



# Preview - Information



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- ✓ A selection of worksheets included in each workbook.

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# Google Slides Lessons Preview







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

create	crack	crust
crash	craft	crisp
create	creature	take
locate	hydrate	inflate
take	plate	state

## Types of Sentences

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




# Manitoba Language Curriculum Conventions & Vocabulary – Grade 3

## Vocabulary

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

1. The boy is looking out the window.  
2. The girl is sitting with her friends.  
3. The woman is holding a book.  
4. The boy is reading a book.  
5. The girl is sitting at the table.  
6. The boy is looking out the window.  
7. The girl is sitting with her friends.  
8. The woman is holding a book.

## Parts

Look at each picture. Say the action word.

see	sing	sing	sing
see	sing	sing	sing
see	sing	sing	sing

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

1. The boy is looking out the window.  
2. The girl is sitting with her friends.  
3. The woman is holding a book.  
4. The boy is reading a book.  
5. The girl is sitting at the table.  
6. The boy is looking out the window.  
7. The girl is sitting with her friends.  
8. The woman is holding a book.



# 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><b>Preview of 103 pages from this product that contains 456 pages total.</b></p> <p><b>Included are weeks 1 - 8 and 29 - 30.</b></p> <p><b>There are 30 weeks total.</b></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?

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

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

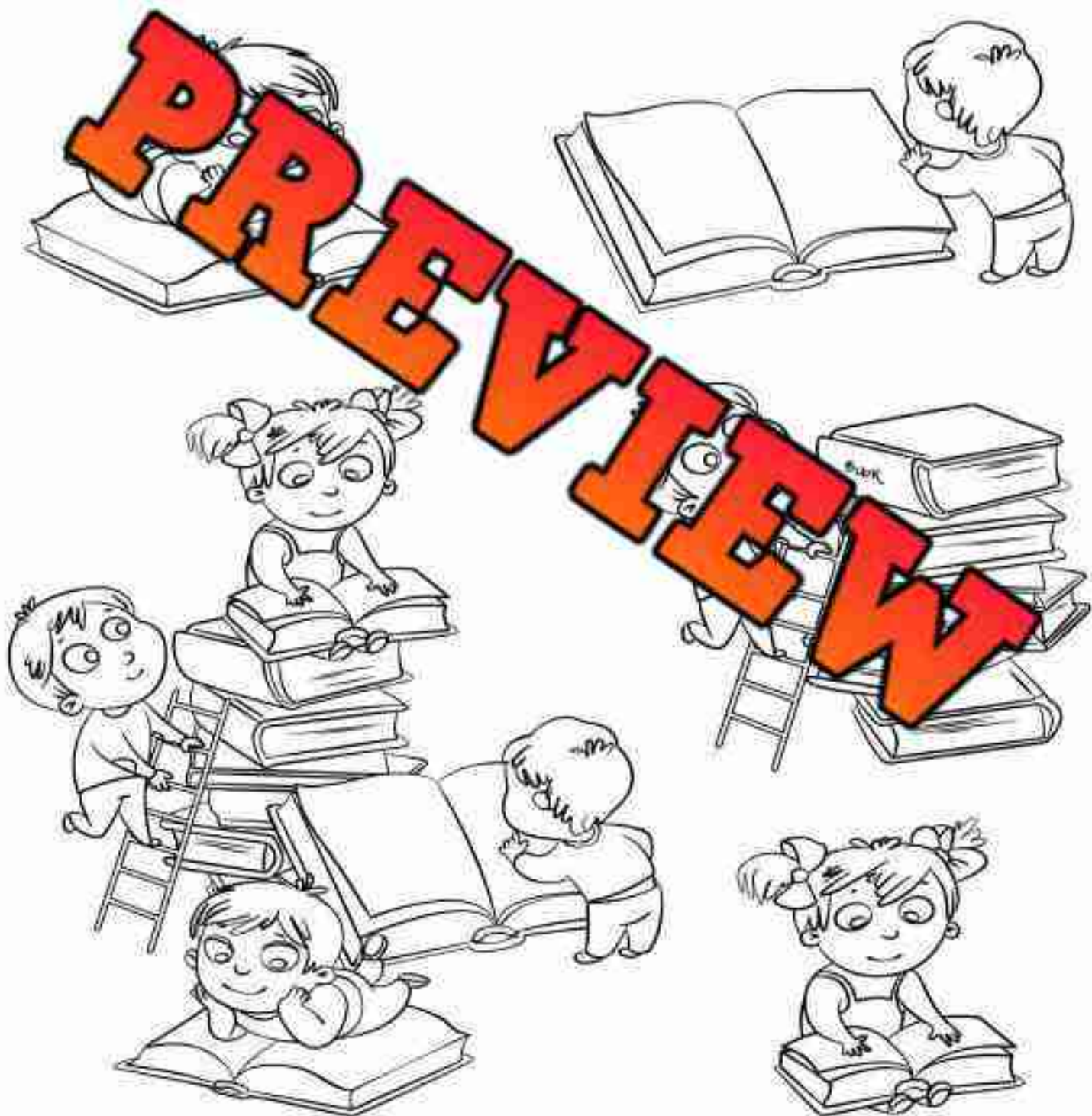
Weeks	Lesson 1 – Letter/Word Level	Lesson 2 – Sentence/Paragraph Level
Week 1	Base Words And Compound Words	Sentence Fragment Or Complete Sentence
Week 2	Bound Bases And Compound Words	Simple Sentences
Week 3	Prefix -re and Simile	Types Of Sentences: Interrogative
Week 4	Prefixes -un, -in and Imagery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

When a goal was scored during the bleak game, the crowd cheered 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.

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---

---

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 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?

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## 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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>moon</li> <li>cup</li> <li>play</li> <li>rain</li> <li>star</li> <li>butter</li> <li>skate</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> brush</li> <li><input type="checkbox"/> ground</li> <li><input type="checkbox"/> bow</li> <li><input type="checkbox"/> light</li> <li><input type="checkbox"/> wake</li> <li><input type="checkbox"/> board</li> <li><input type="checkbox"/> fly</li> </ul> |
|--|--|



### 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. Sarah ran faster. They ran around the park, near 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

## 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 sentence is being asked.
- Example: "What is your name?"

### Exclamation Mark (!)

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

### Instructions

Read the sentences 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) The glob was on the mat.



3) The wind will \_\_\_\_\_ the \_\_\_\_\_ day.



4) Don't clap too hard with the \_\_\_\_\_ and \_\_\_\_\_.



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)	
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)	clap	
2)	clnk	
3)	clnc	
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!

## 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: Circle the underlined word/phrases the subject or predicate?

1) <u>Cats</u> purr <u>when</u> 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	

## How Punctuations Are Used as Cues in Reading

### Quotation Marks (" ")

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

### Apostrophe (')

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

### Capital Letters

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

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

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	Word	Code	Answer
   		 	
   			
   		   	
    		   	
    		   	
    		    	
     		     	

## Week 2 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

Name: \_\_\_\_\_

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## 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)	run	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	

## 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 first find a lost pet 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

Starting 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"/> thunder
As bright as a	<input type="checkbox"/> light
Cold like	<input type="checkbox"/> touch
Sweet as	<input type="checkbox"/> lightning
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

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 S R A G F B W E U F G B D K  
 C S K L X Y 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) tear

**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!

## 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 the best!" 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 (" ")

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 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 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	g from the g be.				
2)	The glare on theacier 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.				

PREVIEW

# 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

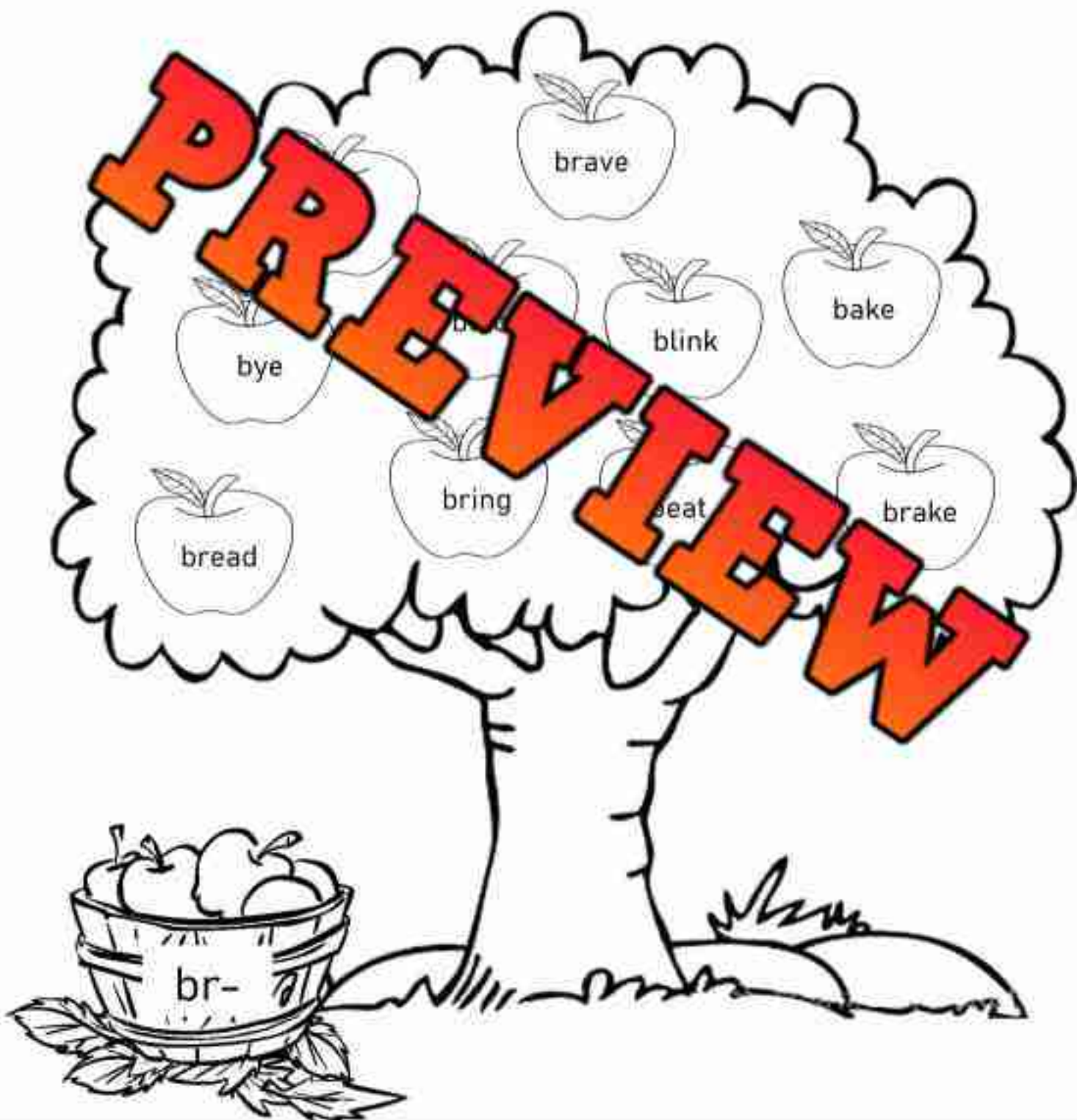
Choose your answer from the word list above.



	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 are embarrassed?	
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 _____!	disappeared
2) The dog never _____ it always _____.	
3) The rock is an example of _____ 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		

Name: \_\_\_\_\_

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## 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.

## 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 (?)


## 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 real challenge.	Yes	No
4)	I'm so hungry I could eat a whole 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 her.	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

**PREVIEW**

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	Correct "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

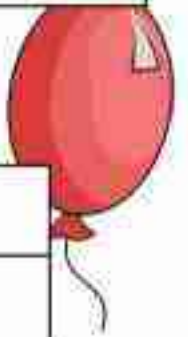
## Week 6 - Vocabulary List

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 create a game?
- 2) A small creature lives in a 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 crust.
- 7) Let's create a fun game!
- 8) The cars had a crash.
- 9) I found a crayt in the garage.
- 10) I craive some ice cream.
- 11) I'll update 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, we, are, 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.

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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. Jane looked at her watch. "Can I have the window seat?" she 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 (') .

--

**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

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

### Word Search

Make your own word search using 8 of the words.


### Word Bank


## Week 6 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below:

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

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

### Write

Write sentences using the given 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) \_\_\_\_\_ about the parade.
- 3) \_\_\_\_\_ feel \_\_\_\_\_ er re \_\_\_\_\_ g 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

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













































# 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

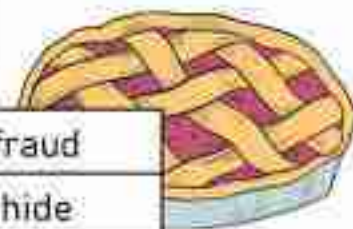
Identify the correct category of each noun.

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 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	
haz	
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	
careful	

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 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> 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		rategif	

## 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 of items, 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"/> ch	
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**

**PREVIEW**

## Homographs

### 1) Homophones

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

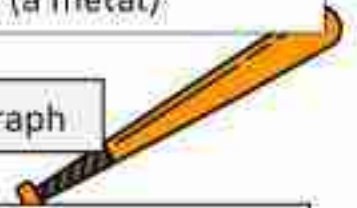
### 2) Homonyms

- 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: Read the sentences and circle the correct homograph



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

## Reading Sentences Fluently

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

Read

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

Attempt	Time taken to read	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.

## 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**

HEAT RISE



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.

**PREVIEW**



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) 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.

<b>Night</b>

<b>Kn</b>

**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 the quietest \_\_\_\_\_ settled in.
- 4) The sudden loud \_\_\_\_\_ made me \_\_\_\_\_ in surprise.
- 5) The new skyscraper was skillfully \_\_\_\_\_ in just a year.
- 6) It's never nice to deliver an \_\_\_\_\_ to someone.
- 7) The precious jewels were stored in a secure \_\_\_\_\_.
- 8) They decided to \_\_\_\_\_ an expert to \_\_\_\_\_ the matter.
- 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 told \_\_\_\_\_ 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 love my dad and we're going to the park!"
sad	"It's my favourite 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. What are you 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.



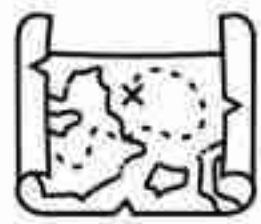
4) He wears a belt to hold his whisk and spoon.



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



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



## 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

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





# Manitoba 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 items to the matching text examples.

Text Examples	Genre
"Dear Sam, Thank you for the birthday gift from you."	Instructions
"There isn't a new, a big, beautiful world like in the forest."	Comic Book
"The first 100 words started with the word 'and'."	Technical Writing
"This book tells you how to help them find things."	Letter
"We had to learn - it wasn't the world's biggest place!"	Fairy
"When you're not sure, ask the teacher what you need to do."	Narrative
"Take a walk with a cane when you need to see. The Super Lady will help!"	Play
"This fair is always held in the middle of the school year."	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 small volcano that is different using baking soda and vinegar. As she arranges her display, other students from other classes walked around to look at the projects. Across the room, someone's solar system model spun slowly, and another project showed a working volcano. Kerry whispered "I hope my volcano when the judges come!" She needed but kept choosing the voices 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: how do you feel about the reading?
- 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 test Kerry's volcano?
- 5) **Inference** - How do you think she is feeling while waiting for the judges?



# Manitoba Language Curriculum Reading Comprehension- Grade 3

## Making Inferences from a Letter

★★★★★ = Perfect inference (matches the letter best) and ★ = Weak inference (doesn't fit well)

Read the sentences. Drag and drop stars to rate each sentence.

Sentence	★★★★★
1) Clara enjoys working outdoors and is excited to see the plants grow.	★★★★★
2) Clara is a hard worker.	★★★★★
3) Clara hates gardening and doesn't plan to visit the garden again.	★★★★★
4) Clara's favorite fruit is strawberries.	★★★★★
5) Clara is a vegetarian (she doesn't eat meat).	★★★★★

## rhyme

Read each sentence. Find a word that rhymes with the bold word and drag it to the blank line.

**afternoon**      **steel**  
**snake**            **wall**  
**night**             **face**

**A** The children sailed across the lake in a wooden \_\_\_\_\_.

**B** Lisa found a shiny shell next to the \_\_\_\_\_.

**C** The stars were glowing so bright in the \_\_\_\_\_.

**D** They watched the plowing moon all \_\_\_\_\_.

**E** Sam ran fast to win the race with a happy \_\_\_\_\_.

**F** Mia made a wheel out of \_\_\_\_\_.

## Sequence an Easy

Number the story events from one to four.

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



# Manitoba Language Curriculum Reading Comprehension- Grade 3

### Theme Match-Up Cards

Drag the matching theme to the story it belongs to.

**Short Story Summary**

Summary	Theme
Mia helped her friends study for a big test, even though she wanted to play outside.	
Liam told the truth about breaking the ruler, even though he worried he might get in trouble.	
Nina kept practicing her jump rope trick every day until she finally mastered it.	
Myden rescued his little brother's toy from a tall tree, even though he felt scared to climb.	
Avi fed her dog and cleaned its bowl before school every morning without being told.	
Marco shared his snack with a new student who didn't have anything to eat.	

**Theme**

- Persistence
- Kindness
- Friendship
- Courage
- Honesty
- Responsibility

Read each sentence. Fill in the blank with the correct word.

- Words that make strong pictures in your mind are called .
- A  is an extreme exaggeration used to make something sound bigger or more important.
- When words copy the same vowel sound in the middle, it is called .
- A  is a beat or pattern that gives poems their flow.

**assonance**   **rhythm**   **imagery**   **poem**   **hyperbole**

Find words that rhyme in the poem. Write the words in the box.

There once was a boy on a hill,  
Who loved to ride bikes for the thrill,  
He zoomed down the lane,  
Through sunshine and rain,  
And laughed as he sped past the mill.

**Rhyming Words**




# 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 understanding that texts are complex.	39-45, 68-70, 77, 98-99, 123-125, 127-129, 163-164, 204-206, 211, 227-229
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	10-122, 126, 128-229
1.3	Learners are reflecting on and using what they know	
1.4		
1.5		

**Preview of 150 pages from  
this product that contains  
333 pages total.**

**Language as System:** How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	N/A
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	10-15, 61-74, 77, 96-107, 119-122, 128-129, 187-188, 200-208, 217-229
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	N/A
2.4	Learners' automaticity with printed text is becoming secure and consistent.	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?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>3.1</b>	Learners are designing for specific purposes and for different audiences	204-206
<b>3.2</b>	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	145-148
<b>3.3</b>	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
<b>3.4</b>	Learners are blending experiences to represent ideas in different ways.	N/A

**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?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>4.1</b>	Learners are recognizing the need for validity and reliability.	N/A
<b>4.2</b>	Learners are beginning to analyze differences in opinion.	58-59, 143-144, 189-193
<b>4.3</b>	Learners are expressing and supporting opinions and judgments.	N/A
<b>4.4</b>	Learners are recognizing that point of view has an impact on understanding.	47-49, 52-54, 58-59, 111-115, 189-193
<b>4.5</b>	Learners are exploring the decision making of text creators.	47-49, 52-54, 58-59, 189-193
<b>4.6</b>	Learners are exploring how ideas like justice, equity, and fairness are complex.	116-117, 126, 145-146
<b>4.7</b>	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	26-27, 68-74, 77

# 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 purposes.



- 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 about the life of a famous person.	
6) Writing a poem that rhymes.	
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?

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

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

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## 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 mystery about an accident in her school.

- |                    |           |                  |            |
|--------------------|-----------|------------------|------------|
| A) Persuasive text | B) Poetry | C) Personal View | 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: \_\_\_\_\_

15

Curriculum Connection  
12.1.1.2.2

## 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 shows 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**

Read about reading comprehension and why is it important?

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**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 man in her grandmother's attic.

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

Text-to-Text I heard where someone found a briefcase  
1

Text-to-World I found photos of grandparents' attic.

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

Text-to-Self If the bear is brown, lay it out flat back.

Text-to-Text I read about squirrels sharing with  
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 their plants.



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 for plants. It has nutrients," Mrs. Smith told them. The children laughed, imagining their plants 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 air they breathe provides for plants.



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?

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### While-Reading

As you read, stop and make connections to your life

**Text-To-Self:** What does the story remind you of in your life?

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**Text-To-World:** What does the story remind you of happening around the world?

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**Text-To-Text:** What does the story remind you of about another text you read?

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### Visualizing

Draw what you were picturing while you were reading.



## Non-Fiction: Report – Questioning

### Understanding Gravity

**Gravity** is a special force that pulls things toward the Earth. Imagine you are sitting below an apple tree and suddenly an apple falls down. That's gravity at work!

### Why This

The Earth is a planet that pulls things toward it. That's why when you jump, you always come back down. Gravity makes everything stay on the ground, like:

- People
- Cars
- Trees

Even the ocean's water stays put because of gravity.

### Gravity and the Moon

You know the Moon up in the sky? It has gravity too, but weaker than Earth's gravity. That's why astronauts can jump really high on the Moon. They feel lighter!

### Flying and Floating

Gravity is what makes it hard to lift things up. It's also why planes and birds need to work hard to fly. They have to push against gravity to go up.

So next time you drop something or jump up and down, you'll know that it's gravity that brings things back to the ground. It's a very important force that keeps everything in place on Earth.



**PREVIEW**

**Non-Fiction: Report – Questioning****Pre-Reading**

What text form is it – letter, report, story, advertisement? How do you know?


**While Reading**

As you read, stop and write down questions you have.

1)	
2)	
3)	

**Visualizing**

Draw what you were picturing while you were reading.

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## 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

What were they thinking? Now 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 had his school 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?

## Historical Fiction – Predicting

### The Story of Aponi and Nahawi: Life Before Canada Became A Country

Once upon a time, in a land that wasn't yet called Canada, a young Indigenous girl named Aponi lived with her younger brother, Nahawi. They belonged to a First Nation that lived on this land for countless generations.

Aponi and Nahawi were learning from their elders. They learned about the forests, the animals, and how to live in harmony with nature.

Then, one day, large ships arrived on the shores. These were explorers from distant lands. Aponi and Nahawi were curious but also a bit cautious. Their world began to change.

The explorers were interested in the furs from the animals. The First Nation started trading furs for items like metal tools and pots. Nahawi was fascinated by these new items!

With the newcomers, Aponi and Nahawi encountered things they had never seen before. There were different styles of shelters and new foods like apples and bread.

Although their surroundings changed, Aponi, Nahawi, and their First Nation community remained close-knit. They recognized that, even amidst change, kindness and understanding are vital.

Through all these changes, Aponi and Nahawi played a role in the unfolding story of what would eventually become Canada.



## Historical Fiction – Predicting

**Pre-Reading** What is the story going to be about? What do you know about this subject?

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**While Reading**

Make predictions as you read. For example, in paragraph 3, it starts by saying, "one day, ships landed on their shores. These were explorers from distant lands." You could predict after that sentence and predict why they came.

	Was Your Prediction Correct?
1 <sup>st</sup> Prediction	
2 <sup>nd</sup> Prediction	

**Visualizing**

Draw what you were picturing while you were reading.

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**Non-Fiction: Letter Writing – Visualizing**

Edmonton, Alberta

Canada

September 12, 2023



Dear Alex,

Hi from Alberta! It's a big province in Canada, and I wanted to tell you about some of our cool places.

Edmonton is the capital. It has a huge mall called West Edmonton Mall, and it's really fun.

Calgary is famous for the Calgary Stampede. It's a big rodeo, and people come from all over to see it.

Red Deer is right in the middle of Alberta. It's not too far from Calgary and has lots of parks to play in.

We also have Lethbridge with its high bridge and Medicine Hat, which has a giant teepee!

I hope you can come to visit one day. I'd love to show you all these cool places!

Warm wishes,

Jamie

**Pre-Reading**

What text form is it – letter, report, story, advertisement? How do you know? List 2 reasons.

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**While**

Draw different pictures of what you are visualizing while reading

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**After Reading**

An inference is a thought you reach from reading a text that's based on the information you find but isn't directly stated. Make an inference below.

Who do you think Alex is?

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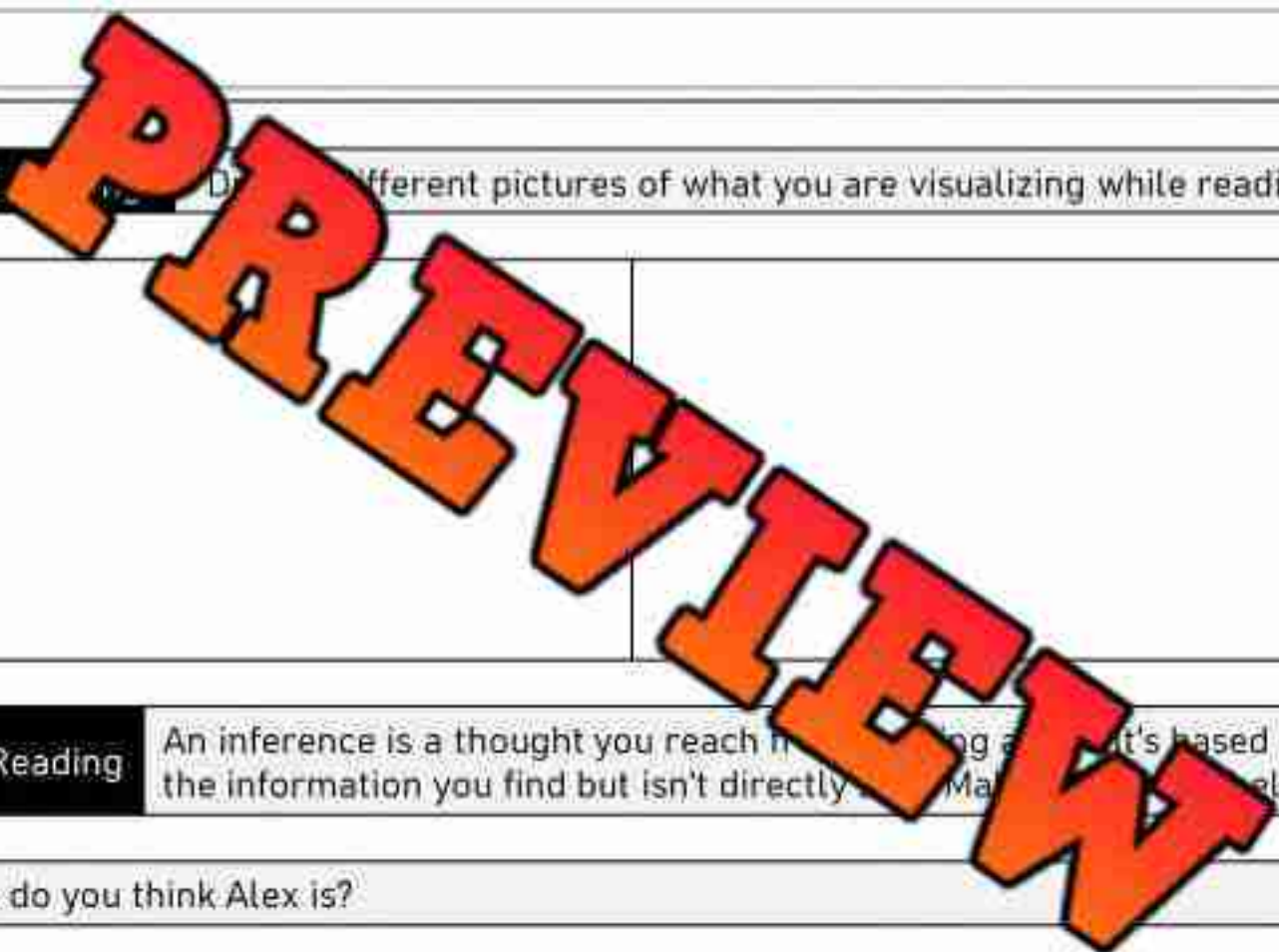
Where do you think Jamie would take Alex first?

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## Realistic Fiction – Making Connections

### Lucy's Lemonade Mystery



Once upon a time in a small town, there was a big mystery. Everyone in town loved the lemonade from Lucy's Lemonade Stand because it was the sweetest around. But one morning, Lucy found that her secret sugar stash had disappeared!

Lucy then begged Max, to help solve the mystery. "We need to find my sugar before the big event this afternoon," Lucy said.

Max had an idea. "Let's go!" Max searched around the stand and found a trail of sugar on the ground.

They followed the sugar trail all the way to the park. There they saw a squirrel with a tiny bag, and guess what? It was full of sugar!

Max said, "I think our little friend here likes sugar as much as we do!"

Lucy laughed, "Well, we can't be mad at a squirrel." She decided to make a small bowl of lemonade just for the squirrel.

From that day on, Lucy made sure to close her sugar jars tightly. And the squirrel? Well, he became the lemonade stand's tiny mascot, always watching from a tree, sipping his special lemonade.



And they all lived happily ever after, with the sweetest lemonade and the happiest squirrel in town.

**Questions**

Answer the questions below

1) What genre is this text – Fiction or Non-Fiction? How do you know?

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2) Which genre is this? **Options:** Realistic Fiction, Historical Fiction, Mystery, Science Fiction, Fantasy, Biography? How do you know?

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3) What clues were given to the reader?

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**Visualizing**

Draw what you were picturing while you were reading.

**PREVIEW**

## 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.



### Instructor

How do we complete the activity?

- 1) Review the Five Strategies:** Gather the students and discuss these reading strategies: activating prior knowledge, Purpose of reading, Making predictions, Making connections, Summarizing, Making inferences. Make sure each student understands the strategies by giving examples.
- 2) Personal Reflection:** Have students work with 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 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 Setting		
Making Connections		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

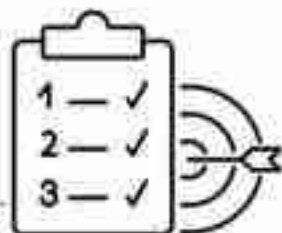
**Questions**

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:

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I am going to work \_\_\_\_\_ harder at:

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I will read:

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**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 read more 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: \_\_\_\_\_

# READING LOG

**Instructions**

Record the books you've read in the chart below.

S. No.	Book Title	Author	Time Read
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			

**PREVIEW**

Total books read in school year: \_\_\_\_\_

Name: \_\_\_\_\_

37

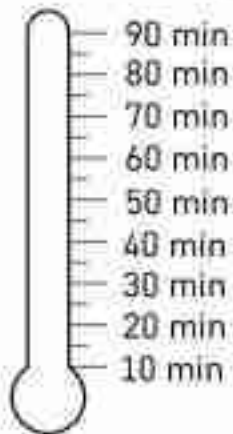
## READING STAMINA CHART

**Reading stamina** means you can read for a long time without getting tired or losing focus. Just like when you play your favourite game or sport, the more you practice, the better you get. When you build your reading stamina, you can explore more stories, learn new things, and enjoy reading even more.

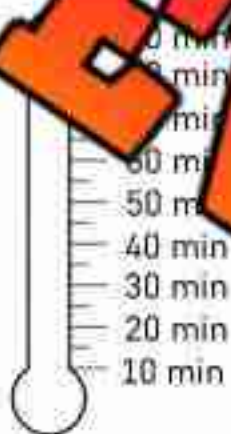
**Instructions:** Set your reading stamina goal and the number of days in which you want to reach your goal. Then track your progress for the week by turning the thermometer up to the number of minutes you read each day.

My goal is to read \_\_\_\_\_ minutes without losing focus.

I want to reach my goal in \_\_\_\_\_ days.



Date: \_\_\_\_\_



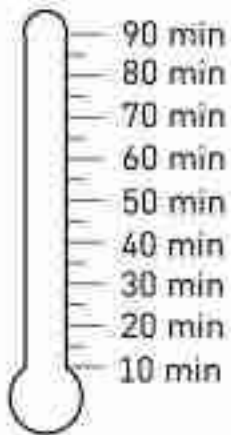
Date: \_\_\_\_\_



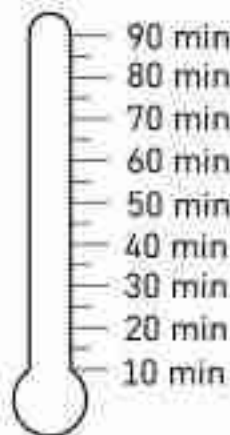
Date: \_\_\_\_\_



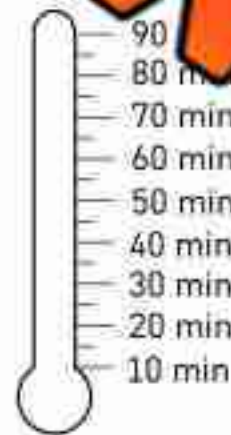
Date: \_\_\_\_\_



Date: \_\_\_\_\_



Date: \_\_\_\_\_



Date: \_\_\_\_\_

Did you reach your goal?

Yes

No

Almost

**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 - Non-Fiction

**BINGO**

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Draw a picture of the main topic or subject of the book.	Where did the events or topics in the book take place?	Give the book a star rating and explain why with two reasons.	Who is an important person mentioned in the book? Write 3 facts about them.	Find a new fact you learned and explain why it's interesting.
Write three facts you learned at the beginning of the book.	What is the most interesting fact you learned?	What is the most interesting fact you learned?	What made you curious to learn more when reading the book?	What was the main problem or issue discussed in the book?
Explain what the book is about in one sentence.	Draw a picture of something you found interesting in the book.	Free Space	What did you read and about?	How did the book explain the solution to the problem or issue?
Write a funny or interesting fact from the book.	Find a word that's new to you and write down what it means.	Was the information presented in a way that was easy to understand? Why or why not?	What was your favourite fact or part of the book?	How did the book explain the solution to the problem or issue?
Write 3 trivia questions you could ask someone based on facts from the book.	Tell a friend about the book in two sentences.	Write about a picture, chart, or graph in the book and why it's important.	Describe how the book helped you understand the topic better.	If you could ask the author a question, what would it be?

# 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?

**Email Writing – New Vocabulary**

Subject: Get Ready for a Nature Adventure!

Hello Friends,

We're going to jump into an immersive adventure! We'll see how trees, bunnies, and kids help each other in a symbiotic way.

Soon, we'll visit our garden. Using our insights from books and teachers, we'll make it look like a real garden.

First, we'll think about what flowers and veggies need to grow big and healthy.

A plant expert will come to the garden. They'll teach us to be good gardeners.

At the culmination, we'll show our family and friends. It will be fun to share what we did.

If you wonder about something, just ask.

See you soon,  
Mrs. Kim

**Vocabulary**

Read the email and write any words that are new to you and their meaning.

Word	Meaning – Use Context Clues or Look Up Word Meanings

## Letter Writing – Sentence Structure

- 1) Greeting Line: Begin with "Dear [Name],"
- 2) Opening: State the reason for your letter - Ex: "I'm doing well."
- 3) Body: Use simple, clear sentences - Ex: "I enjoyed reading the book."
- 4) Connective Words: Use "and," "so," "because" - Ex: "I liked the story because..."
- 5) Ask: State your question simply - Ex: "What will we read next?"
- 6) Closing: Summarize or give thanks - Ex: "Thank you for the book."
- 7) Sign-off: End with "Sincerely," and your name.



### Instructions

Read the letter below and circle the signature. Then answer the questions below.

Dear Mayor Brown,

I hope you are good. I am Carla and I am in grade 3. We have more gardens in our town?

Gardens are good because families can relax. The book I read was nice. Gardens can have flowers, trees, and paths to walk on.

Can you think about making more gardens? It would make people

Thank you for listening. I know you care about our town.

Sincerely,

Carla

1) Is a formal or informal voice used?

2) What cohesive ties were used?

3) How did Carla close the email.

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## 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 the things 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 it tough to keep trying and learning to reach your goals. But every great hockey player had to 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.

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2) What can you infer about Coach Mike's view on giving up?

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## 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 basket of bread. She uses 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. People are using big wood pieces from the trees. 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."

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"Mom \_\_\_\_\_ She uses whole wheat and sometimes puts in raisins to make \_\_\_\_\_ my."

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"People are cutting big wood pieces \_\_\_\_\_ for \_\_\_\_\_ by."

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### Visualizing

Draw what you were picturing while you were \_\_\_\_\_



**PREVIEW**

## 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 also like more 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.



## Letter Writing – Opinions

Dear Editor,

I hope this letter finds you well. I want to talk about something very important: justice, equity, and fairness.

These are big words, but they mean something simple – making sure everyone is treated right and gets what they need.



Imagine you and your friends have different amounts of toys. If one friend has many toys and another has very few, **fairness** means finding a way to make sure everyone has enough toys. It doesn't mean taking all the toys away from one friend to give them to another. It's about sharing and helping so everyone can be happy.

**Justice** is like being a superhero for fairness. It means standing up and speaking out when things aren't fair. It's about making sure everyone gets a chance to be heard and treated kindly.

**Equity** is a bit like making sure everyone has a ladder the right height to see over a fence. Some might need a taller ladder, some a shorter one, but in the end, everyone gets to see over the fence. It's about giving everyone what they need to succeed and be happy.

I believe our world would be a better place if we all tried a little harder to be fair, just, and make sure everyone has what they need. What do you think?

Best wishes,

Barry Turner

**Opinions**

Read each statement below and circle your answer. Then, explain why you agree or disagree with the statement.

1)	"Everyone should have the same number of toys."	Agree	Disagree
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2)	"Equity means giving everyone exactly the same things."	Agree	Disagree
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**Answer**

Do you think it is important to have ideas and opinions about justice, equity, and fairness? Why or why not? Write a few sentences to share your thoughts.

**Imagine**

Imagine a world where everything is fair and just. How would it be like? Draw a picture and write a description of your fair world.

# 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 the main characters and learn about where they live. This is the **setting**. 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 about the problem 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 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, all 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**

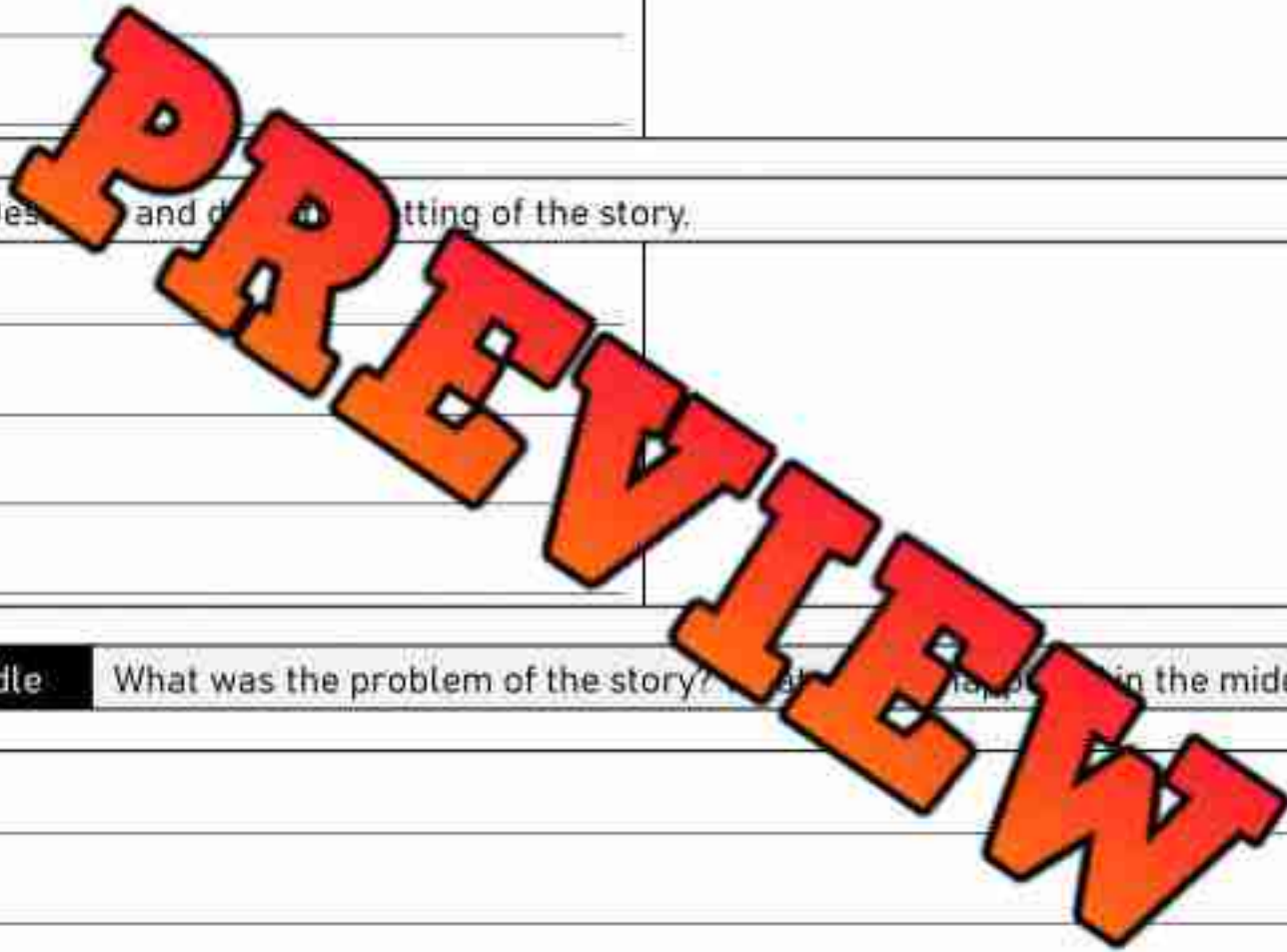
What was the problem of the story? What happened in the middle?

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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 receiving 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.

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2) What 7 principles are taught in Indigenous storywork?

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**Summarize**

What is the main idea of the report and the important details?

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## The Great Tree's Lessons

In a peaceful village by the river, a young Indigenous boy named Koda loved to play beneath a giant tree. The villagers called this tree the Great Tree, and it was the oldest in the forest.

One sunny day, while Koda was playing, the Great Tree whispered, "Koda, do you know the gifts of reverence, reciprocity, and respect?"

Koda asked, "Teach me, Great Tree."

The Great Tree began, "Reverence is the way you admire the stars at night. It means to feel things."

Koda nodded, thinking about his grandmother's story.

"Reciprocity," the tree continued, "is giving and taking. Like birds eat my seeds and then spread them around, helping me grow the tree."

Koda smiled, imagining the birds and seeds.

Lastly, the tree said, "Respect is treating everyone kindly, just like how you listen when your elders speak."

Koda felt the wisdom of the Great Tree's words. "Thank you. I promise to live by these lessons."

From that day on, Koda shared the teachings with his friends. The village thrived, filled with reverence for nature, reciprocity in their actions, and respect for all.

And the Great Tree? It stood tall, proud of the young heart it had touched.



**PREVIEW**

**Questions**

Answer the questions below.

1) What characters were in the story? Describe their personalities.

2) Why was the tree called the Great Tree?

3) **Make a Connection** Indigenous stories often teach us lessons we can use in our lives. What did you learn from this story that we can use in our lives?

**Storywork Traits**

Match how these indigenous storywork traits were shown in the story.

Reverence

When they listen to their elders

Reciprocity

When they admire the stars in the sky

Respect

When animals take seeds but then spread them

## 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 discovery 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.

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	<hr/> <hr/> <hr/>

## 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 the passage 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.

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**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 simile 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 soft 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 with a golden glow, and the air was filled with the scent of blooming flowers. Marisol loved to wander through the bustling market, where the sounds of vendors calling out to customers mixed with the smell 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. She found joy in the simple things, like the feel of the sun on her face and the sound of the market.

At night, Marisol gazed up at the twinkling stars, feeling a sense of peace 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.

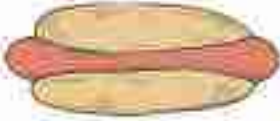


**Scavenger Hunt**

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 cozy cat named Charlie loved to chase chirping crickets. One sunny 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 to the 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, round ball. They picked it up and chased it, having a ball.

They played near a tree, tall and wide, running around and by side. 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.



## Column A

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 is often created through the use of syllables. When we speak, we emphasize some syllables over others. Longer syllables are "stressed" and shorter ones are "unstressed".

For example, the word "view" has two syllables: "re" and "view". We emphasize the second syllable, "view", 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 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	Three Syllables	Two Syllables
Skiing	 Bas ket ball	 Wa
Weight lifting		
Water polo		
Diving		
Rugby		
Hang gliding		
Fencing		
Swimming		
Speed boating		

**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, checking 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 to the crowd, "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!



## 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: Write in the underlined part of the sentence the cause or effect?

She practiced hard, <u>so she</u> played well.	Cause	Effect
He didn't eat breakfast, <u>so he</u> was hungry.	Cause	Effect
They scored a goal, <u>so the</u> team cheered.	Cause	Effect
It got dark outside, <u>so we</u> turned on the lights.	Cause	Effect
We planted seeds, <u>and then</u> flowers grew.	Cause	Effect
The sun came up, <u>so the</u> flowers opened.	Cause	Effect

Write

Write either the cause or effect that completes the sentence below.

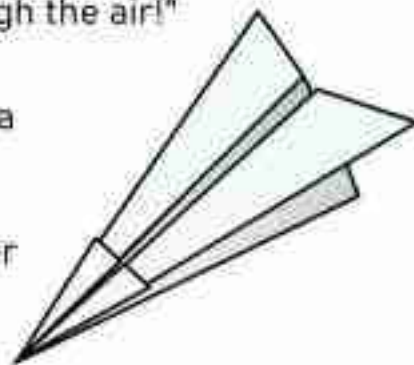
Cause	Effect
It started to snow,	
	so she learned something new.
She forgot her lunch	
	I took an umbrella.

## 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 whisper to the wind, there was a young boy named Eli. He had a wild mop of hair and a spirit that could conquer anything. His best friend was a talking parrot named Pico. The forest was full of 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 event 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, 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 as 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.

**PREVIEW**

**Draw**

Draw a picture of your favourite moment from the story and describe it.

## 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 bread, a loud squawk echoed across the river. Avery peeked out 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 looking 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.


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**PREVIEW**

# 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 are too much 🐾

I once had a pet named Minka. Taking care of her was harder than I thought. I had to feed her and walk her. One time, I was playing video games but my mom had to stop me because I had 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.

## Persuasive Writing – Thinking Critically

Hi Kids, I'm Tina! Listen to This Big Idea: We Should Have More Recess! 🟢

Do you like recess? Me too! But guess what? We don't get enough of it. Why do grown-ups get coffee breaks, but we get short recess?

First, recess is healthy. It's good to run and play, not just sit in class all day. Grown-ups say exercise is important, right? But they say it's just a waste of time!

And, more recess means more fun. We can play games and laugh with our friends. That's way more important than learning math!

So, let's tell our teachers that more recess is a great idea. Trust me, school will be so much better for everyone!



### Think Critically

Answer the questions below.

1) We should ask questions when we read a persuasive writing piece to hear an argument. Answer the questions below.

a) Who is the source of the writing? Are they biased?

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b) Are their arguments true? Did they make up any lies?

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c) Is Tina an expert in how long recess should be? Should we trust her opinion?

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# 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

## Comprehension – Text Features in Reports

### What is Soil?

Soil is like a soft blanket for the Earth. It's where plants grow, and it gives them what they need to stay healthy. Soil is very important for all living things.

### What's in Soil?

Soil is a mix of different things, such as, tiny pieces of rocks, minerals, old plant pieces, and a little bit of microbes.



### Types of Soil

#### Sandy Soil

- Feels loose
- Dries out quickly
- Not good at holding water

#### Clay Soil

- Feels sticky
- Holds water very well
- Can be too wet for some plants

#### Loam Soil

- A mix of sand and clay
- Holds just the right amount of water
- Perfect for most plants

#### Silt Soil

- Feels smooth
- Good for water-loving plants
- Gets hard when dry



Different types of soil: Sandy, Clay, Loam, Silt soil (Right to Left)

**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is a caption helpful to the reader?

**Making Connections**

Make connections to the text and to other texts.

**Text-To-Self:** What does the report remind you of?**Text-To-World:** What does the report remind you of that is happening around the world?**Text-To-Text:** What does the report remind you of about another text you have read?

## 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, beautiful rainbow. Just like a rainbow, kids in diverse schools come from different places. When we are in a diverse school, we learn to like what makes each of us special. This makes us stronger and kinder!

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

## Summarizing Practice

**Summarize**

Write a summary of the passage. Start with the main idea, then add the supporting details. Then draw what you pictured.



1) Imagine using a wheelchair and trying to go upstairs. That's hard! That's why accessible schools have ramps and elevators. These small changes let everyone move around the school easily.

_____	
_____	
_____	
_____	
_____	
_____	

2) From the view from my wheelchair, I know schools differ for everyone. My old school had no ramps or easy-to-use washrooms. Now, my school has them. I feel more included and it's easier to learn.

_____	
_____	
_____	
_____	
_____	
_____	

## Comprehension – Text Features in Reports

### Healthy Foods at Sunflower Elementary

Sunflower Elementary is a great school that wants every kid to be healthy and strong. This school gives kids chances to learn and eat in a good way. Let's find out how they do it!

#### Why Sunflower is Special

Sunflower Elementary makes all kids feel part of the school. One big goal is to make sure everyone eats healthy and feels good.



#### Tasty Snacks

The school has a snack bar with fruits and veggies for kids who get hungry. These snacks are yummy and healthy.

#### Learning About Food

Sunflower has fun tools like cooking classes and food blogs that help kids learn how to eat better.

#### Teachers Who Care

Teachers know about healthy foods. They help kids make good choices.

#### Fun Food Activities

Sunflower has cool activities, too! Here are some:

- Cooking teams where all kids can cook together
- Garden classes to learn about plants
- Food art projects that are fun and tasty

Thanks to Sunflower Elementary, kids know how a healthy school can be fun and good for them!

**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

**Summary** Define the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 3 supporting details that make the main idea stronger.

**Draw**

Draw a healthy breakfast, lunch, and dinner

Breakfast	Lunch	Dinner

## 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 community's 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?

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2) What is cyclical sequencing of information?

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3) Write one example of a non-fiction topic that could be written in a linear/cyclical sequence.

**Linear****Cyclical**

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## Non-Fiction: Cyclical Sequencing

### Introduction to the Water Cycle

The water cycle is a big journey that water takes to travel around our Earth. It's like a never-ending circle where water changes and moves from one place to another.

### What is Cyclical Sequencing?

In this report we are going to talk about the water cycle in steps that keep repeating. It's like a circle that goes around and round. This is called cyclical sequencing because it's like a cycle that doesn't have a start or an end.

### Evaporation: Water Goes Up

First, the sun heats up water in the oceans. This makes the water turn into steam, and go up into the sky. It's like when water disappears from a puddle on a hot day.

### Condensation: Making Clouds

Next, the water vapor in the sky gets cool and changes back into tiny water droplets. These droplets come together to form clouds. It's like when the mirror gets foggy during a hot shower.

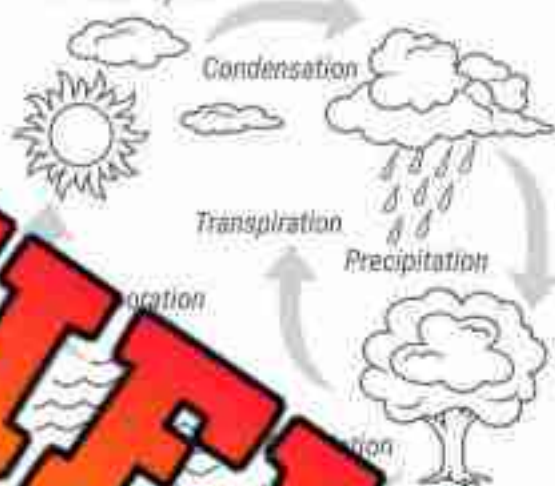
### Precipitation: Water Comes Down

Then, when there are a lot of water droplets, they fall from the sky as rain or snow. This is called precipitation. Rain helps plants to grow and gives us water to drink.

### Collection: Back to Rivers and Oceans

Finally, the water that falls to the ground goes back into rivers, lakes, and oceans. Some of it goes into the ground and helps plants grow. Then, it starts all over again with evaporation.

The water cycle



**Draw**

Draw your own diagram of the water cycle. Label the repeating steps.  
Draw it in a circle.

**PREVIEW**

**Questions**

Answer the questions below.

1) Why is the water cycle an example of cyclical sequence?

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2) How long has water been cycling?

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## 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 activities in Quebec City.
- Calgary Stampede: A big rodeo festival celebrating cowboy culture with rodeo, parades, and music.
- 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 groups. Many of these communities have their own unique traditions and languages.



**Text Features**

Answer the questions below.

1) What is a sidebar?

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2) How did the information provided in the sidebar make the report more interesting or informative for you?

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3) What headings were used in the report?

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4) Was there a list in the report? How did it make it easier to read and understand the information?

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**Draw**

Have you ever attended a festival? Draw what you saw there and which festival it was.

<hr/> <hr/> <hr/> <hr/> <hr/>	
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## 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 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?

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2) What are three key points mentioned in the article about recycling?

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3) How can you help in recycling at home or in school?

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## 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 different 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 polar regions. 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)

## Report – Justice

### What is Justice?

**Justice** is when everyone is treated fairly according to rules and laws. It's like having a fair referee in a game.

### World Statistics on Justice

- **Countries and Courts:** Every one of the 195 countries in the world has courts to decide on justice.
- **Laws Around the World:** There are over 1 million laws worldwide that help keep things fair.



### Justice in Action

Around the world, courts solve millions of cases to help people when there are disagreements. Over 500,000 lawyers work globally to help people with justice.

### How Justice Helps

- **Safety:** Justice keeps us safe by making sure rules are followed.
- **Fairness:** It ensures that everyone is treated equally.

### List of Justice Elements

- **Courts:** Places where justice is decided.
- **Laws:** Rules that everyone must follow.
- **Judges:** People who make decisions in courts.
- **Lawyers:** Helpers who give advice on laws.

Justice is like a game's rulebook, ensuring everyone plays fairly. With courts, laws, and helpers like judges and lawyers, justice works to keep peace and fairness everywhere.

**Note-taking** means writing down important information to help you remember it later. You listen or read carefully and write down the main points or ideas. Then you can look at your notes later to help you understand or remember what you read.

**Note-Taking** Read the justice report and take notes in the graphic organizer below.

List Key Terms

Questions I Have About The Report

Words I Need To Define

Summary Main Points

**PREVIEW**

## Report – Mountains

### What Are Mountains?

**Mountains** are very big hills that reach high into the sky.

Some are so tall they almost touch the clouds!



### Famous Mountains

- **Mount Everest:** The tallest mountain on Earth, towering at 8,848 meters. It is so tall it would take 100 football fields to reach the top!
- **Rockies:** These mountains stretch over 3,000 kilometers across North America, home to grizzly bears and eagles.
- **Andes:** Extending over 7,000 kilometers in South America, these mountains are longer than the distance from the Atlantic to the west coast of Canada.

### How Mountains Are Made

Mountains form when the Earth's crust moves and pushes together. This process takes millions of years. They can be rocky or icy.

### Why Mountains Are Important

Mountains provide water from their snow and glaciers, which melt into rivers and lakes. They offer a home to diverse plants and animals, some found nowhere else. People hike, climb, and enjoy nature in mountains, making them great places for outdoor activities.

### More Mountain Facts

- Some mountains are volcanoes, like Mount Fuji in Japan. They can erupt, shaping the land around them.
- About one-fifth of the world's population lives in mountain areas, relying on them for resources and their livelihoods.

**Scanning** or **skimming** a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's like searching for clues without reading every single word. You glance at the titles, pictures, and some sentences to understand what the text is mostly about.

**Skim And Scan**

Skim and scan the text of the report by quickly looking through it and then answer the following questions.

	Questions	Answers
1)	What is the highest mountain in the world?	
2)	Where are the Rocky Mountains?	
3)	How high is Mount Everest?	
4)	Where is Mount Fuji?	
5)	What population of the world lives in Mount Fuji?	
6)	Can mountains be icy?	
7)	How long are the Andes?	
8)	Can animals live on mountains?	
9)	Which animals live in the Rocky Mountains?	
10)	Where are the Andes?	

# 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?

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---

Make a list of instructions you have seen before? When do you get instructions? How do you read them?

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**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.
	<b>Chocolate Chip Cookies: Yum!</b>
	Preheat oven to 375°F (190°C).
	Bake for about 10 minutes or until they look golden.
	<ul style="list-style-type: none"> <li>- 1 cup of sugar</li> <li>- 1/2 cup of salt</li> <li>- 1/2 cup of butter</li> <li>- 1 egg</li> <li>- 1 and 1/2 cups of flour</li> <li>- 1/2 teaspoon of baking soda</li> <li>- A pinch of salt</li> </ul>
	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!

# 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



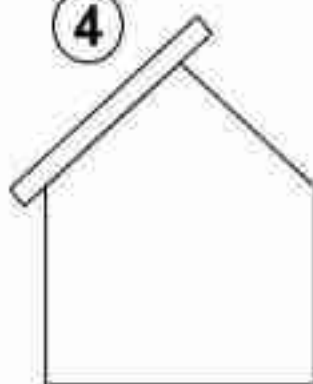
②



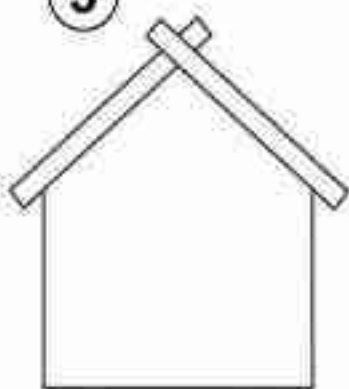
③



④



⑤



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 Dreamcatcher

**Draw**

Follow the procedural text below to draw a dreamcatcher



Title	Drawing a Dreamcatcher: A Beautiful First Nation Symbol!	
Materials	<ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Coloured pencils (optional)</li> </ul>	
Introduction	<p>Dreamcatchers are beautiful crafts made by many First Nations. They are believed to catch bad dreams and let only good ones through. Let's draw one together!</p>	
Step 1	<p>Start by drawing a big circle. This will be the main ring of the dreamcatcher.</p>	
Step 2	<p>Inside the circle, draw a smaller circle, leaving some space between the two circles.</p>	
Step 3	<p>Now, between the two circles, draw a spider's web.</p>	
Step 4	<p>Below your big circle, draw three strings hanging down. They can be straight or wavy.</p>	
Step 5	<p>At the end of each string, draw a feather. It looks like an oval with jagged edges.</p>	
Step 6	<p>Decorate your dreamcatcher! Maybe draw some beads on the strings or inside the web.</p>	
Step 7	<p>Once you're happy with your drawing, take your coloured pencils and colour your dreamcatcher. Maybe the ring is brown, the feathers are blue, and the beads are colourful!</p>	
Finish	<p>Proudly display your dreamcatcher drawing! Talk to your friends about the special meaning behind dreamcatchers in many Indigenous cultures. Enjoy your art!</p>	

Name: \_\_\_\_\_

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Curriculum Connection  
1.1

## Following Instructions – Drawing a Dreamcatcher

Draw

Draw the dreamcatcher 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 else 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

## 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

**Visualizing**

Read each of the poems carefully and draw what you're picturing.

Haiku

Cinquain

Acrostic

**PREVIEW**

## 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—  
Your words I meet.

River's song no longer heard,  
Smoke and metal changed 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, make a change its 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 - In winter, rivers flow
- E - Every season grows
- T - Tall trees that grow
- A - Animals that live here
- W - Winding roads that lead
- A - Apples in orchards, so
- 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

Name: \_\_\_\_\_

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.  
 Ran a rapid pace in every  
 Pool igloo home,  
 He would play in the sun,  
 Until the day was done,  
 Inuit roads, like a path, were his favourite place.

#### Ancient Roman:

Andy from the old Roman land,  
 Ran a rapid pace in every  
 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." Try to write 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

Important part 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 favourite 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

# 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.

Big: 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. All dinosaurs 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?

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2) Should you believe everything the author writes about the movie? Why or why not?

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## 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 \_\_\_\_\_ 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?

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## 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 window looked so yummy, you could almost taste it!"
- **Hyperbole:** exaggeration- "This game was so fun, I never wanted to stop playing it!"



**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 exciting adventure. Max and Lily trek through a thick, green forest that's buzzing with the sounds of chirping birds, howling monkeys and whispering leaves. They find a hidden waterfall that sparkles like a diamond necklace in the sunlight.

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	

## Review Writing - Inferences

### Title: "Awesome Days in Fairy Fay's Forest"

#### Introduction

Hey, readers! Do you love magic and fun? If so, "Fairy Fay's Forest" is like a treasure chest of wonder. If you like wands and cool creatures, you'll like this!

#### Summary

In the story, a boy named Max finds a big, shiny, and white magic feather. The feather leads him to a forest with talking animals and funny fairies! He has to solve puzzles to help Fairy Fay and go back home.



#### Thoughts

Reading this book is like jumping into a huge, deep pool of fun. It is more fun than riding a roller coaster! The story is quick and keeps you wanting more. The writer uses fun words and things like rhymes to make it extra special. This book was the best thing I've ever done!

#### Rating

I give this book 5/5 stars. It's super duper cool! I didn't want to stop reading. All kids who like fun and magic should read it.



**Examine**

Read the review below and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Simile	
Imagery	
Hyperbole	

**Match The Column**

Draw a line from the items in Column A to their matching inference in Column B.

Column A	Column B
The forest with talking animals and funny fairies!	<input type="checkbox"/> The book has a cover that always looks fun.
Max has to solve easy puzzles...	<input type="checkbox"/> The book has a cover that sounds like a puzzle.
It is more fun than riding a roller coaster!	<input type="checkbox"/> The person who wrote it loved the book a lot.
The writer uses fun words and things like rhymes...	<input type="checkbox"/> The forest is a fun place with magical friends.
Reading this book was the best thing I've ever done!	<input type="checkbox"/> The book is really, really good.
I give this book 5/5 stars.	<input type="checkbox"/> The book is super exciting!

# 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

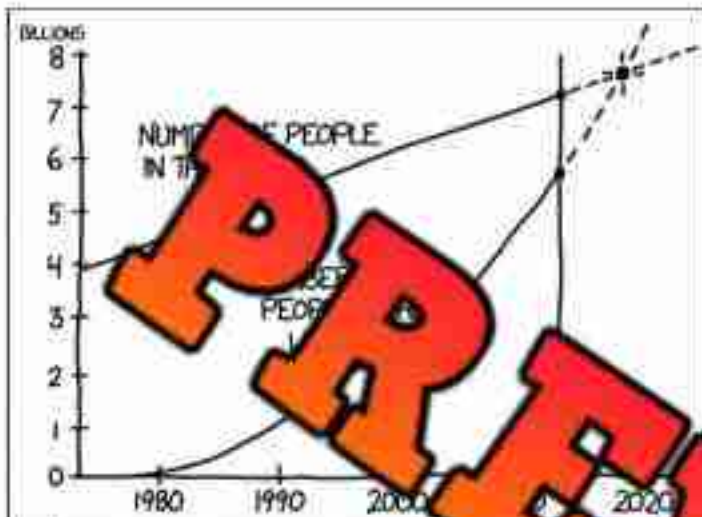
1) Summarize the comic above. What happened?

2) Inference: Who do you think gave the duck the plant? Explain.

# Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS  
OUTNUMBERED

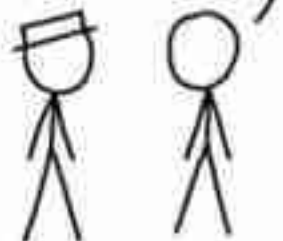
1) What is the comic about?

2) Are there now more Lego pieces than people? How many Lego pieces do you think we now have on Earth?

HOW ARE YOU?

EXCRUCIATINGLY AWARE  
OF HOW MUCH OF EACH  
OTHER'S GROSS LUNG  
AIR WE'RE BREATHING.

I MEAN, FINE!  
HOW ARE YOU?



What is the comic about?

2) What do you think of this comic? Explain.

# 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

## What Are Biographies?

### What is a Biography?

A **biography** is a book that tells you about someone's life. They are true stories, which makes them a non-fiction genre. It's like going on a time adventure to learn

about a person. You can read about famous people, heroes, or even everyday people who did amazing things!



### What's Inside?

A biography has different parts to help you understand someone:

- **Intro:** A couple of pages at the beginning quickly tells you who the person is.
- **Chapters:** They divide the story into sections. Each chapter talks about a different time in the person's life.
- **Pictures:** These show you what the person looked like or what they did.
- **Timeline:** A line with dates to show big events.
- **Glossary:** A list that explains hard words.
- **Index:** A list of topics that are in the biography.



**Steve Jobs**

### Why These Parts Help

These parts are like helpful hints for reading the story. For example, captions are words under pictures that give us more info. If you see a bold word, it's special. You can find out what it means in the glossary at the back.

**Question**

Why are biographies an example of a non-fiction text?

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**Making  
Connect?**What does this remind you? Have you read a biography before?  
Why would you want to learn more about?

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**Matching**

Draw a line from the sentence in Column A to its matching definition in Column B.

Column A	Column B
Intro	<input type="checkbox"/> A list that explains hard words.
Chapters	<input type="checkbox"/> A part that quickly tells you who the person is.
Timelines	<input type="checkbox"/> Divides the story into sections.
Pictures	<input type="checkbox"/> These show you what the person looked like or what they did.
Glossary	<input type="checkbox"/> A line with dates to show big 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.

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**Question**

Answer the questions below.

1) Why are glosses and footnotes helpful when reading a report or a biography?

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2) How does the picture of Dian Fossey help you understand her better?

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**Timeline**

Draw a timeline with pictures of Dian's life

## Biography – Thomas Edison

### Thomas Edison: The Inventor of the Light Bulb

#### Thomas Edison's Early Years

Thomas Edison was born in the United States on February 11, 1847. His family wasn't rich, but they were very supportive. Young Thomas was curious and loved to ask questions. He even started doing little science experiments when he was just a kid.

#### Big Idea

Edison is best known for inventing the **light bulb**.

He did this in a special **lab**.

Edison tried many times before he got it right.

His light bulb helped people see in the dark without using candles or oil lamps.

He also invented the **phonograph**, which lets people hear music and voices. His **inventions** changed the way people lived.

#### Legacy – How Edison Changed Our Lives

Edison kept inventing things for his whole life. He made lots of stuff we still use today. He died on October 18<sup>th</sup>, 1931. Even though he passed away, his ideas make our lives better.

#### Glossary

- **Light Bulb:** A thing that gives off light.
- **Lab:** A place to do science experiments.
- **Inventor:** Someone who makes new things.
- **Phonograph:** A machine that plays sounds.



Thomas Edison with his light bulb invention.

**During Reading**

While you read, stop and jot down 5 notes about his life and things he did. When you're done, order them from the first event to fifth.

Edison's Life - What Edison Did	Order (1-5)

**Timeline**

Make a timeline by drawing a line and labeling the important events in Edison's life.





# Google Slides Lessons Preview





# Manitoba Language 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) Shared like your best friend talks.	A	Poem
2) There are like a world of paintings, but with words.	B	Persuasive writing
3) It's like how you talk someone into your way of thinking.	C	Narrative
4) There are lots of facts like you hear on the news.	D	Reply Letter
5) There are all about someone like like a movie about them.	E	Letter
6) There are notes like other people.	F	Instruction
7) There are like the teacher's maps, leading you step by step.	G	Comic Strip
8) There are funny or exciting stories with drawings.	H	Report

### 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 features of the image and then describe its appearance, features, and what makes it magical/wonderful.





# Manitoba Language Writing - Grade 3

### Choosing the Right Adjective

young	round	wonder	great	dirty
fine	short	peaceful	tricky	quiet

- Lila took a \_\_\_\_\_ walk in the park.
- The \_\_\_\_\_ boy helped his sister.
- The custodian wiped the \_\_\_\_\_ desk.
- A basketball is \_\_\_\_\_ in shape.
- A \_\_\_\_\_ fish has \_\_\_\_\_ arms.
- I lost my \_\_\_\_\_ notebook.
- Please use your \_\_\_\_\_ voices inside.
- The giraffe has a \_\_\_\_\_ tail.
- We solved a \_\_\_\_\_ riddle in class.
- The carpenter built a \_\_\_\_\_ fence.

### Repetition - Sentence Sort

Write a checkmark (✓) if the sentence repeats or an X (✗) if the sentence does not.

1	The cake was delicious. Everyone said the cake was delicious at the party.	<input type="checkbox"/>
2	The dog was playful, energetic, and full of excitement.	<input type="checkbox"/>
3	She felt sad, lonely, and quiet after the movie ended.	<input type="checkbox"/>
4	He was tired. He was tired because he ran a long race.	<input type="checkbox"/>
5	The movie was exciting, especially the ending.	<input type="checkbox"/>
6	My brother is funny, and he always makes everyone laugh.	<input type="checkbox"/>
7	The flowers were pretty. The pretty flowers were pretty in the pretty garden.	<input type="checkbox"/>
8	It was a cold day. It was cold because of the cold wind.	<input type="checkbox"/>

### Build a Paragraph

Write a paragraph about the picture using the words in the box.

Apples are healthy and healthy to eat.  
That's why I always enjoy having an apple for a snack.  
They can be red, green, or yellow.  
Apples are my favourite fruit.

Ice cream is so yummy.  
That's why I always choose ice cream for my dessert.  
Ice cream is my favourite treat.  
It is so good, and comes in many flavors.

Topic Sentence \_\_\_\_\_  
Supporting Detail \_\_\_\_\_  
Supporting Detail \_\_\_\_\_  
Closing Sentence \_\_\_\_\_



# Manitoba Language Writing - Grade 3

### Transition Words - Supporting Details

Choose a good transition word for the supporting detail.

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	In short
Meanwhile	As well as	Conversely	Plus	In summary
Later	Along with	Nevertheless	And	In the end

1) I like eating apples every day. \_\_\_\_\_ my friend likes bananas more than apples.

2) We played soccer at the park. \_\_\_\_\_ it started to rain very fast!

3) I went to the park in the afternoon. \_\_\_\_\_ I saw a big brown dog running around.

4) She was very tired after school. \_\_\_\_\_ she still kept running with her friends.

5) We baked a tray of cookies together. \_\_\_\_\_ we shared them and ate them happily!

### Understand

Check each box if the letter is written correctly.

- It starts with a greeting like "Dear."
- It only says "Thanks" and nothing else.
- It uses unkind and impolite words.
- It ends with a closing like "Sincerely" or "Love."
- It clearly says what you are thankful for.
- It does not say "Thank you at all."
- It includes a reason why you are thankful.
- It is messy, with no capital letters or punctuation.

✓ ✓ ✓  
✗ ✗ ✗ ✗ ✗

### Persuasive Writing - Opinions

Write your opinion on each topic. Use persuasive language to convince your reader.

**Topic: Homework should be cancelled.**

I am a teacher and I believe that homework is important for students to learn.

I have a dog at home.

My neighbour has a cat.

**Topic: We should have more books.**

I like storybooks.

Reading improves spelling and writing.

My friend has a new book.

**Topic: We should get to sleep early.**

Sleeping early gives us more energy.

I slept at 11:00 last night.

My bed is soft.

**Topic: We should not make our own rules.**

The park is near my house.

I have a big TV.

Playing outside keeps us active.

**Topic: We should not make our own rules.**

I am very busy.

Exercise gives us energy to learn.

My mom makes mistakes.

**Topic: Drinking water is better than soda.**

I drank soda yesterday.

Soda has too much sugar.

My water bottle is blue.



# 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 understanding that texts are complex.	11-12, 27-37, 42-45, 71-82, 85-94, 98-100, 123-126, 133-139, 142-143, 148-149, 164-166, 198-203, 210-213, 219-225, 227-231, 242-248, 252-255, 261-265	
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	N/A	
1.3	<p><b>Preview of 150 pages from this product that contains 359 pages total.</b></p>		
1.4			46-147,
1.5			5, 96-97, 83-190, 1, 249,

**Language as System:** How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	27-41, 132-134, 267-288
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	13-18, 49-69, 101-122, 129-131, 135-139, 142-143, 164-166, 183-190, 198-203, 210-213, 227-238,
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	159-161, 204-208,
2.4	Learners' automaticity with printed text is becoming secure and consistent.	9-10, 96-97, 113-114, 146-147, 214-215, 250-251,

**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?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>3.1</b>	Learners are recognizing the need for validity and reliability.	156-158, 162, 175-182, 191-194, 256-259,
<b>3.2</b>	Learners are beginning to analyze differences in opinion.	150-158, 191-194,
<b>3.3</b>	Learners are expressing and supporting opinions and judgments.	55-58, 150-158, 191-194,
<b>3.4</b>	Learners are recognizing that point of view has an impact on understanding.	N/A
<b>3.5</b>	Learners are exploring the decision making of text creators.	N/A
<b>3.6</b>	Learners are exploring how ideas like justice, equity, and fairness are complex.	9-10, 96-97, 146-147, 250-251,
<b>3.7</b>	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?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>4.1</b>	Learners are designing for specific purposes and for different audiences	19-20, 71-77, 79-82, 85-94,
<b>4.2</b>	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	21-23, 167-182, 232-238, 258-259,
<b>4.3</b>	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
<b>4.4</b>	Learners are blending experiences to represent ideas in different ways.	101-102, 239-240, 244-248,

## Stamina Writing – Building Stamina

Stamina in writing means being able to write for a long time without getting tired. It is like having strong muscles for writing.

Imagine you are running or playing a game, and you keep going even when it gets hard. With writing, it is the same. You keep making up stories or sharing ideas with your words, even when it feels a bit tough. It is practicing to write more and more so you can become really good at it, just like practicing a sport or a game.

Practice \_\_\_\_\_ prompt from the box below and write about it for 8 minutes.

Do you think \_\_\_\_\_ school uniforms?

Do you think it's \_\_\_\_\_ limit \_\_\_\_\_?

Is it fair to expect every \_\_\_\_\_ good \_\_\_\_\_?

**PREVIEW**

Name: \_\_\_\_\_

10

Curriculum Connection  
1.8.2.4, 2.6

Practice

Continue writing about your topic for 8 minutes.

**PREVIEW**

Count your words. How many words did you write? \_\_\_\_\_

Count your lines. How many lines of words did you write? \_\_\_\_\_

## 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 say 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 get someone to do something.
- **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 text 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 card 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 a text form?	

**Biography Book Covers**

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

--	--

## 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.

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## Science Fiction Genre Character Creation

Every genre will have certain types of characters. In a science fiction genre story, the characters may have special gadgets or live on different planets.

### Examples

- **Science Fiction Story:** the characters and setting may include astronauts, aliens, spaceships, and planets.



### Visualize

Draw a science fiction character and list their features. What is the character's name? What special powers do they have?

Name
Features

### Write

Describe the character from your drawing.

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## Idea Development Strategies

### Thinking of Writing Ideas!

When we want to write something, we need to think of fun ideas first. These special ways to think of ideas are like magic tricks that make our writing better!

### Fun Ways to Think of Ideas:

- **Brainstorming:** It's like letting all your thoughts out on paper! Write down everything you think about a topic, even if it sounds silly.
- **Drawing Pictures:** Making pictures or little charts can help us see our ideas better.
- **Ask Questions:** What if...? How? Asking questions about your story or topic can make you think of more ideas.
- **Chatting with Friends:** Talking to your best friend or family can help you come up with great ideas. Maybe they'll say something that starts a story!



### Picking the Best Magic Trick

Some tricks are best for certain things. If you want to write a fun story about an alien visit, brainstorming could help you think of all the wild things the alien does. But if you're telling how to bake cookies, drawing a picture might help plan your steps.

### Who Will Read Your Writing?

Think about who will read your story. If you're writing a story for your classmates, think about what they might like. But if you're writing a note to your teacher, it might be a bit different. Always choose ideas that your readers will love!

## 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 then write them down.

1

2

3

4

5

6

## 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
Astronauts	Waffles	Boards	Bicycles
Thunderstorms			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 – Conjunctions

A **conjunction** is a word that joins things together. It can join words, phrases, or parts of sentences. Some common conjunctions are "if," "while" "after" "however" and "because." You can start a sentence with some conjunctions to make your writing more interesting.

Here are 3 examples:

- 1) Although it was cold, she decided to go for a walk.
- 2) Unless it rains, we'll go to the beach tomorrow.
- 3) Since you were here early, you can help me bake cookies.



Write sentences that begin with a conjunction

Although	Unless	Since	While	Whenever
Even though	For	After	Though	As long as

Sentence 2

Sentence 3

Sentence 4

## 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 words 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

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### Sentence 2

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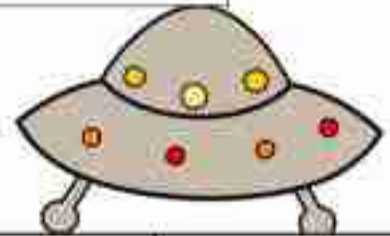


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## Writing Descriptive Sentences

### 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

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Sentence 2

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Sentence 3

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## 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	1	She has a cat it is very noisy.
2	2	It was raining we stayed indoors and read books.
3	3	He was hungry he ate an apple.
4	4	The sun set the stars came out.
5	5	She was late for school it wasn't a big deal.
6	6	They played soccer it was fun.
7	7	He found a coin he bought a candy.
8	8	We went camping we only stayed one night.
9	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 funny 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. This is the best!

Topic Sentence

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

Topic Sentence

Some stars group together and form shapes. We learn group stories about these star patterns, like the Big Dipper or Orion. It is a great way of 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 so interesting that 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	Scorpions 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. If you're 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 days 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 the 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

### What's a Conclusion Sentence?

A conclusion sentence finishes a paragraph. It's the last sentence you read and helps you remember the main points of the writing.

### Why Do We Use Conclusion Sentences?

Conclusion sentences help us understand the main point of what we have read. When we finish reading, the conclusion sentence reminds us of the main idea.



### How to Write a Good Conclusion Sentence

To write a helpful conclusion sentence, here's what you can do:

- **Restate the Main Idea:** Say the main idea in your own words.
- **Keep it Short:** Don't make it too long. You should use new words.
- **Add a Final Thought:** Sometimes, you can add a small thought.

### Conclusion Sentence Examples:

If you write about playing a game, you could end with:

- ✓ "Games are fun and help us work together!"

If you write about a trip to the zoo, you might say:

- ✓ "The zoo is full of amazing animals and adventures!"

If you write about a day at the beach, you could finish with:

- ✓ "Beaches are places of sun, sand, and fun memories!"

## 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.

## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) Trees are really important for us. They give us shade on hot days and homes for birds. In the fall, their leaves turn pretty colours like red and gold.

2) Every summer, my family goes to the beach. We build sandcastles, collect seashells, and splash in the water. My mom always wears my favourite sun hat to protect my face.

3) I love riding my bicycle around the park. It's blue with a small bell. On weekends, my friends join me, and we race each other.

4) My teacher has a big globe in our classroom. We use it to learn about different countries. Yesterday, I found where Canada is.

**PREVIEW**

## 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.

**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		

Name: \_\_\_\_\_

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Curriculum Connection  
1.5, 2.2

## Assignment - Paragraph Writing

Write

Write your paragraph below.

**PREVIEW**

## Rubric - Paragraph Writing

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

### Teacher Comments

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<b>Mark</b>

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

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## 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 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,  
Mia

- |                    |                   |
|--------------------|-------------------|
| 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 |

## Purpose and Audience of Letters

**Think**

Read the purpose and audience of the email. Then decide if it will be a formal or informal email?

Audience	Purpose	Formal or Informal	
School Principal	Asking for a meeting	Formal	Informal
Cousin	Sharing pictures	Formal	Informal
Local Council	Asking for a new swing set	Formal	Informal
Best friend	Inviting to a sleepover	Formal	Informal
Teacher	Asking for help with homework	Formal	Informal
Customer Service	Complaining about a product	Formal	Informal
Grandparent	Asking to come home for a weekend	Formal	Informal
Potential Employer	Asking for a job interview	Formal	Informal
Classmate	Asking to play soccer at school	Formal	Informal
Favourite Author	Asking a question about a book	Formal	Informal

**Think**

Think of 4 emails you might want to send. Will they be formal or informal?

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal

## 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 have learned about informal letters, write a letter below. Use the audience and purpose provided for you.

Audience	Purposes
Friend	Invitation 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,

I just 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 favourite 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
<b>Greeting</b>	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
<b>Topic Sentence</b>	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
<b>Engaging Body/ Words</b>	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
<b>Use of Interjections</b>	Uses many appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
<b>Voice</b>	Voice matches purpose (e.g., happy, excited)	Voice is consistent	Voice is inconsistent or unclear	Voice is missing or inappropriate
<b>Closing</b>	Closing is warm and wraps up the letter	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate

### Teacher Comments

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

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## 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

Name: \_\_\_\_\_

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## 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**

## Assignment – Formal Letter

**Write**

Plan your formal letter by brainstorming about your topic below

Audience	Purposes
School Principal	To ask for a meeting, discuss school problems
Local Government Official	To tell them about problems, ask for changes in the community
Teacher	To say thanks for help, ask about homework
Library	To ask for books
Company (e.g. _____)	To give feedback, ask questions about products
Police Department	To ask for service, ask about safety programs

1) Who will be the audience for your letter?

2) What will be the purpose of the letter?

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

4) What will be the main idea of your letter?

5) Write the greeting you will use:

6) Write the closing you will use:

**Write**

Plan your letter by brainstorming about your topic below.

7) Write 3 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What transitions will you use to allow your supporting details to flow.

9) Write your rough draft of \_\_\_\_\_ below.

**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**

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**Directions**

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

Boring Sentence: They ate.	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence
_____
_____
_____

Boring Sentence: _____	
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.



<b>See</b>	
<b>Feel</b>	
<b>Hear</b>	
<b>Taste</b>	
<b>Smell</b>	

Use your notes above to write a paragraph form.

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### 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.

<b>See</b>	
<b>Feel</b>	
<b>Hear</b>	
<b>Taste</b>	
<b>Smell</b>	

## 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 is endless, and she's a natural note-taker. You'll find her tinkering in an ordinary household, turning the most ordinary items, turning them into something extraordinary.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait</b>	

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.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

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.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

# 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.

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## 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.

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## Narrative Writing - Plot

### Brainstorm

A plot needs a problem or goal. Write as many problems as you can below in this brainstorm activity. There are no bad ideas!



### Practice

Choose a plot from above and expand on it in more detail.

1) Describe the basic plot idea.

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2) What characters are involved in this plot?

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3) Beginning - Where will the story take place? Describe the setting.

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## Practice

Fill in the organizer below.

4) Middle – What problems will the characters have to solve? What will happen in the story?

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

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6) What is a good title for your story?

7) If this was a book, draw the front cover.

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**PREVIEW**

## 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**

## 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.

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## 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.

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

## 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 each of the story summaries below and write the theme of each.

Summary	A boy goes to his 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.

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

<b>Theme</b>	Teamwork makes things better
<b>Summary</b>	<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 &amp; games

Family and memories

Space and future

Weather and science

Adventure

Celebration

Technology

Nature

Reading &amp; 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 <b>s</b> inging <b>s</b> ailors <b>s</b> unbathing on the sunny shore.
b)	Busy <b>b</b> lubbies <b>b</b> ubbles <b>b</b> uzzing <b>b</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	Flies
			Tweeting

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

## 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 of dialogue, 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	

## 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.

- PREVIEW
- 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!" \_\_\_\_\_ \_\_\_\_\_.
  - 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 are arranged vertically, each containing three horizontal lines for writing. The word 'PREVIEW' is written diagonally across the page in large, bold, orange letters with a black outline.

## Writing Using Quotations

**Practice**

Think of your favourite celebrity. Is it a hockey player, actor, or painter? Now write dialogue between you and them. What will you say? Will you say it excitedly? What will they say? Use speaker tags.

Yo	_____
Yo	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____

**PREVIEW**

## 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 robot	Befriends aliens	Planets
Adventure	Solve neighborhood mystery	Suburb
Elderly gardener	Magical singing garden	Backyard
Young chef	Spooky kitchen 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.

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

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6) What is a good title for your story?

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**PREVIEW**

Name: \_\_\_\_\_

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## 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 141) 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 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**

# 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
<b>Interesting Plot</b>	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.
<b>Characters</b>	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.
<b>Beginning and Middle/End</b>	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.
<b>Setting (senses)</b>	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.
<b>Word Choice</b>	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.
<b>Title</b>	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is relevant but lacks improvement.	The title is irrelevant or uninteresting.

### Comments

Mark

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

## Stamina Writing – Building Stamina

Have you improved your stamina? Can you focus and write more than you wrote the last time you did this exercise? Let's test your stamina!

**Practice** Choose one prompt from the box below and write about it for 8 minutes.

Is it important for everyone to have the same opportunities at school, like in sports, music, and other activities?

How do you feel when someone always got to skip ahead in line?

Do you think it is fair if some kids have pets and other do not?

**PREVIEW**

Name: \_\_\_\_\_

**Practice**

Continuing writing about your topic for 8 minutes.

**PREVIEW**

Count your words. How many words did you write? \_\_\_\_\_

Count your lines. How many lines of words did you write? \_\_\_\_\_

## Understanding Persuasive Writing

### What is Persuasive Writing?

Persuasive writing is when you write to make someone see things your way. It's like telling a friend why your favourite game is the best.

### When Do We Use It?

We use persuasive writing in many places:

1. In school, like when you write a story.
2. In ads on TV, like when you want to look cool.
3. In letters, like asking for a new book.



### What Makes Persuasive Writing Good?

1. Clear Ideas: Your writing should show what you think and why you think it.
2. Using Facts: To persuade someone, use facts like "I will get more exercise."
3. Think of the Reader: Imagine who will read it. What would they like to hear?
4. Careful Word Choice: If you write about a new toy, use words like "cool" and "awesome." If you're writing to the mayor, use formal language with words like important, need, advantage, recommend, etc.
5. Good Order: Start by saying what you think. Next, share why you think it and why they should agree. End with a sentence that wraps it up nicely.

## Understanding Persuasive Writing

**True or False**

Is the statement true or false?

1) We write persuasive notes in school.	True	False
2) TV ads use persuasive writing.	True	False
3) Letters never use persuasive writing.	True	False
4) Clear ideas are important in persuasive writing.	True	False
5) It is important to know who will read your persuasive writing.	True	False

**Ad Poster**

Write an advertisement for your favourite toy or snack. Write a catchy slogan to get some people to want it too.

**Slogan:**  
\_\_\_\_\_  
\_\_\_\_\_

## 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 friend. 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 on the list. See if they 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 idea about persuading others?

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

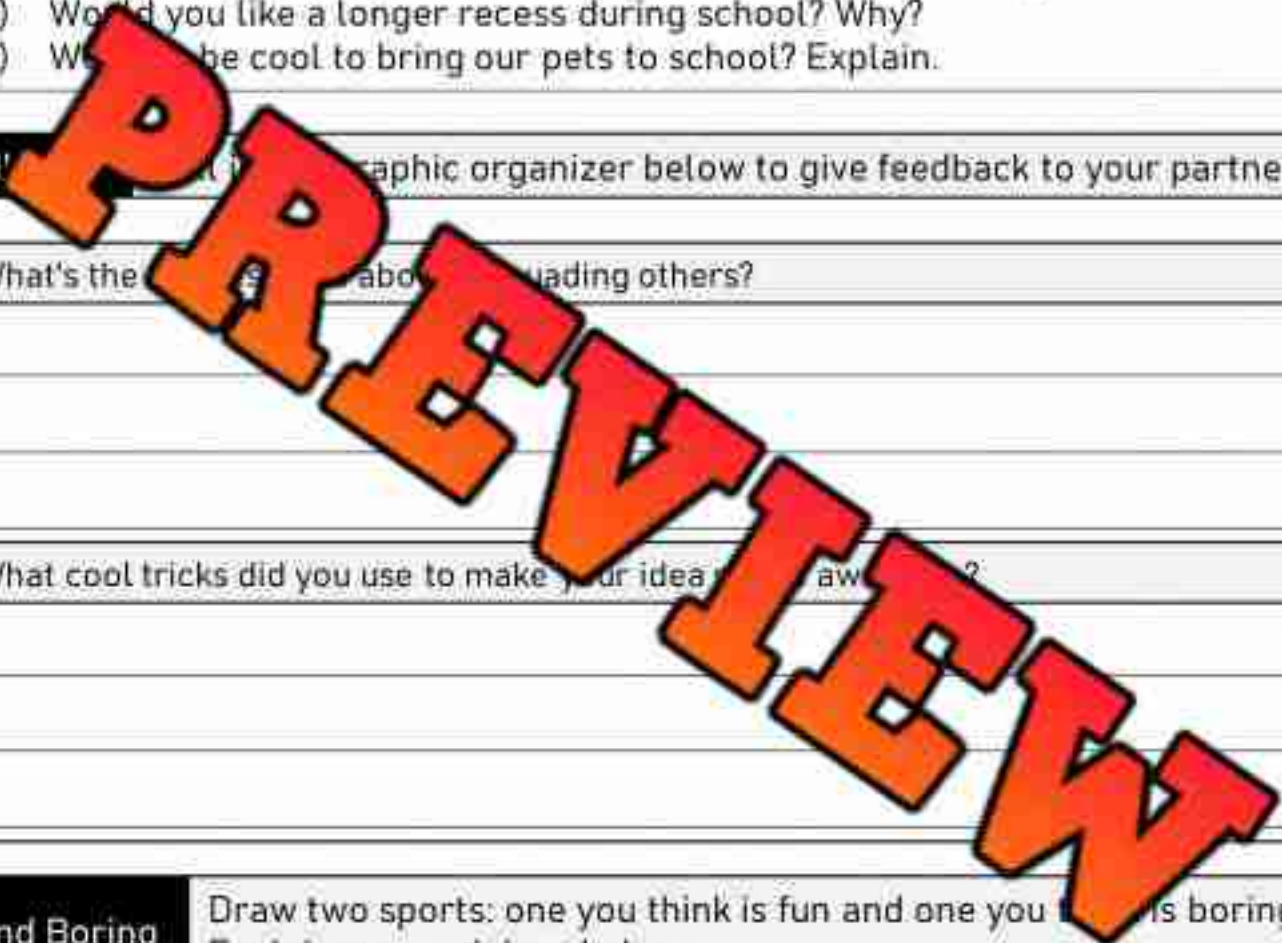
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**Fun and Boring** Draw two sports: one you think is fun and one you think is boring. Explain your opinions below.

	<hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/>
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## 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**

## Assignment – Advertising a New Invention

Students, in this assignment, you will create an advertisement for an invention that you will dream up. The focus of this activity is to learn how to use persuasive techniques to convince others that your invention is amazing and a must-have!

### Planning

Fill in the graphic organizer below.

1) Brains, think of some creative and helpful products you'd like to invent. Here are some examples:

- A new kind of pencil sharpener
- A program that helps with homework
- A self-making robot

2) Which invention will you choose?

3) What is the name of your product?

4) What problem does it fix, or how does it make things easier?

**Planning**

Fill in the graphic organizer below.

5) Who would want to use this product? This will be your audience.

6) What are the most convincing reasons someone should buy it?

7) How will you describe your product, so it sounds appealing? You could use these strategies: celebrity endorsement, free prize, say the price (e.g. \$100 left), offer a sale - buy one get one free, describe the must-have features.

**PREVIEW**

## Poster

Plan your poster below

8) Draw a rough copy of your poster below. Add these things:

- A picture of the invention
- 3 reasons why someone should buy it (short sentences – not much text)
- Selling strategy: sale, buy one get one free, celebrity, limited supply, etc.

**PREVIEW**

**Survey**

Ask your classmates the following questions and fill in the details below.

1) In order to survey your classmates to find out if your invention is wanted, what will you ask them? Tally your results below.

Great Idea	Okay Idea	Bad Idea	Worst Idea Ever

2) What do you think of the results?

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3) How does this prove that your invention will help people? Use the data above to make your advertising for your invention more persuasive.

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## Rubric – Invention Assignment

Criteria	1 Point	2 Points	3 Points	4 Points
<b>How Persuasive Is The Poster?</b>	Not convincing	A bit convincing	Mostly convincing	Super convincing
<b>Visuals</b>	Hard to see/understand	Some clear pictures	Bright and clear pictures	Very eye-catching and clear
<b>Special Deal</b>	Weak special deal	Okay special deal	Good special deal	Creative special deal
<b>Quality Of Persuasive Reasons</b>	Weak reasons	Some reasons	Good reasons	Excellent, strong reasons
<b>Organization/ Spacing</b>	Too cluttered	Some space	Organized with some space	Very neat and spaced out

### Teacher Comments

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<b>Mark</b>	
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### Student Reflection – How did you do on this assignment? What could you do better?

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## Informational Reports: A Quick Guide

### What's In a Report?

**Reports** help us learn new things. They have lots of facts and information about different subjects. If you want to learn about penguins, you could read a report!

Have you ever made a puzzle? A report is like a puzzle. Each piece has its special spot. Let's learn about the parts of a report!

**Title:** This is the name of your report. It tells readers what they're about to learn. Example: "All About Penguins."

**Introduction:** A short part that starts the topic. It's like saying, "Hello! We're going to talk about penguins."

**Headings:** These are big, bold words that show different sections of the report. They help break things up. Example: "Where Penguins Live."

**Body:** This is the main part of the report. It has all the facts and details. Under the heading "Where Penguins Live," you might write, "Penguins live in cold places like Antarctica."

**Pictures:** These are fun visuals that show what you're talking about. A picture of a penguin sliding on ice could be added to make your report exciting.

**Conclusion:** The end of your report. It's like saying, "Now you know lots about penguins!"

**Index:** This is a list at the back. It helps readers find specific things quickly. If someone wants to find where penguins live, they can check the index!



## Informational Reports: A Quick Guide

**True or False**

Is the statement true or false?

1) Reports share facts.	True	False
2) Headings have bold text.	True	False
3) Titles show the report's topic.	True	False
4) An index is found at the start of a report.	True	False
5) An index lists topics you can find in the report.	True	False

**Questions** Answer the questions below.

1) What is the purpose of an informational report?	
2) Describe each of the components of a report.	
Introduction	
Headings	
Body	
Pictures/Diagrams	
Conclusion	
Index	

## 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 about the text with the topic below fiction or non-fiction?

1)	...king to ... 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 Rover saves a planet 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) Match each fact to 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.	
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?

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**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.

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Name: \_\_\_\_\_

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Curriculum Connection  
4.2

## Writing a Report – Butterflies

**PREVIEW**

## 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 access to 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		

## 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.	
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Tell the main idea?	Keep it short and interesting!	
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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!	
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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!	
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## 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!

## Report Writing – Conclusions

Finishing your story with a strong ending is like tying a ribbon on a gift. A great ending should:

- **Summarize Points:** Remind readers of the main ideas.
- **Connect to Start:** Link to your story's first thoughts.
- **Call to action:** Ask readers to try a related activity.
- **Interesting ending:** Leave with a fun fact or question.



Analyze: Read the conclusions below and use a checkmark if it meets the criteria.

We explored the world of underwater animals. Fish and whales are so interesting! How about visiting an aquarium to see them? What underwater creature do you want to learn more about?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Cats are mysterious creatures. Rainbows appear after storms. New nature and pets both surprise us.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We found out many fun facts about dinosaurs. Think about the huge T-Rex! Share some of these facts with your friends to show off what you now know! What other dinosaur facts do you want to learn more about?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

## Report Writing – Conclusion

**Write**

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

Topic: Kids need computers to learn.

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Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Topic: Canada is the best country.

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Summarize the main points

Call to action

Connect to the introduction

End with something interesting

## Analyzing a Report – Success Criteria

### What Plants Need to Grow

#### Introduction

Every plant, from the tiniest flower to the tallest tree, has things it needs to grow. Let's discover what they are!

#### Plants Need Sunlight – Making Food

All plants need sunlight to grow. It's like their food. Plants can give us energy through a process called photosynthesis. When they get sunlight, they take in water and carbon dioxide to grow taller and produce leaves.

#### Can't Live Without Water

Just like we need water to stay hydrated, plants need water too. When they get thirsty, they take water in through their roots. Without enough water, plants can wilt and look sad. But with the right amount, they flourish and look happy!

#### Where Plants Live - Soil

Soil is more than just dirt; it's a plant's home. It provides them with nutrients and a place for their roots to spread out. Different plants prefer different types of soil, but they all need it to anchor themselves and get their food.

#### Conclusion

Plants are incredible, and with sunlight, water, and good soil, they can grow beautifully. Next time you see a plant, remember what it needs. Maybe you can even grow one yourself!

#### Index

- Types of Plants – See Paragraph 1
- Photosynthesis: See Paragraph 2
- Wilting Plants: See Paragraph 3
- Where Plants live: See Paragraph 4



## Analyzing a Report – Success Criteria

**Questions**

Answer the questions below.

1) What are the 3 things every plant needs?

2) If you wanted to find out about photosynthesis, which paragraph would you go to? Use the index.

3) How could an index help you find a book?

**Analyze**

After reading the report, write 5 things you learned about photosynthesis. Then share your ideas with the class, so you and your class can come up with 8 criteria that make a good report.

1)

2)

3)

4)

5)

## 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 if you want.

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.

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7) Write the conclusion by writing your idea and some of the things they learned. Use a call to action - here is what you should do more.

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

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Name: \_\_\_\_\_

## Assignment – Report Writing

**Rough Draft**

Write the rough draft of your report below.

**PREVIEW**

## Rubric – Report Assignment

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

### Teacher Comments

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<b>Mark</b>

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

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## What is a Haiku?

### What is a Haiku?

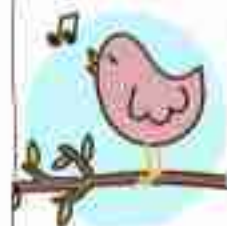
A **haiku** is a short poem from Japan. It's short, only three lines! The lines have a beat: 5 syllables, 7 syllables, then 5 syllables. Haikus are often about nature or how we feel. They make us see a picture using few words. Look at these:

#### 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

## Getting Started with Rhyming Poetry

Rhyme poems are like fun songs but without music. Words in them sound the same at the end. This makes them fun to read and sing! Let's learn to make a rhyme poem!

### What is Rhyme?

When two words sound the same at the end, they rhyme. Like "dog" and "frog" both have an "og" sound.

### Steps to Write a Rhyming Poem

- 1) Pick a Topic: What do you like to do or what do you love?
- 2) Choose a Rhyme Scheme: Decide which words will match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use your rhyming ideas to write a poem. If it doesn't match, try again.

### Example of AABB Rhyme Scheme:

- Line 1: My dog loves to play (A)
- Line 2: With his ball every day (A)
- Line 3: He barks at the sky (B)
- Line 4: Then lays down with a sigh (B)



### Tools for Finding Rhymes

- Rhyming Dictionaries: These are like dictionaries, but just for rhymes!
- Online Rhyming Tools: Type a word and find matches!

## 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.

# Children's Book - Adventures in Dreamland

**Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

In the night so bright,  
Gleaming diamonds in a sight!  
The moon with a dream  
Close your eyes, if you

In the jungle, wild and free,  
Monkeys swing from tree to tree.  
Elephants stomp, lions roar,  
Adventures wait, there's so much more!

**PREVIEW**

# Children's Book - Adventures in Dreamland

**Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

Under the sea, what can you find?  
Colourful fish, combined.  
Whales sing, dolphins play.  
Dancing in waves, they sway.

Above the clouds, up so high,  
Birds and planes, they both fly.  
Rainbows curve, a colourful bend,  
Endless sky, where dreams never end.

**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 \_\_\_\_\_

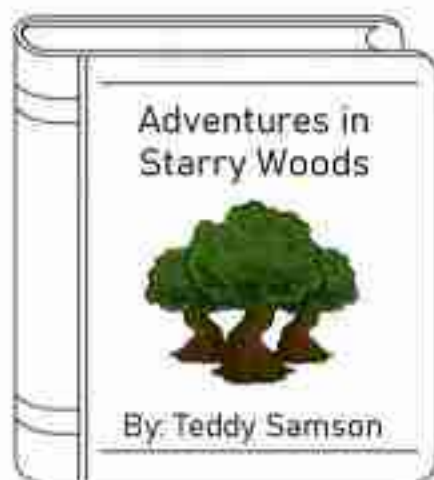
Line 4 He looked with a \_\_\_\_\_

Line 5 And swam off to find some to \_\_\_\_\_

## Analyzing a Book Review

**Title and Author:** "Adventures in Starry Woods" by Teddy Samson

**Introduction:** Hey there! I just finished an awesome book called "Adventures in Starry Woods." It's full of magic, mystery, and fun!



**Summary:** In this story, a girl named Mia discovers a magical forest. Her home, Starry Woods is a place where trees can talk and animals wear glasses! Mia becomes friends with a owl named Sam. Together, they go on an adventure to save the forest from a witch who stole a magical star. They meet other forest animals, face challenges, and find a way to save the forest.

**Your Thoughts:** I loved reading about Mia and Sam's adventure. The story had lots of twists and turns that kept me guessing. The illustrations were so pretty, with glittery stars and cute animals. Some parts were super funny when the owl kept losing his glasses. Other parts were touching, showing how friends stick together.

**Rating:** ★★★★★

This book gets 4 stars from me! It was entertaining and heartwarming. I think anyone who likes magical stories will enjoy it. Plus, who doesn't like a forest full of friendly animals?



## Analyzing a Book Review

**Describe**

After reading the book review, explain if it met the criteria below.  
Write an example of how the book review meets the criteria below.

1) Does it have a catchy introduction that grabs attention? Explain.

\_\_\_\_\_

\_\_\_\_\_

2) Includes the title of the book 

Yes	No
-----	----

3) Includes the author's name 

Yes	No
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4) Does it give an example of any surprising surprises? 

Yes	No
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5) Did they share personal thoughts about the book? Give an example.

\_\_\_\_\_

\_\_\_\_\_

6) Does it talk about what was liked and disliked?

\_\_\_\_\_

\_\_\_\_\_

7) Does it use interesting words that are fun to read? Give some examples.

\_\_\_\_\_

\_\_\_\_\_

8) Does it end with a rating? Write it down.

\_\_\_\_\_

9) Who does it say would enjoy the book?

\_\_\_\_\_

\_\_\_\_\_

## 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?

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

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

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**PREVIEW**

Name: \_\_\_\_\_

# MY BOOK REVIEW

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Summary

My Thoughts

**PREVIEW**

My Rating ☆☆☆☆☆

## All About Comic Strips

### The Magic of Comic Strips

Comic strips are fun pictures and words that tell a short story. They're like a mini-book with drawings.

### Characters, Dialogue, and More

- **Characters:** They can be people, animals, or even things. Stars of the comic.
- **Speech Bubbles:** Show what the characters are saying.
- **Thought Bubbles:** Show what the characters are thinking.
- **Sound Effects:** Words like "BOOM" or "RING!" that sound like real noises.
- **Background:** This is where the story takes place, like a park or a room.
- **Expressions:** We can see how characters feel—happy, sad, or scared—by looking at their face.

### Creating Your Own Comic Strip

Making a comic strip can be exciting!

- 1) Think of a funny or cool story.
- 2) Draw your characters and where they are.
- 3) Use speech bubbles when characters talk.
- 4) Put in sounds and thought bubbles.
- 5) Colour your drawings to make them bright and interesting.



### Why Comic Strips Are Loved by Many

Lots of kids and grown-ups love comic strips. Some comics make us laugh, and others tell cool adventures. You might know "Peanuts" with Snoopy or "Garfield" who loves lasagna.

## All About Comic Strips



Examine

Read the comic and answer

- How many speech bubbles are there?
- How many thought bubbles are there?
- In the 2<sup>nd</sup> 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

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: "Wait! A lot of... candy coins?"
- Character B: "Best find ever!"

**PREVIEW**

## What is a Biography?

### Learning About Biographies

A **biography** is like a storybook, but it's about real people! Imagine reading about your favourite hero or explorer and knowing everything is true. That's a biography. It tells us cool stuff about a person's life, like their adventures and why they're famous.



### What is a Biography?

When you open a biography, here are parts you'll see:

- **Introduction:** Tells about the person and why they're important.
- **Early Life:** Talks about how they were like us.
- **Achievements:** Talks about the big things they did.
- **Later Life and Legacy:** What happened to them as they got older and what they are remembered for.

### Elements That Make a Great Biography

A well-written biography has some special things that make it so interesting and useful. Here's a list of some of them:

- **Facts:** True things about the person's life.
- **Photos or Pictures:** To see their face and where they went.
- **Quotes:** What they really said.
- **Timeline:** A line showing their life's big events.

**Biographies** are like windows into amazing lives. They show us heroes, explorers, and dreamers. They teach us about hard times, fun adventures, and big dreams. There's also an "**autobiography**" which means someone wrote their own life story.

## What is a Biography?

True or False

Is the statement true or false?

1) Biographies are about fake people.	True	False
2) You can write an autobiography about someone else.	True	False
3) A biography is a fictional text.	True	False
4) A timeline tells us the big events.	True	False
5) Facts are not true.	True	False

Question: Would you want to read a biography about? Why?

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Fact or Fiction

Is the sentence below fact or fiction about Wayne Gretzky?

Wayne Gretzky played hockey.	Fact	Fiction
He scored over 800 NHL goals.	Fact	Fiction
Wayne was a professional ballet dancer.	Fact	Fiction
He is known as "The Great One" in hockey.	Fact	Fiction
Wayne Gretzky played for the Edmonton Oilers.	Fact	Fiction
He invented the game of hockey.	Fact	Fiction
Wayne has won multiple NHL awards.	Fact	Fiction
He was a famous astronaut.	Fact	Fiction
Gretzky set many NHL records.	Fact	Fiction
He was a lion tamer in a circus.	Fact	Fiction

# 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 a lot of ideas. He wrote and drew a lot in his special notebooks that we have collected and studied.

### 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

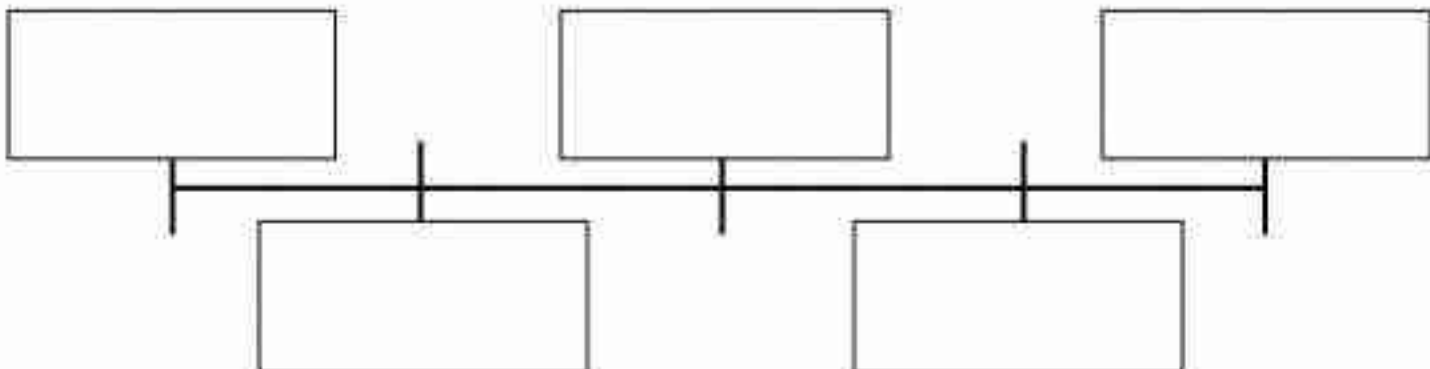
When he was born

4) How do we know Leonardo studied friction?

**PREVIEW**

**Timeline**

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



## 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**

Print the letters in each of the boxes.

U								
u								
v								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

**PREVIEW**

## Printing Activities

**Practice**

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

I have two cats and one dog.

The little girl brushes her teeth every morning.

He went to the zoo with his family.

Dad drives a car to work every day.

**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.