



Preview – Information



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Google Slides Lessons Preview



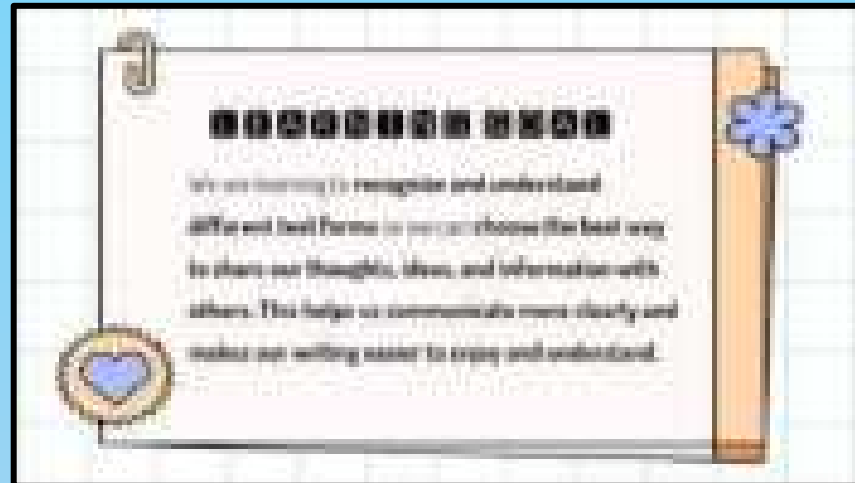


BC Language Curriculum Composition (Writing) – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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



Which Text Form Is It?

Which Text Form Is It?	Text Form
1. It is a letter from a friend.	Letter
2. It is a story about a person's life.	Biography
3. It is a story about a person's life.	Biography
4. It is a story about a person's life.	Biography
5. It is a story about a person's life.	Biography
6. It is a story about a person's life.	Biography
7. It is a story about a person's life.	Biography
8. It is a story about a person's life.	Biography
9. It is a story about a person's life.	Biography
10. It is a story about a person's life.	Biography

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





BC Language Curriculum Composition (Writing) – Grade 3

Drag and Drop Sentence Builder

Write your sentence in the box below:

1 2 3

1	2	3	4	5	6	7	8	9	10
the	cat	was	very	happy	to	play	in	the	yard
under	the	tree	the	children	were	very	happy	to	play
the	cat	was	very	happy	to	play	in	the	yard

Match the Emotion

Write the emotion that matches the feeling in the box.

1	2	3	4	5	6	7	8	9	10
happy	sad	angry	excited	surprised	scared	disappointed	embarrassed	jealous	ashamed
I feel like I have won the lottery!	I feel like I have lost the lottery!	I feel like I have lost my favorite toy!	I feel like I have won the lottery!	I feel like I have lost the lottery!	I feel like I have lost my favorite toy!	I feel like I have won the lottery!	I feel like I have lost the lottery!	I feel like I have lost my favorite toy!	I feel like I have won the lottery!

Ending With a Bang: Conclusion

Write a conclusion for each story.

Write a conclusion for the story. The girl was very happy to play in the yard. She was very happy to play in the yard. She was very happy to play in the yard.	Write a conclusion for the story. The boy was very happy to play in the yard. He was very happy to play in the yard. He was very happy to play in the yard.
Write a conclusion for the story. The girl was very happy to play in the yard. She was very happy to play in the yard. She was very happy to play in the yard.	Write a conclusion for the story. The boy was very happy to play in the yard. He was very happy to play in the yard. He was very happy to play in the yard.



BC Language Curriculum Composition (Writing) – Grade 3

Arrange the Jumbled Sentences

1. The boy	2. The girl	3. The boy	4. The girl	5. The boy
6. The girl	7. The boy	8. The girl	9. The boy	10. The girl
11. The boy	12. The girl	13. The boy	14. The girl	15. The boy

Write the sentences in order on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Writing a Report

Write a report about the ocean. Use the information on the page to help you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Parts of a Report

Write a report about the ocean. Use the information on the page to help you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____



Workbook Preview



Grade 3 – Language Writing



Big Idea 1	Language and story can be a source of creativity and joy.
Big Idea 2	Stories and other texts help us learn about ourselves, our families, and our communities.
Big Idea 3	Stories can be understood from different perspectives.
Big Idea 4	Using language in creative and playful ways helps us understand how language works.
Big Idea 5	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

	Elaborations	Pages
W3.1	Preview of 150 pages from this product that contains 341 pages total.	211
W3.2		140 – 181, 189 – 198
W3.3		2, 148 – 194, 198
	Contents, and Appendix	177, 202 – 203, 207 – 209, 241 – 248
W3.4	Literary elements and devices: descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration	24 – 34, 39 – 40, 92 – 94, 117 – 120, 195 – 197, 210 – 212, 230 – 231, 233 – 237
W3.5	Writing processes: may include revising, editing, considering audience	16 – 23, 35 – 38, 41 – 44, 61 – 62, 64 – 65, 75 – 76, 78, 80, 86 – 87, 89 – 90, 130 – 132, 134 – 137, 139, 150 – 154, 158 – 165, 172 – 173, 182 – 186, 195, 200, 204 – 206, 208 – 209, 213 – 215, 217, 224 – 229, 232, 238 – 240, 250 – 252, 254
W3.6	Metacognitive strategies: taking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	44 – 45, 65 – 66, 79 – 80, 90 – 91, 121 – 122, 138 – 139, 154, 170 – 171, 173, 185 – 188, 202, 217, 232, 240, 254
W3.7	Legible handwriting: legible handwriting with spacing between words	254 – 277

Understanding Text Forms

What Are Text Forms?

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



Why Do We Write?

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

- **Narratives:** These are like bedtime tales.
- **Reports:** These are like stories like what on the news.
- **Letters:** These are notes for other people.
- **Poems:** These are like beautiful poems but they can be funny too.
- **Persuasive Writing:** This is how you talk to make someone think a certain way.
- **Comic Strips:** These are funny or exciting stories.
- **Biographies:** These tell about someone's life, like a story about a famous person.
- **Instructions:** These are like treasure maps, leading you step by step.

Who Will Read It?

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

Choosing the Right Key

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

Which Form?

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

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

Questions

Answer questions below.

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

Biography Book Covers

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

--	--

Narrative Writing - Genre Identification

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

Here are 3 examples:

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



Direction: Match the genre with the story summaries below.

Adventure	Romance	Fiction
Non-Fiction	Mystery	Fantasy
Science Fiction	History	Historical

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

Narrative Writing – Genre Identification

Read

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



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

	Fiction	Non-Fiction
Edutainment		Suspense

Writing

Explain why the story fits the genre you chose.

Narrative Writing – Genre Identification

Read

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

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



Adventure	Historical	Science Fiction
Autobiography		Mystery

Writing

Explain why the story fits the genre you chose.

Fantasy Genre Character Creation

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

Examples

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



Visualize

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

Name
Features

Write

Describe the creature from your drawing.

Idea Development Strategies

Practice

Practice the different strategies below.

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

PREVIEW

Fictional Character

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

Idea Development Strategies

Practice

Practice the different strategies below.

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

1

2

3

4

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

1

2

3

4

5

6

Activity: Power of Planning

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?



Part 1: Writing Without Planning

Subject: My Favourite Game

Instructions:

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

Part 2: Writing With Brainstorming

Subject: My Favourite Dessert

Instructions:

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



Activity: Power of Planning**Part 1**

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

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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



Dessert

PREVIEW

Sentence Beginnings

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

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



Write sentences using different nouns to start the sentence.

Butterflies	Monkeys	Trains	Maple Trees	Thunderstorms
Astronauts	Flowers	Boards	Bicycles	Steven

Sentence 2

Sentence 3

Sentence 4

Sentence Beginnings – Adjectives

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

Here are 2 examples:

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



Write _____ sentences using different adjectives to start the sentence.

Silly	Mysterious	Colourful	Nasty
Delicious	Scary	Giant	Silly

Sentence 2

Sentence 3

Sentence 4

Sentence Beginnings – Verbs and Adverbs

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

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



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

Verbs	Running	Dancing	Whispering	Painting
Adverbs	Quickly	Happily	Yesterday	Bravely

Sentence 1 - Verb

Sentence 2 - Verb

Sentence 3 - Adverb

Sentence 4 - Adverb

Sentence Beginnings – Prepositional Phrase

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

Here are 3 examples:

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



Write your own sentences that begin with a prepositional phrase

In the garden	Under the stars	Beside the river	Near the window
On the playground	Before the school	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)." (When you read, you can see and feel your story better!)



Directions

Use the words provided to write 2 sentences about a bear. You can mix up which parts you use.

Adjectives (Describing words)	Noun	Verb	Where	When
Brown	Bear	Crossed a river	In Toronto	This morning
Huge		Was growling	In the woods	Last night
Massive		Started chasing me	Close to the pond	All day
Scary		Ate a fish	Under a rock	One day
Crazy		Climbed a tree	By my house	One spring

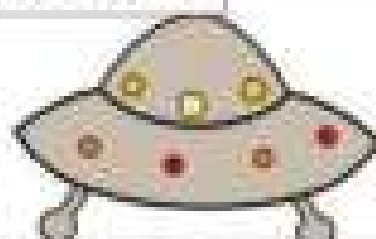
Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

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



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

Sentence 1

Sentence 2

Sentence 3

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

For example, they might come up with:

- "The tiny girl sang under the tree on Tuesday."
- "In the morning, the colourful ball rolled on the beach."

- 5) **Share & Discuss:** Have each group present their sentences to the class.
- 6) **Reflection:** After all groups have presented, discuss as a class. Which sentences stood out and why? How did the order of words affect the meaning of the sentence? What was challenging about not reusing words?

Name _____

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Sentence Construction
4.2.1

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

Sentence _____ all 8 sentences using the different prompts above.

PREVIEW

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.
2) It was hot outside we decided to
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
Not

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?

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

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 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:** Good writing should have a beat that's nice to hear when read aloud.

Revise the paragraphs below using writing fluency. Read aloud to see if it can be ready fluently.



The cat sat. On the floor. It is sleepy in the morning. The sun is up. It is bright. Birds are on the trees. It 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—it gives a hint about what's coming next.



Details, Details, Details!

After the topic sentence, the paragraph has supporting sentences. They give more information and details about the main idea. Think of them as the "meat" of the paragraph. 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 is 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 graceful giraffes to the colourful parrots in the rainforests, each one has its special skills. Some animals, like dogs and cats, even become our best friends. Animals are amazing!

Topic Sentence

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

Hooks

Rewrite the topic sentences below but make them so interesting 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: "Whales are the largest animals on land!"
- **Adding an Interesting Fact:** Share something cool to make it exciting.
Example: "Cats can make over 100 sounds!"



Hooks

Write a topic sentence below using the different strategies.

Original Version	Scary stories 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 have chocolate chips in them.

c) Cookies are baked in the 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.

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. Think 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	Recess is 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 ideas for your topic and then select 2 big ideas to write about.

1) What is your dream _____?

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
Afterwards	In the same way	Alternatively	Moreover	All in all
Meanwhile	As well as	Conversely	Plus	In summary
Finally	With	Nevertheless	Too	In the end

Think

Choose a transition word for the supporting details.

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

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

3) I had ice cream for dessert. _____ of cake. Both of us love sweet treats.

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

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

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) Conclusion sentences are the first in a paragraph.	True	False
2) Your conclusion sentence should add new ideas.	True	False
3) Your conclusion sentence should be long.	True	False
4) It should state the main idea.	True	False
5) The paragraph 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 feel happy and relaxed 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 hot chocolate.

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

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

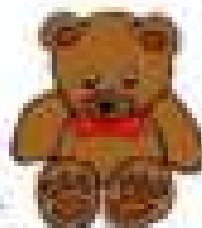
- a) My mom has a book.
- b) Her stories are the perfect end to my day.
- c) She reads at night.

Analyzing Paragraphs

Analyze

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

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



Main Idea _____

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

Main Idea _____

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

Main Idea _____

Success Criteria - Analyzing Paragraphs

Analyze

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

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

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

Assignment - Paragraph Writing**Write:**

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.

PREVIEW

What
Learned

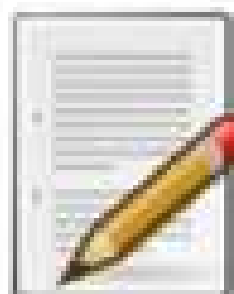
Formal Versus Informal Letters

Formal Letters: For Serious Talks

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

How to Write:

- ✓ **Opening:** Say "Dear" like "Dear Principal."
- ✓ **Body:** Write your big idea or question. Always be polite.
- ✓ **Closing:** Use words like "Thank you" or "Yours truly."



Friendly Letters: These letters are sent 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 write 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

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

Dear Mrs. Smith,

I hope you're doing good. I would like to 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,

I hope you can finish the drawing we started last week. It looked awesome!

Talk to you soon,

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

Subject: Great Story

Dear Mr. Lee:

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

Best wishes,
Evan

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

Subject: New Math Game

Hey Riley,

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

See you!
Mia

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

Analyzing Informal Emails

Analyze

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

Subject: Missing Pencil

Hey Alex,

I noticed my blue pencil is missing from my desk, and I saw you using one just like it. Did you take it without asking? I really need it back. It's important to ask before taking someone's stuff. 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. I saw a green toy dinosaur at the store today. If you see a green toy dinosaur, can you let me know? I'm really sad I lost it. I want to find it.

Thanks a lot,

Sophie

Author's Voice _____

Subject: Presentation Tomorrow

Hi Grace,

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

Thanks,

Olive

Author's Voice _____

Informal Email Writing

Write

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

Audience	Purposes
Friend	Inviting to a sleepover
Subject	

PREVIEW

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Oh!	Ouch!	Yippeee!	No!	Yikes!
Hooray!	Sob!	Wahhoo!	Argh!	Gulp!

Think

Add the appropriate interjections and describe the voice used.

Subject: Super News!

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

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

for you to meet him. We can 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'm really looking

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

Sighing,

Ella

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

Subject: Unexpected Discovery!

Hey Sam,

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

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

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

In total shock,

Lily

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

Success Criteria – Informal Emails

Analyze

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

Subject: My New Treehouse

Hi Luke,

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

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 of your email?	
2) What will be the purpose of your email?	
3) Brainstorm anything that comes to mind when you 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	☐	☐
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

Name: _____

79

Guided Writing Connection
W.3.3

Reflection Journal

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



2) What do you like most about your assignment?

3) What did you find challenging about your assignment?

4) How could you have done better?

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

Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
Greeting	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
Topic Sentence	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Engaging Body/ Words	Words are lively and interesting	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	Uses many appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
Voice	Voice matches purpose (e.g., happy, excited)	Voice is mostly clear	Voice is inconsistent or unclear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Closing is appropriate	Closing is not appropriate	Closing is missing or inappropriate

Teacher Comments

Mark	
------	--

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

Analyzing Formal Letters

Analyze

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

Willow Grove Elementary
32 Forest
Toronto, ON M8A

Dear Mrs. Morrison,

I wanted to tell you about our class trip to the library. Firstly, the books were so useful. Additionally, I found a cool book about dinosaurs. Furthermore, I met my friends! Thanks for the fun trip.

Warmly,

Lucas Mitchell

Author's Voice

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

Hi Mrs. Morrison,

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

Bye for now,

Oliver Jackson

Author's Voice

Formal Letter Writing

Write

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

Audience	Purpose	
Principal	To ask for better school yard equipment	
		

Activity – Improving Sentences

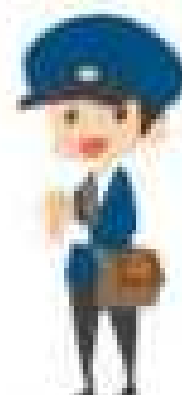
To make a sentence longer and better, you can add details. Here's how:

- **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.

Example:

Before:

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



Directions

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

5-Step Improved.

Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Directions

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

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

Sentence

Boring Sentence: _____

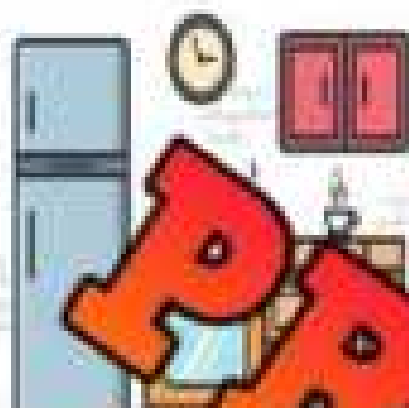
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Narrative Writing - Setting

Describe

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



See

Feel

Hear

Taste

Smell

Use your notes above to write a paragraph form.

Analyze

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

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

See

Feel

Hear

Taste

Smell

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her lab coat. Her curiosity leads her to ask questions, and she's not afraid to get her hands dirty. She's a bit of a mess, but her passion for science is what makes her stand out. She's always finding new ways to make things work, turning ordinary household items into something extraordinary.

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.

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

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing – Character Adjectives

Analyse

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



Writing

Write at least 3 sentences that introduce

Narrative Writing – Character Adjectives

Analyse

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



Writing

Write at least 3 sentences that introduce

Narrative Writing - Plot

Making a Story Step-by-Step

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



Remember, making a story should be like building blocks. Start with one block (idea) and add more to make it whole.

Practice

Read the short story plot below and fill it in the organizer.

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

Idea	
Character	
Beginning	
Middle	
End	

Narrative Writing – Plot Twists

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

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

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

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

Plot
Twist

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

Plot
Twist

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

Plot
Twist

Think

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

Plot

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

**Plot
Twist****Plot**

5) You are nervous for their first day at a new school.

**Plot
Twist****Plot**

6) A pirate is searching for a legendary island.

**Plot
Twist****Plot**

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

**Plot
Twist**

Narrative Writing - Draw & Describe Setting

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

Draw

Draw a picture of a playground setting.

PREVIEW

Write

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

Narrative Writing – Conflict Resolution

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



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

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

Conflict	1) A magic spell goes wrong, making all the colours in the world disappear.
Resolution	

Conflict	2) A brave knight must find the only herb that can cure the queen's mysterious illness.
Resolution	

Conflict	3) A group of kids on a space station must fix their robot before a space storm hits.
Resolution	

Narrative Writing – Themes

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

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

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

Summary	A boy shares his lunch with a hungry friend and learns that sharing makes
Theme	_____ _____

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

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

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

Write

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

Theme	Practice makes perfect
Summary	_____

Theme	Teaching makes more
Summary	_____

Match

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

Column A: Things

Birthday cake
Spaceship
Butterfly
A treasure map
A snowman
A book
A soccer ball
A rainbow
A robot
A family photo

Column B: Themes
Winter
Sports & games
Family and memories
Space and future
Weather and science
Adventure
Celebration
Technology
Nature
Reading & stories

Writing Similes

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

Here are some examples of similes:

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



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

As _____

As busy as _____

As slow as a _____

As strong as an _____

As quick as a _____

As light as a _____

As sweet as _____

As cold as _____

As hot as the _____

As snug as a bug in a _____

As tall as a _____

As smooth as _____

As hard as a _____

As clear as _____

As bright as a _____

As colourful as a _____

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•

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☐ snail

☐ ice

☐ flash

☐ sugar

☐ rug

☐ coffee

☐ snow

☐ lava

☐ ox

☐ feather

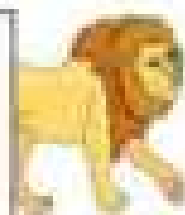
☐ bee

☐ crystal

☐ star

☐ rainbow

☐ 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 wise wizard waved his wand.
- Lucy loves light lavender lollipops.



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

Topic	Beach
a)	Silly singing on the sunny shore.
b)	Busy bees buzzily, 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)	Funny, fluffy frogs frolic in the forest.	Yes	No
3)	Do you prefer gum or chocolate candy?	Yes	No
4)	Through the blue balloons.	Yes	No
5)	My dad and my brother ate chunk ice cream.	Yes	No

Write

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

Flowers	Silly	Happy	Hopping
Bounced	Fantastic	Snake	Tweeting

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

Writing Goals

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



Ideas

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

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

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

2) What other writing goal would you like?

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

Achieving Our Goals

Goals – Checking In

Did you achieve your goals?

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

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

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

Using Quotations in Narratives

Quotations: When Characters Speak!

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

“ ”

How to

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

- **Capital Letters:** Words spoken start with a capital letter.

Example: "He loves cars."

- **Comma Before Talking:** When introducing a quote, 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.



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 cook said Amy?"

Edited

Original "dogs are really fun

Edited

Original she said, "I love ice cream

Edited

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

Edited

Original My dog barked, "Woof woof

Edited

Original "is it lunchtime yet," asked Sally.

Edited

Analyzing a Short Story - Quotations

The Missing Teddy

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

Seeing her distress, Jack said,

"Don't worry. I'll look everywhere."

Then when he began to play with Jack asking other kids,

"Have you seen it?"

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

Katie, with a big smile, said, "Thank you, Mr. Snuggles, and brother, grateful for their shared moment."



Questions

Answer the questions below.

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

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

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

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

Writing Speaker Tags

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

Fill in the

Use a different speaker tag for the quotations below.

1)	"I'll be late for school."	Mom.
2)	Sally _____	"I think I see a rabbit."
3)	"Can you help me with my homework?"	_____
4)	"I wish it would stop raining."	_____ Tim.
5)	"You're it!"	_____ Emma _____ her friend.
6)	Lucy _____	"I'll be there in 10 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!



Speech bubble for Superwoman with three horizontal lines for writing.



Speech bubble for Superman with three horizontal lines for writing.



Speech bubble for Superwoman with three horizontal lines for writing.



Speech bubble for Superman with three horizontal lines for writing.

Success Criteria – Narrative

Analyze

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

The Musical Box

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

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

With excitement, Tom pressed a button and played a song about a beach with soft waves. As he listened, he felt like he was walking on the sand between his toes and smell the salty sea.

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

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

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

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space robot	Befriends aliens	Planets
Adventure detective	Solve neighborhood mystery	Suburb
Elderly gardener	Discovers singing garden	Backyard
Young chef	Wins cooking contest	City kitchen

Plan

Choose a topic 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.

PREVIEW

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

6) What is a good title for your story?

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	☒	☒
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		
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
- ☐ Revision checklist or 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 them even better. Emphasize that constructive feedback is encouraged.
- 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

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 the most difficult 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?

Rubric – Story Writing

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

Comments

Mark

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

Activity: Being Persuasive

Objective:

What are we learning more about?

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

**Instructions:**

How to complete the activity?

- 1) Find a Partner: If there's an extra person, make one group of three.
- 2) What We Are Doing Today: We'll look at topics from the list. One friend will pick a side for one to defend and the other will pick for the next one. Take turns doing this.
- 3) Look at the First Topic: Check out the first topic and see how they agree or disagree. The other friend will pick the opposite side.
- 4) Thinking Hat On: Take 2 minutes to think about what you want to say and 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.

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

1) What's the coolest idea you heard from others?

2) What cool tricks did you use to make your idea even cooler?

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

Persuasive Writing - Opinions

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

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

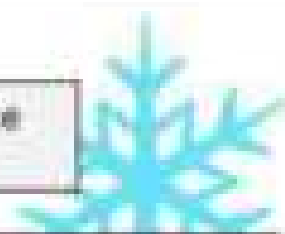
2)	Is it better to read books or watch TV?	
Reason 1		
Reason 2		
Reason 3		

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

Is It Persuasive?

Instructions:

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



Topic: Winter is the best season.

Snow is pretty.

I like wearing boots.

In winter, nights help our bodies get more sleep.

Topic: Dogs are better than cats.

Dogs wag their tails.

Some dogs can bark.

Dogs can be trained to help with disabilities.

Topic: Reading is more fun than watching TV.

Reading improves vocabulary and brain function.

Books don't need batteries.

I like turning pages in a book.

Topic: Biking is better than walking.

Bikes have shiny parts.

I like ringing the bike bell.

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

Topic: Summer is the best time of the year.

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

Ice cream tastes best in the heat.

I like wearing sunglasses.

PREVIEW

Is It Persuasive?

Instructions

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



Topic: Pencils are better than pens.

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

I think pencils feel nice on paper.

Why is it more persuasive than the others?

Topic: Morning is the best time of day.

I like hearing birds chirp.

Morning is when our energy and concentration are at their best.

Why is it more persuasive than the others?

Topic: Board games are more fun than video games.

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

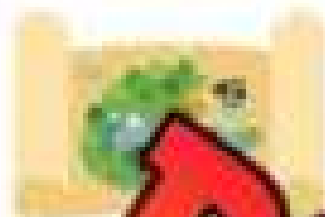
I like rolling dice.

Why is it more persuasive than the others?

PREVIEW

Persuasive Writing - Research

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



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

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

Research

Fill in the blanks to learn more about the topics.

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

Persuasive Writing - Research

Research

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

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

Plan

Fill in the table below to plan your paragraph.

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

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

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

4) Write a closing sentence.

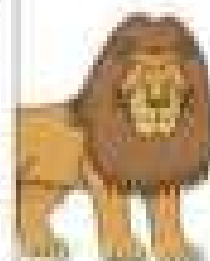
Write

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

Informational Reports: Non-Fiction

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

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



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

1)	Learning the stories of its life with woodland creatures.	Fiction	Non-Fiction
2)	The tallest mountains and where to find them.	Fiction	Non-Fiction
3)	A space robot named Rover lives on 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) Sort the facts into 1 of 3 main headings: how butterflies help the environment, butterfly structure, and their life cycle. Label each fact (H) for how they help the environment, (S) for their 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 of your report: introduction, conclusion. You don't need to use all the facts for your report. Pick the facts you like best. Write 2 for each heading.

Facts

Organize the facts below.

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

Writing a Report – Butterflies

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What headings will you use? What 2 facts will you include about each heading?**Heading #1**

Fact 1

Fact 2

Heading #2

Fact 1

Fact 2

Heading #3

Fact 1

Fact 2

Conclusion – Summarize the report in just a few sentences.

How To Research Well

Finding Information: Let's Begin!

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

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

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

When using Google, ask clear questions.

Good Searches	Bad Searches
"What do elephants eat?"	"What do elephants eat but 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 from a trustworthy source is a place we find trusted information. Here are some good places to go:

- 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 use to measure how hot or cold it is.	Good	Bad
7) Why are there all kinds of colours in the morning?	Good	Bad
8) How does a penguin live?	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 page)
- ☐ Paper and pen for notes

**Instructions**

How do we do this?

- 1) **Introduction:** Explain to students that they are going on an online treasure hunt to find answers to exciting questions. They will need to keep track of 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 city in the world?		
3) What gas do we 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 were the first dinosaurs?

	Questions	Answers
1		
2		

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

	Questions	Answers
1		
2		

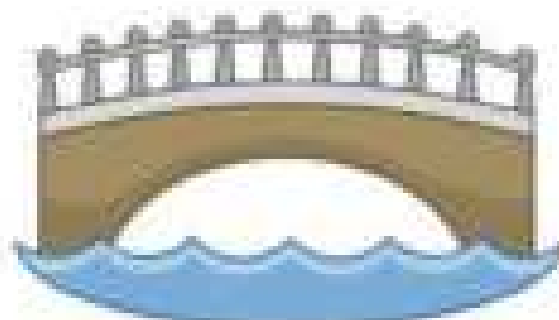
Reordering a Report – Strong Bridges

Index

Foundations: Paragraph 5

Materials: Paragraph 2

Shapes and Designs: Paragraph 1



Shapes and Designs

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

Materials Matter

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

Conclusion

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

Introduction

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

Solid Foundations

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

True or False

Is the statement true or false?

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

Ordering: Order the headings in the report.

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

Heading Title	Does It Go There?

Report Writing – Introductions

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

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



Analyze Read 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 see how their gills work. Join me on a wet and wild journey beneath the waves!

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

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

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

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

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

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

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

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

Report Writing – Introductions

Write

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

Topic: Why kids need to go to school.

Start with a fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Topic: How pets help humans.

Start with a fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

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

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

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 where they live, how big they are, and how long they live.

4) Choose three main headings and write them below.

Research

Find information for your report.

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

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

PREVIEW

Planning

Finish the planning process.

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

7) Write the conclusion by writing your idea and some of the things they learned. Use a call to action to encourage them to learn more.

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

--	--

Rubric – Report Assignment

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

Teacher Comments

Mark

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

Writing Goals

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



Ideas

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

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

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

2) What other writing goal would you like?

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

Achieving Our Goals

Goals – Checking In

Did you achieve your goals?

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

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

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

What is a Haiku?

What is a Haiku?

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

Time

Time flies so fast,
Moon flows like a river,
Dreams fly like birds.

Birds

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



These little poems are fun to read and 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 sight.

Line 2

Sunshine warms the playground.

Line 3

Topic: Rainy Morning

Line 1

Raindrops tap the roof,

Line 2

Open my umbrella up,

Line 3

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write

Finish the poem below using rhyming words.

AABB Poems

Jumping high, touching the sky,

On the ground, I don't lie,

Play all day, in the sun,

The moon so white,

Glowing, its full face,

Giving off soft, gentle light,

AABB Poems

Ice cream cold, in my hand,

Best treat in, all the land,

Chocolate, vanilla, or berry blue,

ABAB Poem

Raindrops fall, on my window,

Wet, yet warm in summer's heat,

Pitter-patter, fast then slow,

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

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

2) Which topic will you write a poem about?

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

4) Illustrate your poem by drawing a picture.

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.

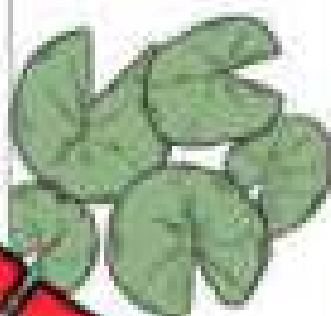
How a Limerick Goes

Limericks have a particular pattern. They have five lines, and the rhyme scheme is usually A-B-A-B-A. 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
 The frog's notes really linger,
 A frog dreamt of him longer,
 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	

Name: _____

2023

Education Department
2023.2.14.1

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 _____ed a big sock that was _____

Line 3 _____gged _____

Line 4 In _____the _____

Line 5 Then slept _____in the _____

Line 1 A snail with a shiny _____

Line 2 Tried to sneak and not leave _____

Line 3 He moved very _____

Line 4 With a soft, quiet _____

Line 5 But his shiny path never did _____

Line 1 There was a young drake on the _____

Line 2 Who dreamt that he ate a big _____

Line 3 When he woke with a _____

Line 4 He looked with a _____

Line 5 And swam off to find some to _____

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

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

2) Which topic will you write your poem about?

3) What words come to mind when you think of the topic? When you think of a word, write down rhyming words that go with it.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4	Rhyme 5

Name: _____

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Guided Writing Practice
4.2.1

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 4

Line 5

5) Illustrate your poem below.

6) Try rewriting your limerick in cursive writing.

Line 1

Line 2

Line 3

Line 4

Line 5

Writing With Voice – Your Thoughts

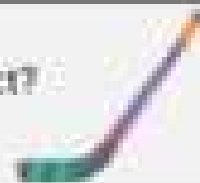
Writing with "voice" is like letting your writing talk like you do. It's like your words on paper are chatting with a friend. This way of writing is fun and sounds just like you!

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

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

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

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



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 greenest 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 owl taught her a special lesson about nature, and whenever she tapped 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, leaving away any surprises.

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

Favourite
PartLeast
Favourite
Part

PREVIEW

Planning

Fill in the graphic organizer to write a book review.

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

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

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

PREVIEW

MY BOOK REVIEW**Title:** _____**Author:** _____**Summary****My Thoughts**

PREVIEW

My Rating

Edit

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

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

Edit

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

Rubric – Book Review

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

Teacher Comments

	Mark
---	--

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

All About Comic Strips

**Examine**

Read the comic and answer.

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

- 5) What sound effects were used in this comic?

Writing A Comic Strip



Examine

Look at the comic closely to plan the comic.

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

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

1)

2)

3)

4)

5)

Onomatopoeia in Comic Strips

What is Onomatopoeia?

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

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



Instructions

Choose an onomatopoeia and draw them below.

CRASH	WHACK	THUMP
SPLASH	POW	ZAP
BUZZ	RING	BOOM
CHIRP	BEEP	CRACK
CLAP	HONK	WOOF

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below.



Writing Comic Strips

Instructions:

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

Panel 1:

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

**Panel 2:**

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

Panel 3:

- Character A: "It! A... of... candy coins?"
- Character B: "That's just a..."

PREVIEW

Biography – Leonardo da Vinci

Leonardo da Vinci: The Man Who Studied How Things Slide

Introduction

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

Early Life

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

Achievement

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

Later Life

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

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 2 _____ from the biography.

3) Which paragraphs would you read on below on?

The Mona Lisa

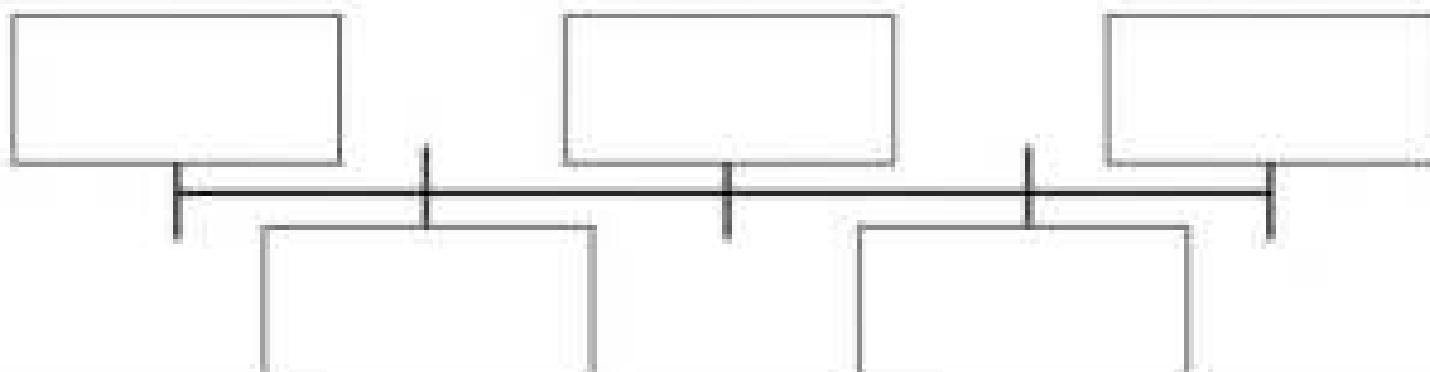
Friction

When he was born

4) How do we know Leonardo studied friction?

Timeline

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



Researching Skills - Plagiarism

What is Plagiarism?

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

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



Practice: Paraphrase the passages below by writing them in your own words.

Example: Magnets have a special power to pull things or push them away. They can make some things stick together and others push away from them!

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

Friction is what stops things from sliding. It's like an invisible hand holding things back.

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

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

Researching Activity – Note Taking

Instruction

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

Chief Poundmaker: A Leader of Peace

Introduction

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

Early Life

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

Achievements

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

Later Life and Legacy

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



Researching Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking.

Success Criteria – Biography

Analyze

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

Nellie McClung: A Voice for Change

Introduction

Nellie McClung was an important woman in Canada. She helped women fight to vote.

Early Life

Nellie was born in 1869 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 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 very 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 what she did.



1)

2)

3)

4)

5)

Printing Activities

Printing Activities

Practice

Print the letters in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

PREVIEW

Printing Activities

Practice

Trace the printing stories below.

Lucy went to the park. She saw ducks in
the pond. They quacked and swam happily.
Lucy was so happy.

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

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

Cursive Writing Activities

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

U

u

V

v

W

w

X

x

Y

y

Z

z

PREVIEW

Cursive Writing Activities

Practice

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

The majestic mountains touch the sky.

Summer is full of stories.

Learning new words

The forest is a haven for wild.

Exploring science is an adventure.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below.

In a small Canadian town, the
man's house had a brilliant base of red
wood. It had told a tale of times.

After the first family built a
new house, the man's house
An adventure was a

Beneath the northern lights, the
house was worked tirelessly. By dawn, a
magnificent dawn dawn passed and
told.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

What's your favourite colour?

Who is your favourite superhero?

What's your favourite object?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW



Google Slides Lessons Preview





BC Language Curriculum Conventions & Vocabulary – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





BC Language Curriculum Conventions & Vocabulary – Grade 3

Compound Words

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

	+		=	
	+		=	
	+		=	
	+		=	

Compound Words

Circle the compound words in each row.

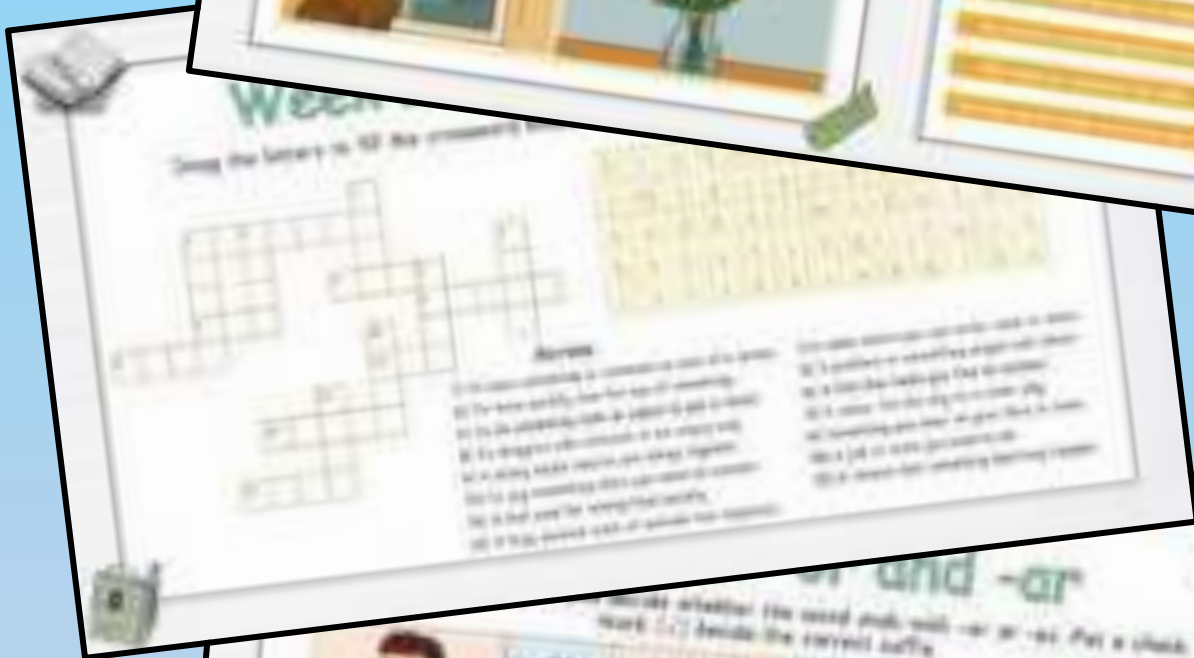
homemade	except	entirewood	button
huguenot	sticker	eyeliner	backwards
marbled	inside	skateboard	repeater
character	friend	firetruck	after
because	headlight	pumpkin	upside-down

Drag each sight word into the box.

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



BC Language Curriculum Conventions & Vocabulary – Grade 3





Workbook Preview



Grade 3 – Language Conventions and Reading Strategies



Big Idea 1	Language and story can be a source of creativity and joy.
Big Idea 2	Stories and other texts help us learn about ourselves, our families, and our communities.

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

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

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

193, 198-200, 203, 208-209, 212, 215-216, 220, 223-224, 227, 230-231, 235, 238-239, 242, 245-246, 249-250, 253-254, 257-258

	Elaborations	Pages
CR3.2	Language features, structures, and conventions: word patterns, word families	12-14, 15-16, 20-26, 31-32, 34, 36, 38-43, 45, 47-52, 54, 56-59, 61, 66-69, 72-76, 78-80, 85-88, 91-98, 101-104, 106, 109-112, 114, 118-122, 125-128, 130-131, 134-137, 139, 142-145, 147, 150-154, 157-161, 165-169, 172-174, 179-183, 187-191, 194-199, 204-208, 210, 213-216, 218, 221-224, 228-231, 236-239, 243-248, 251-256, 259-260
CR3.3	Sentence structure: the structure of compound sentences	18, 27, 35, 44, 53, 62, 148, 155, 162, 164, 170, 177, 201-202
CR3.4	Conventions: common practices in punctuation of sentences and in apostrophe use in contractions	35, 44, 53, 70, 81, 89, 97-99, 107, 115-116, 123, 131-132, 140, 145, 148, 155, 163, 170, 177, 185, 193-194, 211, 217, 219, 226, 232-234, 240-241

Reading Program - Overview

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

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

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

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

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

Reading Program - Overview

Week	Consonant Clusters	Vowel Focus
13	T-Blends: tr	Vowel Teams: oa
14	T-Blends: tw	Diphthongs: ou
15	Consonant Digraphs: sh	Diphthongs: ow
16	Consonant Digraphs: ch	Diphthongs: oy
17	Consonant Digraphs: th	Diphthongs: oi
18	Consonant Digraphs: wh	r-Controlled: er
19	Three-Letter Blends: str	r-Controlled: er
20	Three-Letter Blends: spr	r-Controlled: ir
21	Double Consonants: bd	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	-lch ending	-dge ending
29	Final blends: -mp	Final blends: -nd
30	Final blends: -ll	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 Similar	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 - ai 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 round tool.	A squishy shape.
3)	blow	To puff air out.	To puff air out.
4)	blank	Empty.	Very busy.
5)	black	A very dark color.	A kind of fruit.
6)	blame	To say "good job".	To say someone did something wrong.
7)	bleak	Cold and not happy.	A kind of fish.
8)	bleed	To float in air.	When you get hurt.
9)	chat	To talk for fun.	To talk for fun.
10)	clap	To hit your hands together.	To write a story.
11)	trap	To fly up high.	Something to catch animals.
12)	strap	A long piece to tie things.	A kind of dessert.
13)	flash	To dig a hole.	A quick bright light.
14)	crash	To grow flowers.	A loud sound when things hit.
15)	grab	To let something go.	To take hold of something fast.

Vocabulary

Draw:

Draw a picture to show what each sentence means.

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

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

The door to the trap had a broken strap.

We all cheered when the bleak game ended to our surprise and cheer.

PREVIEW

Picture Predictions

Think

Without reading the story, answer the questions below.

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

Mia and her brother Alex were playing 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, was already playing a game on the grass. Just as Mia was about to scoop  from the sand, she noticed something shiny partially buried near a daisy .

2) Now read the story. Were you correct?

3) How can pictures help us understand a text?

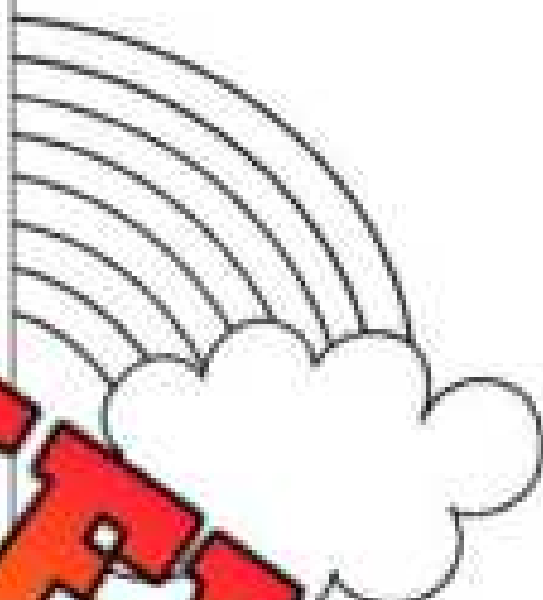
Compound Words

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

Match

Connect the two words to make a compound word

- ☐ brush
☐ ground
☐ bow
☐ light
☐ cup
☐ play
☐ rain
☐ star
☐ butter
☐ skate



Think

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

1)	moon + light	☒ Yes	☐ No	moonlight
2)	door + step	☐ Yes	☐ No	
3)	house + land	☐ Yes	☐ No	
4)	water + melon	☐ Yes	☐ No	
5)	rain + shine	☐ Yes	☐ No	
6)	sand + castle	☐ Yes	☐ No	

Sight Words

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

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

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

Then, they played on the swings. Sarah went higher, 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 the grass and ate.

Later, they played a game of tag. Sarah ran faster than Tom. She ran faster and faster. They ran around the park, near the flowers. "You can't catch me!" yelled Tom. Sarah giggled, still running.

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



Sentence Fragments or Complete Sentence

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

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

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) The cat's grumpy.	Complete	Fragment
2) In the garden.	Complete	Fragment
3) Without reason.	Complete	Fragment
4) Jumping over the fence.	Complete	Fragment
5) I love books.	Complete	Fragment
6) Birds fly high.	Complete	Fragment



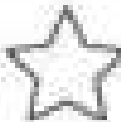
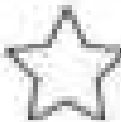
Completion

Complete the sentence in each row.

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

Week 1 – Fluency Readings**Read**

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

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

Word Searches

Word Search

Find the word bank words in the puzzle.

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

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Complete or Fragment?

Is the sentence complete or a fragment?

1) He went home.	Complete
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	

Name _____

22

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Vocabulary

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

Spell

Unscramble the letters to make spelling words.



	Jumbled Word	Unscrambled Word
1)		
2)		
3)		
4)	clip	
5)	libmc	
6)	npset	
7)	entt	
8)	lneca	
9)	olgc	
10)	loucd	
11)	sevt	
12)	enfd	
13)	krewc	
14)	teferic	
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, a bound base needs an added part to make a full word.

Create words using the bound bases below

-ject
project

-fer

-mit
transmit

Search

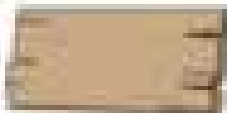
Circle the words with bound bases in the story.

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

Compound Words

Think

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

Word 1	Word 2	Compound Word
		
		
		
		

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 Source Predicate Source the underlined word/phrases the subject or predicate?

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



Write

Write 5 simple sentences using the provided words.

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

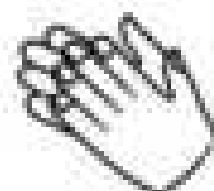
Week 2 – Fluency Readings**Read**

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

1) I wear a clean vest.



2) They like to 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			d	e	f	g	h	i	j	k	l	m

												
n	o					t	u	v	w	x	y	z

Code	Answer	Code	Answer
   		   	
   			
   		   	
    		   	
    		    	
    		    	
     		     	

Week 2 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

1)		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 each word.

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

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

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

Sight Word Flashcards

Cut Out

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

about

grow

own

if

better

or

best

hold

Prefix re-

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

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



Think

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

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

9)	cycle	Yes	No
10)	heat	Yes	No
11)	view	Yes	No
12)	watch	Yes	No
13)	eat	Yes	No
14)	born	Yes	No
15)	move	Yes	No
16)	live	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?

Write

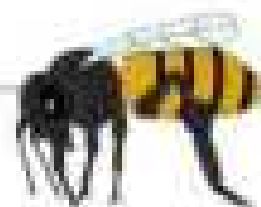
Use the given words to make an interrogative sentence.

1) who	
2) why	

Simile

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

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



Similes

Match the start to the end to make a simile.

		Ending of Simile
as a		☐ honey
Like a		☐ snail
As slow as		☐ ice
Strong like an		☐ star
Quiet like a		☐ bee
As bright as a		☐ tooth
Cold like		☐ bubble
Sweet as		☐ tadpole
Sharp like a		☐ lightning

Write

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

1)	
2)	
3)	

Week 3 – Fluency Readings**Read**

Read each line and then write the last sentence.

Flip

Flip the

Flip the

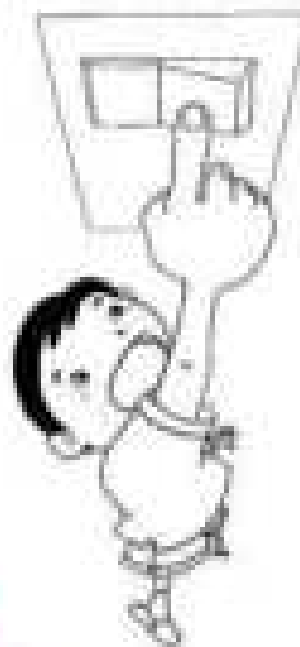
Flip the

Flip the switch

Flip the switch to see the

Flip the switch to see the

Flip the switch to see the flame



Flee

Flee when

Flee when you

Flee when you see

Flee when you see a flame

Word Searches

Word Search

Find the word bank words in the puzzle.

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



Word Scramble

Unscramble the word.

falw		eelf	
pfli		exfl	
felma		eklaf	
nifchf		psni	
ninc		pigr	
litps		rickb	

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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10)																													
11)																													
12)																													
13)																													
14)																													

Prefix Sorting

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

Word	"in-" means "not"	"in-" means "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 sentences will need to have two of the words!

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

PREVIEW

Vocabulary

Rhyme

Write the spelling words that rhyme with these words.



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

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

☐ glow	☐ glee	☐ glare	☐ glory	☐ glean
☐ glimpse	☐ globe	☐ glacier	☐ glaze	☐ glisten
☐ knob	☐ block	☐ unlock	☐ option	☐ monster
☐ log	☐ fox	☐ plot	☐ shop	☐ 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



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

Think

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

cl	fl	gl	bl

Prefixes un- and in-

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

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



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

_____ after the art project.	a) unfold
_____ seems that some got more cookies than others.	b) unfair
She felt _____ after her new pencil.	c) unlucky
The magician _____ during the show.	d) untidy
The boy was _____ outside.	e) unhappy
The rubber band was so _____.	f) invisible
The berries were _____ and had lost their _____.	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.	

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 just entered a room full of your favourite toys. Write a sentence expressing your gleam.
2)	The sunlight reflecting on the water 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!

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

Week 4 – Fluency Readings

Read

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

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

Crossword Puzzle

Crossword

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

**Across**

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

Down

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

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Analyze

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

disconnect	distance	distinct	disarm
disco	display	disapprove	dislocate

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 _____

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Week 5 - Vocabulary List

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

Write

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



PREVIEW

Name: _____

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Distribution Date: _____
CRS L ORLS

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 color is brown?	
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 key I <u>disappeared</u> !	disappeared
2) The dog never <u>dislike</u> it, also it <u>dislike</u> it.	
3) The rock is an example <u>dislike</u> this thing.	
4) The table is clear, it has been <u>dislike</u> to it.	
5) The story is fiction, so it is a true story.	
6) The charity is a profit organization.	
7) Yuck, I really like this broccoli!	
8) It's a stick pan, so no food sticks to it.	

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

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

Types of Sentences: Imperative

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

Examples:

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

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



Identify whether the imperative sentences show command or request.

Imperative sentence	Answer	
1) Open the window.	☐ Command	☐ Request
2) Hand over your notes.	☐ Command	☐ Request
3) Could you help me with this?	☐ Command	☐ Request
4) Turn off the lights before leaving.	☐ Command	☐ Request
5) Please pass the sugar.	☐ Command	☐ Request
6) Listen carefully to the instructions.	☐ Command	☐ Request
7) Would you mind sharing your notes?	☐ Command	☐ Request

Illustrate

Draw a picture representing each command.

Brush your teeth.

Please close the window.

Hyperbole

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

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



Think Is the sentence an example of hyperbole?

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

Think What do the examples of hyperbole mean?

This ice cream is out of this world!

I slept like a rock last night.

I could hear her laughter from a mile away.

Week 5 – Fluency Readings**Read**

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

1)

The brave dog stood on the brink of the mill.



2)

A small brown bird near the bridge.



3)

She felt a bump on her head in the dark.



4)

He found a crumb in the trunk of the old car.



5)

We must hustle to cross the bridge on time.



6)

The boy began to blush when he had to brag.



7)

She wore a muffler around her brow in the cold.



Word Searches

Crossword

Read the clues and find the words in the crossword puzzle

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



Word Scramble

Unscramble the word.

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

Fix The Error

Which word needs to have a "mis-" word added to make sense?

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

Identify

Identify whether the imperative sentences show command or request.

Imperative Sentence		
1) Would you bring the snack.	☐ Command	☐ Request
2) Put the lid on the jar.	☐ Command	☐ 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 ship's crew created a map.

3) There's a crack in the wall.

4) Liquid is a state of matter.

5) Inflate 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 crate in the garage.

10) I crave some ice cream.

11) I'll update my drawing.

12) He was late for school.

13) It was her fate to win.

14) My plate is full of fruit.

15) She crept 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	happen	smash	collision
5) crept		sneaked	slid
6) crust		cover	shell
7) create	produce		design
8) creature	animal	being	
9) late	early	lately	
10) locate	find	position	
11) update	modify	refresh	stagnate
12) inflate	blow	deflate	expand
13) fate	destiny	choice	fortune
14) plate	dish	cup	platter
15) state	condition	status	city

Sight Word Flashcards

Cut Out

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

put

kind

fall

carry

small

read

very

under

Prefixes –mis, -mal

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

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

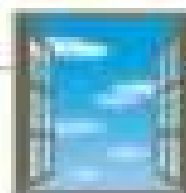
Identify Choose the correct "mis" and "mal" word for each sentence.

misplaces	malnourished	malfunction	misplaced
malpractice	misbehave	mislead	misunderstand

1)	I _____ and can't find it.
2)	Sometimes, I _____ the rules of the game.
3)	When kids _____, they _____ to sit in time out.
4)	He _____ how high _____.
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, this

2) park, the, we, are, in

3) is, today, sunny

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

5) her, birthday, today, is, it

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

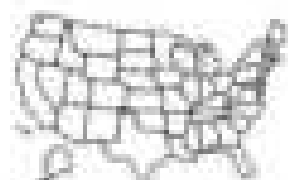
Write

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

Week 6 – Fluency Readings**Read**

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

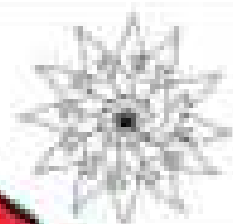
1)

Locate your state on the map
for homework.

2)

I heard a train and saw a
crate.

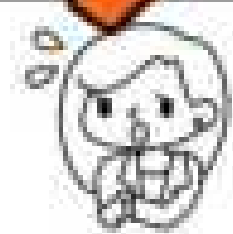
3)

We will create a piece of art
in art class.

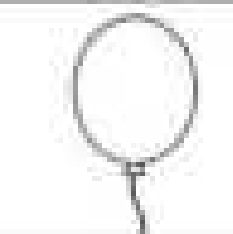
4)

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



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

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	

Name _____

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Distribution Date: _____
CNS L.08.12**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 Word

Vocabulary Word

Vocabulary Word

Vocabulary Word

Vocabulary

Syllables

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

1) ag	☐ sy	
2) dri	☐ late	
3) e	☐ ma	
4) dr	☐ en	
5) dra	☐ ree	
6) de	☐ ree	
7) re	☐ ree	



Find

Write the words with a long vowel sound.

freeze	bed	evening	
creature	decree	beefie	
men	sequence	recent	late
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	
in	free		

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

Prefixes sub- and super-

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

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

Sub or Sup

Add sub- or super- to the words below



1) _____
2) _____
3) _____
4) _____
5) _____

6) _____

10) _____

11) _____
12) _____
13) _____
14) _____
15) _____

True or False

Determine if the statement is correct

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

Parts of Speech - Nouns

What are Nouns?

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

Person: George, teacher

Thing:

pen, bicycle

Place: park, city

Idea:

freedom, love



Noun Sort

Identify the correct category of each noun.

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

Search

Circle all nouns in the article.

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

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

Week 7 – Fluency Readings**Read**

Read each line and then write the last sentence.

Drizzle

Drizzle makes

Drizzle the

Drizzle shakes the flowers

Drizzle makes the flow pop

Drizzle makes the sky drizzle gently.

Three

Three kids

Three kids play

Three kids play drum

Three kids play drum at recess

Crack the Code

Directions

Use the code below to reveal each spelling word.

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

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

Code		Code	Answer
  		  	
   		  	
    		  	
     		   	
      		    	
       		  	
        		   	
         		    	

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

True or False

Determine if the statement is correct.

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

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	frust	fraud
frugal	fragile	fret	pie	hide
kite	nine	time	prize	inside

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

9)	
10)	
11)	
13)	
15)	

Alphabetize

Complete the words.

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

Week 8 - Vocabulary List

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

Fill in the b

Fill the box with the vocabulary words from above.

f r y

--	--	--	--

Name: _____

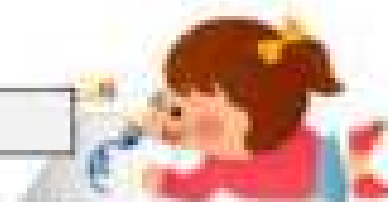
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Curriculum Connections
CNS L.04.12

Vocabulary

Search

Circle the words with the long i sound.



pie	drive	fish	miss
rib	lip	island	nine
ice	nice	hike	prize
lie	list	hide	Kid
brick	lie	hiss	time
skip	bright	win	bit
try	fly	slide	kiss
sky	light		
list	dip		
bite	white		
guide	swim		

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.

done

wash

long

much

show

laugh

light

myself

Suffix -s

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

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



Think **Write** the base words below

Base word	Add
cat	
dog	
box	
church	
bush	
quiz	
baby	
city	

Base word	Add -s
hero	
leaf	
bush	
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	Add -y
juice	
rain	
dust	
ice	
sleep	
snow	
wind	
grass	
sand	

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

Think

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

Base word	Add -y
star	
fur	
mud	

Base word	Add -y
fog	
sun	
bone	

Suffix -ly

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

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



Think

Add -ly to the base words below

Base	Add -ly
happy	
silent	
bad	
clear	
easy	

Base word	Add -ly
gentle	
day	
honest	
full	
well	
at	

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	
2) tall	
3) happy	
4) rich	
5) full	

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

Describe

Give 3 adjectives describing the given noun.

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

Week 8 – Fluency Readings

Read

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

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

Word Search

Word Search

Find the word bank words in the puzzle.

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



Word Scramble

Unscramble the word.

kiet		nein	
meit		pei	
edih		ryf	
rufti		shre	
ostfr		rafdu	
galruf		rolegit	

Week 8 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Draw by CountSuffix *-s* pluralizes words. Draw and give 3 examples 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.

PREVIEW

Vocabulary Word: _____

Vocabulary Word: _____

Vocabulary Word: _____

Vocabulary Word: _____

Vocabulary

Syllables

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

1) week

☐ tend

2) at

☐ vamp

3) de

☐ end

4) en

5) sus

☐ nd

6) re

☐ camp

Think

Think as many final blend -mp 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 show their different meanings.

male

sun

flower

flour

Homographs

1) Homophones

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

2) Homonyms

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

3) Homographs

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

Homographs: Read the sentences and circle the correct homograph

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

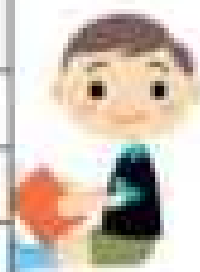
Reading Sentences Fluently

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

Read

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

Attempt	Mistakes	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 big open spaces and the large sandbox. There were colourful butterflies that danced around and ducks that swam in the pond.

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

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

Week 29 – Fluency Readings**Read**

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

1) I hear a sound from the pond.



2) I will cut the old stump.



3) I send letters to my friends.

4) Ducks swim in the swamp on
weekend.

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

6) My brother will attend the brand
launch.7) They defend the fort near the clump
of trees.

Crossword Puzzle

Crossword

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



Across

- 5. To make something better or new again.
- 7. To hang or stop something temporarily.
- 8. 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.
- 9. To cause something to go somewhere.

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Draw

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

Night

Know

Write

Use the given homophones in a sentence.

knew	
now	

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 _____ leather.

3) The party _____ settled in.

4) The sudden loud _____ in surprise.

5) The new skyscraper was _____ in just a year.

6) It's never nice to deliver an _____ phone.

7) The precious jewels were stored in a _____.

8) They decided to _____ an expert _____.

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.

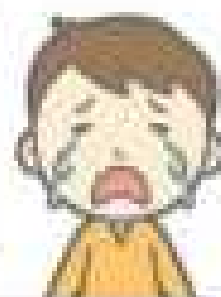
I added the batter.

PREVIEW

Homonyms

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

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



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

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

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

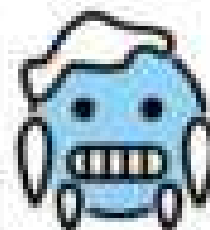
Make Meaning

Give two definitions for the following

Homonyms	Meaning
match	
light	
mean	

Antonyms

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



Matching

Draw a line matching the words to their antonyms

tall

big

fast

high

hard

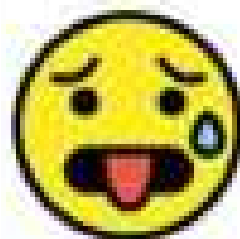
open

young

thick

strong

rough

☐ slow☐ old☐ thin☐ small☐ short☐ smooth☐ empty☐ weak☐ soft☐ light☐ hard☐ dark

Think

Write 4 words and their antonyms beside them

	Words	Antonyms
1)		
2)		
3)		
4)		

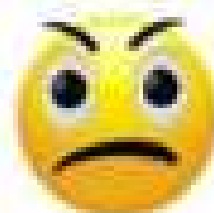
Reading with Appropriate Expression, Intonation

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'm so excited we're going to the park!"
sad	"I lost my favorite toy and can't find it anywhere."
surprised	"Wow, I didn't expect to see you here today!"
angry	"I told you not to touch my things! What are you asking?"
excited	"Tomorrow's the big field trip. We're going to the zoo!"



Story

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

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

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

Week 30 – Fluency Readings**Read**

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

1) I built a vault for my treasures.



2) Ask your teacher before taking a risk.



3) At dusk, we put salt on walkway.



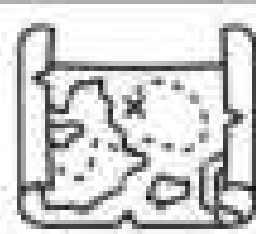
4) He wears a belt to hold his whisk and spoon.



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



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



Word Search Puzzle

Crossword

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

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

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

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



Google Slides Lessons Preview





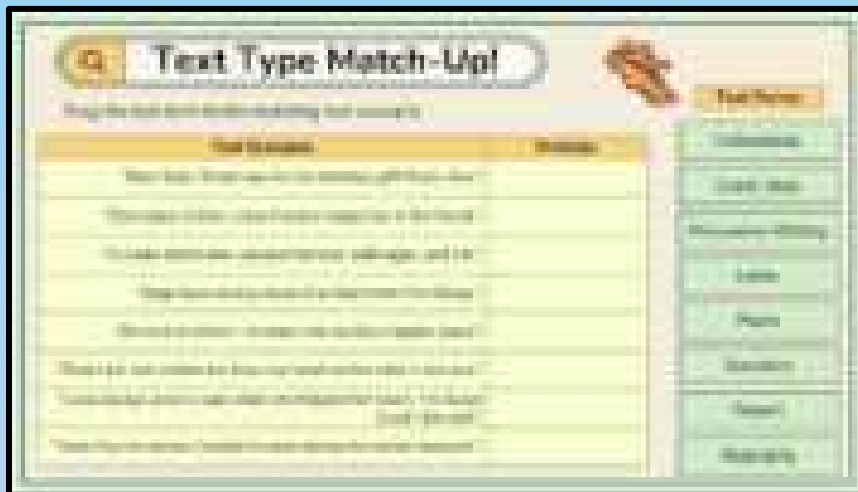
BC Language Curriculum

Reading Comprehension – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





BC Language Curriculum

Reading Comprehension – Grade 3

Q Match the Story to the Principal!

Read the passage, then the matching part of the story.

Part from The Flower's Gift	It Happened
I am pleased to see the water's gift today.	
The community planted new seedlings to grow more.	
They long hoped to honor the water's gift.	
The people here have seen life is renewed.	
They cared for the river trees, animals, and people as one whole.	
The community had something, and together they built strong bonds.	
They asked the water for help and learned it kindly.	

Answer Key:

- Match the story to the principal!
- Match the story to the principal!
- Match the story to the principal!
- Match the story to the principal!
- Match the story to the principal!
- Match the story to the principal!
- Match the story to the principal!

Q Sequence an Easy Story

Put the story events from one to four.

Event	1	2	3	4
1. The water was clean and fresh.				
2. The water was dirty and foul.				
3. The water was clear and bright.				
4. The water was dark and murky.				

Q Sequence an Easy Story

Put the story events from one to four.

Event	1	2	3	4
1. The water was clean and fresh.				
2. The water was dirty and foul.				
3. The water was clear and bright.				
4. The water was dark and murky.				

[illegible]



Workbook Preview



Grade 3 – English Language Arts Comprehension, Story, Text Forms



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

Block 1:

Introduction to Text Forms and Reading Comprehension Strategies

Focus

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

Understanding Text Forms

What Are Text Forms?

Text forms are different ways to write information.

Each form has a different style and purpose.

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



- 1) **Narratives:** Stories with a setting, characters and a plot.
- 2) **Reports:** Present facts clearly, like a detective.
- 3) **Letters:** Written messages with a greeting and closing.
- 4) **Poems:** Use beautiful words to tell our feelings with rhythm.
- 5) **Persuasive Writing:** Tries to convince the reader.
- 6) **Comic Strips:** Tell stories with pictures and words.
- 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 telling a story with 3 panels.	
8) Trying to convince someone that fruit is better than meat.	

Questions

Write your answers below.

1) What text forms have you written?

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

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

Comprehension Practice – Genres

What are Genres?

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



Fiction

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

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

Non-Fiction

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

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

Comprehension Check

Is the statement true or false?

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

Match a line from the genre to the book title

	Book Title
Mystery	Vegetables! They're Good For You!
Science Fiction	Yes, You Can Be a First Star
Persuasive Texts	Space Camp
Realistic Fiction	Discovering Dinosaurs
Historical Fiction	The Unsolvable Case - Where Did the Dinosaurs Go?
Procedural Writing	James the Caveman and his Pet Mammoth
Reports	How to Make a Volcano
Fantasy	Trip to France - Best Vacation Ever
Biographies	The Flying Unicorn

Identifying Genres

Instructions

Identify and circle the genre that fits each text summary.

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

A) Fantasy

B) Biography

C) Science Fiction

D) Non-Fiction

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

A) Mystery

C) Poetry

D) Report

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

A) Mystery

B) Non-Fiction

D) Biography

4) A tale of a young detective, Lorde, 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 country.

A) Fiction

B) Mystery

C) Non-fiction

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: _____

14

Genre Preferences
23

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 Read Better?

- **Learn More:** You learn new things and facts.
- **Get Better:** You learn how you talk and understand others.
- **Imagine More:** You can fly by taking you to new places.



How to Get Better at Reading

A) Before You Start Reading

- **What Do You Know?** Think about what you know before reading.
- **Know Why You're Reading:** Are you reading to learn or 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) Summarizing is done before you start reading.	True	False
5) Knowing what you are reading is unimportant.	True	False

Question

Read and comprehend and why is it important?

Matching

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

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

Making Connections

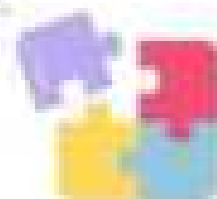
Making Connections

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

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

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

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



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

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

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

Text-to-Text I read a book where someone found a briefcase.

Text-to-World I found photos of my 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 down. If it's black, get back.

Text-to-Text I read about squirrels sharing with each other 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.

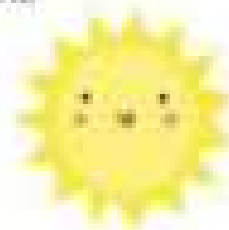
Text-to-World I've heard that owls have attacked people.

Realistic Fiction – Making Connections

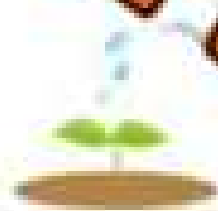
"Growing Green: What Plants Need to Thrive"

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 started thinking about sunny spots at home where they



Next was water. "Just like you get thirsty, plants do too," Mrs. Smith 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 dinner for plants. It has nutrients," Mrs. Smith told them. The children laughed and imagined themselves munching on soil like it was dinner.



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

While

As you read, stop and make connections to your life

Text-To-Self:

What did the story remind you of in your life?

Text-To-World:

What does the story remind you of happening around the world?

Text-To-Text:

What does the story remind you of about another text you have read?

Visualizing

Draw what you were picturing while you were reading.

What is an Inference?

When we read or hear something, our brain adds it to what we already know. Then, we get new ideas. Sometimes, we make guesses based on the new things we learned.

Example

New info: Penguins stand close to keep their eggs warm.

Guess: (1) Penguins are cold. (2) Warm eggs are good.



Infer

infer how 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 his bag.

What will Billy be doing today?

3) Bob took an umbrella to school today.

What is the weather like?

4) Hannah is studying a map and has a backpack.

What is Hannah up to?

5) The teacher put up pumpkin and spooky decorations in the classroom.

What time of year is it?

Activity: Goal-Setting

Objective

What are we learning more about?

To enhance reading comprehension skills by applying targeted strategies, students will set personal reading goals and monitor their progress.

**Instruction**

How do we complete the activity?

- 1) **Review Reading Strategies:** Gather the students and discuss these reading strategies: activating prior knowledge, Purpose of reading, Making predictions, Making connections, Summarizing, Making inferences. Have each student understand the strategies by giving examples.
- 2) **Personal Reflection:** Have students reflect on each reading strategy listed. Ask students to reflect on which strategies they use often and which ones they need to practice more.
- 3) **Set Individual Goals:** Have students choose one strategy to focus on improving. They should write down this goal at the top of their worksheet.
- 4) **Goal-setting Planner:** Provide students with a goal-setting planner. They can set their goal for the strategy they chose. Then, they can write down the ways they can work towards their goal and why that goal is important for them. For example, if the goal is to make predictions, one action might be, "I will try to guess what might happen next before I turn the page."
- 5) **Weekly Reflection:** At the end of each week, students should reflect on their progress and discuss it with a partner or the class. They can share if they met their goal, how their chosen strategy helped with their comprehension, and what they will focus on next.
- 6) **Goal Adjustment:** Allow students to adjust their goals as needed, encouraging them to challenge themselves with different strategies as they grow.

Reflection

Reflect on these reading comprehension strategies. Do you often use any of these strategies? Which strategies do you need to focus on more. Write yes/no as your answer for each.

Strategy	Do you often use this strategy?	Do you need to focus on this strategy
Activate Previous Knowledge		
Purpose Setting		
Making Connections		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

Questions

Answer these questions

1) Which reading strategy do you want to focus on the most?

2) Why have you chosen this strategy? Why do you think it is important for you to improve this strategy?

MY READING GOAL



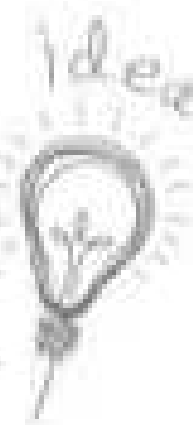
My goal is to: _____

Ways I can work toward my goal:

1) _____

2) _____

3) _____



Why this goal is important: _____

New things I will try:

I am going to work harder at reading

harder at:

Name: _____

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READING LOG

My goal for _____ is _____ minutes.
 (month) (number)

Instructions

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: _____

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What will this book be about?

During Reading: What connection you had while you read.

After Reading: Summarize what you read all about?

Day 2

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What genre is this – fiction, non-fiction, funny, adventure, etc.

During Reading: Making Connections – What does this book remind you of in your life?

After Reading: Make an inference – Something that wasn't stated in the book.

Independent Reading - Responses

Day 9

Fill in the organizer below.

Name of Book	
Author	
Making Connections - Of what does the book remind you?	
Text	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize - What was the main idea of the book? What were the supporting details?	

Independent Reading BINGO - Fiction

BINGO

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

B	I	N	G	O
Draw the main character in a few lines.	Describe the main character in a few lines.	Give the book a star rating and say why you chose it.	Tell us about your favourite character and one thing they did.	Learn a new word from the story and use it in a sentence.
Describe the setting - where the story takes place.	What part of the book was your favourite?	What part of the book was your least favourite?	What was the happiest or saddest moment in the book?	How did the story end?
Tell the beginning of the story from a different point of view.	Draw a picture of something you liked in the book.	Free Space	What did you learn from the book?	Who helped solve the main problem in the story?
Write a funny line or situation from the book.	Find a word in the book that rhymes with 'play' and write a sentence.	Did the story have a happy or sad ending? Explain.	What was your favourite part of the book?	How did the main character feel at the end?
Guess what the main character does after the story ends.	Write about your favourite part of the story.	Write down your favourite part or line from the book.	Tell us about a part that made you feel a strong emotion.	Imagine asking the main character a question. What would you ask?

Block 2:

Reading Letters

Focus

- Structure of Letters
- Voice in letters
- Formal and informal letters
- Emails versus letters
- New vocabulary, grammar rules, cohesive ties, sentence structure specific to letters
- Text features in letters
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

Letter Writing – Inferences

Dear Kids,

Hi! I'm Coach Mike and I coach hockey. I've been lucky to coach really good teams. I want to tell you that doing well in school helps make dreams come true.

You're in grade 3. The things you learn in class are important for your future. Maybe you want to be a hockey player, a nurse, or a scientist, it starts with trying hard in school now.

Think of school like 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 hard and want to give up. 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, confident, a leader, energetic, funny, wise, happy, friendly, sincere, loving, etc. List at least 5.

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

Letter Writing – Inferences

Dear Aunt Sally,

I hope you are well. Life on the farm is busy. The rainy season just stopped. Now we have good soil to plant crops. Dad is planting corn and beans with the farm workers. Mom is using a hose to water the plants.



Mom keeps some wheat. Sometimes she puts in raisins to make it yummy. She takes it to the town market in baskets. People trade things like bread for corn or beans.



Dad is making a new park! It's so cool. He is using big wood pieces from the house. We will have slides, swings, and a sandbox.

I started school again. We learned 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

Name: _____

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Guided Reading Connection
1.2.18

Letter Writing – Inferences

Inferences

Make inferences from the sentences below.

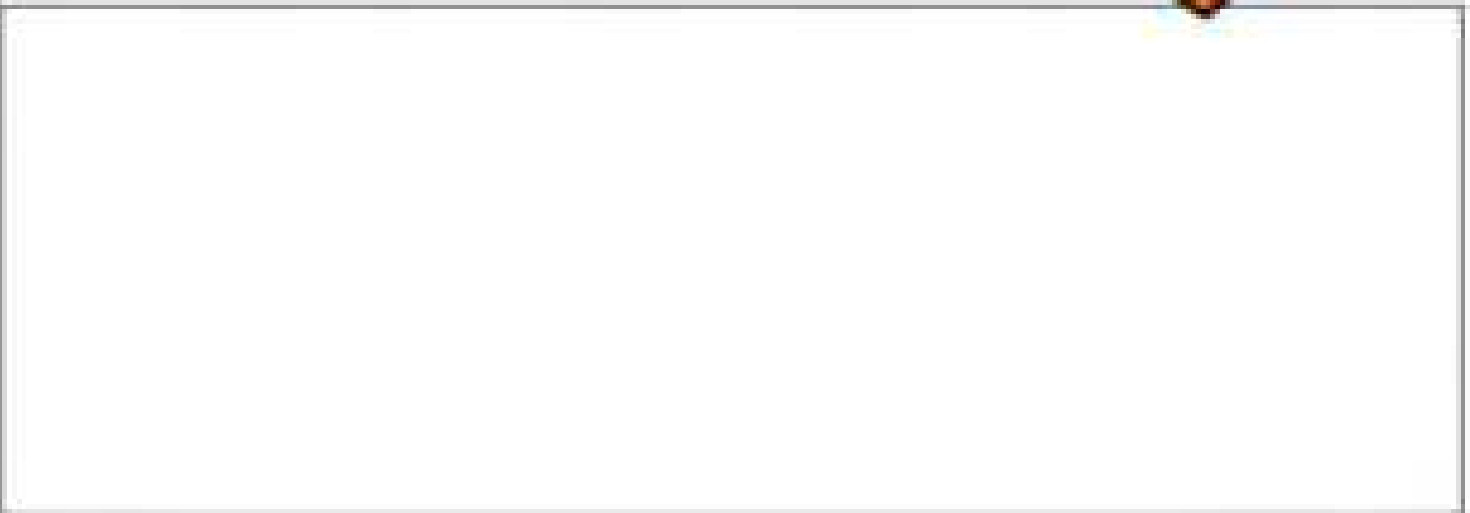
"The rainy season just stopped. Now we have good soil to plant crops."

"Most of the time, she uses whole wheat and sometimes puts in raisins to make it yummy."

"People are cutting big wood pieces for _____."

Visualizing

Draw what you were picturing while you were



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 love the colourful slide where we can race down with friends. It would be fun to have 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

Name: _____

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Guided Reading
2018.12.14

Email Writing – Questioning

Before Reading

Preview the text by reading the subject, greeting, and signature.
Write 2 questions you have.

1)

2)

While

While you read, stop and write 2 questions you have.

1)

2)

After Reading

After you're finished reading the email, read and write 2 questions
you still have.

1)

2)

Visualizing

Draw what you were picturing while you were reading.

Block 3:

Narratives

Focus

- Character traits
- Structure of narratives – characters, setting, plot, solution (beginning, middle, end)
- Circular plots
- Identify narrators' point of view – first and third person
- Indigenous Storywork
 - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
- Figurative Language – Simile, Imagery, Hyperbole
- Sequencing the events of multiple plots in a story, explaining the cause and effect

Intro to Narrative Writing

Telling Stories with Writing!

Narrative writing is like telling a story on paper. Imagine drawing with words! You can tell about a fun day you had or create a tale about a dragon.

Who and What?

In stories, we have characters – like people, animals, or even robots! You also need a place where the story happens. That's the **setting**. Maybe it's a magical forest, a school, or your backyard. You decide!

Story Parts

Beginning: The Story's Start

At the beginning of a story, we meet our main characters and learn about where they live. 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

Questions

Answer the questions below

1) What are the 3 parts of narrative writing?

2) Story Ideas: Think of a story. Think about your favourite games or toys and a small problem. Write it down.

Ex: Lucy loses her favourite toy. She goes to find it.

Think

Write the beginning, middle, and end of your story.

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 sun-kissed path to school, her heart dancing to the chirping birds and rustling leaves.



One breezy afternoon, Lily walked through the village playground, her favorite place. But something was off. The ground was covered in litter. Empty bottles and crumpled paper were scattered about, and the sight made her freckled cheeks frown. The swings, which she loved to swing like a bird and the slide where she zipped down with glee were all buried under a sea of trash.

Determined to bring the joy back to her beloved playground, Lily rolled up her sleeves. She gathered her friends, and together they began to pick up the trash, placing it into big blue bags. They sorted the recyclables from the trash, their 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.

Name _____

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Comprehension Worksheet
3.1.12.13.14

Beginning

Answer the questions below

1) Describe and draw the main character in the story. What did she look like?

-------------------------------	--

2) Describe and draw the setting of the story.

-------------------------------	--

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

Ending What was the solution to the problem? What happened at the end?

PREVIEW

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 Story of Indigenous Storywork

Indigenous Storywork teaches even big ideas that are taught in stories.

- Respect: Being respectful to others.
- Responsibility: Doing what is right.
- Reciprocity: Giving to others and receiving.
- 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 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 what Indigenous Storytelling is.

2) What 7 principles are taught in Indigenous storywork?

Summarize

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

The Tale of Wise Owl and Eager Beaver

The Tale of Wise Owl and Eager Beaver

A long time ago, in a big forest with tall trees, Wise Owl and Eager Beaver lived. They were friends but different. Wise Owl liked to think. Eager Beaver liked to build.

One day Eager Beaver said, "Let's make a really big dam!"

Wise Owl said, "Building is fun, but let's not forget about our friends."



Eager Beaver was so happy, he didn't listen. He began to cut down trees and build a big dam.

Soon, other animals saw the dam. Little Frog couldn't reach his pond. Mama Deer's kids couldn't find grass to eat. They asked Wise Owl what to do.

Wise Owl said, "We need to show Respect and Responsibility. Like the old sayings say: We have to take care of our home and friends."

Then, Wise Owl flew down to Eager Beaver. "Your dam is big, but it's making trouble. Can you fix it for everyone?"

Eager Beaver felt sorry. "I went too far," he said.

So, Eager Beaver changed his dam. He made it smaller and added little streams for Little Frog and Mama Deer. Now, the forest was happy again.



The End

Questions

Answer the questions below.

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

2) Why are stories like this told by elders to the younger kids in indigenous communities?

3) Make a Connection: Stories often teach us lessons we can use in our lives. Since we don't know the story, how does this story relate to what humans are doing?

Storywork Traits

Match how these indigenous story work traits fit the story.

Responsibility

Keeping the needs of others in mind

Respect

Seeing how individual actions affect the whole community

Interrelatedness

Taking care of the forest home

Narrator's Point of View

Narrator's point of view means who is telling the story. There are two main kinds:

- **First-Person:** A character in the story tells it. They say "I" and "we."

Example: "I see a rainbow."



- **Third-Person:** Someone outside the story tells it. They say "he," "she," or "they."

Example: "He sees a rainbow."

Instructions: Read each sentence and decide which point of view is being used.

1) We went to the park and had a picnic.	First	Third
2) She danced at the party.	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.	First	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 many doors and boxes but had no luck. Just as I was about to give up, I found an old 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 full of books, toys, and games. I felt so happy and excited to share my find 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, searching the 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.



Name: _____

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Guided Reading
2.5.18

Questions:

Answer the questions below.

1) Which story did you enjoy the most: first-person or third-person? Explain your choice.

2) Summarize the events that happened in the story. Write 4 events in one sentence.

Personality
Traits

Describe Mia's personality in 2 words – brave, honest, hardworking, bold, adventurous, generous, reliable, etc. Explain your choice.

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 ice was **as** cold as ice.



Think

Read and underline examples of similes. Then write them below.

Once upon a time, Sally's garden was as colourful as a rainbow. She loved her flowers, which smelt so sweet as a bouquet. 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 get a bucket to cover the seeds.

Raindrops fell as softly as whispers from the sky. The plants drank up the water in the rain. After it stopped, the sun came out as bright as a diamond. Sally's garden had made a new friend—the butterfly stayed!

The end of this tale leaves everyone as happy as a clam, especially Sally and her fluttery friend.

Scavenger Hunt

Find books that have examples of similes.

Book Name	Example - Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

Matching

Match the sentence in Column A with the sentence in Column B that shows a simile.

Column A	Column B
As busy as	a feather
As light as	honey
As brave as	a racecar
As fast as	a bee
As sweet as	a lion



Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The snow was as soft as a whisper, like a secret just for me.



Think, Read, and Underline examples of imagery. Then write them below.

In the mountains of Peru, where the sun kissed the sky, lived a girl named Marisol. The sun painted the morning with warm light, and the air was filled with the scent of blooming flowers. Marisol loved to wander through the bustling market, where the air was filled with the scent of spicy corn and sweet fruit.



In the daytime, Marisol worked with her hands, weaving colorful cloth quickly to make cloth with lots of colours. The market, where she spent her days, was full of laughter and chatter, as bright and colourful as parrots.

At night, Marisol gazed up at the twinkling stars, feeling the cool breeze 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.

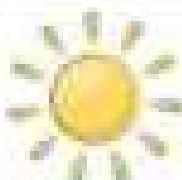
Scavenger Hunt

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."

Describe

Describe the objects below using as much imagery as possible.

Object	Describe
	
	
	

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 in 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 zany cat named Charlie loved to chase chirping crickets. One day, Charlie spotted a small, shiny something sparkling in the water. It was a starfish, silently singing a sweet song. Nearby, Betty Bunny was bouncing by 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 all 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

Saws

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.

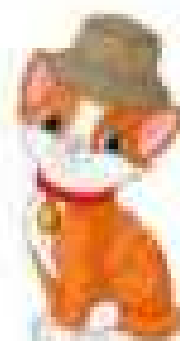
6) Fran's friend _____ the ferret.

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 make words sound musical!



Think

Read and write four examples of rhyming pairs of words.

In a bright, colourful town, there was a cat named Max. Max was playful and loved to relax. He had a friend, a dog named Jules, who liked to swim in cool, blue pools. One day, Max and Jules found a big, red ball. They found it and chased it, having a ball.

They played near a tree, tall and wide, running around and playing. When they saw a hill, green and high, "Let's race to the top," said Max. "Let's try!" Jules said. As 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	Column B
Ball	Log
Dog	Boat
Car	Hook
Book	Fall
Pen	Star
Goat	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

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

For example, the word "view" has two syllables "re" and "view". We emphasize the "view" part when we speak. This means "view" is stressed.

What is a Beat?

A beat is like the heartbeat of a song or a poem. It is a steady pulse you can feel. Beats help to keep the rhythm and make it easy to follow. 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		
Racquetball	 Cric ket	 Field Hoc key
Figure skating		
Soccer		
Table tennis		
Hockey		
Snowboarding		
Volleyball		
Netball		
Baseball		
Motocross		
	Three Syllables	Four Syllables
	 Bas ket ball	 Hokey pokey
Skiing		
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 any rhyming words 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, and write your own examples of hyperbole. Then write them below.

In a small village in India, there lived 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 rare blue one, rolled away and he chased it for kilometers. "I must have 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 under every leaf and stone, saying, "I've looked in a thousand places!" but he couldn't find it. It was like he had lost a treasure.

When he found the marble nestled in the grass, Arjun shouted, "My voice echoed through the whole universe!" All his friends were laughing at his huge happy shouts. And from that day on, Arjun's tales became even more wildly wonderful, as he played with the marble that had been on his biggest adventure ever!



Scavenger Hunt

Find books that have examples of hyperbole.

Book Name	Example – Describe or quote the example.
"Ice Cream Adventure" by Sarah Anderson	"The ice cream was so cold that it could freeze the sun itself!"

Think

Is the sentence hyperbolical?

1. The cat is as fast as lightning.		No
2. My backpack is heavy with all my books.		No
3. The playground is as big as an ocean.		No
4. I ate a million cookies for dessert.	Yes	No
5. The sun is as hot as a dragon's breath.	Yes	No
6. My mom makes the best pancakes in the world.	Yes	No
7. I have a gazillion toys in my room.	Yes	No
8. The library has a lot of books to read.	Yes	No
9. I jumped so high, I touched the clouds.	Yes	No
10. My friend's smile is as bright as the sun.	Yes	No

Sequencing the Plot of a Story

A) Emma saw something in the dirt. It was a rock shaped like a heart! Her heart felt happy as she brushed off the dirt around it.

B) Emma loved rocks. She read books about them, and she had many rocks in her room.



C) "Good job, Emma!" said Mr. Brown, her teacher. "Write it down," Emma wrote about her rock in her rock notebook.

D) Emma brought a digging kit with a small shovel and a notebook. She was in the after-school rock club. Every Friday they came to a place where special rocks were found before.

E) Emma put the 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 a 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.

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 the underlined part of the sentence the cause or effect?

She <u>practices</u> hard, <u>so</u> she played well.	Cause	Effect
He didn't eat breakfast, <u>so</u> he was hungry.	Cause	Effect
They scored a goal, <u>so</u> the fans cheered.	Cause	Effect
It got dark outside, <u>so</u> we turned on the lights.	Cause	Effect
We planted seeds, <u>and</u> then flowers grew.		Effect
The sun came up, <u>so</u> the flowers opened.		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 her idea. She thought, "She took some paper and started to fold it."



Mayor Johnson heard about the new idea. "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 folded up the paper. "Oh no!" she cried. "I have to start over."

Her dad said yes to Mayor Johnson and got ready to make the big plane. Lisa had to wait.

Finally, Lisa made a new plane. Her dad was done with the big airplane, too. They threw them into the sky, and it was perfect for Max's birthday.

People in the town loved the big paper airplane at the festival. Max loved his paper airplane show and hugged Lisa.

And so, the new paper airplane made everyone in the town happy and closer together.

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Finish the effects of the causes below.

Mr. Howard made a paper airplane,

Lisa ripped the paper,

The car ran out of gas,

2) Think of causes that go with the effects below.

so she has to start over.

so Lisa has to wait.

so everyone was happy.

Think

Write any causes you can think of from the story.

Visualizing

Draw what you were picturing while you were reading.

Circular Plot

Circular Plot

A circular plot is when the characters end the story where they started. They often solve a problem, and end where they started.

The Lost Path

In the heart of a lush green forest, where the trees whispered to the wind, there was a young boy named Eli. He had a mop of hair and a spirit that could lead you anywhere. His best friend was a talking parrot named Pico, who was as colorful as a rainbow and full of riddles.



It was a normal day, with many people walking 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.

Name: _____

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Questions

Answer the questions below.

1) How did the story begin?

2) How did the story end?

3) What happened in the middle of the story?

4) Think of another story that starts the same way it starts. This could be a movie or a book. Explain how it ends the same way it starts.

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 the day was feeding time.

She would go from enclosure to enclosure, giving each animal their favorite food. Lions loved fresh meat, the monkeys enjoyed bananas, and the parrots 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 what to do for 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 and visitors came to see. Blue opened his feathers wide, shimmering in the sun. He looked so proud and happy!

After the parade, Blue started eating again and seemed much happier. Martha smiled, knowing she had made a difference.

From then on, Martha made sure to have a special event for the animals once a month. Whether it was a parade, a new toy, or a special treat, she knew each animal needed something special to be happy. And so, life in the zoo was joyful and full of surprises, all thanks to Martha's kind heart and clever thinking.

Name: _____

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Worksheet Generator
21.12.2019

Questions

Answer the questions below.

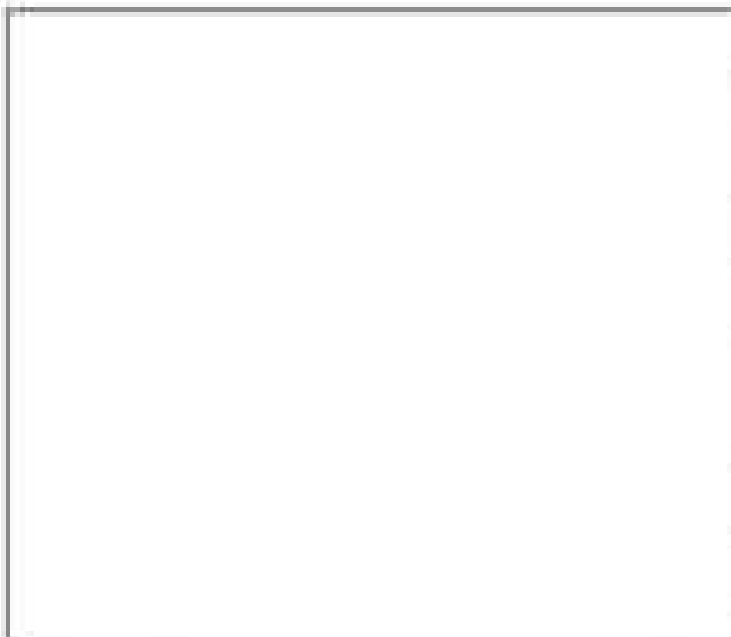
1) What do you think is the theme of the story?

2) What problem did Martha notice in the zoo?

3) If you were in charge of the zoo, what events could you organize for the animals? Think of an idea and describe it.

Draw

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

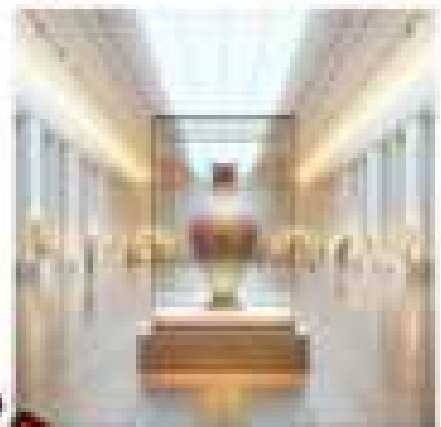
Conflict

Conflict

A conflict in a story is a problem or challenge that characters face. It can be a disagreement between people, a difficult task, or an internal struggle within a character. This conflict makes the story interesting.

The Treasured Vase

In a big, beautiful museum, there was a curator named Mr. Benjamin. He loved his museum and the amazing artifacts and paintings. One day, Mr. Benjamin received a rare, ancient vase. It had bright colors and intricate designs. He decided to place it in the center of the main hall for everyone to see.



But, there was a problem. Ms. Avery, the museum's art director, thought the vase was too delicate for the main hall. She worried it might break if many visitors walking by. She suggested placing it in a special display room.

Mr. Benjamin disagreed. He believed the vase should be seen by as many people as possible. He said, "This vase is a treasure! It must be seen and enjoyed by everyone." Ms. Avery replied, "But we must protect it. It's too precious to risk."

They couldn't agree. Mr. Benjamin wanted to share the vase openly, while Ms. Avery wanted to keep it safe. After thinking carefully, Mr. Benjamin had an idea. "What if we place the vase in a beautiful glass case in the main hall?" he suggested. "That way, it will be safe and everyone can still see it." Ms. Avery smiled, "That's a perfect solution!"

So, they placed the vase in a sturdy glass case in the main hall. Visitors admired it safely, and both Mr. Benjamin and Ms. Avery were happy. They had found a way to share the vase with everyone while keeping it protected.

Name: _____

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Guided Reading
21.12.12

Questions:

Answer the questions below:

1) What was the conflict in the story?

2) How was the conflict resolved?

3) If you were in the museum, where would you place the vase? Explain.

4) Have you ever had a conflict with someone? How did you resolve it?

Visualize

Draw a picture of how you visualized the museum.

PREVIEW

Story – Little Acts Of Kindness

Once upon a time, in a bright and bustling city, there lived a woman named Avery. Avery worked as a baker in a unique bakery, not in a mall or a busy street, but on a colourful, floating boat! Every morning, Avery would sail along the river, selling delicious bread and cakes to people on the shore.

One day, while Avery was preparing a batch of chocolate cakes, a loud squawk echoed across the river. Avery paused and saw a parrot with shimmering feathers perched on a nearby tree. The parrot seemed lost and alone.



Avery thought, "I should help it," but then 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 decided to help it. 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: _____

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Storybook Connection
2013.13

Retell

Retell Avery's story by drawing six pictures in the sequence of the story.
Then write a short summary of the story in your own words.

PREVIEW

Story – The Garden Of Spring

In a peaceful suburb, there was a man named Bobby. Bobby loved gardening. His backyard was filled with all kinds of flowers and vegetables. One sunny morning, while watering his tomatoes, he noticed his neighbour, a kind lady named Mrs. Robinson, peeking over the fence. She looked sad.

"Good morning, Mrs. Robinson! Why so gloomy?" asked Bobby. "My flowers just won't grow," she sighed. "I don't know what's wrong." Bobby smiled and said, "Let me help you."

Together, they worked in Mrs. Robinson's garden. Bobby shared his seeds and, most importantly, his gardening tips. With Bobby's help, Mrs. Robinson's garden began to flourish. She was overjoyed and decided to have a garden party to celebrate.

At the party, Bobby and Mrs. Robinson shared the harvest with all the neighbours. They had juicy tomatoes, crispy lettuce, and sweet strawberries. Everyone loved the fresh food and enjoyed the beautiful garden.

A young neighbour, Benjamin, whispered to his mother, "Why is everyone so happy?" "Because of Bobby and Mrs. Robinson," his mother replied. "Sharing not only helps others but brings joy to everyone."

From then on, the suburb was filled with beautiful gardens. Neighbours shared seeds, fruits, and flowers. They all learned that by helping and sharing with others, they could create something beautiful together.

And Bobby, with his love for gardening, had planted seeds of kindness and sharing in everyone's hearts.

The End



Retell

Retell Bobby's story by answering the five W's. Write all the main elements of the story where they fit.

Who**What****When****Why****Where****Diary Entry**

Write a diary entry from the perspective of Bobby in his day.

Block 4:

Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

What is Persuasive Writing?

What is Persuasive Writing?

Persuasive writing is a way of sharing your ideas and trying to make others see things your way. It's like when someone writes a letter to their parents asking if they can stay up a little later on weekends.



Why is Persuasive Writing Useful?

Persuasive writing is useful because it helps you share your thoughts in a way that you 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 learn 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

Quizz

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 a Pain 🐰

I once had a pet rabbit named Minka. Taking care of her was harder than I thought. She needed a lot of attention. One time, I was playing video games but my mom had to remind me to feed the bunny. Ugh! Pets are not worth the trouble.



Think Critically

Answer the questions below.

1) Which text has more facts?

2) Which text has just personal stories?

3) Which text is more persuasive? Explain your opinion.

Block 5: Informational Reports

Focus

- ✓ Text features like headings, index, bold words and hyperlinks.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing
- ✓ Linear versus cyclical sequencing of plots

Reports – Text Features

What is a Report?

A report is like a treasure map for facts and information. It guides you through a cool journey, showing you interesting things about a topic. How does it do this?

With special things called text features!

Text Features

Text features make a report easy to read and understand. Here are some key ones:

- **Headings:** Big titles for the whole report.
- **Subheadings:** Smaller titles that tell you more about the topic.
- **Bold Words:** Words that stand out.
- **Bullets or Numbers:** They list facts in an easy way.
- **Hyperlinks:** With online reports, click on hyperlinks to get more information.
- **Pictures:** These help explain the words.
- **Captions:** Words under pictures that tell you what they are.

Digital Extras

In online reports, there are extra things like clickable words, videos, and buttons.

Clickable words take you to new pages. Videos show you more about the topic.

Buttons might lead to fun quizzes.

True or False

Is the statement true or false?

1) Text features make a report hard to read.	True	False
2) Subheadings give more information.	True	False
3) Bullets list facts in a random way.	True	False
4) Digital reports don't have clickable words.	True	False
5) Pictures make reports harder to understand.	True	False

**Scaven-
Hunt**

Find an information book and look for examples of the text features from the list below. Write down the name of the book and the page number.

Text Form	Book Title	Page Number
Heading		
Subheading		
Bold Words		
Bulleted List		
Numbered List		
Diagram		
Caption		

Activity – Summarizing Reports

Objective

What are we learning more about?

To summarize a 4-part report, understand the main ideas, and work together as a team.



Instruction

How do we complete the activity?

- 1) **Form Groups:** Divide students into groups of 4. Each group receives a 4-part report.
- 2) **Assign Parts:** Each student picks one part from the report to read and summarize.
- 3) **Read and Summarize:** Each student reads their part carefully and writes a short summary on a piece of paper. The summary should be clear, concise, and capture the main idea of their section.
- 4) **Share Summaries:** Once everyone has finished writing, each student shares their summary with the rest of the group.
- 5) **Create the Big Summary:** After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.
- 6) **Discuss:** Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

Hello, young explorers! Today, we are going on a journey to learn about the different languages people speak in Canada. Canada is like a big, beautiful quilt made of many languages.

Official Languages
Canada has two official languages:

- English
- French

These languages are used on signs, and in important places like government buildings. Many people in Canada speak either English, French, or both!

English-Speaking Areas

Most people in Canada speak English in most provinces.

French-Speaking Areas

In the province of Quebec and some parts of New Brunswick, people mostly speak French.

2)

Indigenous Languages

Long before English and French, Indigenous people spoke many languages. Some of these languages are:

- Cree
- Ojibwe
- Inuktitut

Indigenous languages are very special and people are working hard to keep them alive.

3)

Other Languages

Canada is a home for people from all around the world. That means you can hear many other languages like Mandarin, Punjabi, Spanish, Tagalog.

4)

Canada is amazing because it's like a quilt made from many different languages. Each language adds its own special pattern to the quilt. And just like a quilt keeps you warm, the languages of Canada make the country a warm and welcoming place for everyone!

Summarizing Practice

A summary is like a small version of a big story. It gives you the main idea and some details that help explain it. Making a summary helps you understand what you read because you think about the important parts and say them in your own words!



Summarizing: Summarize the passage by writing the main idea and a supporting detail.

1) Diversity is like a rainbow. Each colour is different but all together, they make a beautiful rainbow. Just like a rainbow, kids in diverse schools come from different places. When we learn to like what makes each of us special. This makes us a diverse group of friends!

Main Idea

Supporting Detail

2) Some people worry they won't fit in if they're different. But in a diverse school, being different is cool! You might speak another language or have two moms or dads. In a diverse school, everyone is liked for who they are.

Main Idea

Supporting Detail

Inferencing Practice

Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

What are Dreamcatchers?

Hi, I'm Kari. Dreamcatchers aren't just pretty; they have meaning. They catch bad dreams and let good ones through.

Why We Make Them

We make dreamcatchers to keep you safe at night. They're also gifts that show love.

**Indigenous Songs: What They Mean**

Hi, I'm Akpik! Our songs are not just music. They tell our stories and teach lessons. We keep singing them so that we never forget these stories and lessons.

Why We Sing

In our community, songs help us remember who we are. They are like a book of our past. From being little, we learn to sing and listen to the stories in them.



Non-Fiction: Linear versus Cyclical Sequencing

Non-Fiction Texts: Linear and Cyclical Sequencing

When we read non-fiction, which are books or articles about real things, we often see information arranged in two main ways: linear sequencing and cyclical sequencing.

Linear Sequencing

Imagine reading a story about a caterpillar turning into a butterfly. First, the caterpillar is born. 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 bag: books, lunch, pencils, zip up.	Linear	Cyclical
6) Building a snowman: snowballs, stack, add features.	Linear	Cyclical
7) Animal migration: leave, travel, return.	Linear	Cyclical
8) Water cycle: evaporate, condense, collect.	Linear	Cyclical

Questions

Answer the questions below.

1) What is linear sequencing of information?

2) What is cyclical sequencing of information?

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

Linear

Cyclical

Report – Canada's Cultural Heritage

Diverse Cultures in Our Country

Canada is like a beautiful quilt made of many cultures. People from all around the world come to live in Canada, bringing their unique traditions, languages, and customs.

Traditions Coast to Coast

In Canada, everyone has its own unique traditions and customs. Here are some exciting cultural traditions from different parts of the country:

- **Quebec Winter Carnival:** A winter festival with snow sculptures, parades, and ice skating in Quebec City.
- **Calgary Stampede:** A big rodeo event celebrating cowboy culture with rodeo, parades, and games.
- **Celtic Colours International Festival:** A music and arts festival in Nova Scotia showcasing Celtic culture.
- **Caribana:** A Caribbean festival in Toronto with many 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 Pow Wows are held in or near these communities.



Text Features

Answer the questions below.

1) What is a sidebar?

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

3) What reading strategy did you use to read the report?

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

Draw

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



Newspaper Article: Recycling

Our Earth, Our Responsibility: Learning About Recycling

Published on January 17, 2024

Did you know that recycling helps keep
our planet clean and out how!

Recycling is all about taking things
that we've used, like paper,

glass, and make them into new things.
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 the planet and ourselves.
It's a big, huge!



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 easy to read?

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

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

Newspaper Article: Blue Whale Discovery

Largest Blue Whale Ever Recorded in Canadian Waters Amazes Scientists!

Published: January 17, 2024

VICTORIA, BRITISH COLUMBIA — A
gigantic blue whale, the largest animal
on Earth, has been spotted near

Vancouver Island, making a major discovery

in the world of marine biology!

A Whale of a Discovery

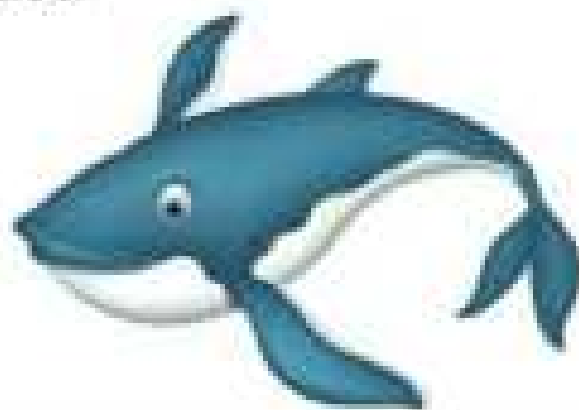
This blue whale, seen by scientists on a
research trip, is over 30 meters long -
that's about the length of three school
buses! It's the biggest blue whale ever
seen in Canadian waters. Named "Big
Blue" by the team, this gentle giant has
amazed both scientists and nature
lovers.

Why Is This Important?

Blue whales are rare and usually hard
to find. Seeing one this big helps
scientists learn more about these
mysterious creatures of the deep. It's
especially exciting for Canada, as it
shows the rich marine life in our
waters.

Inspiration for Young Explorers

Every discovery is a
thrill, and our oceans are
full of wonder. Maybe you'll
be the one discovering new marine
secrets!



Text Features

Answer the questions below.

1) What is the headline of the article?

2) What did you find most interesting in the article?

3) Were there any in the report? List them.

4) If you were a reporter, what question did you ask about "Big Blue"? Write it down.

Draw

Draw your own version of "Big Blue," the giant blue imagination to add colours and details!

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 monarch with its shiny blue wings.

Where They Live

You can find butterflies all over the world, except in Antarctica. They love gardens, forests, and even parks in the city. In my opinion, flower gardens with lots of flowers are the best places to see butterflies.

Butterflies and Flowers

Butterflies drink nectar from flowers. They have a long tongue, like a straw, to sip the sweet nectar. I think it's amazing how they help flowers grow by moving pollen from one flower to another. This is called pollination.

Fun Facts

Did you know some butterflies can fly as fast as 12 miles per hour? That's faster than you can run! Also, the largest butterfly in the world has wings as big as your school ruler!

Re-read

Re-read the report and identify 3 facts and 3 opinions. Write them below.

Facts

1)

2)

3)

Opinions

1)

2)

3)

Quiz

Pair up with a classmate. Re-read the report and create a multiple-choice quiz for your partner and have them create a report for you in the given space.

1)

2)

3)

Block 6: Procedural Writing

Focus

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?
- ✓ Non-Fiction Genre – Sub-form: instructions
- ✓ Linear Sequencing – Linear sequencing presents information in a straight, progressive line

What is Procedural Writing?

What is Procedural Writing?

Procedural writing shows us how to do something step by step. Think of it like a recipe in a cookbook. It gives clear directions so we can complete a task.

Procedural writing is a non-fiction sub-form, because the text is true. It is a linear text that presents information in a straight line, from beginning to end.

Features of Procedural Writing:

- **Title:** Every procedural text starts with a title.
- **Materials:** Lists the things you need but isn't always used.
- **Steps:** These are the instructions that you follow.
 - We start with the first step in order.
 - Steps are numbered like 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- **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?

Mr. Connors has seen instructions before? When do you get instructions? How do you read them?

Order

Order the steps below from the first 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

Examining

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.



Order	Information
	In a big bowl, mix butter and sugar together until they're creamy.
	Chocolate Chip Cookies: Yum!
	Preheat oven to 375°F (190°C).
	Bake for about 10 minutes or until they look golden.
	- 1 cup of chocolate chips - 1/2 cup of sugar - 1/2 cup of butter - 1 egg - 1 and 1/2 cups of flour - 1/2 teaspoon of baking soda - A pinch of salt
	Slowly add flour, baking soda, and a pinch of salt together.
	Crack the egg into the bowl and stir it in.
	Pour in the chocolate chips and mix again.
	In a big bowl, mix butter and sugar together until they're creamy.
	Put little balls of dough on a cookie sheet, leaving space between each.
	Let your cookies cool for a bit, then enjoy with a glass of milk!

Linear Text - How To – Ordering Steps

Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.



Order	Information
	- Toothbrush Toothpaste Water
	Do the same for the bottom teeth, making sure to reach every tooth.
	Rinse your toothbrush with water and put it in the holder.
	Rinse your mouth with water and spit it out.
	Let's Keep Our Teeth Healthy
	Start by wetting your toothbrush with water and applying a small amount of toothpaste onto your toothbrush.
	Open your mouth and start brushing your top teeth in small circles.
	Wipe your mouth with a towel and flash your shiny smile!

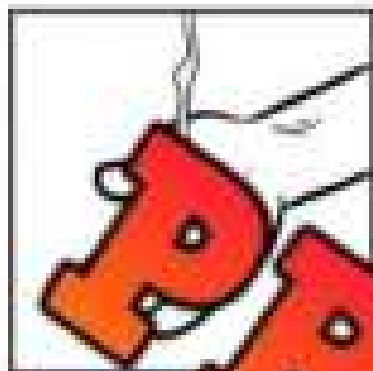
Think

Is there only one way to do things? Do you brush your teeth differently? Explain.

Graphics in Procedural Writing – Handwashing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

The pictures below are numbered, showing the steps to draw a house. On the back of this page, explain each step.

①



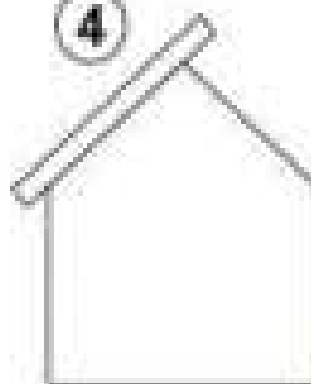
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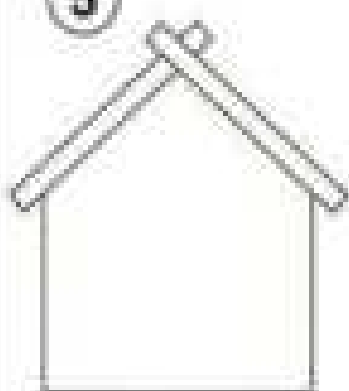
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④



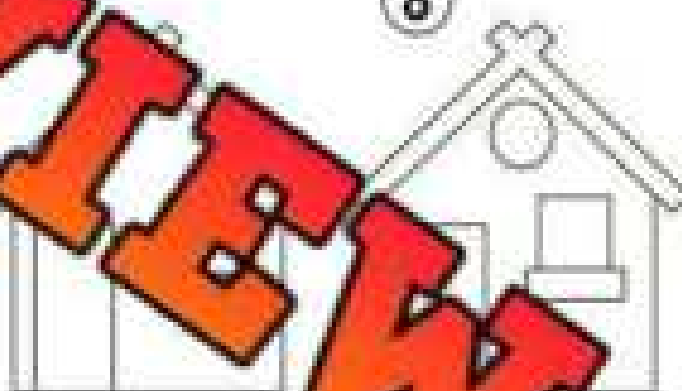
⑤



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 Wigwam

Draw

Follow the procedural text below to draw a wigwam



Title	Drawing an Indigenous Wigwam: A Fun Art Adventure!
Materials	- A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional)
Introduction	Indigenous communities like the Ojibwe and Miikmaq lived in wigwams. These were dome-shaped homes made from natural materials. Let's draw one together!
Step 1	Begin by drawing a large circle on your paper. This will be the main body of the wigwam.
Step 2	At the bottom of the circle, draw a straight line to close it off. Now it looks like a semi-oval.
Step 3	Draw a smaller rectangle in the bottom center of your semi-oval. This will be the entrance to the wigwam.
Step 4	On the wigwam, sketch curved lines radiating from the top. These lines show the sticks and branches used to make the frame.
Step 5	Now, draw some patches here and there on the wigwam. These represent the birch bark or woven mats that covered the structure.
Step 6	Around your wigwam, you can draw things like trees, a campfire, or a small stream.
Step 7	Once your wigwam looks complete, grab your coloured pencils if you have them and colour your drawing. Maybe the wigwam is brown, and the grass around is green!
Finish	Show off your wigwam drawing to a friend or family. Let them know about the special homes many Indigenous nations in Canada used. Happy drawing!

Following Instructions – Drawing a Wigwam

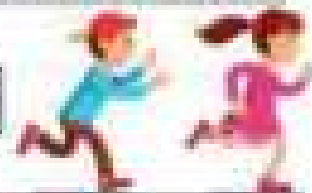
Draw

Draw the wigwam below.

PREVIEW

Comparing Instructions – Playing Manhunt Tag

Compare: Read both instructions. Which is easier to understand?



Option 1:

How To Play Manhunt

Manhunt is a fun game where someone is chosen to be "It". While "It" counts, everyone finds a hiding spot. After counting, "It" tries to find and tag the hiders. As players are tagged, they join "It" in the search. The game continues until everyone has been tagged.

Step	Instructions
Step 1	Choose the 'It' Player: Stand in a circle and choose one person 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.

Name: _____

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Before Reading

Make a Connection

Background knowledge - Read the title and look at the pictures. What do you know about this already?

Sum _____ could you explain how to play to someone? Write 6 steps.

After Reading

Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

PREVIEW

Block 7: Poetry

Focus

- ✓ Literary devices in poetry – simile, imagery, and hyperbole.
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Literary Devices Used in Poetry

What Is Poetry?

Poetry is a fun and special way to write. It uses words in a creative way to share feelings, stories, or ideas. It's not like regular writing, because it can have a special beat and might even rhyme at the end of lines. Just like painting or playing music, poetry is a way to be really creative.



Shakespeare

Cool Parts of Poetry

In poetry, there are special tools to make it fun and pretty to read or hear. Here are some tools you can find in poetry:

- **Rhyme:** Words that sound the same at the end, like "bat" and "cat."
- **Alliteration:** Words that start with the same sound, like "Silly Sally."
- **Metaphor:** Saying one thing is another, like "My heart is a stone."
- **Simile:** Saying something is like another thing, like "My heart is like a stone."
- **Imagery:** Using descriptive language, so we can picture what the poet is saying.
- **Assonance:** When words have the same sound in the middle, like "cat" and "bat."

How Poetry Uses These Tools

When you read a poem, these cool tools make it more fun and interesting. They help you understand the message better, too.

For example, rhyme makes a poem sound nice to your ears. Assonance helps make words stand out. Metaphors and similes create cool pictures in your mind, making the poem come to life.

Inferences

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "The sky is a blanket."

2) What do you think is meant by the simile, "Fast as a car."

Draw

1

Draw a picture of the metaphors below. What are you picturing?

The sun is a golden coin in the sky.

Her smile is a blooming flower.

Match The Column

Draw a line from the literary device in Column A to its matching example in Column B.

Column A	Column B
Rhyme	Her eyes are shining stars.
Alliteration	Sweet as honey.
Metaphor	"Tiny Tim tiptoed."
Simile	"Dog" and "Fog"
Imagery	Bright light shines at night.
Hyperbole	The big, red, and juicy apple looks yummy!

Types of Poems

Exploring Types of Poems

Poems are a fun way to share feelings and ideas. There are different kinds of poems, and each is special.

Haiku: The Nature Poem

Haiku comes from Japan and talks about nature. It has just three lines. The first line has 5 syllables, the second has 7, and the third has 5 again.

Rain falls from the sky
Flowers start to bloom and grow
Spring is here at last



Acrostic: The Secret Word Poem

In Acrostic poems, the first letter of each line spells a word. It's like a fun game. Here's one with the word "cat".

Cute and small
A furbell that loves to play
Tail wagging and purring

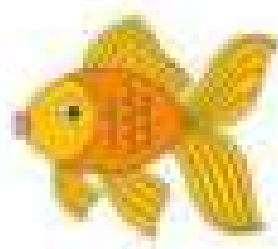


Limerick: The Silly Poem

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: _____

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2.4

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Lim

Cinquain

Visualizing

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

Haiku

Cinquain

Acrostic

Haiku Poetry – First Nation Reflection

Haiku Poetry – First Nation Reflection

A long time ago, First Nations people lived where Canada is now. They had their own ways and traditions. Then, new people came from Europe. Things changed and not always in a good way.

Here are haikus to think about what life was like for First Nations then.



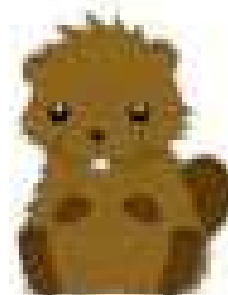
Talk in the wind,
From far away—
Don't meet.

River's song no longer heard,
Smoke and metal changed
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 forest. Quiet by new loud noises"

3) "River's song now full but 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** - Winding rivers flow
- T** - Trees that in autumn glow
- T** - Tall trees that stand so slow
- A** - Animals that live in the snow
- W** - Winding roads that lead us on
- A** - Apples in orchards, so sweet and slow
- 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 slow

Name: _____

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2.4

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 _____?

Inuit:

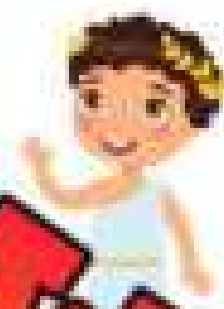
_____ snowflake, Ike's from the Inuit land,
_____ with a firm, steady hand.
_____ igloo home,
_____ to roam,
Inuit _____ of sand.

Ancient Roman:

Andy from the old _____
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". Read some farm town themed cinquains!

Corn

Corn

Tall, green

Growing, swaying, ripening

Like gold in a field

Harvest



Barn

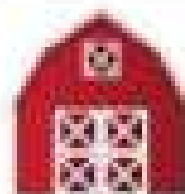
Barn

Big, red

Feeding, storing, sheltering

Heart of the farm

Store



Tractor

Tractor

Strong, loud

Plowing, pulling, driving

As busy as a bee

Machine



Dog

Dog

Loyal, quiet

Barking, running,

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 poem do you like the best?

3) What was your favorite poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read the poems below and draw what you see.

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, every job is important.

The Farmer



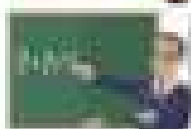
A farmer in a red shirt and blue overalls,
Plants seeds with a pitchfork.
Corn and wheat grow high,
Feeding folks like you and me.

The Nurse



Nurses care with hands so kind,
Helping sick folks' peace of mind.
They give us shots and giving care,
Because 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



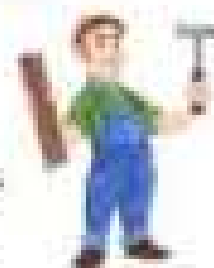
Firefighters are so brave,
Putting out fires, keeping us safe.
With hoses and water, saving the day,
Heroes in every single way.

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 favorite poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read the poems below and draw what you are seeing.

Builder

Firefighter

--	--

Activity: "We Learn From The Sun"

Objective

What are we learning more about?

To read and dissect the poem/children's book written by David Bouchard. David is a Métis author who accomplished a lot in Canada.

**Instructions**

How do we complete the activity?

- 1) **Reading Aloud:** Read "We Learn From The Sun" aloud to the students. Allow them to listen in the background. The read-aloud can be found on YouTube.
- 2) **Discussion:** After the initial reading, open a discussion with the students about what feelings and images the poem brings up for them.
- 3) **Stanza Breakdown:** Re-read the book, looking at the 12 stanzas. After reading each one, have students draw and write things they think about. Then consider these questions in their reflections:
 - a) What feelings come to mind?
 - b) What is the main lesson being taught in this stanza?
 - c) Can you make a connection to this stanza?
 - d) How can we use what we learned from this stanza? What could you do differently?
 - e) Do you have the same feelings as the Métis author?

Name: _____

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Reflection

Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

PREVIEW

Block 8:

Book Reviews

Focus

- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – simile, hyperbole, and imagery

Understanding Book Reviews

What Is a Book Review?

A book review is like telling a friend about a book you read. It lets others know if the book might be interesting for them. In a review, you share a little about the story, what made you happy or sad, and sometimes, you can give a thumbs up or a thumbs down.



Parts of a Book Review

- ☒ **Title and Author:** Say the book's title and the name of the person who wrote it.
- ☒ **Summary:** Talk a little about the story. Shh! No telling the ending!
- ☒ **Your Thoughts:** Share what you liked. What 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

Questions

Answer the questions below.

1) What is a book review? How does it 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 we need to read many reviews.

Read the reviews below and answer the questions.

Review: "The Magic of DinoLand"

Wow! "The Magic of DinoLand" is the best movie! If you miss it, you miss out. It has a brave dinosaur hero. Dinosaurs are amazing, and this movie shows it. All the characters are great or dino-fans. The villain, Caveman, can't win against our hero. Dinos are way cooler. You have to watch this movie!



1) Why is this review a biased review? What is the author's bias?

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

Our Voice in Review Writing

What is Voice in Writing?

In writing, people have different "voices." It's like how we all sound different when we talk. The words used and how they write sentences show who wrote it. So, you can guess who wrote something even if you don't see their name. Each writer has their own way of saying things!

Voice _____ watched a movie and each wrote a review. Read them below.

A) I liked the _____ and the _____ race! But some parts boring. I wanted more racing and funny _____.

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 _____ and the family parts were kinda boring. If you like fast cars, you'll like _____.

D) The pictures in the movie were really cool. I love fast action, _____ were great. But the story was too simple. Still, if you like action, it's a good watch.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	
-----	--	-----	--	----------	--	----------	--

2) Are you 100% positive about the guesses above? Why or why not?

Our Voice in Review Writing

Voice

A family all texted their reviews of a movie to each other. Check them out!



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 agree or disagree 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



Examine

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

Rate _____ - 2/5 Stars

Reading "Jungle Journeys" is a fun way to cool off on a hot summer day – refreshing and full of excitement! In the story, Max and Lily trek through a thick, green forest that's buzzing with the sounds of chirping birds and chattering monkeys and whispering leaves. They find a beautiful waterfall that sparkles like a diamond necklace in the distance.

The book is a wild ride for young readers. Their journey is fast, fun, and fantastically wild. Reading it felt like riding the tallest slide in the coolest water park. Trust me, it's a thrill for sure!

I give this book 5/5 stars. It was so gripping, I felt like I was swinging high through the trees with Max and Lily! A must-read for little explorers everywhere!



Simile	
Imagery	
Hyperbole	

Block 9:

Graphic Texts

Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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

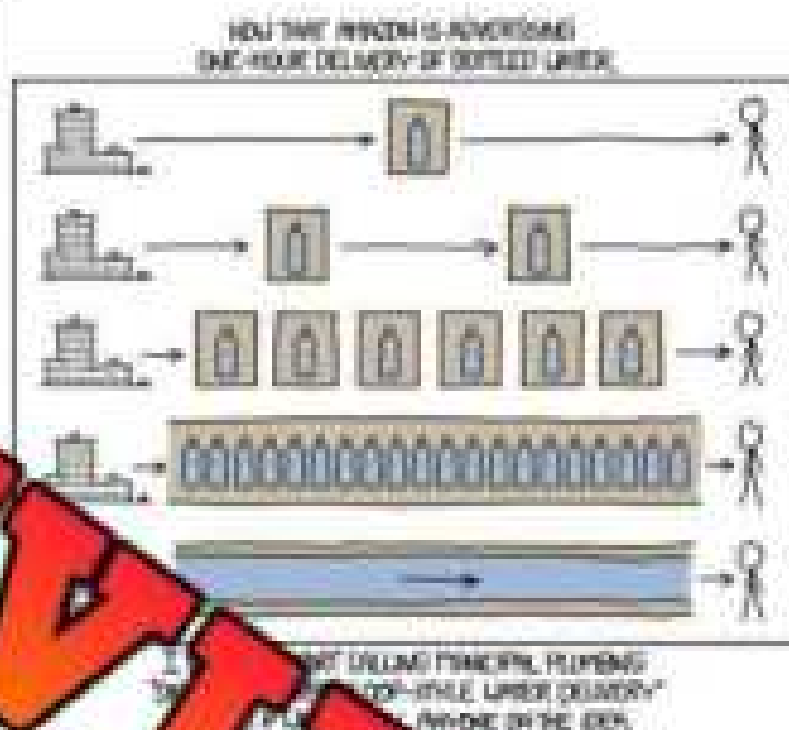
Understanding Graphic Texts

Analyze

Read the comic and answer the questions.

1) What is the comic about? Describe the joke.

2) Make a connection. What does this remind you of in your life?



WHY ARE YOU GOING HERE?

GAS IS TEN CENTS A GALLON CHEAPER AT THE STATION FIVE MINUTES THAT WAY.

BECAUSE A PENNY SAVED IS A PENNY EARNED.



IF YOU SPEND NINE MINUTES OF YOUR TIME TO SAVE A DOLLAR, YOU'RE WORKING FOR LESS THAN MINIMUM WAGE.

1) What is the comic about? Describe the joke.

2) Make a connection. What does this remind you of in your life?

Text Features in Infographics



Circle the text features used:

Title

Pictures

Labels

Captions

Arrows/Lines

Examine

Answer the questions

1) What is the title of the infographic?

2) Summarize the food guide.

3) Does the infographic have more text or pictures?

Reading Maps – Text Features

Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, like Toronto.
- **Red Dots:** The smallest 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?

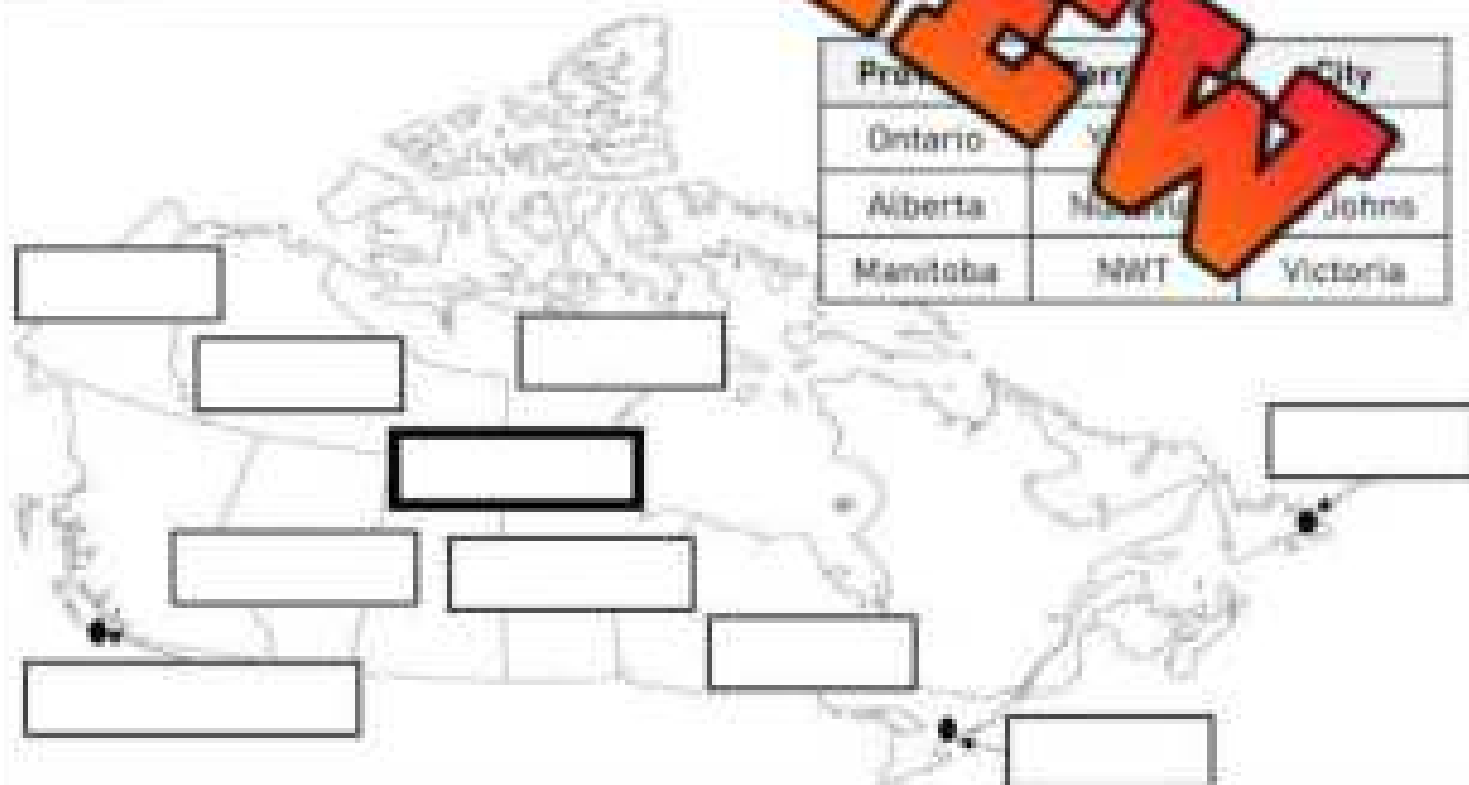
2) How can you identify provinces or territories on a map?

3) How can 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. Use the correct capitalization. Label Canada in the blank space on the map border.



Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

Cars evolution



1900



1940



1970



1990



1995



2000



2005



2010



2015

1) What is the title of the timeline?

2) What does this timeline show?

3) How have cars changed over the years? What specific details do you see on the timeline?

4) Make a connection to the timeline. What does this remind you of in your life?

Block 10: Biographies

Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Text features – glossary and index
- ✓ Biography: Non-fiction sub-form
- ✓ Timelines – Linear sequencing of events

Biography – Dian Fossey

Dian Fossey: A Friend to Gorillas

Early Life

Dian Fossey was born on January 16, 1932, in San Francisco, USA. She always loved animals and dreamed about going to Africa to study them.

Amazing Studying Animals

Dian went to the Virunga Mountains in Rwanda. She became a special scientist called an **ethologist** who studies how animals act. She found out amazing things, like how gorilla families care for each other.

Helping Animals in Danger

Dian won awards for helping the 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 gorillas 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 hurting endangered animals.
- **Ethologist:** A scientist who studies animal behaviour.
- **Virunga Mountains:** A place in Rwanda there are lots of gorillas.

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, and after looking at the picture, make 2 predictions about Dian Fossey.

Question

Answer the questions below.

1) What are the headings? Are they helpful when reading a report or a biography?

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

Timeline

Draw a timeline with pictures of Dian's life

Biography – Isaac Newton

Newton: The Wizard of Gravity

Early Life

Isaac Newton was born on December 25, 1642, in England. When he was a kid, he loved to figure out puzzles and was really into math and science. He even went to a special school called Cambridge University.

Cool Stuff

Newton was a really smart kid who found some finds in science and math. One big thing he discovered was gravity. He discovered it when he saw an apple fall from a tree. People say, "It goes like a bomb," and that's thanks to Newton!

Later Life and Cool Stuff

Newton's ideas are still helping scientists and people who build stuff use his laws all the time. He left behind a lot of cool stuff.

Timeline

- 1642: Born in England
- 1661: Went to Cambridge University
- 1687: Figured out gravity
- 1727: Passed away



Glossary – Fill in the Glossary Below for the bolded words.

Biography – Edith Monture

Edith Monture: A Leader in Nursing

Edith's Early Life

Edith Monture was born in 1890 in Ontario and was from the Mohawk Nation. As a young girl, she wanted to help people. This dream made her become a nurse, even though it was not for Indigenous women to do that.

Big

Edith went to the U.S. because Canada didn't let her become a nurse. She helped soldiers during World War I and was the first Indigenous woman from Canada to become a registered nurse. (barriers!)

Life After Nursing and What She Left

After the war, Edith kept helping people. She even worked at a school in the U.S. as a school nurse. Later, she moved back to Canada and became a midwife, helping deliver babies. She made it clear that Indigenous people were allowed to be anything they want to be!

Timeline

- 1890: Born in Ontario
- 1914: Moved to the U.S. to be a nurse
- 1920s: Moved back to Canada and worked as a midwife

Index

- Birth and Childhood - Paragraph 1
- Becoming a Nurse in the U.S. - Paragraph 2
- Life After the War - Paragraph 3
- Important Dates in Edith's Life - Paragraph 4 (Timeline)



Edith Monture

Understanding

Is the statement true or false?

1) Edith Monture was born in the United States.	True	False
2) Edith was from the Mohawk Nation.	True	False
3) She became a nurse in Canada.	True	False
4) Edith helped soldiers during World War I.	True	False
5) Was the first indigenous woman to become a nurse.	True	False
6) Edith moved to Canada because Canada allowed her to become a nurse.	True	False
7) She was born in 1894.	True	False
8) After World War I, she started a nursing school.	True	False
9) Edith worked at a school in the 1920s.	True	False
10) Edith Monture broke barriers for Indigenous nursing.	True	False

Critical Thinking

Answer the questions.

1) Inference: If Edith couldn't become a nurse because she was Indigenous, how do you think Indigenous people in Canada were treated in the early 20th century?	

2) Expand the index by writing which paragraph each topic can be found in.	
Her Dream Job	_____
Where She Was Born	_____
Moving Back To Canada	_____
Becoming a midwife	_____



Workbook Preview



Grade 3 – British Columbia ELA Oral Language



	Learning Standards and Elaborations	Pages
OL3.1	Focusing on the speaker	5 – 8, 41 – 43, 75 – 77
OL3.2	Asking questions to clarify	9 – 15
OL3.3	Asking questions to extend	16 – 22
OL3.4	Responding to questions	23 – 30
OL3.5	Responding to questions to clarify	31 – 35
OL3.6	Responding to questions to extend	36 – 40
OL3.7	Taking turns	41 – 45, 72 – 77
OL3.8	Connecting with audience	46 – 52
OL3.9	Features of oral language: including tone, volume, inflection, pace	53 – 60, 86 – 91
OL3.10	Features of oral language: gestures	92 – 99

**Preview of 15 activities
from this unit that
contains 34 activities in
total.**

Activity: Question Jar

Objective

What are we learning more about?

To develop the ability to seek clarification and understand details more deeply by asking thoughtful questions. This activity promotes curiosity, active listening, and effective communication.

Materials

What do we need for our activity?

- ✓ A jar or container
- ✓ Small pieces of paper
- ✓ A list of question prompts for the teacher



Instructions

How do we complete?

- 1) **Prepare the Question Jar:** Write a series of questions where the first question elicits a short response and the second is a follow-up clarification question. The questions should be open-ended and promote thoughtful, detailed responses. Examples include:
 - "Can you describe what happened in more detail?"
 - "What do you think led to that event?"
 - "How did that situation make you feel?"
 - "What other solutions might solve this problem?"
 - "Why do you think this is important?"
- 2) **Explain the Activity:** Explain to the students that they will be drawing questions from the jar to ask their classmates. The goal is to understand their classmates' thoughts and perspectives better.
- 3) **Drawing and Asking Questions:** Have each student draw a question from the jar when it's their turn. The student then asks the question to a classmate. A classmate must answer the question thoughtfully and in detail.
- 4) **Active Listening:** Encourage the rest of the class to listen attentively while the question is being asked and answered. This promotes a respectful and inclusive classroom environment.
- 5) **Rotate Roles:** After the question is answered, another student gets a turn to draw a question from the jar and choose a classmate to ask. Continue until all students have had a chance to ask and answer at least one question.

Question Pairs

Students draw one of these and ask their classmates.

Initial Question	Follow-up Clarification Question
What is your favourite animal?	Why do you like that animal the most?
What sport do you like to play?	What makes that sport fun for you?
What book do you like to read?	Do you always read books in this same genre? Why or why not?
What's your favourite game?	What do you enjoy about playing that game?
Who is your best friend?	What makes them a good friend?
What's your favourite subject at school?	Why do you like that subject the most?
What did you do last weekend?	What was the best part of your weekend?
What's your favourite movie?	How does it make you feel?
Where is your favourite place to visit?	Can you describe what's interesting about that place?
What is your favourite hobby?	What do you enjoy about your hobby?
What is your favourite memory from last summer?	Why does that memory stand out to you?
What's the name of your favourite story character?	What do you admire about that character?

Question Pairs

Students draw one of these and ask their classmates.

Initial Question

Follow-up Clarification Question

What's your favourite colour?

Why do you like that colour so much?

What's your favourite snack?

What makes that snack your favourite?

What's your favourite season?

What do you like to do during that season?

What's your favourite type of music?

Why do you enjoy that type of music?

What's your favourite hobby?

What do you like most about that hobby?

What's the best gift you've ever received?

Why is that gift special to you?

What's your favourite cartoon?

What makes that cartoon interesting?

What chore do you do at home?

Why do you like doing that chore?

What's your favourite fruit?

Why do you prefer that fruit over others?

What's your favourite thing to do after school?

Why is that your favourite school activity?

If you could be any animal, which would you be?

Why would you choose to be that animal?

What's your favourite dessert?

How does it taste?

Reflection

Answer the questions below.

1) How did you feel when you were asking your question and when you were answering?

2) Why is it important to ask good questions when we do not understand something?

3) Draw what you were picturing in your while asking.

PREPARED

Activity: Keyword Bingo

Objective

What are we learning more about?

Enhance
listening

skills by identifying specific cues



Materials

What do we need for our activity?

- ✓ Pre-made "Listening Cues Challenge" cards for each student
- ✓ Markers or small stickers for listening cues
- ✓ A planned story/conversation that includes the cues on the cards. There are 3 different stories that can be used for this activity.

Instructions

How do we do this activity?

- 1) **Preparation:** Prepare the "Listening Cues Challenge" cards. Each card should have various cues that students should listen for during the presentation. Examples of cues include: "Question was asked", "Someone shared a personal experience", "A fact was presented", "An opinion was shared", "Someone disagreed", "Someone used a key phrase", etc.
- 2) **Distribution:** Hand out the "Listening Cues Challenge" cards and a marker or stickers to each student.
- 3) **Presentation:** Read the story/conversation.
- 4) **Activity:** As students hear each cue in the story, they should mark off that square on their card.
- 5) **Completion:** Once the story is over, discuss which cues were easiest to identify and which were more challenging. Discuss why listening for these cues is important for understanding and effective communication.

Story

Read aloud to the students.

The Day at Maple Park

It all started on a sunny afternoon at Maple Park. Jenny and Alex were having a conversation about their week.

"You know," began Alex, "the fact that cats have more bones than humans, isn't that fascinating?"

Jenny chuckled. "Sure, but let me tell you a personal story. My cat, Whiskers, tried to climb a tree, but he got stuck in my yarn collection. It was such a mess!"

Alex laughed and then said, "I see. Why did the cat sit on the computer? To keep an eye on the mouse!"

Jenny laughed, "That's a good one! But in my opinion, dogs are funnier than cats."

Alex raised an eyebrow. "I disagree. Cats have a majestic, mysterious vibe."

As they continued their debate, a little boy nearby called out to his dog, "Buddy, come back here!"

Transitioning to another topic, Jenny shared, "By the way, I think we should have a picnic here next weekend. What do you think?"

"I love that suggestion!" replied Alex. "Let's do it."

And so, amidst jokes, shared stories, and light-hearted disagreements, a new plan was born.

Anna: Did you hear about the chicken who tried to cross the playground?

Ben: No, why?

Anna: To get to the other slide!

Ben: Haha, reminds me of the time I tried to climb the monkey bars at our old school. I got a bruise, but it was quite an adventure for me.

Anna: I can't imagine climbing swings instead; it might be safer.

Ben: Hmm, I think monkey bars are fun though. I've always believed they're the best part of any playground.

Anna: Well, in my opinion, swings are the best because you can go so high and feel like you're flying.

Ben: That's a fair point. Swings are fun too. The thrill of the monkey bars is unmatched.

Anna: By the way, if you're ever interested in something new on the playground, just let me know. I'll give you some ideas.

Ben: Alright, thanks! Next time, before making a move, I'll definitely chat with you.

Liam: Have you ever tasted pineapple on pizza?

Emma: Oh yes! It reminds me of my birthday party last year. My mom made a homemade pizza with pineapple, and it was surprisingly good.

Liam: Really? Well, if you like it, maybe you should suggest it for our pizza menu next week.

Emma: It sounds good, but I believe a lot of our friends might not like pineapple on pizza.

Liam: I've always felt that pizza should have classic toppings.

Emma: I respect that, but in my opinion, experimenting with flavour is fun.

Liam: Sure, but remember when Jake tried that anchovy pizza? Not all experiments work out!

Emma: Haha, true! Anyway, let's ensure we have a variety of toppings. If you're ever confused about what to get, just ask me.

Liam: Got it! Before finalizing our order, I'll check in with you.

Question was asked

Someone disagreed

Someone used a transitional phrase

A joke was told

Someone shared a personal story

A fact was presented

Someone gave a suggestion

An opinion was shared

Someone shared a personal story

Someone gave a command

Someone disagreed

Someone gave a command

A fact was presented

An opinion was shared

A joke was told

A joke was told

Someone used a transitional phrase

Someone disagreed

Someone gave a command

An opinion was shared

Someone gave a command

An opinion was shared

Someone gave a suggestion

Someone disagreed

A fact was presented

An opinion was shared

Someone shared a personal story

A joke was told

A fact was presented

Someone gave a suggestion

Someone gave a suggestion

A question was asked

Someone used a transitional phrase

Someone shared a personal story

Someone

Someone used a transitional phrase

A joke was told

An opinion was shared

Someone gave a suggestion

Someone shared a personal story

A question was asked

A fact was presented

Someone gave a command

Someone used a transitional phrase

Someone gave a suggestion

Someone shared a personal story

Someone gave a command

Someone disagreed

Someone used a transitional phrase

A question was asked

Someone disagreed

Someone gave a suggestion

A joke was told

A fact was presented

Someone used a transitional phrase

Someone used a transitional phrase

A fact

Someone gave a suggestion

Someone shared a personal story

A question was asked

Activity: Opinion Hot Seat

Objective

What are we learning more about?

To enable students to confidently express their opinions and practice respectful listening. This activity promotes public speaking, critical thinking, and the ability to formulate relevant questions.

Materials

What do we need for our activity?

- ✓ A chair for the "hot seat"
- ✓ A list of age-appropriate topics by the teacher
- ✓ A timer (optional, to ensure students stay in the same amount of time)



Instructions

How do we complete the activity?

- 1) **Set Up the Hot Seat:** Place the "hot seat" chair in the front of the classroom, facing the other students.
- 2) **Explain the Rules:** Explain to the students that one student will sit in the hot seat and share their opinions about a given topic. The rest of the class will listen attentively.
- 3) **Select the Speaker and Topic:** Choose a student to sit in the hot seat. Select a topic or let the student choose from the list of topics you've prepared.
- 4) **Share Opinions:** The student in the hot seat shares their opinion on the topic for a time limit (e.g., 1-2 minutes) for sharing to ensure that all students have a chance.
- 5) **Open the Floor:** After the student has shared their opinion, open the floor for a few minutes to allow the rest of the class to ask questions or share their thoughts related to the topic. Remind students to be respectful and constructive during this time.
- 6) **Rotate the Hot Seat:** After the discussion, select another student to take the hot seat and repeat the process.

Topics

Students give their opinions on one of these topics.

The best thing about being a kid	The best way to spend a rainy day
The most interesting planet in our solar system	If I could invent something, it would be...
The superhero I like the most and why	The coolest thing I've learned in science
My favourite season and what I like to do then	My favourite meal and why I like it
The most exciting book I've read	The most interesting thing about...
If I could create a new holiday, it would be...	If I had a super power, it would be...
The most fun school subject and why	The most interesting place I've visited
The animal I would like to be and why	My favourite sport and what makes it fun
My favourite hobby and what makes it special	The best thing about my neighbourhood
The most important rule at school	What I would do if I were the teacher for a day

Reflection

Answer the questions below.

1) How did you feel when you were in the hot seat sharing your opinion?

2) What did you learn from listening to the opinions of others?

3) Was there a question or comment from the class that made you think differently about the topic?

4) Why is it important to be respectful when someone is sharing their opinion?

PERVALENT

Speak with Expression Activity

Objective

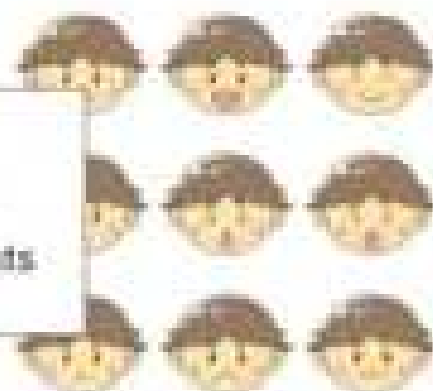
What are we learning more about?

To understand the power of tone, pitch, and volume in oral communication and how they affect the meaning or feeling of a sentence.

Materials

What do we need for our activity?

- ✓ A hat or container for the sentence strips.
- ✓ Strips of paper with sentences.
- ✓ A board or chart for student expressions.
- ✓ Optional: Voice recording device (to let students hear back their own voice on video).



Instructions

How do we do this activity?

- 1) Cut out the sentences on the backside of the page.
- 2) Place all the sentence strips into the hat or container.
- 3) Explain to the students that the same sentence can be said in various ways to express different emotions or intentions.
- 4) Ask each student to draw a sentence strip from the hat.
- 5) Once they have their sentence, ask them to say it in three different ways, using variations in tone, pitch, and volume. For example, they can say it as if they are surprised, sad, or curious.
- 6) After each rendition, ask the class to guess the emotion or intention the speaker was trying to convey.
- 7) If available, record a few variations and play them back. Discuss how tone, pitch, and volume made the sentence sound different each time.

Speak with Expression Activity

Sentences

Cut out the cards below

Emotions

Use the Emotions



Emotions

Happy

Sad

Excited

Bored

Angry

Surprised

Scared

Nervous

Relieved

Frustrated

I read my book last night.

The game truck is outside.

We have a quiz tomorrow.

I will turn 5 present.

The dog is at work.

I have plans tonight.

There's broccoli for lunch.

It started raining during the game.

My cousins are coming over tonight.

The movie starts in 10 minutes.

There giving away raisin cookies.

I missed the school bus this morning.

We're going shopping this weekend.

The field trip is to the museum.

The carnival is in town.

I forgot to bring my lunch today.

The power went out during my video game.

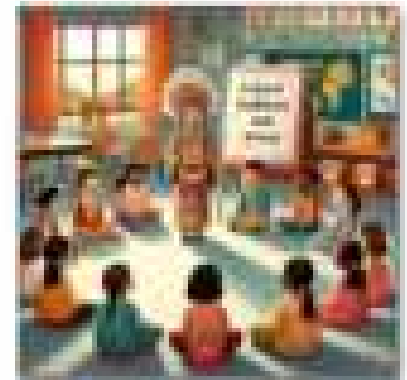
Lunch today is tuna sandwiches.

Activity: Storytelling Circle

Objective

What are we learning more about?

To foster respect and appreciation among students for cultural or family traditions and stories, especially those related to holidays and celebrations.



Materials

What do we need for our activity?

- ✓ Comfortable seating arranged in a circle of chairs or cushions).
- ✓ "Storyteller's seat" (a cushion for the student sharing their tradition or story).
- ✓ Props or items related to cultural traditions (if students can bring them).
- ✓ A world map or globe.

Instructions

How do we complete the activity?

- 1) **Introduction:** Discuss the significance of traditions and how they differ across cultures, focusing on holidays and celebrations.
- 2) **Setting Up:** Arrange the seating in a circle with the "Storyteller's seat" in a prominent position.
- 3) **Sharing Traditions:** Invite volunteers to share a tradition or story from their culture, especially those related to holidays. Encourage them to bring props or items or props. You can use the prompts on the next page to help students.
- 4) **Interactive Storytelling:** As each student shares, encourage the class to ask questions about this tradition is important in their culture, and if there are any special foods, or activities involved.
- 5) **Discussion and Mapping:** After each sharing, discuss what students found unique or similar to their own traditions. Use the world map to locate the country of origin of each tradition.
- 6) **Reflection Page:** After the session, students write on their reflection page about the tradition shared, their thoughts, and what they learned.

Prompts

Ideas to share cultural traditions

1	What special food does your family eat during a certain holiday, and why is it important?
2	Share a story or legend from your culture. What makes it special?
3	Do you wear any special clothes for certain cultural or family celebrations? Describe them.
4	What is a custom or ritual your family follows during a holiday or celebration?
5	Is there a particular type of music or dance that is part of your cultural celebrations?
6	Are there special activities or games from your culture during celebrations?
7	What games or activities do you play during cultural festivals or family gatherings?
8	How do you greet people or wish them well during a special holiday in your culture?
9	What kind of decorations does your family use for special celebrations? What do they represent?
10	Does your family invite anyone special or guests to celebrations, like neighbours or community leaders?
11	Can you share a folktale or legend from your culture? What does it teach?
12	Are there any symbols that are important in your culture? What do they mean?
13	Do you make any special crafts or artworks for cultural celebrations?
14	Share a story about your ancestors or a memorable event from your family's history.
15	Are there any heroes in your culture's stories or history? What are they known for?

Reflection Page

Answer the questions below.

1 What new thing did you learn about a culture different from your own today?

2 How did hearing about different traditions make you feel about your own family's customs?

3 Which tradition or story shared by a classmate did you find most interesting and why?

4 If you could adopt one new tradition or celebration from a classmate today, which one would it be and why?

Activity: Memory Poem Performance

Objective

What are we learning more about?

To improve skills, oral expression, and understanding of phrasing and pausing. This activity will help students to appreciate the rhythm and flow of poetry and develop their presentation skills.

Materials

What do we need for our activity?

- ✓ A selection of poems, age-appropriate poems
- ✓ Copies of poems for students
- ✓ A quiet, comfortable space for performance
- ✓ Props or costumes related to the poem(s)



Instructions

How do we do this activity?

- 1) **Poem Selection:** Allow each student to choose a poem from the selection provided. Ensure the poems are appropriate for their reading levels.
- 2) **Memorization Time:** Give students adequate time to memorize their chosen poem. Encourage them to practice at home as well.
- 3) **Understanding Phrasing and Pausing:** Teach the students about the importance of phrasing and pausing in poetry. Discuss how these elements contribute to the overall effect of the poem.
- 4) **Practice Sessions:** Have practice sessions where students perform in small groups, focusing on phrasing and pausing. Offer feedback and encouragement.
- 5) **Performance Day:** Arrange a day for the final performance. Allow students to use props or costumes if they wish, to add to their presentation.
- 6) **Audience Etiquette:** Remind the class about being respectful and attentive audience members.

Activity: Memory Poem Performance

Criteria	Excellent	Good	Satisfactory	Needs Work
Memorization	Recites the entire poem accurately with no errors.	Recites most of the poem accurately with minimal assistance.	Recites some of the poem with some assistance needed.	Struggles to recite the poem, needing significant assistance.
Pronunciation & Clarity	Pronunciation is clear and correct with no errors.	Mostly clear and correct pronunciation with few errors.	Pronunciation is understandable with several errors.	Pronunciation and clarity need significant improvement.
Expression & Emotion	Conveys emotion and expression that enhances the poem's meaning.	Some expression and emotion, but not consistently maintained.	Some expression and emotion, but not consistently maintained.	Little to no expression or emotion conveyed.
Pausing & Phrasing	Uses effective pausing and phrasing to enhance the poem's rhythm.	Inconsistent use of pausing and phrasing.	Inconsistent use of pausing and phrasing.	Struggles with pausing and phrasing; disrupts poem's rhythm.
Eye Contact & Presence	Maintains eye contact with audience; confident stage presence.	Mostly maintains eye contact; confident stage presence.	Limited eye contact; needs improvement in stage presence.	Limited eye contact; needs improvement in stage presence.

Feedback

How did you do?

Teacher Feedback - How will you start your presentation to grab the audience's attention?

Student reflection - What could you do better next time?

Activity: Reader's Theatre Performance

Objective

What are we learning more about?

To enhance fluency, expression, and comprehension through a group performance, students will act out a provided script with four characters and a narrator, using props and costumes to add creativity.

Materials

What do we need for our activity?

- ✓ Copies of the script (one for each student)
- ✓ Simple props and costumes (optional)
- ✓ Costumes or costumes for characters (optional)
- ✓ A space in the classroom as the 'stage'
- ✓ A device to play background music if needed



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain the concept of reader's theatre to the students. Discuss the importance of expression, volume, and clarity when reading.
- 2) **Script Distribution:** Hand out copies of the script to each student, ensuring everyone has a chance to participate as a character or the narrator.
- 3) **Rehearsal:** Allow the students time to read through the script and practice their parts. Encourage them to work together to decide on how to best portray their characters.
- 4) **Props and Costumes:** If you choose to use props or costumes, allow students to select or create simple items that represent their characters or setting.
- 5) **Performance:** Arrange the classroom chairs for the audience and clear a space for the 'stage'. Have the students perform the script for their classmates. If possible, record the performance for later review.
- 6) **Review:** After the performance, play back the recording for the students to watch.

READER'S THEATER

Character	Lines
Narrator	Come to the grand adventure of the Lost Treasure of Pirate Cove! Your brave crew will discover something truly amazing!
Captain Redbeard	The old map speaks of treasure buried right here on this very spot. Who's with me to find it?
Polly Parrot	Yay! Polly wants treasure! Squawk!
First Mate Finley	Captain, get me shovel ready to dig for gold and jewels!
Sailor Sam	I'm ready! What does the map say?
Captain Redbeard	It says, "Go to the old palm tree to the north, then sing a pirate song!"
Polly Parrot	A pirate song! A pirate song!
Sailor Sam	(Singing) Yo-ho-ho!
Mermaid Marina	(Appearing suddenly) Oh, pirates! The treasure you seek, solve my riddle, do not peek!
First Mate Finley	A riddle? We're good at riddles. What is it, Marina?
Mermaid Marina	"I have keys but open no lock, with a turn I can enter, but you can't go outside." What is it?
Sailor Sam	Oh, I know! A keyboard! Are we right?
Mermaid Marina	Correct you are, the treasure is yours, as befits the crew!
Captain Redbeard	Hooray! Thank ye, Mermaid Marina! Crew, let's dig for treasure and share it fair and square!
Polly Parrot	Squawk! Fair and square! Fair and square!
Narrator	And so the crew found the treasure, thanks to their cleverness and teamwork. They celebrated with a pirate feast and sang songs until the moon shined brightly over Pirate Cove. The end.

READER'S THEATER

Character	Lines
Narrator	This tale is about five friends from the Enchanted Forest on a quest for the magical Rainbow Flower!
Sparkle the Fairy	My friends! Today we search for the Rainbow Flower. It's said to bloom only once every hundred years!
Blinky the Elf	Snacks! We might get hungry on this grand adventure!
Glimmer the Unicorn	Let's go on our path with my glowing horn. Let us trot to the Rainbow Flower!
Wise Owl	Hoo-hoo! The Rainbow Flower is not just a sight to behold, but it holds a great lesson for us.
Hoppy the Rabbit	Kindness! You're all ready to hop into action! Where do we start?
Sparkle the Fairy	We start by crossing the Enchanted Forest! Follow me!
Blinky the Elf	Look, there's a bridge! It has a sign on the gate. It says, 'I'm light as a feather, but even the world's strongest creature couldn't hold me for long. What am I?'
Glimmer the Unicorn	Hmm, that's a tricky one. Let's look closer.
Wise Owl	Hoo-hoo! I believe I know. The answer is 'A feather'.
Hoppy the Rabbit	Yes! You breathe in, you breathe out, and you can't hold your breath forever! Let's tell the gate!
Narrator	The bridge gate swung open, and the friends walked across, looking and feeling proud.
Sparkle the Fairy	There it is! The Rainbow Flower, just across the clearing!
Blinky the Elf	It's beautiful! Look how it sparkles with all the colors of the rainbow!
Glimmer the Unicorn	And look! The flower is surrounded by stones with words: 'Share', 'Care', 'Friend', and 'Love'.
Wise Owl	Ah, the magic of the Rainbow Flower reminds us to always be kind and to share love with the world.

READER'S THEATER

Character	Lines
Narrator	In the heart of the Whispering Woods, five friends discover a map to the secret Sunstone. Let's join them on their adventure!
Lily the Leader	I've found it! A map to the secret Sunstone! It's said to give light every darkest night!
Chester the Cheetah	Let's go and scout ahead. Let's find this Sunstone together!
Bea the Bee	Buzz! Buzz! I can fly high and look for clues. Lead the way, Lily!
Oliver the Owl	Hook your wings and read this old map. Follow me, friends.
Greta the Gecko	I'm small, but I can slip into places you can't. Let's go on this quest!
Narrator	The friends set off, each using their unique skills to navigate the woods.
Lily the Leader	The map says, 'Follow the trees whisper.' Let's look up and listen!
Chester the Cheetah	I see the stars aligning like a path. It's right in front of everyone!
Bea the Bee	Buzzing up here! I hear the trees whispering secrets over there!
Oliver the Owl	Well done, Bea! The map shows a hidden path to find the stone. I am not alive, but I grow; I don't drink but I need air; I don't have a mouth, but water kills me. I am fire!
Greta the Gecko	Hmm, I think I know! Is it fire? Fire grows, needs no water, pulls it out!
Narrator	With Greta's clever thinking, a hidden compartment is opened to reveal the glowing Sunstone.
Lily the Leader	We found it! The Sunstone will light our village square every night!
Chester the Cheetah	With my speed, I'll take it back before sunset!
Bea the Bee	And I'll spread the news to the whole village! Buzz-buzz!

READER'S THEATER

Character	Lines
Narrator	In a lush, vibrant jungle of Jubilee, a mystery of the Whispering Waterfall. Five friends decide to unravel its secret.
Max the Monkey	Have you heard the water at the waterfall whisper? They say it tells secrets of the jungle!
Lucy the Leopard	I know a path we can take us there without anyone noticing. Let's solve the mystery together!
Fiona the Flamingo	With my long legs, I can wade into the water. Maybe the secret is hidden beneath the surface.
Eddie the Elephant	My trunk can reach anything. I'm not too hot on the way. I'm in!
Gina the Giraffe	And I can spot things from a great height! Let's go on this adventure!
Narrator	The friends set off through the dense forest, searching for what they might find.
Max	Look out for the twisty paths. I almost got tangled up.
Lucy	Follow me closely. I know the way through these trees like the back of my paw.
Fiona	This water is just right! Not too hot, not too cold. Perfect for finding secrets!
Eddie	I'll clear the path with my trunk. No obstacles here!
Gina	I see the waterfall! It's just ahead, past the last bend of the trail.
Narrator	They arrive at the waterfall, its waters cascading down rocks, creating a soft hum as it falls.
Max	Shh... listen. The waterfall is saying something.
Lucy	It sounds like... music? It's beautiful!
Fiona	The water's rhythm is like a dance. I feel like dancing too.
Eddie	It's a song of the jungle! Every drop tells a story of the rain and the wind.
Gina	The secret of the waterfall is the song of nature. We've found it, the melody of Jubilee!
Narrator	The friends danced and swayed to the waterfall's whispers. They had uncovered the secret - a harmony with nature that they would carry in their hearts forever. The end.

READER'S THEATER

Character	Lines
Narrator	In a small town of Sunnyville, a group of friends find an old book in the attic. It tells tales of the legendary Laughing Llama that brings joy to whoever finds it. Our friends decide to go on a quest.
Alex the Adventurer	With this old book I found! It tells of a Laughing Llama that lives on Mount Merry Mountain. We should go find it!
Bella the Brain	This is an exciting quest! I'll bring my notebook and compass. We'll map our way.
Carlos the Comedian	And I'll bring the jokes! They say the Llama loves laughter!
Daisy the Detective	I'll keep a close eye on things. We'll solve the mystery of where the Llama hides!
Ella the Explorer	I've got my map! Let's go! Let's start the adventure!
Narrator	So the friends set out, each with their own tools, ready to find the Laughing Llama.
Alex	The book says the Llama speaks like a bird. Let's listen for that!
Bella	I hear them! This compass points north. We're on the right path!
Carlos	I'm ready with a llama joke! Why did the llama go to the doctor? Because he had an llamergency!
Daisy	Carlos, look! There are llama footprints in the mud!
Ella	And look up there! Is that the Llama on top of the hill?
Narrator	The friends climb the hill and find the Laughing Llama, just as the legend described.
Alex	We found you, Laughing Llama! The book was right!
Bella	This adventure required all our skills combined.
Carlos	And all my best jokes! Listen, the Llama is laughing!
Daisy	Our curiosity and your jokes brought the Llama out of hiding.
Ella	What a beautiful view from up here! And what a fun quest we had!
Narrator	With laughter and cheer, the friends spend the afternoon with the Laughing Llama. They return home as the sun sets, their hearts full of joy from the day's journey. The end.

Activity: Topic Train

Objective

What are we learning more about?

To enable students to focus on staying on topic while sequentially building upon other students' comments, using a variety of collaborative and continuity in discussion.

Materials

What do we need for our activity?

- ✓ A list of topics to choose from
- ✓ A bell or a noise maker to signal the end of the round



Instructions

How do we complete the activity?

- 1) **Prepare the Topics:** Select a list of age-appropriate topics that will interest grade 3 students. Each topic should allow for multiple diverse responses.
- 2) **Form the Train:** Have the students stand in a line and form the train. Explain that they will be adding to the story or topic as they move along.
- 3) **Introduce the Topic:** The teacher introduces the topic from the list and explains that each student will add a sentence that's related to the topic, building on what the previous student said.
- 4) **Start the Train:** The first student in the line starts by adding a sentence or setting a scene based on the topic. For example, if the topic is "Day at the Beach," the first student might say, "Yesterday, I went to the beach with my family."
- 5) **Keep the Train Moving:** The next student in line adds a sentence related to the first student's statement, and so on. The key is to stay on topic and add something meaningful to the narrative or discussion.
- 6) **Signal the End:** After each student has had a turn or when the story reaches a natural conclusion, the teacher can ring the bell or make a noise to signal the end of that round.
- 7) **Reflect and Restart:** Discuss briefly what was created, then choose a new topic and start the process again with the student who ended the last round.

Topics

Students build a story on these topics.

My favourite holiday

The best day at school

A superhero I admire

My favourite book character

The most interesting animal

A place I would like to visit

My favourite sport

A hobby I enjoy

The coolest science experiment

My dream job in the future

The funniest thing that happened to me

What I like about my best friend

My favourite family tradition

The best movie I've ever seen

A food I love and how it's made

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Reflection

Answer the questions below.

1) Which topic was easy for you to add a sentence? Why?

2) What did you like about the topic your class created?

3) Was it challenging to think of something to add? Why not?

4) Why is it important to listen carefully to others when doing

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Activity: Musical Conversations

Objective

What are we learning more about?

To practice listening and verbal communication skills in a fun, dynamic setting. Students will participate in short, focused discussions on various topics, learning to express their thoughts clearly and listen attentively to their peers.

Materials

What do we need for our activity?

- ✓ Music player
- ✓ A list of discussion topics from the teacher
- ✓ Space in the classroom to move and pair up easily



Instructions

How do we complete this?

- 1) **Prepare the Space:** Arrange the room to allow free movement for all students. Ensure there's enough space for students to walk around and form pairs without congestion.
- 2) **Select the Topics:** Prepare a list of engaging and appropriate topics. These can be related to what they are currently learning, general knowledge, or fun, imaginative scenarios.
- 3) **Explain the Rules:** Before starting, explain the rules of the activity.
 - When the music plays, walk around the room.
 - When the music stops, quickly find a partner and form a pair.
 - Discuss the given topic with your partner until the music starts again.
 - When the music resumes, thank your partner, and start walking again to find a new partner for the next round.
- 4) **Start the Music:** Play the music. Encourage students to move around in a calm and orderly manner.
- 5) **Pause for Conversation:** Stop the music at random intervals. Announce a topic for discussion and allow the students a couple of minutes to discuss the topic with their partner.
- 6) **Resume and Repeat:** Start the music again and have students find new partners with each stop. Continue for as many rounds as you see fit or as time allows, ensuring that each student gets multiple turns to speak and listen.

Discussion Topics

Students discuss on these topics in pairs.

The best part of my day was...

My favourite animal and why I like it

A book I read and what it was about

What I like about my school

My favourite sport and why

If I could be a character from a story, I would be...

Something new I learned

My favourite game to play with friends

What I want to be when I grow up and why

My favourite holiday and how I celebrate it

The most interesting place I've ever visited

A hobby I enjoy and what I like about it

What I would do if I had a superpower

My favourite food and how it's made

What I like most about my family or friends

Reflection

Answer the questions below.

1) Which topic do you enjoy discussing the most, and why?

2) Did you learn anything new or interesting from your classmates? Can you share an example?

2) Draw a scene or an event about a discussion that you really liked?

Which topic did you enjoy discussing the most, and why?

Did you learn anything new or interesting from your classmates? Can you share an example?

Draw a scene or an event about a discussion that you really liked?

Activity: Interview a Classmate

Objective

What are we learning more about?

To develop listening and interpersonal skills by interviewing a classmate and then presenting the findings. This activity encourages students to ask clear questions, listen attentively, and communicate clearly to the audience during the presentation.

Materials

What do we need for our activity?

- ✓ List of simple interview questions provided by the teacher
- ✓ Paper and pencils for taking notes
- ✓ A 'microphone' prop (optional) for fun to give a feel of a real interview



Instructions

How do we complete the activity?

- 1) **Form Pairs:** Pair up the students. If the number of students is odd, one student can form a group of three where two students interview the third.
- 2) **Distribute Materials:** Give each student a piece of paper for taking notes during the interview.
- 3) **Explain the Process:** Explain that each student will take turns being the interviewer and the interviewee. The interviewer asks questions and the interviewee provides the answers.
- 4) **Provide Interview Questions:** Provide a list of simple, age-appropriate questions. You could also allow students to think of their own questions.
- 5) **Conduct the Interviews:** Allow time for each student to interview their partner. Remind them to take turns and to listen carefully to the answers.
- 6) **Prepare the Presentation:** After the interviews, give the pairs time to prepare a short presentation about their partner based on the interview.
- 7) **Present to the Class:** Each student takes turns presenting what they learned about their partner. If using a 'microphone' prop, they can use it to add a fun element to the presentation.

Interview Questions

Interviewers can ask these 10 questions. Option: Add 5 more.

1. Tell me the full names of your father and mother?
2. Do you have siblings? (If yes) How many brothers and sisters?
3. Where were you born?
4. What is your favorite subject in school and why?
5. What do you like to do after school?
6. What is your favorite food and why do you like it?
7. Who is your favorite person and what makes them special?
8. What do you want to be when you grow up?
9. What's your favorite way to spend time with friends?
10. Do you have a favorite hobby or activity?

Name: _____

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Note Taking

After asking the 10 questions, write down what you learned

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Activity: Audience Bingo

Objective

What are we learning more about?

To develop listening and observation skills among students, encouraging them to be active audience members during presentations.

Materials

What do we need for our activity?

- ✓ Bingo cards with different audience behaviours listed in each square (e.g., nodding, clapping, smiling, looking confused, laughing, asking a question)
- ✓ A list of simple topics for students to present (provided by the teacher)



Instructions

How do we complete the activity?

- 1) **Prepare the Bingo Cards:** Create or print bingo cards with different audience behaviours in each square. Include a variety of behaviours such as nodding, clapping, smiling, looking confused, laughing, asking a question.
- 2) **Explain the Rules:** Distribute the bingo cards to each student. Explain that they will be watching their classmates give presentations. As they observe the presentations, they should mark off the behaviours they notice from the audience on their bingo cards.
- 3) **Conduct the Presentations:** Have each student come up to the front of the class one at a time to present a short story, scenario, or talk about a topic. The rest of the class, as the audience, will observe and listen attentively.
- 4) **Play Audience Bingo:** As the presentations are going on, students mark off the behaviours they observe from their classmates in the audience. The first student to get five in a row (horizontally, vertically, or diagonally) and shouts "Bingo!" wins that round.
- 5) **Rotate the Roles:** Continue the activity until each student has had a chance to present and observe as an audience member. Ensure that the behaviours on the bingo cards are observed and marked appropriately.

Bingo Cards

Cut out the bingo cards below.

Nodding Agreement	Smiling	Asking a Question	Looking Confused	Writing Something Down
Clapping		Leaning Forward	Raising a Hand	Frowning
Laughing	Sitting Up Straight	Free Space	Making Eye Contact	Tilting Head
Giving a Thumbs Up	Whispering Near		Sitting Up Straight	Nodding in Agreement
Asking a Question	Laughing		Clapping	Smiling

Sitting Up Straight	Asking a Question	Giving Thumbs Up	Whispering Near	Clapping
Writing Something Down	Smiling	Making Eye Contact with the Presenter	Leaning Forward	Nodding in Agreement
Frowning	Laughing	Free Space	Looking Confused	Asking a Question
Tilting Head	Free	Smiling	Asking a Question	Writing Something Down
Leaning Forward	Raising a Hand	Clapping	Giving a Thumbs Up	Free

Bingo Cards

Cut out the bingo cards below.

Nodding in Agreement	Sitting Up Straight	Asking a Question	Looking Confused	Giving a Thumbs Up
Clapping		Leaning Forward	Raising a Hand	Raising a Hand
Asking a Question	Sitting Up Straight	Free Space	Laughing	Smiling
Writing Something Down	Whispering		Smiling	Nodding in Agreement
Making Eye Contact	Laughing		Clapping	Tilting Head

Smiling	Clapping	Giving a Thumbs Up	Whispering	Asking a Question
Writing Something Down	Sitting Up Straight	Making Eye Contact with the Presenter	Leaning Forward	Nodding in Agreement
Looking Confused	Laughing	Free Space	From the Audience	Asking a Question
Smiling	Free	Tilting Head	Asking a Question	Writing Something Down
Free	Raising a Hand	Clapping	Giving a Thumbs Up	Leaning Forward

Presentation Topics

Students present on these topics.

My favourite sport and activity	The best school lunch
A pet I would love to have	My favourite storybook character
A game I love to play at recess	The most fun science fact I know
What I like about winter	My dream holiday destination
The coolest plant or animal I've learned about	A hobby I want to start
Why I like my best friend	A fun and interesting place in my town
What I would do with a million dollars	My favourite weather and why
If I were an astronaut, I would...	What I want to be when I grow up
The bravest thing I've ever done	The funniest joke I know
If I could invent something, it would be...	The best part of my day today

Activity: Voice Modulation Game

Objective

What are we learning more about?

To help students understand and practice the concept of voice modulation, including changes in pitch, volume, and tone, to enhance communication skills. This activity aims to develop their awareness of how different voice qualities can impact the way messages are conveyed and received.



Materials

What do we need for this activity?

- ✓ A list of phrases or sentences for students to read aloud (simple and familiar phrases work best)
- ✓ A set of cards with different voice modulation instructions (e.g., whisper, shout, happy tone, sad tone, slow, fast, etc.)
- ✓ A quiet, comfortable space in the classroom for the activity.

Instructions

How do we complete this activity?

- 1) **Introduction:** Begin by explaining what voice modulation is and why it's important for effective communication.
- 2) **Demonstration:** Model different types of voice modulation for the students (e.g., loud, soft, fast, slow, high pitch, low pitch).
- 3) **Activity Setup:** Hand out a phrase or sentence to each student along with a card with a specific voice modulation instruction.
- 4) **Practice Round:** Allow the students to practice reading their phrase or sentence with the voice modulation indicated on their card.
- 5) **Performance:** Each student takes a turn to read their phrase or sentence aloud to the class, using the voice modulation on their card.
- 6) **Group Reflection:** After everyone has had a turn, discuss as a group how the different voice modulations changed the way the messages were perceived.

Sentences

Cut out the cards below.

The sun is warm and bright.

I like to play in the park.

Can we play together?

My cat purrs because he is happy.

Let's draw pictures with crayons.

I had pancakes for breakfast.

The moon lights up the night.

I can count to one hundred.

Rainbows have many colors.

We go to school on weekdays.

My favourite fruit is apples.

Butterflies have pretty wings.

I like playing with my friends.

Fish swim in the water.

Stars twinkle in the sky.

My teacher helps me learn.

Winter is cold and snowy.

I can dance and sing.

Birds fly high above the trees.

I brush my teeth every morning.

Voices

Use the voices

Emotions

Whisper quietly

Shout loudly

Use a happy tone

Use a sad tone

Speak very slowly

Speak very quickly

Use a surprised tone

Speak in a high pitch

Speak in a low pitch

Speak in a scared tone

Speak with excitement

Use a monotone tone

Use a rising tone

Use a falling tone

Use a dramatic tone

Use a soft voice

Use a loud voice

Whisper as if telling a secret

Speak as if you are out of breath

Speak with a dramatic flair

Charades & Gestures: Message Without Words

Objective

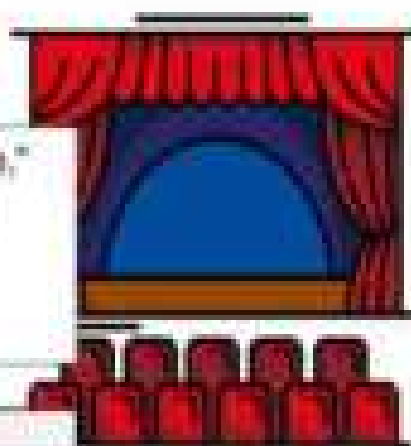
What are we learning more about?

Students will understand and appreciate the importance of non-verbal cues in communication, specifically in charades, focusing on body language, gestures, and facial expressions.

Materials

What do we need for our activity?

- ✓ Prepared cards with words or phrases (e.g., "baking a cake," "playing soccer," "reading a book")
- ✓ Timer or stopwatch
- ✓ Notepad and pen for recording points
- ✓ Bowl or hat to hold the cards



Instructions

How do we conduct the activity?

- 1) Preparation: Write different actions or activities on separate cards. Fold them and place them in a bowl or hat.
- 2) Divide the class into two teams.
- 3) One student from the first team will draw a card. They should not show or tell their team the word/phrase.
- 4) Set the timer for 1 minute. The student will then act out the phrase without speaking, using only gestures, facial expressions, and movements.
- 5) The team will guess the word/phrase based on the student's performance.
- 6) If the team guesses correctly within the 2 minutes, they earn 1 point.
- 7) The next team will then take their turn.
- 8) The game continues until all cards are used or until a set period.
- 9) The team with the most points at the end wins!

Charades & Gestures: Message Without Words

Charades

Cut out the cards below

PREPARED

Brushing teeth

Blowing bubbles

Cleaning a car

Catching a ball

Riding a horse

Watering plants

Baking cookies

Building a sandcastle

Jumping rope

Reading a book

Swimming

Dancing ballet

Flying a kite

Digging up a plant

Sneezing

Making a snowman

Playing the guitar

Painting a picture

Rowing a boat

Eating spaghetti

Activity: Reading Emotions Through Body Language**Objective**

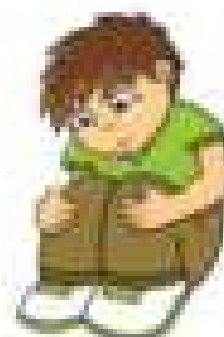
What are we learning more about?

Students will identify and understand feelings/emotions based on non-verbal cues and learn appropriate ways to communicate when encountering these emotions in others.

Materials

What do we need for our activity?

- ✓ List of emotions/feelings (sample provided).
- ✓ Open space for acting out.

**Instructions**

How do we conduct this activity?

- 1) Cut out each emotion/feeling from the list provided and place them in a bowl.
- 2) Students will take turns drawing an emotion/feeling from the bowl.
- 3) Without using words, the student will act out the emotion/feeling using only their body language and facial expressions.
- 4) The rest of the class will guess the emotion/feeling based on the cues.
- 5) After each turn, the class will discuss:
 - a) The specific non-verbal cues that gave away the emotion/feeling.
 - b) How might you approach or communicate with someone displaying that particular body language? What would you say to them right now?

Activity: Reading Emotions Through Body Language

Emotions

Cut out the cards below



Tired
Angry
Relaxed
Jealous
Annoyed
Shy
Confused
Happy
Sad
Curious
Embarrassed
Amused
Thoughtful

Activity: Facial Expressions Circle

Objective

What are we learning more about?

To help students understand and interpret emotions through facial expressions and realize the importance of non-verbal communication.

Materials

What do we need for our activity?

- ✓ List of emotions and feelings
- ✓ A circle or design on the floor for students to sit in



Instructions

How do we conduct this activity?

- 1) Have all students sit in a circle.
- 2) Provide each student with a card (face down) with a list of emotions. They shouldn't reveal their emotion to anyone.
- 3) When given the signal, students will expose the emotion on their card using only their facial expression.
- 4) Going clockwise around the circle, each student will have a turn to display their facial expression to the person on their left. The guesser will have the chance to guess the emotion correctly.
- 5) After guessing, the next student (the previous guesser) will display their emotion to the next person in the circle, and so on.
- 6) Continue until every student has had a chance to display their emotion and guess an emotion.
- 7) If it is too challenging, show the list of emotions to give students a chance to guess the emotions.

Activity: Facial Expressions Circle

Emotions

Cut out the cards below



Hungry

Thirsty

Sleepy

Cold

Hot

Annoyed

Shy

Funny

Grumpy

Playful

Lonely

Relaxed

Surprised

Excited

Scared

Confused

Proud

Silly

Bored

Tired

Worried