



Preview – Information



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Google Slides Lessons Preview





Saskatchewan Language Writing – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

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

Matching Writing Forms

Text Forms	Descriptions	Examples
1	Instruction	
2	These are like beautiful paintings but with words	
3	Comic Strip	
4	Narrative	
5	These are notes for other people.	
6	Reports	
7	These tell about someone's life, like a movie about them.	
8	This is how you talk someone into your way of thinking.	

Match each text form with its correct description. Then, write one example for each text form in the last column.

Text Forms	
Letter	Persuasive Writing
Poem	Biography

Descriptions
These are like treasure maps, leading you step by step.
Stories like your bedtime tales
These are lists of facts like you hear on the news.
These are funny or exciting stories with drawings.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

The Power of Planning

Part 1: Writing Without Planning
Subject: Soccer
Instruction: Write freely about soccer without making any plan or brainstorming first.



Soccer



Saskatchewan Language Writing – Grade 4

Transition Words - Supporting Details



Choose a good transition word for the supporting details.

Sequence	Comparing	Contrasting	Adding	Concluding
first	likewise	however	also	finally
next	similarly	but	in addition	in conclusion
then	equally	on the other hand	furthermore	to sum up
last	in the same way	alternatively	moreover	all in all
meanwhile	as well as	conversely	plus	in summary
afterward	along with	nevertheless	too	in the end

- 1) I did my homework, _____ I watched a movie.
- 2) The sun shines brightly, _____ the moon glows at night.
- 3) I wanted to play outside, _____ it started to rain.
- 4) I had a sandwich, _____ I ate an apple.
- 5) I cleaned my room, _____ I was allowed to play.

5. Writing Conclusion Sentences



Analyzing Informal Emails

Read each email carefully. Decide what emotion or voice the author is showing, then drag the correct letter (A–H) to match the author's voice.

Hey Sam! Guess what? There's a new superhero movie coming out this Friday. I've already got the tickets, and I was hoping you could come with me. It's going to be so much fun! Let me know if you're free.

Wow, yesterday's beach trip was amazing! The waves were huge, and we built the tallest sandcastle ever. I still feel so relaxed from the ocean breeze.

Haha, last night's sleepover was so funny! I can't stop laughing about the prank you pulled with the flashlight. My cheeks still hurt from laughing.

Hi Ava, I think I lost my jacket in the gym after PE. I'm so frustrated because it was brand new! If you see it, can you grab it for me?

Ugh! Our soccer game got cancelled because of the rain. I was really looking forward to playing. Maybe we can practice at the park tomorrow instead?

Author's Voice

B

Disappointed

C

Relaxed

D

Scared

E

Playful

G

Excited

H

Worried



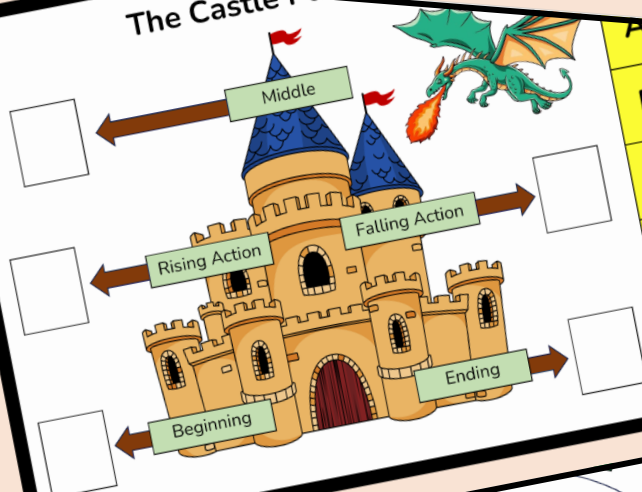
Saskatchewan Language Writing – Grade 4

Label the Story Parts

Read each sentence and check if it is the beginning, middle, or ending of a story.

		Beginning	Middle	Ending
1	The cat knocked over a vase while chasing a toy mouse.			
2	Ben carefully placed candles on his birthday cake.			
3	The basketball team lifted the trophy and cheered together.			
4	Dark clouds filled the sky, and thunder rumbled loudly.			
5	The magician pulled a rabbit out of the hat, and the crowd gasped.			
6	A lost kite got stuck in a tall tree during the windy afternoon.			
7	Anna put on her backpack and walked to the school bus.			
8	At the park, Mia met a new friend who was also flying a kite.			
9	After the movie, the friends shared ice cream and talked about their favourite parts.			
10	The runner crossed the finish line and waved to the cheering crowd.			

The Castle



A	The guards rushed to the dragon flew away into the night.
B	Ella lived in a castle with tall stone towers.
C	Ella smiled. "The castle is safe—for now."
D	A dragon appeared in the courtyard, breathing smoke! Ella bravely rang the warning bell.
E	

Opinion

Spotting Facts, Opinions, and Bias

Drag and drop the statements into the Venn diagram. Facts show what is true, opinions can show personal bias, and if a statement can be both, place it in the middle.

Basketball was invented in Canada.	Dogs are better than cats.	The Moon reflects sunlight.
Uniforms cost less and make kids look smarter.	Earth orbits the Sun in 365 days.	Uniforms look nicer.
Reading is more fun than TV.	Chocolate ice cream is the best.	Exercise keeps you healthy and happy.
Canada has 10 provinces.	Games are a waste of time.	Water freezes at 0°C.



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Saskatchewan Language Curriculum

Reading Comprehension – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Text Forms and Reading Comprehension Strategies?

We are learning to understand different text forms and reading comprehension strategies so we can explain an author's purpose, identify fiction and non-fiction genres, and use strategies like questioning, predicting, and visualizing to make meaning from what we read.



Match The Text To Its Purpose!

Read each message on the left. Then, draw a line to match it to the correct purpose on the right.

Text Types	Purpose of the Text
A newspaper article	a) To explain how to make something step by step.
A fairy tale	b) To make you laugh or enjoy a short story through pictures.
A recipe book	c) To share true facts and information about real events.
An advertisement	d) To persuade you to buy or try something.
A science report	e) To entertain the reader with make-believe stories.
A comic strip	f) To teach or explain facts about the world.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the story carefully and think about what is happening and what might happen next.

Olivia and Marcus had been exploring the edge of the forest near their school when they spotted something unusual. Hidden between tall oak trees was a small treehouse, its wooden ladder swaying gently in the breeze. The door was slightly open, and a faded sign above it read, "Keep Out!" Marcus wanted to climb up right away, but Olivia hesitated. "What if someone still uses it?" she whispered. The sound of distant birds filled the air as they peeked inside from the ground. There were dusty books, an old lantern, and a box covered in cobwebs. "Do you think we should go in?" Marcus asked. Olivia glanced at the sign again and bit her lip, unsure what to do next.

Consolidation – The Mysterious Treehouse

Questions

- 1) **Making Connections** – Have you ever discovered something mysterious or unexpected? How did it make you feel?
- 2) **Questioning** – What question do you have to understand the story?
- 3) **Visualizing** – Draw what you see in your mind from the story.
- 4) **Prediction** – Do you think they will go inside or walk away? Why?
- 5) **Inference** – What might the faded "Keep Out" sign suggest about the treehouse's history?



Consolidation



Saskatchewan Language Curriculum

Reading Comprehension – Grade 4

Who Said It? – Creation Story Voices

Read the story carefully. Then drag each quote or idea to the character who said it or thought it.

People **Sky Spirit**

	Who Said It?	Answer
1	"The world is too dark—we cannot see!"	
2	"I will place a glowing ember in the sky."	
3	"Then I will give you gentle light for the night."	
4	"It is too bright! We cannot rest."	
5	"Now we can live in balance."	

Cohesive Ties

Dear Ethan,

Yesterday, our history club visited Heritage Village for a special workshop. We explored old houses and learned about how people lived 200 years ago. I wanted to take lots of photos, but my camera battery died halfway through the tour! We watched a blacksmith at work, and he showed us how tools were made by hand. The guide shared fascinating stories, but many of them came from his own family's history. It started to rain suddenly, so we moved into the barn to finish the activities. I've collected so many cool facts to share with you!

From,
Clara

however **meanwhile** **besides** **since** **finally**

Opinion Letter

After reading the opinion letter, then decide whether you agree or disagree with each opinion in the table below.

Characteristic	
1) Schools should have a Mindful Morning.	
2) Calm students learn better.	
3) Students always feel relaxed before school.	
4) Quiet reflection can help students focus.	
5) A Mindful Morning would make the school more peaceful.	
6) Kids never rush to school feeling worried.	
7) Starting the day calmly is helpful.	
8) Ten minutes of mindfulness is not useful.	



Saskatchewan Language Curriculum

Reading Comprehension – Grade 4

Point of View

Read each sentence carefully and decide which point of view is being used. Check the correct box: First Person, Second Person, or Third Person. ✓

A

Miles sprinted to the top of the hill and waved at his friends below.

First Person ☐ Second Person ☐ Third Person ☐

B

Layla and Victor planted flowers while the birds chirped above them.

First Person ☐ Second Person ☐ Third Person ☐

C

You step onto the stage and take a deep breath before starting your speech.

First Person ☐ Second Person ☐ Third Person ☐

D

I watched the sunset turn the sky orange and pink.

First Person ☐ Second Person ☐ Third Person ☐

Cause and Effect

1) Marcus forgot to save his project on the computer.	<input type="checkbox"/> His project was lost.	<input type="checkbox"/> He had to start over.
2) Zoe planted sunflower seeds in spring.	<input type="checkbox"/> The sunflowers grew tall and bright.	<input type="checkbox"/> The ground stayed empty.
3) A tree branch fell during a windy night.	<input type="checkbox"/> Nothing was on the road.	<input type="checkbox"/> The road was blocked.
4) Caleb left the freezer door open.	<input type="checkbox"/> The ice cream melted.	<input type="checkbox"/> Everything stayed frozen.

5) Jordan finished his homework sheets.	<input type="checkbox"/> The kite flew perfectly.	<input type="checkbox"/> He couldn't pull it down.
6) Noah's kite got caught in the tree.	<input type="checkbox"/> He was full of energy all morning.	<input type="checkbox"/> He felt sleepy in class.
7) Jordan stayed up late reading.	<input type="checkbox"/> She missed every basket.	<input type="checkbox"/> She became the best shooter on her team.
8) Evelyn practiced basketball after school every day.		

Story Part Matching Table

Read each parts of stories on the left. Then, draw a line to match it to the correct name on the right.

Part from the Story	Name
"Tall, windy trail leading upward"	a) Underground River
"A narrow pathway hidden behind a bush"	b) Pedestal
"A dark space glowing with blue crystals"	c) Mountain
"A rushing body of water under the ground"	d) Bridge
"A wooden walkway crossing the water"	e) Pathway
"A stone stand holding a golden box"	f) Treasure Box
"A small golden box they discovered"	g) Cave



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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!

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

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

Word Search Grid:

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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 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
  
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Spelling 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...

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	l
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

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

Down

- to treat someone badly.
- to read something the wrong way.
- to give someone the wrong idea.
- to spell a word incorrectly.

Shade the box that matches the picture.

	<input type="checkbox"/> to reveal a secret		<input type="checkbox"/> a face that shows emotion
	<input type="checkbox"/> to throw beans on the floor		<input type="checkbox"/> a face used in playing cards
	<input type="checkbox"/> something very easy		<input type="checkbox"/> pigs actually learning to fly
	<input type="checkbox"/> a slice of dessert		<input type="checkbox"/> something that will never happen
	<input type="checkbox"/> flying in the sky literally		
	<input type="checkbox"/> extremely happy		

Vocabulary List

Find each word 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