



# Preview - Information



**Thank you for your interest in this product. Within this preview, you will see:**

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

**When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.**

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# Google Slides Lessons Preview





# BC Language Curriculum

## Conventions & Vocabulary – Grade 3

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

**Week 1 - Vocabulary List**  
Find 15 words in the word search and circle each one. Look at the word list to help you!

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

skip	leisure	strip
blow	break	strip
blow	bleed	rush
blank	chat	read
blank	clap	grasp

**Vocabulary**  
Drag each word to its matching picture.

block	spring
grasp	blank
blast	blob
chat	crash
blow	stone
flame	strap
brain	blank
bleed	blame
trap	brown
skip	clap

#### Part 2 – Action!

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

**Picture Predictions**  
Drag the ✓ check mark to the picture predictions that correctly show what will happen next. ✓

	<input type="checkbox"/> They will water the plant, and it will grow. <input type="checkbox"/> They will eat it down. <input type="checkbox"/> They will colour it blue.		<input type="checkbox"/> The river will become dirty. <input type="checkbox"/> The river will sparkle because of the garbage. <input type="checkbox"/> The river will stay clean.
	<input type="checkbox"/> They will throw away the soap. <input type="checkbox"/> The mother will let the child taste the food. <input type="checkbox"/> The mother will get mad at the child for peeing.		<input type="checkbox"/> They will ignore each other. <input type="checkbox"/> They will hurt each other. <input type="checkbox"/> They will comfort the kid and apologize to each other.

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



# BC Language Curriculum

## Conventions & Vocabulary – Grade 3

### Compound Words

Drag and match the two pictures that combine to form a compound word.

pan	cake	mail	box	lip	stick	fish	star
bread	fire	pan	fish	hat	star	envelope	envelope
cupcake	star	cup	envelope	pen	envelope	envelope	envelope
cup	cup	cup	cup	cup	cup	cup	cup

### Compound Words

Circle the compound words in each row.

homemade	except	cottonwood	button
bargain	stolen	opinion	backtrack
downhill	inside	absolute	equator
character	friend	riverbank	villain
become	headlight	pumpkin	quicksand

Drag each sight word into the box.

better	watch	new
day	both	have
would	just	wig
see	around	that
have	new	both
go	wig	better
that	let	jump
with	maybe	just
had	jump	see

let	day	around
wig	jump	had
that	both	better
both	go	just
better	maybe	see
jump	around	had



# BC Language Curriculum

## Conventions & Vocabulary – Grade 3

**Vocabulary**  
Look at the pictures. Read the sentences. Drag the sentence that matches each picture.

**Week**  
Drag the letters to fill the crossword puzzle.

**Across**

- 1) To move something or someone as part of a group
- 2) To move quickly over the top of something
- 3) To do something with an object to get a result
- 4) To disagree with someone in an angry way
- 5) A sticky liquid used to join things together
- 6) To rag something when you want an answer
- 7) A tool used for nailing food quickly
- 8) A long, pointed trunk of animals like elephants

**Suffixes -er and -ar**  
decide whether the word ends with -er or -ar. Put a checkmark (✓) beside the correct suffix.

	<input type="radio"/> ar		<input type="radio"/> ar		<input type="radio"/> ar
	<input type="radio"/> or		<input type="radio"/> or		<input type="radio"/> or
	<input type="radio"/> ar		<input type="radio"/> ar		<input type="radio"/> ar
	<input type="radio"/> or		<input type="radio"/> ar		<input type="radio"/> ar
	<input type="radio"/> ar		<input type="radio"/> ar		<input type="radio"/> ar
	<input type="radio"/> or		<input type="radio"/> or		<input type="radio"/> or
	<input type="radio"/> ar		<input type="radio"/> ar		<input type="radio"/> ar
	<input type="radio"/> or		<input type="radio"/> ar		<input type="radio"/> ar



# Workbook Preview



# Grade 3 – Language

## Conventions and Reading Strategies



### Big Idea 1

Language and story can be a source of creativity and joy.

### Big Idea 2

Stories and other texts help us learn about ourselves, our families, and our communities.

**Preview of 96 pages from this product that contains 434 pages total.**

**Included are weeks 1 - 8 and 29 - 30.**

**There are 30 weeks total.**

consistently using three cueing systems: meaning, structure, and visual

195, 198-200, 203, 206-209, 212, 215-216, 220, 223-224, 227, 230-231, 235, 238-239, 242, 245-246, 249-250, 253-254, 257-258

	<b>Elaborations</b>	<b>Pages</b>
CR3.2	<b>Language features, structures, and conventions:</b> word patterns, word families	12-14, 15-16, 20-26, 31-32, 34, 36, 38-43, 45, 47-52, 54, 56-59, 61, 66-69, 72-76, 78-80, 85-88, 91-98, 101-104, 106, 109-112, 114, 118-122, 125-128, 130-131, 134-137, 139, 142-145, 147, 150-154, 157-161, 165-169, 172-176, 179-183, 187-191, 196-199, 204-208, 210, 213-216, 218, 221-224, 228-231, 236-239, 243-248, 251-256, 259-260
CR3.3	<b>Sentence structure:</b> the structure of compound sentences	18, 27, 35, 44, 53, 62, 148, 155, 162, 164, 170, 177, 201-202,
CR3.4	<b>Conventions:</b> common practices in punctuation of sentences and in apostrophe use in contractions	35, 44, 53, 70, 81, 89, 97-99, 107, 115-116, 123, 131-132, 140, 146, 148, 155, 163, 170, 177, 185, 193-194, 211, 217, 219, 226, 232-234, 240-241,

## Reading Program - Overview

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

In grade 3, the focus in the curriculum is to use phonics prior knowledge from grades 1 and 2 and apply it to spell regular monosyllabic and multisyllabic words. These words include stressed vowels and unstressed vowel sounds.

Therefore, our reading program will be broken down into 30 word lists that align with the organizing ideas in the grade 3 language curriculum. Each week, teachers will focus on two sounds, ranging from consonant clusters to vowel teams.

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

Week	Consonant Clusters	Vowel Focus
1	L-Blends: bl	Short vowels: a
2	L-Blends: cl	Short vowels: e
3	L-Blends: fl	Short vowels: i
4	L-Blends: gl	Short vowels: o
5	R-Blends: br	Short vowels: u
6	R-Blends: cr	Long vowels: a (as in 'ate')
7	R-Blends: dr	Long vowels: e (as in 'be')
8	R-Blends: fr	Long vowels: i (as in 'ride')
9	S-Blends: sc	Long vowels: o (as in 'go')
10	S-Blends: sk	Long vowels: u (as in 'use')
11	S-Blends: sl	Vowel Teams: ai
12	S-Blends: sm	Vowel Teams: ea

# Reading Program - Overview

Week	Consonant Clusters	Vowel Focus
13	T-Blends: tr	Vowel Teams: oa
14	T-Blends: tw	Diphthongs: ou
15	Consonant Digraphs: sh	Diphthongs: ow
16	Consonant Digraphs: ch	Diphthongs: oy
17	Consonant Digraphs: th	Diphthongs: oi
18	Consonant Digraphs: wh	r-Controlled: ar
19	Three-Letter Blends: str	r-Controlled: er
20	Three-Letter Blends: spr	r-Controlled: ir
21	Double Consonants: bb	r-Controlled: or
22	Double Consonants: dd	r-Controlled: ur
23	Double Consonants: gg	Silent Letters: kn
24	Silent Letters: wr	Silent Letters: gn
25	Soft c (as in 'circle')	Hard c (as in 'cat')
26	Soft g (as in 'giant')	Hard g (as in 'go')
27	-ng ending	-nk ending
28	-tch ending	-dge ending
29	Final blends: -mp	Final blends: -nd
30	Final blends: -lt	Final blends: -sk

# Reading Program - Overview

Weeks	Lesson 1 - Letter/Word Level	Lesson 2 - Sentence/Paragraph Level
Week 1	Base Words And Compound Words	Sentence Fragment Or Complete Sentence
Week 2	Bound Bases And Compound Words	Simple Sentences
Week 3	Prefix -re and Simile	Types Of Sentences: Interrogative
Week 4	Prefixes -un, -in and Imagery	Types Of Sentences: Exclamatory
Week 5	Prefixes -dis and -non and Hyperbole	Types Of Sentences: Imperative
Week 6	Prefixes -mis, -mal	Types Of Sentences: Declarative
Week 7	Prefixes -sub, -super	Parts Of Speech - Nouns
Week 8	Suffixes - s, -y, -ly	Parts Of Speech - Adjectives
Week 9	Suffixes - ing	Parts Of Speech - Verbs
Week 10	Suffixes -er and -or/-ar	Parts Of Speech - Pronouns
Week 11	Suffixes - ed	Parts Of Speech - Adverbs
Week 12	Suffixes - ion	Parts Of Speech - Prepositions
Week 13	Suffixes -ist	Parts Of Speech - Interjections
Week 14	Adding S To F Or Fe And Understanding And Using Adverbs And Their Formative Suffixes.	Using Commas With Interjections
Week 15	Position-based Tendencies - I Before E	Parts Of Speech - Conjunctions

# Reading Program - Overview

Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 16	Plural Nouns Spelled Differently And Decoding Strategy – Chunking Unfamiliar Words (Syllables)	Compound Sentences – Using Conjunctions (FANBOYS)
Week 17	Decoding Strategy – Rhyming Words: Word Families	Compound Sentences – Other Conjunctions And How Commas Are Used
Week 18	Decoding Strategy – Skip And Revisit – Context Clues	Commas In A List And Complex Sentences – Dependent Clauses
Week 19	Memorizing Irregular Grapheme-phonemes – ough And ph	Complex Sentences – How Commas Are Used
Week 20	Memorizing Irregular Grapheme-phonemes – ei And mb	Complex Sentences With Adverbial Clauses.
Week 21	Acquiring And Using Explicitly Taught Vocabulary.	Possessive Nouns – Using Apostrophes: Singular Nouns
Week 22	Using Context To Understand Unfamiliar Words.	Possessive Nouns – Using Apostrophes: Plural Nouns
Week 23	Using Dictionaries To Look Up Word Meanings	Subject/Verb Agreement And Linking Verbs
Week 24	Using A Thesaurus And Abbreviations	Interrogative Adjectives
Week 25	Using Apostrophes For Contractions And Abbreviations	Interrogative Adverbs.
Week 26	Using Apostrophes For Contractions.	Using Commas For Direct Speech.
Week 27	Using Capital Letters – Proper Nouns	Using Quotation Marks For Direct Speech And Quotations For Special Words
Week 28	Using Capital Letters – Titles	Using Capital Letters In Dialogue.
Week 29	Homophones And Homographs	Reading Sentences Fluently
Week 30	Homonyms And Antonyms	Reading With Appropriate Expression, Intonation

NAME: \_\_\_\_\_

# LANGUAGE

**PREVIEW**



**Week 1 - Vocabulary List**

blip	blob	blow	blank	black
blame	bleak	bleed	chat	clap
trap	strap	flash	crash	grab

Meaning

Circle the correct meaning of the words below

1) blip	quick beep sound.	A type of fish.
2) blob	musical tool.	A squishy shape.
3) blow	To move air.	To puff air out.
4) blank	Empty or nothing.	Very busy.
5) black	A very dark color.	A kind of fruit.
6) blame	To say "good job".	To say so when someone did something wrong.
7) bleak	Cold and not happy.	Not bright or fun.
8) bleed	To float in air.	When you get cuts or hurts.
9) chat	To talk for fun.	To say it.
10) clap	To hit your hands together.	To write a story.
11) trap	To fly up high.	Something to catch animals.
12) strap	A long piece to tie things.	A kind of dessert.
13) flash	To dig a hole.	A quick bright light.
14) crash	To grow flowers.	A loud sound when things hit.
15) grab	To let something go.	To take hold of something fast.

## Vocabulary

Draw

Draw a picture to show what each sentence means.

A flash lit up the black sky before a crash and a clap of thunder.

I saw a blip on my screen and then it went blank, so I had to grab my charger.

**PREVIEW**

The door to the trap had a broken strap.

We were all cheering in the bleak game, but I wanted to stand and cheer.

## Picture Predictions

**Think**

Without reading the story, answer the questions below

1) Look at the pictures but do not read the story. What do you think the story is about? Explain how you know.

**PREDICTION**

Mia and her brother Alex had just arrived at Sunnyvale Park. The sun was shining, and the park was bustling with children playing. Mia spotted a sandbox 

and immediately grabbed her pail and shovel from her backpack. 

Alex,  with his soccer ball under his arm, ran to the grass. He was playing a game on the grass. Just as Mia was about to scoop  some sand into her pail, she noticed something shiny partially buried near a daisy. 

2) Now read the story. Were you correct?

3) How can pictures help us understand a text?

## Base Words



**Base words** are the main part of a word with its own meaning. We can add little bits before or after to change that meaning.

For example, in "unhappy," "happy" is the base word and "un-" was added to it.

Draw

Draw illustrations for the provided base words, then modify your drawings to show the changes when prefix/suffix is added.

**PREVIEW**

Player

Happy

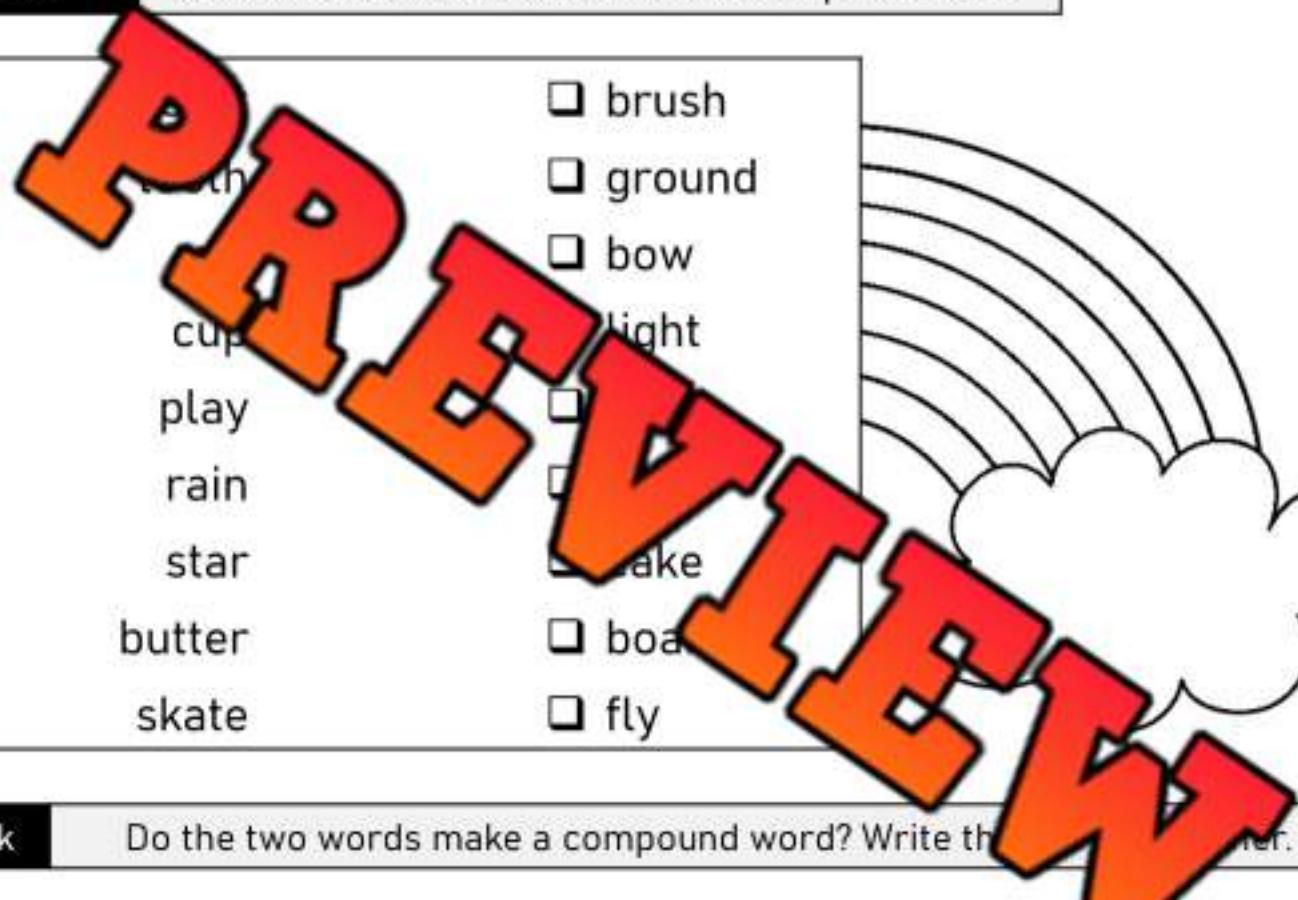
Unh

## Compound Words

A **compound word** is two smaller words joined to make a new, larger word with its own meaning. For example, "sunflower" combines "sun" and "flower," and "basketball" merges "basket" and "ball."

Match

Connect the two words to make a compound word



Think

Do the two words make a compound word? Write the word in the box.

1)	moon + light	<input type="radio"/> Yes	<input type="radio"/> No	moonlight
2)	door + step	<input type="radio"/> Yes	<input type="radio"/> No	
3)	house + land	<input type="radio"/> Yes	<input type="radio"/> No	
4)	water + melon	<input type="radio"/> Yes	<input type="radio"/> No	
5)	rain + shine	<input type="radio"/> Yes	<input type="radio"/> No	
6)	sand + castle	<input type="radio"/> Yes	<input type="radio"/> No	

## Sight Words

**Sight words** are special words you see often when you read and write. Sometimes, sight words do not follow the usual rules of sounding out letters, so you cannot always sound them out. Examples of sight words are "the", "she", "have", "and", "you". Knowing sight words well lets you read faster and understand your stories better!

Identify

all the sight words you can find from the story.

One day, Sarah and Tom went to the park. They saw a big, blue bird in a tree. "Look at that bird!" said Sarah. "It looks beautiful," Sarah replied. They walked under the tree and looked up.

Then, they played on the swings. Sarah went high, and Tom went higher. They laughed and shouted, "This is fun!" It was fun because the sky was clear.

After the swings, they had a snack. Sarah had an apple and Tom had a sandwich. "I like apples," said Sarah. "Me too," Tom agreed. They sat on a bench and ate.

Later, they played a game of tag. Sarah ran fast, and Tom ran even faster. They ran around the park, near the flowers and the trees.

"You can't catch me!" yelled Tom. Sarah giggled, still running.

At the end of the day, they were tired but happy. "Today was a great day," said Tom. "Yes, it was," Sarah smiled. They walked home, thinking about their next trip to the park.




# Sentence Fragments or Complete Sentence

A complete sentence is like a full meal - it has all the parts it needs. It has a **subject** (who or what the sentence is about) and a **predicate** (what the subject is doing or how it is). So, a complete sentence tells a whole thought. For example, "The cat sleeps."

A fragment is like a snack, it's missing something. It might be missing the **subject** or the **predicate**. So, a fragment doesn't give us a full thought. For example, "Sleeps in the sun." Who sleeps in the sun? We don't know, so it's a fragment!

Complete or fragment?

Is the sentence complete or is it a fragment?

1) The flowers grow.	Complete	Fragment
2) In the garden.	Complete	Fragment
3) Without reasons.	Complete	Fragment
4) Jumping over the fence.	Complete	Fragment
5) I love books.	Complete	Fragment
6) Birds fly high.	Complete	Fragment



Completion

Complete the sentence in the blank.

1) Even with the rain,

2) Under the big oak tree

3) Without thinking twice,

4) I was

5) Before the final bell rang

6) Laughing at the joke

7) In the middle of the night

## Week 1 – Fluency Readings

**Read**

Read each sentence three times. Colour the star each time you read.

1)	The bat made a blip on the screen.	
2)	A blob was on the mat.	
3)	The wind will blow the day.	
4)	Don't clap too hard with that hand.	
5)	A black ant crawled on the plant.	
6)	The map was blank, with no marks.	
7)	Can you grab the snack on the rack?	

## Word Searches

**Word Search**

Find the word bank words in the puzzle.

blip	blob	blow	blank	black
blame	bleak	bleed	chat	clap
trap	strap	flash	crash	grab

**PREVIEW**



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

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**

# Week 1 - Vocabulary Quiz

**Spelling**

When your teacher reads the word, spell it below.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

13)

15)

**PREVIEW**

Complete or Fragment?	
1) He went home.	Is the sentence complete or a fragment?
2) Over the moon.	Complete
3) Ran away.	Complete
Fragment	Fragment

**Completion**

Complete the sentence fragments.

1) The yellow car

2) Tomorrow afternoon

3) A storm

**Week 2 - Vocabulary List**

clip	clap	clog	clasp	cloud
clean	climb	clunky	bend	fend
vest	tent	spent	wreck	reflect

**Spell**

Spell the words once by looking at them. Then spell them again without looking at the word. You can cover them up with another page or book.



	Copy and Spell	Cover and Spell
1) clip		
2) clap		
3) clog		
4) clasp		
5) cloud		
6) clean		
7) climb		
8) clunky		
9) bend		
10) fend		
11) vest		
12) tent		
13) spent		
14) wreck		
15) reflect		

**Vocabulary**

clip	clap	clog	clasp	cloud
clean	climb	clunky	bend	fend
vest	tent	spent	wreck	reflect

Spell

Unscramble the letters to make spelling words.



	Scrambled Word	Unscrambled Word
1)	nkcl	clink
2)	ph	phantom
3)	licp	clip
4)	libmc	climb
5)	npset	spent
6)	entt	tent
7)	lneca	clean
8)	olgc	cloud
9)	loucd	cloud
10)	sevt	vest
11)	enfd	fend
12)	krewc	wreck
13)	teferlc	reflect
14)	nedb	bend
15)		

## Word Family Trees

Completion

Add "cl" to the beginning of each word in the apples on the tree to complete the word family.



## Bound Bases

Bound bases are parts of words that cannot stand alone and need other word parts to make a complete word.

**Examples:**

- -ceive in "receive." Here, "-ceive" can't be a word by itself, but with "re-" it becomes "receive."
- struct in "construct." The part "struct" doesn't stand alone, but with "con-" it forms "construct."

In both examples, a bound base needs an added part to make a full word.

Create new words using the bound bases below

-ject

project

-fer

-mit

transmit

Search

Circle the words with bound bases in the story.

In a small town, children loved to construct towers with colourful blocks. One day, Lila tried to project her design onto a big screen for everyone to see. However, her younger brother, Max, would often interrupt with his own ideas. Feeling a little frustrated, Lila decided to invite Max to join her. Together, they combined their ideas and built the tallest tower ever. Everyone was amazed! From that day, the two always collaborated on projects, proving that teamwork was truly magical.

# Compound Words

## Think

Combine the pictures to make a compound word. Label the words and then draw a picture of the compound word.

Word 1	Word 2	Compound Word
		

Word 1	Word 2	Compound Word
		

Word 1	Word 2	Compound Word
		

Word 1	Word 2	Compound Word
		

Search

Circle the six compound words

One sunny morning, Tim and his dog, Barky, went to the playground. They played on the seesaw and slid down the slide. Later, they had a picnic with cupcakes and watermelon. After eating, they saw a butterfly and a ladybug. It was a fun day!

# Simple Sentences

A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

The **subject** is like the engine of the train – it's what the sentence is mainly about. It's often a person, place, or thing. The **predicate** is like all the cars attached to the engine. It tells us what the subject is doing or tells us more about the subject.

For example, "The cat sleeps." Here, "The cat" is the subject, and "sleeps" is the predicate.

Subject      Predicate      Is the underlined word/phrases the subject or predicate?

	Subject	Predicate
1) Cats <u>purr</u> with contentment.	Subject	Predicate
2) The sun <u>rises</u> in the east.	Subject	Predicate
3) Apples <u>grow</u> on trees.	Subject	Predicate
4) Birds <u>fly</u> in the sky.	Subject	Predicate
5) Students <u>study</u> for exams.	Subject	Predicate
6) Flowers <u>bloom</u> in spring.	Subject	Predicate



Write

Write 5 simple sentences using the provided words.

1) clip	
2) cloud	
3) vest	
4) tent	
5) wreck	

## Week 2 – Fluency Readings

**Read**

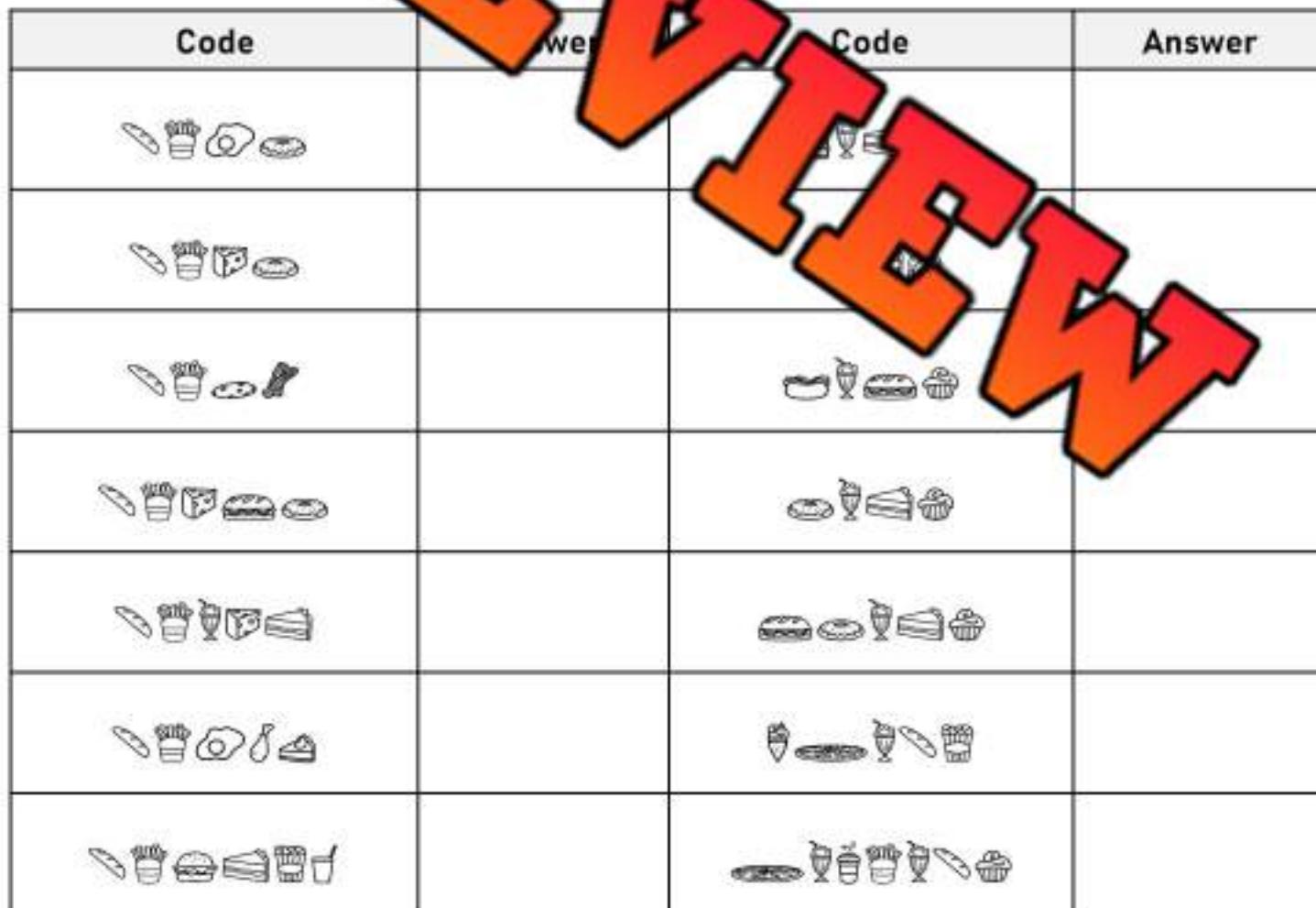
Read each sentence three times. Colour the star each time you read.

1)	I wear a clean vest.		
2)	They ate at the show.		
3)	He can climb the tree.		
4)	The clog was in the pipe.		
5)	Dark clouds cover the sky.		
6)	Birds can fly and flap.		

## Crack the Code

## Directions

Use the code below to reveal each spelling word.



## 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)	
15)	

**Create**

List 2 words using the bound bases.

-ject

-fer


**Write**

Write 2 simple sentences using the provided subjects.

1) child	
2) stars	

**Week 3 - Vocabulary List**

flaw	flip	flee	flex	flame
flake	flinch	spin	chin	grip
split	brick	switch	twist	wicked

Write

Write each of the words below in a sentence.

**Use Each Word in a Sentence**

1) flaw	
2) flip	
3) flee	
4) flex	
5) flame	
6) flake	
7) flinch	
8) spin	
9) chin	
10) grip	
11) split	
12) brick	
13) switch	
14) twist	
15) wicked	

## Vocabulary

Create

Using the letters below, create as many "fl-" words as you can.

a	r	e	c	k	u	o	d	s	h
---	---	---	---	---	---	---	---	---	---

**PREVIEW**

Search

Circle the short vowel "i" in the story.

Tim is a tiny kid who lives in the city. One day, while sitting in his room, he finds a shiny silver pin. With a grin, he thinks of a plan. He will use the pin to fix his ripped kite!

Tim gets to work, fixing the tear with his pin. After a bit, his kite looks like it did in the beginning. With excitement, Tim invites his friend, Kim, to fly the kite with him. They run to the big hill behind their houses. The wind is just right, and the kite lifts high in the sky.

Kim and Tim giggle as they watch the kite dance. They spend the entire afternoon enjoying their time. When the sun dips, they pack up and head inside, feeling happy and satisfied. The tiny pin made their day a big win!

## Sight Word Flashcards

**Cut Out**

Cut out the sight word flashcards and spend some time becoming familiar with them.

about

grow

own

if

better

own

best

hold

## Prefix re-

The prefix 're-' means 'again' or 'back'. When we add 're-' to the start of a word, it shows that something is being done once more.

For example, 'redo' means to do again, and 'return' means to go back. Other examples include 'replay' and 'rewrite'.



Think Can you add the prefix re to the words below?

1) walk	Yes	No
2) jump	Yes	No
3) call	Yes	No
4) do	Yes	No
5) bake	Yes	No
6) sing	Yes	No
7) paint	Yes	No
8) laugh	Yes	No

9) cycle	Yes	No
10) heat	Yes	No
11) view	Yes	No
12) watch	Yes	No
13) sort	Yes	No
14) drama	Yes	No
15) use	Yes	No
16) use	Yes	No

Write

Use the following words in a sentence.

1) read	
2) reread	
3) cover	
4) recover	

## Types of Sentences: Interrogative

An interrogative sentence is a type of sentence that asks a question. It usually begins with words like "who," "what," "where," "when," "why," or "how" and ends with a question mark (?). For example: "What is your name?" or "How old are you?"

Draw

Draw your answers to the given interrogative sentences.

What do you eat for breakfast?

Where do you spend your summer?

What is your favourite animal?

Is your favorite place to play?

**PREVIEW**

Write

Use the given words to make an interrogative sentence.

1) who

2) why

# Simile

A **simile** is a way of describing something by comparing it to something else, using the words "like" or "as." It's like painting a picture with words. For example:

- Busy like a bee: Means very busy.
- As light as a feather: Means very light.

**Similes**

Match the start to the end to make a simile

Start of Simile	Ending of Simile
Like a <b>bee</b>	<input type="checkbox"/> honey
As slow as a <b>snail</b>	<input type="checkbox"/> snail
Strong like an <b>ox</b>	<input type="checkbox"/> ice
Quiet like a <b>star</b>	<input type="checkbox"/> star
As bright as a <b>tac</b>	<input type="checkbox"/> bee
Cold like <b>lightning</b>	<input type="checkbox"/> lightning
Sweet as <b>honey</b>	<input type="checkbox"/> tac
Sharp like a <b>snail</b>	<input type="checkbox"/> snail

**Write**

Write your own 3 similes below but use a full sentence. Example:  
James is strong like an ox.

1)	
2)	
3)	

## Week 3 – Fluency Readings

**Read**

Read each line and then write the last sentence.

Flip

Flip the

Flip the

Flip the switch to

Flip the switch

Flip the switch to see the

Flip the switch to see the name

Flip the switch to see the name



# PREVIEW

Flee

Flee when

Flee when you

Flee when you see

Flee when you see a flame.

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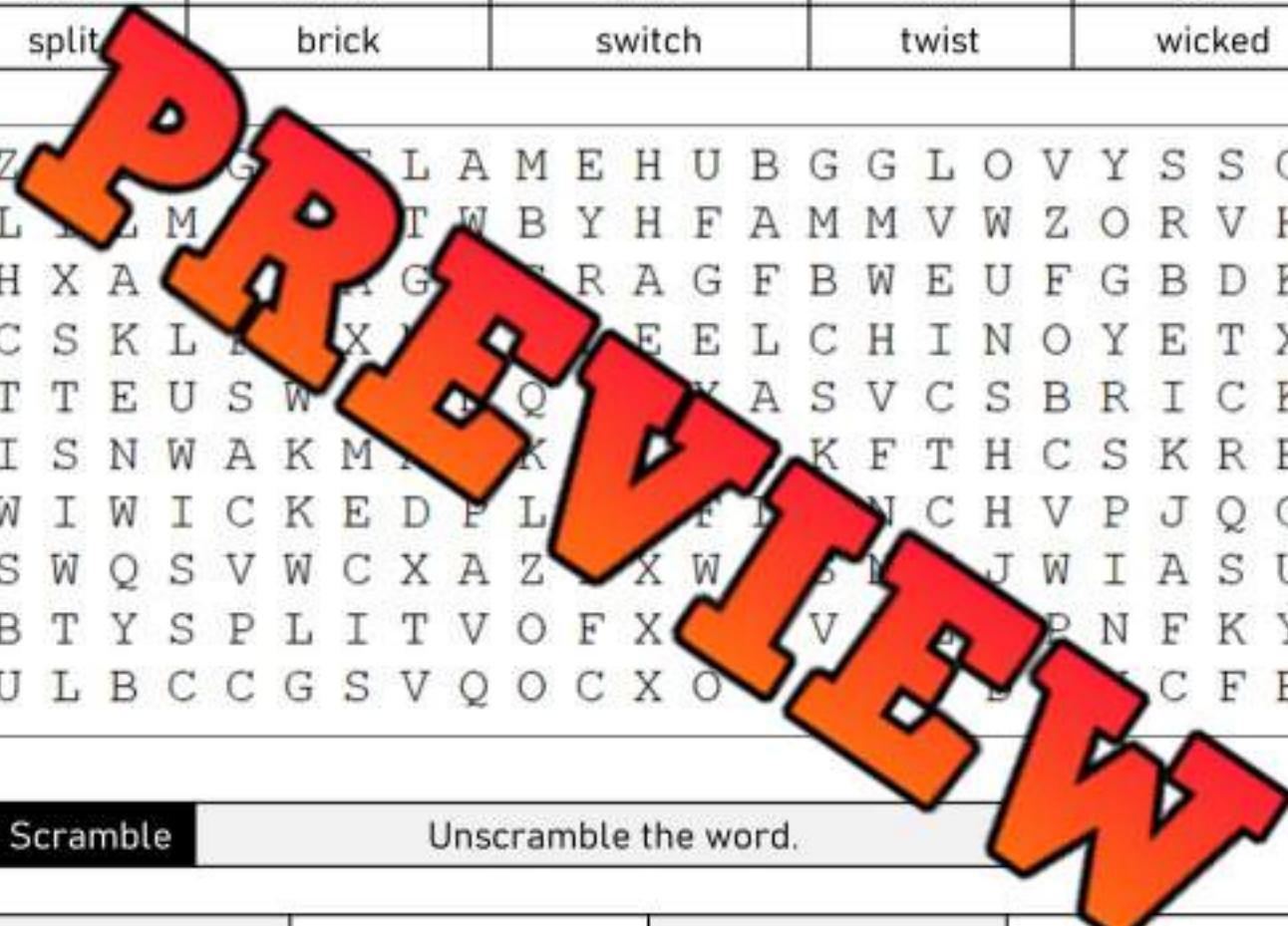
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# Word Searches

**Word Search**

Find the word bank words in the puzzle.

flaw	flip	flee	flex	flame
flake	flinch	spin	chin	grip
split	brick	switch	twist	wicked

**Word Scramble**

Unscramble the word.

falw		eelf	
pfli		exfl	
felma		eklaf	
nilchf		psni	
hinc		pigr	
litps		rickb	

## Week 3 - Vocabulary Quiz

## Spelling

When your teacher reads the word, spell it below.

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

9)	
10)	
11)	
12)	
13)	
14)	

## Prefix Sorting

Place a check if the prefix means "not", "in", or "within".

Word	"in-" means "not"	"in-" means "in" or "within"
independent	<input type="checkbox"/>	<input type="checkbox"/>
inhaler	<input type="checkbox"/>	<input type="checkbox"/>
invest	<input type="checkbox"/>	<input type="checkbox"/>

## Write

Use the given words to make an interrogative sentence.

1) who

2) why

3) when

## Week 4 - Vocabulary List

glow	glee	glare	glory	glean
glimpse	globe	glacier	shop	lost
knob	block	unlock	option	monster

Write

Write 10 different sentences that use all the words above. Be creative, as some sentences will need to have two of the words!

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

**PREVIEW**

# Vocabulary

**Rhyme**

Write the spelling words that rhyme with these words.



1) knock

2) amaze

3) \_\_\_\_\_

4) clean

5) probe

6) duster

7) throw

8) got

9) dare

10) snap

11) cost

12) christen

13) throb

14) box

15) three

16) laboratory

17) chimpanzee

18) \_\_\_\_\_

19) eraser

20) flock

**PREVIEW**

<input type="checkbox"/> glow	<input type="checkbox"/> glee	<input type="checkbox"/> glare	<input type="checkbox"/> glory	<input type="checkbox"/> glean
<input type="checkbox"/> glimpse	<input type="checkbox"/> globe	<input type="checkbox"/> glacier	<input type="checkbox"/> glaze	<input type="checkbox"/> glisten
<input type="checkbox"/> knob	<input type="checkbox"/> block	<input type="checkbox"/> unlock	<input type="checkbox"/> option	<input type="checkbox"/> monster
<input type="checkbox"/> log	<input type="checkbox"/> fox	<input type="checkbox"/> plot	<input type="checkbox"/> shop	<input type="checkbox"/> lost

## Phonics Word Sort

Sort

Colour each word based on the code:

Consonant Blend "cl" – yellow ; Consonant Blend "gl" – orange

Consonant Blend "bl" – green ; Consonant Blend "fl" – blue

**A**

clown	blend	globe	bleak
play	close	glad	float
block	blimp	fling	gloom
flea	blaze	flood	glaze
clean	bloom	cliff	black
flag	glass	door	blue
glide	cloud	glow	glam
flock	click	blunt	law
clear	flute	clan	claw

Think

Can you think of more words with consonant blends cl, fl, gl, and bl?

cl	fl	gl	bl

## Prefixes un- and in-

The prefixes 'un-' and 'in-' both mean 'not' or 'the opposite of'. When we add 'un-' or 'in-' to the start of a word, it changes the word to mean the opposite.

For example, 'unhappy' means not happy, 'incomplete' means not complete. Other examples include 'unsafe' and 'invisible'.



**Matching** Identify the appropriate "in" and "un" words to complete the sentences.

_____ after the art project.	a) unfold
It seemed _____ that some got more cookies than others.	b) unfair
She felt _____ after getting her new pencil.	c) unlucky
The magician made himself _____ during the show.	d) untidy
The boy was _____ because he was playing outside.	e) unhappy
The rubber band was so _____ it snapped.	f) invisible
The berries were _____ and had to be washed.	g) inflexible
His answer was _____, but he tried again.	h) inedible
She was _____ during the game, preferring to sit on the bench.	i) incorrect
The letter would not _____ without tearing.	j) unglued

**Analyze**

Cross out the words where "un" or "in" is not a prefix.

unhappy	unkind	inflate	input	uncle
unfair	unfold	inbox	income	inactive
unsure	untidy	index	industry	unit
unwrap	unravel	insect	infant	universe

# Types of Sentences: Exclamatory

An **exclamatory sentence** is a type of sentence that expresses strong emotion or excitement. It ends with an exclamation mark (!).

For example, 'What a beautiful sunset!' is an exclamatory sentence because it shows strong feelings about the sunset.



Write \_\_\_\_\_ Write exclamatory sentences using the following scenarios.

1) You're just entering a room full of your favourite toys. Write a sentence expressing your glee!

2) The sunlight reflecting on the water is so bright. The ground is very bright. Write a sentence about the strong glare!

3) At an amusement park, you suddenly lose your ticket. Write a sentence expressing your feelings!

4) You're eager to unlock a mysterious box you received. Write a sentence about what you might find inside!

5) You've drawn a colourful, friendly monster. Write a sentence expressing your amazement at your creation!

# Imagery

**Imagery** in figurative language is like painting a picture with words. It uses descriptive words to create a strong image in your mind. For example:

- The chocolate cake smelled so good, like a sweet, warm hug.
- The thunder roared like a mighty lion in the sky.



Draw

Draw what you are picturing while you read the imagery

A bright sun is shining in a clear blue sky, with fluffy white clouds floating by.

A garden full of red, pink, and purple flowers, with busy bees buzzing around.

A girl's face with a big smile, freckles, and green glasses, her hair in two braids.

A shiny red apple with a stem, sitting on a checkered picnic blanket.

# PREVIEW

## Week 4 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	gloves from the globe.				
2)	The glare on the soccer bright.				
3)	She felt glee when she found her lost toy.				
4)	He caught a glimpse of a monster in the story.				
5)	Turn the knob to unlock the door.				
6)	We can block the path or choose another option.				

# Crossword Puzzle

**Crossword**

Read the clues and find the words in the crossword puzzle.

**Across**

- 3. A solid piece or obstacle.
- 5. A quick view.
- 7. To open something locked.
- 8. A round model of Earth.

**Down**

- 1. A round handle or control.
- 2. A place to buy things.
- 4. A choice.
- 5. A large, slow-moving ice mass.
- 6. A scary, often imaginary creature.
- 9. Cannot find something or someone.

## Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

9)	
10)	
11)	
12)	
13)	
14)	

Analyze

Cross out the words where ~~is no~~ is no prefix.

disconnect	distance	distinct	disorder	distress
disco	display	disapprove	dislocate	disarm

Write

Write an exclamatory sentence using the following scenario.

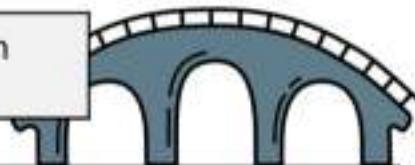
The moment you see your favourite food on the dinner table, your eyes light up.  
 Write a sentence expressing your excitement about the delicious meal.

## Week 5 - Vocabulary List

brim	brown	brow	brag	brink
brave	bridge	bump	must	grunt
blush	crumb	trunk	hustle	muffler

Write

Write a story that uses all 15 of the words above. Then draw a picture of your story.



# PREVIEW

# Vocabulary

crumb	bridge	brim	hustle	muffler
brave	brown	bump	blush	grunt
must	brow	trunk	brag	brink

Write

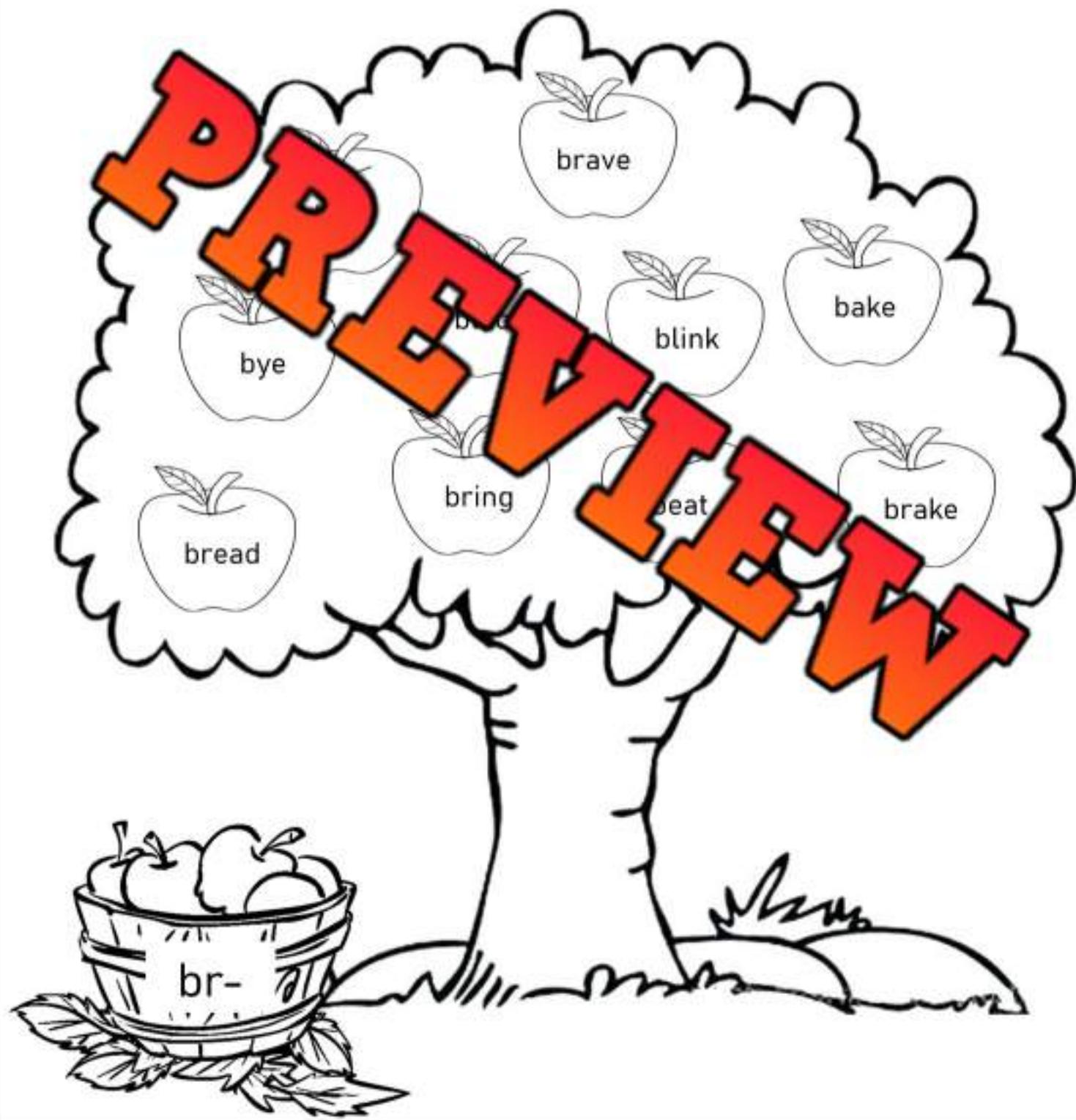
Choose your answer from the word list above.



	Question	Answer
1	What's another word for the edge of a hat?	
2	Which word means to have courage?	
3	What do you call the lines around your eyes?	
4	What's a word for when you bump into something?	
5	Which word means the edge or rim of something?	
6	Which word means to have courage?	
7	What structure helps cars cross over rivers?	
8	What do you get when you hit something?	
9	Which word means "necessary" or "have to"?	
10	What sound does a pig often make?	
11	What happens to your cheeks when you're embarrassed?	
12	A small piece of bread that falls off is called a?	
13	A large chest or case is called a?	
14	When you move quickly and with effort, you?	
15	Which part of the car reduces noise from the exhaust?	

## Word Family Trees

Colour Sort Colour the apple red if the word has a "br-" blend and green if none.



## Prefixes dis- and non-

The prefix 'dis-' and 'non-' both mean 'not' or 'the opposite of'. When we add 'dis-' or 'non-' to the start of a word, it changes the word to mean the opposite.

For example, 'dislike' means not to like, 'nonstop' means without stopping. Other examples include 'disappear' and 'nonsense'.

## Fix the Errors

Underline the mistakes related to actions that can be fixed with the prefixes "dis-" and "non-", then correct it on the next column

Sentence	Corrected Word
1) I can't find the book. It's disappeared!	disappeared
2) The dog never sleeps. It always wakes up.	
3) The rock is an example of a very thin rock.	
4) The table is clean; it has been cleaned.	
5) The story is fiction, so it is a true story.	
6) The charity is a profit organization.	
7) Yuck, I really like this broccoli!	
8) It's a stick pan, so no food sticks to it.	

## Define

Add the prefix non- and dis- to the base words; then write the meaning of it.

Base Word	Meaning	Add non-/dis- To Base Word	Meaning
1) fiction	made up stories		
2) toxic	harmful		
3) agree	To think the same way		

# Types of Sentences: Imperative

**Imperative sentences** give commands or make requests. They often start with a verb and don't usually have a visible subject.

**Examples:**

"Close the door." (This gives a command to do an action.)

"Please pass the salt." (This makes a polite request.)



Identify \_\_\_\_\_ Identify whether the imperative sentences show command or request.

Imperative Sentence	Answer	
1) Open the window.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
2) Hand over your camera.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
3) Could you help me with this problem?	<input type="checkbox"/> Command	<input type="checkbox"/> Request
4) Turn off the lights before leaving.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
5) Please pass the sugar.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
6) Listen carefully to the instructions.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
7) Would you mind sharing your notes?	<input type="checkbox"/> Command	<input type="checkbox"/> Request

Illustrate \_\_\_\_\_

Draw a picture representing each command.

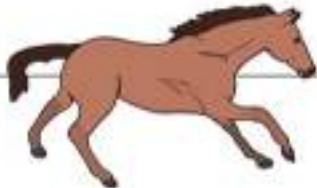
Brush your teeth.

Please close the window.

# Hyperbole

**Hyperbole** in figurative language is when you use extreme exaggeration to make a point or show strong feeling. It's like stretching the truth for effect. For example:

- I've told you a million times!
- I'm so hungry I could eat a horse!



Think Is the sentence an example of hyperbole?

1)	I'm so hungry I could eat a horse.	Yes	No
2)	My sister ran so hard, she cried.	Yes	No
3)	This math problem is a real challenge.	Yes	No
4)	I'm so hungry I could eat a grocery store!	Yes	No
5)	The sun is very bright today.	Yes	No
6)	He's so fast, he could run a mile in a minute.	Yes	No
7)	I read for an hour last night.	Yes	No
8)	Our dog is so cute, everyone falls in love with him.	Yes	No
9)	It's raining cats and dogs outside!	Yes	No
10)	She's as tall as a giraffe.	Yes	No

Think

What do the examples of hyperbole mean?

This ice cream is out of this world!

I slept like a rock last night.

I could hear her laughter from a mile away.

## Week 5 – Fluency Readings

**Read**

Read each sentence three times. Colour the star each time you read.

1)	The brave dog stood on the brink of the hill.	
2)	They saw a down bird near the bridge.	
3)	She felt a burn in her heart, a faint in the dark.	
4)	He found a crumb in the trunk of the old car.	
5)	We must hustle to cross the bridge on time.	
6)	The boy began to blush when he had to brag.	
7)	She wore a muffler around her brow in the cold.	

# Word Searches

## Crossword

Read the clues and find the words in the crossword puzzle

brim	brown	brow	brag	brink
brave	bridge	bump	must	grunt
blush	crumb	trunk	hustle	muffler

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

## Word Scramble

Unscramble the word.

worb		urcbm	
sumt		lubsh	
pumb		runkt	
vebar		mrib	
argb		trung	
dirgeb		wornb	

## Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

9)	
10)	
11)	
12)	
13)	
14)	

Fix The Error

Which word needs to have \_\_\_\_\_ added to \_\_\_\_\_ to make sense?

Sentence	Can add "mis-" word
1) Bella matched her shoes and now they are different.	
2) The kids decided to behave and eat all their treats before dinner.	
3) If you read the report, you will do it wrong.	

Identify

Identify whether the imperative sentences show command or request

Imperative Sentence		
1) Would you bring the snack.	<input type="checkbox"/> Command	<input type="checkbox"/> Request
2) Put the lid on the jar.	<input type="checkbox"/> Command	<input type="checkbox"/> Request

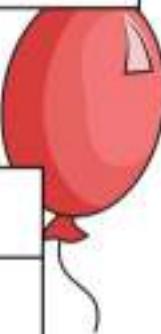
**Week 6 - Vocabulary List**

crate	crave	crack	crash	crept
crust	create	creature	late	locate
update	inflate	fate	plate	state

Write

Circle the misspelled words and write them correctly.

- 1) Can you say?
- 2) A small creat.
- 3) There's a cra in the wall.
- 4) Liquid is a stayt of matter.
- 5) Enflate the red balloon.
- 6) I don't eat the pizza crast.
- 7) Let's creat a fun game!
- 8) The cars had a crish.
- 9) I found a crayt in the garage.
- 10) I craive some ice cream.
- 11) I'll apdate my drawing.
- 12) He was layte for school.
- 13) It was her fathe to win.
- 14) My plait is full of fruit.
- 15) She creept into bed quietly.



**PREVIEW**

# Vocabulary

Write

Cross-out the word that is not a synonym

1) crate	box	pillow	case
2) crave	dislike	desire	longing
3) cra	fracture	break	mend
4) crash	harmony	smash	collision
5) crept		sneaked	slid
6) crust		layer	shell
7) create	produce		design
8) creature	animal		being
9) late	early		
10) locate	find	position	
11) update	modify	refresh	stagnate
12) inflate	blow	deflate	expand
13) fate	destiny	choice	fortune
14) plate	dish	cup	platter
15) state	condition	status	city

## Sight Word Flashcards

**Cut Out**

Cut out the sight word flashcards and spend some time becoming familiar with them.

**put****kind****fall****carry****small****read****very****under**

## Prefixes –mis, -mal

The prefix 'mis-' means 'wrongly' or 'badly', and 'mal-' means 'bad' or 'poorly'. When we add 'mis-' or 'mal-' to a word, it shows something is done incorrectly or is bad.

For example, 'misplace' means to put something in the wrong place, and 'malfunction' means something isn't working right. Other examples include 'misunderstand' and 'malnourished'.

### Identify

Choose the correct "mis" and "mal" word for each sentence.

mis	mal	malnourished	malfunction	misplaced
malpractice	misbehaved	misbehave	mislead	misunderstand

**PREVIEW**

- 1) I \_\_\_\_\_ my toy and can't find it.
- 2) Sometimes, I \_\_\_\_\_ the rules of the game.
- 3) When kids \_\_\_\_\_, they \_\_\_\_\_ to sit in time out.
- 4) He \_\_\_\_\_ how high he can jump.
- 5) The map \_\_\_\_\_ us to the wrong place.
- 6) The toy gun \_\_\_\_\_ and didn't make a sound.
- 7) My toy robot has a \_\_\_\_\_ and won't walk.
- 8) A \_\_\_\_\_ plant looks droopy and weak.
- 9) The \_\_\_\_\_ cat was upset at the empty food bowl.
- 10) The doctor's \_\_\_\_\_ was forgetting to check the x-ray.

# Types of Sentences: Declarative

**Declarative sentences** make statements or express opinions. They give information and end with a period.



**Examples:**

"The sky is blue." – This sentence provides information about the colour of the sky.

"Cats are playful." – This statement expresses an opinion about cats.

Sentence Structure

Rearrange the words to form declarative sentences.

1) ice, cream, likes

2) park, the, we

3) is, today, sunny,

4) their, playing, are, in,  
backyard, They

5) her, birthday, today, is, It

6) cat, black, The, on,  
sleeping, is, the, roof

Write

Imagine you have discovered a new planet in our solar system. Write a description of this planet using only declarative sentences. Describe its appearance, climate, and any unique features it

**PREVIEW**

## Week 6 – Fluency Readings

**Read**

Read each sentence three times. Colour the star each time you read.

1)	Locate your state on the map for homework.		
2)	I heard a crack and saw a crate.		
3)	We will create a plate of art class.		
4)	The crust cracked when I cut the pie.		
5)	It's late, so update your parents about our plan.		
6)	Inflate the balloon to see its fate in the air.		

# Word Searches

**Word Search**

Find the word bank words in the puzzle.

crate	crave	crack	crash	crept
crust	create	creature	late	locate
update	inflate	fate	plate	state

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

**Word Search**

Make your own word search using 8 of the words.


Word Bank

## Week 6 - Vocabulary Quiz

**Spelling**

When your teacher reads the word, spell it below.

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

9)	
10)	
11)	
12)	
13)	
14)	

**Write**

Write sentences using the given "key" words.

1) Pre-season	
2) Post-season	

**Sentence Scramble**

Rearrange the words to form declarative sentences.

1) walking, are, to, school, They	
2) today, day, snow, a, is, It	
3) the, pigeons, There, park, are, in	

## Week 7 - Vocabulary List

drum	drop	drift	droop	drama
drizzle	drowsy	recess	agree	three
theme	scene	delete	free	even

Pictionary Choose four vocabulary words from the list above and draw a picture representing that word. Have your partner guess the word without using visual hints or writing letters. Then write the word below the picture.

# PREVIEW

Vocabulary Word \_\_\_\_\_

Vocabulary Word \_\_\_\_\_

Vocabulary Word \_\_\_\_\_

Vocabulary Word \_\_\_\_\_

# Vocabulary

**Syllables**

Match syllables to make spelling words, then write the complete word.

1) ag	<input type="checkbox"/> sy	
2) dri	<input type="checkbox"/> let	e
3) e	<input type="checkbox"/> ma	
4) d		
5) dra	<input type="checkbox"/> en	
6) de	<input type="checkbox"/> zz	
7) re	<input type="checkbox"/> ee	

**Find**

Write the words with a long vowel sound.

freeze	bed	evening	le
creature	decree	beetle	e
men	sequence	recent	e
exceed	red	achieve	er
breathe	concrete	referee	en

# Language Pattern

Think

Complete the sentences using the words from the table.



recess	I	drama	drift
the	we	drizzle	they
	do	my	droop
	we	at	drum
boosy	drop	in	free

**PREVIEW**

1) \_\_\_\_\_ honey on our toast.

2) \_\_\_\_\_ is touching the parade.

3) \_\_\_\_\_ feel \_\_\_\_\_ after reading the book.

4) Leaves \_\_\_\_\_ to the ground \_\_\_\_\_.

5) \_\_\_\_\_ is \_\_\_\_\_ favourite time of the year.

6) \_\_\_\_\_ single \_\_\_\_\_ of rain fell on my nose.

7) \_\_\_\_\_ you \_\_\_\_\_ with what he said?

8) The flowers \_\_\_\_\_ when \_\_\_\_\_ need water.

9) \_\_\_\_\_ are \_\_\_\_\_ to play outside after school.

10) We watch a \_\_\_\_\_ play \_\_\_\_\_ the theatre.

## Prefixes sub- and super-

The prefix 'sub-' means 'under' or 'below', and 'super-' means 'above' or 'beyond'. We add 'sub-' or 'super-' to a word to show its position or quality.

For example, 'submarine' moves under the water, and 'superhero' is a hero with extraordinary powers. Other examples include 'subway' and 'superstar'.

Sub or Sup

Add sub- or super- to the words below



1) \_\_\_\_\_ submarine  
2) \_\_\_\_\_ super-vise  
3) \_\_\_\_\_ submarine  
4) \_\_\_\_\_ super-way  
5) \_\_\_\_\_ super-market

6) \_\_\_\_\_ merge  
7) \_\_\_\_\_ vise  
8) \_\_\_\_\_ power  
9) \_\_\_\_\_ ttle  
10) \_\_\_\_\_ little

11) \_\_\_\_\_ human  
12) \_\_\_\_\_ natural  
13) \_\_\_\_\_ zero  
14) \_\_\_\_\_ charge  
15) \_\_\_\_\_ group

True or False

Determine if the statement is correct.

Statements	True	False
1) A submarine can travel under water.	True	False
2) A superstar is a very famous person.	True	False
3) Submerge means to float on top of water.	True	False
4) A superhero has no special powers.	True	False
5) Subtract means to add numbers together.	True	False
6) Supermarket is a really big grocery store.	True	False
7) A subway is a train above the ground.	True	False
8) Supersonic means going very, very slow.	True	False

# Parts of Speech - Nouns

## What are Nouns?

A noun is a word that names a person, place, thing, or idea.

Person: George, teacher  
Place: park, city

Thing: pen, bicycle  
Idea: freedom, love



## Noun Sort

Identify the correct category of each noun.

Noun	Person	Place	Thing	Idea
1) mountain				
2) happiness				
3) freedom				
4) astronaut				
5) librarian				
6) beach				
7) guitar				
8) bravery				
9) paint				
10) tree				

## Search

Circle all nouns in the article.

Lily and Jake excitedly entered the city zoo on a sunny Saturday. Near the entrance stood a tall tree, its branches filled with chattering parrots. They first visited the lion's enclosure, where the king of the jungle was taking a lazy nap. Next, they spotted elephants splashing water and monkeys swinging playfully.

By the pond, they saw ducks swimming and turtles sunbathing. The siblings then enjoyed a tasty ice cream cone while watching a juggler perform. At the souvenir shop, Lily bought a toy giraffe, and Jake chose a cool tiger keychain. Their day at the zoo was unforgettable.

## Week 7 – Fluency Readings

**Read**

Read each line and then write the last sentence.

Drizzle

Drizzle makes

Drizzle is the

Drizzle makes flowers

Drizzle makes flowers droop

Drizzle makes the flowers droop gently.

**PREVIEW**

Three

Three kids

Three kids play

Three kids play drum

Three kids play drum at recess

---

---

---

---

---

## Crack the Code

### Directions

Use the code below to reveal each spelling word.



## Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

9)	
10)	
11)	
12)	
13)	
14)	

True or False

Determine if the statement is correct.

Statements	True	False
1) "Unable" means lacking ability to do something.		
2) "Overload" means to put a load on top off something.		
3) "Unstable" means not likely to fall.	True	False

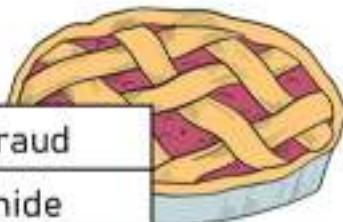
Noun Sort

Identify the correct category of each noun.

Nouns	Person	Place	Thing	Idea
1) soldier				
2) mountain				
3) happiness				
4) freedom				

**Week 8 - Vocabulary List****Alphabetize****Write the words in alphabetical order**

fry	fruit	fresh	frost	fraud
frugal	fragile	fret	pie	hide
kite	nine	time	prize	inside



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

9)	
10)	
11)	
13)	
15)	

**Alphabetize****Complete the words.**

n _ _ n e	i n _ _ i d e	t i _ _ _
h i _ _ _	_ _ _ g i l e	_ _ _ e t
k i _ _ _	_ r y	_ r e s _
f r _ _ s t	f r _ _ _ d	_ r i z _
p _ e	_ r u _ _ a _	_ _ u i _

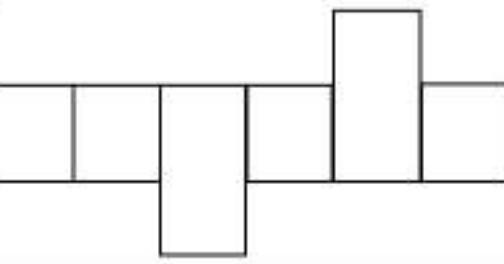
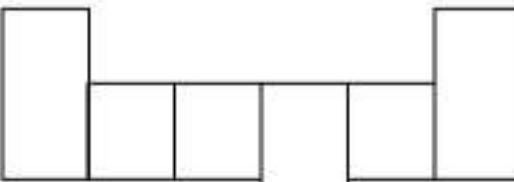
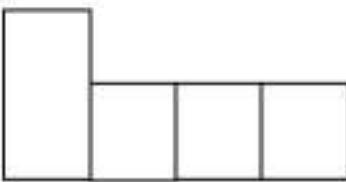
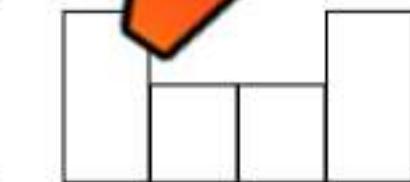
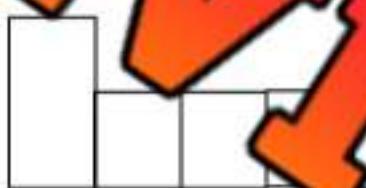
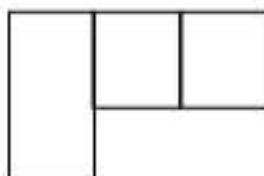
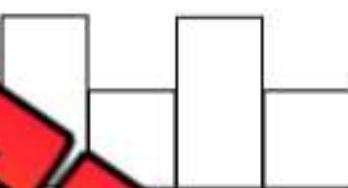
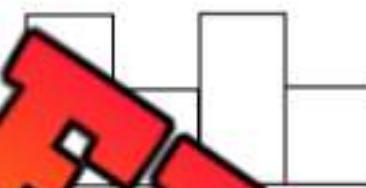
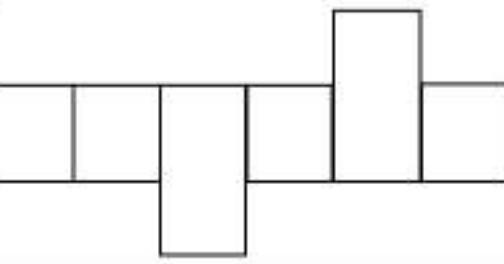
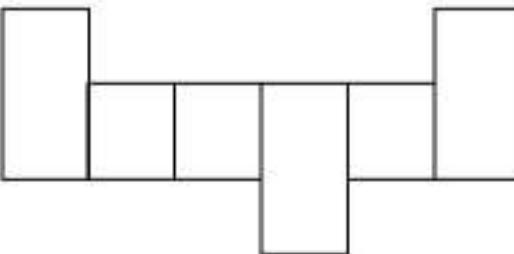
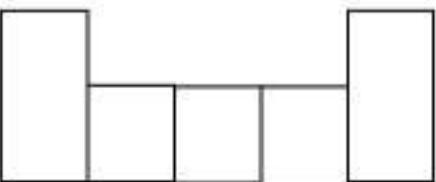
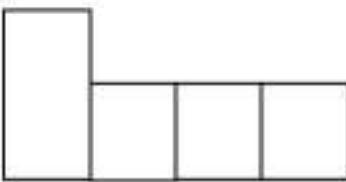
## Week 8 - Vocabulary List

fry	fruit	fresh	frost	fraud
frugal	fragile	fret	pie	hide
kite	nine	time	prize	inside

Fill in the b

Fill the box with the vocabulary words from above.

**PREVIEW**



## Vocabulary

Search

Circle the words with the long i sound.



pie	drive	fish	miss
rib	tip	island	nine
in	nice	hike	prize
ce	list	hide	Kid
skip	int	brick	lie
try	in	bright	hiss
sky	dip	fly	time
list	white	ight	win
bite	lime	bit	slide
guide	swim	lime	kiss

Draw

Draw a scene that uses as many long i words as you can.

**PREVIEW**

## Sight Word Flashcards

**Cut Out**

Cut out the sight word flashcards and spend some time becoming familiar with them.

**one****wash****long****much****show****laugh****light****myself**

## Suffix -s



Here's a list of simple rules for adding "-s" to words:

- 1) **Most Words:** Just add "-s." Like "cat" becomes "cats."
- 2) **Words Ending in "ch," "sh," "x," "z," or "s":** Add "es." Like "box" becomes "boxes."
- 3) **Words Ending in "y" with a Consonant Before it:** Change the "y" to "i" and add "es."
- 4) **Words Ending in "o":** Often, add "es." Like "potato" becomes "potatoes."
- 5) **Words Ending in "f" or "fe":** Sometimes change "f" or "fe" to "ves." Like leaf → leaves.

Third, Add the base words below

Base word	Add -s
cat	
dog	
box	
church	
bush	
quiz	
baby	
city	

Base word	Add -s
hero	
leaf	
bus	
man	
lady	
dish	
fox	

Think

For some words, the rules don't apply. Circle which version you think is right.

Base word	Make plural	
foot	foots	feet
data	data	datas
tooth	tooths	teeth

Base word	Make plural	
sheep	sheeps	sheep
fish	fish	fishes
deer	deer	deers

# Suffix -y



Here's a list of simple rules for adding "-y" to words:

- 1) **Most Words:** Just add "-y." Like "rain" becomes "rainy."
- 2) **Words Ending in "e":** Drop the "e" and add "y." Like "smoke" becomes "smoky."

**Think**

Add -y to the base words below

Base word	Add -y
juice	
rain	
dust	
ice	
sleep	
snow	
wind	
grass	
sand	

Base word	Add -y
frost	
storm	
cheer	
gloom	
duck	
haze	
fish	
spice	

**Think**

For some words, the rules don't apply. Add -y to the words below.

Base word	Add -y
star	
fur	
mud	

Base word	Add -y
fog	
sun	
bone	

## Suffix -ly

The suffix '-ly' often turns a word into a word that describes how something is done.

For example, 'quick' becomes 'quickly', which means doing something fast. 'Happy' becomes 'happily', meaning in a happy way. Other examples are 'slowly', which means in a slow way, and 'softly', meaning in a soft way.

Think

Add -ly to the base words below



Base	Add -ly
happy	
silent	
bad	
clear	
easy	

Base word	Add -ly
gentle	
day	
honest	
useful	
careful	
at	

Think

Use the -ly words in a sentence

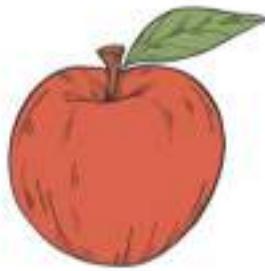
# PREVIEW

quickly	
softly	
sadly	
nicely	
gladly	

# Parts of Speech - Adjectives

## Understanding Adjectives

An **adjective** is a word that describes or gives more information about a noun. For example, in "red apple," "red" is an adjective because it tells us the color of the apple, which is a noun. Adjectives help us understand size, color, shape, and other qualities of things around us.



Opposite

Write the opposite of the given adjectives.

	Opposite
1) young	old
2) tall	short
3) happy	sad
4) rich	poor
5) full	empty

Adjective	Opposite
6) heavy	light
7) hard	soft
8) fast	slow
9) loud	quiet

Describe

Give 3 adjectives describing the given noun.

Noun	Adjectives		
1) ball	round	red	soft
2) house			
3) dress			
4) ice cream			
5) zoo			
6) dog			

## Week 8 – Fluency Readings

**Read**

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	The frost made a tasty pie.				
2)	The frost made a lowe fragile.				
3)	Don't fret, it's time for fun.				
4)	Find a kite inside the box.				
5)	Eating fresh fruit is a healthy prize.				
6)	Hide the fragile vase from the cat.				

# Word Search

## Word Search

Find the word bank words in the puzzle.

fry	fruit	fresh	frost	fraud
frugal	fragile	fret	pie	hide
kite	nine	time	prize	inside

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

## Word Scramble

Unscramble the word.

kiet		nein	
meit		pei	
edih		ryf	
rufti		shfre	
ostfr		rafdu	
galruf		ralegif	

## Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

9)	
10)	
11)	
12)	
13)	
14)	

Draw by Count

Suffix -s pluralizes words. Draw the given words emphasizing the plural forms

3 rectangles, 2 squares, and 5 circles



Describe

Give 3 adjectives describing the given noun

1) doll			
2) book			

## Week 29 - Vocabulary List

pump	stump	cramp	slump	swamp
clump	revamp	send	pond	brand
defend	attend	suspend	weekend	sound

Pictionary

Choose 4 vocabulary words from the list above and draw a picture representing that word. Have your partner guess the word without using visual hints or writing letters. Then write the word below the drawing.

# PREVIEW

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary Word

# Vocabulary

**Syllables**

Match syllables to make spelling words, then write the complete word.

1) week	<input type="checkbox"/> tend
2) at	<input type="checkbox"/> vamp
3) de	<input type="checkbox"/> and
4) en	<input type="checkbox"/> and
5) sus	<input type="checkbox"/> and
6) re	<input type="checkbox"/> camp


**Think**

Think as many final blend: -nd -nd -n -ble as you can

**Final blend -mp**



# Homophones

Homophones are words that sound the same but have different meanings and spellings. For example, "two," "to," and "too" all sound alike but mean different things. It's important to choose the right word based on its meaning, even though they sound identical when spoken.



Draw

Draw a distinct picture for each word in the given homophone pairs to highlight their different meanings.

# PREVIEW

sun

male

flower

flour

# Homographs

## 1) Homophones

- Sound the same
- Different meanings
- Often different spellings
- Ex: "two" and "too"

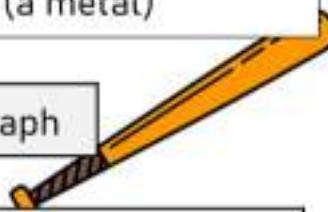
## 2) Homonyms

- Sound the same
- Spelled the same
- Different meanings
- Ex: "bat" (baseball) and "bat" (used in baseball)

## 3) Homographs

- Spelled the same
- Different meanings
- Sometimes sound different
- Ex: "lead" (to guide) and "lead" (a metal)

Homographs are words that sound the same but have different meanings. Read the sentences and circle the correct homograph.



1) The <b>bass</b> was a loud and <b>bass</b> instrument.	fish	sound
2) He likes to <b>bow</b> to the <b>bow</b> after a race.	bend over	ribbon
3) We saw a <b>tear</b> in his jersey.	rip	cry
4) The <b>wind</b> is very strong today.	to move air	moving air
5) Please <b>lead</b> the way to the park.	guide	line
6) He will <b>row</b> the boat across the lake.	move with oars	a line
7) The bird will <b>fly</b> away soon.	zipper	soar in air
8) They want to <b>close</b> the store early today.	to shut	is nearby
9) In the game, he had to <b>bat</b> last.	club	animal
10) Can you <b>bear</b> the cold weather?	animal	survive

## Reading Sentences Fluently

Reading sentences fluently means smoothly reading aloud without many pauses or mistakes. It's like flowing water, not choppy. Fluent reading helps in understanding the story or information better because you're not constantly stopping and starting. It sounds natural, just like when we talk.

**Read:** Read the passage aloud three times, aiming to improve your speed and accuracy with each attempt, and take note of your mistakes on the provided table after each read.

Attempt	Minutes	Number Of Times Stuttered	Number Of Times You Stopped
1			
2			
3			



### A Day at Green Meadows Park

Lily and Max couldn't wait for Saturday. It was the day they would visit Green Meadows Park with their family. They loved the tall trees, the slides, and the large sandbox. There were colourful butterflies that danced around the flowers and ducks that swam in the pond.

Max loved to watch the ducks especially when there were ducklings. He liked how the ducks would stick their heads under the water looking for food. Lily enjoyed the swings. She would push off with her feet and swing high into the air, feeling the wind on her face. Sometimes, she would close her eyes and imagine she was flying.

At noon, they sat on a blanket and ate sandwiches that Mom had packed. The sun was warm, the sky was blue, and it was a perfect day at the park.

## Week 29 – Fluency Readings

**Read**

Read each sentence three times. Colour the star each time you read.

1) I hear a sound from the pond.



2) will the old stump.



3) I send letters e-mail.



4) Ducks swim in the swamp on weekend.



5) I got a cramp and had to slump down.



6) My brother will attend the brand launch.



7) They defend the fort near the clump of trees.



# Crossword Puzzle

**Crossword**

Read the clues and find the words in the crossword puzzle.

**Across**

5. To make something better or new again.
7. To hang or stop something temporarily.
9. To protect or stand up for.
10. To be present at an event.

**Down**

1. A group of things bunched together.
2. The days at the end of the week, typically Saturday and Sunday.
3. A unique name or symbol for a product.
4. Vibrations that we can hear.
6. A small body of still water.
8. To cause something to go somewhere.

## Week 29 - Vocabulary Quiz

**Spelling**

When your teacher reads the word, spell it below.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

13)

14)

**Draw**

Draw a distinct picture for each word and give one pair to highlight their different meanings.

Night

Kn

**Write**

Use the given homophones in a sentence.

knew

new

**Week 30 - Vocabulary List**

salt	belt	vault	jolt	built
insult	fault	consult	result	desk
whisk	brisk	ask	dusk	risk

Fill in the blanks

Choose the appropriate vocabulary word for each sentence.

**PREVIEW**

1) \_\_\_\_\_ to beat the eggs for the cake.

2) This par \_\_\_\_\_ up a leather \_\_\_\_\_.

3) The park \_\_\_\_\_ the quiet \_\_\_\_\_ settled in.

4) The sudden loud \_\_\_\_\_ made me \_\_\_\_\_ in surprise.

5) The new skyscraper was skilfully \_\_\_\_\_ in just a year.

6) It's never nice to deliver an \_\_\_\_\_ to someone.

7) The precious jewels were stored in a secure \_\_\_\_\_.

8) They decided to \_\_\_\_\_ an expert to make the model.

9) The hard work paid off, and the positive \_\_\_\_\_ we received.

10) He left his notebook on the \_\_\_\_\_ in the classroom.

11) She added a pinch of \_\_\_\_\_ to the soup for flavour.

12) The \_\_\_\_\_ wind made everyone bundle up.

13) Don't hesitate to \_\_\_\_\_ if you have a question.

14) Her car wouldn't start because of a battery \_\_\_\_\_.

15) Taking a \_\_\_\_\_ is sometimes necessary for growth and progress.

## Vocabulary

**Draw**

Draw a picture to show what each sentence means.

I added a pinch of salt to my soup.

My pants stayed up with a brown belt.

**PREVIEW**

My books and pencils are on the desk.

ed the batter.

# Homonyms

Homonyms are words that sound the same and are spelled the same but have different meanings.

For example, the word "bat" can mean a tool to hit in sports or a flying mammal. It's essential to look at the context, or the surrounding words and ideas, to understand which meaning is intended.



Fill in the blanks with the correct homonym based on the context of the sentence.

	tear	row	bark
--	------	-----	------

1) He used a lead pencil to draw a picture for the meeting.

2) A tear dropped as she looked at the photo of her old home.

3) She planted a row of trees, then went for a walk on the lake.

4) The tree's bark was rough, but the dragon's scales were smooth.

5) With his bow and arrow, he shot an arrow and took aim at the audience.

Make Meaning

Give two definitions for the following words.

Homonyms	Meaning
match	
light	
mean	

# Antonyms

An **antonym** is a word that has the opposite meaning of another word. For example, "hot" is the antonym of "cold," and "up" is the antonym of "down."



Matching

Draw a line matching the words to their antonyms

**PREVIEW**

tall	<input type="checkbox"/> slow
big	<input type="checkbox"/> old
fast	<input type="checkbox"/> thin
high	<input type="checkbox"/> small
heavy	<input type="checkbox"/> short
open	<input type="checkbox"/> smooth
young	<input type="checkbox"/> empty
thick	<input type="checkbox"/> weak
strong	<input type="checkbox"/> light
rough	<input type="checkbox"/> dark



Think

Write 4 words and their antonyms beside them

	Words	Antonyms
1)		
2)		
3)		
4)		

## Reading with Appropriate Expression, Intonation

Reading with appropriate expression and intonation means using your voice to show feelings, ask questions, or make statements when you read. It's like adding colour to words, helping the listener understand the story's mood and the characters' emotions. This way, reading becomes livelier and more interesting.

## Read Aloud

Read the provided sentence aloud, making sure your voice matches the emotion.

Emotion	Sentence
happy	"It's a nice day, and we're going to the park!"
sad	"I lost my favorite toy, and can't find it anywhere."
surprised	"Wow, I didn't expect to see you here today!"
angry	"I told you not to touch my things without asking!"
excited	"Tomorrow's the big field trip! I can't wait!"



## Story

Read the passage aloud, using your voice to match the mood and create the mysterious mood of the story.

In the sunny Meadowville, Mia had a magic umbrella. Every time she opened it, it took her to a new place. One day, it led her to a candy cloud land. Trees had chocolate trunks and candy floss leaves. Rivers flowed with sweet lemonade.

Mia danced with gingerbread people and played hide-and-seek with jellybean birds. As the sun set, she opened her umbrella again. In a flash, she was back in Meadowville, with candy in her pockets and a big smile on her face. Every time it rained, Mia eagerly awaited her next adventure.

## Week 30 – Fluency Readings

**Read**

Read each sentence three times. Colour the star each time you read.

1) I built a vault for my treasures.



2) Ask your teacher before taking a risk.



3) At dusk, we put salt on walkway.



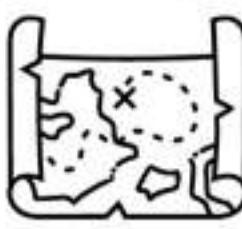
4) He wears a belt to hold his whisk and spoon.



5) The brisk walk in the morning is a healthy choice.



6) Let's consult the map at the desk for directions.

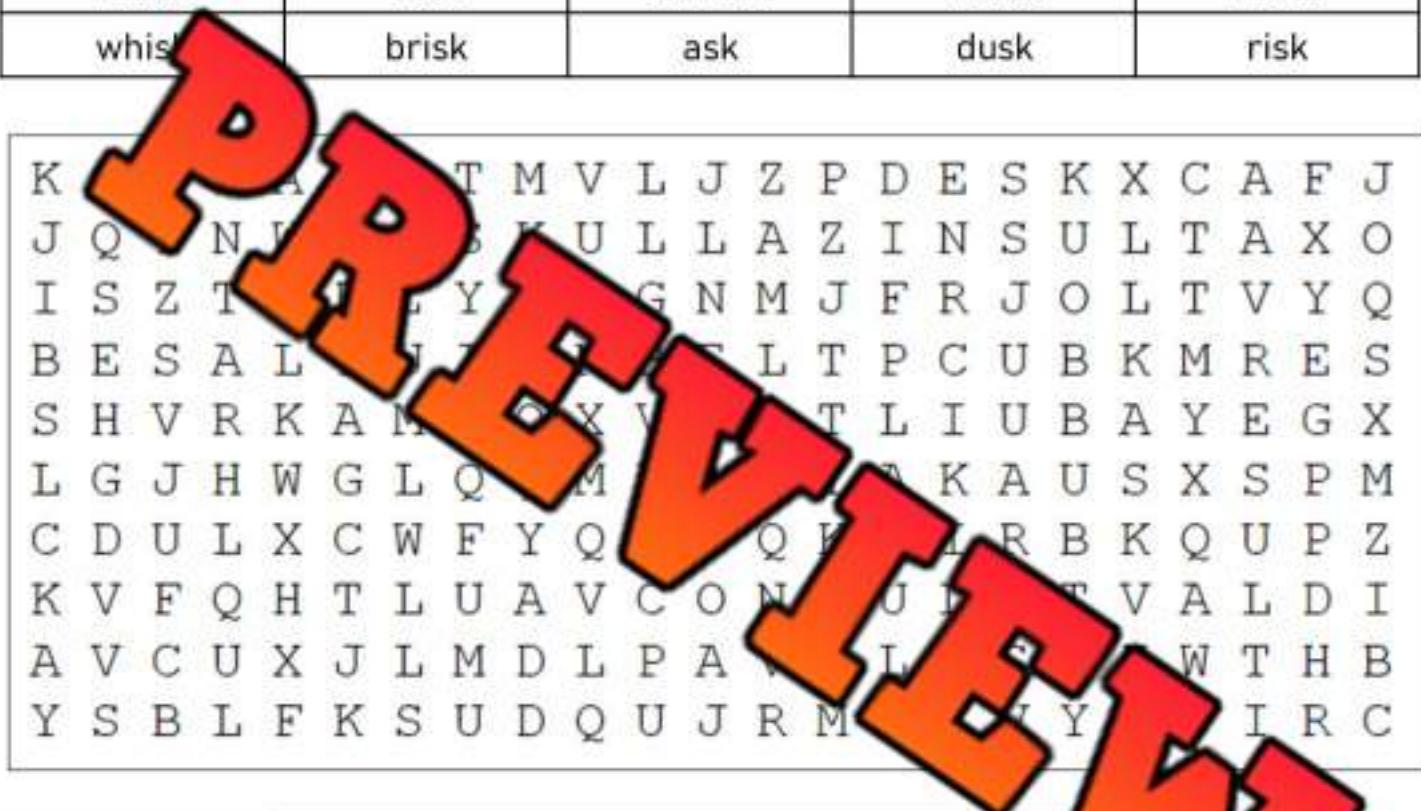


# Word Search Puzzle

## Crossword

Read the clues and find the words in the crossword puzzle.

salt	belt	vault	jolt	built
insult	fault	consult	result	desk
whisk	brisk	ask	dusk	risk



## Word Scramble

Unscramble the word.

butil		lotj	
sedk		hiskw	
alts		luvat	
noctsul		tsuler	
lufat		ribsk	
letb		sultin	

## Week 30 - Vocabulary Quiz

## Spelling

When your teacher reads the word, spell it below.

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

9)	
10)	
11)	
12)	
13)	
14)	
15)	

## Fill in the blanks

Fill in the blanks with the correct word from the box in the context of the sentence.

bark	meat	break	flour	meet	flower	meat
------	------	-------	-------	------	--------	------

1)	I saw the cat climb up the _____ of the tree while the dog started to _____.
2)	He slammed the _____ on so hard that I thought I would _____ something.
3)	I'll _____ you at the park, where we can share a smoked _____ sandwich.
4)	The _____ and other ingredients were on the table with the _____ vase.