



Preview - Information



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Google Slides Lessons Preview





BC Language Curriculum Composition (Writing) – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

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

Which Text Form Is It?

- 1) Stories for your bedtime.
- 2) There are like beautiful paintings but with words.
- 3) It tells how you talk someone into your way of thinking.
- 4) There are bits of facts like you read on the news.
- 5) They tell about someone's life. We learn about them.
- 6) There are notes for other people.
- 7) There are like treasure maps leading you and by star.
- 8) There are funny or exciting stories with drawings.

A	Poems
B	persuasive writing
C	Narratives
D	Biographies
E	Letters
F	Instructions
G	Com. Maps
H	Reports

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fantasy Genre Character Creation

Look closely at the creature in the image and then describe its appearance, features, and what makes it magical or unique.





BC Language Curriculum Composition (Writing) – Grade 3

Drag and Drop Sentence Builder

Drag the words into the numbered order to form a complete sentence.

1

2

3

1 go the after We school in park

2 under it table The kitchen kitten the

3 this bus rainy missed morning the They

Match the Emotion

Drag and drop the correct emotion that matches how you would feel.

Happy	1. I got a new puppy.
Sad	2. I lost my favourite toy.
Angry	3. It's my birthday today!
Surprised	4. I saw a spider on my desk.
Scared	5. My friend didn't play with me.
Excited	6. I got 10/10 on my spelling test.
Proud	7. My teacher said, "Great job!"
Disappointed	8. I spilled juice on my homework.

Ending With a Bang: Conclusion Sentences

Circle which conclusion sentence you think is best.

(i) I love going to the park after school. I ride my bike on the path, play on the swings, and run around with my friends.

(ii) My bike has been stolen.

(iii) The park is the best place to have fun!

(iv) I should run with my friends.

(i) Apples are my favourite snack. They are crunchy, sweet, and come in different colors like red, green, and yellow.

(ii) Apples are delicious and healthy to eat!

(iii) I have apples at the market.

(iv) Apples are yellow.

(i) My dog loves to play fetch. He runs fast to catch the ball and always wags his tail when he brings it back.

(ii) I throw the ball outside.

(iii) Dogs have tails.

(iv) Playing fetch with my dog makes me very happy.

(i) Summer is my favourite season. I go swimming at the pool, eat cold ice cream, and play outside in the sunshine.

(ii) Summer is the best time of the year!

(iii) The sun has water on it.

(iv) I love to eat ice cream.



BC Language Curriculum Composition (Writing) – Grade 3

Arrange the Jumbled Sentences

Put the words in the boxes in the correct order and write complete sentences. Make sure each sentence makes sense.

with	laughed	The boy	his friend	loudly	
with	happily	her doll	She	played	
together	lunch	They	at the picnic	ate	

Writing Sp

used	whenever	where	question	where
needed	usually	around	answer	where
important	that	around	question	where
matter	because	around	answer	where

1 I don't understand this math problem. _____

2 Mia _____ "Can we please go to the park now?" _____

3 "Hiway! We finally finished the project!" _____

4 Do you think we're lost? _____

5 Tom _____ "I'm so tired of running!" _____

6 "I want the bigger size." _____

7 Emily _____ "Look at the rainbow!" _____

8 "Who are you, Wendy?" _____

About the Ocean

3   Animals and Plants

4   The ocean is full of fish, turtles, and dolphins. Some animals and plants live in the ocean. They have special adaptations to help them survive in the water.

5   The ocean is also very deep. The top layer is bright with sunlight, but the bottom is dark and cold. There are many different kinds of animals and plants that live in the deep sea.

Parts of a Report

Identify the parts of the report using the word bank.

Drag here!

1		Pictures
2		Title
3		Introduction
4		Body
5		Conclusion
6		Headings



Workbook Preview



Grade 3 – Language Writing



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.
Big Idea 3	Stories can be understood from different perspectives
Big Idea 4	Using language in creative and playful ways helps us understand how language works.
Big Idea 5	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

	Elaborations	Pages
W3.1	Preview of 150 pages from this product that contains 341 pages total.	231
W3.2		140 – 181, 189
W3.3		18 – 197, 201 – 203, 207 – 209, 241 – 248
W3.4	Literary elements and devices: descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration	24 – 34, 39 – 40, 92 – 94, 117 – 120, 196 – 197, 210 – 212, 230 – 231, 233 – 237
W3.5	Writing processes: may include revising, editing, considering audience	16 – 23, 35 – 38, 41 – 44, 61 – 62, 64 – 65, 75 – 76, 78, 80, 86 – 87, 89 – 90, 130 – 132, 134 – 137, 139, 150 – 154, 158 – 165, 172 – 173, 182 – 186, 195, 200, 204 – 206, 208 – 209, 213 – 215, 217, 224 – 229, 232, 238 – 240, 250 – 252, 254
W3.6	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	44 – 45, 65 – 66, 79 – 80, 90 – 91, 121 – 122, 138 – 139, 154, 170 – 171, 173, 186 – 188, 200, 217, 232, 240, 254
W3.7	Legible handwriting: legible handwriting with spacing between words	256 – 277

Understanding Text Forms

What Are Text Forms?

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



Why Different Text Forms?

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

- **Narratives:** These are stories like bedtime tales.
- **Reports:** These are like news reports like on the news.
- **Letters:** These are notes for other people.
- **Poems:** These are like beautiful poems but they are shorter.
- **Persuasive Writing:** This is how you talk to convince someone of your way of thinking.
- **Comic Strips:** These are funny or exciting stories with drawings.
- **Biographies:** These tell about someone's life, like a story about a famous person.
- **Instructions:** These are like treasure maps, leading you step by step.

Who Will Read It?

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

Choosing the Right Key

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

Which Form?

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

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

Questions

Answer the questions below.

1) What do the terms below mean?	
Audience	
Purpose	
2) Why is it important to know your audience before choosing your writing form?	

Biography Book Covers

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

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Narrative Writing - Genre Identification

Genre Identification is like being a book detective! It is when you figure out what kind of story you are reading.

Here are 3 examples:

- 1) A fairy tale might have magic and princesses - Fantasy
- 2) A science book will have facts about planets or plants - Non-Fiction
- 3) A mystery story could have a secret to solve. - Mystery



Direction Match the genre with the story summaries below

Adventure	Romance	Fiction
Non-Fiction	Mystery	Fantasy
Science Fiction	Bio-ography	Historical

	In a magical land, a young boy with a talking cat and goes on a quest to find a hidden treasure that will save the village from a sleepy dragon.
	Two best friends make a garden, growing a magical flower that blooms only when they are together, showing the power of friendship and love.
	A detective kid notices their school's magic unicorn is missing. They look for clues and follow footprints to solve the mystery of the missing mascot.
	A story set long ago, where a group of kids discovers ancient ruins on the beach and learns about the history of pirates in the area.
	A family of robots moves into a new town and tries to fit in by learning about human customs and making new friends at a local school.
	A brave explorer girl maps a jungle, befriends animals, and searches for a waterfall that is said to shine like a rainbow under the full moon.
	In a world where kids can talk to animals, a boy and his dog fly a spaceship to find a planet made of candy.
	The true story of a young girl who becomes a great painter, using her imagination to create colourful pictures that tell stories of her adventures.
	A book that explains how volcanoes work, with real pictures and facts about why they erupt and how scientists study them.

Narrative Writing – Genre Identification

Read

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



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

Historical	Fiction	Non-Fiction
Editorial		Suspense

Writing

Explain why the story fits the genre you chose.

Narrative Writing – Genre Identification

Read

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



One sunny day, Max found a mysterious map in his grandpa's old trunk in the attic. The map showed a hidden treasure in the backyard, marked with a big red X. With his dog, Buddy, Max started digging and found a locked treasure chest. Inside, there were old coins and a note that said, "For the greatest treasure hunter, love Grandpa." Max solved the mystery and discovered his grandpa's special gift just for him, making him feel like the best treasure hunter ever!

Biography	Historical	Science Fiction
Adventure		Mystery

Writing

Explain why the story fits the genre you chose.

Fantasy Genre Character Creation

Every genre will have certain types of characters. In a fantasy genre story, the characters may have special powers involving magic.

Examples:

- **Fantasy story:** the characters and setting may include dragons, magic, and castles.



Visualize

Draw a new magical creature and list its features. What is its name? What powers does it have?

A large, empty rectangular box intended for drawing a magical creature. A large, diagonal watermark reading "PREVIEW" in red and orange letters is overlaid across the entire page, including this box.

Name
Features

Write

Describe the creature from your drawing.

Idea Development Strategies

Practice

Practice the different strategies below.

1) **Brainstorm:** Write all your thoughts down about your favourite fictional character. Include all the reasons why it is your favourite fictional character.

PREVIEW

Fictional Character

2) **Drawing Pictures:** Draw pictures of your favourite fictional character.

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite sport or hobby. What questions do you have about the sport or hobby that you could answer in your writing? Write 4 questions below.

1

2

3

4

4) **Talk To Others:** Pretend you are writing about how to play one of your favourite games. This could be a video game or a game you play at recess. Talk to a friend about the steps to playing the game and the things you need to play the game.

1

2

3

4

5

6

Activity: Power of Planning

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?



Part 1: Writing Without Planning

Subject: My Favourite Game

Instructions:

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

Part 2: Writing With Brainstorming

Subject: My Favourite Dessert

Instructions:

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



Activity: Power of Planning

Part 1

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

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Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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



Dessert

PREVIEW

Sentence Beginnings

When we write, we can start our sentences in different ways to make our stories fun and interesting. Here's how:

- **Nouns:** Use a person, place, or thing. Example: "A dog barked loudly."
- **Adjectives:** Describe something. Example: "Green apples are the best."
- **Adverbs:** Tell us how, when, or where. Example: "Quickly, he ran to school."
- **Verbs:** Show an action. Example: "Jumping, the frog splashed into the pond."
- **Conjunctions:** Connect ideas. Example: "But she was still hungry."
- **Prepositional Phrases:** Give more information. Example: "Under the tree, a cat slept."



Write 4 sentences using different nouns to start the sentence.

Butterflies	Smoothies	Trains	Maple Trees	Thunderstorms
Astronauts	Waffles	Boards	Bicycles	Steven

Sentence 2

Sentence 3

Sentence 4

Sentence Beginnings – Adjectives

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

Here are 2 examples:

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



Write _____ sentences using different adjectives to start the sentence.

Sunny	Mysterious	Colourful	Noisy
Delicious	Giant	Tiny	Silly

Sentence 2

Sentence 3

Sentence 4

Sentence Beginnings – Verbs and Adverbs

A **verb** is a word that shows an action or doing something. Like "run," "jump," or "think." An **adverb** is a word that describes how, when, or where the action happens. Like "quickly," "yesterday," or "outside."



- **Verb:** Jumping, the frog splashed into the pond.
- **Adverb:** Quickly, she opened her present.

Write _____ sentences using different verbs and adverbs to start the sentence.

Verbs	Running	Dancing	Whispering	Painting
Adverbs	Quickly	Happily	Yesterday	Bravely

Sentence 1 - Verb

Sentence 2 - Verb

Sentence 3 - Adverb

Sentence 4 - Adverb

Sentence Beginnings – Prepositional Phrase

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

Here are 3 examples:

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



Write 4 sentences that begin with a prepositional phrase

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

Sentence 2

Sentence 3

Sentence 4

Writing Descriptive Sentences

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

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

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



Directions

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

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

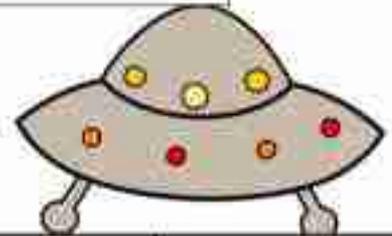
Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

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



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

Sentence 1

Sentence 2

Sentence 3

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

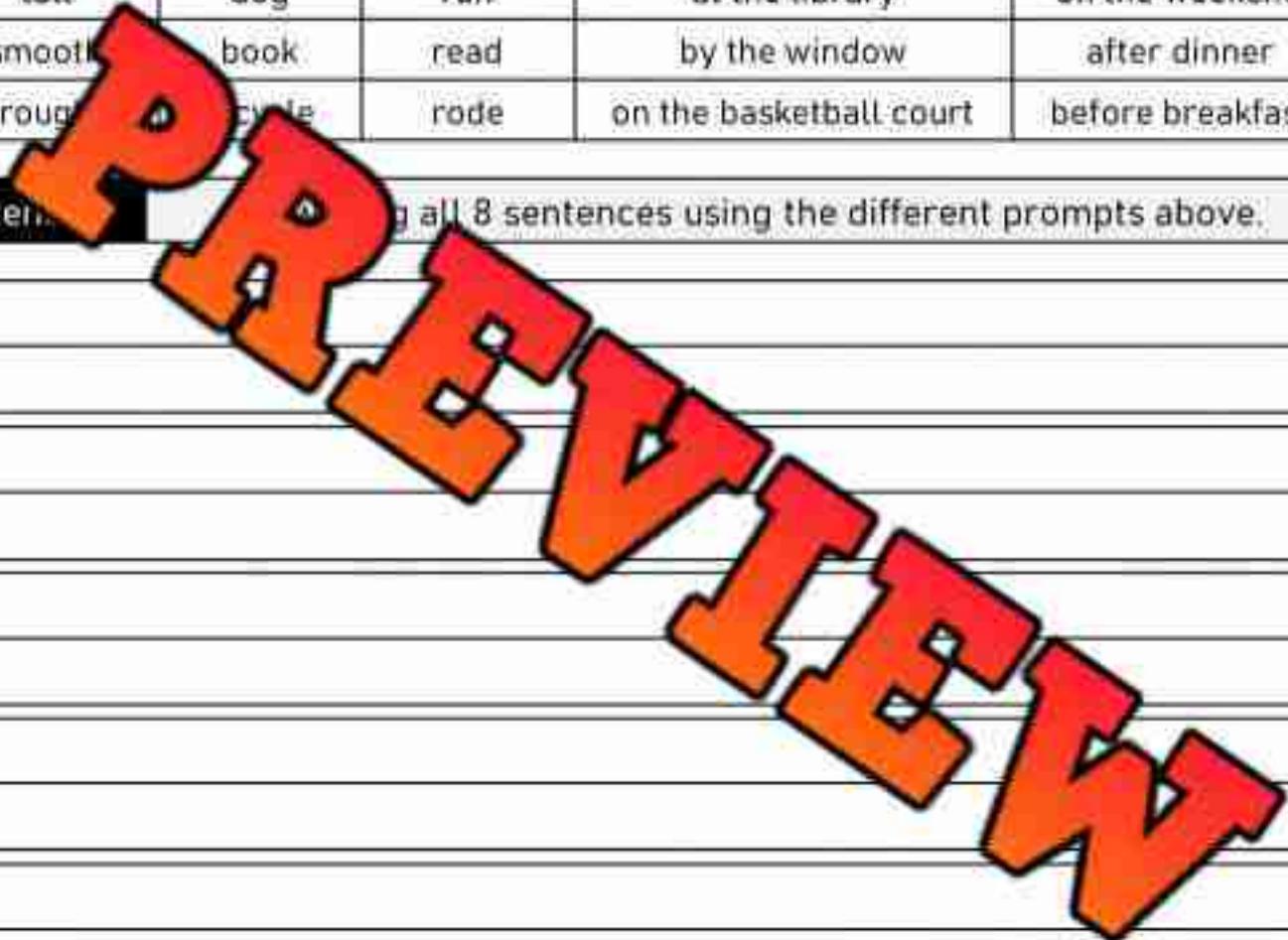
For example, they might come up with:

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

Name: _____

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

Sentence _____ all 8 sentences using the different prompts above.



Revision – Run-On Sentences

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

Examples

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



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

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

Conjunctions

And

Because

So

Or

But

Yet

Yet

Think

Is the sentence a run-on or not?

1) The cat slept peacefully in the warm sunlight.	Yes	No
2) It was raining we played board games inside.	Yes	No
3) She loves painting, especially with bright colours.	Yes	No
4) He loves soccer his sister prefers basketball.	Yes	No
5) After school, they went to the library.	Yes	No
6) I have a goldfish it swims in a big tank.	Yes	No

Revision – Run-On Sentences

And	But	So	Because	Then
Yet	However	Therefore	While	Or

Think

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

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

PREVIEW

Revision - Avoiding Repetition

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

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

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



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

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

Revise the sentence by avoiding repetition

1

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

2

The clown was funny. The clown made four jokes.

3

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

4

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

Writing Fluency

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

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

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



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

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

Exploring the Structure of Paragraphs

What's Inside a Paragraph?

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

The Start: Topic Sentences

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



Details, Details, Details!

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

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

Wrapping It Up: Closing Sentences

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

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

Exploring the Structure of Paragraphs

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

Some stars group together and form shapes. People tell long stories about these star patterns, like the Big Dipper or Orion. When you are looking up at the twinkling stars is a perfect way to end a day. Look at the stars.

Hooks

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

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

Your Version

Writing Engaging Topic Sentences

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



Hooks

Write a topic sentence below using the different strategies.

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

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

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

a) Chocolate chip cookies are the best treat!

b) Cookies with chocolate chips in them.

c) Cookies are baked in an oven.

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

a) Winter has many holidays like Christmas.

b) Winter has cold weather and snow.

c) Each snowflake is special and different.

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

a) Lots of wild animals live in Africa.

b) Elephants are the same height as giraffes.

c) Elephants are amazing animals with cool parts.

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

a) Playing soccer means learning skills and teamwork.

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

c) Kids play soccer more in the summer.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

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

What's Inside?

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

Check These Out:

✓ Main Idea: "I love ice cream."

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

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

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

Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

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

How to Build Great Paragraphs:

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



Crafting Perfect Paragraphs

Supporting Details

Write 2 supporting details about the topic sentences below.

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

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

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

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

Supporting Details

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

Think about why we love summer:

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

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

Brainstorm about your topic and then select 2 big ideas to write about.

1) What is your dream car?

Dream Car

Write the 2 ideas you can pull from your brainstorming.

1)

2)

Transition Words - Supporting Details

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

Think

Can you go to the table and choose a transition word for the supporting details.

1) I enjoy colouring with _____, my friend uses coloured pencils. We like to compare drawing.

2) At the zoo, I saw lions and elephants. _____, there were monkeys swinging from trees. We laughed watching antics.

3) I had ice cream for dessert. _____, my friend had a slice of cake. Both of us love sweet treats.

4) On weekends, I visit the park. _____, I sometimes go to the museum. I learn and play a lot.

5) My mom cooks pasta for dinner. _____, she sometimes makes yummy pizza. _____, my aunt makes sandwiches. We all share and taste each other's dishes. _____, we discover new favourite foods.

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

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

Think

Which conclusion sentence you think is best.

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

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

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

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

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

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

Analyzing Paragraphs

Analyze

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

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



Main Idea

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

Main Idea

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

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

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

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



1)

2)

3)

4)

5)

6)

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

PREVIEW

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

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

PREVIEW

Edit

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

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

Edit

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

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

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.

PREVIEW

What
Learned

Formal Versus Informal Letters

Formal Letters: For Serious Talks

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

How to Write:

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



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

How to Write:

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

Email Letter Writing: Modern Communication

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

Parts of an Email:

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



Formal Versus Informal Letters

True or False

Is the statement true or false?

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

Think

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

Dear Mrs. Smith,

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

Thank you,
Alyssa

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

Hi Max,

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

Talk to you,
Alyssa

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

Subject: Great Story

Dear Mr. Lee,

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

Best wishes,
Evan

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

Subject: New Math Game

Hey Riley,

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

See you!
Mia

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

Analyzing Informal Emails

Analyze

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

Subject: Missing Pencil!

Hey Alex,

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

Thank you,

Jordan

Author's Voice

Subject: Lost Toy

Hi Jake,

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

Thanks a lot,

Sophie

Author's Voice

Subject: Presentation Tomorrow

Hi Grace,

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

Thanks,

Olive

Author's Voice

Informal Email Writing

Write

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

Audience	Purposes
Friend	Inviting to a sleepover
Subject	

PREVIEW

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	EEK!
Oh!	Ouch!	Yippe!	No!	Yikes!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!

Think

Add the appropriate interjections and describe the voice used.

Subject: Super News!

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

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

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

Jumping with joy,

Mia

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

Subject: Rained-Out Picnic

Hi Carlos,

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

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

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

Sighing,

Ella

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

Subject: Unexpected Discovery!

Hey Sam,

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

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

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

In total shock,

Lily

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

Success Criteria – Informal Emails

Analyze

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

Subject: My New Treehouse

Hi Luke,

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

Did you do anything fun this weekend? Let's have a treehouse party soon!

See you at school,

Mia

1)

2)

3)

4)

5)

6)

7)

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

1) Who will be the audience for my email?

2) What will be the purpose of my email?

3) Brainstorm anything that comes to mind when I think of this purpose. What things could you write about to this audience?

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

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

Edit

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

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

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Reflection Journal

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



2) What was your favorite part of your assignment?

3) What did you find challenging while writing?

4) How could you have done better?

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

PREVIEW

Rubric – Informal Email

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

Teacher Comments

Mark	
------	--

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

Analyzing Formal Letters

Analyze

Read the letters below. Underline the address and closing (or use highlighters). Circle the transition words being used. Then describe the voice used in each letter. Is the person happy, sad, scared, etc.?

Willow Grove Elementary
32 Forest
Toronto, ON M1B4

Dear _____,

I wanted to share with you about our class trip to the library. Firstly, the books were so helpful and fun. Additionally, I found a cool book about dinosaurs. Furthermore, we read to our friends! Thanks for the fun trip.

Warmly,

Lucas Mitchell

Author's Voice

Sunny Meadows School
48 Maple Rd.
Ottawa, ON K1A 0B1

Hi Mrs. Morrison,

Firstly, I'd like to say thanks for the new art supplies. Having used them, I've noticed a big difference in my artwork. So, I was hoping we could have more of these in the future.

Bye for now,

Oliver Jackson

Author's Voice

Formal Letter Writing

Write

Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you.

Audience	Purpose
Principal	To ask for better school yard equipment

PREVIEW

Activity – Improving Sentences

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

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



Examples

Before:

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

Directions

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

Sentence: The dog jumped.	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Directions

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

Boring Sentence: It stinks.	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Boring Sentence: She is on...	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Narrative Writing - Setting

Describe

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



See	
Feel	
Hear	
Taste	
Smell	

Use your notes above to write a paragraph form.

Analyze

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

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

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her red coat. Her curiosity leads her to ask questions, and she's a natural storyteller. You'll find her tinkering with old items, turning them into something extraordinary.

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing – Character Adjectives

Analyze

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



Writing

Write at least 3 sentences that introduce your character.

Narrative Writing – Character Adjectives

Analyze

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



Writing

Write at least 3 sentences that introduce

Narrative Writing - Plot

Making a Story Step-by-Step

- 1) **Choose Your Idea:** What will your story be about? Maybe an adventure, a puzzle, or a funny day.
- 2) **Think of Characters:** Decide who is in your story. What do they like? What do they want to do or find?
- 3) **Beginning:** Tell where and when it happens. Show the main people or animals and what they want.
- 4) **Middle:** Describe how they try to do or find what they want. There might be problems, new characters, or surprises.
- 5) **Ending:** How do they finish? Did they find or do what they wanted? This part should make readers feel happy.



Remember, making a story is like building with blocks. Start with one block (idea) and add more to make it whole. Write your story!

Practice

Read the short story plot below. Then fill in the organizer.

Tommy found a mysterious, old key in his room. Curious, he tried it on every door he could find. Finally, it opened the attic door which was always locked. Inside, he discovered a toy chest filled with toys his grandparents played with as kids. Excitedly, he spent the afternoon playing and imagining old-time adventures, feeling closer to his family's past.

Idea	
Character	
Beginning	
Middle	
End	

Narrative Writing – Plot Twists

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

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

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

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

**Plot
Twist**

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

**Plot
Twist**

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

**Plot
Twist**

Think

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

Plot

4) A family goes camping and hears a scary noise outside their tent.

**Plot
Twist****Plot**

5) A student is nervous for their first day at a new school.

**Plot
Twist****Plot**

6) A pirate is searching for a legendary island.

**Plot
Twist****Plot**

7) Two friends build a snowman that starts to melt the next day.

**Plot
Twist****PREVIEW**

Narrative Writing - Draw & Describe Setting

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

Draw

Draw a picture of a playground setting.

PREVIEW

Write

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

Narrative Writing – Conflict Resolution

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



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

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

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

Narrative Writing – Themes

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

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

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

Summary	A boy goes to lunch with a hungry friend and learns that sharing makes
Theme	_____

Summary	A girl lies about stealing _____ and _____ until she tells the truth and says sorry.
Theme	_____

Summary	A dog keeps trying to jump over a log and finally does it, so she never to give up.
Theme	_____

Summary	A student is scared to sing in front of the class but feels proud when she bravely tries.
Theme	_____

Write

Write a summary of a story that shows the theme given.

Theme	Practice makes perfect
Summary	<hr/> <hr/> <hr/>

Theme	Teaching never ends more
Summary	<hr/> <hr/> <hr/>

Match

Match the items in Column A (Things) with the theme in Column B.

Column A: Things

Birthday cake

Spaceship

Butterfly

A treasure map

A snowman

A book

A soccer ball

A rainbow

A robot

A family photo

Column B: Themes

Winter

Sports & games

Family and memories

Space and future

Weather and science

Adventure

Celebration

Technology

Nature

Reading & stories

Writing Similes

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

Here are some examples of similes:

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



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

- | | | |
|-----------------------|---|----------------------------------|
| As fast as a | • | <input type="checkbox"/> snail |
| As busy as a | • | <input type="checkbox"/> ice |
| As slow as a | • | <input type="checkbox"/> flash |
| As strong as an | • | <input type="checkbox"/> sugar |
| As quick as a | • | <input type="checkbox"/> rug |
| As light as a | • | <input type="checkbox"/> giraffe |
| As sweet as | • | <input type="checkbox"/> snow |
| As cold as | • | <input type="checkbox"/> silk |
| As hot as the | • | <input type="checkbox"/> rock |
| As snug as a bug in a | • | <input type="checkbox"/> ox |
| As tall as a | • | <input type="checkbox"/> feather |
| As smooth as | • | <input type="checkbox"/> bee |
| As hard as a | • | <input type="checkbox"/> crystal |
| As clear as | • | <input type="checkbox"/> star |
| As bright as a | • | <input type="checkbox"/> rainbow |
| As colourful as a | • | <input type="checkbox"/> rock |



Figurative Language - Simile

Write

Finish the similes below.

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

Write

Add a simile to the sentence.

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

Alliteration Challenge

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

Here are some examples of alliteration:

- The **w**ise **w**izard **w**aved his **w**and.
- **L**ucy **l**oves **l**ight **l**avender **l**ollipops.



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

Topic	Beach
a)	Silly s inging s ailors s unbathing on the sunny shore.
b)	Busy b lubbies b ubbles b uzzing b uzzingly, wandering crabs.

Topic	Sports
a)	
b)	

Topic	School
a)	
b)	

Topic	Food
a)	
b)	

Alliteration Challenge

Write

Do the sentences below use alliteration?

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

Write

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

Flowers	Silly	Happy	Hopping
Bounced	Fantastic	Snake	Twittering

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

Writing Goals

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



Ideas

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

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

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

2) What other writing goal should you have?

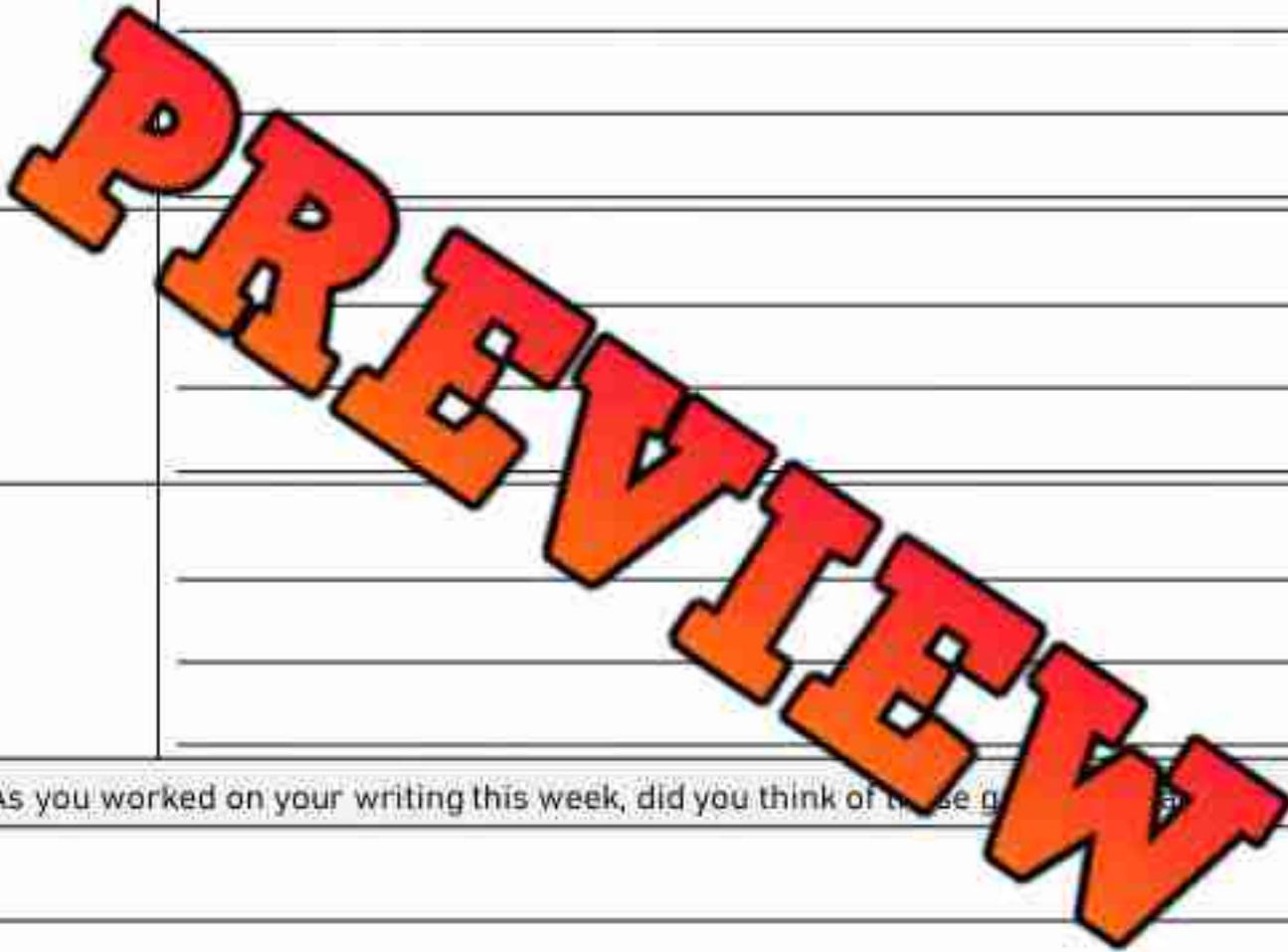
3) Write the 3 writing goals and how you will achieve them.

Achieving Our Goals

Goals - Checking In

Did you achieve your goals?

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



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

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

Using Quotations in Narratives

Quotations: When Characters Speak!

Quotations let us know the exact words a character says in a story. We use special marks called quotation marks. Like this: "I want a cookie," said Jake.

“ ”

How to

Quotations make characters come alive! Here's how to use them:

- Capital Letter: Spoken words start with a capital letter.

Example: "He loves cars."

- Comma Before Talking: When you start a new line, then use a comma.

Example: Dad said, "Put on your shoes."

- End Marks Inside: Put the period or question mark inside the quotation marks.

Example: "Can we go play?" asked Lily.

- Quotations for Speaking: Use quotations for words spoken.

Example: "I want ice cream."

- New Line for New Speaker: Start a new line for each person speaking.

Example:

Mom said, "It's bedtime."

"Five more minutes?" I replied.

- Speaker Tags: Use words like "she said" to tell who's speaking.

Example: "I'm hungry," he announced.



PREVIEW

Using Quotations in Narratives

Quotation Detective!

Fix the mistakes below.

Original "I'm hungry said Tom."

Edited

Original shouted, "where is my ball

Edited

Original "Can you be a cool and Amy?"

Edited

Original "dogs are really fun

Edited

Original she said, "I love ice cream

Edited

Original "Can we go to the park? asked Tom.

Edited

Original My dog barked, "Woof woof

Edited

Original "is it lunchtime yet," asked Sally.

Edited

Analyzing a Short Story - Quotations

The Missing Teddy

Katie and Jack had a fun day at the park. As they packed up to go home, "Oh no! I can't find Mr. Snuggles!", exclaimed Katie.

Seeing her distress, Jack said,
"Don't worry! I'll look everywhere."

They both began to search. Jack slides with Jack asking other kids,
"Have you seen Mr. Snuggles?"

Unfortunately, no one had seen Mr. Snuggles. In a cardboard box, Jack cheered, "Look what I found!" as he held up the missing teddy bear.

Katie, with a big smile, said, "Thanks for finding my huge teddy and brother, I'm
grateful for their shared moment."



Questions

Answer the questions below.

1) Can you find 4 words that show who is talking in the story?

2) Write an example of when the speaker tag was before the quote.

3) Write an example of when the speaker tag was after the quote.

4) If there's an "I" after what someone says, do we start the next word with a capital letter?

Writing Speaker Tags

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

Fill in the _____

Use a different speaker tag for the quotations below.

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

Writing Using Quotations

Practice

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

PREVIEW

Four speech bubbles for writing dialogue, each containing three horizontal lines. The word 'PREVIEW' is written diagonally across the page in large, bold, orange letters.

Success Criteria – Narrative

Analyze

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

The Musical Box

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

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

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

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

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

1)

2)

3)

4)

5)

6)

7)

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space ro	Befriends aliens	Planets
Advent	Solve neighborhood mystery	Suburb
Elder	gardener c singing garden	Backyard
Young chef	skin test	City kitchen

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

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

Plan

Fill in the organizer below.

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

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

6) What is a good title for your story?

PREVIEW

Name: _____

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

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

Edit

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

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

Activity: Story Swap Revision Party

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- Drafts of narrative stories
- Pencils and paper
- Highlighters (yellow and green)
- Revision checklist (see page 135) or teacher success criteria



Instructions

How do we complete the activity?

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

Activity: Story Swap Revision Party

Feedback

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

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

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

3) What is your favorite part of the story?

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

1)

2)

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

1)

2)

Assignment - Narrative Writing

Write

Write the final story after your edits.

PREVIEW

Name: _____

PREVIEW

Reflection Journal

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



2) What was your favorite part of your assignment?

3) What did you find challenging while writing?

4) How could you have done better?

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

PREVIEW

Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
Interesting Plot	The plot is highly engaging and keeps the reader's attention throughout.	The plot is interesting but lacks some details.	The plot is somewhat engaging but needs more development.	The plot lacks interest and is confusing.
Characters	Characters are well-developed, with clear traits and motives.	Characters are defined but need more depth.	Characters lack some development and depth.	Characters are one-dimensional or lacking.
Beginning, Middle, End	The story has a clear beginning, middle, and end.	The story has a beginning, middle, and end, but one part may be weak.	One or more parts of the story (beginning, middle, end) are lacking or undeveloped.	The story does not have a clear beginning, middle, or end.
Setting (senses)	The setting is vividly described using all the senses.	The setting is described using some senses.	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
Word Choice	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks some variety or sophistication.	Word choice is too simple or repetitive.	Word choice is inappropriate or confusing.
Title	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is relevant but needs improvement.	The title is irrelevant or uninteresting.

Comments

Mark

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

Activity: Being Persuasive

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Being Persuasive

Prompts

Debate the prompts below.

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

Feedback

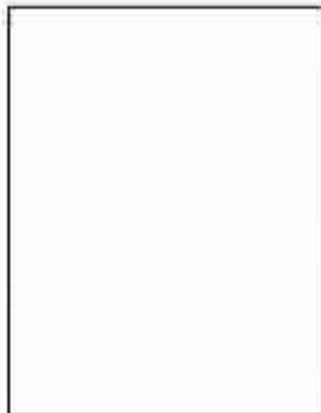
Use the graphic organizer below to give feedback to your partner.

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

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

Fun and Boring

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



Persuasive Writing - Opinions

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

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

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

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

Is It Persuasive?

Instructions

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



Topic: Winter is the best season.

Snow is pretty.

I like wearing boots.

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

Topic: Dogs are better than cats.

Dogs wag their tails.

Some dogs can bark.

Dogs can be trained to help with disabilities.

Topic: Reading is more fun than watching TV.

Reading improves vocabulary and brain function.

Books don't need batteries.

I like turning pages in a book.

Topic: Biking is better than walking.

Bikes have shiny parts.

I like ringing the bike bell.

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

Topic: Summer is the best time of the year.

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

Ice cream tastes best in the heat.

I like wearing sunglasses.

PREVIEW

Is It Persuasive?

Instructions

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



Topic: Pencils are better than pens.

Pencils don't smear or leak like some pens can.

I think pencils feel nice on paper.

Why is it more persuasive than the others?

Topic: Morning is the best time of day.

I like hearing birds chirp.

Morning is when our energy and concentration are often at their peak.

Why is it more persuasive than the others?

Topic: Board games are more fun than video games.

Board games can be played even when there's no electricity.

I like rolling dice.

Why is it more persuasive than the others?

PREVIEW

Persuasive Writing - Research

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



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

If you have hard facts, it's like saying "because I said so." And that's not always enough. Your friend say, "You're right!" But with your ice cream facts, you can say, "You're right, but my choice is the best!"

Research

Fill in the blanks to learn more about the topics.

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

Persuasive Writing - Research

Research

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

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

Plan

Fill in the table below to plan your paragraph.

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

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

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

4) Write a closing sentence.

Write

Write a paragraph about why the province you chose is the best province.

PREVIEW

Informational Reports: Non-Fiction

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

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



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

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

Writing a Report – Butterflies

Objective

What are we learning more about?



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

Instructions

How do we complete the activity?

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

Facts

Organize the facts below.

Butterflies start as tiny eggs laid on plants.	
By visiting different plants, butterflies help make new plants grow.	
Butterflies taste things using their feet!	
They have large, often colourful wings covered in tiny scales.	
After hatching, they become caterpillars which love to munch on leaves.	
A butterfly's long tongue, called a proboscis, helps it sip nectar from flowers.	
Caterpillars change into a chrysalis (or pupa) before turning into an adult butterfly.	
They are a food source for birds, frogs, and other animals.	
Butterflies help flowers grow by spreading pollen.	

Writing a Report – Butterflies

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

How To Research Well

Finding Information: Let's Begin!

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

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

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

When using Google, make sure you have clear questions.

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

The Importance of Trustworthy Sources

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

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

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

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



Think

Is the search good or bad?

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

Questions

Answer the questions

1) Why is it important to use trustworthy sources?		

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

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

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

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

Research Activity - Questioning

Think

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

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

	Questions	Answers
1		
2		

Topic 2: Dinosaurs – Ex. What was the biggest dinosaur?

	Questions	Answers
1		
2		

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

	Questions	Answers
1		
2		

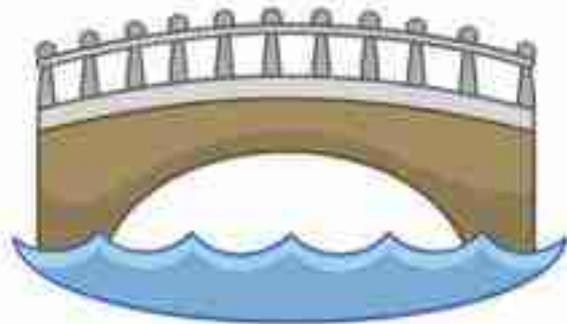
Reordering a Report – Strong Bridges

Index

Foundations: Paragraph 5

Materials: Paragraph 2

Shapes and Designs: Paragraph 1



Shapes and Designs

The **arch** design also add to its strength. Have you noticed some bridges have triangles in their design? These are called trusses, and they spread out the weight, making the bridge stronger.

Materials Matter

Strong bridges are often made of **metal** or **concrete**. These materials can carry heavy weights without breaking. That's why trucks and cars can safely drive over them.

Conclusion

So, the next time you cross a bridge, remember the cool **materials**, **smart shapes**, and **deep foundations** that make it strong and safe.

Introduction

Bridges are amazing structures that help us cross over water, valleys, and roads. But have you ever wondered what makes some bridges super strong?

Solid Foundations

Every strong bridge starts with a **solid foundation**, usually deep in the ground. This foundation holds the bridge in place, especially during storms or when there's a lot of traffic.

True or False

Is the statement true or false?

1) Bridges help us cross over water and mountains.	True	False
2) All bridges are made of steel.	True	False
3) Concrete makes bridges stronger.	True	False
4) Triangles in bridges make them weaker.	True	False
5) A solid foundation is not important for bridges.	True	False

Ordering _____ Order the headings in the report.

How would you order the report? List the headings and why you chose that spot.
Headings: Introduction, Foundations, Materials Matter, Conclusion, Introduction, Solid Foundations

Heading Title	Why Does It Go There?

Report Writing – Introductions

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

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



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

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

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

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

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

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

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

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

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

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

Report Writing – Introductions

Write

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

Topic: Why kids need to go to school.

Start with a fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Topic: How pets help humans.

Start with a fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

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

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

2) What topic did you choose?

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

4) Choose three main headings and write them below.

Research

Find information for your report.

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

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

PREVIEW

Planning

Finish the planning process.

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

7) Write the conclusion by writing an idea and some of the things they learned. Use a call to action - here _____ more.

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

--	--

Rubric – Report Assignment

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

Teacher Comments

Mark

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

Writing Goals

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



Ideas

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

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

a) Use different types of punctuation.	Yes	No
b) Write down a word and its meaning.	Yes	No
c) Edit work for better adjectives/adverbs	Yes	No
d) Edit writing for spelling mistakes.	Yes	No
e) Practice writing neat handwriting.	Yes	No

2) What other writing goal should you have?

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

Achieving Our Goals

Goals - Checking In

Did you achieve your goals?

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

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

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

What is a Haiku?

What is a Haiku?

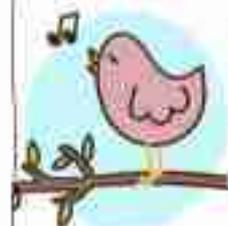
A **haiku** is a short poem from Japan. It's short, only three lines! The lines have a beat: 5 syllables, 7 syllables, then 5 syllables. Haikus are often about nature or how we feel. They make us see a picture using few words. Look at these:

Springtime

Flowers bloom in the park,
Moon glows in the night,
Dreams swirl like the flight

Birds

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



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

Write

Finish the Haiku poems below.

Topic: Sunny Day

Line 1

Blue sky, no clouds in,

Line 2

Sunshine warms the playground

Line 3

Topic: Rainy Morning

Line 1

Raindrops tap the roof,

Line 2

Open my umbrella up,

Line 3

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write

Finish the poem below using rhyming words.

AABB Poems

Jumping high, touching the sky,

On the ground, I don't lie.

Play all day, in the sun,

AABB Poems

Ice cream cold, in my hand,

Best treat in, all the land.

Chocolate, vanilla, or berry blue,

ABAB Poem

The moon so white, I

Glowing, its full face,

Giving off soft, gentle light.

ABAB Poem

Raindrops fall, on my window,

Wet, yet warm in summer's heat.

Pitter-patter, fast then slow.

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that interest you. These will help you come up with ideas for your poems. Examples: friends, hobbies, sports teams, seasons, etc.

2) Which topic will you write your poem about?

3) Write a 4-line poem below with rhyming words. Follow either the **AABB** or **ABAB** rhyming pattern.

4) Illustrate your poem by drawing a picture.

PREVIEW

What is a Limerick Poem?

What is a Limerick Poem?

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

How a Limerick Goes

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

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



Frog
 In the pond, the heads linger,
 A frog dreamt of being a singer.
 He'd sing in the pond,
 Like he was a rock,
 Hitting notes that made his friendsicker.



Write

Finish the Limerick poems below.

Topic: Silly Cat

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

What is a Limerick Poem?

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

Write

Use the word bank words to fill in the limericks.

Line 1 There once was a puppy named _____

Line 2 Who had a big sock that was _____

Line 3 It dug _____

Line 4 In _____ the _____

Line 5 Then slept _____

Line 1 A snail with a shiny _____

Line 2 Tried to sneak and not leave _____

Line 3 He moved very _____

Line 4 With a soft, quiet _____

Line 5 But his shiny path never did _____

Line 1 There was a young drake on the _____

Line 2 Who dreamt that he ate a big _____

Line 3 When he woke with a _____

Line 4 He looked with a _____

Line 5 And swam off to find some to _____

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 4

Line 5

5) Illustrate your poem below.

6) Try rewriting your limerick in cursive writing.

Line 1

Line 2

Line 3

Line 4

Line 5

PREVIEW

Writing With Voice – Your Thoughts

Writing with "voice" is like letting your writing talk like you do. It's like your words on paper are chatting with a friend. This way of writing is fun and sounds just like you!

For example, if you're telling someone about a toy you played with, using your voice in writing is like saying, "This toy is awesome and so fun!" Or, if you didn't have fun, you could say, "I wish the toy had more games." When you write like this, it's like you're having a real chat with someone about the toy.

Instruction: Write a review of a product you've recently got. This could be new shoes, clothes, sports equipment, a toy, or a video game. Review the product, helping people decide if they should buy the product. Write with voice in your review!

Keep in mind for your review: What rating do you give it?

- What does the product do? Should you buy this product?
- Do you like the product?
- What do you like/dislike about it?



PREVIEW

Practicing Reviews – Lucy's Magic Bracelet

Reviews

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

Short Story - Lucy's Magic Bracelet

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

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

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

Favourite

Least Favourite

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

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book, not giving away any surprises.

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

Favourite
Part

Least
Favourite
Part

PREVIEW

Planning

Fill in the graphic organizer to write a book review.

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

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

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

PREVIEW

Name: _____

215

Curriculum Connection
W.3.5

MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ☆☆☆☆☆

Edit

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

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

Edit

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

Rubric – Book Review

Category	4 Points	3 Points	2 Points	1 Point
Title and Author's Name	Clearly states title and author	Mentions title and author	Missing either title or author	Missing both title and author
Grabs Reader's Attention	Engaging start, hooks reader	Starts with some interest	Lacks a catchy start	No effort to engage reader
Summary	Detailed and clear summary	Adequate summary of the book	Incomplete or unclear summary	No summary given
Rating	Clear rating (e.g., 5 stars)	Gives a rating	Unclear rating	No rating provided
Recommendation	Strong recommendation with reason	Recommends	Mentions recommendation, unclear	No recommendation
Has Voice	Unique, personal voice shines	Some personal voice shown	Lit	No voice or personality shown

Teacher Comments

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

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All About Comic Strips



Examine

Read the comic and answer

- How many speech bubbles are there?
- How many thought bubbles are there?
- In the 2nd frame, what expression does the duck's face show?
- Explain the joke.

- What sound effects were used in this comic?

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

Onomatopoeia in Comic Strips

What is Onomatopoeia?

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

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



Instructions: Choose an onomatopoeia and draw them below.

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

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below.



Writing Comic Strips

Instructions

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

Panel 1:

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

**Panel 2:**

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

Panel 3:

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

PREVIEW

Biography – Leonardo da Vinci

Leonardo da Vinci: The Man Who Studied How Things Slide

Introduction

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

Early Life

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

Achievements

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

Later Life

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

Legacy

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

Timeline

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

Index

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



Biography – Leonardo da Vinci

Questions

Answer the questions below.

1) Who was the biography about?

2) Write 3 _____ from the biography.

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

The Mona Lisa

Friction

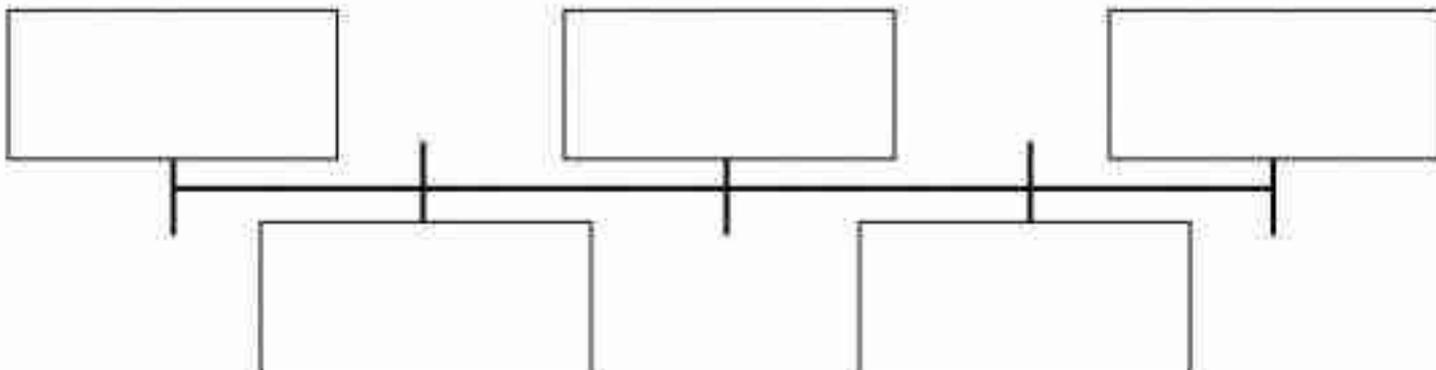
When he was born

4) How do we know Leonardo studied friction?

PREVIEW

Timeline

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



Researching Skills - Plagiarism

What is Plagiarism?

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

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



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

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

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

Friction is what stops things from slipping over. It is like an invisible hand holding things back.

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

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

Researching Activity – Note Taking

Instruction

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

Chief Poundmaker: A Leader of Peace

Introduction

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

Early Life

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

Achievements

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

Later Life and Legacy

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



Researching Activity – Note Taking

Note Taking

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



Pictures

Draw things that will help in your research and note taking



Success Criteria – Biography

Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 5 criteria that makes a good biography.

Nellie McClung: A Voice for Change

Introduction

Nellie McClung was an important woman in Canada. She helped women get the right to vote.

Early Life

Nellie was born in 1860 in Ontario. When she was young, she loved to read and think about a world where everyone was equal.

Achievements:

Nellie did many things. She was a teacher and a writer. But the biggest thing she did was fight for women's rights. She wanted women to have the same choices as men. She and her friends worked hard. They went to leaders and showed everyone why women should vote. And it worked! In 1916, women in Manitoba were allowed to vote because of her.

Later Life and Legacy:

Nellie kept working for what was right. She moved to Alberta and became a leader there. She wrote books too. When she died in 1951, people remembered her as a hero. Today, Canada has places named after her to remember the good she did.



1)

2)

3)

4)

5)

Printing Activities

Printing Activities

Practice

Print the letters in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

PREVIEW

Printing Activities

Practice

Trace the printing stories below.

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

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

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

Cursive Writing Activities

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

U

u

V

v

W

w

X

x

Y

y

Z

z

PREVIEW

Cursive Writing Activities

Practice

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

The majestic mountains touch the sky.

Countdown is a full of stories.

Swimming near world.

The forest is a haven for wildlife.

Exploring science is an adventure.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below.

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

After the first snow, the family built a
snowman. To his surprise, it winked!
An adventure was at hand.

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

Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject in school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW



Google Slides Lessons Preview





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!

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

Word list:
1. flower
2. boy
3. hand
4. book
5. grass
6. boy
7. girl
8. boy
9. girl
10. boy
11. girl
12. boy
13. girl
14. boy
15. girl

Vocabulary
Drag each word to its matching picture.

Grid of pictures and words:
1. Flower
2. Boy
3. Hand
4. Book
5. Grass
6. Boy
7. Girl
8. Boy
9. Girl
10. Boy
11. Girl
12. Boy
13. Girl
14. Boy
15. Girl

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Picture Predictions
Drag the 4 check marks to the picture predictions that correctly show what will happen next.

Picture 1: Two boys playing in a park.
Predictions:
 They will water the grass and it will grow.
 They will eat it down.
 They will colour it blue.
 They will throw away the stick. The mother will let the child taste the food.
 The mother will get mad at his child for getting it.

Picture 2: A boy and a girl playing in a park.
Predictions:
 The flower will become dirty.
 The flower will sparkle because of the grass.
 The flower will stop growing.
 They will speak each other.
 They will talk each other.
 They will colour the boy and girl together in each other.



BC Language Curriculum Conventions & Vocabulary – Grade 3

Compound Words

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

Compound Words

Circle the compound words in each row.

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

Drag each eight word into the box.

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



BC Language Curriculum Conventions & Vocabulary – Grade 3

Vocabulary

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







1. The dog was looking out the window.

2. The flowers were on the windowsill.

3. The pie was on the table.

4. The sandwich was on the plate.

5. The apple was on the table.

6. The juice was in the glass.

7. The dog was sitting on the floor.

8. The flowers were in a vase.

9. The pie was in a blue dish.

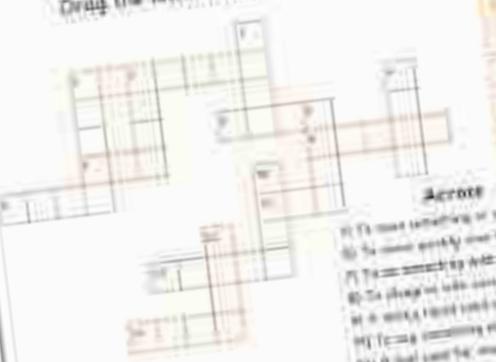
10. The sandwich was in the bag.

11. The apple was in the basket.

12. The juice was in the pitcher.

Week

Drag the letters to fill the crossword puzzle.




Across

1. To move something or someone or part of a whole.

2. To come exactly over the top of something.

3. To connect by a link or object to get through.

4. To play an instrument in an orchestra.

5. A small, hard ball on your finger's finger.

6. To go something along you want an object.

7. A ball used for many ball games.

8. A long, pointed piece of ground like a spike.

9. A table where you can write, read, or work.

10. A person or something people talk about.

11. A flat, thin paper and flat surface.

12. A stick like the end of a shoe string.

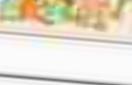
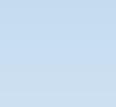
13. Something you wear on your feet to wear.

14. A job or work you need to do.

15. A piece of clothing that has a flap.

-or and -ar

Decide whether the word ends with -or or -ar. Put a check mark (✓) beside the correct suffix.

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



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.

	Elaborations	Pages
CR3.2	Language features, structures, and conventions: 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	Sentence structure: the structure of compound sentences	18, 27, 35, 44, 53, 62, 148, 155, 162, 164, 170, 177, 201-202,
CR3.4	Conventions: 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

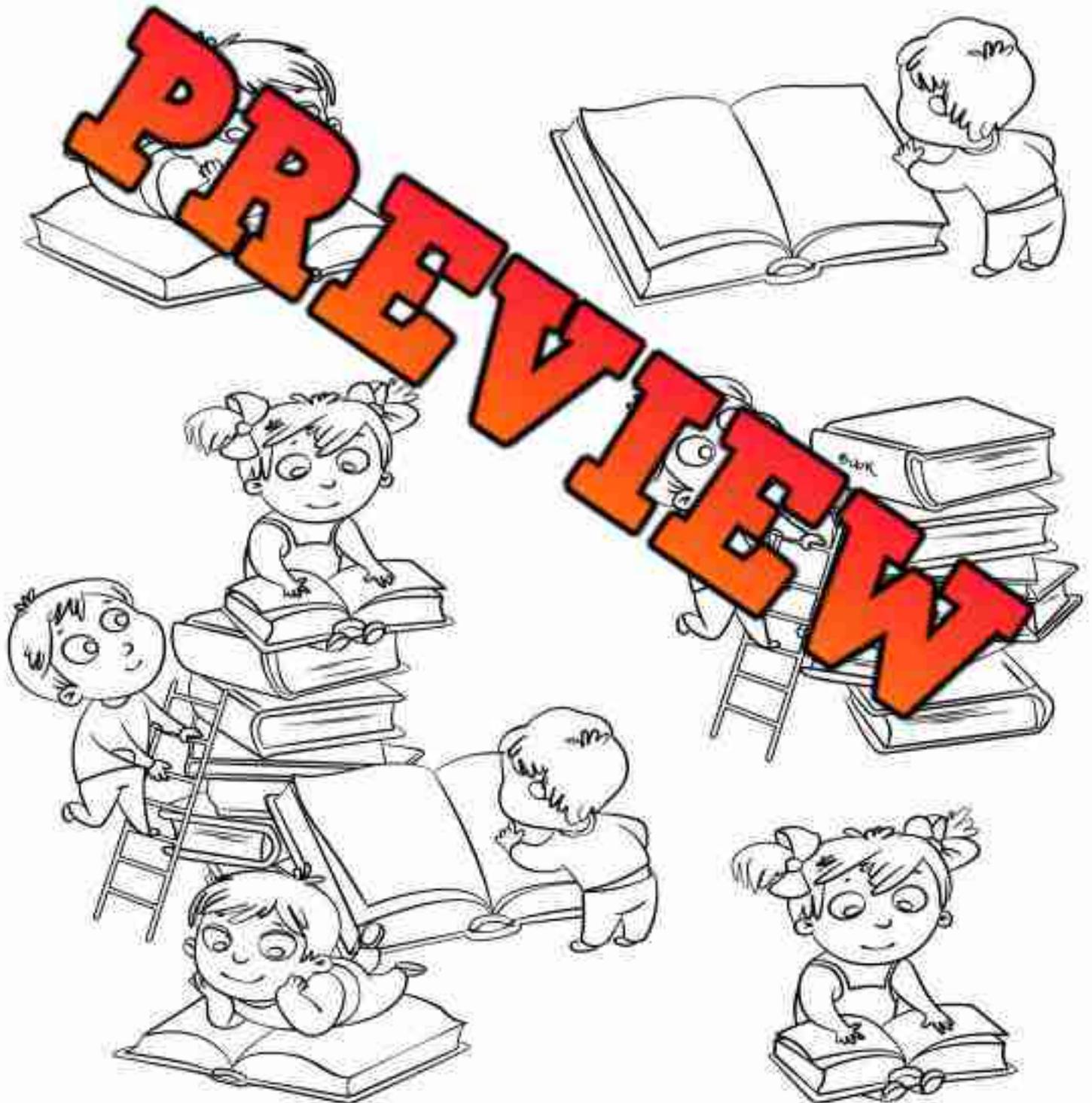
Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 1	Base Words And Compound Words	Sentence Fragment Or Complete Sentence
Week 2	Bound Bases And Compound Words	Simple Sentences
Week 3	Prefix -re and Simile	Types Of Sentences: Interrogative
Week 4	Prefixes -un, -in and Imagery	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



Week 1 - Vocabulary List

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

Meaning

Circle the correct meaning of the words below.

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

Vocabulary

Draw

Draw a picture to show what each sentence means.

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

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

The door to the trap had a broken strap.

We were a part of the bleak game, and I wanted to cheer.

PREVIEW

Picture Predictions

Think

Without reading the story, answer the questions below

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

Mia and her brother Alex had a picnic at Sunnyvale Park. The sun was shining, and the park was bustling with people. Mia spotted a sandbox



and immediately grabbed her pail and shovel from her backpack:

Alex, with his soccer ball under his arm, ran over to join the boys playing a game on the grass. Just as Mia was about to scoop



something shiny partially buried near a daisy.

2) Now read the story. Were you correct?

3) How can pictures help us understand a text?

Base Words



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

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

Draw

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

Player

Happy

Unhappy

Compound Words

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

Match

Connect the two words to make a compound word

- | | | |
|--------|--------------------------|--------|
| brush | <input type="checkbox"/> | brush |
| ground | <input type="checkbox"/> | ground |
| bow | <input type="checkbox"/> | bow |
| light | <input type="checkbox"/> | light |
| cup | <input type="checkbox"/> | cup |
| play | <input type="checkbox"/> | play |
| rain | <input type="checkbox"/> | rain |
| star | <input type="checkbox"/> | star |
| butter | <input type="checkbox"/> | butter |
| skate | <input type="checkbox"/> | skate |



Think

Do the two words make a compound word? Write the answer.

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

Name: _____

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Sight Words

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

Identify all the sight words you can find from the story.

One day Sarah and Tom went to the park. They saw a big, blue bird in a tree. "Look at that bird!" said Sarah. "It's 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!" 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 faster than Tom. She ran around the flowers and the bird.

"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.



Name: _____

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Sentence Fragments or Complete Sentence

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

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

Complete or Fragment?

Is the sentence complete or is it a fragment?

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



Completion

Complete the sentence fragment.

- 1) Even with the rain,
- 2) Under the big oak tree
- 3) Without thinking twice,
- 4) I was
- 5) Before the final bell rang
- 6) Laughing at the joke
- 7) In the middle of the night

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)	The glob was on the mat.	
3)	The wind will _____ the _____ day.	
4)	Don't clap too hard with the _____	
5)	A black ant crawled on the plant.	
6)	The map was blank, with no marks.	
7)	Can you grab the snack on the rack?	

Word Searches

Word Search

Find the word bank words in the puzzle.

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

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below:

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

Complete or Fragment?

Is the sentence complete or a fragment?

1) He went home.	Complete	Fragment
2) Over the moon.	Complete	Fragment
3) Ran away.	Complete	Fragment

Completion

Complete the sentence fragments.

1) The yellow car
2) Tomorrow afternoon
3) A storm

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	

PREVIEW

Vocabulary

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

Spell

Unscramble the letters to make spelling words.



	Scrambled Word	Unscrambled Word
1)	clap	
2)	clnk	
3)	clnt	
4)	licp	
5)	libmc	
6)	npset	
7)	entt	
8)	lneca	
9)	olgc	
10)	loucd	
11)	sevt	
12)	enfd	
13)	krewc	
14)	teferlc	
15)	nedb	

Word Family Trees

Completion

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



Bound Bases

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

Examples:

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

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

Create words using the bound bases below

-ject	-fer	-mit
project		transmit

Search

Circle the words with bound bases in the story.

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

Compound Words

Think

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

Word 1	Word 2	Compound Word
		
		
		
		

Search

Circle the six compound words

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

Week 2 – Fluency Readings**Read**

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

1) I wear a clean vest.



2) They are in the show.



3) He can climb the tree.



4) The clog was in the pipe.



5) Dark clouds cover the sky.



6) Birds can fly and flap.



Crack the Code

Directions

Use the code below to reveal each spelling word.

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

											
n	o	p	q	r	t	u	v	w	x	y	z

Code	Word	Code	Answer
   		 	
   			
   		   	
    		   	
    		   	
    		    	
     		     	

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Create

List 2 words using the bound bases.

-ject

-fer

Write

Write 2 simple sentences using the provided subjects.

1) child	
2) stars	

Week 3 - Vocabulary List

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

Write

Write each of the words below in a sentence.

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

Vocabulary

Create

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

a

r

e

c

k

u

o

d

s

h

Search

Circle the short vowel "i" in 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

or

best

hold

PREVIEW

Prefix re-

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

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



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

1)	read	Yes	No	9)	cycle	Yes	No
2)	jump	Yes	No	10)	heat	Yes	No
3)	call	Yes	No	11)	view	Yes	No
4)	do	Yes	No	12)	watch	Yes	No
5)	bake	Yes	No	13)	eat	Yes	No
6)	sing	Yes	No	14)	port	Yes	No
7)	paint	Yes	No	15)	ma	Yes	No
8)	laugh	Yes	No	16)	us	Yes	No

Write Use the following words in a sentence.

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

Types of Sentences: Interrogative

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

Draw

Draw your answers to the given interrogative sentences.

What do you eat for breakfast?	Where do you spend your summer?
What is your favourite animal?	What is your favourite place to play?

PREVIEW

Write

Use the given words to make an interrogative sentence.

1) who	
2) why	

Name: _____

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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

Beginning of Simile	Ending of Simile
As fast as a	<input type="checkbox"/> honey
As slow as	<input type="checkbox"/> snail
Like a hot	<input type="checkbox"/> ice
As slow as	<input type="checkbox"/> star
Strong like an	<input type="checkbox"/> bee
Quiet like a	<input type="checkbox"/> lightning
As bright as a	<input type="checkbox"/> tack
Cold like	<input type="checkbox"/> lightning
Sweet as	<input type="checkbox"/> tack
Sharp like a	<input type="checkbox"/> lightning

Write

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

1)	
2)	
3)	

Week 3 – Fluency Readings

Read

Read each line and then write the last sentence.

Flip

Flip the

Flip the

Flip the

Flip the switch

Flip the switch to see the

Flip the switch to see a flame

Flip the switch to see the flame



PREVIEW

Flee

Flee when

Flee when you

Flee when you see

Flee when you see a flame.

Word Searches

Word Search

Find the word bank words in the puzzle.

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

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

Word Scramble

Unscramble the word.

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

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)		9)	
2)		10)	
3)		11)	
4)		12)	
5)		13)	
6)		14)	
7)			
8)			

Prefix Sorting

Place a check if the prefix means "not" or "to".

Word	"in-" means "not"	"in-" means "to" or "within"
independent		
inhaler		
invest		

Write

Use the given words to make an interrogative sentence.

1) who
2) why
3) when

Week 4 - Vocabulary List

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

Write

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

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

PREVIEW

Vocabulary

Rhyme

Write the spelling words that rhyme with these words.



1) knock		11) cost	
2) amaze		12) christen	
3) o		13) throb	
4) clean		14) box	
5) probe		15) three	
6) duster		16) laboratory	
7) throw		17) hump	
8) got		18)	
9) dare		19) eraser	
10) snap		20) flock	

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

Phonics Word Sort

Sort

Colour each word based on the code:

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

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



clay	blend	globe	bleak
block	close	glad	float
flea	blimp	fling	gloom
clean	flood	glaze	black
flag	cliff	blue	blam
glide	climb	glam	blaw
flock	glass	blunt	
clear	cloud	clan	
	click		
	flute		

Think

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

cl	fl	gl	bl

Prefixes un- and in-

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

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



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

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

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've just entered a room full of your favourite toys. Write a sentence expressing your glee!
2)	The sunlight reflecting on the sand is very bright. Write a sentence about the strong glare!
3)	At an amusement park, you suddenly lose your roller coaster. Write a sentence expressing your feelings!
4)	You're eager to unlock a mysterious box you received. Write a sentence about what you might find inside!
5)	You've drawn a colourful, friendly monster. Write a sentence expressing your amazement at your creation!

Name: _____

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Imagery

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

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


Draw

Draw what you are picturing while you read the imagery

A bright sun shining in a clear blue sky, with a white fluffy cloud floating by.	A garden full of red, pink, and purple flowers, with busy bees buzzing around.
A girl's face with a big smile, freckles, and green glasses, her hair in two braids.	A shiny red apple with a green leaf on a checkered picnic blanket.

Week 4 – Fluency Readings

Read

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

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

Crossword Puzzle

Crossword

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

**Across**

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

Down

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

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below:

1)		9)	
2)		10)	
3)		11)	
4)		12)	
5)		13)	
6)		14)	
7)			
8)			

Analyze

Cross out the words where **dis** is not a prefix.

disconnect	distance	distinct	dislocate	disarm
disco	display	disapprove	dislocate	disarm

Write

Write an exclamatory sentence using the following scenario.

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

Name: _____

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

Word Family Trees

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



Prefixes dis- and non-

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

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

Fix the Error

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

Sentence	Corrected Word
1) I can't find the _____ you've appeared!	disappeared
2) The dog never _____ it always _____	
3) The rock is an example _____ thing	
4) The table is clean; it has been _____	
5) The story is fiction, so it is a true story.	
6) The charity is a profit organization.	
7) Yuck, I really like this broccolif	
8) It's a stick pan, so no food sticks to it.	

Define

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

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

Types of Sentences: Imperative

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

Examples:

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

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



Identify Identify whether the imperative sentences show command or request.

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

Illustrate

Draw a picture representing each command.

Brush your teeth.

Please close the window.

Name: _____

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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 not home.	Yes	No
2)	My sister tried so hard, she cried.	Yes	No
3)	This math problem is a challenge.	Yes	No
4)	I'm so hungry I could eat a grocery store!	Yes	No
5)	The sun is very bright.	Yes	No
6)	He's so fast, he could outrun a cheetah.	Yes	No
7)	I read for an hour last night.	Yes	No
8)	Our dog is so cute, everyone falls in love with him.	Yes	No
9)	It's raining cats and dogs outside!	Yes	No
10)	She's as tall as a giraffe.	Yes	No

Think What do the examples of hyperbole mean?

This ice cream is out of this world!

I slept like a rock last night.

I could hear her laughter from a mile away.

Week 5 – Fluency Readings**Read**

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

1)	The brave dog stood on the brink of the hill.	
2)	They saw a brown bird near the bridge.	
3)	She felt a burp on her head 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	F	G	E	A	M	Q	O	X	V	A	B	Y	G	X	L	G	J		
H	W	L	O	R	A	V	Y	A	K	A	B	R	A	V	E	U	X	P	M
T	C	D	U	W	Q	Q	N	Q	Q	P	B	R	A	G	Z	K	V		
S	F	B	R	I	O	H	R	O	W	N	A	D	I	A	V	C	U	X	
U	M	U	F	F	L	E	L	L	K	N	I	R	B	H	P	A	V	X	
M	H	L	S	S	H	W	H	I	O	U	J	R	U	M	O	V	V		
Y	S	C	M	G	R	U	N	T	Y	J	B	B	Y	S	W	E	C	T	
Y	U	X	W	M	S	W	O	R	B	O	M	P	R	K	T	K	E	K	J
Y	L	Q	K	X	J	H	W	N	E	R	Q	H	O	P	Q	U	F		
A	B	L	N	P	W	P	S	Y	D	C	B	M	U	R	R	N	V	B	

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

Identify

Identify whether the imperative sentences show command or request.

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

Week 6 - Vocabulary List

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

Write

Circle the misspelled words and write them correctly.

1) Can you cray?

2) A small crea is a y.

3) There's a crack in the wall.

4) Liquid is a stayt of m.

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 crave some ice cream.

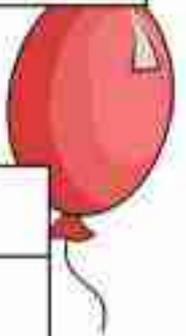
11) I'll apdate my drawing.

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) crack	fracture	break	mend
4) crash	collide	smash	collision
5) crept	hid	sneaked	slid
6) crust	layer	shell	shell
7) create	produce	design	design
8) creature	animal	being	being
9) late	early	tardy	tardy
10) locate	find	position	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

PREVIEW

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.

malnourished	malfunction	misplaced
malpractice	misbehave	misunderstand

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

Types of Sentences: Declarative



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

Examples:

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

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

Sentence Scramble

Rearrange the words to form declarative sentences.

1) ice cream, is, melting

2) park, the, water, is, in

3) is, today, sunny, it

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

5) her, birthday, today, is, It

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

Write

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

Week 6 – Fluency Readings**Read**

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

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

Word Searches

Word Search

Find the word bank words in the puzzle.

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

PREVIEW

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below:

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

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

Write

Write sentences using the given words.

1) Pre-season	
2) Post-season	

Sentence Scramble

Rearrange the words to form declarative sentences.

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

Week 7 - Vocabulary List

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

Pictionary

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

Vocabulary

Syllables

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

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



Find

Write the words with a long vowel sound.

freeze	bed	evening	
creature	decree	beetle	
men	sequence	recent	delete
exceed	red	achieve	serene
breathe	concrete	referee	pen

Language Pattern

Think

Complete the sentences using the words from the table.



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

- 1) _____ honey on our toast.
- 2) _____ touching the parade.
- 3) _____ feel _____ reading book.
- 4) Leaves _____ to the ground _____.
- 5) _____ is _____ favourite time of _____.
- 6) _____ single _____ of rain fell on my nose.
- 7) _____ you _____ with what he said?
- 8) The flowers _____ when _____ need water.
- 9) _____ are _____ to play outside after school.
- 10) We watch a _____ play _____ the theatre.

Prefixes sub- and super-

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

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

Sub or Super

Add sub- or super- to the words below



1) _____	6) _____merge	11) _____human
2) _____	7) _____vise	12) _____natural
3) _____marine	8) _____power	13) _____zero
4) _____way	9) _____	14) _____charge
5) _____market	10) _____little	15) _____group

True or False

Determine if the statement is correct

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

Parts of Speech - Nouns

What are Nouns?

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

Person: George, teacher

Thing: pen, bicycle

Place: park, city

Idea: freedom, love



Noun Sort

Identify the correct category of each noun.

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

Search

Circle all nouns in the article.

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

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

Week 7 – Fluency Readings

Read

Read each line and then write the last sentence.

Drizzle

Drizzle makes

Drizzle is the

Drizzle makes the flowers

Drizzle makes the flow of soap

Drizzle makes the clouds 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.

												
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 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.	<input type="checkbox"/>	<input type="checkbox"/>
2) "Overload" means to put a load on top off something.	<input type="checkbox"/>	<input type="checkbox"/>
3) "Unstable" means not likely to fall.	<input type="checkbox"/>	<input type="checkbox"/>

Noun Sort

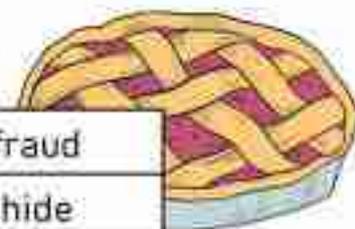
Identify the correct category of each noun.

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)	
12)	
13)	
14)	
15)	

Alphabetize

Complete the words.

n__ne	in__ide	ti__
hi__	__gile	__et
ki__	__ry	__res__
fr__st	fr__d	__riz__
p__e	__ru__a__	__ui__

Vocabulary

Search

Circle the words with the long i sound.



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

Draw

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

Sight Word Flashcards

Cut Out

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

one

wash

long

much

show

laugh

light

myself

PREVIEW

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.

This activity asks you to add the base words below

Base word	Add
cat	
dog	
box	
church	
bush	
quiz	
baby	
city	

Base word	Add -s
hero	
leaf	
bus	
lady	
dish	
fox	

Think

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

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

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

Suffix -y

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

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



Think

Add -y to the base words below

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

Base word	Add -y
frost	
storm	
cheer	
gloom	
luck	
hazy	
fish	
spice	

PREVIEW

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	
careful	
careless	
grateful	

Think

Use the -ly words in a sentence

quickly	
softly	
sadly	
nicely	
gladly	

Parts of Speech - Adjectives

Understanding Adjectives

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



Opposite

Write the opposite of the given adjectives.

	Opposite
1) young	old
2) tall	
3) happy	
4) rich	
5) full	

Adjective	Opposite
6) heavy	
7) hard	
8) fast	
9) light	

Describe

Give 3 adjectives describing the given noun.

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

Week 8 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	the f... a tasty pie.				
2)	The frost made the flowers 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.				

PREVIEW

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



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)		9)	
2)		10)	
3)		11)	
4)		12)	
5)		13)	
6)		14)	
7)			
8)			

Draw by Count

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

3 rectangles, 2 squares, and 5 circles

Describe

Give 3 adjectives describing the given noun.

1) doll			
2) book			

Week 29 - Vocabulary List

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

Pictionary

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

Vocabulary

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"/> th	
4) en	<input type="checkbox"/> nd	
5) sus	<input type="checkbox"/> nd	
6) re	<input type="checkbox"/> camp	



Think

Think as many final blend: -mp and -nd words as you can

Final blend -mp	

Final blend -nd	

Homophones

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

**Draw**

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

male

sun

flower

flour

Homographs

1) Homophones

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

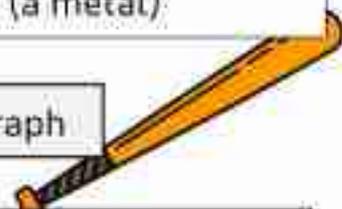
2) Homonyms

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

3) Homographs

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

Homographs: Read the sentences and circle the correct homograph



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

Reading Sentences Fluently

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

Read

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

Attempt	Missed Words	Number Of Times Stuttered	Number Of Times You Stopped
1			
2			
3			



A Day at Green Meadows Park

Lily and Max couldn't wait for Saturday. It was time to visit Green Meadows Park with their family. They loved the tall slides and the large sandbox. There were colourful butterflies that danced around 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) I will pull out 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.

**PREVIEW**

Crossword Puzzle

Crossword

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

**Across**

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

Down

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

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Draw

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

Night

Kn

Write

Use the given homophones in a sentence.

knew	
new	

Week 30 - Vocabulary List

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

Fill in the blanks

Choose the appropriate vocabulary word for each sentence.

- 1) _____ to beat the eggs for the cake.
- 2) His pants were made of a leather _____.
- 3) The park was so quiet that the birds _____ settled in.
- 4) The sudden loud noise made me _____ in surprise.
- 5) The new skyscraper was skillfully _____ in just a year.
- 6) It's never nice to deliver an _____ message.
- 7) The precious jewels were stored in a secure _____.
- 8) They decided to _____ an expert to help them.
- 9) The hard work paid off, and the positive _____ were _____.
- 10) He left his notebook on the _____ in the classroom.
- 11) She added a pinch of _____ to the soup for flavour.
- 12) The _____ wind made everyone bundle up.
- 13) Don't hesitate to _____ if you have a question.
- 14) Her car wouldn't start because of a battery _____.
- 15) Taking a _____ is sometimes necessary for growth and progress.

Vocabulary

Draw

Draw a picture to show what each sentence means.

I added a pinch of salt to my soup.

My pants stayed up with a brown belt.

My books and pencils are on the desk.

ed _____ the batter.

PREVIEW

Homonyms

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

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



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

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

- 1) He used a leafy _____ the meeting.
- 2) A tear dropped as she _____ the photo.
- 3) She planted a _____ of _____ on the lake.
- 4) The tree's _____ was rough, _____ the dog.
- 5) With his _____, he shot an arrow and to _____ the audience.

Make Meaning

Give two definitions for the following

Homonyms	Meaning
match	
light	
mean	

Antonyms

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



Matching

Draw a line matching the words to their antonyms.

- | | |
|--------|---------------------------------|
| tall | <input type="checkbox"/> slow |
| big | <input type="checkbox"/> old |
| fast | <input type="checkbox"/> thin |
| high | <input type="checkbox"/> small |
| hard | <input type="checkbox"/> short |
| wide | <input type="checkbox"/> smooth |
| open | <input type="checkbox"/> empty |
| young | <input type="checkbox"/> weak |
| thick | <input type="checkbox"/> light |
| strong | <input type="checkbox"/> white |
| 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	"I love my dad and we're going to the park!"
sad	"It's my favorite toy and I 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 express the mysterious mood of the story.

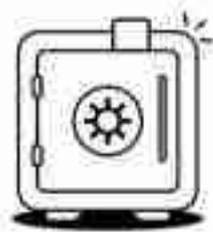
In the sunny Meadowville, Mia had a magic umbrella. Every time she opened it, it took her to a new place. One day, it led her to a candy cloud land. Trees had chocolate trunks and candy floss leaves. Rivers flowed with sweet lemonade.

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.



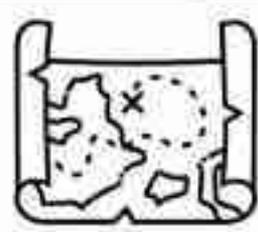
4) He wears a belt to hold his whisk and spoon.



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

PREVIEW

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

Word Scramble

Unscramble the word.

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

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Fill in the blanks

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

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

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



Google Slides Lessons Preview





BC Language Curriculum Reading Comprehension – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Text Forms and Reading Comprehension Strategies?

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

Text Type Match-Up!

Drag the text form to the matching text example.

Text Examples	Text Form
"Thank you for the birthday gift from Ann!"	Instructions
"Discovered a new, shiny fossil a height six ft. long!"	Comic Strip
"To make (ingredients) (amount) (instructions) add (steps) and (s)!"	Personal Writing
"Drop two or three beads that have been first string!"	Letter
"The land (country) (it makes the world) (wonder) (you)!"	Play
"There are two volcanoes in this (country) (what) (are) (you)!"	Narrative
"Come along with a sign (what) (the) (help) (to) (work) (the) (game) (the) (day)!"	Report
"There for our (name) (to) (be) (the) (winner) (the) (game) (the) (day)!"	Biography

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.

Kerry is busy setting up her project for the school science fair. She built a model volcano that could erupt using baking soda and vinegar. As she arranged her display board, students from other classes walked around to look at the projects. Across the room, someone's robot system malfunctioned loudly, and another project showed a working windmill. Kerry whispered, "I hope my volcano wins the judges' vote!" She smiled but kept checking the volcano nervously. The room buzzed with excitement as students showed off their hard work.

Consolidation – The School Science Fair

Questions

- 1) **Making Connections** – Make a connection to the reading: text-to-self, text-to-text, or text-to-world.
- 2) **Questioning** – What is one question you have about the reading?
- 3) **Visualizing** – Draw what you see in your mind from the story.
- 4) **Prediction** – What do you think might happen when the judges vote Kerry's volcano?
- 5) **Inference** – How do you think she is feeling while waiting for the judges?



BC Language Curriculum Reading Comprehension – Grade 3

Q Match the Story to the Principle!

Drag the principle to the matching part of the story.

Part from The River's Gift	Principle
They promised to use the cedar's gift wisely.	
The community planted new saplings to give back.	
They sang songs to honour the cedar's gift.	
The people saw how every life is connected.	
They cared for the river, trees, animals, and people as one whole.	
The people joined their strengths, and together they built strong homes.	
They asked the cedar for help, and treated it kindly.	

Principle Bank

- Reciprocity
- Interrelatedness
- Respect
- Resilience
- Synergy
- Humour
- Responsibility

Sentence

For each sentence, think about how it sounds when you say it out loud: Does it have a smooth rhythm or a choppy rhythm? Circle your answer.

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

Q Sequence an Easy Story

Number the story events from one to four.

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



BC Language Curriculum Reading Comprehension – Grade 3

Theme Match-Up Cards

Drag the matching theme to the story it belongs to.

Short Story Summary	Theme
Mia helped her friend study for a big test, even though she wanted to play outside.	
Liam told the truth about breaking the rules, even though he worried he might get in trouble.	
Nora kept practicing her pump-ripe trick every day until she finally mastered it.	
Jordan rescued his little brother's toy from a tall tree, even though he felt scared to climb.	
Ava fed her dog and cleaned his bowl before school every morning without being told.	
Mateo shared his snack with a new student who didn't have anything to eat.	

Theme

- Perseverance
- Kindness
- Friendship
- Courage
- Honesty
- Responsibility

Linear Cycle

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

Question	Linear	Cycle
1) Life cycle of a frog: egg → tadpole → froglet → adult → lays eggs again.		
2) Morning routine: wake up → brush teeth → eat breakfast → go to school.		
3) Watering plants: fill watering can → pour water → soil gets wet.		
4) Seasons change: spring → summer → fall → winter → back to spring.		
5) Making pancakes: mix batter → pour → flip → eat.		
6) Day and night: sunrise → daylight → sunset → night → sunrise again.		

Review of Kid Voice

Read the review and drag adult or kid based on who you think wrote the review.

Adult

Kid

"The playground was epic! We played tag forever, and I was the fastest!"	
"The presentation was clear, organized, and exhibited the main idea well."	
"That video game was the best! I really beat the hardest part!"	
"The story had strong characters and a plot that held my attention."	
"The performers displayed skill and variety that was enjoyable to watch."	
"The ice cream melted on my hands, and I laughed so hard. Haha!"	
"We built the biggest Lego tower ever. It almost touched the ceiling!"	
"I got slime stuck to my shoe. It was gross but super funny! Lul!"	



Workbook Preview



Grade 3 – English Language Arts

Comprehension, Story, Text Forms



	Learning Standards - Elaborations	Pages
3.1	Elements of story: character, plot, setting, conflict, and theme	57 – 70, 92-103
3.2	Functions and genres of stories and other texts	9 – 14, 21 – 22, 25 – 30, 37 – 43, 45 – 55, 57 – 70, 92-103, 192-221
3.3	Text features: how text and visuals are displayed (e.g., Headings, diagrams, columns, and sidebars)	115-118, 124-125, 127-140, 192-221
3.4	<p>Preview of 140 pages from this product that contains 325 pages total.</p>	
3.5	<p>reading strategies: using text structure and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: does it look right? Sound right? Make sense?); Self-correcting errors consistently using three cueing systems: meaning, structure, and visual</p>	15 – 30, 37 – 43, 45 – 55, 57 – 73, 87-88, 92-113, 117-125, 127-156, 179-190, 192-221
3.6	Metacognitive strategies: talking and thinking about learning (e.g., Through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	21 – 24, 31 – 35, 37 – 43, 54 – 55, 57 – 60, 71 – 73, 89-91, 119- 156, 168- 176, 179-190, 217- 221

Block 1: Introduction to Text Forms and Reading Comprehension Strategies

Focus

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

Understanding Text Forms

What Are Text Forms?

Text forms are different ways to write information.

Each form has a different style and purpose.

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



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

Conclusion

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

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

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

Questions Write the answers to the questions below.

1) What text forms have you written?

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

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

Comprehension Practice – Genres

What are Genres?

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



Fiction

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

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

Non-Fiction

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

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

Comprehension Check

Is the statement true or false?

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

Match a line from the genre to the book title

Genre	Book Title
Mystery	Let's Eat Vegetables! They're Good For You!
Science Fiction	Yellow Peril: So Close to First Star
Persuasive Texts	Space Camp
Realistic Fiction	Discovering Dinosaurs
Historical Fiction	The Unsolvables Case - Where Did the Dinosaurs Go?
Procedural Writing	James the Caveman and his Pet Mammoth
Reports	How to Make a Volcano
Fantasy	Trip to France - Best Vacation Ever
Biographies	The Flying Unicorn

Identifying Genres

Instructions

Identify and circle the genre that fits each text summary.

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

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

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

- | | | | |
|----------------|------------|-----------|-----------|
| A) Non-Fiction | B) Fantasy | C) Poetry | D) Report |
|----------------|------------|-----------|-----------|

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

- | | | | |
|------------|----------------|-----------|--------------|
| A) Mystery | B) Non-Fiction | C) Poetry | D) Biography |
|------------|----------------|-----------|--------------|

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

- | | | | |
|--------------------|-----------|----------|------------|
| A) Persuasive text | B) Poetry | C) Prose | D) Mystery |
|--------------------|-----------|----------|------------|

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

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

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

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

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

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

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

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

Name: _____

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Curriculum Connection
3.2

Genre Preferences

Think

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

1) Fantasy

1 2 3 4 5 6 7 8 9 10

2) Mystery

1 2 3 4 5 6 7 8 9 10

3) Romance

1 2 3 4 5 6 7 8 9 10

4) Science Fiction

1 2 3 4 5 6 7 8 9 10

5) History

1 2 3 4 5 6 7 8 9 10

PREVIEW

Understanding Reading Comprehension

Understanding Reading

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

Why Reading Matters

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



How to Get Better at Reading

A) Before You Start Reading

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

B) While You Are Reading

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

C) After You've Finished Reading

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

Understanding Reading Comprehension

True or False

Is the statement true or false?

1) Reading is just saying words out loud.	True	False
2) Reading helps you learn new facts.	True	False
3) Making guesses can make reading boring.	True	False
4) Summaries done before you start reading.	True	False
5) Knowing you are reading is unimportant.	True	False

Question

Describe reading comprehension and why is it important?

Matching

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

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

Making Connections

Making Connections

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

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

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

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



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

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

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

Text-to-Text I heard a story where someone found a briefcase full of money.

Text-to-World I found old photos in my grandparents' attic.

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

Text-to-Self If the bear is brown, lay down with it. If it's black, get back.

Text-to-Text I read about squirrels sharing with their friends, where to find nuts.

Text-to-World I saw a bear once.

3) A group of owls is called a parliament.

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

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

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

Realistic Fiction – Making Connections

"Growing Green: What Plants Need to Thrive"

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

First up was sunlight. "Plants need the sun to make food," Mrs. Smith said. Students nodded, thinking about sunny spots at home where they had a flower pot.



Next was water. Mrs. Smith discussed water. "Just like you get thirsty, plants do too," she said. The kids were eager to water the plants in their pots. They lined up at their desks.



Soil was next. "Good soil is like a dinner plate," Mrs. Smith told them. The children laughed, imagining themselves munching on soil like it was dinner.



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



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

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

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

Realistic Fiction – Making Connections

Pre-Reading

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

While

you read, stop and make connections to your life

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

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

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

Visualizing

Draw what you were picturing while you were reading.

What is an Inference?

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

Example

New Information Penguins stand close to keep their eggs warm.

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



Infer

Read the information below by answering the questions.

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

How is the cat feeling?

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

What will Billy be doing today?

3) Bob took an umbrella to school today.

What is the weather like?

4) Hannah is studying a map and has a backpack.

What is Hannah up to?

5) The teacher put up pumpkin and spooky decorations in the classroom.

What time of year is it?

Activity: Goal-Setting

Objective

What are we learning more about?

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



Instruction

How do we complete the activity?

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

Reflection

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

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

Questions

Answer these questions.

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

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

MY READING GOAL



My goal is to: _____

Ways I can work toward my goal:

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



Why this goal is important: _____

New things I will try:

I am going to work _____ read:
harder at: _____

PREVIEW

Instructions

Follow the given instructions to fill your weekly reflection table.

- 1) **Week Ending:** Write the last day of the week you are reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Strategy Practiced:** Identify the strategy you focused on this week.
- 4) **Actions Taken:** List the actions you took to practice the strategy.
- 5) **Books/Texts Read:** Note the titles of the books or texts you read.
- 6) **Observations:** Reflect on what you noticed about your reading. Did the strategy help you? Was it difficult or easy?
- 7) **Did I Meet My Goal?:** Simply state yes or no.
- 8) **Next Steps:** Using your observations, outline your plan for next week. Will you continue with the current goal, or will you choose a new strategy on which to focus?

Week Ending			
Reading Goal			
Strategy Practiced			
Did I Meet My Goal?			
Actions Taken	Books/Texts Read	Observations	Next Steps
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name: _____

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READING LOG

My goal for _____ is _____ minutes.
 (month) (number)

Instructions

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: _____

**INDEPENDENT
READING
ACTIVITIES**

Independent Reading - Responses

Day 1

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

Name of Book _____

Before Reading: What will this book be about?

_____During Reading: What connection you had while you read.

_____After Reading: Summarize what you read all about?

_____**Day 2**

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

Name of Book _____

Before Reading: What genre is this - fiction, non-fiction, funny, adventure, etc.?

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

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

Independent Reading - Responses

Day 9

Fill in the organizer below.

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

Day 10

Fill in the organizer below.

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

Independent Reading BINGO - Fiction

BINGO

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

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

Block 2: Reading Letters

Focus

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

Letter Writing – Inferences

Dear Kids,

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

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

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

Sometimes you'll find things that are giving up. But every great hockey player had to be tough and keep trying and learning to reach your goals.

Good luck with your learning!

Coach Mike



Inferences

What conclusions can you make from the letter?

1) What personality traits do you think coach Mike has – calm, brave, leader, energetic, funny, wise, happy, friendly, sincere, loving, etc. List at least 5.

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

Letter Writing – Inferences

Dear Aunt Sally,

I hope you are well. Life on the farm is busy. The rainy season just stopped. Now we have good soil to plant crops. Dad is planting corn and beans with the farm workers. Mom is using a hose to water the plants.



Mom keeps a garden. She grows whole wheat and sometimes puts in raisins to make it yummy. She takes the bread to the town market in baskets. People trade things like bread for eggs or chickens.



Grandpa is making a new park! It's so cool. He is using big wood pieces from the house. The new park will have slides, swings, and a sandbox.

I started school again. We use colored pencils. Being good at reading and writing is important, they say.

I have to go now. I'm helping dad plant some beans today. Please say hi to Uncle Joe. Take care.

Love,
Ethan

Letter Writing – Inferences**Inferences**

Make inferences from the sentences below.

"The rainy season just stopped. Now we have good soil to plant crops."

"Mom always bakes bread. She uses whole wheat and sometimes puts in raisins to make it yummy."

"People are cutting big wood pieces. They are for a fire pit nearby."

Visualizing

Draw what you were picturing while you were reading.

Email Writing – Questioning

Subject: Ideas for Our Awesome Parks!

Dear Mayor Sophie Green,

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



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

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

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

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

Thanks for being awesome,

Jake

Email Writing – Questioning

Before Reading

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

1)

2)

While Reading

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

1)

2)

After Reading

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

1)

2)

Visualizing

Draw what you were picturing while you were reading.



Block 3: Narratives

Focus

- Character traits
- Structure of narratives – characters, setting, plot, solution (beginning, middle, end)
- Circular plots
- Identify narrators' point of view – first and third person
- Indigenous Storywork
 - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
- Figurative Language – Simile, Imagery, Hyperbole
- Sequencing the events of multiple plots in a story, explaining the cause and effect

Intro to Narrative Writing

Telling Stories with Writing!

Narrative writing is like telling a story on paper. Imagine drawing with words! You can tell about a fun day you had or create a tale about a dragon.

Who and Where?

In stories, we have **characters** – like people, animals, or even robots! You also need a place where the story happens. That's the **setting**. Maybe it's a magical forest, a school, or your backyard. You decide!



Story Parts

Beginning: The Story's Start

At the beginning of a story, we meet our main characters and learn about where they live and where the story is set. This part sets the stage for everything else to happen and gives us a hint of what's coming next.

Middle: The Big Adventure

The middle is where the action heats up! This is where the main events happen. Our characters might face challenges, go on quests, or solve mysteries. We're at the edge of our seats, wondering what will happen next.

End: Wrapping It Up

In the end, everything starts to make sense. The characters find solutions to their problems or answers to their questions. We get to see how everything turns out and how the characters feel at the close of their journey.

True or False

Is the statement true or false?

1) Narrative writing tells a story.	True	False
2) Stories don't need characters.	True	False
3) Stories have three parts.	True	False
4) The beginning of the story solves the problem.	True	False
5) The beginning of the story shares the setting and characters.	True	False

Question

Answer the questions below.

1) What are the three parts of a story in narrative writing?

2) **Story Ideas:** Think of a problem that you might have. Think about your favourite games or toys and a small problem you might have with them.

Ex: Lucy loses her favourite toy. She has to find it before she goes to bed.

Think

Write the beginning, middle, and end of a story. Use the story idea below.

Story Idea: Dane is nervous because he is starting at a new school.

Beginning	_____
Middle	_____
End	_____

Story Writing – Beginning, Middle, Ending

Playground Cleanup

In a cozy village surrounded by whispering woods, there lived a young girl named Lily. She had a laugh like tinkling bells and hair the colour of autumn leaves. Every morning, Lily loved to skip along the dew-kissed path to school, her heart dancing to the chirping birds and rustling leaves.



One breezy afternoon, Lily discovered that the village playground, her favorite place to play, was covered in litter. Empty bottles and paper wrappers were scattered about, and the sight made her freckled cheeks frown. The swings where she loved to soar like a bird and the slide where she zipped down with glee were all buried under piles of trash.

Determined to bring the joy back to her beloved playground, Lily rolled up her sleeves. She gathered her friends, and together they picked up the trash, placing it into big blue bags. They sorted the recyclables from the rest, with small hands working tirelessly. Lily's friends began to understand that keeping their playground clean was up to them.

By the end of the day, the playground was spotless. The swings swayed invitingly in the breeze, and the slide shone brightly in the sunlight. Lily and her friends had not only cleaned up the mess but had also made signs that read, "Please keep our playground clean!" The whole village promised to help, and the playground never became littered again. From that day on, Lily's laughter rang even louder as she played, proud of the difference she and her friends had made.

Beginning

Answer the questions below

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

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2) Describe and draw the setting of the story.

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Middle

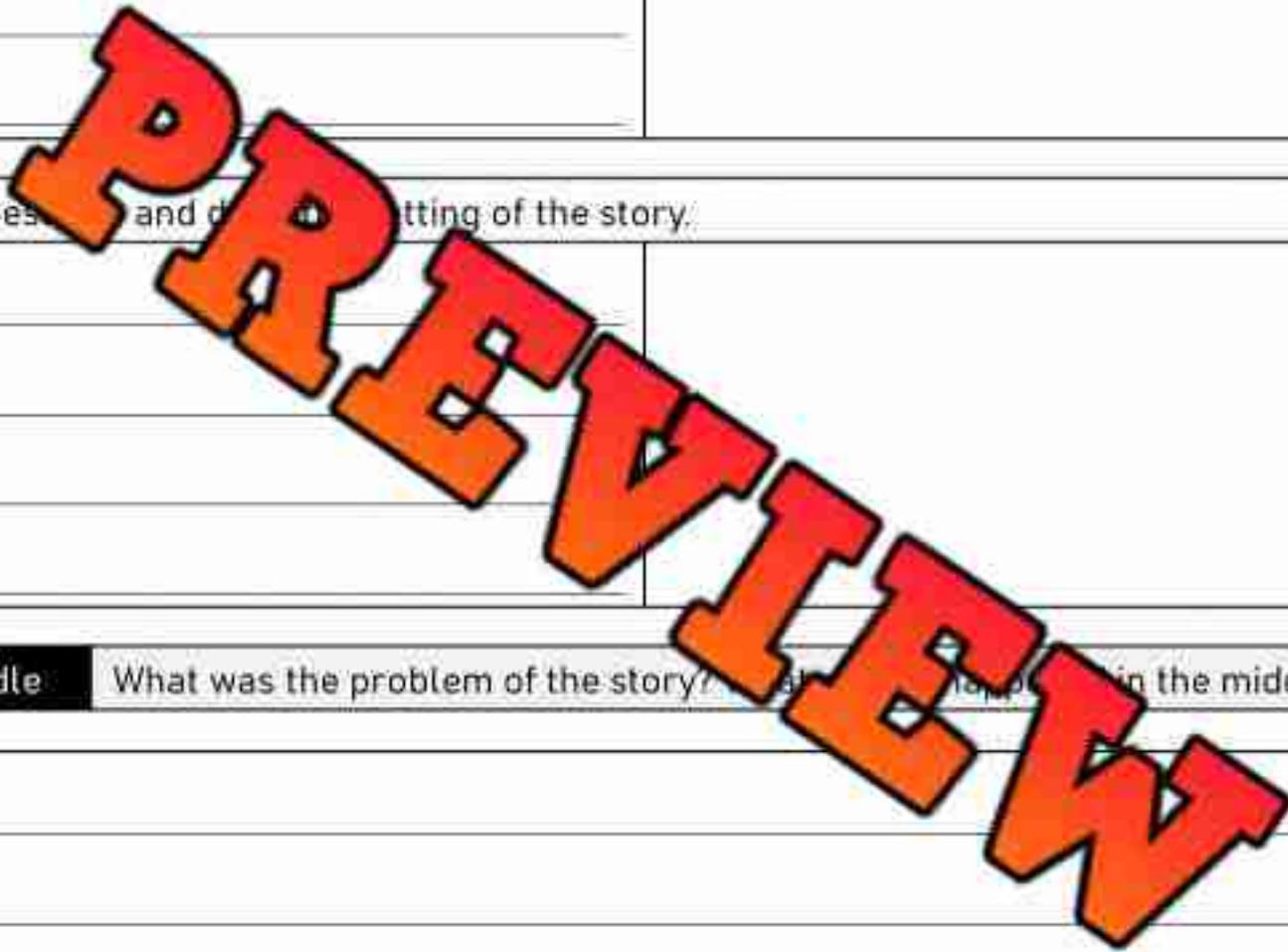
What was the problem of the story? What happened in the middle?

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Ending

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

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What is Indigenous Storywork?

What Is Indigenous Storywork?

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

The Seven Principles of Indigenous Storywork

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

- Respect: Being kind to everyone.
- Responsibility: Doing what you should do.
- Reciprocity: Giving to others and getting help in return.
- Reverence: Treating things as very special.
- Holism: Understanding the whole story, not just parts.
- Interrelatedness: Knowing how everything is connected.
- Synergy: Working together to make things better.



Why Is This Good?

This type of storytelling helps us be better people. It teaches us to be kind to the earth, animals, and others. It's also a fun way to learn!

How Do We Learn It?

We can listen to stories from these communities. Sometimes we hear them at special events or family times. Or we can read them in books or learn them in school.

What is Indigenous Storywork?

True or False

Is the statement true or false?

1) Indigenous Storywork has five main ideas.	True	False
2) The stories are only told in schools.	True	False
3) Storytelling helps keep old traditions alive.	True	False
4) The stories don't teach about kindness to animals.	True	False
5) Indigenous Storywork comes from only First Nations people.	True	False

Questions

Answer the questions below:

1) Reread paragraph 1 and write down what Indigenous Storytelling is.

2) What 7 principles are taught in Indigenous storywork?

Summarize

What is the main idea of the report and the important details?

The Tale of Wise Owl and Eager Beaver

The Tale of Wise Owl and Eager Beaver

A long time ago, in a big forest with tall trees, Wise Owl and Eager Beaver lived. They were friends but different. Wise Owl liked to think. Eager Beaver liked to build.

One day Eager Beaver said, "Let's make a really big dam!"

Wise Owl said, "Building is fun, but let's not forget about our friends."



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

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

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

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

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

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

The End



Questions

Answer the questions below.

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

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

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

Storywork Traits

Match how these indigenous storywork traits relate to the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how individual actions affect the whole community

Interrelatedness

Taking care of the forest home

Narrator's Point of View

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

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

Example: "I see a rainbow."



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

Example: "He sees a rainbow."

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

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

Book Hunt

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

Name of Book	Point of View

The Strange Key – Different Points of View

First-Person

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

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

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

Third-Person

Mia always loved mysteries. So, when she found a shiny key in her bag, she was filled with wonder. "What does this open?" she thought. She began her quest on school grounds, searching for its match.

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

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



Questions

Answer the questions below.

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

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

PREVIEW

Personality Traits

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

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

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

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



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

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

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

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

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

Scavenger Hunt

Find books that have examples of similes.

Book Name	Example - Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

PREVIEW**Matching**

Match the sentence in Column A with the sentence in Column B that shows a simile.

Column A	Column B
As busy as	a feather
As light as	honey
As brave as	a racecar
As fast as	a bee
As sweet as	a lion



Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The cat's meow was as soft as a whisper, like a secret just for me.



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

In the mountains of Peru, where the air is as clear as the sky, lived a girl named Marisol. The sun painted the morning in shades of gold, and the air was filled with the scent of blooming flowers. Marisol loved to wander through the bustling market, breathing in the smells of spicy corn and sweet breads.



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

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

Scavenger Hunt

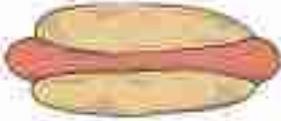
Find books that have examples of imagery.

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

PREVIEW

Describe

Describe the objects below as clearly as possible.

Object	Description
	
	
	

Alliteration

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

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

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

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



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

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

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



Scavenger Hunt

Find books that have examples of alliteration.

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

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

Fed

Microphone

Craws

Friendly

Slept

Dug

1) Fred had _____ fun with family.

2) Susan _____ silently.

3) Mike's _____ made music.

4) Amber's auntie ate the _____.

5) Dan's dog _____ a ditch.

6) Fran's friend _____ the ferret.

7) She has six _____.

Rhyme

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

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



Think

Read and write four examples of rhyming pairs of words.

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

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

Scavenger Hunt

Find books that have examples of rhymes.

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

Matching

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



Ball

Dog

Car

Book

Pen

Goat

Column B

Log

Boat

Hook

Fall

Star

Hen



Rhythm

What is Rhythm?

Rhythm is an important part of music and poetry. It is like a pattern that happens over and over again in a song or a poem. When you clap your hands or tap your feet to music, you are feeling the rhythm!

How it works

Rhythm often comes through the use of syllables. When we speak, we emphasize some syllables over others. Longer syllables are "stressed" syllables and shorter ones are "unstressed".

For example, the word "review" has two syllables: "re" and "view". We emphasize the second syllable, the "view" part, when we speak. This means "view" is stressed.

What is a Beat?

A beat is like the heartbeat of a song or a poem. It is a steady pulse that you can feel. Beats help to keep the rhythm and make it easy to remember. Think of the ticking of a clock; each tick is like a beat.

Counting Beats in a Line

To find the number of beats in a line of a song or a poem, listen carefully and tap your foot or clap each time you hear a beat. The number of times you tap or clap is the number of beats in that line. Usually, we clap or tap with each syllable, so the number of syllables in a line represents the number of beats in a line.



Instructions

Count the syllables and write the name of each sport in the matching rhythm box. See the examples given.

	Two Syllables	Three Syllables
Football	 Cric ket	 Field Hoc key
Racquetball		
Figure skating		
Soccer		
Table tennis		
Hockey		
Snowboarding		
Volleyball		
Netball		
Baseball		
Motocross		
Skiing		
Weight lifting		
Water polo		
Diving		
Rugby		
Hang gliding		
Fencing		
Swimming		
Speed boating		

Three Syllables	Two Syllables
 Bas ket ball	 Wa

Instructions

Read the poem below. Then answer the questions.



In the garden, where dreams grow,
Flowers dance and breezes blow.
Birds sing songs, so sweet and clear,
Telling tales for all to hear.

Butterflies in joyful flight,
Colours sparkle in the light.
Trees whisper secrets, old and wise,
Underneath the wide blue skies.



1) Do you hear _____ in the poem? Circle your answer.

Yes

No

2) Count the beats in each line of the poem. Write them below.

Line 1

Line 5

Line 2

Line 6

Line 3

Line 7

Line 4

Line 8

3) List the rhyming words used in the poem.

Hyperbole

Hyperbole is when you make something sound much bigger, better, funnier, or more important in a story than it really is. It's like stretching the truth a whole bunch to make the story more exciting. Here are three examples:

- I'm so hungry I could eat a horse!
- He ran faster than the wind!
- She has a million chores to do!



Using hyperbole is a fun way to make stories more interesting!

Think Read the story and underline examples of hyperbole. Then write them below.

In a small village in India, there was a boy named Arjun who claimed he had the world's biggest collection of marbles. "I have so many marbles, they could fill an entire room," he bragged to his friends.

One day, Arjun's best marble, a shiny one as big as the sky, rolled away and he chased it for kilometers. "I ran faster than I could've raced a rocket!" he panted when he finally stopped, though he was really just to the edge of the village. He searched high and low, looking under every leaf and stone, saying, "I've looked in a thousand places!" even though it was only like ten.

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



Scavenger Hunt

Find books that have examples of hyperbole.

Book Name	Example - Describe or quote the example.
"Ice Cream Adventure" by Sarah Anderson	"The ice cream was so cold that it could freeze the sun itself!"

Think

Is the sentence hyperbole?

1. The cat is as fast as lightning.		No
2. My backpack is heavy with all my books.		No
3. The playground is as big as an ocean.		No
4. I ate a million cookies for dessert.	Yes	No
5. The sun is as hot as a dragon's breath.	Yes	No
6. My mom makes the best pancakes in the world.	Yes	No
7. I have a gazillion toys in my room.	Yes	No
8. The library has a lot of books to read.	Yes	No
9. I jumped so high, I touched the clouds.	Yes	No
10. My friend's smile is as bright as the sun.	Yes	No

Sequencing the Plot of a Story

- A) Emma saw something in the dirt. It was a rock shaped like a heart! Her heart felt happy as she brushed off the dirt around it.
- B) Emma loved rocks. She read books about them, and she had many rocks in her room.
- C) "Good job, Emma!" said Mr. Brown, her teacher. "Write it down." Emma wrote about her rock in her rock notebook.
- D) Emma brought a digging kit with a small shovel and a notebook. She was in the after-school rock club. One day they came to a place where special rocks were found before.
- E) Emma put the heart-shaped rock in her notebook. She wanted to show it to her class.
- F) The next day, Emma and her friends showed the rock. "This is a special kind of rock," Mr. Robert said.
- G) When Emma got off the bus, she looked at the ground. She felt excited but also a little worried. What if she found nothing? Then she saw the heart-shaped rock and felt happy.
- H) Emma showed her rock to her club next week. Her friends were amazed. Emma was happy. She felt like a real rock hunter.



PREVIEW

Sequence

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

Plot Sequence	

Narrative Writing - Cause and Effect

In stories, "cause and effect" shows that one thing happens because of another. It's like dominoes falling down.

- Cause: It's sunny. Effect: You wear sunglasses.
- Cause: You eat a lot. Effect: You feel full.
- Cause: A bee buzzes. Effect: You stay still.



Instructions: Circle the underlined part of the sentence the cause or effect?

She practiced hard, <u>so she played well.</u>	Cause	Effect
He didn't eat breakfast, <u>so he was hungry.</u>	Cause	Effect
They scored a goal, <u>so the team cheered.</u>	Cause	Effect
It got dark outside, <u>so we turned on the lights.</u>	Cause	Effect
We planted seeds, <u>and then flowers grew.</u>		Effect
The sun came up, <u>so the flowers opened.</u>		Effect

Write

Write either the cause or effect that completes the sentence below.

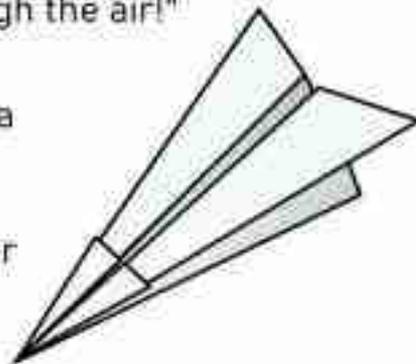
Cause	Effect
It started to snow,	
	so she learned something new.
She forgot her lunch	
	I took an umbrella.

The First Paper Airplane Adventure

The First Paper Airplane Adventure

Long ago in a small town, a smart man named Mr. Howard made a new thing: the first paper airplane. "With this," he said, "fun can fly through the air!"

His daughter Lisa was super happy. She wanted to make a paper airplane for her little brother Max's sixth birthday. This is a great thought. She took some paper and started to make a plane.



Mayor Johnson heard about the new airplane. "This could make our town more fun!" He talked to Mr. Howard and asked, "Can you make a big paper airplane for the town festival?"

Lisa was having fun making planes when she accidentally tore the paper. "Oh no!" she cried. "I have to start over."

Her dad said yes to Mayor Johnson and got ready to make a big airplane. Lisa had to wait.

Finally, Lisa made a new plane. Her dad was done with the big airplane, too. They threw them into the sky, and it was perfect for Max's birthday.

People in the town loved the big paper airplane at the festival. Max loved his paper airplane show and hugged Lisa.

And so, the new paper airplane made everyone in the town happy and closer together.

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Finish the effects of the causes below.

Mr. Howard made a paper airplane,

Lisa ripped the paper,

The car ran out of gas,

2) Think of causes that go with the effects below.

so she has to start over.

so Lisa has to wait.

so everyone was happy.

Think

Write any causes you can think of from the story.

Visualizing

Draw what you were picturing while you were reading.

Circular Plot

Circular Plot

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

The Lost Path

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



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

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

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

Questions

Answer the questions below.

1) How did the story begin?

2) How did the story end?

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

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

PREVIEW

Visualizing

Draw what you were picturing while you were reading.

Theme

Theme

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

Blue's Parade

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

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

Martha's favorite part of her day was feeding time.

She would go from enclosure to enclosure, giving each animal their favorite food. Lions loved their meat, the monkeys enjoyed bananas, and the elephants always excited for fresh leaves.



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

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

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

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

Questions

Answer the questions below.

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

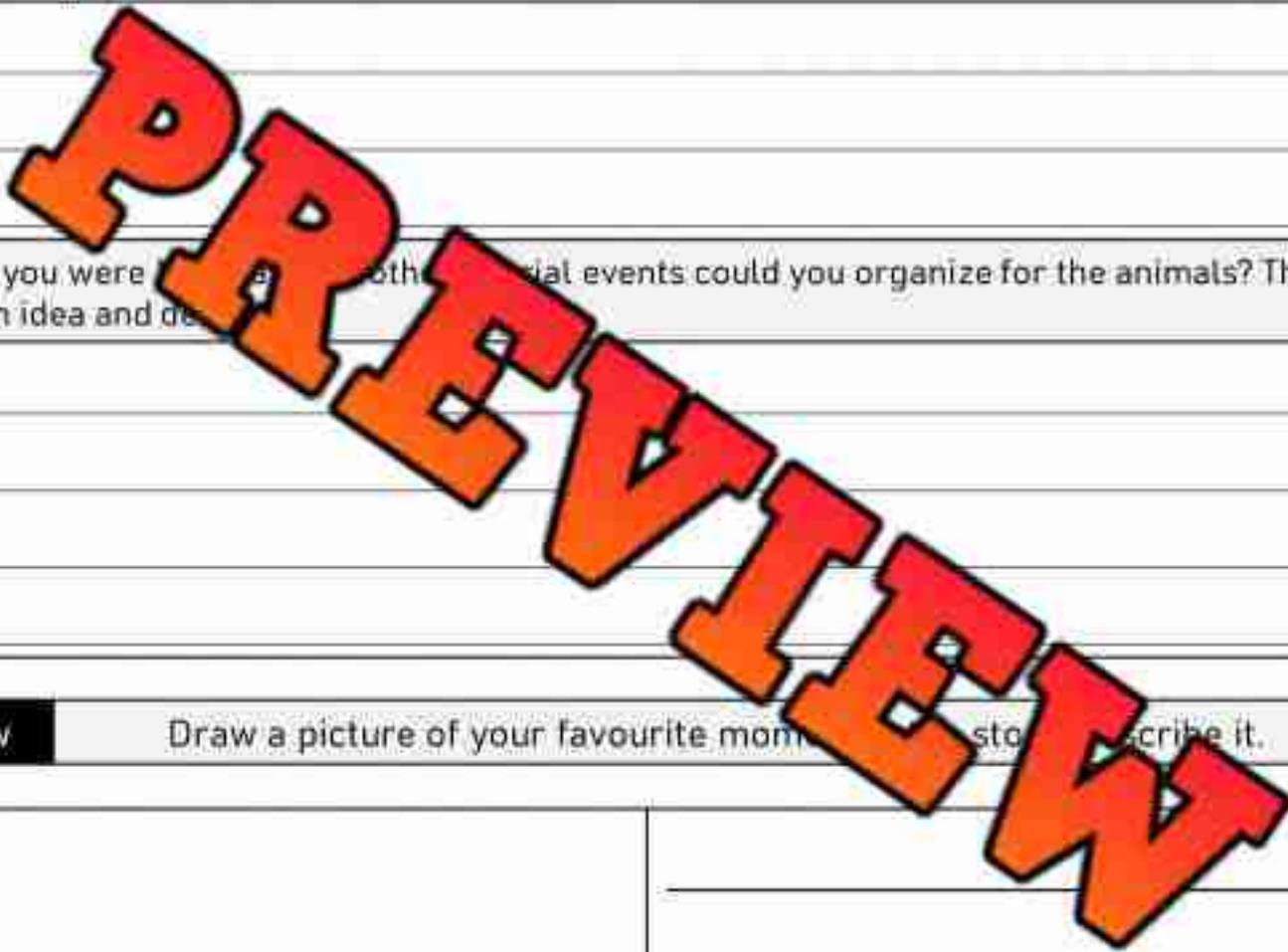
2) What problem did Martha notice in the zoo?

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

Draw

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

	<hr/>



Conflict

Conflict

A **conflict** in a story is a problem or challenge that characters face. It can be a disagreement between people, a difficult task, or an internal struggle within a character. This conflict makes the story interesting.

The Treasured Vase

In a big, beautiful museum, there was a curator named Mr. Benjamin. He loved his museum and all the amazing artifacts and paintings. One sunny morning, Mr. Benjamin received a rare, ancient vase with beautiful bright colors and intricate designs. He decided to place it in the center of the main hall for everyone to see.



But, there was a problem. Ms. Avery, the museum's art director, thought the vase was too delicate for the main hall. She worried it might break with so many visitors walking by. She suggested placing it in a special room.

Mr. Benjamin disagreed. He believed the vase should be seen by as many people as possible. He said, "This vase is a treasure! It must be seen by everyone who can enjoy it." Ms. Avery replied, "But we must protect it. It's too precious."

They couldn't agree. Mr. Benjamin wanted to share the vase openly, while Ms. Avery wanted to keep it safe. After thinking carefully, Mr. Benjamin had an idea. "What if we place the vase in a beautiful glass case in the main hall?" he suggested. "That way, it will be safe and everyone can still see it." Ms. Avery smiled, "That's a perfect solution!"

So, they placed the vase in a sturdy glass case in the main hall. Visitors admired it safely, and both Mr. Benjamin and Ms. Avery were happy. They had found a way to share the vase with everyone while keeping it protected.

Questions

Answer the questions below.

1) What was the conflict in the story?

2) How was the conflict resolved?

3) If you were in the museum, where would you place the vase? Explain.

4) Have you ever had a conflict with someone? How did you resolve it?

Visualize

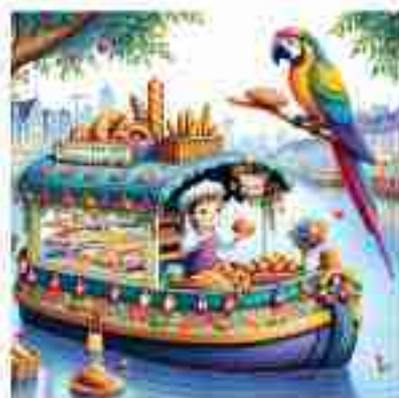
Draw a picture of how you visualized the museum.

PREVIEW

Story – Little Acts Of Kindness

Once upon a time, in a bright and bustling city, there lived a woman named Avery. Avery worked as a baker in a unique bakery, not in a mall or a busy street, but on a colourful, floating boat! Every morning, Avery would sail along the river, selling delicious bread and cakes to people on the shore.

One day, while Avery was preparing a batch of chocolate buns, a loud squawk echoed across the river. Avery peeked over the counter and saw a parrot with shimmering feathers perched on a nearby tree. The parrot seemed lost and lonely.



Avery thought, "I should help it, but then I'll be late for my customers." She glanced at the busy oven and the long line of customers waiting. Avery decided to ignore the parrot and focus on baking and selling.

The next day, the parrot was still there, looking very sad. Avery's heart felt heavy. "I'm too busy to help," Avery thought, but the image of the parrot stayed in Avery's mind all day.

On the third day, Avery saw the parrot again. This time, she noticed it was weaker. She took some bread crumbs and a bowl of water and went to the tree. The parrot hopped down and ate happily. It chirped cheerfully and flew away, looking stronger.

From that day on, Avery always took time to help others, even during the busiest moments. People started noticing Avery's kindness and began helping each other too. The floating bakery became not just a place for tasty treats, but also a symbol of kindness and caring in the city.

Avery smiled, realizing that a small act of kindness can make a big difference. And the city, with its floating bakery and happy residents, became a little brighter.

Name: _____

Retell

Retell Avery's story by drawing six pictures in the sequence of the story. Then write a short summary of the story in your own words.

PREVIEW

Story – The Garden Of Spring

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

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

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

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

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

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

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

The End



Retell

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

Who	
What	
Who	
Why	
Where	

Diary Entry

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

Block 4:

Persuasive Texts

Focus

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

What is Persuasive Writing?

What is Persuasive Writing?

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



Why is Persuasive Writing Important?

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

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



Examples of Persuasive Texts

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is persuasive writing?

2) Be persuasive - why should recess be longer?

Match

Match the persuasive words with their meanings.

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

Persuasive Writing – Multiple Perspectives

Pets Are Good for Kids 🐾

Did you know pets help kids learn and be happy? Pets can be friends and help us feel good. Teachers say pets teach us to care for others. Kids who have pets are often kinder. So, having a pet can make you a better person.



Pets Do More Trouble Than Good 🐾

I once had a pet named Minka. Taking care of her was harder than I thought. She needed a lot of help. One time, I was playing video games but my mom had to scold me for not feeding the bunny. Ugh! Pets are not worth the trouble.



Think Critically

Answer the questions below.

1) Which text has more facts?

2) Which text has just personal stories?

3) Which text is more persuasive? Explain your opinion.

Block 5: Informational Reports

Focus

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

Reports – Text Features

What is a Report?

A report is like a treasure map for facts and information. It guides you through a cool journey, showing you interesting things about a topic. How does it do this?

With special things called text features!

Text features

Text features are what help make a report easy to read and understand. Here are some key ones:

- **Headings:** Big titles for sections.
- **Subheadings:** Smaller titles that are more in.
- **Bold Words:** Words that stand out.
- **Bullets or Numbers:** They list facts in an easy way.
- **Hyperlinks:** With online reports, click on hyperlinks to get more.
- **Pictures:** These help explain the words.
- **Captions:** Words under pictures that tell you what they are.

Digital Extras

In online reports, there are extra things like clickable words, videos, and buttons.

Clickable words take you to new pages. Videos show you more about the topic.

Buttons might lead to fun quizzes.



True or False

Is the statement true or false?

1) Text features make a report hard to read.	True	False
2) Subheadings give more information.	True	False
3) Bullets list facts in a random way.	True	False
4) Digital reports don't have clickable words.	True	False
5) Pictures in reports harder to understand.	True	False

Scavenge Hunt

Find examples of text features in a non-fiction book and look for examples of the text features from the list below. Write down the name of the book and the page number.

Text Form	Book Name	Page Number
Heading		
Subheading		
Bold Words		
Bulleted List		
Numbered List		
Diagram		
Caption		

Activity – Summarizing Reports

Objective

What are we learning more about?

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



Instruction

How do we complete the activity?

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

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

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

Official Languages

Canada has two official languages:

- English
- French

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

English-Speaking Areas

Most people in Canada speak English in most provinces.

French-Speaking Areas

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

2)

Indigenous Languages

Long before English and French, Indigenous people spoke many languages. Some of these languages are:

- Cree
- Ojibwe
- Inuktitut

Indigenous languages are very special and people are working hard to keep them alive.

3)

Other Languages

Canada is a home for people from all around the world. That means you can hear many other languages like Mandarin, Punjabi, Spanish, Tagalog.

4)

Canada is amazing because it's like a quilt made from many different languages. Each language adds its own special pattern to the quilt. And just like a quilt keeps you warm, the languages of Canada make the country a warm and welcoming place for everyone!

Summarizing Practice

A summary is like a small version of a big story. It gives you the main idea and some details that help explain it. Making a summary helps you understand what you read because you think about the important parts and say them in your own words!



Summarize the passage by writing the main idea and a supporting detail.

1) Diversity in schools is like a big rainbow. Each colour is different but all together, they make a strong. Just like a rainbow, kids in diverse schools come from different places. When we are in school, we learn to like what makes each of us special. This makes us better friends!

Main Idea

Supporting Detail

2) Some people worry they won't fit in if they're different. But in a diverse school, being different is cool! You might speak another language or have two moms or dads. In a diverse school, everyone is liked for who they are.

Main Idea

Supporting Detail

Inferencing Practice

Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

What are Dreamcatchers?

Hi, I'm Kay. Dreamcatchers aren't just pretty; they have meaning. They catch bad dreams and let good ones through.

Why We Like Them

We make dreamcatchers to keep kids safe at night. They're also gifts that show love.



Indigenous Songs: What They Mean

Hi, I'm Akpik! Our songs are not just music. They tell our stories and teach lessons. We keep singing them so that we never forget these stories and lessons.

Why We Sing

In our community, songs help us remember who we are. They are like a book of our past. From being little, we learn to sing and listen to the stories in them.



Non-Fiction: Linear versus Cyclical Sequencing

Non-Fiction Texts: Linear and Cyclical Sequencing

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

Linear Sequencing

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

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

Cyclical Sequencing

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

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



Think

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

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

Questions

Answer the questions below.

1) What is linear sequencing of information?

2) What is cyclical sequencing of information?

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

Linear

Cyclical

Report – Canada's Cultural Heritage

Diverse Cultures in Our Country

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

Traditions Coast to Coast

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

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

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

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



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



Text Features

Answer the questions below.

1) What is a sidebar?

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

3) What headings were used in the report?

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

Draw

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

Newspaper Article: Recycling

Our Earth, Our Responsibility:

Learning About Recycling

Published on January 17, 2024

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

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

glass, and make them into something new instead of throwing them away.

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

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

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

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

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



Directions

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



Questions

Answer the questions below.

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

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

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

PREVIEW

Newspaper Article: Blue Whale Discovery

Largest Blue Whale Ever Recorded in Canadian Waters Amazes Scientists!

Published January 17, 2024

VICTORIA, BRITISH COLUMBIA — A
gigantic blue whale, the largest animal
on Earth, has been spotted near
Vancouver Island, making a major
contribution
in the world of marine biology!

A Whale of a Discovery

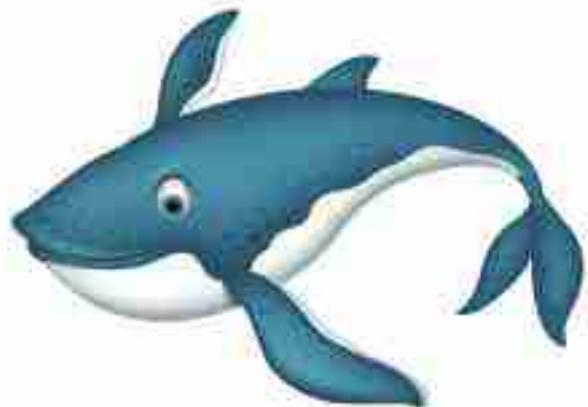
This blue whale, seen by scientists on a
research trip, is over 30 meters long -
that's about the length of three school
buses! It's the biggest blue whale ever
seen in Canadian waters. Named "Big
Blue" by the team, this gentle giant has
amazed both scientists and nature
lovers.

Why Is This Important?

Blue whales are rare and usually hard
to find. Seeing one this big helps
scientists learn more about these
mysterious creatures of the deep. It's
especially exciting for Canada, as it
shows the rich marine life in our
waters.

Inspiration for Young Explorers

Every student's dream of discovery is a
thrilling one. Our oceans are
full of wonder. Maybe you'll
be the one discovering new marine
secrets!



Text Features

Answer the questions below.

1) What is the headline of the article?

2) What did you find most interesting in the article?

3) Were there any facts in the report? List them.

4) If you were a reporter, what question would you ask about "Big Blue"? Write it down.

Draw

Draw your own version of "Big Blue," the giant blue whale, using your imagination to add colours and details!

PREVIEW

The Wonderful World of Butterflies

Introduction

Welcome to the world of butterflies, where these beautiful creatures flutter and dance in the air!



Butterflies Are Special

Butterflies are really special insects. They start their life as a tiny caterpillar, turn into a chrysalis, and finally emerge as a butterfly. I think that's the most magical thing about them!

Colours and Patterns

Butterflies come in many colours and patterns. Some are bright like the sun, and others are as blue as the sky. Some have spots, stripes, or swirls. I believe the most beautiful butterfly is the Blue Morpho with its shiny blue wings.

Where They Live

You can find butterflies all over the world, except in the poles. They love gardens, forests, and even parks in the city. In my opinion, flower gardens with lots of flowers are the best places to see butterflies.

Butterflies and Flowers

Butterflies drink nectar from flowers. They have a long tongue, like a straw, to sip the sweet nectar. I think it's amazing how they help flowers grow by moving pollen from one flower to another. This is called pollination.

Fun Facts

Did you know some butterflies can fly as fast as 12 miles per hour? That's faster than you can run! Also, the largest butterfly in the world has wings as big as your school ruler!

Re-read

Re-read the report and identify 3 facts and 3 opinions. Write them below.

Facts

1)

2)

3)

Opinions

1)

2)

3)

Quiz

Pair up with a classmate. Re-read the report and create a multiple-choice quiz for your partner and have them create a report for you in the given space.

1)

2)

3)

Block 6: Procedural Writing

Focus

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

What is Procedural Writing?

What is Procedural Writing?

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

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

Features of Procedural Writing:

- **Title:** Every procedural text starts with a title.
- **Materials:** Lists the things you need but isn't always used.
- **Steps:** These are the instructions.
 - We start with the first step and go in order.
 - Steps are numbered like 1, 2, 3, 4, 5, 6.
- **Ending:** Sometimes there's a note at the end of the text.

Example: How to Write Procedural Writing

How to Write Procedural Writing

Materials: Paper and pencil

Steps:

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

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



Prereading

Before reading, answer the questions below.

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

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

Order

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

Order**Steps**

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

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

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

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

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

Linear Text - Recipes – Ordering Steps

Examine

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



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

Linear Text - How To – Ordering Steps

Examine

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



Order	Information
	- Toothbrush - Toothpaste - Cup of water - Mirror
	Do not forget to brush your tongue; it helps keep your breath fresh!
	Squeeze a small amount of toothpaste onto your toothbrush.
	Do the same for your bottom teeth, making sure to reach every tooth.
	Rinse your toothbrush and put it away.
	Rinse your mouth with water and spit it out.
	Let's Keep Our Teeth Clean and Healthy!
	Start by wetting your toothbrush with a little water.
	Open your mouth and start brushing your top teeth in small circles.
	Wipe your mouth with a towel and flash your shiny smile!

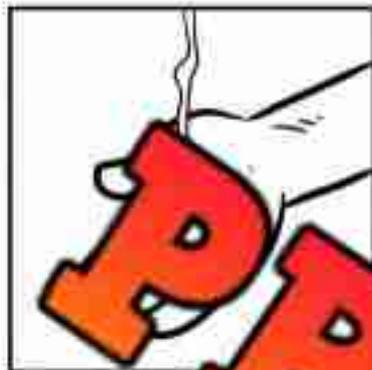
Think

Is there only one way to do things? Do you brush your teeth differently? Explain.

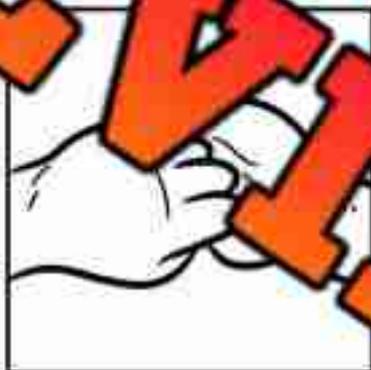
Graphics in Procedural Writing – Handwashing

Label

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



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

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

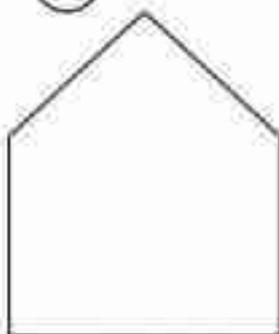
①



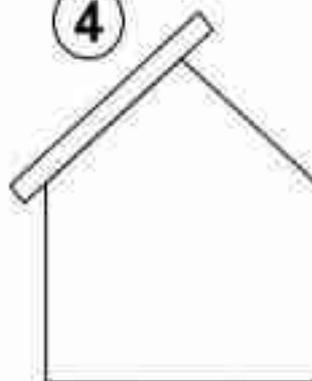
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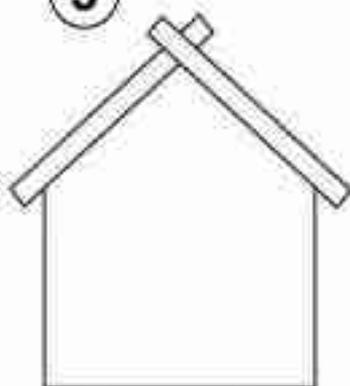
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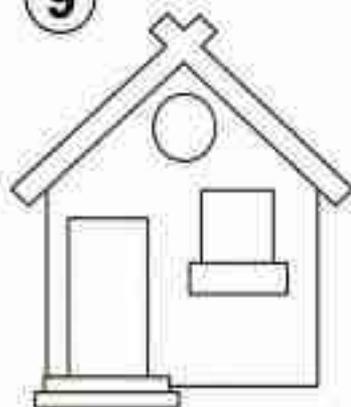
⑥



⑧



⑨



⑩



⑪



⑫



Label

Describe what to do at each step

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

PREVIEW

Following Instructions – Drawing a Wigwam

Draw

Follow the procedural text below to draw a wigwam



Title	Drawing an Indigenous Wigwam: A Fun Art Adventure!
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional)
Introduction	<p>Indigenous communities like the Ojibwe and Mi'kmaq lived in wigwams. Wigwams were dome-shaped homes made from natural materials. Let's draw one together!</p>
Step 1	Begin by drawing a large semi-circle on your paper. This will be the main body of the wigwam.
Step 2	At the bottom of your semi-circle, draw a straight line to close it off. Now it looks like a semi-oval.
Step 3	Draw a smaller rectangle in the bottom center of your semi-oval. This will be the entrance to the wigwam.
Step 4	On the wigwam, sketch curved lines radiating from the top. These lines show the sticks and branches used to make the wigwam.
Step 5	Now, draw some patches here and there on the wigwam. These represent the birch bark or woven mats that covered the wigwam.
Step 6	Around your wigwam, you can draw things like trees, a campfire, or a small stream.
Step 7	Once your wigwam looks complete, grab your coloured pencils if you have them and colour your drawing. Maybe the wigwam is brown, and the grass around is green!
Finish	Show off your wigwam drawing to a friend or family. Let them know about the special homes many Indigenous nations in Canada used. Happy drawing!

Name: _____

150

Curriculum Connection
2.5.2.4

Following Instructions – Drawing a Wigwam

Draw

Draw the wigwam below

PREVIEW

Comparing Instructions – Playing Manhunt Tag

Compare

Read both instructions. Which is easier to understand?



Option 1:

How To Play Manhunt

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

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

Before Reading**Make a Connection**

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

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

After Reading**Answer the question below**

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

PREVIEW

Block 7: Poetry

Focus

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

Literary Devices Used in Poetry

What Is Poetry?

Poetry is a fun and special way to write. It uses words in a creative way to share feelings, stories, or ideas. It's not like regular writing, because it can have a special beat and might even rhyme at the end of lines. Just like painting or playing music, poetry is a way to be really creative.



Shakespeare

Cool Parts of Poetry

In poetry, there are special tools to make it fun and pretty to read or hear. Here are some tools you can use in your own writing.

- **Rhyme:** Words that sound the same at the end, like "bat" and "cat."
- **Alliteration:** Words that start with the same sound, like "Silly Sally."
- **Metaphor:** Saying one thing is another, like "The sky is a blue blanket."
- **Simile:** Saying something is like another thing, such as "The stars were like diamonds in the sky."
- **Imagery:** Using descriptive language, so we can picture what is being described.
- **Assonance:** When words have the same sound in the middle, like "bat" and "cat."

How Poetry Uses These Tools

When you read a poem, these cool tools make it more fun and interesting. They help you understand the message better, too.

For example, **rhyme** makes a poem sound nice to your ears. **Assonance** helps make words stand out. **Metaphors** and **similes** create cool pictures in your mind, making the poem come to life.

Inferences

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "The sky is a blanket."

2) What do you think is meant by the simile, "Fast as a car."

Draw Draw a picture of the metaphors below. What are you picturing?

The sun is a golden coin in the sky.

Her smile is a blooming flower.

Match The Column

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

Column A	Column B
Rhyme	Her eyes are shining stars.
Alliteration	Sweet as honey.
Metaphor	"Tiny Tim tiptoed."
Simile	"Dog" and "Fog"
Imagery	Bright light shines at night.
Hyperbole	The big, red, and juicy apple looks yummy!

Types of Poems

Exploring Types of Poems

Poems are a fun way to share feelings and ideas. There are different kinds of poems, and each is special.

Haiku: The Nature Poem

Haiku comes from Japan and talks about nature. It has just three lines. The first line has 5 syllables, the second has 7, and the third has 5 again.

Rain falls from the sky
Flowers start to bloom and grow
Spring is here at last



Acrostic: The Secret Word Poem

In Acrostic poems, the first letter in each line spells a word. It's like a fun game. Here's one with the word "cat".

Cute and small
A furball that loves to play
Tail wagging and purring



Limerick: The Silly Poem

A Limerick is a funny poem that has 5 lines. The first, second, and fifth lines rhyme. The third and fourth lines rhyme too. These poems are made to be funny.

Cinquain: The 5-Line Poem

A Cinquain has five lines. Each line does something different. The first line is a one-word title, the second line uses two words to describe it, the third line uses three words to tell what it does, the fourth line uses four words to show a feeling, and the fifth line is another name for the title.



Fish
Slippery, fast
Swimming, diving, flipping
Loves to explore the sea
Swimmer

Name: _____

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Line

Cinquain

PREVIEW

Visualizing

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

Haiku

Cinquain

Acrostic

Haiku Poetry – First Nation Reflection

Haiku Poetry – First Nation Reflection

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

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



Wind talk in the wind,
 Voices from far away—
 Worlds don't meet.

River's song not changed,
 Smoke and metal change the
 Fish still make their jump.



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

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



Inferences

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

1) "Two worlds start to meet"

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

3) "River's song now hushed, it's a different tune"

Visualizing

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

Haiku 1	Haiku 2	Haiku 3

Acrostic Poems – Canada's Regions

Acrostic Poems – Canada's Regions

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

Acrostic Poems



Prairies

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

Ottawa Valley

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

Visualizing

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

PREVIEW

Ottawa Valley

Limerick Poem – Similes

Limerick Poetry – First Nation Reflection

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



Inuit:

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

Ancient Roman:

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

First Nations:

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



Questions

Answer the questions below

1) Write 3 similes you found in the poems.

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

Quote

Explain

Visualizing

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

Limerick 1

Limerick 2

Limerick 3

Cinquain Poems – Critical Thinking

Cinquain Poetry – Life in a Farm Town

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

Corn

Corn

Tall, green

Growing, swaying, ripening

Like gold in a field

Harvest



Barn

Barn

Big, red

Feeding, holding, storing, sheltering

Heart of the farm

Stable



Tractor

Tractor

Strong, loud

Plowing, pulling, driving

As busy as a bee

Machine



Dog

Dog

Loyal, quick

Barking, running, playing

A fluffy ball of joy

Pooch



Chicken

Chicken

Small, peck

Eating, clucking, laying

Farm's little alarm clock

Bird



Apple

Apple

Red, sweet

Hanging, ripening, falling

Like a juicy jewel on the tree

Fruit



Critical Thinking

Answer the questions below.

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

2) Which _____ like the best?

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

Quote

Explain

Visualizing

Re-read the poems below and draw what you

Chicken

Barn

Rhyming Poems – Critical Thinking

Rhyming Poetry – What jobs do people have in Ontario?

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

The Farmer



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

The Nurse



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

The Teacher



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

The Firefighter



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

The Police Officer



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

The Builder



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

Critical Thinking

Answer the questions below.

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

2) Which poem do you like the best?

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

Quote

Explain

Visualizing

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

Builder

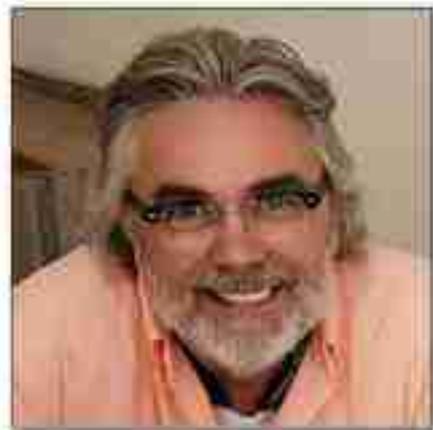
Firefighter

Activity: "We Learn From The Sun"

Objective

What are we learning more about?

To read and dissect the poem/children's book written by David Bouchard. David is a Métis author who has accomplished a lot in Canada.

**Instructions**

How to complete the activity?

- 1) Reading Aloud: Read "We Learn From The Sun" aloud to the students. Allow them to listen to the poem in the video. The read-aloud can be found on YouTube.
- 2) Discussion: After the initial reading, open a discussion with the students about what feelings and images the poem brings up for them.
- 3) Stanza Breakdown: Re-read the book, looking at the 13 different stanzas. After reading each one, have students draw and write things they think about. Have them consider these questions in their reflections:
 - a) What feelings come to mind?
 - b) What is the main lesson being taught in this stanza?
 - c) Can you make a connection to this stanza?
 - d) How can we use what we learned from this stanza? What could you do differently?
 - e) Do you have the same feelings as the Métis author?

Reflection

Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

PREVIEW

Block 8: Book Reviews

Focus

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

Understanding Book Reviews

What Is a Book Review?

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



Parts of a Book Review

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

The Format of a Book Review

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

True or False

Is the statement true or false?

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

Question Answer the questions below.

1) What does a book review help readers decide?

_____2) What 2 things should you include in the introduction?

_____3) What 2 things should you include in the body?

_____4) How should you end a book review?

_____5) What rating would you give the last book you read? Explain.

Finding Bias in Reviews

What is Bias in Reviews?

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

Directions: Read the reviews below and answer the questions.

Movie Review: "The Magic of DinoLand"
Wow! "The Magic of DinoLand" is the best movie I've ever seen! If you miss it, you miss out. It has a brave dinosaur hero who saves the world. Dinos are amazing, and this movie shows it. All the characters are cool or dino-fans. The villain, Caveman, can't win against our hero. Dinos are way cooler. You have to watch this movie!



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

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

Our Voice in Review Writing

What is Voice in Writing?

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

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

A) I liked the _____ and the _____ race! But some parts boring. I wanted more racing and funny _____ tricks!

B) The movie had sweet family _____ like me who doesn't like loud noises, the race sounds were too much. _____ was ok.

C) This movie was a bit cool and a bit not. The _____ but the family parts were kinda boring. If you like fast cars, you'll like _____ of it.

D) The pictures in the movie were really cool. I love fast action, so the _____ were great. But the story was too simple. Still, if you like action, it's a good watch.

1) Which family member wrote which review?

Dad	Mom	Teenager	Youngest

2) Are you 100% positive about the guesses above? Why or why not?

Our Voice in Review Writing

Voice

A family all texted their reviews of a movie to each other. Check them out!

Carrier 2:00PM 100%

(2) Group Chat

EG: ...right, guess? Some parts were kinda lit, but the characters were meh. Not my fave, but it was a great read.

LG: I found the book quite interesting and thought-provoking. The author's narrative style resonated with me. It's a wonderful read for families to bond over and discuss.

TG: I liked the book! It had fun parts and some serious ones. But reading with everyone was fun. I like the pictures a lot!

SG: Absolutely delightful! The character development was superb, and the storyline was both heartwarming and insightful. Highly recommend for families to read together.

Our Voice in Review Writing

Think

Answer the questions below

1) Which person wrote the reviews? Look at the initials of the texts and label them either: parent, child, or teenager.

EG	LG	TG	SG

2) How do you come up with your guesses. Explain for each person what gave it away.

EG	
LG	
TG	
SG	

3) Write a message that someone might send you in their voice. Write who it is and then the message.

Person	

Literary Devices in Reviews

Writers use neat tricks to make what they write more fun to read and help you get what they're saying. These tools are called literary devices.

- **Similes:** comparison using like or as- "The movie was like a big adventure."
- **Imagery:** makes you picture something in your mind. "The cake in the photo looked so yummy, you could almost taste it!"
- **Hyperbole:** exaggeration- "This game was so fun, I never wanted to stop playing!"



Examine Read a new book and find examples of the literary devices used.

Examine Read a new book and find examples of the literary devices used. **Rate** - 2/5 Stars
Reading "Jungle Journeys" is a fun and refreshing experience. Max and Lily trek through a thick, green forest that's buzzing with the sounds of chirping monkeys and whispering leaves. They find a hidden waterfall that sparkles like a diamond necklace in the sun.

The book is a wild ride for young readers. Their adventures are fast, fun, and fantastically wild. Reading it felt like riding the tallest slide in the coolest water park. Trust me, it's a thrill from start to finish.

I give this book 5/5 stars. It was so gripping, I felt like I was swinging through the trees with Max and Lily! A must-read for little explorers everywhere.



Simile	
Imagery	
Hyperbole	

Block 9: Graphic Texts

Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

2) Inference: Who do you think gave the duck the plant? Explain.

Understanding Graphic Texts

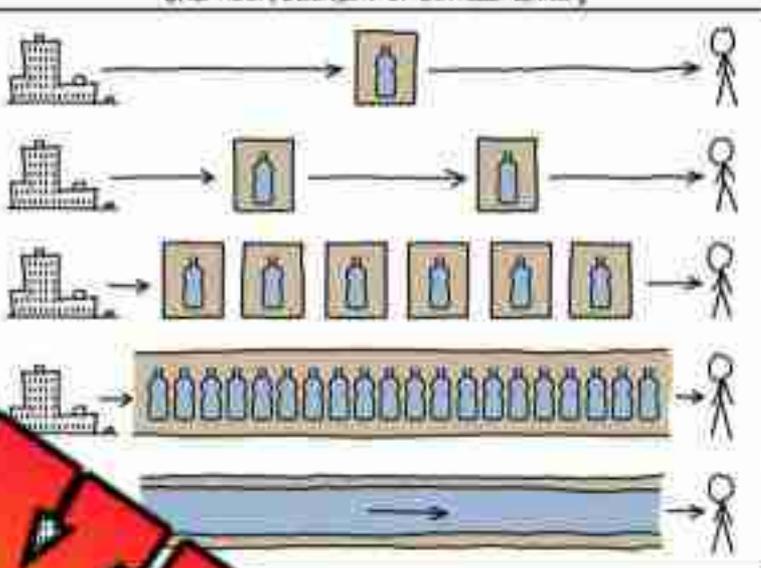
Analyze

Read the comic and answer the questions.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of in your life?

NOW THAT AMAZON IS ADVERTISING ONE-HOUR DELIVERY OF BOTTLED WATER,



I JUST START CALLING MUNICIPAL PLUMBING 'COOP-STYLE WATER DELIVERY' AND I'VE GOT EVERYONE ON THE IDEA.

WHY ARE YOU GOING HERE?

GAS IS TEN CENTS A GALLON CHEAPER AT THE STATION FIVE MINUTES THAT WAY.

BECAUSE A PENNY SAVED IS A PENNY EARNED.



IF YOU SPEND NINE MINUTES OF YOUR TIME TO SAVE A DOLLAR, YOU'RE WORKING FOR LESS THAN MINIMUM WAGE.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of in your life?

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

2) Summarize the food guide.

3) Does the infographic have more text or pictures?

Reading Maps – Text Features

Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, like Ottawa.
- **Red Dots:** The smaller red dot is for a city, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

2) How can you identify provinces or territories on a map?

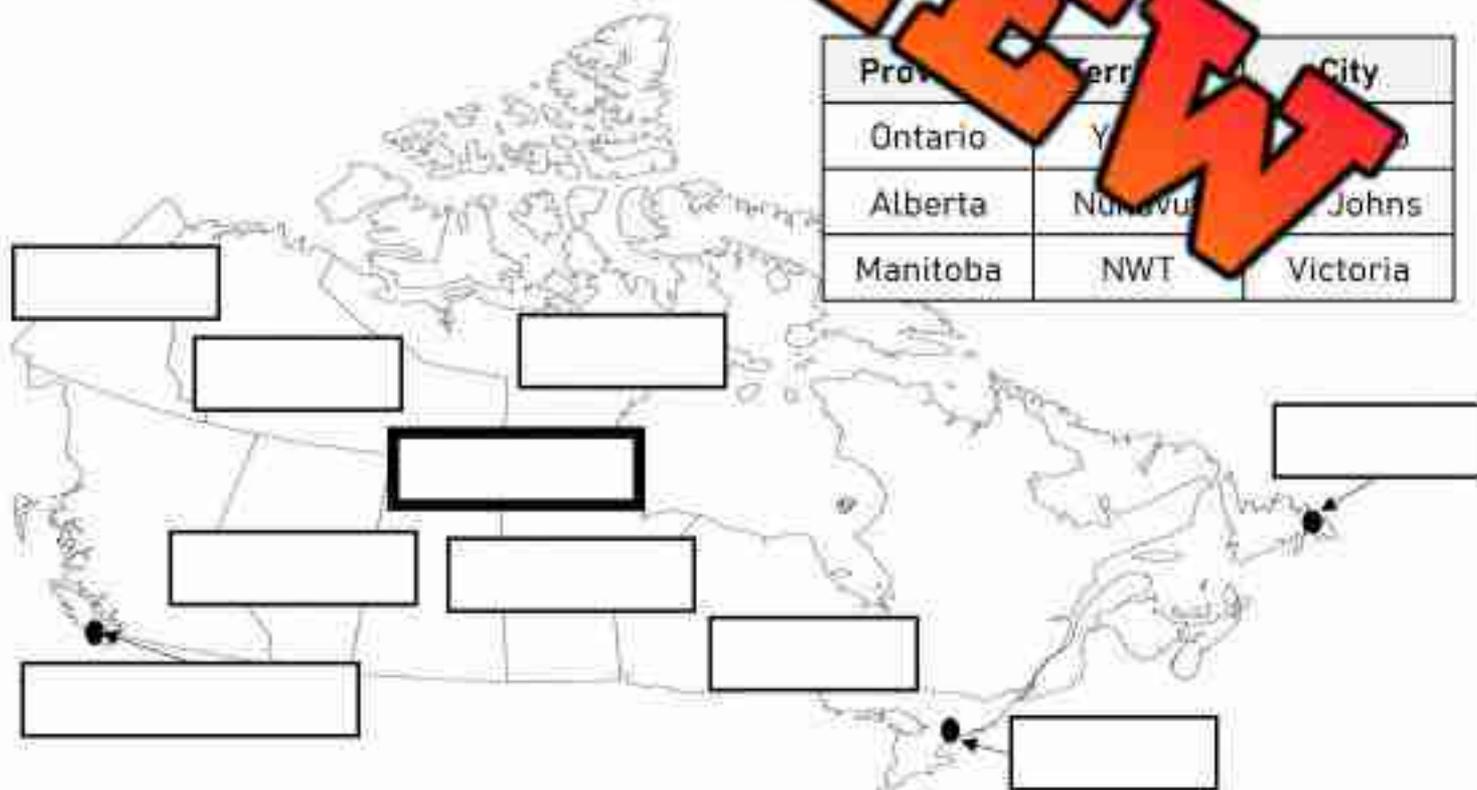
3) How do you identify cities on a map?

4) What do black dots on a map usually represent?

Think

Label the provinces/territories/cities on the map using the word bank. Use the correct capitalization. Label Canada in the blank box on the map border.

Province	Territory	City
Ontario	Yukon	Edmonton
Alberta	Nunavut	Johns Bay
Manitoba	NWT	Victoria



Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

Cars evolution



1900



1940



1970



1980



1990



2000



2010



2020



1) What is the title of the timeline?

2) What features of this timeline?

3) How have cars changed over the years? Be specific by what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

PREVIEW

Block 10: Biographies

Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Text features – glossary and index
- ✓ Biography: Non-fiction sub-form
- ✓ Timelines – Linear sequencing of events

Biography – Dian Fossey

Dian Fossey: A Friend to Gorillas

Early Life

Dian Fossey was born on January 16, 1932, in San Francisco, USA. She always loved animals and dreamed about going to Africa to study them.

Amazing Studying Animals

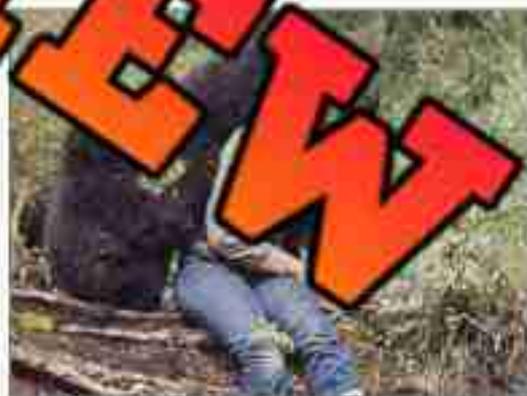
Dian went to the **Virunga Mountains** in Rwanda. She became a special scientist called an **ethologist** who studies how animals act. She found out amazing things, like how gorilla families care for each other.

Helping Animals in Danger

Dian won awards for helping to save animals. She taught people all over the world how to protect gorillas, even from poachers! Even though she isn't here anymore, her work still helps animals today.

Timeline

- 1932: Born in San Francisco, USA
- 1963: Went to Virunga Mountains, Rwanda
- 1970s: Learned about gorilla families
- 1983: Wrote a book about her work
- 1985: Passed away
- 1985: Her life's work became a movie



Dian Fossey

Glossary

- **Poachers:** People who hunt animals illegally, often hunting endangered animals.
- **Ethologist:** A scientist who studies animal behaviour.
- **Virunga Mountains:** A place in Rwanda there are lots of gorillas.

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, and after looking at the picture, make 2 predictions about Dian Fossey.

Question

Answer the questions below.

1) Why are glosses and footnotes helpful when reading a report or a biography?

2) How does the picture of Dian Fossey help you understand her better?

Timeline

Draw a timeline with pictures of Dian's life

Biography – Isaac Newton

Newton: The Wizard of Gravity

Early Life

Isaac Newton was born on December 25, 1642, in England. When he was a kid, he loved to figure out **puzzles** and was really into math and science. He even went to a special school called Cambridge University.

Cool Discoveries

Newton made some really cool finds in science and math. One big thing he discovered was **gravity**. He discovered it when he saw an apple fall from a tree. People say, "That gravity is pulling it down," and that's thanks to Newton!

Later Life and Cool Stuff

Newton's ideas are still helping people today. Scientists and people who build stuff use his laws all the time. He left behind a lot of cool stuff.

Timeline

- 1642: Born in England
- 1661: Went to Cambridge University
- 1687: Figured out gravity
- 1727: Passed away



Glossary – Fill in the Glossary Below for the bolded words.

Biography – Edith Monture

Edith Monture: A Leader in Nursing

Edith's Early Life

Edith Monture was born in 1890 in Ontario and was from the Mohawk Nation. As a young girl, she wanted to help people. This dream made her become a nurse, even though it was not allowed for Indigenous women to do that.

Big Struggle

Edith went to the U.S. to become a nurse because Canada didn't let her become a nurse. She helped soldiers during World War I and was the first Indigenous woman from Canada to become a registered nurse. She broke down barriers!

Life After Nursing and What She Left Behind

After the war, Edith kept helping people and even worked at a school in the US as a school nurse. Later, she moved back to Canada and became a midwife, helping deliver babies. She made it clear that Indigenous women were allowed to be anything they want to be!

Timeline

- 1890: Born in Ontario
- 1914: Moved to the U.S. to be a nurse
- 1920s: Moved back to Canada and worked as a midwife

Index

- Birth and Childhood - Paragraph 1
- Becoming a Nurse in the U.S. - Paragraph 2
- Life After the War - Paragraph 3
- Important Dates in Edith's Life - Paragraph 4 (Timeline)



Edith Monture

Understanding

Is the statement true or false?

1) Edith Monture was born in the United States.	True	False
2) Edith was from the Mohawk Nation.	True	False
3) She became a nurse in Canada.	True	False
4) Edith helped soldiers during World War I.	True	False
5) Was the first Indigenous woman to become a nurse.	True	False
6) Edith moved to Canada because Canada allowed her to become a nurse.	True	False
7) She was born in the United States.	True	False
8) After World War I, she started a nursing school in Canada.	True	False
9) Edith worked at a school in the 1920s.	True	False
10) Edith Monture broke barriers for Indigenous women in nursing.	True	False

Critical Thinking

Answer the questions below.

1) <u>Inference</u> : If Edith couldn't become a nurse because she was Indigenous, how do you think Indigenous people in Canada were treated in the early 1900s?	

2) Expand the index by writing which paragraph each topic can be found in.	
Her Dream Job	_____
Where She Was Born	_____
Moving Back To Canada	_____
Becoming a midwife	_____