



Preview - Information



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- ✓ A selection of Ready-To-Use Google Slides Lessons.
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Google Slides Lessons Preview





Manitoba 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!

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

Vocabulary

Drag each word to its matching picture.

black	string
grab	bleak
bleak	blob
chat	crash
blow	stare
flash	strap
brack	black
bleed	blame
trap	blame
blip	blame
	clap

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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

This is a small. This is a small blip. This is a small blip on the black. This is a small blip on the black screen.		She will. She will bleed fast. She will bleed fast from. She will bleed fast from the sharp trap.	
The black. The black out. The black out will. The black out will grab the strap.		The wind. The wind will. The wind will blow. The wind will blow the black hat away.	



Manitoba Language Curriculum Conventions & Vocabulary – Grade 3

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

Word Search - Vocabulary List

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

CREATURE FATE
 PLATE ECREATE
 IFJPUTCKTISC
 OPEEPARKANTR
 HEQVRRAKDFAA
 CRACKCSEPLTV
 CMLATEHCUAEE
 CRUSTLOCATEF
 LTFIKJOVGEHX

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

Types of Sentences

Read all the sentences on the page.
Drag each declarative sentence to the correct box.

The dog is barking in the park.	The dog is sleeping on the chair.
Water the flowers in the garden.	Watch the dog barking.
Are we playing soccer in the park?	Listen to the barking dog.
We baked a glass of milk every day.	Is my mom reading a book?
Why is the dog barking loudly?	The dog is barking loudly.
The flowers are growing.	Drink a glass of milk every day.



Manitoba Language Curriculum Conventions & Vocabulary – Grade 3

Vocabulary

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







She will fix an egg for breakfast.

Like a picnic that with my friend.

The farmer took them to the work.

The man took a head to get money.

She is happy and loves her home.

We careful with the soap. It is fragile.

We get that everything will be fine.

We know an apple you love right.

The dog stayed inside during the storm.

Parts

Look at each picture. Say the action word.

Run	Jump	Sing	Read
Play	Write	Clap	Eat
Sleep	Swim	Talk	Draw

















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







The elephant opens water with its trunk.

That will produce bushes with windows.

The car will drive across the field.

A brown bear spread it to the wet grass.

The boat makes a big trail over.

A tractor pulled the hay across the lake.

The car will send the dog's hot juice.

When made human set food for breakfast.

A road built through on the water lake.



Workbook Preview



Grade 3 – Language Manitoba ELA Curriculum



Language as Sense Making: How do learners understand what they hear, read, and view?
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are demonstrating an	12-13, 15-17, 21-25, 27-29, 31-36, 39, 41-46, 49, 51-56, 59, 61-66, 70-75, 78-86, 89-94, 97-103, 107-112, 115-120, 124-128, 131-134, 140-145, 148-151,
<p>Preview of 103 pages from this product that contains 456 pages total.</p> <p>Included are weeks 1 - 8 and 29 - 30.</p> <p>There are 30 weeks total.</p>		
	compose texts.	
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	250, 259, 267
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	23, 43, 109, 117, 126, 175, 189, 231, 238, 246
2.4	Learners' automaticity with printed text is becoming secure and consistent.	19-20, 26, 29-30, 38, 40, 48, 50, 58, 60, 68-69, 77, 88, 96, 106, 114, 123, 130, 139, 147, 152-153, 155, 160, 162-163, 164, 171-172, 179, 186, 194, 200, 203, 211, 220, 228, 235, 243, 251, 258, 260, 267-268

Language as Power and Agency:

How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

How do learners use language to influence others when they write, represent, and speak?

	Grade Band Descriptors	Pages
3.1	Learners are recognizing the need for validity and reliability.	N/A
3.2	Learners are beginning to analyze differences in opinion.	N/A
3.3	Learners are expressing and supporting opinions and judgments.	N/A
3.4	Learners are recognizing that point of view has an impact on understanding.	N/A
3.5	Learners are exploring the decision making of text creators.	N/A
3.6	Learners are exploring how ideas like justice, equity, and fairness are complex.	N/A
3.7	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	N/A

Language as Exploration and Design: How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

	Grade Band Descriptors	Pages
4.1	Learners are designing for specific purposes and for different audiences	N/A
4.2	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	N/A
4.3	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
4.4	Learners are blending experiences to represent ideas in different ways.	N/A

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

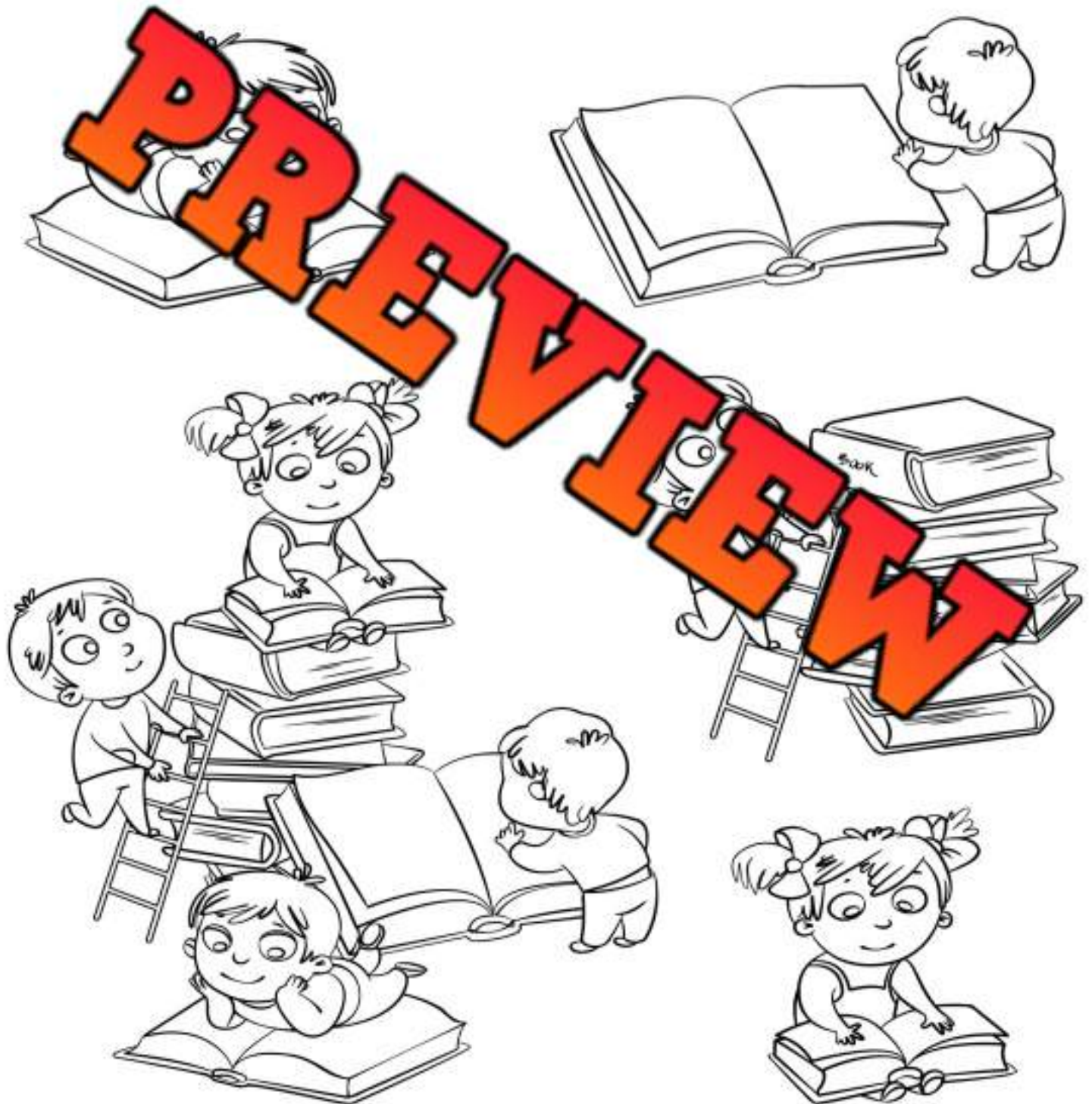
Weeks	Lesson 1 - Letter/Word Level	Lesson 2 - Sentence/Paragraph Level
Week 1	Base Words And Compound Words	Sentence Fragment Or Complete Sentence
Week 2	Bound Bases And Compound Words	Simple Sentences
Week 3	Prefix -re and Simile	Types Of Sentences: Interrogative
Week 4	Prefixes -un, -in and Imagery	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 kind 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 had a great time watching the bleak game, but I failed to stand and 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 children. Mia spotted a sandbox



and immediately grabbed her pail and shovel from her backpack.

Alex, with his soccer ball under his arm, ran to the field to play a



game on the grass. Just as Mia was about to scoop some sand, she noticed



something shiny partially buried near a daisy.

2) Now read the story. Were you correct?

3) How can pictures help us understand a text?

Base Words



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

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

Draw

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

	Player
Happy	Unhappy

PREVIEW

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

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



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 so 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 pond.

"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

Name: _____

19

How Punctuations Are Used as Cues in Reading

Punctuation marks are like secret codes that tell us how to read sentences. They help us understand when to pause, stop, change our tone, and even notice important names. They're like road signs for reading!

Period (.)

- Use: Tells us to stop.
- Example: "I have a cat."

Comma (,)

- Use: Signals a short pause and can list things or separate ideas.
- Example: "I like apples, bananas, and oranges."

Question Mark (?)

- Use: Shows a question is being asked.
- Example: "What is your name?"

Exclamation Mark (!)

- Use: Shows strong feelings.
- Example: "Wow! That is amazing!"

Instructions

Read the sentences and use the punctuation marks: silently, aloud, and with a friend. After each read, circle the punctuation marks and count them in the table.








1) I have a dog.	☆ ☆ ☆
2) My cat, Whiskers, loves to play outside.	☆ ☆ ☆
3) Did you finish your homework?	☆
4) Wow! This ice cream is delicious.	☆ ☆ ☆
5) What is your favourite colour?	☆ ☆ ☆
6) My dog, Buddy, loves to play fetch.	☆ ☆ ☆
7) Tomorrow, we will go to the zoo, and we will have a picnic.	☆ ☆ ☆

Period (.)	
Comma (,)	

Question Mark (?)	
Exclamation Point (!)	

Week 1 – Fluency Readings**Read**

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

1)	The bat made a blip on the screen.	
2)	A glob was on the mat.	
3)	The wind will _____ the _____.	
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?	

PREVIEW

Word Searches

Word Search Find the word bank words in the puzzle.

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

PREVIEW

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

Word Search Make your own word search using 8 of the words.

Word Bank

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Complete or Fragment?

Is the sentence complete or a fragment?

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

Completion

Complete the sentence fragments.

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

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

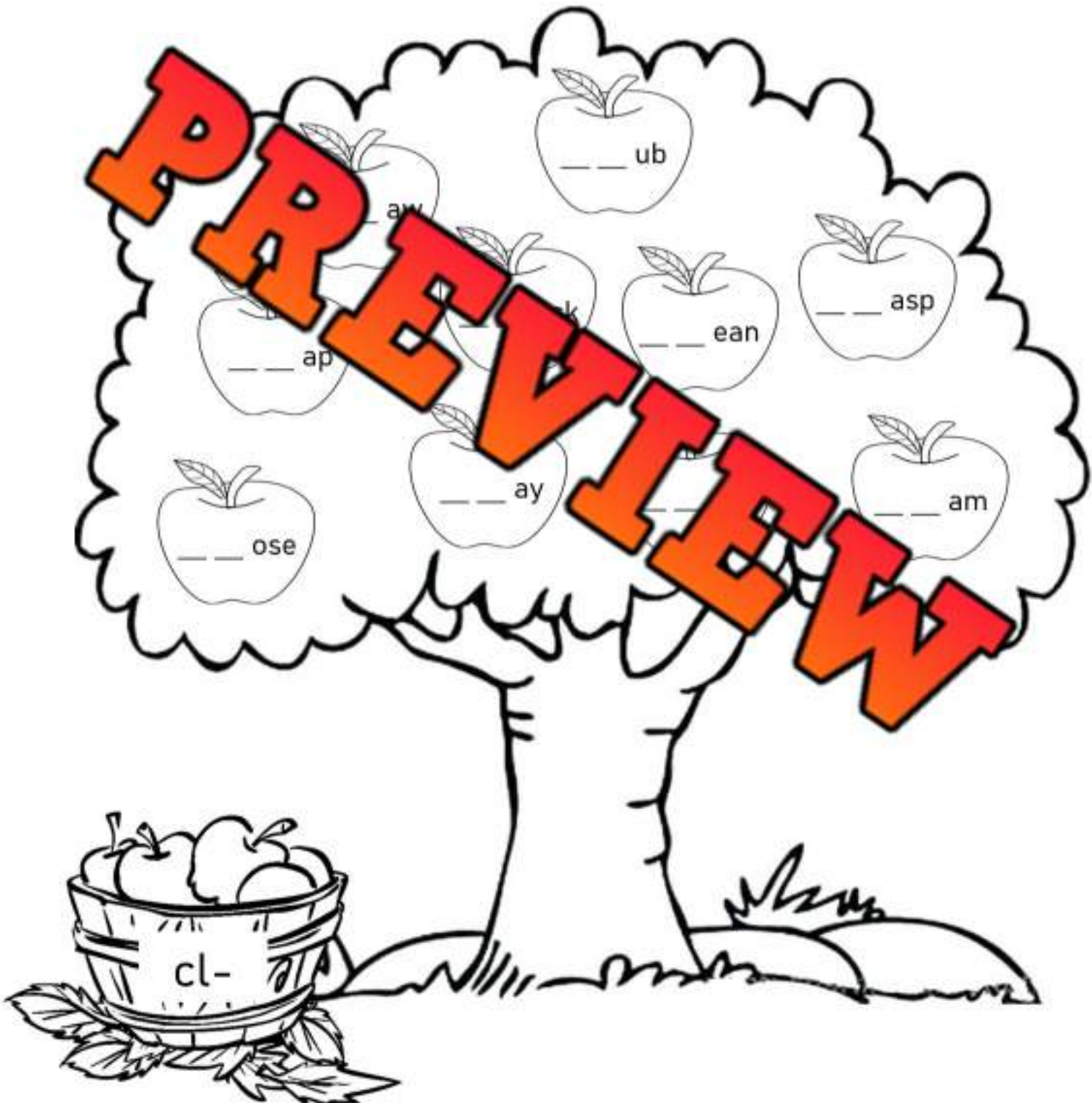
Unscramble the letters to make spelling words.



	Scrambled Word	Unscrambled Word
1)		
2)	ank	
3)	ph	
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 examples, 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
		
Word 1	Word 2	Compound Word
		
Word 1	Word 2	Compound Word
		
Word 1	Word 2	Compound Word
		

Search

Circle the six compound words.

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

Name: _____

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Simple Sentences

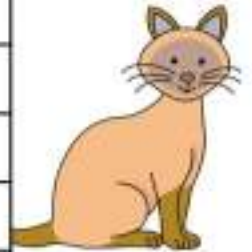
A **simple sentence** is a sentence that has one subject and one predicate, and it expresses a complete thought.

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

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

Subject Predicate
Write 'S' for the underlined word/phrases the subject or predicate?

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



Write

Write 5 simple sentences using the provided words.

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

Name: _____

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How Punctuations Are Used as Cues in Reading

Quotation Marks (" ")

- Use: Show exactly what someone said.
- Example: She said, "Hello."

Apostrophe (')

- Use: Shows something belongs to someone or replaces missing letters in contractions.
- Example: This is John's book.

Capital Letters

- Use: Start sentences and proper nouns (names of people, places, etc.), showing importance.
- Example: Canada is a country. Toronto is a city in Canada.

Instructions: Read the sentences three times: silently, aloud, and with a friend. After each reading, place a star in the box. Next, circle the punctuation marks and count the number of stars for each punctuation mark.

1) We will hike today.	☆ ☆ ☆
2) "What's your cat's name?" she asked.	☆ ☆ ☆
3) "It's time to go," Mom said, "don't forget your backpack!"	☆ ☆
4) My friend exclaimed, "This is the best day ever!"	☆
5) "When I grow up," Anna said, "I want to be a doctor."	☆ ☆ ☆
6) "Can you believe it?" he wondered, "Tomorrow's weather will be sunny!"	☆ ☆ ☆

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

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

Week 2 – Fluency Readings**Read**

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

1) I wear a clean vest.



2) They are in the show.



3) He can climb the tree.



4) The clog was in the pipe.



5) Dark clouds cover the sky.
















6) Birds can fly and flap.








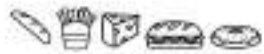







Crack the Code

Directions

Use the code below to reveal each spelling word.

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

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

Code	Answer	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

Prefix re-

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

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



Think

Can you add the prefix re to the words below?

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

9)	cycle	Yes	No
10)	heat	Yes	No
11)	view	Yes	No
12)	watch	Yes	No
13)	eat	Yes	No
14)	port	Yes	No
15)	make	Yes	No
16)	use	Yes	No

Write

Use the following words in a sentence.

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

Types of Sentences: Interrogative

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

Draw

Draw your answers to the given interrogative sentences.

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

PREVIEW

Write

Use the given words to make an interrogative sentence.

1) who	
2) why	

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation is as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

"Mom, can I have the bunny I found outside?" asked Sue with hope. Her mom looked at her with a smile and showed her the little creature, and smiled. "Well, maybe," she said, "but we must take care of it first." Sue jumped with joy, "Thank you, Mom!" she exclaimed. "I'll take good care of it," she promised, imagining fun days ahead with her new friend, whom she'd already named "Whiskers." "I'll see you later," her mom replied, as Sue hugged her tight.



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

Question mark (?)	
Exclamation point (!)	
Quotation marks (" ")	

Write

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

Simile

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

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



Similes

Match the start to the end to make a simile

Start of Simile	Ending of Simile
As fast as a	<input type="checkbox"/> honey
As light as a	<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"/> tack
As bright as a	<input type="checkbox"/> lightning
Cold like	
Sweet as	
Sharp like a	

Write

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

1)	
2)	
3)	

Week 3 – Fluency Readings

Read

Read each line and then write the last sentence.

Flip

Flip the

Flip the

Flip the

Flip the switch

Flip the switch to see the

Flip the switch to see a flame

Flip the switch to see the flame



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



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	
2) amaze	
3) c	
4) clean	
5) probe	
6) duster	
7) throw	
8) got	
9) dare	
10) snap	

11) cost	
12) christen	
13) throb	
14) box	
15) three	
16) laboratory	
17) hump	
18)	
19) eraser	
20) flock	

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

Phonics Word Sort

Sort

Colour each word based on the code:

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

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



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

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
_____ seems _____ that some got more cookies than others.	b) unfair
She felt _____ after _____ her new pencil.	c) unlucky
The magician _____ _____ 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 _____ _____ in _____.	
The letter would not _____ _____ without tearing.	

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

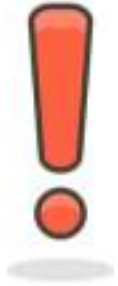
Name: _____

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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 water in the pool 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: _____

48

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

"Can we go to the candy store?" Mia asked her dad as they walked by. "Okay," he replied. "You can choose one treat!" Inside, Mia's eyes grew wide. "Wow!" she exclaimed at the colourful sweets. She picked up a chocolate bar, "This is my lucky golden ticket!" Her dad smiled, "What a lucky day!" At the counter, Mia said, "I'll share with my brother." They left the store, and Mia thought, "This was the best day ever!" as she hugged her dad.



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

Question mark (?)	
Exclamation point (!)	
Quotation marks (" ")	

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

Name: _____

49

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 fluffy white clouds floating by.	A garden full of red, pink, and purple flowers, with busy bees buzzing around.
A girl's face with a big smile, freckles, and green glasses, her hair in two braids.	A shiny red apple with a 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)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

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

Analyze

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

disconnect	distance	distinct	disorder	dislike
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

Name: _____

54

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.

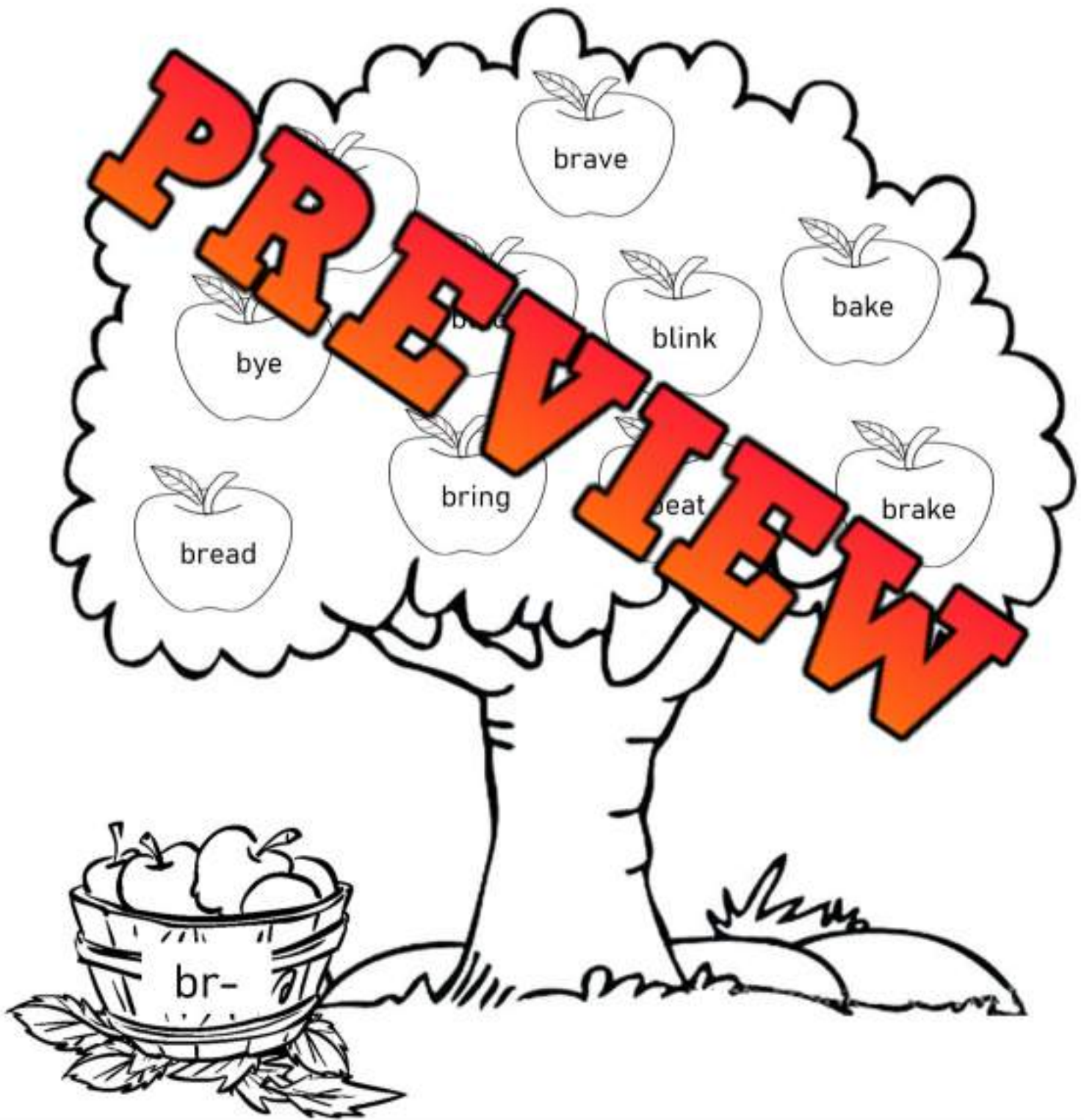


	Question	Answer
1	What is the edge of a hat?	
2	Which word means to have courage?	
3	What do you get when you hit something?	
4	What's a word for when you have to do something?	
5	Which word means the edge or top of something?	
6	Which word means to have courage?	
7	What structure helps cars cross over 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 key you've <u>disappeared</u> !	disappeared
2) The dog never <u>dislike</u> it anyway.	
3) The rock is an example of a <u>nonstop</u> thing.	
4) The table is clean; it has been <u>dislike</u> .	
5) The story is fiction, so it is a <u>nonstop</u> true story.	
6) The charity is a <u>dislike</u> organization.	
7) Yuck, I really <u>dislike</u> this broccoli!	
8) It's a <u>dislike</u> 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		

Name: _____

57

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: _____

58

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

"Mom, why do you always hug me when I'm sad?" asked Lily. "And why do your hugs always seem to shine?" Her mother smiled and replied, "Do you know how much I love you?" Lily opened her eyes wide. "To the moon and back!" she shouted. "Right!" Mom laughed. "And that's my secret weapon against sadness?" Lily thought for a moment and then grinned. "Our super hugs!" They shared a tight embrace, feeling the love that was as endless as the stars. "Are you ready for dreamland?" Mom whispered. "Yes!" Lily yawned.



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

Question mark (?)	
Exclamation point (!)	
Quotation marks (" ")	

Write	Can you write sentences using these two punctuations: (.) and (?)
<hr/> <hr/> <hr/>	

Name: _____

59

Hyperbole

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

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



Think Is the sentence an example of hyperbole?

1)	I'm so tired I can't get home.	Yes	No
2)	My sister tried so hard, she cried.	Yes	No
3)	This math problem is a challenging.	Yes	No
4)	I'm so hungry I could eat a grocery store!	Yes	No
5)	The sun is very bright today.	Yes	No
6)	He's so fast, he could 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 bump on her head when she fell 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



Word Scramble

Unscramble the word.

worb		urcbm	
sumt		lubsh	
pumb		runkt	
vebar		mrrib	
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

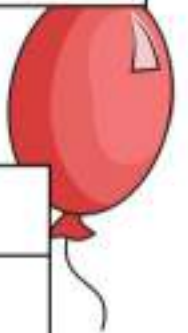
Week 6 - Vocabulary List

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



PREVIEW

Vocabulary

Write

Cross-out the word that is not a synonym

1) crate	box	pillow	case
2) crave	dislike	desire	longing
3) crack	fracture	break	mend
4) crash	smash	collide	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

Name: _____

66

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, we, are, playing, in
- 3) is, today, sunny, it, is
- 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.

Name: _____

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How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

"Is that one?" asked Jane, pointing at the big, blue airplane. "Yes!" Dad replied. "It's huge," she gasped, clutching her teddy. "When do we board?" She asked her mother excitedly. "In ten minutes," Mom answered, looking at her watch. "Can I have the window seat?" Jane asked, looking at her parents. "Of course," they said, handing her the ticket. "Thank you!" she beamed. As the plane soared, she whispered to her teddy, "This is the most adventurous ever."















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

Question mark (?)	
Exclamation point (!)	
Quotation marks (" ")	

Write	Can you write a sentence using these three punctuations: (.) , (,) , and (').
<hr/> <hr/> <hr/>	

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.		

PREVIEW

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



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
drizzly	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 Sup

Add sub- or super- to the words below



1) _____

6) _____merge

11) _____human

2) _____

7) _____wise

12) _____natural

3) _____marine

8) _____power

13) _____zero

4) _____way

9) _____

14) _____charge

5) _____market

10) _____tittle

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

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				

Search

Circle all nouns in the article.

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

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

Week 7 – Fluency Readings

Read

Read each line and then write the last sentence.

Drizzle

Drizzle makes

Drizzle makes the

Drizzle makes the flowers

Drizzle makes the flowers flow from the top

Drizzle makes the flowers droop and wilt.

Three

Three kids

Three kids play










































































Three kids play drum

Three kids play drum at recess

Crack the Code

Directions Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m
												
n	o	p	q	r	s	t	u	v	w	x	y	z

Code	Code	Answer
   	   	
   	 	
    	 	
    	    	
    	    	
      	   	
     	   	
     	    	

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

True or False

Determine if the statement is correct.

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

Noun Sort

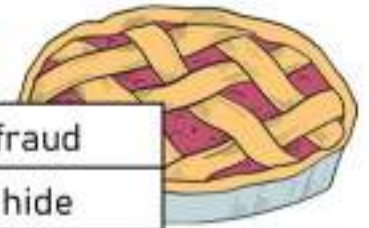
Identify the correct category of each noun.

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

Week 8 - Vocabulary List

Alphabetize

Write the words in alphabetical order



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

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

9)	
10)	
11)	
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 _

Week 8 - Vocabulary List

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

Fill in the boxes with the vocabulary words from above.

PREVIEW

f r y

Vocabulary

Search

Circle the words with the long i sound.



pie	drive	fish	miss
rib	lip	island	nine
in	nice	hike	prize
	list	hide	Kid
ice	print	brick	lie
skip		bright	hiss
try	rich	fly	time
sky		right	win
list	dip	in	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.

Think **Ad** Add the base words below

Base word	Add
cat	
dog	
box	
church	
bush	
quiz	
baby	
city	

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

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

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

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

Suffix -y

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

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



Think

Add -y to the base words below

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

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

Think

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

Base word	Add -y
star	
fur	
mud	

Base word	Add -y
fog	
sun	
bone	

Suffix -ly

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

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



Think

Add -ly to the base words below

Base	Add -ly
happy	
silent	
bad	
clear	
easy	

Base word	Add -ly
gentle	
day	
honest	
careful	
careless	
grate	

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) large	
10) 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)	Is the fruit a tasty pie.				
2)	The frost made 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)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

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

Draw by Count

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

3 rectangles, 2 squares, and 5 circles

--

Describe

Give 3 adjectives describing the given noun

1) doll			
2) book			

Week 29 - Vocabulary List

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

Pictionary

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

Vocabulary Word	

Vocabulary Word	

Vocabulary Word	

Vocabulary Word	

Vocabulary

Syllables

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

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



PREVIEW

Think

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

Final blend -mp	

Final blend	

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

PREVIEW

Homographs

1) Homophones

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

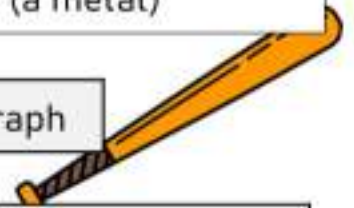
2) Homonyms

- 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: Write the word in the correct sentence 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 move	moving air
5) Please lead the way to the park.	guide	to go
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	Minutes	Number of words	Number of times stuttered	Number of times you stopped
1				
2				
3				



A Day at Green Meadows Park

Lily and Max couldn't wait for Saturday. It was the day they would visit Green Meadows Park with their family. They loved the 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.

Language Register: Formal VS Informal

Formal language is typically used in academic or educational contexts, we use a formal tone and complete sentences, like when talking to a teacher or other professionals.

Informal language is characterized by a relaxed tone, everyday language, and contractions, and can include slang, making it more suited for personal conversations.

Write

Transform the formal registers to informal social media posts and vice versa, showing casing tone and word choice shifts.

PREVIEW

WEATHER REPORT



Hey everyone, looks like it's gonna start raining tonight and keep going till tomorrow morning. ☔ Bring your umbrellas!

SPACE EXPLORATION



On this day in 1969, the first human set foot on the lunar surface, marking a monumental achievement in space exploration.



TECHNOLOGY










OMG, just got the new game everyone's talking about. It's awesome!



Week 29 – Fluency Readings**Read**

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

1)	I hear a sound from the pond.	
2)	will 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.	

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.

PREVIEW

1)	_____ to beat the eggs for the cake.
2)	His pants were made of a leather _____.
3)	The park was so quiet that the _____ 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 rewarded.
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.



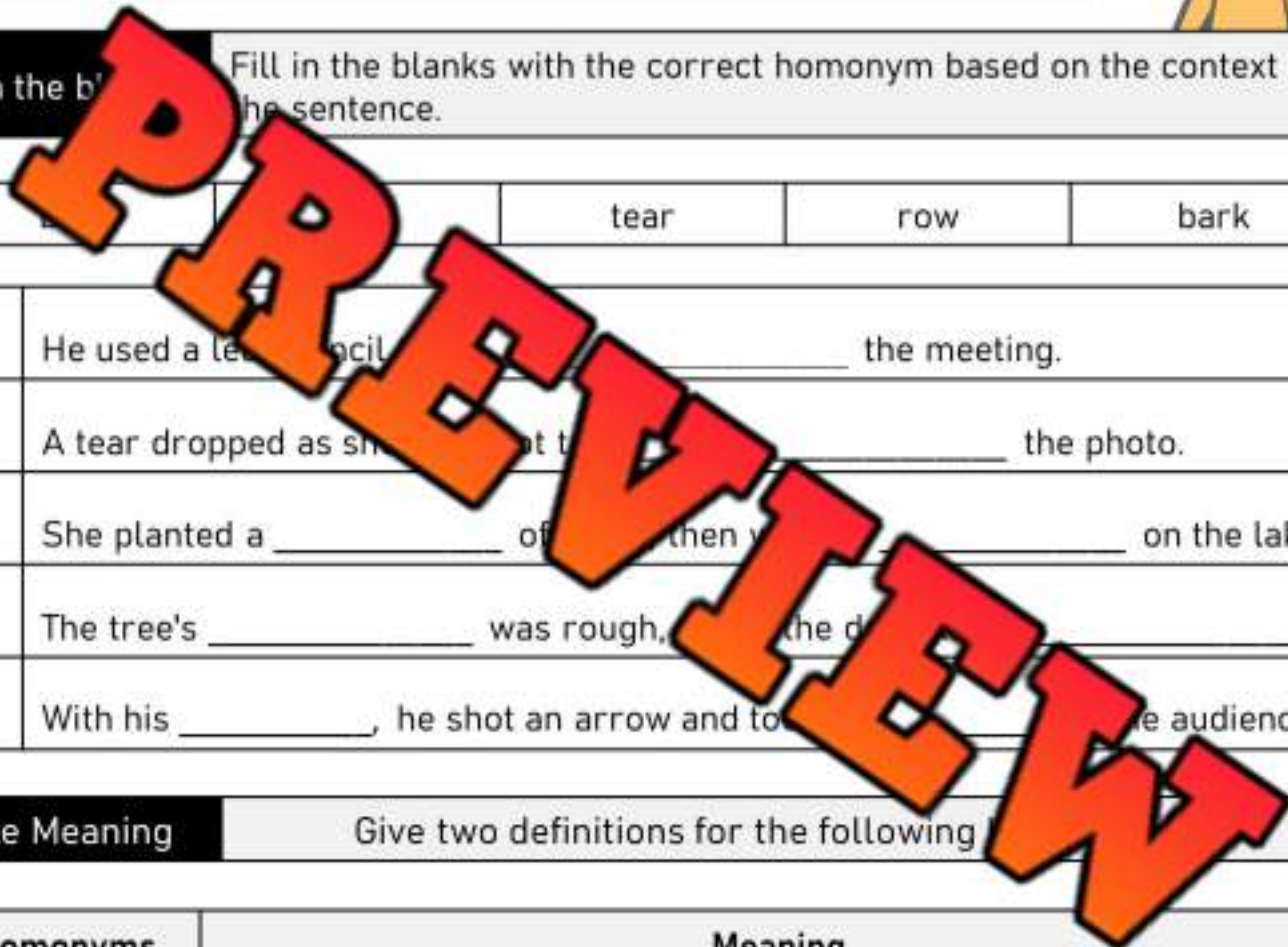
Fill in the blank Fill in the blanks with the correct homonym based on the context of the sentence.

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

- 1) He used a leafy pencil _____ the meeting.
- 2) A tear dropped as she _____ the photo.
- 3) She planted a _____ of _____ then _____ 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 |
| heavy | <input type="checkbox"/> smooth |
| open | <input type="checkbox"/> empty |
| young | <input type="checkbox"/> weak |
| thick | <input type="checkbox"/> light |
| strong | <input type="checkbox"/> soft |
| 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 had a great day and we're going to the park!"
sad	"I lost my favorite toy and can't find it anywhere."
surprised	"Wow, I didn't expect to see you here today!"
angry	"I told you not to touch my things without asking!"
excited	"Tomorrow's the big field trip. I can't wait!"



Story













Read the passage aloud, using your voice to convey the mysterious mood of the story.

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

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

Week 30 – Fluency Readings**Read**

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

1)	I built a vault for my treasures.		
2)	Ask your teacher before taking a risk.		
3)	At dusk, we put salt on walkway.		
4)	He wears a belt to hold his whisk and spoon.		
5)	The brisk walk in the morning is a healthy choice.		
6)	Let's consult the map at the desk for directions.		

PREVIEW

Word Search Puzzle

Crossword

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

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



Word Scramble

Unscramble the word.

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

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Fill in the blanks

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

bark	meat	break	flour	meet	flower	meat
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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.