a young girl named Lily discovered a glowing stone that could grant wishes. She wished for adventures, and suddenly, she found herself riding a flying unicorn named Star. Together, they soared above the clouds, exploring enchanted forests and meeting friendly dragons who shared their treasure. Every night, they returned home under the starlit sky, excited for the next new magical journey.

Fantasy	Fiction	Non-Fiction
Adventure		Biography

Writing

Explain why the story fits the genre you chose.

Activity: Power of Planning

Objective

What are we learning more about?

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

Instruction

How do we complete the activity?

**Part 1: Writing Without Planning**Subject: My Favourite Game**Instructions:**

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

Part 2: Writing With BrainstormingSubject: My Favourite Dessert**Instructions:**

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



Activity: Power of Planning

Part 1

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

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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



Dessert

PREVIEW

Sentence Beginnings – Adjectives

An **adjective** is a word that describes something. It can tell us what kind, how many, or which one. We use adjectives to make our sentences more interesting. You can start a sentence with an adjective to describe the noun that comes after it.

Here are 2 examples:

- Tall trees surrounded the campsite.
- Seven ducks swam in the pond.



Write _____ sentences using different adjectives to start the sentence.

Sunny	Mysterious	Colourful	Noisy
Delicious	Giant	Tiny	Silly

Sentence 2

Sentence 3

Sentence 4

Sentence Beginnings – Prepositional Phrase

A **prepositional phrase** is a group of words that starts with a preposition and tells us more about something. **Prepositions** are words like "on," "in," "under," "before," and "after." They show where or when something is happening. You can start a sentence with a prepositional phrase to set the scene or give more information.

Here are 3 examples:

- 1) In the morning, we like to go for a walk.
- 2) Under the table, the cat was hiding.
- 3) After the rain, the flowers looked more colourful.



Write 4 sentences that begin with a prepositional phrase

In the garden	After the storm	Beside the river	Near the window
On the playground	Before the	Behind the school	Through the forest

Sentence 2

Sentence 3

Sentence 4

Writing Descriptive Sentences

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

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

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



Directions

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

Adjectives (Describing words)	Noun	Where	When
Brown	Bear	Crossed arms	In Toronto
Huge		Was growling	In the woods
Massive		Started chasing me	By a pond
Scary		Ate a fish	By the river
Crazy		Climbed a tree	By my house

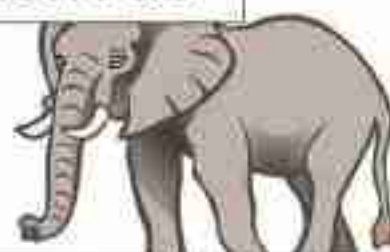
Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

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



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

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

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

For example, they might come up with:

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

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

Sentence _____ all 8 sentences using the different prompts above.

Revision – Run-On Sentences

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

Examples

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



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

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

Conjunctions

And

Because

So

Or

But

Yet

Yet

Think

Is the sentence a run-on or not?

- 1) The cat slept peacefully in the warm sunlight.
- 2) It was raining we played board games inside.
- 3) She loves painting, especially with bright colours.
- 4) He loves soccer his sister prefers basketball.
- 5) After school, they went to the library.
- 6) I have a goldfish it swims in a big tank.

Yes

No

Yes

No

Yes

No

Yes

No

Yes

No

Yes

No

Revision – Run-On Sentences

And	But	So	Because	Then
Yet	However	Therefore	While	Or

Think

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

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

Revision - Avoiding Repetition

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

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

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



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

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

Revise the sentence by avoiding repetition

1

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

2

The clown was funny. The clown made funny jokes.

3

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

4

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

Writing Fluency

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

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

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



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

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

Exploring the Structure of Paragraphs

What's Inside a Paragraph?

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

The Start: Topic Sentences

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



Details, Details, Details!

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

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

Wrapping It Up: Closing Sentences

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

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

Exploring the Structure of Paragraphs

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

Some stars group together and form shapes. We learn old stories about these star patterns, like the Big Dipper or Orion. It is a great way of looking up at the twinkling stars is a perfect way to end a day. Look at the stars.

Hooks

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

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

Your Version

Writing Engaging Topic Sentences

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



Hooks

Write a topic sentence below using the different strategies.

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

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

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

a) Chocolate chip cookies are the best treat!

b) Cookies have chocolate chips in them.

c) Cookies are baked in an oven.

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

a) Winter has many holidays like Christmas.

b) Winter has cold weather and snow.

c) Each snowflake is special and different.

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

a) Lots of wild animals live in Africa.

b) Elephants are the same height as giraffes.

c) Elephants are amazing animals with cool parts.

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

a) Playing soccer means learning skills and teamwork.

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

c) Kids play soccer more in the summer.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

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

What's Inside?

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

Check These Out:

✓ Main Idea: "I love ice cream."

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

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

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

Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

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

How to Build Great Paragraphs:

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



Crafting Perfect Paragraphs

Supporting Details

Write 2 supporting details about the topic sentences below.

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

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

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

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

Supporting Details

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

Think about why we love summer:

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

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

Brainstorm 1) Brainstorm ideas and then select 2 big ideas to write about.

1) What is your dream car?

Dream Car

Write the 2 ideas you can pull from your brainstorming.

1)

2)

Transition Words - Supporting Details

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

Think

I can go _____ position word for the supporting details.

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

Ending With A Bang: Conclusion Sentences

What's a Conclusion Sentence?

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

Why Do We Need Conclusion Sentences?

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



How to Write a Good Conclusion Sentence

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

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

Conclusion Sentence Examples:

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

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

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

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

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

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

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

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

Think

Which conclusion sentence you think is best.

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

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

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

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

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

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

Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

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

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

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

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

Analyzing Paragraphs

Analyze

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.

1) My teddy bear is named Mr. Brown. He has soft, fuzzy fur and a red bowtie. I got him on my fifth birthday from my grandma. Every night, I cuddle him before sleep. He's my favourite toy in the whole world.



Main Idea

2) At school, we have a special reading time. Every day, one student picks out a book from the library shelf. I usually choose stories about adventure and magic. My best friend likes books about animals. After reading, we share what we learned from our books.

Main Idea

3) Winter is such a magical time of the year. Snowflakes fall from the sky, covering everything in white. I put on my warm coat, mittens, and boots to go outside. My friends and I build snowmen and have snowball fights. At the end of the day, we drink hot cocoa to warm up.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

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

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



1)

2)

3)

4)

5)

6)

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

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

Edit

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

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

Edit

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

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

Revision – Take a Closer Look

Instruction

Take a closer look at your previous activity to answer each question below. Mark "yes" or "no". Make changes in your writing for each question that you marked "no". Then colour the box to show you edited your writing.



	Yes	No
Is the topic clear?		
Are your ideas based on the topic?		
Do your details tell more about your topic?		
Did you use your best spelling?		
Did you use capital letters?		
Did you end each sentence with a punctuation mark?		
Did you have long and short sentences?		
Do your words and tone (feelings or attitudes) match your purpose (reason for writing)?		
Do you have a closing to your paragraph?		

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Reflection - What Did I Learn?**Think**

Write four things you learned from completing this writing assignment.

PREVIEW

What
Learned

Formal Versus Informal Letters

Formal Letters: For Serious Talks

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

How to Write:

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



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

How to Write:

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

Email Letter Writing: Modern Communication

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

Parts of an Email:

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



Formal Versus Informal Letters

True or False

Is the statement true or false?

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

Think

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

Dear Mrs. Smith,

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

Thank you,
Alyssa

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

Hi Max,

Can you finish the drawing we started yesterday? It looked awesome!

Talk to you,

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

Subject: Great Story

Dear Mr. Lee,

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

Best wishes,
Evan

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

Subject: New Math Game

Hey Riley,

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

See you!
Mia

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

Purpose and Audience of Letters

Think

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

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

Think

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

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

Analyzing Informal Emails

Analyze

Read the emails below. Underline the **subject** and **closing** (or use highlighters). Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Missing Pencil

Hey Alex,

I noticed my blue pencil is missing from my desk, and I saw you using one just like it. Did you take it without asking? I really need it back. It's important to ask before taking someone's stuff. Let me know.

Thank you,

Jordan

Author's Voice

Subject: Lost Toy

Hi Jake,

I'm feeling really down because I lost my favourite toy at school today. If you see a green toy dinosaur, can you let me know? I'm really sad about it but I hope you can find it.

Thanks a lot,

Sophie

Author's Voice

Subject: Presentation Tomorrow

Hi Grace,

I'm super nervous about our class presentation tomorrow. I keep thinking I'm going to forget everything. Have you practiced a lot? Maybe we can practice together after school? It might help me feel better.

Thanks,

Olive

Author's Voice

Informal Email Writing

Write

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

Audience	Purposes
Friend	Invitation to a sleepover
Subject	

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: Super News!

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

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

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

Jumping with joy,

Mia

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

Subject: Rained-Out Picnic

Hi Carlos,

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

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

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

Sighing,

Ella

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

Subject: Unexpected Discovery!

Hey Sam,

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

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

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

In total shock,

Lily

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

Success Criteria – Informal Emails

Analyze

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

Subject: My New Treehouse

Hi Luke,

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

Did you do anything fun this weekend? Let me know if you want to have a treehouse party soon!

See you at school,

Mia

1)

2)

3)

4)

5)

6)

7)

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

1) Who will be the audience of your informal email?	
2) What will be the purpose of your email?	
3) Brainstorm anything that comes to mind when you think of this purpose. What things could you write about to this audience?	
4) Write the subject line below.	
5) Write the greeting you will use.	
6) Write the closing you will use.	

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

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

Edit

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

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

Reflection Journal

1) Colour the emoji that best describes how you feel about your writing. Are you happy with it?



2) What was your favourite part of your assignment?

3) What did you find challenging while writing?

4) How could you have done better?

5) Did you learn any new words or phrases while writing? Can you share them?

Rubric – Informal Email

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

Teacher Comments

Mark	
-------------	--

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

My Identity – A Letter to My Future Self

Write

Imagine you're opening this letter in many years. What do you want to tell your future self about who you are today. Write a very special letter to future self.

- 1) **Who You Are Now:** Describe yourself. What's important to you? What are your favorite things to do, eat, or play?

- 2) **Your Hopes & Dreams:** What are your biggest dreams. What do you hope to achieve? What adventures do you want to try?

- 3) **Wishes for Your Future:** Write about what you hope life is like in the future. Do you have any wishes for yourself?

- 4) **A Message of Encouragement:** End with some encouraging words to your future self. What advice or message do you want to give?

Assignment - Letter Writing

Write

Write the final letter below.

PREVIEW

Understanding a Good Thank You Letter

Read

Read the thank you letter below and write down 6 things you think make Jamie's letter a good thank you letter.

Dear Mrs. Thompson,

Thank you so much for the book you gave me. I love it a lot! It has so many cool stories about dinosaurs, and I read it every night before bed. You always know what I like, and this book is just perfect. I feel really special that you thought of me.

I can't wait to tell you all about my dinosaur story the next time I see you. Thanks again for such an amazing gift!

Your friend,

Jamie

1)

2)

3)

4)

5)

6)

Read

Here are 10 criteria that contribute to making a thank you letter good.

	Criteria
1)	Personalization: Address the recipient by name and personalize the message to reflect your relationship and the context of their help or gift.
2)	Specificity: Be specific about what you are thanking them for. Mention the gift, favour, or action and how it impacted you.
3)	Sincerity: Express genuine appreciation. Your words should convey heartfelt gratitude, not just a formality.
4)	Timeliness: Send your thank you letter promptly. A timely thank you shows the recipient that you value their gesture and have taken the time to acknowledge it.
5)	Tone: Ensure the tone of your letter matches the nature of your relationship with the recipient, whether formal, friendly, or intimate.
6)	Brevity: Keep the letter concise and to the point. A thank you letter doesn't have to be long to be meaningful.
7)	Clarity: Write clearly and directly. The recipient should understand your message of thanks without confusion.
8)	Positivity: Focus on positive sentiments. Even if the context includes overcoming a challenge, highlight the positive difference their contribution made.
9)	Connection: Mention the future positively. For instance, express hope for future interactions or how you look forward to using or cherishing their gift.
10)	Presentation: Pay attention to the presentation of your letter. Neat handwriting, quality paper, and even the envelope can add a special touch to your message of thanks.

Plan Your Thank You Letter

Write

Think of someone you want to write a thank you letter to. Plan your letter below.

1) Who are you thanking?

2) What are you thanking them for?

3) What tone will your letter be? Friendly? Grateful? Think about how you talk to this person.

4) Plan to keep your letter short and sweet. What are the most important things to say?

5) How will you show you really mean your thanks? Think about sincere words you can use.

6) What can you say that relates to the future? Can you tell them you look forward to seeing them?

7) Now, you plan to write your thank you letter below. Don't forget to remember the **3 C's**.

Now, use the plan to write your thank you letter below. Don't forget to remember the person's name.

PREVIEW

Understanding a Good Invitation

Read

Read the invitation below and write down 6 things you think make Katie's invitation a good one.

Dear Hannah,

Guess what? You're invited to my 9th Birthday Party! 🎉

When: Saturday, February 21st at 2 PM

Where: 123 Main Street (The blue one with the big tree in front)

We're going to have a superhero theme! 🦸🦹 You can come dressed as your favorite superhero if you want. I'll play games, eat yummy cake, and have a blast!

Please let me or my mom know if you can come by November 5th. You can call us at (555) 123-4567.

I really hope you can make it because it won't be the same without you!

See you soon,

Katie

P.S. There will be a prize for the best superhero costume!

1)	
2)	
3)	
4)	
5)	
6)	

Read

Here are 7 criteria that contribute to making a good invitation.

	Criteria
1)	What's the Party For: Tell your friends why you're having this party. Is it your birthday or maybe a Halloween bash? Let them know why it's going to be super fun!
2)	Give Details: Make sure to tell them when it is (date and time), where it is (your house or somewhere cool), and what to wear (costume or gear?). This way, they won't miss out or come in pajamas!
3)	Make It Special: Make it special from you. Maybe draw a picture on it or use your colors. Like saying, "Hey, this party is going to be as awesome as a fruit and cream sundae!"
4)	Keep It Short and Sweet: You don't have to write a book. Just the fun stuff, like when, where, and what the party is. That way, they can read it fast and start getting excited!
5)	How to Say Yes: Tell them how to let you know they're coming. They can call your mom or dad, or maybe send you a secret agreement. Make sure they know how to RSVP by a certain day.
6)	Ask for Help if Needed: If your friends have questions, like how to get to your house or what to bring, tell them who to ask. Maybe they can call you or your parents.
7)	Say Please Come! End your invitation by telling them you really hope they can come because parties are more fun with friends. It's like the cherry on top of the invite.

Plan Your Own Invitation

Write

Think of an event you want to invite people to. Plan your invitation by filling in the table below.

1) What is the event you are inviting people to?

2) List the specifics you will include.

When

Where

Who

What

Why

3) How will you personalize your invitation to make your friends feel special?

4) Describe how you'll mention the theme or occasion of your party.

5) What are the RSVP instructions?

6) Now, using your writing, write your invitation below. Don't forget to remember all the criteria.

PREVIEW

Name: _____

106

Curriculum Connection
CC.3.4

Invitation

Write your invitation below

PREVIEW

Activity – Improving Sentences

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

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

Examples

Before:

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



Directions

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

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

Sentence

Directions

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

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

Sentence

Boring Sentence: _____

Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Narrative Writing - Setting

Describe

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



See

Feel

Hear

Taste

Smell

Use your notes above to write a paragraph form.

Analyze

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

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

See

Feel

Hear

Taste

Smell

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her red coat. Her curiosity is endless, and she's a natural investigator. Note: When you find her tinkering in an ordinary household item, turning it into something extraordinary.

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing – Character Adjectives

Analyze

Colour the picture. Then describe the character using 8 adjectives.



Writing

Write at least 3 sentences that introduce your character.

Narrative Writing - Plot

Brainstorm

A plot needs a problem or goal. Write as many problems as you can below in this brainstorm activity. There are no bad ideas!

PREVIEW

Plot Ideas

Practice

Choose a plot from above and write it in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Where will the story take place? Describe the setting.

Practice

Fill in the organizer below.

4) Middle – What problems will the characters have to solve? What will happen in the story?

5) End – How will the characters solve the problem?

6) What is a good title for your story?

7) If this was a book, draw the front cover.

Narrative Writing – Plot Twists

A **plot twist** is a surprising change in a story that you did not expect. It makes you think, "Wow, I did not see that coming!" This twist usually happens in the middle or end of a story and changes how you think about what is happening.

For example: In a story about a school talent show, it turns out that the quietest kid in class is a great singer and wins the competition.

Think: Read the plots below and think of plot twists that would work.

Plot 1) A boy finds a stray dog and wants to keep it.

**Plot
Twist**

Plot 2) A girl plants a seed and waits for it to grow.

**Plot
Twist**

Plot 3) A squirrel is collecting nuts for the winter.

**Plot
Twist**

Narrative Writing - Draw & Describe Setting

A **setting** is where and when a story takes place. It is important for writers to describe the setting well so that reader's can picture the story in their minds.

Draw

Draw a picture of a playground setting.

PREVIEW

Write

Write at least 3 sentences to describe the setting. Include information about the **time** and **place** of the playground. Use your **senses** to help your descriptions.

Narrative Writing – Conflict Resolution

Conflict Resolution is when you find a peaceful way to solve a problem or a disagreement. It is like being a detective and finding clues to make everyone happy and friendly again.



For example: Imagine you and your friend both want to be the leader in a game. You both feel upset because you cannot decide. You find a way where maybe one of you can be the leader today, and the other person can be the leader tomorrow. Now, both of you get a chance to lead, and nobody feels left out.

Think about the conflicts below and think of a resolution that would work.

Conflict	1) A wizard's spell is wrong, making all the colours in the world disappear.
Resolution	_____ _____ _____
Conflict	2) A brave knight must find the only herb that can cure the queen's mysterious illness.
Resolution	_____ _____ _____
Conflict	3) A group of kids on a space station must fix their robot before a space storm hits.
Resolution	_____ _____ _____

Narrative Writing – Themes

In a story, the **theme** is the big idea or lesson that the story is trying to share with us. It is like the heart of the story.

For example, in the story of "The Tortoise and the Hare," the theme is that being slow and steady can be better than being fast and careless. The tortoise wins the race by being steady and not giving up.

Think about the story summaries below and write the theme of each.

Summary	A boy is lunch with a hungry friend and learns that sharing makes
Theme	_____
Summary	A girl lies about stealing _____ and _____ until she tells the truth and says sorry.
Theme	_____
Summary	A dog keeps trying to jump over a log and finally does it, she _____ never to give up.
Theme	_____
Summary	A student is scared to sing in front of the class but feels proud when she bravely tries.
Theme	_____

Writing Similes

A **simile** is a special tool in writing that compares two different things using the words "like" or "as." It helps create a picture in your mind by showing how one thing is similar to another.

Here are some examples of similes:

- The car raced down the street as fast as a cheetah.
- Her smile was as bright as the sun on a summer day.



Directions: Draw a line from the simile starter to its ending.

As fast as a _____
As busy as a _____
As slow as a _____
As strong as an _____
As quick as a _____
As light as a _____
As sweet as _____
As cold as _____
As hot as the _____
As snug as a bug in a _____
As tall as a _____
As smooth as _____
As hard as a _____
As clear as _____
As bright as a _____
As colourful as a _____

☐ snail
☐ ice
☐ flash
☐ sugar
☐ rug
☐ giraffe
☐ snow
☐ silk
☐ ox
☐ feather
☐ bee
☐ crystal
☐ star
☐ rainbow
☐ rock



Figurative Language - Simile

Write

Finish the similes below.

1)	As strong as _____
2)	As _____
3)	Slippery _____
4)	Quiet as a _____
5)	Eat like a _____
6)	Go out like a _____

Write

Add a simile to the sentence.

1	The moon shone as _____ _____
2	She ran across the playground as quick _____ _____
3	The sunflower stood like a _____ _____

Alliteration Challenge

Alliteration is where words start with the same sound. It is like making your words dance together with the same beat!

Here are some examples of alliteration:

- The wise wizard waved his wand.
- Lucy loves light lavender lollipops.



Write Use the topic provided, write 2 alliterations. The first one is done for you.

Topic	Beach
a)	Silly fish playing on the sunny shore.
b)	Busy blue waves washing away lonely, wandering crabs.

Topic	Sports
a)	
b)	

Topic	School
a)	
b)	

Topic	Food
a)	
b)	

Alliteration Challenge

Write

Do the sentences below use alliteration?

1)	I can't wait to go on vacation this summer!	Yes	No
2)	Fun, fluffy frogs frolic in the forest.	Yes	No
3)	Do you prefer sour or chocolate candy?	Yes	No
4)	I bought a blue balloons.	Yes	No
5)	My dad ate a new chunk ice cream.	Yes	No

Write

Complete each sentence using a word from the box. The word should match the alliteration and the meaning.

Flowers	Silly	Happy	Hopping
Bounced	Fantastic	Snake	Twisting

1)	The bright b _____ fluttered in the garden.
2)	Bobby b _____ boldly on the trampoline with joy.
3)	The s _____ slithered silently through the grass.
4)	The huge h _____ horse galloped across the field.
5)	The fast f _____ fish swam swiftly in the stream.
6)	The tiny, t _____ toucan took turns tasting tangy tropical fruits.

Writing Goals

A **writing goal** is like a promise to help you get better at writing. It shows what you can work on to improve!



Ideas

- Edit work for spelling mistakes.
- Practice neater handwriting.
- Try using different types of punctuation.

1) You need 3 writing goals. Choose from below or write your own in question 2.

a) Use different types of punctuation.	Yes	No
b) Write down words and their meanings.	Yes	No
c) Edit work, look for better adjectives/adverbs	Yes	No
d) Edit writing for spelling mistakes.	Yes	No
e) Practice writing neat handwriting.	Yes	No

2) What other writing goal should you have?

3) Write the 3 writing goals and how you will achieve them.

Achieving Our Goals

Goals – Checking In

Did you achieve your goals?

1) Did you achieve your goals? Write the goal and how you think you did.

2) As you worked on your writing this week, did you think of these goals?

3) What can you improve on for your next goals. How can you make sure you reach them?

Writing Speaker Tags

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

Fill in the _____

Use a different speaker tag for the quotations below.

1)	"I'll be late for dinner," _____ Mom.
2)	Sally _____ "I think I see a rabbit."
3)	"Can you help me _____ home?" _____ Mike _____
4)	"I wish it would stop raining," _____ Tim.
5)	"You're it!" _____ Emily _____ her friend.
6)	Lucy _____, "I'll be there _____ minutes."
7)	"Watch out for that puddle!" _____ M _____
8)	"This is the best ice cream ever," Peter _____
9)	"Do you think it will snow tomorrow?" _____ Sam.
10)	"I don't want to go to bed," _____ Lily.
11)	"We won the game!" _____ the whole team.
12)	"Please pass the salt," _____ Grandpa.
13)	Tom _____, "I have finished my painting."

Writing Using Quotations

Practice

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







Success Criteria – Narrative

Analyze

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

The Musical Box

In the cozy town of Melodyville, lived a young boy named Tom. He loved listening to music. His room was filled with different instruments. The sound of notes always filled the air, and his room felt like a concert hall.

One day, Tom found a magical music box, tucked away beneath his bed. It sparkled and hummed with a faint melody coming from it. When he opened the box, the music grew louder and more beautiful!

With excitement, Tom turned it on and played a song about a beach with soft waves. As he listened, he began to feel sand between his toes and smell the salty sea.

Suddenly, he was standing on a sunny beach. The sun greeted him, and seagulls sung along with the tune. The music had taken him to a magical place!

When Tom was back in his room, he held the music box close. Now music wasn't just a sound to him; it was a door to magical places and adventures.

1)

2)

3)

4)

5)

6)

7)

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space robot	Befriends aliens	Planets
Adventure	Solve neighborhood mystery	Suburb
Elderly gardener	Discovers singing garden	Backyard
Young chef	Prepares winning test	City kitchen

Plan

Choose a topic from the list and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – What will the setting be? Describe it using your senses.

Plan

Fill in the organizer below.

4) Middle – What problem will the character(s) have? Describe how the problem will start and how it will affect the characters.

5) End – How will the characters solve the problem?

6) What is a good title for your story?

PREVIEW

Edit

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

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting - Uses 5 Senses		
Vivid Descriptions - Word Choice		
Appropriate Title		
Story Makes Sense		

Edit

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

Criteria		
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting - Uses 5 Senses		
Vivid Descriptions - Word Choice		
Appropriate Title		
Story Makes Sense		

Activity: Story Swap Revision Party

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and paper
- ☐ Highlighters (optional)
- ☐ Revision checklist (see or create success criteria)



Instructions

How do we complete the activity?

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

Activity: Story Swap Revision Party

Feedback

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

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

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

3) What is your favorite part of the story?

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

1)

2)

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

1)

2)

Personal Identity – Mapping My Identity

Instructions

In the middle circle, write your name because that's where you are in your world. In the circles around it, fill in answers to the questions below.



I Am Who I Am!

Stamina Writing – Building Stamina

Have you improved your stamina? Can you focus and write more than you wrote the last time you did this exercise? Let's test your stamina!

Practice

Choose one prompt from the box below and write about it for 8 minutes.

Is it important for everyone to have the same opportunities at school, like in sports, music, and activities?

How do you feel when someone always got to skip ahead in line?

Do you think it is fair if some kids have pets and other do not?

PREVIEW

Name: _____

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Practice

Continuing writing about your topic for 8 minutes.

PREVIEW

Count your words. How many words did you write? _____

Count your lines. How many lines of words did you write? _____

Activity: Being Persuasive

Objective

What are we learning more about?

Students will practice persuasive speaking by debating different prompts, developing their ability to form arguments and listen to others' views.



Instructions

How do we complete the activity?

- 1) Find a Partner: If there's an extra person, make one group of three.
- 2) What We Are Doing: Today, we'll look at different topics from the list. One friend will pick a side for one topic and the other friend will pick for the next one. Take turns doing this.
- 3) Look at the First Topic: Check out the first topic. See how they agree or disagree. The other friend will pick the opposite side.
- 4) Thinking Hat On: Take 2 minutes to think about what you want to say. Write some ideas down.
- 5) Let's Talk!: Chat with your friend about the topic for 3 minutes. Remember to be kind and listen.
- 6) Next Topic Time: After the first topic, look at the next one. Now, the other friend picks a side first. Think and chat just like before.
- 7) Keep Going: Keep talking about all the topics on the list, taking turns picking sides.
- 8) Share with the Class (If You Want): Who wants to chat about a topic in front of everyone? You can pick a topic you already talked about.

Activity: Being Persuasive**Prompts**

Debate the prompts below.

- 1) Do you think school uniforms are cool or not cool? Why?
- 2) Should we get homework to do over the weekend? Share your thoughts!
- 3) Should we use gadgets like tablets in class? Tell me what you think!
- 4) Would you like a longer recess during school? Why?
- 5) Would it be cool to bring our pets to school? Explain.

Feedback Use the graphic organizer below to give feedback to your partner.

1) What's the speaker's main point about persuading others?

2) What cool tricks did you use to make your idea more powerful?

Fun and BoringDraw two sports: one you think is fun and one you think is boring.
Explain your opinions below.

Persuasive Writing - Opinions

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

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

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

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

Is It Persuasive?

Instructions

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



Topic: Winter is the best season.

Snow is pretty.

I like wearing boots.

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

Topic: Dogs are better than cats.

Dogs wag their tails.

Some dogs can bark.

Dogs can be trained to help people with disabilities.

Topic: Reading is more fun than watching TV.

Reading improves vocabulary and brain function.

Books don't need batteries.

I like turning pages in a book.

Topic: Biking is better than walking.

Bikes have shiny parts.

I like ringing the bike bell.

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

Topic: Summer is the best time of the year.

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

Ice cream tastes best in the heat.

I like wearing sunglasses.

Persuasive Writing - Research

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



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

If you have no facts, it's like saying "because I said so." And that's not always enough. Your friend say, "You're right!" But with your ice cream facts, you can say, "My ice cream is the best!"

Research

Fill in the blanks to learn more about the topics.

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

Persuasive Writing - Research**Research**

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

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

Plan

Fill in the table below to plan your paragraph.

1) What is the main idea of your paragraph? Which province do you think is best?

2) Write a topic sentence for your paragraph. Say your main idea.

3) What 3 facts about the province you chose do you think are most convincing?

4) Write a closing sentence.

Write

Write a paragraph about why the _____ is the best province.

Informational Reports: Non-Fiction

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

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



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

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

Activity: Idea Factory

Objective

What are we learning more about?

Students will learn how to make ideas for a report by participating in an assembly-line, where they will work together and build on each other's ideas.

Materials

What is needed to complete the activity?

- ☐ Topic Selection Worksheet
- ☐ Writing Utensils
- ☐ Timers (optional)

Instructions

How do we complete the activity?

- 1) Divide into Groups: Divide students into small groups of 3-4.
- 2) Topic Selection: Provide each group with a topic to choose from below.
- 3) Assembly Line Process: Tell each student to write one idea or fact related to the topic on a separate page, then pass the page to the next person in their group to add another idea or fact.
- 4) Rotation and Collaboration: Continue the process for a set time (5-10 minutes) or until they have lots of information.
- 5) Presentation: Have each group present their ideas and explain how they worked together.

Topics

Print out the topics below.

The Summer Season	Recycling	The Earth	Winter in Canada
Trees	Community Helpers	Types of Weather	Water
Canada Geese	Bicycles	Pets	Outer Space
Canadian Maple Trees	Taking a Train Ride	School Subjects	Making Cookies
Holidays	Earth's Oceans	Canadian Wildlife	Basic Kitchen Safety

Activity: Idea Factory

Think

Write your ideas/facts below about your topic.

1) What is your topic?

2) Write your ideas/facts below, taking turns.

PREVIEW

Writing a Report – Butterflies

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Facts

Organize the facts below.

Butterflies start as tiny eggs laid on plants.

By visiting different plants, butterflies help make new plants.

Butterflies taste things using their feet!

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

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

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

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

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

Butterflies help flowers grow by spreading pollen.

Writing a Report – Butterflies

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Writing a Report – Butterflies

PREVIEW

How To Research Well

Finding Information: Let's Begin!

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

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

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

When using Google, make sure you ask clear questions.

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

The Importance of Trustworthy Sources

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

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

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

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



Think

Is the search good or bad?

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

Questions

Answer the questions

1) Why is it important to use trustworthy sources?

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

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

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

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

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

Research Activity - Questioning

Think

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

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

	Questions	Answers
1		
2		

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

	Questions	Answers
1		
2		

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

	Questions	Answers
1		
2		

Report Writing – Introductions

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

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



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

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

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

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

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

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

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

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

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

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

Report Writing – Introductions

Write

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

Topic: Why kids need to go to school.

Start with a fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Topic: How pets help humans.

Start with a fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

Ideas		
The Solar System	Recycling	Life Cycle of a Butterfly
Famous Canadian Landmarks	How Rain Forms	Local Wildlife
Seasons	Traditional Festivals	Simple Machines

1) Brainstorm report topics that you will choose from. You can use some of the ideas above.

2) What topic did you choose?

3) Write as many main ideas as you can think of about this topic. These will be your headings. Example: If your topic was lions, you might have headings like where they live, and how big they are.

4) Choose three main headings and write them below.

Name: _____

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CC.3.2, CC.3.8**Research**

Find information for your report.

5) Now you will need to find facts for your report. For each heading, write 3-5 facts that you can include in your report.

	Facts	Source - Where Did You Find The Information?
1		
2		
3		

Planning

Finish the planning process.

6) Start with a sentence about your topic. Then, write about what your report will be about. Use your headings for help. Example: If you read this report, you'll learn about what lions eat, where they live, and how big they are.

7) Write the conclusion by writing up your idea and some of the things they learned. Use a call to action - here we have more.

8) What drawings can you add to your report? Make 1 or 2 drawings here.

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
3 Headings	Three or more clear, relevant headings	Three headings, some clarity	Less than three headings	No clear headings
Pictures/ Diagrams	Relevant and integrated	Relevant but not integrated	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, well-chosen facts and stats	Mostly accurate relevant	Inaccurate or irrelevant	Incorrect or irrelevant

Teacher Comments

Mark

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

Depicting Ideas – Transform Main Ideas

Safe Journey Home from School

Every day after school, Mia and Alex have a big adventure: getting home safely. They know the rules well and always stick together. First, they make sure to walk on the sidewalk and stay away from the road. Cars can be fast, and it is important to keep a safe distance.

They also know what to do when crossing the street. "Look left, right, and left again," Mia reminds Alex every time they cross. If the light says 'walk,' they check for cars to be safe. On days when they take the bus, they wait patiently in line and board calmly, holding onto the rails.

Mia and Alex never talk to strangers on their way home. If a stranger approaches them, they remember to walk away and tell a trusted adult about it. And, they always go straight home after school, no detours to unknown places.

Thanks to these rules, Mia and Alex always make it home safely, ready to share their day's adventures with their family.



Name: _____

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Creative Poster Project

Poster

Fill out the poster that highlights the key safety tips that Mia and Alex follow.

PREVIEW

What is a Haiku?

What is a Haiku?

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

Springtime
The sun is shining bright,
Moon glows in the night,
Dreams start to take flight.

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



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

Write

Finish the Haiku poems below.

Topic: Sunny Day

Line 1

Blue sky, no clouds in sight,

Line 2

Sunshine warms the playground.

Line 3

Topic: Rainy Morning

Line 1

Raindrops tap the roof,

Line 2

Open my umbrella up,

Line 3

What is a Haiku?

Write

Finish the Haiku poems below.

Topic: Snowy Wonderland

Line 1	White snow covers ground,
Line 2	Snowmen stand with hats and scarves,
Line 3	

Topic: Spring Wakes Up

Line 1	Birds sing happy tunes,
Line 2	
Line 3	_____ me says hello.

Topic: Summer Breeze

Line 1	Hot sun is so close,
Line 2	
Line 3	Summer fun

Topic: Starry Night

Line 1	Stars shine in the sky,
Line 2	
Line 3	Time to close my eyes.

Topic: Cozy Evening

Line 1	
Line 2	Fire crackles, warms the whole room,
Line 3	Winter's cozy hug.

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

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

What is Rhyme?

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

Steps to Write a Rhyming Poem

- 1) Pick a Topic: What do you like or love?
- 2) Choose a Rhyme Scheme: Decide which words match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use your rhyming idea. Write a poem that matches, try again.

Example of AABB Rhyme Scheme:

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



Tools for Finding Rhymes

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

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write

Finish the poem below using rhyming words.

AABB Poems

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

AABB Poems

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

ABAB Poem

The moon so white, I
Glowing, its full face,
Giving off soft, gentle light.

ABAB Poem

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

Children's Book - Adventures in Dreamland

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.

In the sky so bright,
Gleaming diamonds in a sight!
The moon with a dream
Close your eyes, if you

In the jungle, wild and free,
Monkeys swing from tree to tree.
Elephants stomp, lions roar,
Adventures wait, there's so much more!

Children's Book - Adventures in Dreamland

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.

Under the sea, what can you find?
Colorful fish, all combined.
Whales sing, dolphins play,
Dancing in waves, they sway.

Above the clouds, up so high,
Birds and planes, they both fly.
Rainbows curve, a colourful bend,
Endless sky, where dreams never end.

PREVIEW

What is a Limerick Poem?

What is a Limerick Poem?

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

How a Limerick Goes

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

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



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

**Write**

Finish the Limerick poems below.

Topic: Silly Cat

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

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Hungry Hen

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

Topic: Ball

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

Topic: The Funny Fish

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

What is a Limerick Poem?

Trail	Cake	Lou	Detail	New
Bake	Played	Fail	Slow	Shade
Smart	Start	Lake	Through	Glow

Write

Use the word bank words to fill in the limericks.

Line 1 There once was a puppy named _____

Line 2 _____ and a big sock that was _____

Line 3 _____

Line 4 In _____ the _____

Line 5 Then slept _____

Line 1 A snail with a shiny _____

Line 2 Tried to sneak and not leave _____

Line 3 He moved very _____

Line 4 With a soft, quiet _____

Line 5 But his shiny path never did _____

Line 1 There was a young drake on the _____

Line 2 Who dreamt that he ate a big _____

Line 3 When he woke with a _____

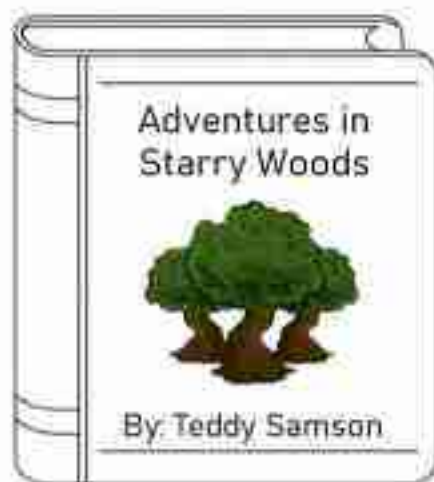
Line 4 He looked with a _____

Line 5 And swam off to find some to _____

Analyzing a Book Review

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

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



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

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

Rating: ★★★★★

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



Practicing Reviews – Lucy's Magic Bracelet

Reviews

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

Short Story – Lucy's Magic Bracelet

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

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

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

Favourite

Least
Favourite

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

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

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

Favourite
PartLeast
Favourite
Part

PREVIEW

Planning

Fill in the graphic organizer to write a book review.

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

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

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

PREVIEW

Name: _____

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MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

Edit

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

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

Edit

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

Criteria	
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Has an exciting start that grabs the reader's interest	
Shares a brief summary without giving away the ending	
Includes a rating	
Makes it clear who would enjoy the book	
Author's voice comes through in the writing	
Is interesting and informative	

Writing A Comic Strip

**Examine**

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

Onomatopoeia in Comic Strips

What is Onomatopoeia?

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

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



Instructions: Choose an onomatopoeia and draw them below.

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

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below.



Writing Comic Strips

Instructions

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

Panel 1:

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

**Panel 2:**

- **Character A:** "I left by that big tree..."
- **Character B:** "That's the spot!"

Panel 3:

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

PREVIEW

Biography – Leonardo da Vinci

Leonardo da Vinci: The Man Who Studied How Things Slide

Introduction

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

Early Life

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

Achievements

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

Later Life

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

Legacy

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

Timeline

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

Index

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



Biography – Leonardo da Vinci

Questions

Answer the questions below.

1) Who was the biography about?

2) Write 3 _____ from the biography.

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

The Mona Lisa

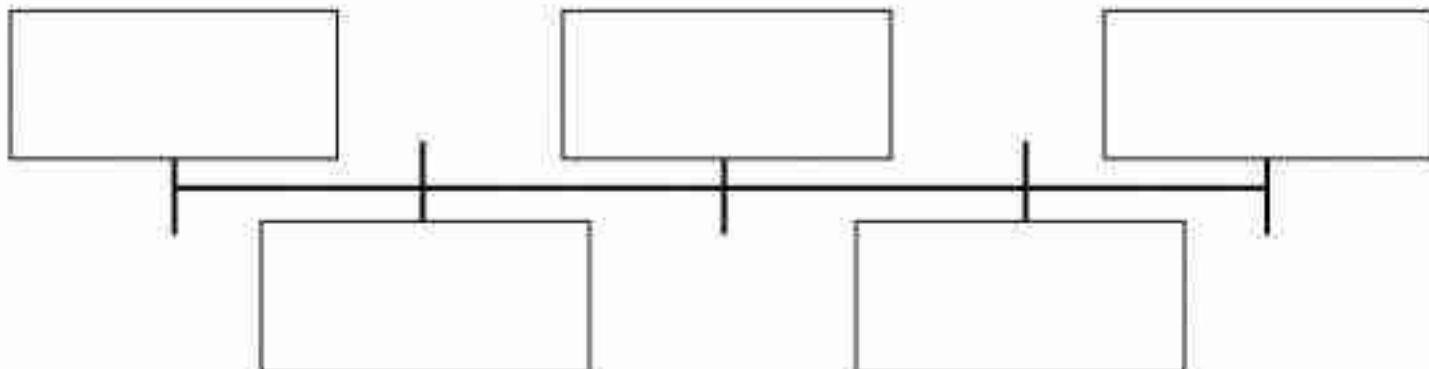
Friction

When he was born

4) How do we know Leonardo studied friction?

Timeline

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



Researching Skills - Plagiarism

What is Plagiarism?

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

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



Practice paraphrasing the passages below by writing them in your own words.

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

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

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

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

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

Researching Activity – Note Taking

Instruction

While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling. You can also draw pictures.

Chief Poundmaker: A Leader of Peace

Introduction

Chief Poundmaker was a special leader from Canada. He always tried to help his people.

Early Life

Born in 1842 in what is now Saskatchewan, Chief Poundmaker was a special leader. When he was still young, a wise chief named Crowfoot adopted him. From Crowfoot, he learned about leadership and how to care for his community.

Achievements

Chief Poundmaker was not just a leader; he was a peacemaker. He solved problems by talking. There were times he traveled far to other areas to discuss how to make life better for his people. He always tried to find ways to bring people together.

Later Life and Legacy

In tough times with the government, Chief Poundmaker was wrongly blamed for starting a battle and was put in jail by Canadian officials. This made him sick. He passed away in 1886. But today, he's a Canadian hero. Many places are named after him, and Canada has said sorry for their mistake. His brave, kind heart is still remembered.



Researching Activity – Note Taking

Note Taking

While your teacher is reading, write down notes in point form.

PREVIEW

Pictures

Draw things that will help in your research and note taking

Printing Activities

Printing Activities

Practice

Print the letters in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

Printing Activities

Practice

Print the letters in each of the boxes.

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

Printing Activities

Practice

Trace the printing stories below.

Lucy went to the park. She saw ducks in
the pond. They quacked and swam happily.
Lucy smiled and clapped.

Today is Max's birthday. He got a big, blue
balloon. His friends sang happy birthday.
Max felt so special.

Rain tapped on the window. Mia watched
with her cat. They saw a rainbow later. It
was bright and beautiful.

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below.

PREVIEW

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

Cursive Writing Activities

Practice

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

I am a happy student.

The cat sat on the mat.

We love our big house.

My mom cooks yummy food.

Birds sing in the trees.

Cursive Writing Activities

Practice

Trace the cursive stories below.

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

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

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

Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject in school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW



Google Slides Lessons Preview





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.

Text Type Match-Up!

Drag the text type to the matching text examples.

Text Examples	Principles
"Dear Sam, Thank you for the delicious gift from last time."	
"Goodbye! I hope you had a really big time at the concert."	
"To make something happen, someone needs to plan and act."	
"There were many things that I had heard that things."	
"The first sentence – it makes the world a happier place!"	
"These are the words that are the most common when I am glad."	
"Last night was a day when the night was the best. The night was the best!"	
"Yeh! You can come Canada in new places for the night!"	

Text Types

- Instructions
- Comic Strip
- Recursion Writing
- Letter
- Poem
- Narrative
- Report
- Biography

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the letter and the email. Then answer the questions by writing carefully on the lines provided.

Letter

I wanted to let you know about the new book that I just finished reading. It was a really good one. I enjoyed it very much. I hope you like it too. I will send you a copy of it. I will also send you a copy of the book that I just finished reading. I will also send you a copy of the book that I just finished reading. I will also send you a copy of the book that I just finished reading.

Email

Hi Sam,

I just finished reading the book that you sent me. It was really good. I enjoyed it very much. I will send you a copy of it. I will also send you a copy of the book that I just finished reading. I will also send you a copy of the book that I just finished reading. I will also send you a copy of the book that I just finished reading.

Consolidation – Understanding Letters and Emails

Questions for the letter

- 1) Make a letter writing. Is this letter formal or informal? How do you know?
- 2) Sentence Structure: Which part of the letter is the greeting, opening, body and closing?
- 3) Making an inference: Why do you think Emily is excited about the new library book?

Questions for the email

- 1) New Vocabulary: What does the word 'glide' mean in this email?
- 2) Cohesive Task: Find one problem and one solution in the email.



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 grow back.	
They sang songs to honour the cedar's spirit.	
The people saw how every life is connected.	
They cared for the fish, trees, animals, and people as one whole.	
The people shared their strengths, and together they built strong homes.	
Taye asked the cedar for help and treated it kindly.	

Principle Bank

- Reciprocity
- Interdependence
- Respect
- Reverence
- Synergy
- Harmony
- 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 classmates.

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



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 Unscrambled poem carefully. Then, rhyme the 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.

Rhyme

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

Symbol of peace worldwide

Insects

Flipping, flying, floating

Flapping their wings

Running, drifting, glimmering

Ocean

Deep, wide

Makes me feel tiny

Sea

Swimming, hunting, reflecting

Barking, sunning, jumping

Splashing, roaring, toiling



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 occasions. We use different text forms for different purposes.



- 1) **Narratives:** Tell a story with a setting, characters and a plot.
- 2) **Reports:** Present facts clearly, like a detective.
- 3) **Letters:** Written messages 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 of something.
- 6) **Comic Strips:** Tell stories with pictures and words, often funny.
- 7) **Biographies:** True stories about a person's life written by someone else.
- 8) **Instructions:** Step-by-step guides on how to do something.

Conclusion

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

Which Form?

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

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

Questions

Write your answers 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 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 story is 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	Let's Eat Vegetables! They're Good For You!
Science Fiction	You Can See the First Star
Persuasive Texts	Space Camp
Realistic Fiction	Discovering Dinosaurs
Historical Fiction	The Unsolvable Case - Where Did the Mummies Go?
Procedural Writing	James the Caveman and his Pet Mammoth
Reports	How to Make a Volcano
Fantasy	Trip to France - Best Vacation Ever
Biographies	The Flying Unicorn

Identifying Genres

Instructions

Identify and circle the genre that fits each text summary.

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

A) Fantasy	B) Biography	C) Science Fiction	D) Non-Fiction
------------	--------------	--------------------	----------------

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

A) Fantasy	B) Biography	C) Poetry	D) Report
------------	--------------	-----------	-----------

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

A) Mystery	B) Non-fiction	C) Poetry	D) Biography
------------	----------------	-----------	--------------

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

A) Persuasive text	B) Poetry	C) Personal View	D) Mystery
--------------------	-----------	------------------	------------

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

A) Fiction	B) Mystery	C) Non-fiction	D) Report
------------	------------	----------------	-----------

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

A) Biography	B) Fantasy	C) Poetry	D) Report
--------------	------------	-----------	-----------

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

A) Report	B) Mystery	C) Fantasy	D) Science Fiction
-----------	------------	------------	--------------------

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

A) Historical Fiction	B) Biography	C) Poetry	D) Fantasy
-----------------------	--------------	-----------	------------

Name: _____

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CR.3.2

Genre Preferences

Think

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

1) Fantasy

1 2 3 4 5 6 7 8 9 10

2) Mystery

1 2 3 4 5 6 7 8 9 10

3) Romance

1 2 3 4 5 6 7 8 9 10

4) Science Fiction

1 2 3 4 5 6 7 8 9 10

5) History

1 2 3 4 5 6 7 8 9 10

PREVIEW

Understanding Reading Comprehension

Understanding Reading

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

Why Reading Matters

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



How to Get Better at Reading

A) Before You Start Reading

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

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 done before you start reading.	True	False
5) Knowing you are reading is unimportant.	True	False

Question

Read and write about reading comprehension and why is it important?

Matching

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

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

Making Connections

Making Connections

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

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

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

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



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

1) Emily found a box of old photos in her grandmother's attic.

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

Text-to-Text I heard where someone found a briefcase
1 I found a box of old photos.

Text-to-World I found a box of old photos in my 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 down with it. If it's black, lay back.

Text-to-Text I read about squirrels sharing with each other where to find nuts.

Text-to-World I saw a bear once.

3) A group of owls is called a parliament.

Text-to-Self I have seen an owl at night.

Text-to-Text Our Canadian government is a parliament.

Text-to-World I've heard that owls have attacked people.

Realistic Fiction – Making Connections

"Growing Green: What Plants Need to Thrive"

In a Canadian classroom, Mrs. Smith wanted to teach her Grade 3 students about plants. She knew learning about what plants need to grow was important.

First up was sunlight. "Plants need the sun to make food," Mrs. Smith said. Students nodded, thinking about sunny spots at home where they kept their plants.



Next was water. "Plants need water," Mrs. Smith explained. "Just like you get thirsty, plants do too." The kids were eager to water the plants in their classrooms. They brought their watering cans and stood on their desks.



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



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

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

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

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

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

Visualizing

Draw what you were picturing while you were reading.

Non-Fiction: Report – Questioning

Understanding Gravity

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

Why This

There is a force called gravity that pulls things toward it. That's why when you jump, you always come back down. Gravity makes everything stay on the ground, like:

- People
- Cars
- Trees

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

Gravity and the Moon

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

Flying and Floating

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

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



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

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

While Reading

As you read, write down questions you have.

1)	
2)	
3)	

Visualizing

Draw what you were picturing while you were reading.

What is an Inference?

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

Example

New Information: Penguins stand close to keep their eggs warm.

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



Infer

What were they thinking? Now by answering the questions.

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

How is the cat feeling?

2) Billy wore his soccer uniform to school and his pants were saggy.

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 were always 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 the shores. These were explorers from distant lands. Aponi and Nahawi were curious but also a bit cautious. Their world began to change.

The explorers were interested in the furs from the forest animals. The First Nation started trading furs for items like metal tools and pottery. 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 disappeared!

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

Max had an idea. "Let's search around the stand and find a trail of sugar on the ground."

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

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

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

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



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

Questions

Answer the questions below

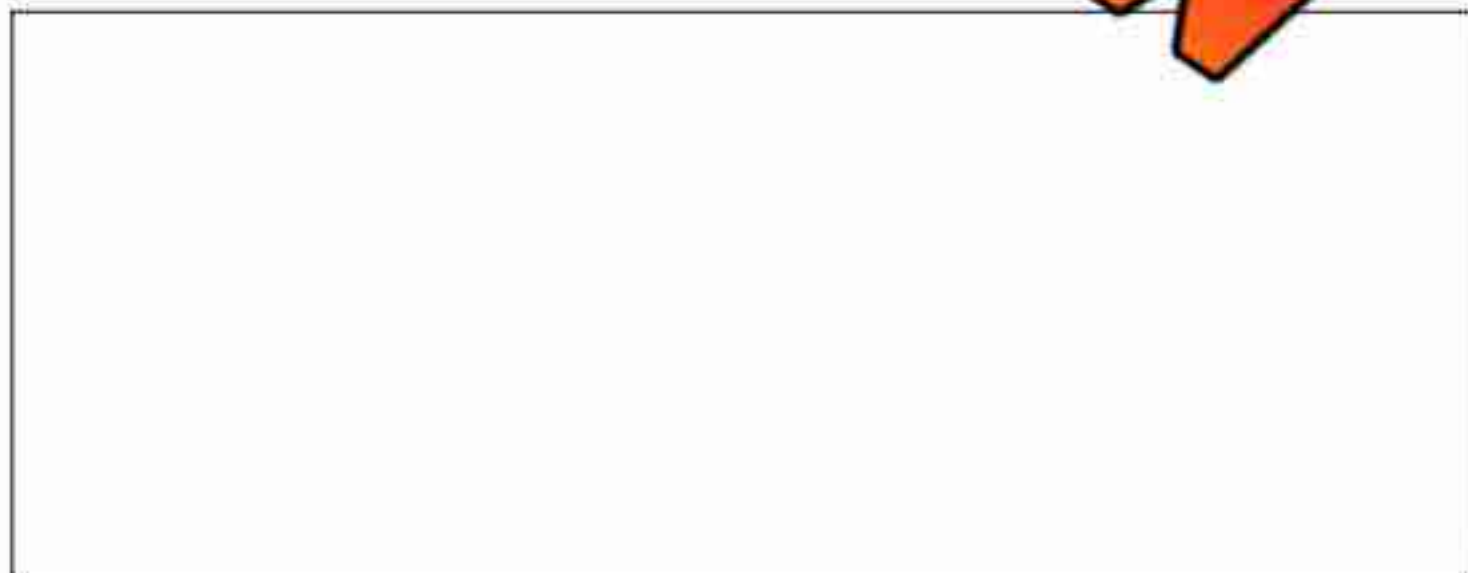
1) What genre is this text – Fiction or Non-Fiction? How do you know?

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

3) What clues were given to the reader?

Visualizing

Draw what you were picturing while you were



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.

**Instructor**

How do we complete the activity?

- 1) Show the Big Picture Strategies: Gather the students and discuss these reading strategies: Activate prior knowledge, Purpose of reading, Making predictions, Drawing connections, Summarizing, Making inferences. Have each student understand the strategies by giving examples.
- 2) Personal Reflection: Have students reflect on each reading strategy listed. Ask students to reflect on which strategies they often use 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 at the top of their worksheet.
- 4) Goal-setting Planner: Provide students with a goal-setting planner where they can set their goal for the strategy they chose. Then, have them 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.

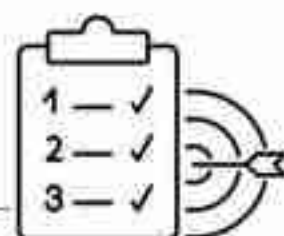
Strategy	Do you often use this strategy?	Do you need to focus on this strategy
Activate Previous Knowledge		
Purpose & Intent		
Making Connections		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

Questions

Answer these questions.

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

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

MY READING GOALMy goal is to: _____

Ways I can work toward my goal:

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

Why this goal is important: _____

New things I will try:

I am going to work _____ harder at: _____

I will read:

Name: _____

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AR.2.2

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: _____

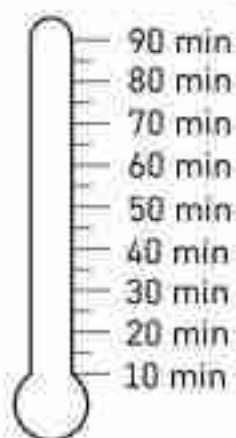
READING STAMINA CHART

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: Set 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.



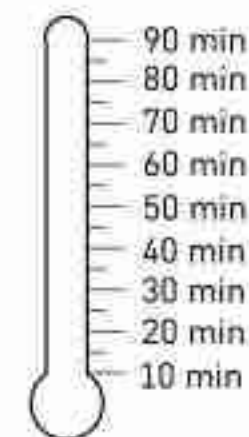
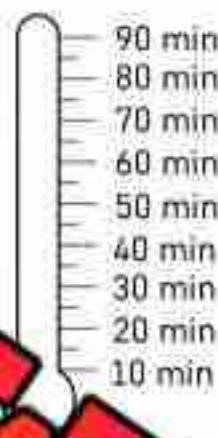
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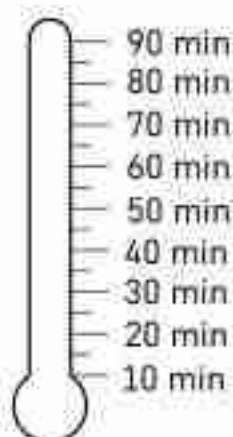
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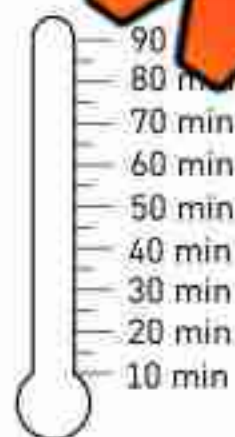
Date: _____



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: What connection you had while you read.

_____After Reading: Summarize what you read 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. I am.

_____During Reading: Making Connections – What does this book remind you of in your life?

_____After Reading: Make an inference – Something that wasn't stated in the book.

Independent Reading - Responses

Day 9

Fill in the organizer below.

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

Day 10

Fill in the organizer below.

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

Independent Reading BINGO - Fiction

BINGO

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

B	I	N	G	O
Draw the main character facing a challenge.	Describe the main character in a few sentences.	Give the book a star rating and say why you chose it.	Tell us about your favourite character and one thing they did.	Learn a new word from the story and use it in a sentence.
Describe the setting – where the story takes place.	What part of the book was your favourite?	What part of the book was the most interesting?	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 like a real garden.

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

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

At the culmination, we'll show our family and friends. 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 book I read was very 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 you're 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 it tough and want to give up. But every great hockey player had to 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.

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

Email Writing – Questioning

Subject: Ideas for Our Awesome Parks!

Dear Mayor Sophie Green,

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



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

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

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

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

Thanks for being awesome,
Jake

Name: _____

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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 them to another. It's about 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 sure everyone has a voice and 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 to see 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
----	---	-------	----------

2)	"Equity means giving everyone exactly the same things."	Agree	Disagree
----	---	-------	----------

Answer

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

Imagine

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

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 where she loved to soar like a bird and the slide where she zipped down with glee were all buried under piles of trash.

Determined to bring the joy back to her beloved playground, Lily rolled up her sleeves. She gathered her friends, and together they picked up the trash, placing it into big blue bags. They sorted the recyclables from the trash, 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.

Beginning

Answer the questions below

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

2) Describe and draw the setting of the story.

Middle

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

Ending

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

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 many stories.

- Respect: Being kind to everyone.
- Responsibility: Doing what you should do.
- Reciprocity: Giving to others and getting help 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 said, "Building is fun, but let's not forget about our friends."



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

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

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

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

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

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



The End

Questions

Answer the questions below.

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

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

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

Match how these indigenous story work 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.	First	Third
6) We cheered when our team won.	First	Third
7) Benny shot the puck, and it went in! Goal!	First	Third
8) He read the book all night.	First	Third

Book Hunt

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

Name of Book	Point of View

The Strange Key – Different Points of View

First-Person

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

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

Inside, I found a treasure chest full of books, toys, and games. I felt so happy and excited to share my discovery with my friends 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, searching the school grounds, searching for its match.

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

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



Questions

Answer the questions below.

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

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

**Personality
Traits**

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

Simile

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

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



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

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

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

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

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

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 the story and underline examples of imagery. Then write them below.

In the mountains of Peru, where the air was as clear as the sky, lived a girl named Marisol. The sun painted the morning with warm light, and the air was filled with the scent of blooming flowers. Marisol loved to wander through the bustling market, where the air was filled with the scent 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. She found joy in the vibrant colours and the warm sun.

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.

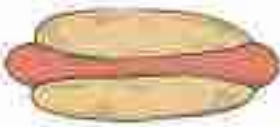


Scavenger Hunt

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 using as much detail 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 day, 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 to the 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

Craws

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, there was 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, red ball. They picked it up and chased it, having a ball.

They played near a tree, tall and wide, running around and by its side. When they saw a hill, green and high, "Let's race to the top," said Max, "Let's try to win the prize." As 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 the story 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 shiny one as big as the sky, rolled away and he chased it for kilometers. "I ran as fast as I could've raced a rocket!" he panted when he finally stopped, though he was really just to the edge of the village. He searched high and low, checking every leaf and stone, saying, "I've looked in a thousand places!" even though it was only like ten.

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



Sequencing the Plot of a Story

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

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

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

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

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

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

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

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



Sequence

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

Plot Sequence	

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 to the wind, there was a young boy named Eli. He had wild mop of hair and a spirit that could light up the darkest cave. His best friend was a talking parrot named Pico, who could talk in a rainbow of colors 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 or enjoy its beauty. "We must fix this," Eli declared. Pico nodded in agreement.

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

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

Questions

Answer the questions below.

1) How did the story begin?

2) How did the story end?

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

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

Visualizing

Draw what you were picturing while you were reading.

Theme

Theme

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

Blue's Parade

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

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

Martha's favorite part of her 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, named Blue, wasn't eating. He looked sad and lonely. Martha thought hard about how to help Blue. She remembered that peacocks love to show their beautiful feathers.

Martha had an idea. She arranged a special peacock parade where Blue could strut around and display his feathers. The other animals watched with interest. 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?

2) What problem did Martha notice in the zoo?

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

Draw

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

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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 flowers 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, everyone is happy 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.

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 day, while wandering through the forest, Benedict stumbled upon a small, scared kitten stuck in a tall tree. With determination, Benedict climbed up the tree. His knees shook, but his determination was firm. With a gentle touch, 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 garden was always so much brighter with his touch, and Mrs. Florence's smile grew 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. 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 joy. They practiced 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?

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

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

Draw

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

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 could 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?

2) How did the pictures help you understand the story better? If not, explain why.

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

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 way that others can understand. When you explain why you think or feel a certain way, others are more likely to understand your point of view.

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



Examples of Persuasive Texts

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is persuasive writing?

2) Be persuasive – why should recess be longer?

Match

Match the persuasive words with their meanings.

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

Persuasive Writing – 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 in the world. 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:** Wearing pads and a helmet, you're good to go!
- **Save Time:** No walking anywhere. Zoom to your friend's house!
- **Built to Last:** These boards are strong! They can hold 400 pounds!

What People Say:

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



Think of the Extra Playtime!

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

Smart Choice:

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

Inferences

Make inferences based on the sentences below.

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

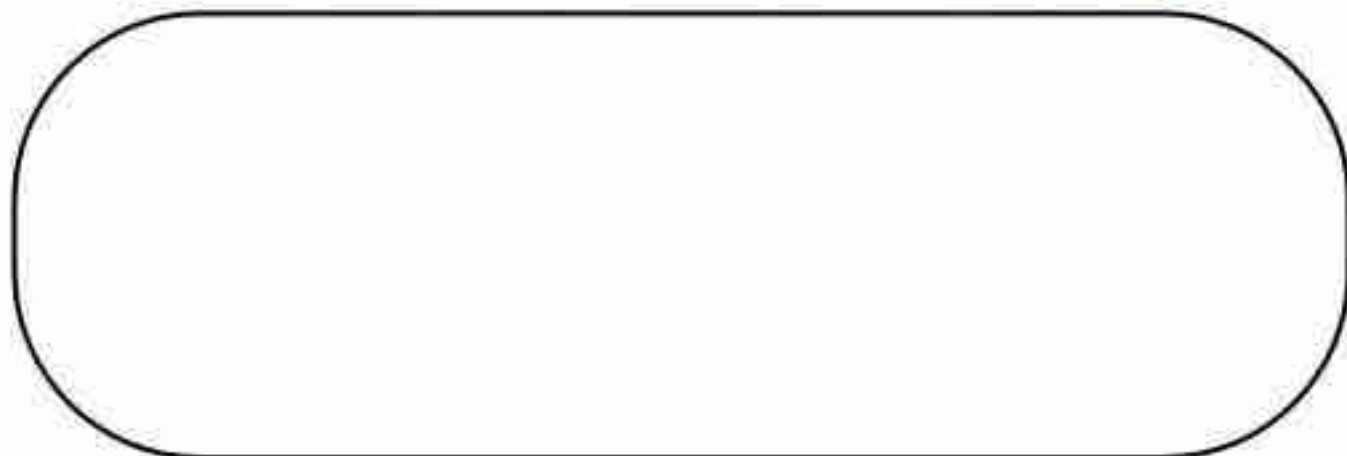
The cost of a skateboard is worth it. Think of all the time you'll save!

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

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

Draw

Design the bottom of a skateboard below.



Block 5: Informational Reports

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 and to other texts.

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

Activity – Summarizing Reports

Objective

What are we learning more about?

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



Instruction

How do we complete the activity?

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

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

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

Official Languages

Canada has two official languages:

- English
- French

These languages are used 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 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!

Activity – Summarizing Reports

Instructions

Write your summary below.

Final Summary

Write your final summary below.

PREVIEW

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 the real 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, return.	Linear	Cyclical
8) Water cycle: evaporate, condense, precipitate, collect.	Linear	Cyclical

Questions

Answer the questions below.

1) What is linear sequencing of information?

2) What is cyclical sequencing of information?

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

Linear

Cyclical

Non-Fiction: Cyclical Sequencing

Introduction to the Water Cycle

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

What is Cyclical Sequencing?

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

Evaporation: Water Goes Up

First, the sun heats up water in rivers, lakes, and oceans. This makes the water turn into 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

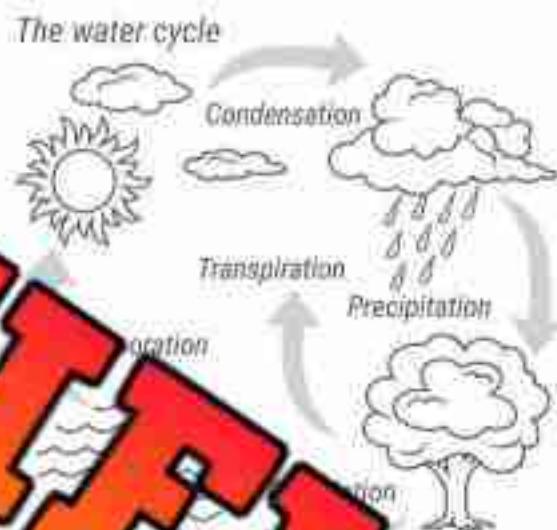
Next, the water vapor in the sky gets cool and changes back into tiny water droplets. These droplets come together to form clouds. It's like when the mirror gets foggy during a hot shower.

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?

2) How long has water been cycling?

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, every region has its own unique traditions and customs. Here is a list of some exciting cultural traditions from different parts of the country:

- Quebec Winter Carnival: A winter festival with snow sculptures, parades, and ice skating in Quebec City.
- Calgary Stampede: A big rodeo and fair 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 communities have their own Pow Wows.



Text Features

Answer the questions below.

1) What is a sidebar?

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

3) What heading was used in the report?

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

Draw

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

Newspaper Article: Recycling

Our Earth, Our Responsibility: Learning About Recycling

Published on January 17, 2024

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

Recycling is like taking things that we've used, like paper,

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 a big hug!



Directions

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

**Questions**

Answer the questions below.

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

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

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

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 takes over 1,000 football fields to reach the top!
- **Rockies:** A mountain range that stretch over 3,000 kilometers across North America, home to grizzly 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 melt and flow 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 highest 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 Mountain regions?	
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 the things 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, 4, 5, 6.
- **Ending:** Sometimes there's a note at the end of the text.



Example: How to Write Procedural Writing

How to Write Procedural Writing

Materials: Paper and pencil

Steps:

- 1) Think of something you want to teach someone.
- 2) Write the title of the procedural writing.
- 3) Write the materials you need.
- 4) Write down the steps you need to do from the first to the last step to do something. Don't leave anything out!

Great job! You've finished your procedural writing! Try writing your own some day!



Prereading

Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

Make a connection to what you have seen instructions before? When do you get instructions? How do you read them?

Order

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

Order**Steps**

List all the things someone would need to complete the task.

Decide on your topic. Write a clear title about your task.

Think of the steps to write to complete the task. They need to be in order.

Add a closing note or tip to help. Like, "Be careful with scissors!" or "Have fun!"

Start writing the steps, making sure they are in the correct order.

Linear Text - Recipes – Ordering Steps

Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.

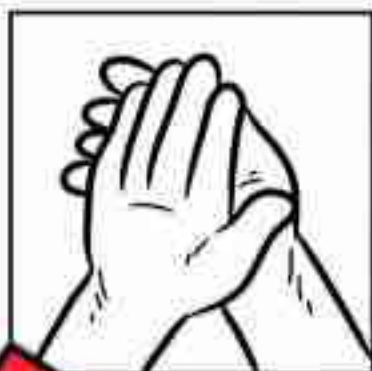


Order	Information
	In a big bowl, mix butter and sugar together until they're creamy.
	Chocolate Chip Cookies: Yum!
	Preheat oven to 375°F (190°C).
	Bake for about 10 minutes or until they look golden.
	<ul style="list-style-type: none">- 1 cup of sugar- 1/2 cup of sugar- 1/2 cup of butter- 1 egg- 1 and 1/2 cups of flour- 1/2 teaspoon of baking soda- A pinch of salt
	Slowly add flour, baking soda, and a pinch of salt together.
	Crack the egg into the bowl and stir it in.
	Pour in the chocolate chips and mix again.
	In a big bowl, mix butter and sugar together until they're creamy.
	Put little balls of dough on a cookie sheet, leaving space between each.
	Let your cookies cool for a bit, then enjoy with a glass of milk!

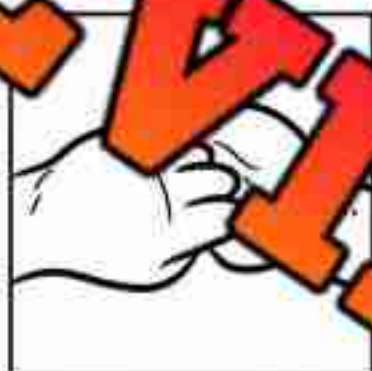
Graphics in Procedural Writing – Handwashing

Label

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



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

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



Label

Describe what to do at each step

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

PREVIEW

Following Instructions – Drawing a Dreamcatcher

Draw

Follow the procedural text below to draw a dreamcatcher



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

Following Instructions – Drawing a Dreamcatcher**Draw**


Draw the dreamcatcher below

PREVIEW

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 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 doesn't 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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Curriculum Connection
C93.3

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.

Before Reading

Make a Connection

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

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

After Reading

Answer the question below

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

Block 7: Poetry

Focus

- ✓ Literary devices in poetry – simile, imagery, and hyperbole.
- ✓ Reading Comprehension 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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Curriculum Connection
CR3.3, CR3.4

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limbo

Cinquain

Visualizing

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

Haiku

Cinquain

Acrostic

Haiku Poetry – First Nation Reflection

Haiku Poetry – First Nation Reflection

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

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



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

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



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

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



Inferences

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

1) "Two worlds start to meet"

2) "Old times, Quiet by new loud noises"

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

Visualizing

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

Haiku 1

Haiku 2

Haiku 3

Acrostic Poems – Canada's Regions

Acrostic Poems – Canada's Regions

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

Acrostic Poems



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 - On the way, rivers flow
- E - Everywhere, seasons grow
- T - Tall trees that steal the show
- A - Animals that deer
- W - Winding roads
- A - Apples in orchards, now
- V - Valleys that in summer glow
- A - Autumn leaves that brightly show
- L - Lakes where we can row and row
- L - Landscapes that make hearts glow
- E - Every season brings new snow
- Y - Yummy berries that we can stow

Name: _____

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Curriculum Connection
CR3.3, CR3.4

Visualizing

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

PREVIEW

Ottawa Valley

Limerick Poem – Similes

Limerick Poetry – First Nation Reflection

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



Inuit:

Andy from the Inuit land,
Fished with a firm, steady hand.
He had a cool igloo home,
And a dog to roam,
Inuit people are great at finding grains of sand.

Ancient Roman:

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



First Nations:

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



Questions

Answer the questions below

1) Write 3 similes you found in the poems.

2) What was your favourite part of the poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read each of the poems and draw what you see.

Limerick 1

Limerick 2

Limerick 3

Cinquain Poems – Critical Thinking

Cinquain Poetry – Life in a Farm Town

A **cinquain** is a small poem with five lines. Each line does a special job, like telling us what something looks like or what it does. You can make your cinquain really special with similes and metaphors! A simile uses "like" or "as" to compare things. A metaphor says something is something else, like calling corn "gold from the ground." Here are some farm town themed cinquains!

Corn

Corn

Tall, green

Growing, swaying, ripening

Like gold in a field

Harvest

Barn

Barn

Big, red

Holding, storing, sheltering

Heart of the farm

Store



Tractor

Tractor

Strong, loud

Plowing, pulling, driving

As busy as a bee

Machine



Dog

Dog

Loyal, quick

Barking, running, playing

A fluffy ball of joy

Pooch



Chicken

Chicken

Small, peck

Eating, clucking, laying

Farm's little alarm clock

Bird



Apple

Apple

Red, sweet

Hanging, ripening, falling

Like a juicy jewel on the tree

Fruit



Critical Thinking

Answer the questions below.

1) In "Corn" why do you think the corn is described as the "like gold in a field"? What does that simile tell you about corn's importance?

2) Which poem do you like the best?

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

Quote

Explain

Visualizing

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

Chicken

Barn

Rhyming Poems – Critical Thinking

Rhyming Poetry – What jobs do people have in Ontario?

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

The Farmer

A farmer in a red shirt and blue overalls,
Plants seeds with a pitchfork.
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,
Nurses' love's always there.



The Teacher

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



The Firefighter

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



The Police Officer

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



The Builder

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



Critical Thinking

Answer the questions below.

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

2) Which poem do you like the best?

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

Quote

Explain

Visualizing

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

Builder

Firefighter

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 a thumbs up or a thumbs down.



Parts of a Book Review

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

The Format of a Book Review

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What does a book review help readers decide?
2) What 2 things should you include in the introduction?
3) What 2 things should you include in the body?
4) How should you end a book review?
5) What rating would you give the last book you read? Explain.

Finding Bias in Reviews

What is Bias in Reviews?

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

Read the reviews below and answer the questions.

Movie Review: "The Magic of DinoLand"

Wow! "The Magic of DinoLand" is the best movie I've ever seen! If you miss it, you miss out. It has a brave dinosaur hero who saves the world. 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. Dinos are way cooler. You have to watch this movie!



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

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

Our Voice in Review Writing

What is Voice in Writing?

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

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

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

B) The movie had sweet family _____ times. _____ 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 _____ _____ about the family parts were kinda boring. If you like fast cars, you'll like _____ of it.

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

1) Which family member wrote which review?

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

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

Our Voice in Review Writing

Voice

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

Carrier 2:00PM 100% 

(2) **Group Chat** 

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

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

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

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

Excerpt from "Jungle Journeys" - 2/5 Stars
Reading "Jungle Journeys" is like jumping into a cool pool on a hot summer day - refreshing and full of excitement! In the story, Max and Lily trek through a thick, green forest that's buzzing with the sounds of chirping birds and swinging monkeys and whispering leaves. They find a hidden waterfall that sparkles like a diamond necklace in the sunlight.

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

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



Simile	
Imagery	
Hyperbole	

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 small one. It's a bit of a letdown.

I'd give this book 1 star. 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 statement in Column A to their matching inference in Column B.

Column A

The forest with talking animals and funny fairies!

Max has to solve easy puzzles...

It is more fun than riding a roller coaster!

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

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

I give this book 5/5 stars.

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

Block 9:

Graphic Texts

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



Cool Parts of Graphic Texts

Graphic texts have special things that make them different:

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



Prereading

Before reading, answer the questions below.

Re-read the title and headings and write what you already know about this subject.

Matching

Draw a line from the Term in Column A to its matching definition in Column B.

Column A	Column B
Timelines	<input type="checkbox"/> Word and text that tells a story or makes a joke.
Comic Books	<input type="checkbox"/> A new picture and a few words to explain how something is done.
Maps	<input type="checkbox"/> Show the location of places.
Infographics	<input type="checkbox"/> Show places and ways of getting from here to there.

Questions

Answer the questions below

1) When do you or your family use maps in your life?

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

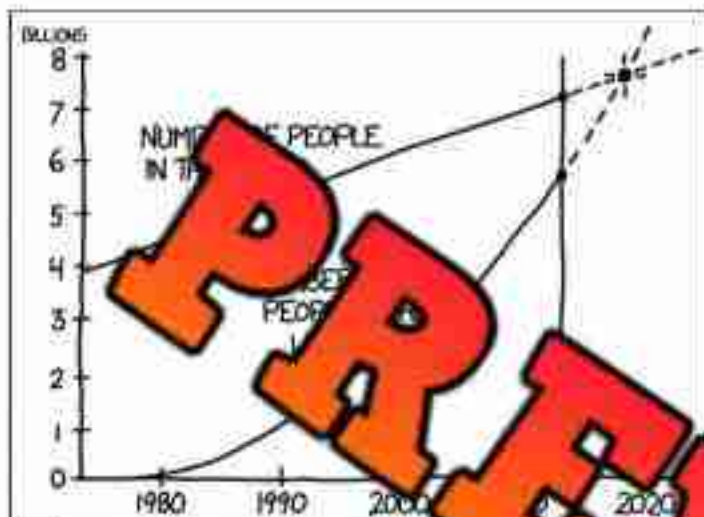
1) Summarize the comic above. What happened?

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

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS
OUTNUMBERED

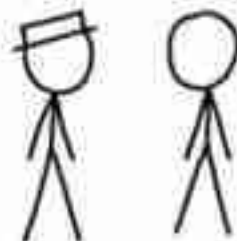
1) What is the comic about?

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 to point to parts of the pictures.
- Short words to list facts.

Example: _____ infographic and answer the questions.

1) What is the title of the infographic?

2) What are the five stages of the plant life cycle?



3) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

2) Summarize the food guide.

3) Does the infographic have more text or pictures?

Reading Maps – Text Features

Reading a Map Made Easy

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

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, like Ottawa.
- **Red Dots:** The smallest 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?

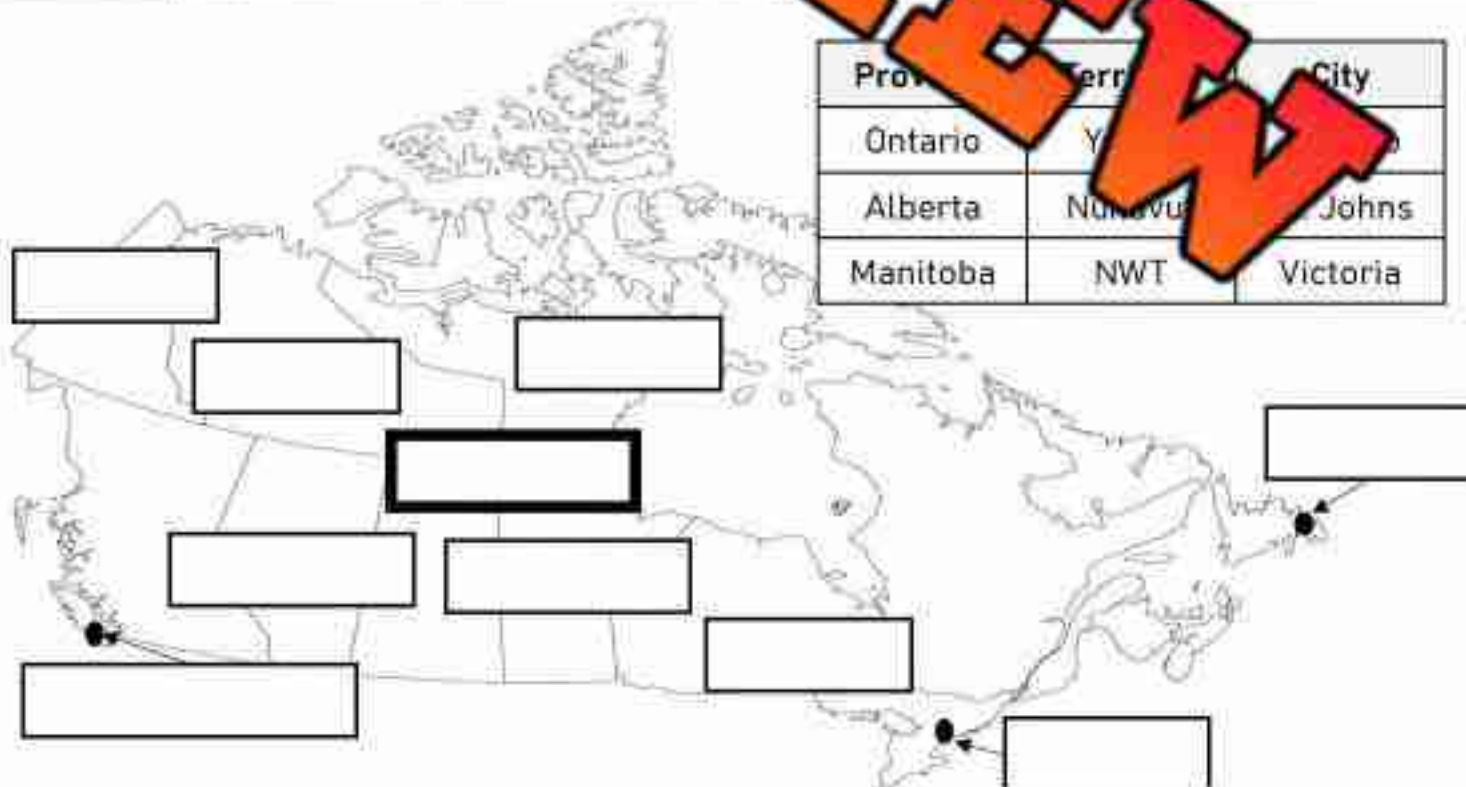
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

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

Think

Label the provinces/territories/cities on the map using the word bank. Use the correct capitalization. Label Canada in the blank box on the 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 of this timeline?

3) How have cars changed over the years? Be specific by 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 an adventure to learn

about a person. You can read about famous people, heroes, or even everyday people who did amazing things!



What's Inside?

A biography has different parts to help you understand someone:

- **Intro:** A couple of pages at the beginning that quickly tell you who the person is.
- **Chapters:** They divide the story into sections. Each chapter talks about a different time in the person's life.
- **Pictures:** These show you what the person looked like or what they did.
- **Timeline:** A line with dates to show big events.
- **Glossary:** A list that explains hard words.
- **Index:** A list of topics that are in the biography.



Steve Jobs

Why These Parts Help

These parts are like helpful hints for reading the story. For example, captions are words under pictures that give us more info. If you see a bold word, it's special. You can find out what it means in the glossary at the back.

Question

Why are biographies an example of a non-fiction text?

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

Matching

Draw a line from the sentence in Column A to its matching definition in Column B.

Column A	Column B
Intro	<input type="checkbox"/> A list that explains hard words.
Chapters	<input type="checkbox"/> A part that quickly tells you who the person is.
Timelines	<input type="checkbox"/> Divides the story into sections.
Pictures	<input type="checkbox"/> These show you what the person looked like or what they did.
Glossary	<input type="checkbox"/> A line with dates to show big events.

Biography – 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 18th, 1931. Even though he passed away, his ideas make our lives better.

Glossary

- **Light Bulb:** A thing that gives off light.
- **Lab:** A place to do science experiments.
- **Inventor:** Someone who makes new things.
- **Phonograph:** A machine that plays sounds.

**During
Reading**

While you read, stop and jot down 5 notes about his life and things he did. When you're done, order them from the first event to fifth.

Edison's Life - What Edison Did	Order (1-5)

Timeline

Make a timeline by drawing a line and labeling 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 not for Indigenous women to do that.

Big 8

Edith went to the U.S. because Canada didn't let her become a nurse. She helped soldiers during World War I. She was the first Indigenous woman from Canada to become a registered nurse. Overcoming 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 were 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 1894.	True	False
8) After World War I, she started a nursing school.	True	False
9) Edith worked at a school in the 1920s.	True	False
10) Edith Monture broke barriers for Indigenous people in nursing.	True	False

Critical Thinking

Answer the questions below.

1) <u>Inference</u> : If Edith couldn't become a nurse because she was Indigenous, how do you think Indigenous people in Canada were treated in the early 1900s?	
2) Expand the index by writing which paragraph each topic can be found in.	
Her Dream Job	
Where She Was Born	
Moving Back To Canada	
Becoming a midwife	

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) Picked Person: Choose a person from the list your teacher gave you.
- 2) Research Time: Use the 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

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 What have they achieved?**Later Life**

Are they still alive?

If they have passed away, when did they?

Why will we remember them?

Summary

Write a summary of your individual's life story.

PREVIEW

Timeline

Draw a timeline of the important events in your life.

Timeline – Use a Graphic or List



Google Slides Lessons Preview





Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 3

Compound Words

Drag and match the two pictures that combine to form a compound word.

Compound Words

Circle the compound words in each row.

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

Compound Words

Colour the correct prefix.



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.

Preview of 113 pages from this product that contains 468 pages total.

Included are weeks 1 – 8, and 28 – 30.

There are 30 weeks total.

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.

15, 20-21, 31, 33, 41, 43, 51, 53, 63, 73, 81, 92, 100, 111, 120, 129, 136, 141, 145, 153, 162, 170, 179, 186, 193, 203, 212, 220, 229, 237, 245, 253, 261, 268, 270, 277-278

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.	260, 269
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.	13-14, 16-20, 22-23, 25-31, 34-42, 44-52, 54-62, 64-71, 74-80, 82-91, 93-99, 101-109, 112-118, 121-128, 130-135, 137-140, 142-144, 146-152, 154-160, 163-169, 171-178, 180-185, 187-192, 195-201, 204-211, 213-219, 221-228, 230-236, 238-243, 246-252, 254-259, 262-267, 271-276, 279-280

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).	12, 194
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.	24, 32, 72, 110, 119, 161, 202, 244

Reading Program - Overview

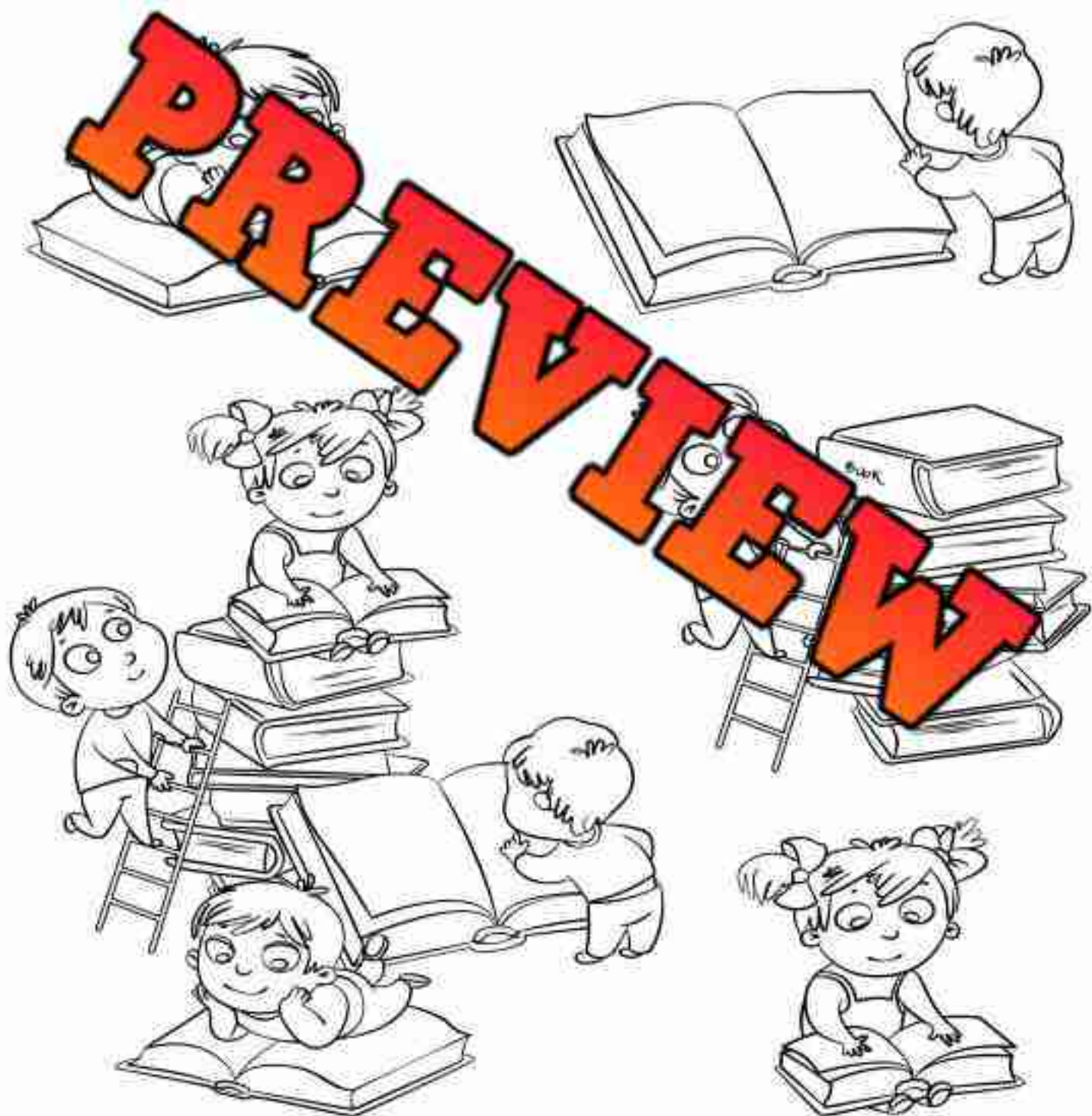
Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 1	Base Words And Compound Words	Sentence Fragment Or Complete Sentence
Week 2	Bound Bases And Compound Words	Simple Sentences
Week 3	Prefix –re and Simile	Types Of Sentences: Interrogative
Week 4	Prefixes –un, –in and Imagery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

Reading Program - Overview

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

NAME: _____

LANGUAGE



Spelling Goals

- ☐ I want to learn _____ new words this week.
- ☐ I want to spell _____ words correctly in this week's spelling quiz.
- ☐ I want to improve spelling for _____ word(s) I find tricky.



Do you think these strategies will help you with your spelling?	YES	NO
✓ Write words in a spelling notebook.		
✓ Use flashcards for spelling words.		
✓ Draw pictures of spelling words.		
✓ Play spelling games.		
✓ Sing spelling words to yourself.		

Pre-Reflection

Share your thoughts on learning spelling words this week.

- ☐ I feel _____ about learning new words this week.
- ☐ Learning new spelling words is _____ because _____.
- ☐ A challenge I anticipate with this week's spelling words is _____, but I plan to overcome it by _____.
- ☐ A strategy I want to try for learning my spelling words this week is _____, because _____.
- ☐ By the end of the week, I want to be able to _____ with my new spelling words.

Week 1 - Vocabulary List

Blip	Blob	Blow	Blank	Black
Blame	Bleak	Bleed	Chat	Clap
Trap	Strap	Flash	Crash	Grab

Meaning

Circle the correct meaning of the words below.

1)	Blip	A quick beep sound.	A type of fish.
2)	Blob	A musical tool.	A squishy shape.
3)	Blow	To puff air out.	To puff air out.
4)	Blank	Empty or nothing.	Very busy.
5)	Black	A very dark color.	A kind of fruit.
6)	Blame	To say "good job!"	To say someone did something wrong.
7)	Bleak	Cold and not happy.	A kind of fish.
8)	Bleed	To float in air.	When you get hurt and blood comes out.
9)	Chat	To talk for fun.	To write a story.
10)	Clap	To hit your hands together.	To write a story.
11)	Trap	To fly up high.	Something to catch animals.
12)	Strap	A long piece to tie things.	A kind of dessert.
13)	Flash	To dig a hole.	A quick bright light.
14)	Crash	To grow flowers.	A loud sound when things hit.
15)	Grab	To let something go.	To take hold of something fast.

Vocabulary

Draw

Draw a picture to show what each sentence means.

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

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

The door to the trap had a broken strap.

We were all cheering the bleak game, and cheered to and cheer.

Picture Predictions

Think

Without reading the story, answer the questions below.

1) Look at the pictures but do not read the story. What do you think the story is about? Explain how you know.

Mia and her brother Alex had a picnic at Sunnyvale Park. The sun was shining, and the park was bustling with children. Mia spotted a sandbox



and immediately grabbed her pail and shovel from her backpack.



Alex, with his soccer ball under his arm, ran over to join the boys playing a

game on the grass. Just as Mia was about to scoop up some



something shiny partially buried near a daisy.

2) Now read the story. Were you correct?

3) How can pictures help us understand a text?

Base Words

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



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

Draw

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

	PLAYER
HAPPY	UNHAPPY

Compound Words

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

Match

Connect the two words to make a compound word

- | | |
|--------|---------------------------------|
| With | <input type="checkbox"/> brush |
| Sea | <input type="checkbox"/> ground |
| Cup | <input type="checkbox"/> bow |
| Play | <input type="checkbox"/> light |
| Rain | <input type="checkbox"/> fly |
| Star | <input type="checkbox"/> wake |
| Butter | <input type="checkbox"/> boat |
| Skate | <input type="checkbox"/> fly |



Think

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

1)	Moon + light	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Moonlight
2)	Door + step	<input type="radio"/> Yes	<input type="radio"/> No	
3)	House + land	<input type="radio"/> Yes	<input type="radio"/> No	
4)	Water + melon	<input type="radio"/> Yes	<input type="radio"/> No	
5)	Rain + shine	<input type="radio"/> Yes	<input type="radio"/> No	
6)	Sand + castle	<input type="radio"/> Yes	<input type="radio"/> No	

Sight Words

Sight words are special words you see often when you read and write. Sometimes, sight words do not follow the usual rules of sounding out letters, so you cannot always sound them out. Examples of sight words are "the", "she", "have", "and", "you". Knowing sight words well lets you read faster and understand your stories better!

Identify all the sight words you can find from the story.

One day, Sarah and Tom went to the park. They saw a big, blue bird in a tree. "Look at that bird!" said Sarah. "It's so beautiful," Sarah replied. They walked under the tree and looked up.

Then, they played on the swings. Sarah went higher, and Tom went higher. They laughed and shouted, "This is fun!" The sky was clear.

After the swings, they had a snack. Sarah had an apple and Tom had a sandwich. "I like apples," said Sarah. "Me too," Tom agreed. They sat on the grass and ate.

Later, they played a game of tag. Sarah ran faster than Tom. "You can't catch me!" yelled Tom. Sarah giggled, still running.

"You can't catch me!" yelled Tom. Sarah giggled, still running.

At the end of the day, they were tired but happy. "Today was a great day," said Tom. "Yes, it was," Sarah smiled. They walked home, thinking about their next trip to the park.



Sentence Fragments or Complete Sentence

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

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

Complete or Fragment?

Is the sentence complete or is it a fragment?

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



Completion

Complete the sentence fragment.

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

How Punctuations Are Used as Cues in Reading

Punctuation marks are like secret codes that tell us how to read sentences. They help us understand when to pause, stop, change our tone, and even notice important names. They're like road signs for reading!

Period (.)

- Use: Tells us to stop.
- Example: "I have a cat."

Comma (,)

- Use: Signals a short pause and can list things or separate ideas.
- Example: "I like apples, bananas, and oranges."

Question Mark (?)

- Use: Shows a sentence is being asked.
- Example: "What is your name?"

Exclamation Mark (!)

- Use: Shows strong feelings.
- Example: "Wow! That is amazing!"

Instructions

Read the sentences. Circle the punctuation marks and count them in the table.








1) I have a dog.	★ ★ ★
2) My cat, Whiskers, loves to play outside.	★ ★ ★
3) Did you finish your homework?	★ ★ ★
4) Wow! This ice cream is delicious.	★ ★ ★
5) What is your favourite colour?	★ ★ ★
6) My dog, Buddy, loves to play fetch.	★ ★ ★
7) Tomorrow, we will go to the zoo, and we will have a picnic.	★ ★ ★

Period (.)	
Comma (,)	

Question Mark (?)	
Exclamation Point (!)	

Week 1 – Fluency Readings**Read**

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

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

Word Searches

Word Search

Find the word bank words in the puzzle.

Blip	Blob	Blow	Blank	Black
Blame	Bleak	Bleed	Chat	Clap
Trap	Strap	Flash	Crash	Grab

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	9)
2)	10)
3)	11)
4)	12)
5)	13)
6)	
7)	
8)	15)

Complete or Fragment?

Is the sentence complete or a fragment?

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

Completion

Complete the sentence fragments.

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

Achieving Goals

Spelling Quiz
Score

How do you feel about your
score? Colour it



Spelling Adventure

Select two activities to practice your spelling

	Word Story Creator	Pick 5 words and draw a picture for each that helps you remember its spelling
	Word Story	Write a short story using at least five of your spelling words
	Word Origins	Choose 3 words and find out their origins. Write a sentence about what you learned.
	Word Building	For each word, list a prefix or suffix you could add to make a new word.
	Spelling Bee Practice	With a partner, practice spelling each of your words. One is the speller and the other is the judge.

What was the most fun activity? Why?

Which words were the most challenging to spell?

What strategy works best for you when spelling?

How will you practice your spelling next week?

Week 2 - Vocabulary List

Clip	Clap	Clog	Clasp	Cloud
Clean	Climb	Clunky	Bend	Fend
Vest	Tent	Spent	Wreck	Reflect

Spell

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



	Copy and Spell	Cover and Spell
1)	Clip	
2)	Clap	
3)	Clog	
4)	Clasp	
5)	Cloud	
6)	Clean	
7)	Climb	
8)	Clunky	
9)	Bend	
10)	Fend	
11)	Vest	
12)	Tent	
13)	Spent	
14)	Wreck	
15)	Reflect	

Vocabulary

Clip	Clap	Clog	Clasp	Cloud
Clean	Climb	Clunky	Bend	Fend
Vest	Tent	Spent	Wreck	Reflect

Spell

Unscramble the letters to make spelling words.

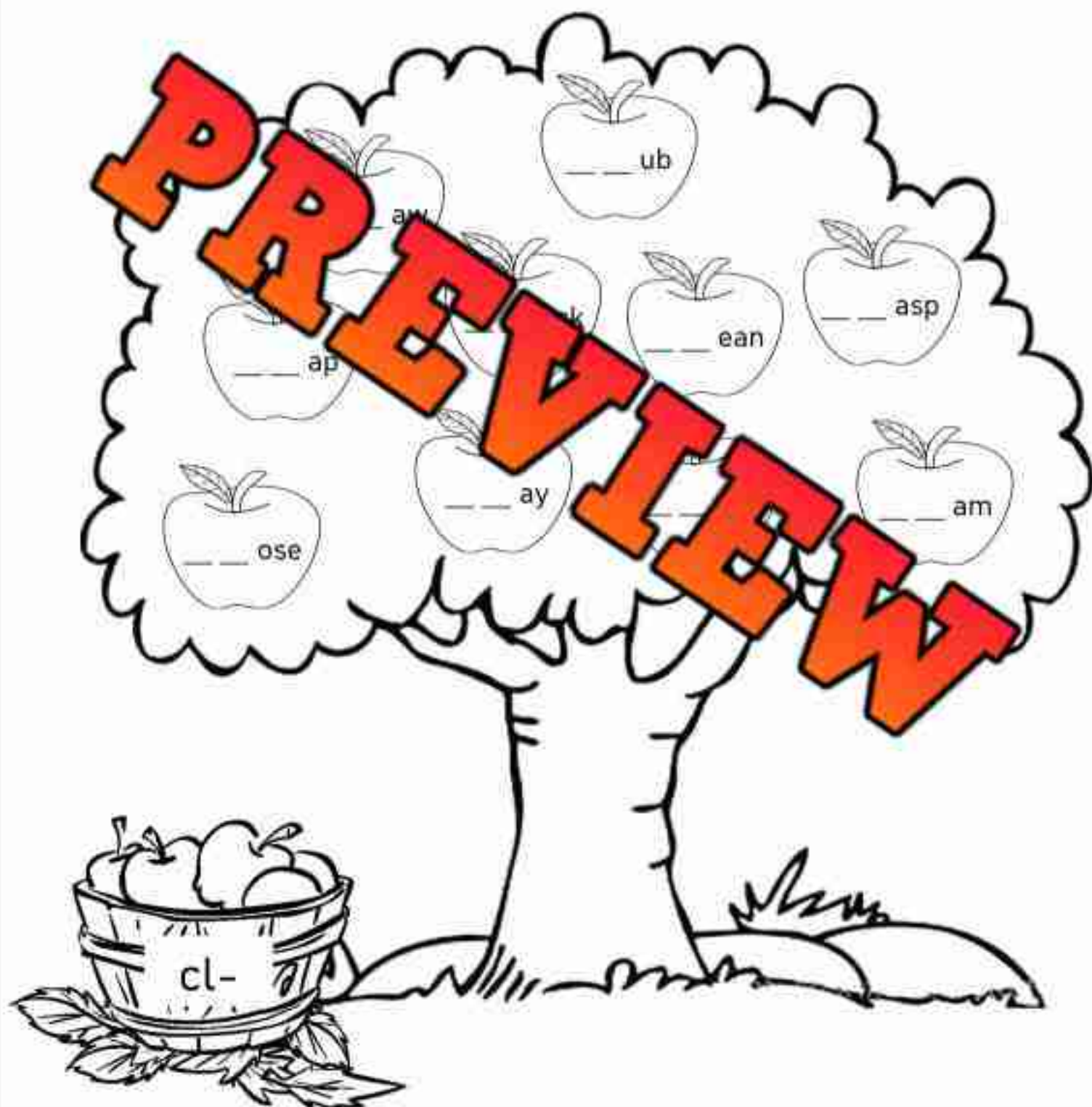


	Scrambled Word	Unscrambled Word
1)	clap	
2)	clnk	
3)	clp	
4)	licp	
5)	libmc	
6)	npset	
7)	entt	
8)	lneca	
9)	olgc	
10)	loucd	
11)	sevt	
12)	enfd	
13)	krewc	
14)	teferlc	
15)	nedb	

Word Family Trees

Completion

Add "cl" to the beginning of each word in the apples on the tree to complete the word family.



Bound Bases

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

Examples:

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

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

Create words using the bound bases below

-ject
project

-fer

-mit
transmit

Search









Circle the words with bound bases in the story.

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

Compound Words

Think

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

Word 1	Word 2	Compound Word
		
		
		
		

Search

Circle the six compound words.

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

Simple Sentences

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

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

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

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

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



Write

Write 5 simple sentences using the provided subject.

1) Clip	
2) Cloud	
3) Vest	
4) Tent	
5) Wreck	

How Punctuations Are Used as Cues in Reading

Quotation Marks (" ")

- Use: Show exactly what someone said.
- Example: She said, "Hello."

Apostrophe (')

- Use: Shows something belongs to someone or replaces missing letters in contractions.
- Example: John's book.

Capital Letters

- Use: Start sentences and proper nouns (names of people, places, etc.), showing importance.
- Example: Canada is a country. Toronto is a city in Canada.

Instruction: Read each sentence three times: silently, aloud, and with a friend. After each reading, place a star in the box. Next, circle the punctuation marks and count the number of stars.

1) We will hike today.	☆ ☆ ☆
2) "What's your cat's name?" she asked.	☆ ☆ ☆
3) "It's time to go," Mom said, "don't forget your book!"	☆ ☆ ☆
4) My friend exclaimed, "This is the best day ever!"	☆
5) "When I grow up," Anna said, "I want to be a doctor."	☆ ☆ ☆
6) "Can you believe it?" he wondered, "Tomorrow's weather will be sunny!"	☆ ☆ ☆

Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Name: _____

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Curriculum Connection
AR 3.2

Reading Goals

Goal

Improve reading fluency by practicing every day.

To be a better reader, I will

I will accomplish

I can use these strategies to help me

Highlight Phrases:

- Read in chunks.
- Read: Take words aloud.
- Read: Move words.
- Read: Practice reading quietly.

Today I practiced my strategies and worked towards my goals!

Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Week 2 – Fluency Readings**Read**

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

1) I wear a clean vest.



2) They are in the show.



3) He can climb the tree.



4) The clog was in the pipe.



5) Dark clouds cover the sky.












6) Birds can fly and flap.


































































Crack the Code

Directions

Use the code below to reveal each spelling word.

												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	WE	CODE	ANSWER
   		   	
   			
   		   	
    		   	
    		    	
   		    	
      		       	

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Create

List 2 words using the bound bases.

-ject

-fer

Write

Write 2 simple sentences using the provided subjects.

1) Child	
2) Stars	

Week 3 - Vocabulary List

Flaw	Flip	Flee	Flex	Flame
Flake	Flinch	Spin	Chin	Grip
Split	Brick	Switch	Twist	Wicked

Write

Write each of the words below in a sentence.

Use Each Word in a Sentence	
1)	Flaw
2)	Flip
3)	Flee
4)	Flex
5)	Flame
6)	Flake
7)	Flinch
8)	Spin
9)	Chin
10)	Grip
11)	Split
12)	Brick
13)	Switch
14)	Twist
15)	Wicked

Vocabulary

Create

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

a

r

e

c

k

u

o

d

s

h

Search

Circle the short vowel "i" in each story.

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

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

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

Sight Word Flashcards

Cut Out

Cut out the sight word flashcards and spend some time becoming familiar with them.

about

grow

own

if

better

or

best

hold

Prefix re-

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

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



Think

Can you add the prefix re to the words below?

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

9)	cycle	Yes	No
10)	heat	Yes	No
11)	view	Yes	No
12)	watch	Yes	No
13)	visit	Yes	No
14)	sort	Yes	No
15)	make	Yes	No
16)	use	Yes	No

Write

Use the following words in a sentence.

1) Read	
2) Reread	
3) Cover	
4) Recover	

Types of Sentences: Interrogative

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

Draw

Draw your answers to the given interrogative sentences.

What do you eat for breakfast?

Where do you spend your summer?

What is your favourite animal?

What is your favourite place to play?

Write

Use the given words to make an interrogative sentence.

1) Who

2) Why

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation is as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

"Mom, can I have the bunny I found outside?" asked Sue with hope. Her mom looked down at the little creature, and smiled. "Well, maybe," she said, "but we must take care of some lost pet first." Sue jumped with joy. "Thank you, Mom!" she exclaimed. "I will take good care of it," she promised, imagining fun days ahead with her new friend, whom she'd already named "Whiskers." "I'll see you later," her mom replied, as Sue hugged her tight.



Period (.)

Comma (,)

Apostrophe (')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write a sentence using these two punctuations: (?) and (')

Simile

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

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



Similes

Match the start to the end to make a simile

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

Write

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

1)	
2)	
3)	

Week 3 – Fluency Readings**Read**

Read each line and then write the last sentence.

Flip

Flip the

Flip the

Flip the

Flip the switch

Flip the switch to see the

Flip the switch to see a flame

Flip the switch to see the flame



Flee

Flee when

Flee when you

Flee when you see

Flee when you see a flame.

Word Searches

Word Search

Find the word bank words in the puzzle.

Flaw	Flip	Flee	Flex	Flame
Flake	Flinch	Spin	Chin	Grip
Split	Brick	Switch	Twist	Wicked

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

Word Scramble

Unscramble the word.

FALW		EELF	
PFLI		EXFL	
FELMA		EKLAF	
NILCHF		PSNI	
HINC		PIGR	
LITPS		RICKB	

Week 3 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

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

Prefix Sorting

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

Word	"in-" means "not"	"in-" means "to" or "within"
Independent		
Inhaler		
Invest		

Write

Use the given words to make an interrogative sentence.

1) Who
2) Why
3) When

Week 4 - Vocabulary List

Glow	Glee	Glare	Glory	Glean
Glimpse	Globe	Glacier	Shop	Lost
Knob	Block	Unlock	Option	Monster

Write

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

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

Vocabulary

Rhyme

Write the spelling words that rhyme with these words.



1) Knock	
2) Amazing	
3) Climb	
4) Clean	
5) Probe	
6) Duster	
7) Throw	
8) Got	
9) Dare	
10) Snap	

11) Cost	
12) Christen	
13) Throb	
14) Box	
15) Three	
16) Laboratory	
17) Glimpse	
18) Eraser	
19) Eraser	
20) Flock	

<input type="checkbox"/> Glow	<input type="checkbox"/> Glee	<input type="checkbox"/> Glare	<input type="checkbox"/> Glory	<input type="checkbox"/> Glean
<input type="checkbox"/> Glimpse	<input type="checkbox"/> Globe	<input type="checkbox"/> Glacier	<input type="checkbox"/> Glaze	<input type="checkbox"/> Glisten
<input type="checkbox"/> Knob	<input type="checkbox"/> Block	<input type="checkbox"/> Unlock	<input type="checkbox"/> Option	<input type="checkbox"/> Monster
<input type="checkbox"/> Log	<input type="checkbox"/> Fox	<input type="checkbox"/> Plot	<input type="checkbox"/> Shop	<input type="checkbox"/> Lost

Phonics Word Sort

Sort

Colour each word based on the code:

Consonant Blend "cl" – yellow ; Consonant Blend "gl" – orange

Consonant Blend "bl" – green ; Consonant Blend "fl" – blue



clay	blend	globe	bleak
block	close	glad	float
flea	blimp	fling	gloom
clean	flood	glaze	black
flag	cliff	blue	glam
glide	bloom	claw	blunt
flock	glass	clan	
clear	cloud		
	click		
	flute		

Think

Can you think of more words with consonant blends cl, fl, gl, and bl?

cl	fl	gl	bl

Prefixes un- and in-

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

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



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

_____ after the art project.	A) Unfold
_____ seemed that some got more cookies than others.	B) Unfair
She felt _____ after her new pencil.	C) Unlucky
The magician was _____ during the show.	D) Untidy
The boy was _____ outside.	E) Unhappy
The rubber band was so _____ it snapped.	F) Invisible
The berries were _____ and had to be eaten.	G) Inflexible
His answer was _____, but he tried again.	H) Inedible
She was _____ during the game, preferring to be correct.	I) Incorrect
The letter would not _____ without tearing.	J) Inevitable

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

Unhappy	Unkind	Inflate	Input	Uncle
Unfair	Unfold	Inbox	Income	Inactive
Unsure	Untidy	Index	Industry	Unit
Unwrap	Unravel	Insect	Infant	Universe

Types of Sentences: Exclamatory

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

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



Write Write exclamatory sentences using the following scenarios.

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

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

"Can we go to the candy store?" Mia asked her dad as they walked by. "Okay," he replied, "you choose one treat!" Inside, Mia's eyes grew wide. "Wow!" she exclaimed at the colourful sweets. She picked up a chocolate bar, "This is my golden ticket!" Her dad smiled, "What a lucky day!" At the counter, Mia said, "I'll share with my brother." They left the store, and Mia thought, "Today was the best day ever!" as she hugged her dad.



Period (.)

Comma (,)

Apostrophe (')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write a sentence using these two punctuations: (!) and (" ")

Imagery

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

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

**Draw**

Draw what you are picturing while you read the imagery

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

Week 4 – Fluency Readings**Read**

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

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

Crossword Puzzle

Crossword

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

**Across**

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

Down

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

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Disconnect	Distance	Distinct	Disband	Disarm
Disco	Display	Disapprove	Dislocate	Disarm

Write

Write an exclamatory sentence using the following scenario.

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

--

Name: _____

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Curriculum Connection
CC.3.4

Week 5 - Vocabulary List

Brim	Brown	Brow	Brag	Brink
Brave	Bridge	Bump	Must	Grunt
Blush	Crumb	Trunk	Hustle	Muffler

Write

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



PREVIEW

Vocabulary

Crumb	Bridge	Brim	Hustle	Muffler
Brave	Brown	Bump	Blush	Grunt
Must	Brow	Trunk	Brag	Brink

Write

Choose your answer from the word list above.



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

Word Family Trees

Colour Sort

Colour the apple red if the word has a "br-" blend and green if none.



Prefixes dis- and non-

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

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

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

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

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

Base Word	Meaning	Add non-/dis- To Base Word	Meaning
1) Fiction	made up stories		
2) Toxic	harmful		
3) Agree	To think the same way		

Types of Sentences: Imperative

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

Examples:

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

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



Identify Identify whether the imperative sentences show command or request.

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

Illustrate

Draw a picture representing each command.

Brush your teeth.

Please close the window.

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

"Mom, why do you always hug me when I'm sad?" asked Lily. "And why do your hugs always make me shine?" Her mother smiled and replied, "Do you know how much I love you?" Lily opened her eyes wide. "To the moon and back!" she shouted. "Right!" Mom laughed. "And that's my secret weapon against sadness?" Lily thought for a moment and then grinned. "Our super hugs!" They shared a tight embrace, feeling the love that was as endless as the stars. "Are you ready for dreamland?" Mom whispered. "Yes!" Lily yawned.



Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Write

Can you write sentences using these two punctuations: (.) and (?)

Hyperbole

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

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



Think Is the sentence an example of hyperbole?

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

Think What do the examples of hyperbole mean?








This ice cream is out of this world!

I slept like a rock last night.

I could hear her laughter from a mile away.

Week 5 – Fluency Readings**Read**

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

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

Word Searches

Crossword

Read the clues and find the words in the crossword puzzle

Brim	Brown	Brow	Brag	Brink
Brave	Bridge	Bump	Must	Grunt
Blus	Crumb	Trunk	Hustle	Muffler



Word Scramble

Unscramble the word.

WORB		URCBM	
SUMT		LUBSH	
PUMB		RUNKT	
VEBAR		MRIB	
ARGB		TRUNG	
DIRGEB		WORNB	

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Fix The Error

Which word needs to have a prefix added to it to make sense?

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

Identify

Identify whether the imperative sentences show command or request.

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

Week 6 - Vocabulary List

Crate	Crave	Crack	Crash	Crept
Crust	Create	Creature	Late	Locate
Update	Inflate	Fate	Plate	State

Write

Circle the misspelled words and write them correctly.

1) Can you help me?

2) A small creature lives here.

3) There's a crack in the wall.

4) Liquid is a state of matter.

5) Enlarge the red balloon.

6) I don't eat the pizza crust.

7) Let's create a fun game!

8) The cars had a crash.

9) I found a crack in the garage.

10) I crave some ice cream.

11) I'll update my drawing.

12) He was late for school.

13) It was her father to win.

14) My plate is full of fruit.

15) She crept into bed quietly.

**PREVIEW**

Vocabulary

Write

Cross-out the word that is not a synonym

1) Crate	Box	Pillow	Case
2) Crave	Dislike	Desire	Longing
3) Craze	Fracture	Break	Mend
4) Crash	Harmony	Smash	Collision
5) Crept		Sneaked	Slid
6) Crust		Layer	Shell
7) Create	Produce	Convey	Design
8) Creature	Animal	Being	Being
9) Late	Early	Tardy	Timely
10) Locate	Find	Position	Place
11) Update	Modify	Refresh	Stagnate
12) Inflate	Blow	Deflate	Expand
13) Fate	Destiny	Choice	Fortune
14) Plate	Dish	Cup	Platter
15) State	Condition	Status	City

Sight Word Flashcards

Cut Out

Cut out the sight word flashcards and spend some time becoming familiar with them.

put

kind

fall

carry

small

read

very

under

Prefixes –mis, -mal

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

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

Identify

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

Malpractice	Misplaced	Malnourished	Malfunction	Misplaced
		Misbehave	Mislead	Misunderstand

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

Types of Sentences: Declarative

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



Examples:

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

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

Sentence Scramble

Rearrange the words to form declarative sentences.

1) ice cream, cones

2) park, the, walk

3) is, today, sunny

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

5) her, birthday, today, is, It

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

Write

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

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

"Is that one?" asked Jane, pointing at the big, blue airplane. "Yes!" Dad replied. "It's huge," she gasped, clutching her teddy. "When do we board?" She asked excitedly. "In ten minutes," Mom answered, glancing at her watch. "Can I have the window seat?" Jane asked, looking at her parents. "Of course," they said, handing her the ticket. "Thank you!" she beamed. As the plane took off, she whispered to her teddy, "This is the most adventurous ever."



Period (.)

Comma (,)

Apostrophe (')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write a sentence using these three punctuations: (.) , (,) , and (') .

Name: _____

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Curriculum Connection
AR.3.2

Reading Goals

Goal

Improve reading fluency by practicing every day.

To be a better reader, I will

I will accomplish

I can use these strategies to help me

Highlight Phrases:












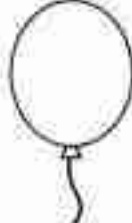
- Read in chunks.
- Read: Take words aloud.
- Read: Move words.
- Silent: Practice reading quietly.

Today I practiced my strategies and worked towards my goals!

Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Week 6 – Fluency Readings**Read**

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

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

Word Searches

Word Search

Find the word bank words in the puzzle.

Crate	Crave	Crack	Crash	Crept
Crust	Create	Creature	Late	Locate
Update	Inflate	Fate	Plate	State

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Write

Write sentences using the given words.

1) Pre-season	
2) Post-season	

Sentence Scramble

Rearrange the words to form declarative sentences.

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

Week 7 - Vocabulary List

Drum	Drop	Drift	Droop	Drama
Drizzle	Drowsy	Recess	Agree	Three
Theme	Scene	Delete	Free	Even

Pictionary

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

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary

Syllables

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

1) Ag	<input type="checkbox"/> sy	
2) Dri	<input type="checkbox"/> lete	
3) E	ma	
4) Dr		
5) Dra	en	
6) De	<input type="checkbox"/> zz	
7) Re	<input type="checkbox"/> ree	



Find

Write the words with a long vowel sound.

Freeze	Bed	Evening	
Creature	Decree	Beetle	
Men	Sequence	Recent	
Exceed	Red	Achieve	Serene
Breathe	Concrete	Referee	Pen

Language Pattern

Think

Complete the sentences using the words from the table.



Recess	I	Drama	Drift
The	We	Drizzle	They
	Do	My	Droop
	We	At	Drum
Drowsy	Drop	In	Free

- 1) _____ honey on our toast.
- 2) _____ through the parade.
- 3) _____ feel _____ a new book.
- 4) Leaves _____ to the ground _____.
- 5) _____ is _____ favourite time of _____.
- 6) _____ single _____ of rain fell on my nose.
- 7) _____ you _____ with what he said?
- 8) The flowers _____ when _____ need water.
- 9) _____ are _____ to play outside after school.
- 10) We watch a _____ play _____ the theatre.

Prefixes sub- and super-

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

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

Sub or Super?

Add sub- or super- to the words below



1) _____
2) _____
3) _____
4) _____
5) _____

6) _____
7) _____
8) _____
9) _____
10) _____

11) _____
12) _____
13) _____
14) _____
15) _____

True or False?

Determine if the statement is correct or not.

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

Parts of Speech - Nouns

What are Nouns?

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

Person: George, teacher

Thing: pen, bicycle

Place: park, city

Idea: freedom, love



Noun Sort

Identify the correct category of each noun.

Noun	Person	Place	Thing	Idea
1) Mountain				
2) Happiness				
3) Freedom				
4) Astronaut				
5) Librarian				
6) Beach				
7) Guitar				
8) Bravery				
9) Paint				
10)				

Search

Circle all nouns in the article.

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

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

Week 7 – Fluency Readings**Read**

Read each line and then write the last sentence.

Drizzle

Drizzle makes

Drizzle makes the

Drizzle makes the flowers

Drizzle makes the flow drop

Drizzle makes the clouds droop gently.

Three

Three kids

Three kids play







Three kids play drum













Three kids play drum at recess






































































Crack the Code

Directions

Use the code below to reveal each spelling word.

												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	CODE	ANSWER
   	  	
   	 	
    	 	
    	    	
    	    	
     	  	
     	   	
    	    	

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

True or False

Determine if the statement is correct.

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

Noun Sort

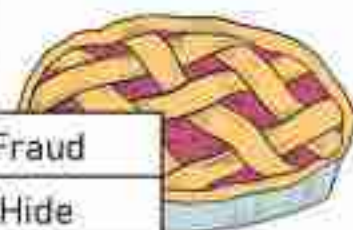
Identify the correct category of each noun.

Nouns	Person	Place	Thing	Idea
1) Soldier				
2) Mountain				
3) Happiness				
4) Freedom				

Week 8 - Vocabulary List

Alphabetize

Write the words in alphabetical order.



Fry	Fruit	Fresh	Frost	Fraud
Frugal	Fragile	Fret	Pie	Hide
Kite	Nine	Time	Prize	Inside

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

9)	
10)	
11)	
13)	
15)	

Alphabetize

Complete the words.

N _ _ n e	In _ _ i d e	T i _ _ _
H i _ _ _	_ _ _ _ g i l e	_ _ _ e t
K i _ _ _	_ _ r y	_ _ r e s _
Fr _ _ s t	Fr _ _ _ d	_ _ r i z _
P _ _ e	_ _ r u _ _ a _	_ _ _ u i _

Vocabulary

Search

Circle the words with the long i sound.



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

Draw

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

Sight Word Flashcards

Cut Out

Cut out the sight word flashcards and spend some time becoming familiar with them.

done

wash

long

much

show

laugh

light

myself

Suffix -s



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

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

Think Add the base words below

Base Word	Add
cat	
dog	
box	
church	
bush	
quiz	
baby	
city	

Base Word	Add -s
hero	
leaf	
bus	
lady	
dish	
fox	

Think

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

Base Word	Make Plural	
foot	foots	feet
data	data	datas
tooth	tooths	teeth

Base Word	Make Plural	
sheep	sheeps	sheep
fish	fish	fishes
deer	deer	deers

Suffix -y

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

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

**Think**

Add -y to the base words below

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

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

Think

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

Base Word	Add -y
star	
fur	
mud	

Base Word	Add -y
fog	
sun	
bone	

Suffix -ly

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

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

**Think**

Add -ly to the base words below

Base	Add -ly
Happy	
Silent	
Bad	
Clear	
Easy	

Base Word	Add -ly
Gentle	
Day	
Honest	
ful	
cer	
at	

Think

Use the -ly words in a sentence

Quickly	
Softly	
Sadly	
Nicely	
Gladly	

Parts of Speech - Adjectives

Understanding Adjectives

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



Opposite

Write the opposite of the given adjectives.

	Opposite
1) Young	Old
2) Tall	
3) Happy	
4) Rich	
5) Full	

Adjective	Opposite
6) Heavy	
7) Hard	
8) Fast	
9) Light	

Describe

Give 3 adjectives describing the given noun.

Noun	Adjectives		
1) Ball	Round	Red	Soft
2) House			
3) Dress			
4) Ice Cream			
5) Zoo			
6) Dog			

Week 8 – Fluency Readings**Read**

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

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

Word Search

Word Search

Find the word bank words in the puzzle.

Fry	Fruit	Fresh	Frost	Fraud
Frugal	Fragile	Fret	Pie	Hide
Kite	Nine	Time	Prize	Inside

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

Word Scramble

Unscramble the word.

KIET		NEIN	
MEIT		PEI	
EDIH		RYF	
RUFTI		SHFRE	
OSTFR		RAFDU	
GALRUF		RALEGIF	

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Draw by Count

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

3 rectangles, 2 squares, and 5 circles

Describe

Give 3 adjectives describing the given noun.

1) DOLL			
2) BOOK			

Name: _____

256

Curriculum Connection
CC.3.4

Week 28 - Vocabulary List

Itch	Catch	Hatch	Batch	Witch
Fetch	Hatchet	Watch	Nudge	Budge
Lodge	Barge	Bridge	Knowledge	Indulge

Write

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

PREVIEW

Vocabulary

Itch	Catch	Hatch	Batch	Witch
Fetch	Hatchet	Watch	Nudge	Budge
Lodge	Barge	Bridge	Knowledge	Indulge

Write

Choose your answer from the word list above.



	Question	Answer
1	What's a small mark or irritation on your skin?	
2	What do you do to capture something?	
3	What is a small leather strap on one's wrist?	
4	What's treating yourself to something nice?	
5	What do dogs do to bring back something?	
6	What are the facts and information people know?	
7	What's a large flat-bottomed boat for carrying things?	
8	What is it when you gently push someone with your elbow?	
9	What's a group of things made together?	
10	What connects two sides of a river or gap?	
11	What's a small axe used for chopping?	
12	Where can you stay during a vacation?	
13	How might you slightly move something?	
14	What do chicks do when they break their eggs?	
15	Who casts spells and brews potions?	

Using Capital Letters - Titles

When writing titles, like the name of a book, movie, or song, we use capital letters for the main words. This helps the title stand out and shows respect for the work.

For example, in the title "The Little Prince," each main word starts with a capital letter.

Capitals

Write the titles for the given prompts. Don't forget to capitalize your answers.



Favourite Book

Favourite Song

Favourite Movie

Favourite Game

Favourite TV Show

Draw

Draw a scene or cover from your favourite book below, ensuring correct capitalization. Write its title

Title: _____

Using Capital Letters in Dialogue

When writing dialogue, the first word of what someone says should start with a capital letter. This signals the beginning of a new sentence or statement.

For example, in "She said, 'Today is sunny.'", the word "Today" starts with a capital letter because it's the start of the spoken sentence.

Write

Complete each sentence starter with appropriate dialogue, ensuring the first word inside the quotation marks is capitalized.

1	Heed said again and said, "_____"
2	Tim stared at the empty seat and exclaimed, "_____"
3	Grandma, seeing the cat on the sofa, meowed, "_____"
4	Alex opened the gift and whispered, "_____"
5	Lisa, watching the sunset, sighed and said, "_____"
6	"_____" called Mr. Brown, as he entered the shop.
7	Watching the birds, Jenny murmured, "_____"
8	Tom, noticing his untied shoelace, said, "_____"

Language Register: Public VS Private

When you chat with your best friend, you can be silly, use fun words, and make faces. This is your **"private"** talk. It is easy and fun because it is just you and your friend.

But, if you are talking to the whole school about a project, you speak differently. You use clear words, no slang, and no funny faces. This is your **"public"** talk. You do this so everyone can understand you, and they know you are serious.

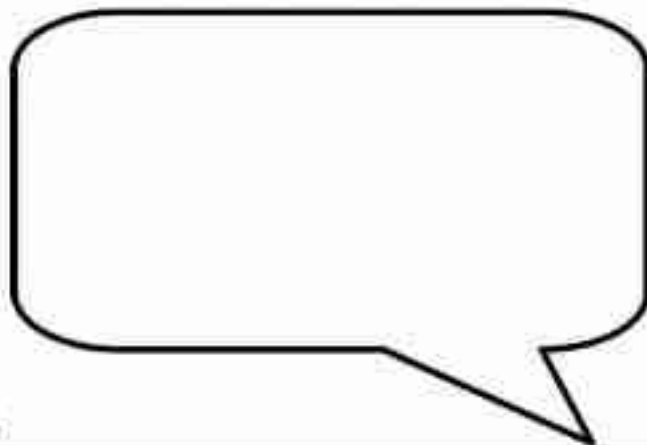
Sort

Sort the phrases into "Private" or "Public" based on whether you would use them when talking to a friend or speaking to a group.

	Private	Public
1) Hey, wanna hang out after school?		
2) Today, we will be talking about the water cycle.		
3) Guess what? I got a new video game!		
4) Please turn to page 42 in your textbook.		
5) Can you believe how much homework I got?		
6) In conclusion, recycling is important for the environment.		
7) No way! That was the best movie ever!		
8) Did you do anything fun this weekend?		

Write

As a student leader, transform the sentence **"WE'RE HAVING SPIRIT DAY TOMORROW,"** into a formal announcement for the school bulletin and then rewrite it as if you're texting your best friend about it.



Week 28 – Fluency Readings**Read**

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	I found a hatchet in the forest.				
2)	I will watch the clock hat in the morning.				
3)	Let's fetch a batch of cookies from the oven.				
4)	They couldn't budge the barge under the bridge.				
5)	The cat has an itch, so it will not fetch the ball.				
6)	We can lodge near the bridge for the night.				

Word Search

Word Search

Find the word bank words in the puzzle.

Itch	Catch	Hatch	Batch	Witch
Fetch	Hatchet	Watch	Nudge	Budge
Lodge	Barge	Bridge	Knowledge	Indulge

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

Word Scramble

Unscramble the word.

GEBAR		CHETTAH	
DOLEG		EFTHC	
DGEBU		RIDGEB	
NUGDE		WONKGELED	
CHTI		ITWHC	
TCHAC		BATHC	

Week 28 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

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

Capitals

Write the titles for the prompts.

Favourite Movie	
Favourite Game	
Favourite TV Show	

Write

Complete each sentence starter with appropriate dialogue, ensuring the first word inside the quotation marks is capitalized.

1	Mark, on seeing the huge pile of sand, exclaimed, "_____."
2	"_____" said the Superhero after saving the day.

Week 29 - Vocabulary List

Pump	Stump	Cramp	Slump	Swamp
Clump	Revamp	Send	Pond	Brand
Defend	Attend	Suspend	Weekend	Sound

Pictionary

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

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary

Syllables

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

1) Week ☐ tend2) At ☐ vamp3) De ☐ nd

4) En

5) Sus ☐ nd6) Re ☐ camp**Think**

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

FINAL BLEND -MP

FINAL BLEND -ND

Homophones

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

**Draw**

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

MALE

SUN

FLOWER

FLOUR

Homographs

1) Homophones

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

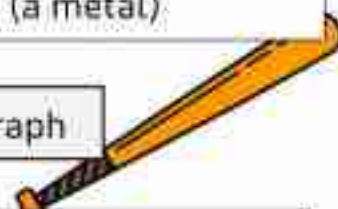
2) Homonyms

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

3) Homographs

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

Homographs: Read the sentences and circle the correct homograph



1) The bass was loud and deep.	Fish	Sound
2) He likes to bow to the king.	Bend Over	Ribbon
3) We saw a tear in his jersey.	Water	Cry
4) The wind is very strong today.	Train	Moving Air
5) Please lead the way to the park.	Gun	Path
6) He will row the boat across the lake.	Move With Oars	A Line
7) The bird will fly away soon.	Zipper	Soar in Air
8) They want to close the store early today.	To Shut	Is Nearby
9) In the game, he had to bat last.	Club	Animal
10) Can you bear the cold weather?	Animal	Survive

Reading Sentences Fluently

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

Read

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

Attempt	Missed Words	Number Of Times Stuttered	Number Of Times You Stopped
1			
2			
3			



A Day at Green Meadows Park

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

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

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

Language Register: Formal VS Informal

Formal language is typically used in academic or educational contexts, we use a formal tone and complete sentences, like when talking to a teacher or other professionals.

Informal language is characterized by a relaxed tone, everyday language, and contractions, and can include slang, making it more suited for personal conversations.

Write

Transform the formal registers to informal social media posts and vice versa, showing casing tone and word choice shifts.

PREVIEW

Check Report

SPACE EXPLORATION



On this day in 1969, the first human set foot on the lunar surface, marking a monumental achievement in space exploration.

TECHNOLOGY



Hey everyone, looks like it's gonna start raining tonight and keep going till tomorrow morning. ☁️ Bring your umbrellas!










OMG, just got the new game everyone's talking about. It's awesome!



Week 29 – Fluency Readings**Read**

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

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

Crossword Puzzle

Crossword

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

**Across**

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

Down

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

Week 29 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

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

Draw

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

Night

Kn

Write

Use the given homophones in a sentence.

Knew	
New	

Week 30 - Vocabulary List

Salt	Belt	Vault	Jolt	Built
Insult	Fault	Consult	Result	Desk
Whisk	Brisk	Ask	Dusk	Risk

Fill in the blanks

Choose the appropriate vocabulary word for each sentence.

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

Vocabulary

Draw

Draw a picture to show what each sentence means.

I added a pinch of salt to my soup.

My pants stayed up with a brown belt.

My books and pencils are on the desk.

ed the batter.

PREVIEW

Homonyms

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

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



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

		Tear	Row	Bark
--	--	------	-----	------

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

Make Meaning

Give two definitions for the following

HOMONYMS	MEANING
MATCH	
LIGHT	
MEAN	

Antonyms

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



Matching

Draw a line matching the words to their antonyms.

- | | |
|--------|---------------------------------|
| Tall | <input type="checkbox"/> Slow |
| Big | <input type="checkbox"/> Old |
| Fast | <input type="checkbox"/> Thin |
| High | <input type="checkbox"/> Small |
| Heavy | <input type="checkbox"/> Short |
| Open | <input type="checkbox"/> Smooth |
| Young | <input type="checkbox"/> Empty |
| Thick | <input type="checkbox"/> Weak |
| Strong | <input type="checkbox"/> Bright |
| Rough | <input type="checkbox"/> Dark |



Think

Write 4 words and their antonyms beside them.

	Words	Antonyms
1)		
2)		
3)		
4)		

Reading with Appropriate Expression, Intonation

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

Read Aloud

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

Emotion	Sentence
Happy	"We finally found the park and we're going to the park!"
Sad	"I lost my favourite toy and can't find it anywhere."
Surprised	"Wow, I didn't expect to see you here today!"
Angry	"I told you not to touch my things. What are you asking!"
Excited	"Tomorrow's the big field trip. We're going to wait!"



Story

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

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

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

Week 30 – Fluency Readings**Read**

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

1) I built a vault for my treasures.



2) Ask your teacher before taking a risk.



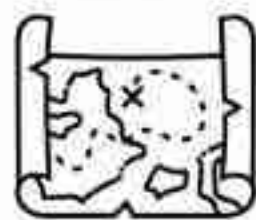
3) At dusk, we put salt on walkway.



4) He wears a belt to hold his whisk and spoon.



5) The brisk walk in the morning is a healthy choice.



6) Let's consult the map at the desk for directions.



Word Search Puzzle

Crossword

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

Salt	Belt	Vault	Jolt	Built
Insult	Fault	Consult	Result	Desk
Whisk	Brisk	Ask	Dusk	Risk



Word Scramble

Unscramble the word.

BUTIL		LOTJ	
SEDK		HISKW	
ALTS		LUVAT	
NOCTSUL		TSULER	
LUFAT		RIBSK	
LETB		SULTIN	

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	9)
2)	10)
3)	11)
4)	12)
5)	13)
6)	14)
7)	15)
8)	

Fill in the blanks

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

Bark	Meat	Break	Flour	Meet	Flower	meat
------	------	-------	-------	------	--------	------

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