



Preview – Information



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Google Slides Lessons Preview





Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 – Vocabulary List

Read each clue. Find the word that matches the meaning. Drag the correct word card to the empty box beside the clue.

done or ended	lift in a building	hiked	picked
went up fast	not closed	jumped	banana
tool for pictures	sweet cocoa food	tricked	chocolate
fooled someone	let others see	drama	elevator
set of letters	chose or took	alphabet	animal
soft brown candy	long seat	caramel	astronaut
play or story	yellow fruit	finished	sofa
made a happy sound	space traveler	showed	wanted
wished for	living creature	baked	camera
cooked in an oven	walked far	laughed	opened

Spelling Patterns – VVCC Words

Drag each word into the correct box. If the word follows the VVCC pattern, place it in the VVCC box. If it does not, place it in the NOT VVCC box.

VVCC	NOT VVCC

feast	beach	team	least
speech	loaf	rain	poach
stream	coast	peach	meat
cream	coat	boat	snow
teach	green	roast	bleach
fear	roach	trip	seat
cast	stone	glow	reach
toast	boast	read	leaf
beast	fast	coach	yeast

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

Read each line slowly. Say the words out loud.
Have fun reading!

The clown. The clown tricked. The clown tricked the kid. The clown tricked the kid in the show.		The girl. The girl hiked. The girl hiked the trail. The girl hiked the trail with her camera.	
The boy. The boy jumped. The boy jumped on the sofa. The boy jumped on the sofa & laughed.		The team. The team finished. The team finished the drama. The team finished the drama after school.	



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 4

Week 2 - Vocabulary List

Find 10 words in the word search and circle each one. Look at the word list to help you!

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

agenda	vegetable	select	pretzel
befriend	lemonade	horses	twenty
pennies	compasses	echoes	hedges
regret	elephants	lemons	stables
melons	trips	boxes	pets

Patterns - VVCCC Words

Drag each word into the basket if it follows the VVCCC spelling pattern.
Drag it to the bin if it does not.

Breadth	Earth
Hearth	Stealth
Wealth	Fourth
Health	

Bright	Growth
Smile	Separate
North	Mirth
Dream	Twelfth

Drag the correct person...

The clock yawned as the night grew late.	The leaf whispered secrets to the wind.	The pencil danced across the paper.
The stars winked playfully at the moon.	The clouds tiptoed across the sky.	The waves clapped loudly against the rocks.



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 4

Prefix - Mis-

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

m	s	c	i	l	o	i	r	e	m	i
s	l	e	s	h	m	s	a	a	d	r
i	h	s	e	t	s	u	t	m	a	k
i	a	e	s	m	r	i	l	u	i	c
r	m	f	i	p	d	s	n	t	x	m

Across

- 4) a person or thing that doesn't belong or fit in
- 5) to count something the wrong way.
- 6) to hear something incorrectly.
- 7) to use something the wrong way.

Down

- 1) to treat someone badly.
- 2) to read something the wrong way.
- 3) to give someone the wrong idea.
- 5) to spell a word incorrectly.

Shade the box that matches the picture.

Spill the beans 	☐ to reveal a secret
Piece of cake 	☐ to throw beans on the floor
On cloud nine 	☐ something very easy
	☐ a slice of dessert
	☐ flying in the sky literally
	☐ extremely happy

Poker face

☐ a face that shows emotion

When pigs fly

☐ a face used in playing cards

☐ pigs actually learning to fly

☐ something that will never happen

Vocabulary List

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

quickly	voucher	brightly	easily
butcher	stretcher	poacher	pitcher
bleacher	suddenly	exactly	richer
rancher	sketcher	wisely	gently
finally	simply	catcher	happily



Workbook Preview



Grade 4 – 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 109 pages from this
product that contains 489 pages
total.

Included are weeks 1 - 8 and
29 - 30.

There are 30 weeks total.

CR4.4

Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).

52, 55-56, 62, 64-66, 73, 75-77, 85, 87-88, 97-98, 104-105, 114-116, 123-125, 132-133, 140-141, 147-148, 154-156, 162-164, 170, 172-173, 177, 180-181, 189-190, 194, 197-198, 207-208, 215-217, 231, 255, 260-261, 277-278, 284-285

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
CC4.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Expressing Myself), community (e.g., Celebrating and Honouring Others), social responsibility (e.g., Within My Circle) through personal experiences and inquiry.	81, 223
CC4.2	Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.	N/A
CC4.3	Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.	258, 267
CC4.4	Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.	13-18, 23-30, 35-42, 46-54, 57-63, 67-74, 78-80, 82, 85-86, 89-92, 94, 96, 99-103, 107-113, 117-122, 126-131, 134-139, 142-146, 149-153, 157-158, 160-161, 165-167, 169, 171, 174-175, 178--179, 182-183, 186-188, 191-193, 195-196, 199-206, 209-214, 218-222, 224, 228-230, 232, 235-241, 244-248, 250, 253-254, 257, 259, 262-266, 268, 271-276, 279-281, 283

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
AR4.1	Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve.	12, 22, 34, 45, 106
AR4.2	Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively.	N/A

Name: _____

READING PROGRAM - OVERVIEW

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

In grade 4, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Students will learn about word origins as well to improve their understanding and spelling of new vocabulary.

Therefore, our reading program will be broken down into 30 word lists that align with the outcomes in the grade 4 language curriculum. Each week, teachers will focus on one affix and two graphemes.

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

Weekly Plan

Week 1: Introduce the suffix -ed and schwa 'a' (as in about)

Week 2: Introduce suffix -s and schwa 'e' (as in pencil)

Week 3: Introduce suffix -ing and schwa 'i' (as in pencil)

Week 4: Introduce suffix -y and schwa 'o' (as in son)

Week 5: Introduce suffix ish and schwa 'u' (as in circus)

Week 6: Introduce prefix dis- and 'il' and 'al' sounds

Week 7: Introduce suffix -er, -est and "ile" sounds

Week 8: Introduce prefix mis- and 'el', 'al' sounds

Week 9: Introduce prefix non- and pattern -ure

Week 10: Introduce suffix -ly, -ily and pater -cher

Week 11: Introduce prefix pre- and the letter blends: shr, spl, spr, str

Week 12: Introduce prefix post- and digraphs: ph and mb

Name: _____

READING PROGRAM - OVERVIEW

Weekly Plan

Week 13: Introduce suffix -ful, -less and digraph: wh, ch

Week 14: Introduce prefix anti- and digraph: sh, th

Week 15: Introduce prefix multi- and digraph: ng, ck

Week 16: Introduce suffix -tion, -sion and digraph: ck, ll

Week 17: Introduce prefix auto- and digraph: dd, bb

Week 18: Introduce prefix bio- and digraph: rr, cc

Week 19: Introduce suffix -less, and digraph: gg, mm

Week 20: Introduce prefix inter- and diphthong ai

Week 21: Introduce suffix -ant, -int and diphthong ay

Week 22: Introduce suffix -able, -ible and diphthong ee,

Week 23: Introduce prefix micro- and diphthong au

Week 24: Introduce prefix semi- and diphthong ea

Week 25: Introduce prefix ex-, in- and diphthong ee

Week 26: Introduce suffix -ous, -ious and diphthong ei

Week 27: Introduce prefix under-, over- and diphthong oa

Week 28: Introduce suffix -ence, -ance and diphthong ou

Week 29: Introduce prefix sub-, super- and diphthong ui

Week 30: Introduce suffix -yze, -ize and random fun words

READING PROGRAM - OVERVIEW

Weeks	Lesson 1	Lesson 2
Week 1	Complete Sentences Vs. Fragments	Simple Vs Compound Sentences
Week 2	Parts Of Speech: Nouns, Verbs, And Adjectives	Types Of Sentences
Week 3	Parts Of Speech: Nouns, Verbs, And Adjectives	Independent/Dependent Clauses
Week 4	Coordinating Conjunctions (FANBOYS) And Abbreviations	Morphemes: Prefixes And Suffixes
Week 5	More Parts Of Speech- Adverbs, Prepositions, Etc.	Morphemes: Prefixes And Suffixes
Week 6	Interjections And Conjunctions – Punctuation	More Parts Of Speech And Subject-verb Agreement
Week 7	Cursive Writing And Personification	Relative Pronouns And Analogy
Week 8	Capitalizing Proper Nouns And Proper Adjectives As Well As Idioms	Perfect Verb Tense – Figurative Language Review – Analogy, Personification, And Idiom
Week 9	Punctuating Interjections	Perfect Verb Tense
Week 10	Use Of Commas In Direct Address	Capitalizing Proper Adjectives/Nouns And Capitalizing Abbreviations
Week 11	Use Of Commas In Direct Address And To Indicate Pause In Between Sentences	Punctuating Conjunctions
Week 12	Identifying And Correcting Run-on Sentences	Decoding Strategy – Syllable Splitting
Week 13	Introduction To Complex Sentences	Decoding Strategy – Chunking
Week 14	Introduction To Complex Sentences	Use Of Apostrophes In Possessives
Week 15	Introduction To Compound-complex Sentences	Types Of Sentences: Interrogative

READING PROGRAM - OVERVIEW

Weeks	Lesson 1	Lesson 2
Week 16	Literal Versus Figurative Meanings Of Words	End-of-sentence Punctuation
Week 17	Similes And Using Dictionary and Encyclopedia	Homophones
Week 18	Metaphors And Using A Thesaurus	Homonyms
Week 19	Idioms, Imagery And Verb Tenses	Antonyms
Week 20	Other Figures Of Speech – Alliteration, Ellipsis	Determiners: Articles
Week 21	Synonyms – Exact Versus Near-synonyms And Active Voice	Spelling: Commonly Misspelled Words
Week 22	Use Of Apostrophes In Contractions And Passive Voice	Synonyms: Identifying And Creating
Week 23	Introduction To Commas In A List	Contractions and Using Maps and Atlas
Week 24	Using Colons To Introduce A List	Figurative Language: Onomatopoeia
Week 25	Interrogative And Imperative Verbs	Spelling: Words With Silent Letters
Week 26	Pronouns As Adjectives As Well As Understanding Subjects And Objects In Sentences	Analogies: Understanding And Creating
Week 27	Fluency Readings – Providing A List Of Sentences That Get More Difficult To Read	Figurative Language: Personification And Possessive Adjectives
Week 28	Introduction To Quotation Marks In Dialogue And Degrees Of Comparison In Adjectives	Vocabulary: Context Clues. What Do You Think The Underlined (Challenging Word) Means?
Week 29	Using Quotation Marks In Dialogue	I Before E And Exceptions
Week 30	Capitalization Of Quotation – Only Complete Sentences	Figurative Language: Oxymorons

NAME: _____

LANGUAGE



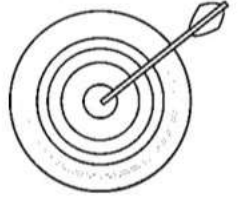
Name: _____

12

Curriculum Connection
AR4.1

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 new words in a spelling notebook.		
✓ Use flashcards for new spelling words.		
✓ Draw pictures to represent new words.		
✓ Play spelling games online.		
✓ Sing spelling words to yourself.		

Pre-Reflection

Share your thoughts about learning new 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

Think

Underline the suffix ed in each word.

laughed	wanted	baked	showed	finished
caramel	camera	alphabet	drama	tricked
jumped	hiked	opened	picked	banana
chocol	elevator	animal	astronaut	sofa

Write the past tense of the verb. Write a sentence changing the tense of the verb.

Present Tense	I watch funny cartoons.
Past Tense	

Present Tense	I <u>want</u> a puppy for my birthday.
Past Tense	

Present Tense	We <u>bake</u> cookies every Sunday.
Past Tense	

Present Tense	She <u>shows</u> her artwork to her parents.
Past Tense	

Present Tense	He <u>jumps</u> high on the trampoline.
Past Tense	

Spelling Patterns - VVCC Words

VVCC words are words that have two vowels next to each other, followed by two consonants. The 'VV' part is a vowel team where two vowels work together to make one sound, like 'ea' in 'leaf'. The 'CC' part is when two consonants come next, like 'f' and 't' in 'left'.

Examples of VVCC words

Each – The 'ea' makes the vowel sound and the 'ch' are the consonants.

Toast – The 'oa' makes the vowel sound, and 'st' are the consonants.



Think _____ the words below follow the VVCC spelling pattern?

beach	yes	no
sheep	yes	no
mount	yes	no
dream	yes	no
float	yes	no
brain	yes	no
boast	yes	no
peach	yes	no
screech	yes	no

touch	yes	no
yeast	yes	no
fair	yes	no
feast	yes	no
glance	yes	no
castle	yes	no
cruise	yes	no
reach	yes	no
least	yes	no

Think _____

Write your own VVCC words below

Complete Sentences Vs Fragments

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 Sentence?

Is the sentence complete or is it a fragment?

1) Astronauts in space.	Complete	Fragment
2) I wanted to go to the beach.	Complete	Fragment
3) Baked a chocolate cake.	Complete	Fragment
4) On the sofa.	Complete	Fragment
5) She opened the camera.	Complete	Fragment
6) Alphabet and numbers.	Complete	Fragment

Subject or Predicate?

Is the underlined word the subject or the predicate?

1) <u>They</u> acted in the drama at school.	Subject	Predicate
2) I <u>finished my homework</u> .	Subject	Predicate
3) <u>We</u> were in the elevator.	Subject	Predicate
4) <u>The animal</u> tricked the hunter.	Subject	Predicate
5) The sofa <u>is comfortable</u> .	Subject	Predicate
6) The alphabet <u>is easy to learn</u> .	Subject	Predicate

Write

Write 2 complete sentences. Circle the subject and underline the predicate

Simple Vs Compound Sentences

A **clause** is a part of a sentence that contains a subject (who or what the sentence is about) and a predicate (what the subject is doing). In a **simple sentence**, like "The bird sings," the clause is the whole sentence. The bird is the subject, and sings is the predicate. Simple sentences have just 1 clause.

A **compound sentence** has two or more clauses. For example, in "The bird sings, and the cat meows," there are two clauses: 'The bird sings' and 'the cat meows'. Each clause has its own subject and predicate. The two clauses are joined together with the coordinating conjunction 'and'.

Simple Sentence Is it a simple sentence or compound sentence?

1) She baked a cake.	Simple	Compound
2) The astronaut jumped high in zero gravity.	Simple	Compound
3) I laughed at the joke, and then picked up the book.	Simple	Compound
4) He tricked me once, but I won't let it happen again.	Simple	Compound
5) The drama was intense, yet I couldn't watch.	Simple	Compound
6) We rode the elevator up, and then sat on the roof to rest.	Simple	Compound

Coordinating
Conjunction

Compound sentences are connected by FANBOYS (for, and, nor, but, or, yet, so). Write the FANBOYS in the blank.

1) He picked the banana, but it slipped and fell.	
2) They wanted the chocolate, yet they knew they should not have it.	
3) The animal hiked up the hill, and it then rested at the top.	
4) The elevator was slow, so we decided to take the stairs.	
5) The astronaut ducked down, for she saw an asteroid coming her way.	

Write Write 2 compound sentences. Circle the coordinating conjunction you used

Edit My Work – Using Capital Letters

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit _____ capitalization errors below and the misspelled word list words

Jimmy wanted to be an astronaut. He laughed as he jumped on the sofa, imagining it was his space. Jimmy's brother, Steven, didn't think he could be an astronaut. But Jimmy was determined.

One day, he hiked to the library and found a book about space. It was filled with drama and exciting tales of astronauts. Jimmy didn't put it down. He finished the book in just one day.

Then, he baked banana chocolate muffins for his family. He tricked Steven into thinking they were 'space muffins'. Jimmy saw a picture of an astronaut eating similar muffins.

He opened his laptop and turned on a virtual space elevator tour. The room seemed to shake as the virtual elevator rose. They even had to wear 3D glasses for it.

His mom gave him a camera to document his 'space adventures'. Jimmy loved the idea. He clicked a photo of his astronaut alphabet – a code language he had created.

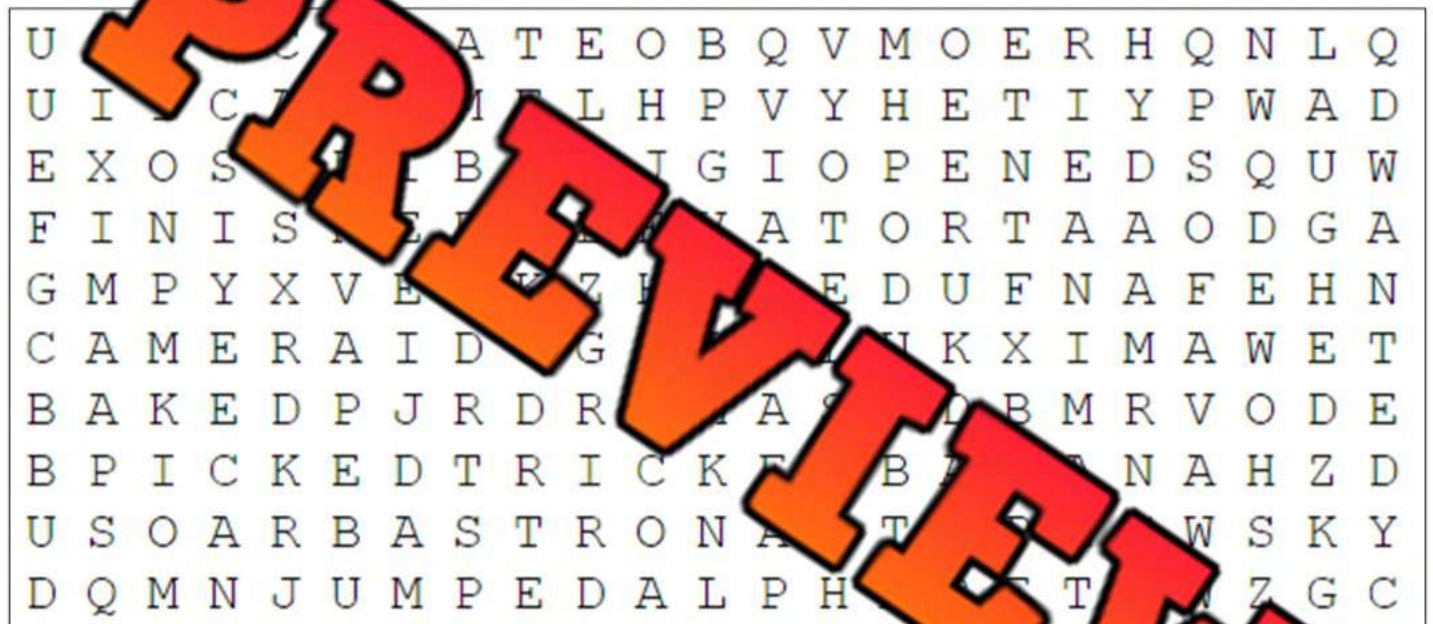
In all the excitement, he forgot about his caramel popcorn. It was his favourite. Before bedtime, he sat on the sofa, enjoying the popcorn and relishing his adventurous day.

Word Search

Word Search

Find the word bank words in the puzzle

☐ laughed	☐ wanted	☐ baked	☐ showed	☐ finished
☐ caramel	☐ camera	☐ alphabet	☐ drama	☐ tricked
☐ jumped	☐ hiked	☐ opened	☐ picked	☐ banana
☐ chocolate	☐ elevator	☐ animal	☐ astronaut	☐ sofa



Word Search

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

Word Bank

Week 1 – 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)	Tom jumped high on the moon.				
2)	I wanted to feel before I went up the hill.				
3)	She laughed as she opened the box with chocolate on her finger.				
4)	He baked alphabet cookies and showed them at school.				
5)	They finished their drama play and picked flowers for the cast.				
6)	The monkey tricked the zookeeper and stole a banana near the elevator.				
7)	After building a sofa out of blocks, the clever animal decided it was time for a cozy nap.				

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you visualized.

PREVIEW

As the astronaut laughed, floating above Earth, he wanted to capture every star with his camera. He remembered hiking on Earth, where the warm scent of baked cookies filled the air. He had opened his grandmother's old recipe book, the alphabet of ingredients leading to delicious treats. He showed his family photos of space, where the drama of the cosmos unfolded. He finished his spacewalk, tricked once by the silence of the void. Back inside, he enjoyed a banana, dreaming of a soft sofa, and chocolate, his heart jumping with joy for home.

WEEK 1 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

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

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) Ran to the park.	Fragment	Complete
2) My dog loves to play fetch.	Fragment	Complete
3) The pizza in the oven.	Fragment	Complete
4) We are going to the zoo tomorrow.	Fragment	Complete

Simple or Compound

Is it a simple sentence or compound sentence?

1) The dog rests on the rug.	Simple	Compound
2) The coach completed the roster.	Simple	Compound
3) I enjoy oranges, and my sister prefers grapes.	Simple	Compound
4) She unfolded her map, and she began to trace the route.	Simple	Compound

Name: _____

22

Achieving Goals

Spelling Quiz Score	How do you feel about your score? Colour it	    
---------------------	---	---

Spelling Adventure

Select two activities to practice your spelling

	Word Scavenger Hunt	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 Detective	Choose 3 words and find out their origins. Write a sentence about what you learned.
	Word Builder	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 out loud. One person 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**Think**Underline the suffix -s in each word.

boxes	trips	melons	pets	elephants
lemons	stables	hedges	compasses	echoes
pennies	twenty	horses	lemonade	befriend
pretz	select	regret	agenda	vegetable

Write

s _____ changes a word to be plural – more than one. Write a sentence using _____ singular underlined words to be their plural form.

Singular	A <u>phant</u> is a mythical creature.
Plural	

Singular	The <u>family</u> is planning a trip to the beach.
Plural	

Singular	The <u>horse</u> is eating in the <u>stable</u> .
Plural	

Singular	The <u>echo</u> in the canyon was very loud.
Plural	

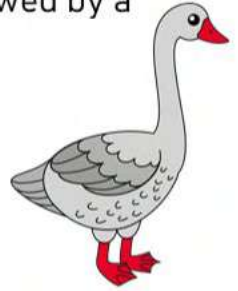
Singular	I found a <u>penny</u> under the <u>sofa</u> .
Plural	

Spelling Patterns - VVCe Words

VVCe words have two vowels together (VV) making a specific sound, followed by a consonant (C), and ending with a silent 'e' (e). Unlike other patterns, the silent 'e' here doesn't change the sound of the vowel team.

Examples

- Weave (the 'ea' stays as it is, not affected by the silent 'e')
- Goose (the 'oo' sound remains the same)
- House (the 'ou' makes its own sound)



Think _____ the words below follow the VVCe spelling pattern?

weave	yes	
quite	yes	
goose	yes	no
river	yes	no
house	yes	no
mountain	yes	no
slice	yes	no
acre	yes	no
throne	yes	no

course	yes	no
breeze	yes	no
island	yes	no
canoe	yes	no
name	yes	no
age	yes	no
globe	yes	no
moose	yes	no
giraffe		no

Think _____

Write your own VVCe words below

Making Words Plural – Adding S

Why We Add "s" – Most Common Cases

- To make plural: We add "s" to a noun to show there is more than one, like "cats."
- To show possession: We add "'s" to a noun to show something belongs to it, like in "Tom's book."

How To Add "s"

- Usually, just add "s" at the end.
- For words ending with s, x, z, ch, sh, add "es".
- If a word ends with a consonant and y, change "y" to "i" and add "es".
- If a word ends with a vowel and y, just add "s".



Make Plural

1) cat		11) peach	
2) dog		12) tree	
3) box		13) tray	
4) brush		14) dish	
5) baby		15) jobby	
6) lady			
7) boy			
8) mon			
9) city			
10) chair			

Fill in the Blanks

Fill in the blanks with the plural form of the word.

- The children saw several _____ (butterfly) in the _____ (garden).
- The children had a lot of fun at the _____ (stable).
- She made a refreshing _____ (melon) salad for the picnic.
- She saved all her _____ (penny) to buy a new book.
- My sister has many different _____ (story) about her _____ (trip).
- The _____ (elephant) in the zoo are very friendly.
- He hangs his _____ (picture) in the _____ (gallery).

Parts of Speech – Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- Nouns: Names of people (teacher), places (park), things (book), or ideas (freedom).
- Verbs: Action words (run, think) or state of being words (is, am).
- Adjectives: Words that describe nouns (happy, blue).

Identify the underlined word a noun, verb, or adjective

1) We <u>needed</u> two <u>days</u> for our trip.	
2) My <u>pets</u> love to <u>play</u> near the <u>hedges</u> .	
3) The elephants enjoy to <u>eat</u> <u>bananas</u> and lemons.	
4) After riding, we left the <u>horses</u> at the <u>stable</u> .	
5) I <u>befriended</u> a girl who has a collection of <u>stamps</u> .	
6) I select a <u>pretzel</u> from the bakery every morning.	
7) We enjoyed the <u>sour</u> lemonade at the fair.	
8) Our agenda for the day includes a <u>visit</u> to the vegetable <u>market</u> .	
9) The <u>tall</u> hedges were finally trimmed.	
10) James feels old because he <u>turned</u> 20 yesterday.	

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

Four Types Of Sentences

There are four types of sentences:

- Declarative Sentence: Makes a statement or expresses an opinion.
Example: "I love reading books."
- Interrogative Sentence: Asks a question.
Example: "Do you like pizza?"
- Exclamatory Sentence: Shows strong emotion or surprise.
Example: "Wow, that's amazing!"
- Imperative Sentence: Gives a command or makes a request.
Example: "Please close the door."



Sentence Type _____ Type of sentence is written below?

- 1) The box of melons was empty.
- 2) Where did the echo come from?
- 3) Wow, this lemonade is so refreshing!
- 4) I regret not bringing my compass on the trip.
- 5) Please select a box and place it on the counter.
- 6) These hedges are beautifully trimmed!

Write

Write 1 example of each of the types of sentences.

declarative	
interrogative	
exclamatory	
imperative	

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 are 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: Tells us a question is being asked.
- Example: What is your name?

Exclamation Mark (!)

- Use: Shows strong feelings.
- Example: Wow! That's amazing!

Instructions

Read each sentence with the voice: silently, aloud, and with a friend. After each reading, star. Circle the punctuation marks and count them in the table.

1) Sarah's birthday party is on Saturday.	★ ★ ★
2) What's your favourite subject in school?	★ ★ ★
3) My family and I went on a fun vacation last summer.	★ ★ ★
4) I can't believe it's already snowing outside!	★ ★ ★
5) We found a hidden treasure in the old, dusty attic!	★ ★ ★
6) The forest teems with squirrels, rabbits, and birds!	★ ★ ★
7) Wow, it's cold outside, isn't it?	★ ★ ★

Period (.)	
Comma (,)	

Question Mark (?)	
Exclamation Point (!)	

Edit My Work – Using Capital Letters

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit _____ capitalization errors below and the misspelled word list words

my friend, tom, and i. one day, we decided to visit a stable with twenty horses. at the stable we saw a box of vegetabels, melens, and lemons. We even befriended an elephant named lucy! I remember how we laughed when lucy tried to pick up a pretzel with her trunk.

my pet dog, max, loves lemonaid, which is very funny. He even likes the sour taste. we sometimes sit near the hedgs, sip from the echo-filled jars to the echos from the hills. it's one of our favourite things to do.

i have an ajenda, it includes a trip to the penny Arcade. i like to collect pennys and this place is like heaven for me. it's a place full of memories and stories.

one time we got lost, we didn't have a compass. we felt regrete for not bringing one. luckily, we found our way back home. I still remember that adventure. tom and i always select our tripes carefully now. we learned a lot from our journeys and the memories they created. we'll never forget lucy the eliphant and our echo-filled lemonade breaks.

Word Search

Word Search

Find the word bank words in the puzzle

☐ boxes	☐ trips	☐ melons	☐ pets	☐ elephants
☐ lemons	☐ stables	☐ hedges	☐ compasses	☐ echoes
☐ pennies	☐ twenty	☐ horses	☐ lemonade	☐ befriend
☐ pretzels	☐ select	☐ regret	☐ agenda	☐ vegetable



Word Scramble

Read the clue and then unscramble the word

deesgh		yentwt	
stpir		aphneelst	
sesroh		gaaend	
solemn		esobx	
lecest		seipnen	
eosehc		derifneb	

Week 2 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 128 Words

In a small village, a boy named Timmy saved twenty pennies to buy a pretzel at the fair. He walked past lemon trees and stables, counting the boxes stacked beside them. When he arrived, he saw a stand selling fresh lemonade. Timmy couldn't resist; he bought his first cup. With his lemonade, he took trips around the fair, looking at the horses jump over hedges. He heard the echoes of children laughing and the trumpet of elephants in the parade. Timmy wished to befriend everyone he met. He plans to see the melons grow in the garden and to learn more about the village history. It was a day full of adventure, and he didn't regret spending his pennies.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

Divide 128/seconds

WPM

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you visualized.

PREVIEW

In the village, twenty boxes full of lemons sat on the tables. Horses peered over the hedges, their echoes filling the air and the water. A pretzel vendor befriended all, giving pets tiny treats. Naturally, children sipped lemonade, giggling at melons shaped like elephants. Pennies jingled in jars, saved for future trips. Compasses in hand, they'd select adventures, maybe even to vegetable farms. But no one had an agenda today, except to enjoy the simple joy of sun, smiles, and the promise of never having to regret a day spent in happiness.

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)	
16)	
17)	
18)	
19)	
20)	

Make Plural

Change the words from singular to plural.

1) elephant	
2) brush	
3) church	
4) city	
5) baby	

6) berry	
7) boy	
8) valley	
9) hobby	
10) chair	

Identify

Is the underlined word a noun, verb, or adjective

1) teacher	
2) banana	
3) fast	

4) hike	
5) write	
6) tired	

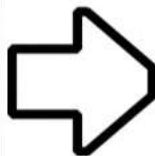
Name: _____

34

Curriculum Connection
AR4.1

Reading Goals

Date	
What I can do today?	



Date	
What I can do by this date?	

What you do to reach this goal?

At school I will:

At home I will:

Name: _____

35

Curriculum Connection
CC4.4

WEEK 3 – VOCABULARY LIST

Think

Underline the suffix -ing in each word. Circle the words with a short i sound.

smiling	insect	visit	creating	window
running	pillow	music	dancing	inside
thinking	clapping	jumping	animal	pencil
signing	writing	family	noticing	visiting

Write

Write a sentence that uses all 20 words. You'll need to use 2 words per sentence

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

Spelling Patterns - VCe Words

VCe words contain a vowel (V), followed by two consonants (CC), and end with a silent 'e' (e). In these words, the silent 'e' does not typically alter the vowel sound.

Examples

- Wedge (the 'e' after 'd' and 'g' is silent and doesn't affect the vowel sound)
- Badge (the 'a' sound stays the same, the silent 'e' is not pronounced)
- Bulge (the 'u' sound remains consistent, with the 'e' at the end being silent)



Think _____ the words below follow the VCe spelling pattern?

wedge	yes	no
force	yes	no
slice	yes	no
brace	yes	no
chase	yes	no
price	yes	no
dance	yes	no
flame	yes	no
grace	yes	no

drive	yes	no
wince	yes	no
_____	yes	no
_____	yes	no
_____	yes	no
_____	yes	no
ridge	yes	no
smoke	yes	no
lodge	yes	no

Think _____

Write your own VCe words below

Adding -ing

Why Add -ing?

We add "-ing" to a word to show an action is happening now, which is called the present tense. (jump → jumping).



Adding "-ing" to Words

General rule: Just add -ing at the end of the word (play → playing)

Words Ending in "e": If the word ends in "e", remove the "e" and add -ing (bike → biking).

Words Ending in a Vowel + Consonant: If the word is a one-syllable verb that ends in a vowel + consonant, double the consonant before adding -ing (run → running).

Add -ING to the following words to the present tense by adding -ing

Write		Give	
Smile		Trade	
Dance		Shine	
Notice			
Think			

Fill in the Blanks

Fill in the blanks with the -ing form of the verb.

- 1) The dog is _____ (run) in the park and _____ (chase) the cat.
- 2) My family loves _____ (visit) new places and _____ (try) new food.
- 3) She was _____ (think) about her homework while _____ (listen) to music.
- 4) They are _____ (read) their books while _____ (sit) under the tree.
- 5) He is _____ (write) a letter to his friend and _____ (drink) a cup of coffee.
- 6) The cat is _____ (chase) the mouse and _____ (make) a mess in the house.
- 7) The bird is _____ (sing) a song while _____ (fly) in the sky.

Parts of Speech – Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- **Nouns:** Names of people (teacher), places (park), things (book), or ideas (freedom).
- **Verbs:** Action words (run, think) or state of being words (is, am).
- **Adjectives:** Words that describe nouns (happy, blue).

Identify Is the underlined word a noun, verb, or adjective

1) I ran on a path as a <u>small</u> insect crawled by.	
2) Gazing out at the <u>ocean</u> , she <u>admired</u> the <u>sunset</u> .	
3) We went inside the <u>house</u> to plan our next visit to the park.	
4) The signal changed, <u>guiding</u> all <u>cars</u> <u>across</u> the road.	
5) I love the <u>music</u> that our family <u>listens</u> <u>to</u> <u>while</u> <u>riding</u> <u>our</u> <u>bikes</u> .	
6) With a <u>sharp</u> pencil, the boy created a beautiful <u>picture</u> .	
7) She was writing a letter, <u>smiling</u> at her <u>thoughts</u> .	
8) The <u>excited</u> crowd clapped and danced to the beat.	
9) They sprinted and <u>leapt</u> around the park, visiting favourite <u>spots</u> .	
10) Spotting the sunset through the <u>window</u> was our family's highlight.	

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

Four Types of Sentences

There are four types of sentences:

- Declarative Sentence: "I love reading books."
- Interrogative Sentence: "Do you like pizza?"
- Exclamatory Sentence: "Wow, that's amazing!"
- Imperative Sentence: "Please close the door."



Sentence

Which type of sentence is written below?

1) The insect crawled under the window.

2) Is that your pencil?

3) This music the band is playing is fantastic!

4) Open the window.

5) My family loves visiting the beach.

6) Do you have an extra pencil?

7) Watch out for that running animal!

8) Please stop dancing on the sofa.

Write

Write 1 example of each of the types of sentences.

declarative	
interrogative	
exclamatory	
imperative	

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.

Instructions

Read each sentence three times: silently, aloud, and with a friend. After each reading, place a star. Next, circle the punctuation marks and count the number of stars.

1) "Do you think we'll see a bear?" he asked quietly.	☆ ☆ ☆
2) "I can't believe it's already snowing," remarked a child.	☆ ☆ ☆
3) "Let's explore the Rockies!" exclaimed Liam.	☆ ☆
4) The teacher announced, "We'll have a visitor tomorrow."	☆
5) "Whose hat is this?" the boy wondered, looking around.	☆ ☆ ☆
6) "Vancouver is on the west coast," she explained, "while Halifax is on the east coast."	☆ ☆ ☆

Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Independent and Dependent Clauses

An **independent clause** is like a complete sentence. It has a subject (who or what the sentence is about) and a verb (an action or a state of being), and it can stand alone as a complete thought. For example, "The dog barked."

A **dependent clause** also has a subject and a verb, but it doesn't make sense on its own. It needs an independent clause to complete the thought. For example, "because the mailman was at the door." This doesn't tell us the full story until we add an independent clause: "The dog barked because the mailman was at the door."

Think: Is this clause a dependent or independent clause?



1) Because the pillow is soft.

2) When the music is playing.

3) After he was notified of the details.

4) Is the bird independent?

5) Jumping over the puddle.

6) My family is visiting.

Write

Write the sentences below using the words given.

Use the words: insect, smiling

independent

dependent

Use the words: family, visiting

independent

dependent

Use the words: music, thinking

independent

dependent

Crack the Code

Directions

Use the code below to reveal each spelling word

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

												
n												

Code		Code	Answer
      		      	
      		      	
      		      	
      		      	
      		      	
      		      	
      		      	
      		      	
      		      	
      		      	

Week 3 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	I can't wait until I see my family. We will visit the zoo and see animals. Something is about to happen.	☐ Slow	☐ Medium	☐ Fast
2)	Running is fun, and I love running. I notice when people are clapping. The ground feels good like a soft pillow.	☐ Slow	☐ Medium	☐ Fast
3)	When it's raining outside, I sit by the window. I think about creating my own music. Then, I start dancing inside.	☐ Slow	☐ Medium	☐ Fast
4)	I found an insect in our house today. My mom was writing and didn't see it. I drew it with my pencil.	☐ Slow	☐ Medium	☐ Fast
5)	During music, we were visiting other lands in our minds. The teacher had us pretending to fly. We were animals with wings.	☐ Slow	☐ Medium	☐ Fast

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)	
15)	
16)	
17)	
18)	
19)	
20)	

Add -ING

Change the words to the present progressive by adding -ing

read	
whisper	
shout	
chase	
imagine	

climb	
hike	
paint	
cook	
sing	

talk	
swim	
write	
draw	
sing	

Identify

Is the word most commonly a noun, verb, or adjective

1) strong	
2) loud	
3) thinking	

4) book	
5) laughing	
6) school	

My Reading Reflection

Do you feel you accomplished your goal?

- ☐ Yes!
- ☐ Almost!
- ☐ Over Half Way!
- ☐ I'm Still Working On It!

Explain your choice. What could you have done differently?

1. I read by

- ☐ Alone
- ☐ With a partner
- ☐ In a group

2. The reading was

- ☐ Easy
- ☐ Just Right
- ☐ Challenging

3. My reading speed was

- ☐ Too slow
- ☐ Just Right
- ☐ Too fast

4. Reading aloud, I felt

- ☐ Confident
- ☐ Okay
- ☐ Nervous

5. The words

- ☐ Easy to read
- ☐ Sometimes
- ☐ Often tricky

6. I think my emotion was

- ☐ Really good
- ☐ Good
- ☐ No work

What was your favourite part of your reading and why?

What is one thing you want to work on for your next reading practice?

- ☐ Reading faster
- ☐ Understanding more words
- ☐ Using better expression
- ☐ Other: _____

Explain your choice.

WEEK 4 – VOCABULARY LIST

ThinkUnderline the suffix y- in each word. Circle the words with a short 'o' sound.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wonder	doctor	collar	windy	dusty
rocky	grumpy	spotty	healthy	soggy

Fill in Choose the best word that matches each sentence.

a) salty	b) fluffy	c) lucky	d) chilly
e) soggy	f) sleepy	g) soggy	h) sleepy

The kitten was so _____.	She felt _____ and needed a nap.
It's quite _____ outside; take a coat.	The soup is too _____ add some water.
He acted very _____ at the joke.	The hallway in Hall _____ house looked _____.
The grass is _____ due to the rain.	He found _____ of clover.

Write

Write 5 sentences that use all the short 'o' sound words.

1)	
2)	
3)	
4)	
5)	

Spelling Patterns - VCCC Words

The **VCCC** spelling pattern consists of a word that starts with a vowel (V), followed by three consonants (CCC).

Examples

- Trench (the 'e' is the vowel, followed by the consonants 'n', 'c', and 'h')
- Width (the 'i' is the vowel, followed by the consonants 'd', 't', and 'h')
- Match (the 'a' is the vowel, followed by the consonants 't', 'c', and 'h')

Think Do the words below follow the VCCC spelling pattern?

jungle	yes	no
depth	yes	no
thrust	yes	no
angst	yes	no
plank	yes	no
catch	yes	no
sprint	yes	no
script	yes	no
length	yes	no

crisp	yes	no
prompt	yes	no
strength	yes	no
boat	yes	no
delete	yes	no
cliff	yes	no
scratch	yes	no
draft	yes	no

Write

Choose 3 words that match the VCCC pattern and use them in a sentence.

Name: _____

Word Origins

Explore

Choose four words from the list and research the origins and meaning of each word. Record your findings and an interesting fact about each.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wonder	doctor	collar	windy	dusty
rock	grumpy	spotty	healthy	soggy

Word	Year Originated	Language of Origination	Interesting Fact
spooky	late 19th century	english	The use of "spooky" has become more popular during Halloween.

What are Prefixes and Suffixes?

What Are Prefixes and Suffixes

A **morpheme** is the smallest unit within words. There are 3 main parts of words - prefixes, suffixes, and root words.

Prefixes and Suffixes: **Prefixes** and **suffixes** are parts we add to the beginning or end of a word (root word) to change its meaning. For example, 'happy' becomes 'unhappy' when we add the prefix 'un-'. **Prefixes** go before the root word, while **suffixes** go after.

Prefix "un-": The prefix 'un-' means 'not'. So, when we add 'un-' to a root word, it changes the meaning to the opposite. 'Unhappy' means 'not happy'.

Morpheme Write the morpheme underlined in the words below - root, prefix, suffix

<u>un</u> fairly		<u>re</u> building	
mis <u>place</u>		un <u>histori</u> c	
un <u>think</u> able		un <u>happ</u> y	
un <u>success</u> ful		un <u>use</u> ful	
unstopp <u>able</u>		un <u>happ</u> y	

Write

Prefix "un-" changes a word to mean not the opposite. Write a sentence using the word, changing the meaning of the sentence to not the opposite.

Not Meaning	Your behaviour towards your friends was <u>unfair</u> .
Yes Meaning	

Not Meaning	The path was <u>uneven</u> , making it hard to ride our bikes.
Yes Meaning	

Not Meaning	After the storm, the park was <u>unclean</u> with litter everywhere.
Yes Meaning	

Coordinating Conjunctions - FANBOYS

FANBOYS is an acronym used to remember the seven coordinating conjunctions in English: For, And, Nor, But, Or, Yet, So. These words are used to connect individual words, phrases, or complete sentences together, making your writing smoother and more coherent. For example, "I love apples, but I don't like oranges."

We use FANBOYS to make compound sentences, when a simple sentence isn't a good option.

Write **For** the boring simple sentences using an interesting compound sentence

Simple	The room was uneven.	He felt unlucky.
Compound		
Simple	The room was clean.	That's unfair!
Compound		
Simple	It was an unfortunate event.	He still felt lucky.
Compound		
Simple	The rocket launched.	No one was around to see it.
Compound		
Simple	The stone wasn't solid.	It wasn't heavy either.
Compound		
Simple	Was it raining?	Was it snowing?
Compound		

Abbreviations

Abbreviations are shorter versions of words or phrases to make them quicker to write and read.

For example, "St." stands for Street, "Mr." for Mister, and "Dec." for December. They often use the first few letters and sometimes include a period at the end.

Identify

Identify the correct abbreviation of the words below.

1. thursd	☐ Thursd.	☐ Thu.	6. square	☐ Sq.	☐ Sr.
2. min	☐ Min.	☐ Min.	7. liter	☐ L.	☐ Lt.
3. ounce	☐ Ounc.	☐ Ounc.	8. mountain	☐ Mnt.	☐ Mt.
4. february	☐ Feb.	☐ Feb.	9. march	☐ Mar.	☐ Mr.
5. boulevard	☐ Bld.	☐ Blvd.	10. avenue	☐ Ave.	☐ Av.

Write

Fill in the blanks with the correct abbreviation for each word in parentheses.

1. The appointment is scheduled for _____ (day) morning.

2. The recipe calls for 5 _____ (tablespoons) of sugar.

3. Please respond by _____ (September) 1st.

4. The package was sent via _____ (United Parcel Service).

5. The total amount comes to 20 _____ (dollars).

6. The temperature was 10 degrees _____ (Celsius).

7. I moved to _____ (Saint) Louis last year.

8. His report card is due in _____ (February).

9. He weighed 7 _____ (pounds) at birth.

10. The library is closed on _____ (Sundays).

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.

Grandma's house always smelled of cinnamon and love. Lily would skip down the path, push open the door, and there was Grandma, arms outstretched. "How's my little artist today?" Lily would ask. Inside, they'd sit by the fire, and Grandma would listen to



Lily would tell her about school stories, nodding and tsking at all the right times. When the clock chimed, Grandma would tuck a cookie into Lily's hand and whisper, "Remember, my dear, you are loved," and then kiss her forehead. With a cookie in one hand and a tea bag from Grandma in the other, Lily knew she carried a piece of that boundless love wherever she went.

Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Write

Can you write a sentence using these two punctuations: (?) and (')

Edit My Work – Using Capital Letters

Edit

Circle the capitalization errors below and the misspelled word list words

october was always a month of wonder for jake. he loved how the leaves would change and fall, painting the streets with the colours of autumn. one day, he was walking home from school when he spotted a monkey near the blossoms of an old tree. it was the first time he had seen one there, the sight was so unexpected and unknown in his small town.

Seeing the monkey, Jake remembered a story from school. it was about an unlucky monkey who got an unfortunate collision with a rocket in a rocket that went to space. he thought about the unfortunate monkey as he looked at the creature before him. he tried to unravel the mystery, but everything seemed unclear. the reason for the monkey's appearance remained unknown.

after a few minutes of watching, he realized something unpleasant. the monkey looked unclean, its fur was matted and dull. Jake felt that was unfair. No animal should have to live like that. he decided to tell his parents about it and maybe they could call a doctor, or someone who could help.

As he walked away, his path was filled with common and solid objects. His mind was still filled with wonder, but his heart was a little bit heavy. He knew he was doing the right thing, but he wished he could do more for the monkey.

Word Search

Word Search

Find the word bank words in the puzzle

☐ solid	☐ sponge	☐ monkey	☐ spooky	☐ crispy
☐ common	☐ october	☐ blossom	☐ fluffy	☐ frosty
☐ wonder	☐ doctor	☐ collar	☐ windy	☐ dusty
☐ rocker	☐ grumpy	☐ spotty	☐ healthy	☐ soggy

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

Word Search

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

Word Bank

Week 4 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	I went to the doctor today and it's a wonder how a quick check-up can make you feel so healthy.	Angry	Happy
2)	In October, the leaves are crispy and frosty. I like to jump on them because they make a solid sound.	Frustrated	Serious
3)	The spooky shadows of the room are scary at night. But my fluffy teddy bear makes me feel safe.	Curious	Joyful
4)	My grumpy cat looks at me with her spots. She doesn't like the windy days much.	Grumpy	Calm
5)	Common sense says not to touch a hot stove. But my curiosity sometimes makes me wonder.	Worried	Amused
6)	I built a rocket out of old boxes, it's not sponge-soft. Pretending to fly it makes me feel healthy and strong.	Suspicious	Annoyed
7)	I wore my collar up when it was dusty outside. It helped me not to sneeze and stay clean.	Cheerful	Relieved

WEEK 4 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

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

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Morpheme

Which morpheme is underlined in the word below? prefix, suffix

<u>un</u> happiness	
dis <u>loyal</u> ty	
un <u>us</u> able	
un <u>forget</u> table	
<u>mis</u> understood	

un <u>friend</u> ly	
un <u>accept</u> able	
<u>pre</u> heat	
<u>unc</u> learly	
over <u>g</u> rown	

Write

Rewrite the boring simple sentences using an interesting compound sentence

Simple	The rain stopped.	He felt unlucky.
Compound		

WEEK 5 – VOCABULARY LIST**Think** Underline the suffix -ish in each word. Circle the words with a short 'u' sound.

justice	childish	foolish	selfish	struggle
greenish	bookish	thunder	puncture	juggle
bluish	feverish	underneath	shuttle	subtract
stylish	sheepish	ticklish	plunge	humble

Complete Choose the appropriate word from the vocabulary list above.

1) Space _____ launches are exciting.

2) Let's _____ to the pool!

3) His hat is very _____.

4) Her eyes are _____.

5) He looked _____ at the fishing.

6) He's _____; he loves reading.

7) She's home sick, feeling _____.

8) My sister is very _____.

9) _____ is fair and unbiased.

10) Don't make _____ choices.

11) _____ scares my dog.

12) Stop being _____; share the toys.

Spelling Patterns – VVCe Words

VVCe words contain two vowels together (VV), making a specific sound, followed by two consonants (CC), and ending with a silent 'e' (e). In these words, the silent 'e' sometimes changes the sound of the vowel team, making the first vowel say its name (a long vowel sound) and the second vowel is silent.

Examples

- Bounce – the vowel team 'ou' makes a 'ow' sound in this word.
- Course – the 'ou' says the long 'o' sound, followed by 'r' 's' as the consonants)
- Fierce – the 'ie' says the long 'e' sound, followed by 'r' 'c', with a silent 'e' at the end.)



Think: Do the words below follow the VVCe spelling pattern?

bounce	yes	no
house	yes	no
endorse	yes	no
force	yes	no
curve	yes	no
plunge	yes	no
announce	yes	no
store	yes	no
mouse	yes	no

hoarse	yes	no
merge	yes	no
ounce	yes	no
sour	yes	no
poise	yes	no
spous		no
remorse		no
pounce	yes	no
swerve	yes	no

Think

Write your own VVCe words below

Suffix ish–

The suffix "-ish" is added to words to describe something similar to or like something else. Examples: "greenish" (like green), "smallish" (like small), "foolish" (like a fool).



Morpheme Which morpheme is underlined in the words below – root, prefix, suffix

un <u>self</u> ish	
unst <u>abl</u> e	
impo <u>ve</u> ned	
pre <u>establi</u> sh	
over <u>styl</u> ish	

un <u>fini</u> shed	
und <u>ist</u> inguished	
embell <u>ish</u> ing	
out <u>lan</u> dish	
un <u>fool</u> ish	

Write

Write 6 sentences about the words below with suffix -ish. Use compound and simple sentences.

childish	foolish	bookish	ish	ish	selfish
----------	---------	---------	-----	-----	---------

Simple	
Compound	
Simple	
Compound	
Simple	
Compound	

More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- Adverbs: Modify verbs, adjectives, or other adverbs. Example: quickly.
- Pronouns: Replace nouns. Example: he, it.
- Prepositions: Show relationships in time or space. Example: under, before.
- Conjunctions: Connect words, phrases, or clauses. Example: and, but, because, as.
- Interjections: Express strong emotion. Example: Oh!

Think Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) <u>Wow</u> , that's a big cake!	
2) I wanted to go outside, but it was raining.	
3) The cat is <u>under</u> the table.	
4) <u>He</u> is my best friend.	
5) <u>It</u> is a sunny day.	
6) John <u>happily</u> ate his ice cream.	
7) You can have cake <u>or</u> ice cream.	
8) She placed the book <u>on</u> the shelf.	
9) She likes apples <u>and</u> oranges.	
10) <u>Oh</u> , I didn't see you there!	
11) He jumped <u>over</u> the fence.	
12) She <u>carefully</u> painted the picture.	
13) <u>We</u> are studying for the test.	
14) <u>Yikes</u> , that was a close call!	
15) The picture hangs <u>above</u> the fireplace.	

Dependent Clauses - Conjunctions

Understanding Dependent Clauses

Dependent clauses are groups of words in a sentence that have a subject and verb but don't make complete sense on their own. They need another clause (independent) to make a full sentence. **Independent clauses** can stand on their own.

Example: Because it was raining. (dependent clause).

Correct Sentence: I wore my raincoat because it was raining.

Popular conjunctions for dependent clauses: because, since, if, and although.



Write the conjunction for the dependent clauses below. The First one is done for you. You may want to start a sentence with a conjunction but switch it up.

1) Because I need to recycle my waste.

I had to take a break to be able to recycle my waste.

2) While the thunder roared.

3) Before the thunder starts.

4) Even though it's a struggle.

5) If we decide to rebuild.

6) After you refresh the page.

7) Since it's underneath the desk.

8) Although the plunge was scary.

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.

In the bright morning, Mum said, "Pack your suitcase, we're flying to Paris." My heart leaped. Airports buzzed with languages I didn't know. "Croissant?" a baker asked. "Oui!" I replied, pointing to the croissants. "In cobblestone streets, I whispered, "It's like a dream." At night, the city lights twinkled. Dad declared, "That's the Eiffel Tower." It seemed so far away. "I'll remember this forever." When we left, I promised, "I'll be home." clenching my ticket like a treasure. My first trip abroad was magical.



Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Write	Can you write a sentence using these two punctuations: (!) and (" ")

Crack the Code

Directions

Use the code below to reveal each spelling word

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

												
n			r	s	t	u	v	w	x	y	z	

Code		Code	Answer
			
			
			
			
			
			
			
			
			
			

Week 5 – 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 green frog hopped by my bookish				
2)	My child's mother loved the three balls.				
3)	We heard thunder from under the bluish blankets.				
4)	She felt a bit feverish, but her smile was still stylish.				
5)	He acted sheepish after his selfish choice to not share.				
6)	The space shuttle took a plunge back to Earth, brave and humble.				
7)	I struggle not to be selfish when I subtract my share of the cookies.				

Questioning

**Instruction**

Read the passage and answer the questions that follow.

Just as the school bell rang with a thunderous echo, signaling the end of the day, a sheepish boy named Tim, with his bluish backpack, shuffled out of the gate. It was a feverish Tuesday afternoon, and the air had a greenish tint from the leaves reflecting the sunlight. Tim, known for his bookish nature, had just learned of justice in a story where a stylish but selfish queen learned to be humble. As he walked home, he pondered this question, kicking stones in a childish, yet thoughtful manner. Suddenly, a gust of wind caused him to juggle his books, and one fell underneath a nearby bush. Reaching to retrieve it, he felt a ticklish sensation as a leaf brushed against the leaves.

1) **What** did Tim carry that was bluish?

2) **When** did Tim leave school?

3) **Where** did Tim's book fall?

4) **Why** did Tim think about kindness and struggle?

5) **How** did Tim react to the gust of wind?

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)	
15)	
16)	
17)	
18)	
20)	

Morpheme

Which morpheme is underlined in the word? Write the root, prefix, suffix

<u>re</u> assuring	
re <u>co</u> ded	
re <u>br</u> anded	
re <u>ch</u> ecked	

re <u>de</u> sign	
re <u>ph</u> rases	
re <u>re</u> ading	
<u>re</u> invested	

Think

Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) <u>Hurray!</u> It's the weekend.	
2) <u>She</u> is the best player in the team.	
3) The ball went <u>under</u> the table.	
4) The teacher <u>frequently</u> assigns homework.	
5) We can go to the beach <u>or</u> the park.	

Name: _____

67

Curriculum Connection
CC4.4

WEEK 6 – VOCABULARY LIST

Think

Underline the prefix dis- in each word. Circle the words with an il/al blend

reveal	disagree	disapprove	dishonest	normal
utensil	metal	dislike	detail	disobey
pencil	disconnect	neutral	distract	partial
fossil	stencil	disappear	discomfort	disallow

Write

Write 10 sentences that use all 20 words. You'll need to use 2 words per sentence

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

Spelling Patterns – VVCCC Words

VVCCC word pattern consists of two vowels (VV) followed by three consonants (CCC). In this pattern, the two vowels often work together to produce a single sound, and the three consonants follow.



Examples

- Health: he 'ea' makes a long 'e' sound, followed by the three consonants 'lth'.
- Breadth: In this word, 'ea' makes a short 'e' sound, followed by the consonants 'dth'.
- Grow: the 'ow' makes a long 'o' sound, followed by the consonants 'rth'.

These words below follow the VVCCC spelling pattern?

health	yes	no
launch	yes	no
pencil	yes	no
gauze	yes	no
wealth	yes	no
garden	yes	no
sheath	yes	no
fought	yes	no
window	yes	no

freight	yes	no
brought	yes	no
little	yes	no
strat	yes	no
cal	yes	no
heigh	yes	no
sought	yes	no
preach	yes	no

Challenge

In a popular TV gameshow, you get the letters R, S, T, L, N, and E to guess a puzzle. Use these letters and then choose 5 more to make words that follow a VVCCC pattern. You may use the same letter twice in a word.

Letters You Chose	Words You Can Make Using Your Letters + R, S, T, L, N, E

Prefix - dis

The prefix "dis-" changes the meaning of a word to the opposite or negative. For example, "like" means to enjoy something, but "dislike" means not to enjoy. Other examples include "agree" to "disagree", "appear" to "disappear", "connect" to "disconnect", showing how "dis-" reverses the meaning.

Opposites

Write the opposite of the words below

agree	
disagree	
disconnect	
obey	
like	

allow	
dishonest	
comfort	
disrespect	
approve	

Write

Write 4 sentences using the dis- words below. Use all four types of sentences.

Declarative Sentence: "I love reading books."
Interrogative Sentence: "Do you like pizza?"
Exclamatory Sentence: "Wow, that's amazing!"
Imperative Sentence: "Please close the door."

dislike	disapprove	disagree	discomfort	disconnect	disrespect
---------	------------	----------	------------	------------	------------

Declarative	
Interrogative	
Exclamatory	
Imperative	

More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- **Adverbs:** Modify verbs, adjectives, or other adverbs. Example: quickly.
- **Pronouns:** Replace nouns. Example: he, it.
- **Prepositions:** Show relationships in time or space. Example: under, before.
- **Conjunctions:** Connect words, phrases, or clauses. Example: and, but, because, as.
- **Interjections:** Express strong emotion. Example: Oh!

Think Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) She <u>went</u> to the store to buy a pencil.	
2) <u>Before</u> you can surprise me, make sure everyone is ready.	
3) <u>Oh</u> , stencil your name on the door.	
4) <u>They</u> don't want to discuss the details of the project yet.	
5) <u>During</u> lunch, she likes to draw with her friends.	
6) She <u>quickly</u> picked up the fossil.	
7) <u>Although</u> he felt some discomfort, he continued to work.	
8) <u>Wow</u> , that's a cool fossil!	
9) <u>Slowly</u> , he moved the metal statue.	
10) The dog got <u>into</u> the bin and distracted everyone.	

Write

Write sentences by following the instructions below.

- 1) Write a sentence with the interjection: wow and the pronoun: it.

- 2) Write a sentence with the adverb: slowly and the preposition: between.

- 3) Write a sentence with the conjunction: however and the interjection: surprise.

Subject-Verb Agreement

Subject-Verb Agreement in Sentences - When we make sentences, the subject (who or what the sentence is about) and the verb (the action or state of being) must agree in numbers.

- ✓ **Singular Subject with Singular Verb:** When the subject of a sentence is a single person, place, thing, or idea, the verb should also be singular.
Example: "The cat sleeps on the mat."
- ✓ **Plural Subject with Plural Verb:** If the subject is plural, meaning there's more than one person, place, thing, or idea, then the verb should be plural as well.
Example: "The cats sleep on the mat."
- ✓ **'I' and 'You' with Verbs:** The pronouns 'I' and 'You', even though singular in form, always take a plural verb.
Example: "I run every morning." and "You run every morning."

Think

Choose the correct verb that agrees with the subject to fill in each blank.



1) The dog _____ (barks/bark) at strangers.

2) Birds _____ (fly/flyes) in winter.

3) He _____ (is playing/are playing) ball.

4) Apples _____ (taste/tastes) good.

5) She _____ (walk/walks) to school every day.

Write

Write sentences using each word pair, ensuring correct subject-verb agreement.

1) Use "butterflies" and "flutter" to write a correct sentence.

2) Use "team" and "win" to write a correct sentence.

3) Use "I" and "construct" to write a correct sentence.

Punctuation – Interjections and Conjunctions

Interjections

Interjections show strong emotion. Use a comma after mild interjections and an exclamation mark for strong ones.

Example: "Wow! That's amazing." or "Well, it's time to go."

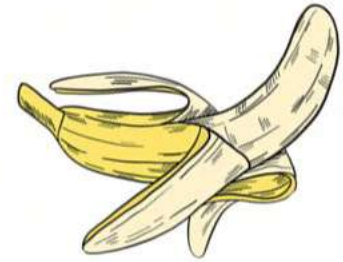
Conjunctions

Conjunctions join words or clauses. Use a comma before coordinating conjunctions joining two independent clauses.

Example: "I like bananas, but I don't like bananas."

For subordinating conjunctions at the start, use a comma after the clause.

Example: "Although I was tired, I finished my homework."



Punctuation

Add punctuation to the sentences below

- 1) Oh I really dislike olives but I can eat them if need
- 2) Ouch the pencil fell on my foot and it hurts
- 3) Well he will disobey the rules if we do not monitor
- 4) Yikes did my phone just disappear or am I imagining things
- 5) Oops I seem to have misplaced my metal detector yet I just had it
- 6) Hey watch out don't distract the driver or we might crash
- 7) Oh no I can't believe I was so dishonest and they found out
- 8) Hey be careful with the stencil as it is very fragile
- 9) Whoa the utensil fell out of my hand and into the soup
- 10) Ah I see that you disagree with me yet you won't say why

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.



Max peered into the lake, whispering, "Looks deep!" His dog, Buddy, barked as if to say, "Jump in!" On their running start, Max yelled, "Here we go!" and they splashed into the cool water. "Isn't this fun?" he laughed, as Buddy paddled eagerly beside him. As the sun began to set, Max said, "It's time to go, buddy." They left the lake, spirits high and hearts full. "Best swim ever!" Max thought while heading home.

Period (.)

Comma (,)

Apostrophe (')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write two sentences using these two punctuations: (.) and (?)

Word Search

Word Search

Find the word bank words in the puzzle

☐ reveal	☐ disagree	☐ disapprove	☐ dishonest	☐ normal
☐ utensil	☐ metal	☐ dislike	☐ detail	☐ disobey
☐ pencil	☐ disconnect	☐ neutral	☐ distract	☐ partial
☐ fossil	☐ stencil	☐ disappear	☐ discomfort	☐ disallow

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

Word Scramble

Read the clue and then unscramble the word

wdasoill		asreappid	
yoibdse		ieedagsr	
lncpei		liidesk	
nctindsoec		atmle	
alormn		pdrvipsaoe	
seutnli		modirftsoc	

Week 6 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 123 Words

One day, our teacher decided to reveal the secret of the metal detector. It was not just a tool; it was a utensil for discovering treasures! We used a pencil to record our findings and a stencil to mark the spots. I found a fossil, but Lily disagreed about its age. She said it might disappear if we didn't handle it with care. Some kids felt disappointed to hold cold metal, and some were neutral, not caring much for history. Tommy was really bored and tried to distract us, saying he disliked old bones. The teacher disapproved of attempts to disobey and disallow serious work. In the end, everyone excitedly wrote in detail our adventure in our journals, even Tommy.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

Divide 123/seconds

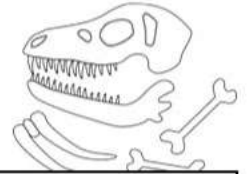
WPM

Questioning

At the school fair, a small, dusty fossil was on display to reveal its secrets. A pencil and a shiny metal spoon were next to it, tools used to dig it up. A teacher used a map to show where the fossil was found. Some kids disagreed on how old it was, but most were just excited to see it. One kid felt a bit of discomfort touching the cold, hard fossil. By the end of the day, all the kids had learned something new, and the fossil was put back into its box, where it was kept.

Instruction

Write questions using the question starters below.
Write answers to each question.



1) What

2) When

3) Where

4) Why

5) How

WEEK 6 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)			
10)		20)	

Write

Write sentences using each word pair, using correct subject-verb agreement.

1) Use "bird" and "fly" to write a correct sentence.

2) Use "kid" and "run" to write a correct sentence.

Punctuation

Add punctuation to the sentences below

1) Uh oh we must unplug the machine but I can't find the cord.

2) Oh no I forgot my fork and I have lunch next.

3) Eek I didn't realize the situation was so severe yet I'm still hopeful.

4) Ew I dislike broccoli nor do I like brussel sprouts.

Name: _____

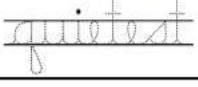
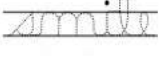
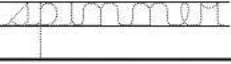
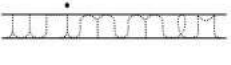
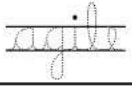
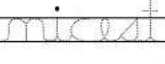
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Curriculum Connection
CC4.4**WEEK 7 – VOCABULARY LIST**

reptile	bravest	mobile	quietest	smile
spinner	winner	agile	nicest	textile
profile	quicker	dancer	toughest	biggest
hostile	fragile	writer	crocodile	while

Cursive

Write the word using cursive writing

	Trace	Write
reptile		
bravest		
mobile		
quietest		
smile		
spinner		
winner		
agile		
nicest		

WEEK 7 – VOCABULARY LIST**Cursive**

Write the word using cursive writing

Word	Trace	Write
textile	<i>textile</i>	
profile	<i>profile</i>	
quicker	<i>quicker</i>	
dancer	<i>dancer</i>	
toughest	<i>toughest</i>	
biggest	<i>biggest</i>	
hostile	<i>hostile</i>	
fragile	<i>fragile</i>	
writer	<i>writer</i>	
crocodile	<i>crocodile</i>	
while	<i>while</i>	

Suffix -er and -est

What Does The Suffix -ER And -EST Mean?

The suffix "-er" makes a word comparative, meaning more of something. For example, "fast" becomes "faster". The suffix "-est" is used for superlative, meaning the most of something. For example, "fast" becomes "fastest".

Rules - How Do We Add The Suffix -ER and -EST

- 1) Double last consonant if word ends in consonant-vowel-consonant (big → biggest)
- 2) Word ends in "y", change the "y" to "i" before adding "-er" or "-est" (happy → happier)
- 3) For one syllable words, just add "-er" or "-est". (tall → taller)
- 4) If a word ends in "e", just add "r" or "st". (large → largest)

Word Meanings Change by adding the suffixes -er and -est

Root Word	-er	-est	Root Word	-er	-est
quick			old		
brave			small		
big			thin		
quiet			long		
hot			sharp		
spicy			happy		
heavy			lucky		

Fill in the Blanks

Use the suffixes -er and -est properly in the sentences below

- 1) My brother is _____ (quick) than me, but John is the _____ (quick).
- 2) This road is _____ (long) than that one, but the highway is the _____ (long).
- 3) My ring is the _____ (tough) here, but a diamond is _____ (tough).
- 4) My cat is _____ (lazy) than your dog, but the sloth is the _____ (lazy).

Personification

Personification is a literary tool where human qualities or emotions are given to non-human things. It helps make descriptions more vivid.



Examples

- The sun smiled down at us, suggesting the sun was happy.
- The wind whispered secrets, which means the wind seemed to be talking quietly.

Identify Identify the objects being personified and circle the actions they are doing.

Personification	Non-Human Object	Human-Like Action
1. The stars winked at the night sky.	stars	winked
2. The alarm clock yelled to wake me up.		
3. The wind sang through the trees.		
4. The chocolate cake was begging for a new name.		
5. The car tires screamed on the slippery road.		
6. The leaves danced in the autumn wind.		
7. The flowers are begging for water.		
8. The ocean hugged the shore.		
9. The sun stretched its golden arms.		
10. The book whispers secrets to the reader.		

Search

Underline the personifications in the passage.

In the cozy town of Whimsyville, the morning sun stretched its golden arms, waking up the sleepy houses. The old clock in the town square yawned and ticked louder, telling everyone it was time to start the day. Nearby, the playful wind danced through the streets, tickling the laughing leaves on the trees. The flowers in Mrs. Bloom's garden chatted happily, gossiping about the buzzing bees. Even the grumpy clouds couldn't stay mad, as they slowly drifted away, making room for the sun's beaming smile. In Whimsyville, every day was a cheerful conversation between the town and nature.

Relative Pronouns

Relative pronouns are special words like 'who,' 'which,' 'that,' 'whom,' and 'whose.' They connect a clause or phrase to a noun or pronoun, providing more information about it.

For example, in the sentence, "The person who called you is my teacher," 'who' is a relative pronoun.

Think Underline the relative pronoun in the sentences below

- 1) The person who wrote this book is my favourite author.
- 2) The spinner that I found spins the longest.
- 3) The profile which I created is professional.
- 4) The reptile whom we found in the back yard was a rare species.
- 5) The textile which is used in quilts is rare.
- 6) The crocodile that I saw at the zoo is huge.
- 7) The smile which brightens my day is yours.
- 8) The fragile vase that broke was very expensive.
- 9) The dancer whom you saw on TV is my sister.
- 10) The winner of the race, whom everyone cheered for, was the youngest participant.

Write Write sentences with a relative pronoun. Underline the relative pronoun.

Analogy

An **analogy** shows how two pairs of things are similar. It's like saying, "This is to that as these are to those."

Examples:

- Fish : Water :: Bird : Air (Fish live in water as birds live in air)
- Night : Moon :: Day : Sun (Moon is to night as sun is to day)



Think Write the word that best completes each analogy.

- | | |
|-----------------------|--------------------|
| 1) Television : Watch | 1) _____ : _____ |
| 2) Scissors : Cut | 2) _____ : _____ |
| 3) Petal : _____ | 3) _____ : _____ |
| 4) _____ : Hands | 4) _____ : _____ |
| 5) Bee : Hive | 5) _____ : Colony |
| 6) Snow : _____ | 6) _____ : Summer |
| 7) Heart : Love | 7) _____ : Thought |
| 8) _____ : Canvas | 8) _____ : Paper |

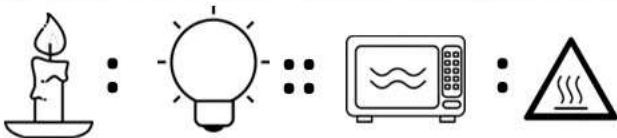
Think Decipher the analogy using the illustration.



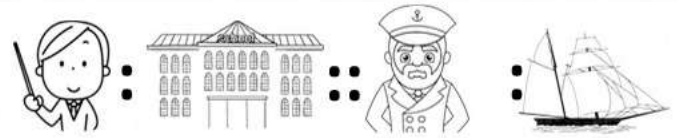
_____ : _____ :: _____ : _____



_____ : _____ :: _____ : _____



_____ : _____ :: _____ : _____



_____ : _____ :: _____ : _____

Writing Analogies

Think How is the analogy similar to the idea presented? The first one is done for you.

Idea	Analogy
The Human Body	The Human Body is like a Machine because...
Parts of the human body work together to keep us alive, just like a machine has parts that work together to do something.	
	A Tree is like a Community because...
A Library	like a Supermarket because...
A Computer	A Computer is like a Human because...
An Ecosystem	An Ecosystem is like a Sports Team because...

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.

Excited whisperers filled the room as Mia stepped up to the microphone. "What's the capital of France?" the judge asked. Mia responded confidently, "Paris!" The crowd erupted in cheers. Mia's heart raced. She had studied hard, and now it was time to shine. "You're the last contestant," the judge announced. Mia held her breath, awaiting the final question: "What is the largest planet in our solar system?" Without hesitation, Mia exclaimed, "Jupiter!" She had won the quiz bee! Her friends shouted, "You did it, Mia!"



Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Write

Can you write a sentence using these three punctuations: (.) , (,) , and (').

Word Search

Word Search

Find the word bank words in the puzzle

☐ reptile	☐ bravest	☐ mobile	☐ quietest	☐ smile
☐ spinner	☐ winner	☐ agile	☐ nicest	☐ textile
☐ profile	☐ quicker	☐ dancer	☐ toughest	☐ biggest
☐ hostile	☐ fragile	☐ writer	☐ crocodile	☐ while

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

Word Play

How many words can you make from the letters in the word bravest?

Week 7 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	The winner won the fair contest. Her was with the prize. Everyone admired her skill.	☐ Slow	☐ Medium	☐ Fast
2)	A reptile moves with grace. Even biggest crocodiles can see the beauty of water. Yet often, they are simply	☐ Slow	☐ Medium	☐ Fast
3)	The quickest runner became the winner. He was nicer and shared his toys, unlike the toughest boys. His kindness made him a real champion.	☐ Slow	☐ Medium	☐ Fast
4)	When fragile vases fell, the writer noted it all. We learned to walk carefully, so nothing else would break.	☐ Slow	☐ Medium	☐ Fast
5)	We created colourful patterns on textile in art class. It was a creative project from awhile ago. Now, our vibrant profile designs decorate the walls.	☐ Slow	☐ Medium	☐ Fast

WEEK 7 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

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

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Word Meanings

Change the words by adding the suffix -er and -est

Root Word	-er	-est
slow		
dark		
tall		
young		

Root Word	-er	-est
funny		
wise		
thin		
dirty		

Write

Write 2 sentences with a relative pronoun. Underline the relative pronoun.

WEEK 8 – VOCABULARY LIST

misuse	usual	mislead	channel	misjudge
medal	mistake	arrival	misbehave	misinform
dispersal	travel	signal	crystal	mismatch
universal	misspell	mammal	misplace	misunderstand

Matching Write the letter from the description beside the matching word

Answer	Word	Description
	mismatch	a) Guide someone the wrong way
	misjudge	b) Not badly
	misuse	c) Put something where it doesn't belong
	mislead	d) Pair of things that don't match
	misbehave	e) Give information
	misplace	f) Spelling word wrong
	signal	g) Use something the wrong way
	crystal	h) Make a wrong judgement
	misjudge	i) Not understand completely
	misunderstand	j) Something done wrong
	mistake	k) Prize for doing something well
	channel	l) Animal that feeds its babies with milk
	medal	m) When you get to where you're going
	mammal	n) Sign to give information
	arrival	o) Clear, shiny rock
	travel	p) Go on a trip
	dispersal	q) Spread things out
	universal	r) Applies to everyone
	usual	s) Happens often
	misspell	t) Path for water or communication

Word Origins

Explore

Choose six words from the list and look for the etymology of the vocabulary words and their meanings.

misuse	usual	mislead	channel	misjudge
medal	mistake	arrival	misbehave	misinform
disperse	travel	signal	crystal	mismatch
universe	misspell	mammal	misplace	misunderstand

Vocabulary	Etymology	Meaning
medal	Latin "medalia"	a coin worth half a denarius

Prefix - mis

What Does The Prefix MIS- Mean?

The prefix 'mis-' is added at the start of some words to indicate something done incorrectly or wrongly.

- ☒ Misplace: To put something in the wrong place.
- ☒ Misunderstand: To not understand correctly.
- ☒ Misbehave: To act in a bad or wrong manner.



Word Meaning Add mis to the word and then explain what it means.

Root Word	Meaning
read	read something wrong
print	
use	
handle	
step	
treat	
judge	

Matching

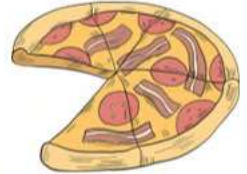
Draw lines to match the word to an example of the word

miscalculate	Mike has one blue sock and one red
mismatch	Ava got 100 when she added $40 + 70$
mislead	Carter said it was a short walk even though it was long
misunderstand	Ellie dropped her mug and it smashed
mishandle	Claire thought Kennedy said to meet at 4, but Kennedy said 5

Capitalizing Proper Nouns and Proper Adjectives

A **proper noun** is a special name we give to specific things like people, cities, or companies. **Proper adjectives** are describing words that come from proper nouns, such as a country's name or a person's name. Just like proper nouns, they must always start with a capital.

- Italian pizza - 'Italian' is from the country 'Italy.'
- Shakespearean play - 'Shakespearean' is from the name 'Shakespeare.'
- Canadian maple syrup - 'Canadian' is from the country 'Canada.'
- Victorian era - 'Victorian' is from the historical period 'Victoria's reign.'
- Chinese food - 'Chinese' is from the country 'China.'



Edit

the letters that should be capitalized

- 1) Every friday, we go to our favourite restaurant, 'mama mia.'
- 2) My brother is going on a vacation to florida this summer.
- 3) The eiffel tower is one of the most visited landmarks in paris.
- 4) Last year, we adopted a siberian husky from the local animal shelter.
- 5) The great wall of china is a marvel of ancient engineering.
- 6) I'm currently reading "pride and prejudice" by jane austen.
- 7) My dream is to study at harvard university and become a lawyer.
- 8) We're going to the grand canyon for our family vacation.
- 9) Thanksgiving is my favourite holiday because of the delicious turkey.
- 10) For the science project, I chose to study about mars, the red planet.

Write

Write 2 sentences, both with a proper noun and a proper adjective

1	
2	

Idioms

Idioms are phrases where the words together have a different meaning than the individual words.

Examples:

- Piece of cake - means something is very easy.
- Break the ice - means to start a conversation.
- Hit the books - means to start studying.



Matching Match each idiom with its correct meaning from the list.

Idiom	Meaning
1. A piece of cake	a) Very expensive
2. Spill the beans	b) Reveal a secret
3. Cry over spilt milk	c) Do something perfectly
4. Cost an arm and a leg	d) Cry about what's already done
5. Out of the blue	e) Feel a shock
6. Under the weather	f) Open up suddenly
7. Barking up the wrong tree	g) Succeed because of a mistake

Write Choose five idioms from the list above and write their meanings.

1.	
2.	
3.	
4.	
5.	

Perfect Verb Tense

Perfect verb tense describes an action that has been completed.

- Past Perfect ("I had studied"): The verb "had" indicates an action completed prior to another past event.
- Present Perfect ("I have studied"): The verb "have" communicates an action that began in the past and may still be ongoing.
- Future Perfect ("I will have studied"): The phrase "will have" reveals an action that will be completed before a specific future time.



Think _____ Perfect verb tense past, present or future?

	Perfect Verb
1) They had misled us about the location of the park.	
2) He will have misbehaved if he doesn't follow the rules.	
3) Yesterday, she had misplaced her favorite book in the library.	
4) She will have misinformed us if her source was wrong.	
5) He had misspelled the word 'chocolate' in his homework.	
6) They have misused the tool, making it useless.	
7) The show had aired on the channel last night.	
8) The train has signaled its arrival by blowing the horn.	
9) I will have traveled to three continents by next year.	
10) I have made a mistake on the test.	

Write _____ Write 3 sentences that have the three different types of verb tenses.

past	
present	
future	

Figures of Speech Review

Identify

Classify whether each sentence is an idiom, a personification, or an analogy.

Sentence	Answer
1) The clock raced around its face, eager to meet noon.	
2) The wind whispered secrets to the trees.	
3) It's raining cats and dogs outside!	
4) The world is a jigsaw puzzle where continents fit together.	
5) The stars danced waltzes in the moonlit sky.	
6) A stitch in time saves nine.	
7) Seeds are like tiny capsules that hold the future of a plant inside.	
8) The sun peeked out like a shy child.	
9) Every cloud has a silver lining.	
10) A flashlight is like the sun because it provides light when it's dark.	

Draw

Illustrate 3 idioms and 3 personifications. Have your classmates guess them.

Crossword Puzzle

Crossword

Read the clues and find the words in the crossword puzzle

**Across**

1. Acting badly or wrongly.
2. Giving incorrect or false information.
4. To lose something by putting it in the wrong place.
5. To write a word with wrong letters.
6. Something done wrong or incorrectly.

Down

1. To not correctly understand or interpret.
3. To guide someone the wrong way.
4. Things that don't fit together well.
5. To make a wrong or unfair decision or opinion.
6. Using something in an incorrect or inappropriate manner.

Week 8 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	I got a medal for running, but it was a mismatch because I wasn't the fastest. Sometimes, even when you lose, it feels good to win.	Witch	Opera Singer
2)	I once made a mistake and used someone's toy without asking. They were angry because it wasn't the usual way I play.	Robot	Alien
3)	On our family travel, we saw a man who was new to us. I thought it was a bear, but it was misunderstood; it was actually a raccoon!	Cowboy	Detective
4)	I like to collect crystals, but I misplaced my favourite one yesterday. I hope it turns up somewhere. It's not universal, but it's special to me.		Zombie
5)	When I tried to signal my friend from across the park, I accidentally misled someone else. They thought I was waving at them, which was a funny mistake.	Old Wise Man	Villain
6)	Sometimes I misspell words, which can change their meaning and misinform people reading my stories. It's tricky, but I'm getting better every day.	British Aristocrat	News Anchor
7)	I was supposed to wait for an arrival announcement before leaving, but I misbehaved and ran off too soon. It was a dispersal of patience on my part.	Valley Girl	Announcer

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)	
15)	
16)	
17)	
18)	
20)	

Think

Is the perfect verb tense past, present, or future?

Sentence	Verb Type
1) I have finished my homework just now.	
2) My mom had baked cookies yesterday.	
3) Jason has played soccer since noon.	
4) By tonight, dad will have repaired the broken chair.	
5) I have seen that dog in the park before.	

Edit

Circle the letters that should be capitalized

- | |
|---|
| 1) My sister loves the swiss chocolate we brought from switzerland. |
| 2) On her birthday, julie wore a beautiful italian dress. |

WEEK 29 – VOCABULARY LIST

subzero	subplot	submerge	submarine	subpar
subtotal	superstar	superhero	superhuman	superstore
supersede	supercharge	suit	juice	guitar
bruise	circuit	guideline	cruise	guilty

Cursive

Write the word using cursive writing

	Trace	Write
subzero	<i>subzero</i>	
subplot	<i>subplot</i>	
submerge	<i>submerge</i>	
submarine	<i>submarine</i>	
subpar	<i>subpar</i>	
subtotal	<i>subtotal</i>	
superstar	<i>superstar</i>	
superhero	<i>superhero</i>	
superhuman	<i>superhuman</i>	

WEEK 29 – VOCABULARY LIST**Cursive**

Write the word using cursive writing

Word	Trace	Write
superstore	<i>superstore</i>	
supercede	<i>supercede</i>	
supercharge	<i>supercharge</i>	
suit	<i>suit</i>	
juice	<i>juice</i>	
guitar	<i>guitar</i>	
bruise	<i>bruise</i>	
circuit	<i>circuit</i>	
guideline	<i>guideline</i>	
cruise	<i>cruise</i>	
guilty	<i>guilty</i>	

Prefix Sub- and Super-

Prefix "SUB-"

Think of "sub-" like "below" or "under." When you see "sub-", it means something is beneath or lower. For example, a "submarine" goes under the water.

Prefix "SUPER-"

"Super-" means "above" or "more than." When you see "super-", it tells you there's something extra or it's better. Like "superstar" means someone who's more than just a regular star. They're really special!

Match the words to its definition by writing the number beside the term

Answer	Word	Meaning or Description
	submarine	1. A vessel that travels underwater in the ocean.
	superpower	2. A very strong power, often used in comics.
	supercharge	3. To go beyond the normal water or liquid.
	submerge	4. Extreme cold or icy.
	superfast	5. Temperatures below zero; very cold.
	submarine	6. Having abilities and powers that are not normal for humans.
	superpower	7. A smaller title below a main title in a text.
	superhuman	8. A person who is famous for what they do.
	subzero	9. A secondary story inside the main story.
	subheading	10. To boost or power up something to its maximum.

Prefix Sort

List the words below under the correct prefix column

marine	human	sonic	script	Zero
power	merge	title	structure	fast

Super	Sub

Quotation Marks in Dialogue

Quotation marks in dialogue are used to show the exact words spoken by a character. They frame the spoken words in a sentence.

Examples: Mary said, "I'll be there soon."
"Happy birthday," they shouted.

"Where are you going?" asked Tom.
"Watch out!" they yelled.

Think

Add the quotations marks in each dialogue

1) John _____ my backpack.

2) Can you help _____ Sarah?

3) No, I won't go! yelled Timmy.

4) She whispered, It's a secret.

5) Why are you late? he questioned.

Analyze

Put quotation marks in the story.

Timmy was excited for the school fair. He asked his friend Sarah, "Are you going to the fair this weekend?" Sarah replied, "Yes, I can't wait! They made plans to go together."

At the fair, they met their teacher, Mr. Johnson, who said "You two have fun, and don't forget to try the pie-eating contest!" Timmy was unsure, but Sarah convinced him, "It'll be fun. Trust me."

They entered the contest and had a blast. Afterward, Sarah exclaimed, "I told you it would be great!" Timmy laughed and agreed, "You were right. That was amazing."

As they left, they saw Mr. Johnson again. He winked and said, "I knew you two would enjoy it. Have a great day!"

I Before E and Exceptions

The "I before E" Rule and Its Exceptions

In English, we often follow the rule "I before E, except after C." This means, in most words, 'i' comes before 'e' unless it follows 'c', as in "receive." However, there are exceptions like "weird" which don't adhere to this rule.

Fill in the Blanks

Complete the following words using either 'ie' or 'ei'.

1) bel__	6) fr__nd	11) f__ld
2) rec__ve	7) p__ce	12) th__r
3) w__rd	8) __ve	13) rel__f
4) v__n	9) __s	14) w__ght
5) s__ze	10) br__	15) n__ghbour

Identifying Errors

Circle the words that do not follow the "I before E" rule in the sentences below:

1.	I cannot believe she deceived me.
2.	The ceiling of the ancient building is quite high.
3.	Their neighbor gave them a piece of pie.
4.	We will seize the opportunity.
5.	The weight of the box surprised him.
6.	She tried to conceive an idea for the project.
7.	He is a foreign delegate from a distant land.
8.	The heist was carried out in broad daylight.
9.	She received a bouquet of flowers on her birthday.
10.	His height makes him stand out in the crowd.

Crack the Code

Directions

Use the code below to reveal each spelling word

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

											
n			r	s	t	u	v	w	x	y	z

Code	Answer	Code	Answer
      		      	
      		        	
         		       	
                     			

Week 29 – 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)	Tommy had superhuman strength.				
2)	Tommy was hit and hurt at lunch.				
3)	The submarine went subzero in deep sea.				
4)	Lily played a guitar at the concert and accidentally got a small, painful bruise.				
5)	In the movie, we watched a complex subplot unfold involving mystery and unexpected twists.				
6)	The detailed circuit guidelines help us build electronic devices safely and efficiently at school.				
7)	The new superstore, with its vast variety of products, will supersede the old shopping mall.				

WEEK 29 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)		19)	
10)		20)	

Think

Add the quotations marks in each dialogue.

1) John said, I can't find my backpack.

2) Can you help me? asked Sarah.

Instructions

Circle the correct spelling of the words below

1.	She tried to (concieve/conceive) an idea for the project.
2.	He is a (foriegn/foreign) delegate from a distant land.
3.	I cannot (beleive/believe) she (decieved/deceived) me.
4.	Sophie found a (friendly/freindly) kitten hiding under the porch.
5.	During the (science/sceince) experiment, the water began to boil and bubble.

Name: _____

279

WEEK 30 – VOCABULARY LIST

realize	organize	finalize	apologize	recognize
memorize	minimize	maximize	energize	socialize
capitalize	utilize	swoosh	doodle	squawk
wiggle	pounce	sparkle	fizzle	twinkle

Write Write 10 sentences that use all 20 words. You'll need to use 2 words per sentence

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

Suffix -yze– and -ize

The suffixes "-yze" and "-ize" transform words to imply a process or action, such as "analyze" (to examine) or "realize" (to become aware). While both are valid, "-ize" is more common.

EXAMPLE:

- "Analyze" (to examine)
- "Realize" (to become aware)
- "Categorize" (to place into groups)

Word Choice Add "-ize" or "-yze" to the following base words. Then draw a line from the word to its meaning.

Base Word	Suffix	Meaning
emphas		to arrange in a structured or systematic way
real		to briefly, give the main points
recogn		to place into specific classes or groups
organ		to put in a message or picture
final		to give special importance or value to
summar		to identify already known or familiar
paral		to make free from germ or bacteria
steril		to make final; complete
categor		to finally figure something out
visual		to make unable to move or feel a part of the body

Write

Choose any four "-ize" or "-yze" words and create a unique sentence for each.

Capitalization of Quotation

When you write a quote that's a full sentence, start it with a capital letter, like: Mary said, **"The sun is shining today."** But if the quote is just part of your sentence, you don't need a capital, like: She thinks the sky is **"so blue"** today.

Rewrite

If the quotation is capitalized correctly, write "Correct." If not, circle the letters that need to be capitalized.

1.	Sarah said "i love chocolate."	
2.	"The boy" remarked Tom.	
3.	My mom asked "Time to eat."	
4.	"Isn't it" she said, "Smith."	
5.	"What time" he asked Mark.	
6.	I heard her say "the best"	
7.	The teacher remarked, "you all"	
8.	"Are we there yet?" she questioned.	
9.	He declared, "i think I solved it."	
10.	"look at the stars," whispered Luna.	

Conversation

Write a conversation you had with someone recently. Include 2 things you both said in the conversation and speaker tags.

You Said	
They Said	
You Said	
They Said	

Figurative Language: Oxymorons

An **oxymoron** is a figure of speech where two opposing words are combined to create a unique meaning. Examples include "**jumbo shrimp**," "**deafening silence**," and "**bitter sweet**."

Oxymorons

Match the words to make an oxymoron

Oxymoron	Word 1	Word 2
	1. act	a. silence
	2. clearly	b. aggressive
	3. original	c. sweet
	4. freezing	d. dead
	5. deafening	e. funny
	6. pretty	f. confused
	7. long	g. ugly
	8. pa	h. hot
	9. busly	i. copy
	10. tter	j. naturally

Oxymoron Hunt

Underline all the oxymorons in the passage.

In Timmy's colourful, dull art class, he made an unexpected discovery of a simple complex drawing technique using bright, dark colours. The room was filled with non silence as each student worked intently on their craft. Timmy's teacher gave loud whispers of encouragement, helping the students create small, giant masterpieces.

At lunch, Timmy enjoyed a frozen, hot pizza, and shared it with his best enemy, a friend who sometimes disagreed with him but was always there. They laughed at each other's seriously funny jokes, enjoying the fast, slow pace of the school day.

Back in class, Timmy tackled an easy, difficult math problem that was part of a boring, exciting lesson. The school day was a long, short adventure filled with old, new experiences, and Timmy couldn't wait for tomorrow's calm storm of learning and fun.

Word Search

Word Search

Find the word bank words in the puzzle

☐ realize	☐ organize	☐ finalize	☐ apologize	☐ recognize
☐ memorize	☐ minimize	☐ maximize	☐ energize	☐ socialize
☐ capitalize	☐ utilize	☐ swoosh	☐ doodle	☐ squawk
☐ wiggle	☐ pounce	☐ sparkle	☐ fizzle	☐ twinkle

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

Word Scramble

Read the clue and then unscramble the word

geerenzi		qaskuw	
oecsilaiz		tziacipale	
eodold		itknelw	
zflize		ucepno	
ssohwo		zuileit	
ieggwl		learpsk	

Week 30 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 116 Words

Billy had a busy day. First, he needed to organize his room, which was full of doodles. He tried to minimize the mess, but his cat would pounce on anything that squeaked, making it hard. In class, Billy had to memorize a poem. He felt energized as he recited words that swooshed and twinkled. At recess, he loved to socialize with friends. They would wiggle and squawk like birds, making everyone laugh. When he accidentally bumped into Sarah, he quickly apologized. Later, Billy tried to capitalize on his time to finalize his homework. Before bed, he watched the stars twinkle in the night sky, feeling happy about his day.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

Divide 116/seconds

WPM

WEEK 30 – VOCABULARY TEST**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)	
16)	
17)	
18)	
19)	

Rewrite

If the quotation is capitalized correctly, write "Correct." If not, circle the letters that need to be capitalized.

1.	Sarah said, "i love chocolate."
2.	My mom asked if it's "Time to eat."
3.	"isn't it a lovely day," said Mrs. Smith.

Write

Use the following oxymorons in a sentence.

1. bittersweet	
2. act naturally	